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Report of the Director on the Implementation and Outcomes of IIEP's 2023 Activities

64 GB/4 Part I

Item 4 of the Agenda

Contents

The Director's vision: unlocking IIEP's full potential

I joined IIEP in March 2023, in an ambivalent context. The Institute was preparing for the celebration of its 60th anniversary, leading a reflection on its past six decades of rich legacy – very useful to my onboarding as Director. In parallel, in order to understand the functioning of the Institute and detect challenges and opportunities, I organized numerous discussions with IIEP staff members, visiting all offices, to retrieve relevant insights and institutional knowledge to plan for a strong continuity of IIEP's work. The interactions confirmed my appraisal of IIEP's main asset: its devoted and resilient staff, skilled, with rich experience and an expertise that has been preserved over time.

This festive and stimulating induction was also marked by a challenging and complex geopolitical, social, and environmental juncture, bringing forward rapid shifts in priorities and concerns from countries and donors. Such evolving circumstances put a direct strain on IIEP's capacity to respond to demand. It has become clear that to remain relevant and sustainable, IIEP must be watchful of these shifts and remain agile.

Nine months into my tenure, I am ever more convinced of the relevance of the Institute's mandate. Preserving its expertise has secured the continuity of its excellency in supporting the global education community in this strenuous context. However, I also reached the conclusion that to unlock its full potential, IIEP must be willing to challenge its instruments and approach, to stay closely aligned with the needs of the countries we support.

To reconcile these paths into a single vision, one that allows us to build on our history and expertise but also to be reactive to change, I have defined four strategic axes to guide our path forward. Each of these will be developed in the following section.

Reframing IIEP's technical offer

The rapidly changing demands in the education sector compel IIEP to follow suit in adapting its offer. In addition, the number of emerging voices in the field requires IIEP to evolve to remain relevant while keeping its mission true to its strengths and mandate. IIEP has identified three mechanisms to strike this balance.

Refining support to countries and partners

IIEP has a history of vast programme offers developed to respond to the many challenges countries are facing. However, in the current highly dynamic context, IIEP is in a position to reflect on its offer and to detect which areas of existing expertise will answer today's challenges, as well as which

expertise may need to be enhanced. This will allow the Institute to guide and organize its resources with increased efficiency.

The streamlining of the Institute's offer is twofold:

1. Renewing focus on innovative policy development – such as micro-planning – and in policy implementation, management, and monitoring and evaluation.

2. While IIEP continues to implement its programme along the ten Value Streams of the 11th Medium-Term Strategy, IIEP's 60th anniversary provided space for a reflection on the main themes that IIEP will work on to address current challenges in Education. IIEP reorganized its thematic offer into six key priorities, which will be paramount to addressing current challenges of the educational community and to set the foundations for a better future. The thematic priorities are reframed as follows:

   • planning and management to improve learning;

   • planning and management for equity, gender equality, and inclusion in education;

   • promoting good governance and transparency in educational management and financing;

   • enhancing digital technology to transform education;

   • planning and management for crises, climate change, and natural hazards;

   • ensuring skills for the future and the transition to work.

Fostering innovation

IIEP's longstanding foresight function has allowed the Institute to use its research to anticipate future needs and to provide evidence-informed guidance and flexibility to face unexpected challenges, such as the recent COVID-19 pandemic. The instability of the current context calls for a redoubling of IIEP's foresight efforts, exploring nascent areas of interest and potential hindrances.

It also requires the Institute to observe what and how other stakeholders are contributing to education, to stay abreast of new trends and to understand how it can contribute effectively to discussions on the present and the future of planning. IIEP must affirm its place at the table of strategic high-level fora to uphold its position as a key voice in the global educational field.

IIEP embarks on a journey towards becoming a learning institution providing fertile ground for innovation. A particularly promising line for IIEP to explore is how to unravel the serendipity linked to the planning process. For instance, how to find ways to adapt and expand planning instruments by using strategic and problem-solving techniques like design or system thinking, or how IIEP can

continuously explore the role that technology takes in planning to help countries navigate future challenges.

Highlighting IIEP's unique role and value added

As part of UNESCO and the wider UN system, IIEP has a set of strengths that positions it strategically to foster systemic and sustainable change in countries. In addition to increasing focus on the impact of its work, IIEP must place its comparative advantages at the forefront in presenting its offer to partners, whether they are countries or donors.

Among these strengths is IIEP's system perspective. The Institute's vantage point allows it to play a role in the humanitarian-development nexus: IIEP can help countries building on the interconnection of international declarations and commitments at macro-level with specific policies and routine operations at micro-level, including at school level. In that vein, IIEP is increasing its work on the intermediate levels, which are key players in the successful implementation of policies at the school level.

Another key strength of IIEP is its integrated approach to capacity development: IIEP uplifts its country offer with the findings and real-life experiences of its research and development, feeding this knowledge into the design and implementation of its training and technical cooperation efforts.

Finally, IIEP has singular direct access to UNESCO Member States. From its position within the UN system, underpinned by a clear mandate, the Institute can fulfil its role of honest broker reaching out to ministries in demand of its advisory function. As importantly IIEP builds unique partnerships with other institutions both inside and outside the UN system, asserting IIEP's broker duty to grant countries with strong and fair support.

Fostering staff wellbeing and engagement

While strategies for institutional reframing open many possibilities regarding the future, they also require organizational adaptation and resilience. IIEP's management is aware that staff members have navigated a series of distressing events over the past few years. Beyond coping with the COVID-19 pandemic in 2020 and 2021, the 2022–2023 biennium marked significant changes in IIEP's organizational structure, with staff separations, departures, and general uncertainty.

To support staff, a Human Resource strategy was drawn up. The key objective of the strategy is to preserve institutional composure and avoid extensive transitions while keeping some flexibility to

pivot into new areas of work as driven by external demand. The guiding principles of this Human Resource strategy are the following:

- Focus on providing stability for staff members.

- Give attention to staff satisfaction and encourage frequent dialogue.

- Agree on staff time dedication in a transparent, systematic, and centralized software, to optimize priority assignments to high-impact activities. This is possible through the restructuring of the Project Monitoring function, and the roll out of the workplan function in the Project Management software.

- Promotion of collective face-to-face activities such as staff retreats. IIEP celebrated its first Extended Management Team Meeting in September in Paris, enabling the discussion of key institutional issues at a global scale.

- Redefinition of roles and responsibilities of some positions to help decongest work in high-demand units.

- Recruitment of new staff through project funding to mitigate workload without resorting to core funding.

Positioning IIEP's presence: global outlook and local expertise

One of IIEP's major assets is its capacity to provide a global and regional perspective, facilitated by its offices in Buenos Aires and Dakar. The regional presence enhances the Institute's capacity to accomplish its mandate, leading to clear benefits such as enrichment of peer networks, linguistic and cultural proximity, and attractiveness for regional funds and institutions. As cultures of planning differ across the World, the regional approach also capitalizes on the combined country and regional expertise to enable IIEP to explore a wider range of contexts and challenges.

While the specific regional perspectives are well established, IIEP is engaging in harmonizing the common aspects of its approach and programme offer in its three offices, to improve its accuracy, efficiency, and clarity in its communications with beneficiaries.

In terms of accuracy, the shaping of IIEP's offer under new priorities will increase the focus on key areas of interest and therefore prevent the dispersion of institutional resources. This requires increased communication and coordination between offices. The Institute is therefore working on mechanisms such as internal knowledge sharing spaces and inter-office collaboration, to improve the pooling of expertise and resources.

Similarly, refining the offer leads to more efficient use of resources by preventing duplication of work and encouraging synergies. Managerial and operational processes, notably project workflows, are being harmonized to allow for seamless transitions among offices. This process also includes a merge of information systems and digital solutions across the Institute, such as the consolidation of the global institutional website, and community of practice.

Eventually, the streamlining of IIEP's offer builds a stronger brand identity which brings clarity to communication products and other outreach efforts. Communication efforts are being reinforced by an increased focus on impact, through the sharing of stories of change and other successful outcomes at organizational and system levels. Such a shift is visible in the 2023 edition of the biennial activities report, IIEP in Action.

Strengthening the relationship with core donors and diversifying funding sources

The long-term sustainability of IIEP, and ultimately its capacity to rise to the challenges it faces, relies on its financial sustainability and therefore on its capacity to secure diverse sources of funding. 2022 marked a challenging year in this respect, due to the reduction of some donor contributions.

Based on the Resource Mobilization Plan supported by the Governing Board in December 2022, the current strategy for ensuring financial sustainability is to secure major donors and diversify project funding. These two mechanisms are linked, as human resources are largely financed by core funding, any effort to increase project funding is constrained by the capacity of staff to absorb and implement new projects.

Seeking sustainable core funding was a strategic priority, especially considering the scheduled termination of the *Agence française de développement* (French Development Agency, AFD) core funding agreement in December 2023. This year's negotiations appear to be positive: on 10 November, the Ministry of Europe and Foreign Affairs of France announced a new multi-year support to IIEP of 8 million euros in core funding for the period 2024–2027. This marks a strong confidence in IIEP's work and mission and enhances the already solid partnership with France.

Discussions with other donors are ongoing, for instance with Norway, which also increased its contribution to UNESCO in 2023 compared to 2022. From this, IIEP benefitted proportionally and should continue to do so until 2025, in close collaboration with the UNESCO Education sector. IIEP participated in the annual Nordic review in June 2023 and is maintaining a strategic dialogue with its main core funders, i.e. Argentina, France, Norway, Sweden, and Switzerland.

Project funding is also following a positive trend, with new grants from the Global Partnership for Education (GPE) at the global level. At the country level, IIEP continues to be well positioned to support GPE Compact processes and some capacity development activities. Beyond GPE, IIEP is engaging in meaningful conversations with new bilateral donors such as with the Italian cooperation (AICS) and the UK's Foreign and Commonwealth Development Office (FCDO). In addition to those successful exchanges with bilateral donors, IIEP is proactively consulting private foundations, resulting in promising partnerships with organizations such as the Aga Khan Foundation and the Bill and Melinda Gates Foundation. Beyond financial partnerships, IIEP is looking for new technical partnerships, and already signed two new letters of intent this year. IIEP is also reinforcing its ties with other UNESCO Institutes such as the UNESCO Institute for Statistics (UIS).

Finally, IIEP recently organized a Donors' Day with the participation of 40 donors and partners, showing the wide range of actors ready to engage further with IIEP and partners on various topics.

Mission and shared vision

IIEP's mission is to strengthen the capacity of UNESCO Member States to plan and manage their education systems. It achieves this through two mutually reinforcing objectives: reinforcing capacity at country-level in education sector planning and management, and through the global-level provision of actionable knowledge on educational planning and management for use by Member States. To remain relevant in the future, educational planning must keep pace with, and adapt to, the many changes reshaping our world. To ensure robust planning and implementation of educational policies and plans, educational planners and managers must stay updated on new approaches to planning and constantly update their practices. As a learning institute and an observatory of innovations, IIEP stays abreast of new trends and contributes to how planning evolves.

This report is structured to mirror IIEP's 11th Medium –Term Strategy (MTS) by Strategic Objective: Strategic Objective 1 *Member States develop their capacity to plan and manage effectively for education sector development* and Strategic Objective 2 *Member States access and use actionable knowledge on educational planning and management*. For each Strategic Objective, a summary of activities is reported, with specific activities reported under each of IIEP's the six priorities if available. A short report on IIEP's resources follows with budget implementation and financial situation, and human resource management.

This year, IIEP's portfolio of activities is comprised of 87 projects. The distribution of IIEP's portfolio by IIEP Strategic Objective functions is rather well balanced, with 30 per cent for Training, 30 per cent for Knowledge Management and Mobilization, and 40 per cent for Technical Cooperation. Continental Africa represents 74 per cent of IIEP's portfolio, Least Developed Countries 70 per cent, and fragile 41 per cent as measured through IIEP's KPI 2 (see results report in *Appendix 4*).

The maps provided at the end of this introduction provide an interpretation of the share IIEP' projects by function, showing that IIEP's largest share of technical cooperation takes place in West and Central Africa, and that IIEP's research, development and knowledge sharing function benefits Latin America, and increasingly, Asia. Also provided is a visual representation of the countries by number of projects, displaying a pertinent and accurate depiction of the figures reported above with a large number of projects in West and Central Africa, and growing numbers in Asia.

There were many highlights for each function, including the following.

IIEP organized 59 training activities, of which 39 project-embedded activities were carried out in the field, for over 1,468 people from more than 90 UNESCO Member States. These were delivered in multiple languages: English, French, Spanish, and Portuguese. Post-training surveys show that

80 per cent of participants reported confidence in applying what they had learned. IIEP's transversal project on gender, the Gender at the Centre Initiative (GCI), has also trained more than 1,000 ministry and civil society actors in multiple languages.

The Institute provided 58 Member States, of which 27 were in Africa, with a wide array of technical support to improve both education sector planning and plan implementation. IIEP also co-designed 26 Education planning and management documents in 19 countries. Two major GPE projects are being implemented, one in Guyana for a reform that comes as part of a System Capacity and Transformation Grant from GPE with the aim of promoting equitable learning by strengthening culturally responsive and effective instructional leadership and improved accountability at district and school levels. Another is for climate smart education systems, in partnership with Save the Children and UNESCO Headquarters, to mainstream climate change adaptation and environmental sustainability into education sector plans, budgets and strategies. In monitoring its results through its Key Performance indicators (see *Table 6* in *Appendix 4*) IIEP shows an increase in its attention, notably for several KPIs. These include KPI 6, 'share of IIEP's portfolio that addresses and strengthens education resilience', which is starting to be properly mainstreamed in many planning projects, and KPI 7, 'share of IIEP's portfolio focused on education management and implementation capacities for improved and more equitable outcomes in learning', which is at the core of IIEP's work.

IIEP's research programme directly addresses SDG 4 with topics including: enhancing teaching and learning through the middle tier, digital policies in Latin America, a groundbreaking study on female leadership, and new research on how to engage civil society. IIEP disseminates this knowledge in diverse ways such as through online portals, webinars, massive open online courses (MOOCs), policy briefs, and publications. One important marker is that 96 policy documents published in 2023, as indexed by the Overton database, cite IIEP publications, with only two self-citations.

However, the results report in *Appendix 4* also shows that IIEP experienced some challenges in 2023. Missed targets have IIEP's full attention, for example, KPI 1, 'share of IIEP's total funding agreements that provide multi-year funding'. IIEP presented the Governing Board with a Resource Mobilization Plan in 2022. Its implementation in 2023 is leading to concrete results, for instance an increase in core donor contributions, including a multi-year contribution from the French Ministry of Foreign Affairs and four multi-year projects that will all be signed in 2024. In spite of IIEP's fundraising efforts, the targets for 2024 and 2025 will remain difficult to achieve, since to reach these targets IIEP would need to engage in an additional seven multi-year projects in 2024 and 12 in 2025 with no new multi-year core funding. In 2023 IIEP is already implementing seven multi-year projects, optimizing its staff time. The doubling of the number of multi-year projects in 2024 therefore could be complicated due to staff already being committed to ongoing projects during this period, leaving no space for responding to urgent country demands.

The absorption by staff of more multi-year projects is not desirable, as they are already committed to on-going projects during this period.

For KPI 3, 'share of IIEP's portfolio that is at least gender-responsive' IIEP is raising its concerns and has already taken measures to address the issue internally, with the organization of a gender mainstreaming workshop for IIEP staff. IIEP is also mobilizing further resources to fund this important priority.

Figure 1. **Maps showing distribution of technical cooperation and research projects**

Source: Data obtained from Planview (14/11/2023), international boundaries from United Nations Geospatial Information Section (2023). Note: The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO or IIEP concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties. Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined. Final status of the Abyei area is not yet determined. A dispute exists between the Governments of Argentina and the United Kingdom of Great Britain and Northern Ireland concerning sovereignty over the Falkland Islands (Malvinas).
Map reference: 1085_20231114.1

Country by number of projects and IIEP portfolio

Source: Data obtained from Planview (14/11/2023), international boundaries from United Nations Geospatial Information Section (2023). Note: The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO or IIEP concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties. Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined. Final status of the Abyei area is not yet determined. A dispute exists between the Governments of Argentina and the United Kingdom of Great Britain and Northern Ireland concerning sovereignty over the Falkland Islands (Malvinas).
Map reference: 1085_20231114.2

Strategic Objective 1

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

Overview of Strategic Objective 1

In 2023, IIEP's Global Training Strategy was approved and its implementation began. The framework of the new IIEP-UNESCO Global Campus has been determined and a new business model and competency framework developed. The Global Campus will provide online, hybrid, and face-to-face courses for educational planning professionals around the world.

Meanwhile, IIEP's technical cooperation activities placed renewed focus on implementation and management, on innovating and piloting new tools and methodologies, as well as developing a leadership academy for school leaders and the middle tier.

Transforming education through training and capacity development

IIEP has been training educational planners for 60 years and is the go-to Institute for planners around the world. IIEP is now revamping its training offer to respond to the changing needs of professionals in the field of educational planning and management for greater flexibility and targeted learning.

2023 was a year of transition for training at IIEP. Following a review of the options available, preparations have been made for the launch of the new IIEP-UNESCO Global Campus in 2024. This followed IIEP's reflection during the COVID-19 pandemic on the need to expand its online offer. This will enable the Institute to reach out to a larger number of professionals than via in-person training and to offer a modular training better adapted to the personnel being trained, through shorter and less expensive training. IIEP's Global Training Strategy envisages a flexible curriculum underpinned by an accreditation system and a practice-oriented pedagogical approach. Project-embedded

training is part of this offer and will be tailorable to specific settings and regions so that all Member States are able to benefit.

Throughout 2023, the IIEP Global Training Strategy Advisory Group has been developing the five strategic components of the IIEP Global Campus as detailed below.

A shared information system and global training webpage. An integrated IT ecosystem has been selected which will harmonize processes between the three offices and ensure a smooth and effective learning process for both learners and IIEP staff. Its development is planned in 2024, and a global catalogue of all IIEP training courses will be made available through the new IIEP global website.

A harmonized curriculum accredited through IIEP micro-credentials. IIEP has reshaped its core training offer into a single consolidated curriculum for the three offices. This new offer provides flexible learning pathways and consists of cumulative IIEP micro-credentials, giving learners the option of taking modular courses at different points in time or accumulating credits to obtain a Diploma in Educational Planning. The offer will be regional and global in terms of themes and languages, with the Buenos Aires office offering courses in Spanish and Portuguese, the Paris office offering courses in English and French, and the Dakar office offering courses in French. The modular structure of the curriculum is detailed in *Figure 2*.

Figure 2. **IIEP Modular Curriculum Structure**
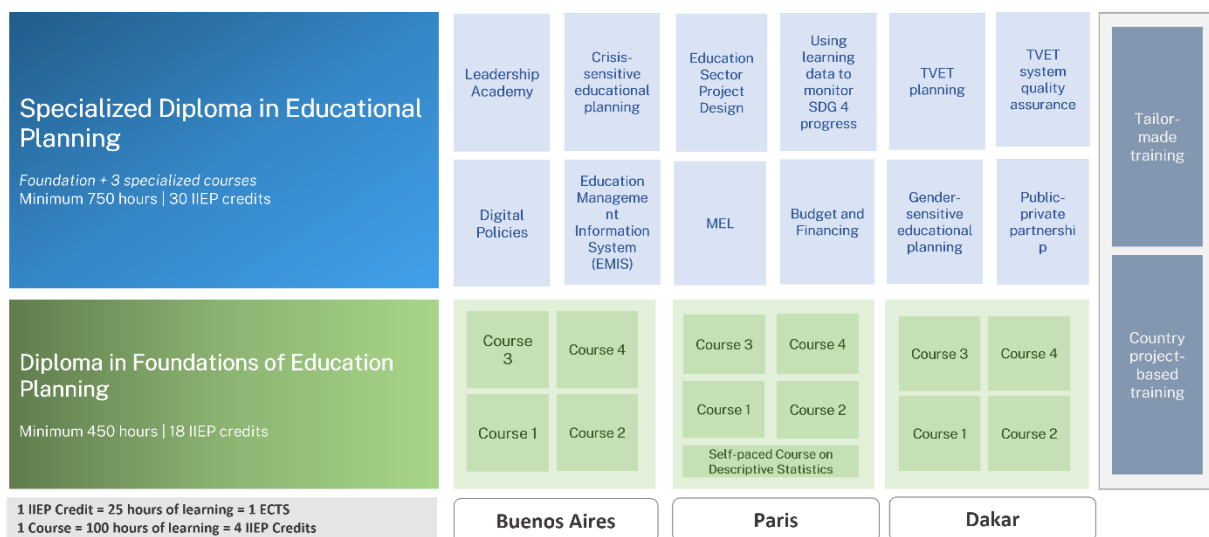
IIEP competency framework in educational planning and management. In 2023, IIEP designed its competency framework, which defines a core set of essential knowledge, skills and competencies for educational planners and managers. This framework will guide IIEP's training offer to ensure it provides the range of capacity development activities needed for effective educational planning and management.

A sustainable business model. This new business model for training includes a common costing template across the three offices that allows IIEP to understand its cost drivers and regional differences and explore ways of optimizing resources and reducing costs.

Throughout 2023, the Institute continued to support educational policy makers and planners through core training programmes and a range of tailor-made and project-embedded training courses, as shown in *Figure 3*.

Figure 3. **Number of courses delivered in 2023, by office and type of training**
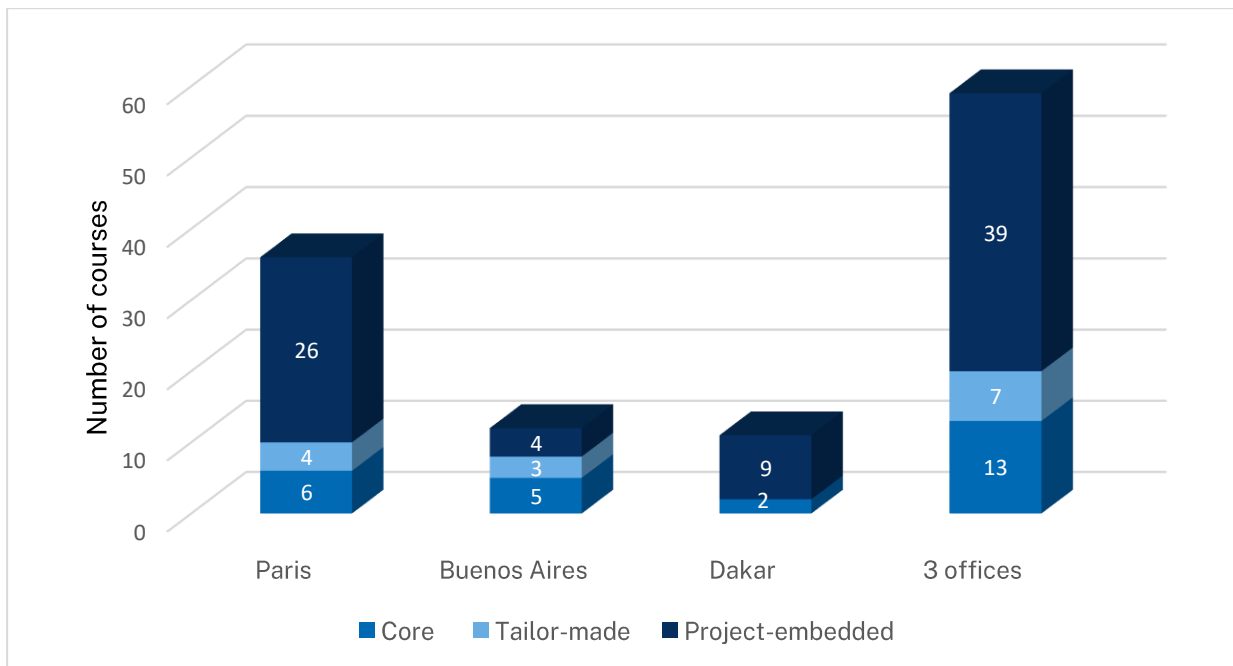
Our training in figures

59

training activities

1,468

participants in training activities

90

nationalities of participants

34%

share of participants
were female

73%

share of participants from
continental Africa

57%

share of participants from
least developed countries

Core training programmes

Table 1. Breakdown of enrolment in IIEP's core training and specialized courses

Office	Course	Format	Language	Total enrolments
Paris	Foundations of Education Sector Planning Programme	Online	English and French	29
	Using learning assessment data to monitor SDG 4 progress	Online	English and French	33
	Fundamentals of crisis-sensitive educational planning	Online	English	52
Dakar	Sectoral Analysis and Management of Education Systems (PSGSE)	Hybrid	French	42
	Management of Technical and Vocational Education and Training (PGEFTP)	Hybrid	French	63
	Short Course on Gender-Responsive Educational Planning (SCGREP)	Online	English	37
Buenos Aires	Regional Training Programme on Educational Planning and Management (RTP)	Online	Spanish and Portuguese	35
	Course on the use of information for educational planning	Online	Spanish	24
	Course on Gender Responsive Educational Planning	Online	Spanish and Portuguese	30
	Course on crisis-sensitive educational planning	Online	Spanish and Portuguese	34

Paris: Education Sector Planning Programme. A new programme started in September 2023 with 29 participants (15 anglophone and 14 francophone) representing 18 countries.[1] Composed of a self-paced module and three courses, the programme provides the fundamentals of educational planning, from approaches and rationales of education sector planning to analysis of data and education indicators for the definition of effective policies.

Dakar: Sectoral Analysis and Management of Education Systems (PSGSE). This flagship core training programme, co-delivered and accredited by the Faculty of Science and Technology of Education and Training at the Cheikh Anta Diop University in Dakar, welcomed 42 participants as its

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[1] In alphabetical order: Benin, Brazil, Burkina Faso, Cameroon, Canada, Finland, France, Jordan, Kenya, Liberia, Madagascar, Mali, Mauritius, Rwanda, Saint Lucia, Senegal, Sri Lanka, Sudan.

16th cohort in October 2022, who will complete the course in December 2023. The PSGSE welcomed its 17th cohort in October 2023.

Buenos Aires: Regional Training Programme on Educational Planning and Management (RTP). This flagship programme for Latin America has been held annually since 1997. The course develops capacities in the planning, implementation and evaluation of educational programmes, plans, and policies. 35 officials from different levels of government from Latin America, and Spanish- and Portuguese-speaking African countries, joined in 2023.

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

In 2023, training advanced IIEP's six overarching priorities, as shown in the sections below.

Table 2. IIEP tailor-made courses delivered in 2023

Office	Course	Format	Duration (weeks)	Total enrol- ments	IIEP Priority linked	Region
Paris	Foundations of Disability-Inclusive Education Sector Planning in Nigeria and Somalia	Online	10	89	Priority 2	Africa
	Tools to promote transparency and accountability in education	Online	4	84	Priority 3	Africa/ Asia
	Introduction à la planification de l'éducation à Madagascar	Hybrid	5	39	Priority 1	Africa
	Introduction à la micro-planification et à la carte scolaire en Haïti	Online	6	70	Priority 1	LAC
Buenos Aires	National training programme in Educational Planning and Management for Nicaragua	Online	28	30	Priority 1	LAC
	Training programme in information systems and statistics for educational planning–Stage Two–Angola	Online	20	45	Priority 1	Africa
	Training programme for middle-tiers on educational planning for the City of Buenos Aires, Argentina	Hybrid	4	380	Priority 1	LAC
	Regional training on Human Mobility for Latin America	Online	12	36	Priority 2	LAC
	National training on Human Mobility for Ecuador.	Online	12	30	Priority 2	LAC

Office	Course	Format	Duration (weeks)	Total enrol- ments	IIEP Priority linked	Region
Dakar	Communauté de pratique sur le genre et l'éducation (CPGE)	Hybrid	24	44	Priority 2	Africa

Note: LAC = Latin America and the Caribbean.

a. Using learning assessment data to monitor progress on Sustainable Development Goal 4 (SDG 4)

This eight-week online course was delivered in both English and French. The course provides knowledge and skills on monitoring and evaluating progress towards SDG 4 by using learning assessment data from various sources as part of the educational planning cycle. 33 participants representing 17 countries successfully completed this edition of the course.

b. Training programme in information systems and statistics for educational planning: Stage Two – Angola. *Partners: Ministry of Education of Angola and UNICEF Angola*

Continuing from 2022, the second stage of the programme in 2023 consisted of two main components: (i) a training programme on the collection, processing, analysis, and use of statistical data at the different levels of the education system from school level to the national level, and (ii) a technical cooperation programme, developed with the ministerial team, on the preparation of instruction manuals for the filling out of school census forms. This was aimed at school managers and technicians at the municipal, communal, and provincial levels with the purpose of improving the collection of quality data. A total of 45 officials from different levels of government were trained.

c. Training programme for the middle tier on educational planning for the City of Buenos Aires, Argentina. *Partners: Ministry of Education of the Government of the Autonomous City of Buenos Aires and UNESCO Montevideo*

The Buenos Aires office continued to work with the teacher training school (Escuela de Maestros) of the City of Buenos Aires. The programme strengthens capacity in the design of school improvement plans. The course consisted of three workshops in hybrid mode, and a total of 338 officials participated, 83 per cent of whom were women.

d. National training programme in Educational Planning and Management for Nicaragua

This programme was specifically designed for officials from the national government and departmental delegations working directly on institutional strategic planning at Nicaragua's Ministry of Education. It aimed to strengthen their knowledge and skills for planning, monitoring, and evaluation of educational policies. A total of 30 officials were trained.

Priority 2: Planning and management for equity, gender equality, and inclusion in education

a. Foundations of Disability-Inclusive Education Sector Planning in Nigeria and Somalia. *Partner: UNICEF*

This 10-week online course was held from 13 September to 30 November 2023 for 84 registered participants from various departments involved in the formulation of policies and strategies addressing marginalized populations. Those departments included special needs or inclusive

education units, departments of planning, budget and finance, statistics, teacher training, and curriculum. The course reinforced capacities to plan for and support the inclusion of children with disabilities in education systems.

b.   Short Course on Gender Responsive Educational Planning

Within the framework of the Gender at the Centre (GCI) Initiative, the Dakar office launched the 5th round of this short course in September 2023, in English. In total, 37 participants joined the course. The course builds the capacity of technical, planning, managerial and executive staff to integrate gender into all stages of educational planning.

c.   Gender-Responsive Educational Planning

Based on joint work carried out across the three offices, the first bilingual Spanish–Portuguese gender-responsive educational planning course for countries in Latin America took place in 2023. The course highlighted the importance of including gender as a cross-cutting issue on the policy agenda. In its first edition, a total of 30 officials from the region were trained.

Priority 3: Promoting good governance and transparency in educational management and financing

a.   Tools to promote transparency and accountability in education. *Partners: Education Out Loud (EOL), The Global Partnership for Education (GPE)*

This online course welcomed 84 participants from Africa and Asia and provided skills to enable participants to identify and assess potential areas of risk of corruption. It helped them understand how to design and implement four key tools: tracking surveys, school report card surveys, codes of ethics, and integrity pacts. The course targeted Education Out Loud grantees, namely civil society organizations involved in promoting the SDG 4 Agenda.

Priority 4: Enhancing digital technology to transform education

a.   Use of information for educational planning

This virtual course, jointly organised by IIEP and UNESCO Santiago Regional Representation for Education in Latin America and the Caribbean, provides a set of conceptual and practical tools to strengthen the use of statistical information in the planning of education systems. In 2023, 27 Spanish-speaking participants from 19 Latin American countries joined the course.

b.   Training on tools and methodologies

Training on tools and methodologies, such as QGIS and estimating spatialized school-aged populations, for instance, were made available in various settings. See *Examples of in-country projects*.

a. Fundamentals of crisis-sensitive educational planning

In 2023, both the Paris and Buenos Aires offices offered the online course on the fundamentals of crisis-sensitive education planning. 52 participants representing 18 countries joined for the English course and 34 government officials participated in the bilingual Spanish–Portuguese course. The course provides technical skills to analyse the impact of disasters, including conflicts, and identify how to integrate crisis risk reduction and climate change into national education sector policy and planning processes.

b. Seminars on human mobility and educational planning. *Partners: UNESCO Santiago; financed by Education Cannot Wait*

This seminar sought to strengthen capacity for ministries of education and other education actors to develop policies and plans to guarantee of the right to education for displaced persons and vulnerable migrants, and their host communities, in emergency situations. It did so by providing tools for education planners to address risks. A total of 32 people from eight countries participated. A second tailor-made seminar based on this initiative was developed at the request of UNESCO Quito, for the technical teams of the Ministry of Education of Ecuador at the national and sub-national levels.

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

A seven-month programme in French offered in a hybrid learning mode, the PGEFTP builds the capacity of both the public and private sectors at the strategic and operational levels to jointly analyse labour market needs, manage technical and vocational education and training systems (TVET), and develop and implement TVET policies. The third cohort of 63 participants from multiple African countries completed the course in May 2023, and a new cohort was welcomed in September 2023.

2023 Evaluation results for training

IIEP's training undergoes different types of evaluation, from participant surveys to more in-depth evaluations and quality control. IIEP uses the Kirkpatrick evaluation model to monitor its training offer. This method evaluates the results of training programmes against four criteria: reaction, learning, behaviour, and results. The three IIEP offices have agreed on a common set of questions to be included in course evaluation surveys for all training participants. These evaluations show that

participants are highly engaged and appreciate both the learning and the value it adds to their professional practice.

Figure 4. **Evaluation of IIEP training courses, 2019–2023**
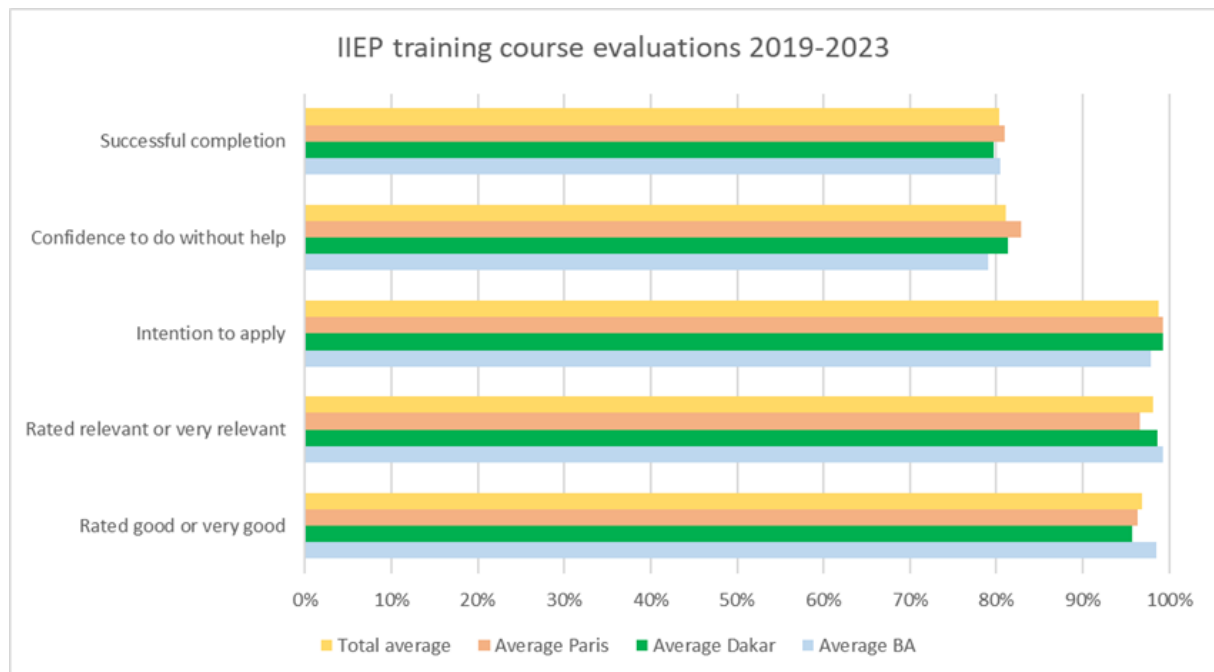
In 2023, a review was carried out of the three most recent evaluations conducted on the core training programmes delivered by the Buenos Aires, Dakar and Paris offices. More than 98 per cent of alumni and supervisors affirmed the relevance of the training to the needs of participants and their practice, as seen in *Figure 5*. The review also stressed the positive impact of the programmes on peer learning and sharing of expertise among participants, the provision of operational and technical tools, and its contribution to capacity building and increases in productivity. Collective learning is a key strength of the programmes.

Figure 5. **Relevance of training programmes**
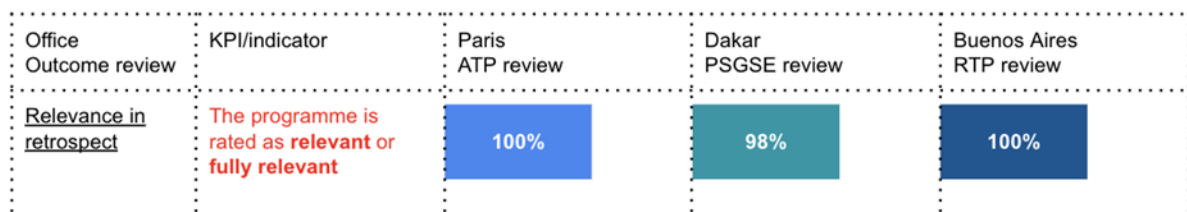
As seen in *Figure 6*, 100 per cent of respondents agree or strongly agree that IIEP's training programmes are effective in helping staff perform their jobs better. The training programmes have an impact on individual technical skills as well as on soft skills. They are effective in equipping alumni to undertake more technical tasks, but also in acquiring management skills. Supervisors confirm this positive impact.

In terms of application of the training once alumni return to their home institution, the review found that the knowledge and skills acquired are mainly used in the areas of educational diagnosis, the calculation of education indicators, preparation and implementation of educational plans, and the identification of educational strategies.

Figure 6. **KPIs: Application of learning**

Office Outcome review	KPI/indicator	Paris ATP review	Dakar PSGSE review	Buenos Aires RTP review
Application	IIEP's training programmes are effective in helping staff member(s) to perform their jobs better (strongly agree / agree)	100%	100%	100%
	Alumni **apply** what they learned at work very frequently or frequently	95%	79%	88%
	Alumni **share** dissertation / **group project** at work very frequently or frequently	61%	NA	24%
	Alumni **use** dissertation / **group project** at work very frequently or frequently	70%	NA	41%
	Alumni **share** the programme **resources and tools** at work very frequently or frequently	78%	47%	59%
	Alumni **use** the programme **resources and tools** at work very frequently or frequently	83%	53%	68%
	Contribution to the **preparation** of education policy analysis, sector diagnosis, plan formulation	83%	28%	56%
	Contribution to the **implementation**, **monitoring** and **evaluation** of education policy diagnosis	78%	33%	77%

IIEP's training has a positive impact on the careers of alumni, as seen in *Figure 7*. Career evolution is not only within education ministries or central administrations: alumni can work at the local level or move to and within other institutions after the training.

Figure 7. **KPI: Impact on career advancement**

Office Outcome review	KPI/indicator	Paris ATP review	Dakar PSGSE review	Buenos Aires RTP review
Impact on career advancement after the training	The contribution of the training is 'determinant' or 'important' to their career (strongly agree / agree)	100%	74%	88%
	Participation in the programme contributes to an increase in their professional responsibilities	97%	72%	62%

IIEP's training programmes have significant short-term impact at the structural level on the home department of alumni. Supervisors expect to see the structural impact increase over time. However, institutional resistance to change can hinder the impact of training at structural level. The review highlights the fields of application and the variety of tools and skills acquired by the alumni that are reflected at the level of the institution.

The training programmes have a positive impact on both technical and management capacities at the institutional level, as well as increasing the visibility of the institution or department. The results of the evaluation have helped guide the development of the new Global Training Strategy.

Transforming education through technical cooperation

In 2023, IIEP provided technical cooperation support to **58 countries, including 27** in Africa. In addition to supporting national education sector analyses (ESAs) and education sector plans (ESPs), IIEP expanded and diversified its areas of work, in line with its six priority areas.

To address the needs of the countries it supports, IIEP has renewed its focus on innovative policy development with a stronger emphasis on implementation and management. This includes piloting methodologies and tools on public finance management for education, as well as tools for analysing secondary school teacher demand and deployment. It also includes strengthening the capacity of the middle tier to implement national policies through training on topics such as micro-planning, and developing a leadership academy for school leaders and the middle tier.

IIEP continued its focus on crisis-sensitive educational planning, including by taking steps to mainstream the topic of climate change and support humanitarian-development coherence in sector planning processes. Data was also a key area of focus in 2023, as the Institute worked to strengthen education management information systems (EMIS) to include humanitarian and climate change data.

Throughout 2023, IIEP maintained its strong commitment to gender equality, equity, and inclusion. including through its work on the Gender at the Centre Initiative (GCI) sector planning processes. The Institute also extended its efforts to advance the refugee inclusion agenda through the development of costed action plans for the inclusion of refugees in national education systems.

Supporting every step of the planning cycle

The preparation of ESAs and ESPs remains an integral component of IIEP's country offer. In 2023, IIEP supported 26 planning documents, shaping the education of 111 million children and youth.

Table 3. Countries supported with planning documents in 2023

Type of support	Country
Education Sector Analysis	Albania
	Benin
	Kenya (peer review)
	North Macedonia
	Senegal
Education Sector Analysis and Education Sector Plan[2]	Cambodia
	Côte d'Ivoire (revision and operational plan development)
	Mauritania
	South Sudan
	Yemen
Monitoring and Evaluation	Jordan
	Kenya
	Myanmar
	Somalia (planned in November 2023)
	Yemen
Partnership Compact Development	Chad (peer review)
	Côte d'Ivoire
	Madagascar
	Yemen (process led by UNICEF)
	South Sudan
	Guyana

In addition to its work on ESAs and ESPs, IIEP supported countries throughout the planning cycle to foster participatory, accountable, and sustainable education administrations. This included work to support stronger execution and monitoring and evaluation (M&E) of ESPs across different administrative levels. In line with countries' needs, the Institute has also extended its work to support the development of Partnership Compacts (see *Box 1*), including through the alignment of ESA/ESP and Partnership Compact development processes when they occur simultaneously. The following examples of country-level work demonstrate IIEP's commitment to providing comprehensive support to Member States throughout the planning cycle through its technical cooperation activities.

In Jordan, IIEP has been working with the Ministry of Education for several years to establish a strong foundation for implementing education sector policy priorities. Through IIEP's coaching and on-the-job training, the Ministry's M&E Unit championed the ESP mid-term review and revised the results framework for monitoring and evaluating sector progress. Important recent achievements

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[2] IIEP supported the development of both the ESA and the ESP in these countries in 2023. These documents being separate, they are accounted for separately in the overall count of 26 above.

include the appointment of 23 M&E focal points and the establishment of a Risk Management Unit within the Ministry.

IIEP's support has been delivered as part of the System Strengthening Partnership Programme under a Multi-Partner Trust Fund, and its positive effects are clear.[3] For example in 2023 the Ministry wrote the annual implementation report for its ESP with limited support required from IIEP. Ministry officials also took a lead role in developing, drafting, and disseminating the Crisis and Risk Management (CRM) Strategy. A culture of M&E and CRM is gaining momentum, which will be necessary for the successful implementation of education policies and plans in Jordan.

In Madagascar, IIEP is the technical lead in a project that will reshape the role of educational planners for years to come. The Educational Planning and Information System Support Project (PAPESI) is a multi-faceted initiative led by the World Bank and GPE, with UNESCO and IIEP as implementation partners. In close collaboration with the Ministry of National Education, IIEP is training 120 education officers across all administrative levels, equipping them to develop and implement annual and multi-year work plans. This initiative is bridging a significant gap in the country's public administration while simultaneously laying the foundation for a 15-year national training strategy.

IIEP is also supporting Madagascar's Partnership Compact development process. At the time of writing, IIEP had carried out an enabling factor analysis and draft versions of the Compact had been circulated. Based on IIEP's work, Madagascar, and the local education group (LEG) have already expressed their desire for IIEP's support to continue.

Côte d'Ivoire has embarked on an ambitious journey to reform its education system with a strong emphasis on improving the quality of education. In 2023, IIEP worked closely with a national task force to craft a costed triennial action plan that encompasses the entire education sector. Extensive national consultations carried out in 2022 led to the integration of key priorities in the action plan, which was designed to align with the government's budget programme.

In parallel, IIEP played a pivotal role in the preparation of Côte d'Ivoire's ESA and Partnership Compact. The Compact was endorsed by the Ministry of Education and LEG members in June 2023 with a priority reform focusing on enhancing foundational learning throughout the basic education cycle, with gender equality mainstreamed throughout the Compact. The Compact development process and document were seen to be successful and were featured during a GPE regional workshop in August 2023.

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[3] Supported by Canada, Italy, Norway, and Switzerland; implemented by UNESCO Amman.

Box 1. Supporting Partnership Compact development

IIEP has continued its work supporting countries in line with GPE's operating model.
A Partnership Compact defines mutual accountability and focuses all partners on achievement of the priority reform, and is used as a basis for decision-making for GPE funding. At country level, IIEP is well placed to support MoEs in leading national consultations and prioritizing reforms. In 2023, IIEP expanded this work to contribute to Partnership Compact development processes in Chad, Côte d'Ivoire, Guyana, Madagascar, South Sudan and Yemen, potentially unlocking up to US$ 655 million in GPE funding.

Understanding IIEP's technical cooperation through its priorities

In 2023, technical cooperation advanced IIEP's six priority areas, as detailed below.

a. **Continued progress for IIEP's Support for Basic Education Quality Management Programme**

Since 2018, IIEP Dakar has led the Support for Basic Education Quality Management programme with funding from the *Agence française de développement* (French Development Agency). It aims to transform the management of education systems by improving internal practices, based on action research conducted with key actors working at all levels of the education system. The programme is operational in eight countries in sub-Saharan Africa (Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Madagascar, Niger, Senegal, and Togo).

In 2023, the programme entered its final phase, focusing on sharing lessons learned and accompanying countries in changing their management practices. Six priority areas are being pursued as part of the project: (i) better use of existing data, (ii) strengthening of pedagogical support systems, (iii) promoting educational innovations, (iv) promoting dialogue and consultation within the education sector, (v) supporting the planning and monitoring of policy implementation at the decentralized level, and (vi) encouraging collaboration between research and education. A series of policy briefs for decision-makers has been launched, with the first brief looking at data management in partner countries and exploring its potential and limitations in enhancing the management of education.

Box 2. **Highlights from the Quality Management Programme in 2023**

Burundi: The national training institute developed a programme for education stakeholders on education quality management, strongly influenced by IIEP's work. The content will be broadcasted on the national school radio *Nderagakura*.

Cameroon: Leveraging insights from the participatory process cultivated by the programme, the MoE has re-evaluated the structure of its yearly follow-up meetings with regional education directors. As a result, the meeting agenda is no longer dictated by the central Ministry but is shaped in collaboration with the regional directors.

Niger: With the backing of the Quality Management Programme, the MoE established the *Shawara Karatu* initiative, a platform for fostering dialogue aimed at addressing local education issues. This forum brings together stakeholders from central and local administrative levels, as well as representatives from civil society, and parents. The primary objective is to engage in

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productive discussions surrounding critical educational challenges, such as overcrowded classrooms and the factors that impact girls' academic performance. These discussions are rooted in an analysis of locally generated education system data. Subsequently, participants collaborate to devise practical and effective solutions to tackle these challenges head-on.

Togo: Informed by the programme, the University of Lomé created a Master's degree programme in Quality Management for MoE executives.

b.   Supporting district and school leadership

In Guyana, with funding from GPE and in partnership with the Inter-American Development Bank, IIEP is now supporting the Ministry of Education to strengthen instructional leadership. The objective is to promote equitable learning by strengthening cultural leadership and through improved accountability at the district and school levels. From pre-primary to secondary school, this work aims to improve learning outcomes by equipping district and school leaders with the necessary skills to positively influence teaching and learning. The reform identifies key areas for transformation, starting with strengthening the capacities of district and school leaders through the establishment of a leadership academy. The academy will revise recruitment, deployment, and promotion standards and approaches, develop a public recognition system for high-performing and innovative leaders, review resource allocation mechanisms to identify and address inequities, and improve overall coordination within the education system.

c.   Integration of health and well-being indicators into EMIS

Launched in 2021, IIEP's Regional Capacity Building Programme on the Integration of Health and Well-Being Education Indicators into EMIS continued in 2023. The programme, implemented with the UNESCO Education Sector, provides technical assistance to 11 countries in Western and Central Africa to integrate internationally recognized core health and well-being indicators into their EMIS. It is structured around virtual monthly regional workshops and national technical consultations. By the end of 2023, all participating countries will be collecting EMIS data for the core indicators and drafting the key results using an IIEP technical brief template.

Priority 2: Planning and management for equity, gender equality, and inclusion in education

a.   Country activities of the Gender at the Centre Initiative

Concluding Phase 1 at the end of 2023, the GCI has trained more than 1,000 ministry and civil society actors since its inception in 2020. Participants have acquired skills enabling them to quantify and qualify educational gender disparities, apply gender-responsive planning, address gender-based violence, and embrace transformative leadership in and through education.

b.   Micro-planning to enhance equity and efficiency

Micro-planning is an approach of educational planning and management that draws on tools and techniques (such as school mapping and sub-national simulation models) to design highly contextualized policies and interventions. This work aims to ensure greater equality in the distribution of educational opportunities across a territory, better adaptation of these opportunities to the needs and expectations of local communities, and more efficient use of all available resources, including human, financial and pedagogical.

c. **Supporting the inclusion of refugees in national education systems**

Building on past work, IIEP and UNHCR continued to advance the inclusion of displaced populations in education by supporting ministries of education and other education stakeholders to plan for and implement the inclusion agenda at the country level. Notably the project developed costed action plans for the inclusion of refugees and internally displaced children in national education systems.

> *Examples of in-country projects*
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> **Mauritania:** IIEP has been supporting the MoE to develop a costed action plan for the inclusion of refugees in the national education system. This plan outlines a transition process for over 47,000 school-age refugee children in Mauritania to integrate into the Mauritanian education system, identifying and costing key actions and activities to operationalize this transition and to enable refugees to access quality education. The plan covers all subsectors, from early childhood to higher education. It is fully aligned with the national programme for the development of the education sector plan (PNDSE III 2023–2033), established with support from IIEP Dakar, and with Mauritania's triennial costed action plan. This pioneering work involved reflections on transitioning learners from the Malian curriculum to the Mauritanian curriculum. At the time of writing, discussions were ongoing between UNHCR and IIEP to support the implementation of the plan in 2024.
>
> **Burundi:** IIEP began a similar process to that in Mauritania, to support the development a costed plan for the inclusion of refugees in the national education system. It will have completed the first step, an analysis of refugee education, by the end of 2023.

Priority 3: Promoting good governance and transparency in educational management and financing

a.   Gender responsive education finance management

With funding from the Open Society Foundations and GCI activities, IIEP is assisting Burkina Faso, Guyana, Jordan, and Madagascar in analysing their experiences with programme budgeting practices. Initial findings from the diagnostic phase have shown that governments can reduce major financial losses by (i) linking budget allocations to intended policy outcomes, (ii) reducing inefficiencies in the functioning of public administration, (iii) reducing financial leakages, and (iv) effectively using information and data for monitoring, evaluation, and learning. A technical assistance phase will provide targeted capacity building to reduce bottlenecks in sectoral public financial management. With a focus on gender equality, this project will help countries identify entry points for gender-responsive budgeting, while also strengthening the link between national and sectoral commitments on gender and budget decisions.

Priority 4: Enhancing digital technology to transform education

a.   Using technology to strengthen education planning and management

IIEP continues to fully embrace the UNESCO Recommendation on Open Science by ensuring that all its publications, tools, methodologies, and codes are freely accessible and can be replicated,

modified, used, and interpreted by any educational planner, manager, researcher or stakeholder. IIEP also provides training and technical support for the development and use of these tools.

Example of in-country project

North Macedonia: IIEP combined national data (such as school locations) with road network data from OpenStreetMap and ran it through its QGIS plugin algorithm to estimate student walking time to school. Findings showed that one in three learners in the capital city Skopje had access to a school less than a 15-minute walk away, while in the region with the lowest population density only one in six learners had such access.

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b.   Rethinking school calendars

School calendars are often set uniformly throughout a national territory, neglecting regional factors that may interfere with learning time such as seasonal climatic risk from heavy rainfall or cyclical agricultural activities. Across Africa, most school calendars are inherited from colonial ties and do not reflect context-appropriate conditions. For example, in South Sudan, the rainy season happens in the middle of the school year, sometimes preventing thousands of learners from accessing their schools. IIEP is supporting several African governments in analysing the correlation between rainfall and learning, using big data and simulations to develop optimal local school calendars for improved learning time and outcomes.

Box 3. **Using geospatial data to analyse site suitability for educational facilities**

IIEP has developed, with the United Nations Satellite Centre (UNOSAT), a methodology that analyses site suitability for educational facilities by combining data on natural hazards, educational facilities, and social, economic, and environmental factors. In 2023, the methodology was used in six Caribbean countries (Antigua and Barbuda, Barbados, Dominica, Saint Kitts and Nevis, Saint Lucia, and Saint Vincent and the Grenadines), in a project by the Caribbean Disaster Emergency Management Agency, Open Development and Education, and UNOSAT.

Priority 5: Planning and management for crises, climate change, and natural hazards

a.   Fostering climate smart education systems

IIEP worked in partnership with UNESCO's Section for Education for Sustainable Development and Save the Children to design and pilot the Climate Smart Education System Initiative, with funding from GPE. IIEP's contribution aims to ensure that the education sector has timely access to, and capacity to use, climate-related data, and integrates this into its monitoring systems. It also aims to

ensure that MoEs have enhanced capacities to develop evidence-based policies and plans for climate change adaptation and environmental sustainability.

Interventions may include support to MoEs for the development of education sector risk analyses which analyse the impact of climate change and risks to the education sector and children's learning. They may also include the development of costed climate change adaptation plans, the identification of climate-related data and information needs, and the revision, harmonization, and development of data collection tools. This initiative is being piloted in Zimbabwe and Malawi and will scale up to an additional 18 countries over the coming two years.

b.   Supporting the institutionalization of crisis-sensitive planning

IIEP supported the Jordanian Ministry of Education (MoE) to finalize and launch its 2023–2027 Crisis and Risk Management (CRM) Strategy, in line with the country's ESP and Natural Disaster Risk Reduction Strategy. Throughout 2023, IIEP has been working closely with the MoE's newly established Risk Management Unit to facilitate the implementation of the CRM Strategy, including through an assessment of the CRM data ecosystem in Jordan and by supporting the development of a multi-year costed operational plan and a communications plan for the Strategy.

c.   Using humanitarian, risk, and climate data for planning

IIEP has worked with ministries of education to use humanitarian, risk, and climate data to plan more effectively for prevention, preparedness, and response to crises. In Burkina Faso, IIEP supported the MoE in finalizing the integration of education in emergencies (EiE) data into the national EMIS and trained MoE officials in charge of EiE on the use, operation, and adaptive maintenance of the system. Initiated in 2019, this project has increased the MoE's capacity in EiE data collection, analysis, and use. In countries such as Ethiopia and South Sudan, with UNESCO and with funding from Education Cannot Wait (ECW), IIEP's technical work has led to the development of a series of global public goods, including guidance to support MoEs in identifying relevant data sources and institutionalizing the use of data for the purpose of crisis-sensitive planning.

Priority 6: Ensuring skills for the future and the transition to work

a.   Strengthening regional training for professionals in West Africa

As part of a project funded by the African Development Bank, IIEP Dakar has been supporting the Regional Training Center for Road Maintenance (CERFER) to enhance the integration of training in the road, rail, and mining trades. This support aims to strengthen CERFER's institutional and managerial capacities by improving the management, monitoring, and evaluation of the processes, and to develop partnerships at the national and regional levels. In 2023, activities focused on developing management tools, implementing a monitoring and support system for the professional

integration of graduates, and creating a partnership strategy at the national, regional, and international levels.

b. Supporting access to vocational and technical training in the Sahel

With funding from the World Bank, IIEP is implementing the second phase of its Regional project to support pastoralism in the Sahel (PRAPS 2). Running from 2022 to 2027 in Burkina Faso, Chad, Mali, Mauritania, Niger, and Senegal, PRAPS 2 includes a component focused on improving the social and economic inclusion of women and young people. As part of this component, IIEP Dakar is supporting work on access to vocational and technical training. In 2023, IIEP supported the countries to identify priority occupations and training needs in agropastoral areas, carrying out a study of training curricula for these priority growth sectors and organizing workshops on the methodological approach proposed by IIEP and the results of the study.

2023 Evaluation results for technical cooperation

A formative external evaluation of the GCI was completed in early 2023.[4] The GCI has proven to be highly effective in addressing the critical needs of the participating countries, and it has played a pivotal role in placing gender equality at the forefront of the agenda. The evaluation underscores that GCI's training activities have been particularly valuable for ministry of education staff, not only in skills development for gender responsive education sector planning, but also for their role in convening and promoting gender-related issues in education. One notable area for enhancement is the need for stronger local integration of the GCI within the participating countries. This aspect will receive heightened attention moving forward.

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[4] Carried out at the request of UNGEI, by independent evaluator Cayambe Education.

Strategic Objective 2

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

Overview of Strategic Objective 2

Four new major research projects were launched in 2023 based on the Institute's six priorities for planning education for a stronger future. The Knowledge Management and Mobilization function strengthened its procedures across the three offices, ensuring an optimal use of resources in order to provide Member States with knowledge on educational planning and management.

Transforming education through knowledge management and mobilization

The Knowledge Management and Mobilization (KMM) team began 2023 with ambitious goals to mark the 60-year anniversary of IIEP. Following the consolidation of the research, publications, library, and communications functions into a single team in 2022, KMM has streamlined its work while ensuring that each of its functions continue their role supporting IIEP's overall mission.

Following the definition of IIEP's six thematic areas, four new major research projects were launched in 2023: the middle tier for improved planning, teaching, and learning; use of ICTs for transparent and accountable educational planning and management; rethinking school calendars to cope with climate change; and alternative credentials in higher education.

IIEP's global publications function began an in-depth review to harmonize its collections and to rework its quality assurance standards and processes across the three offices, building on the strengths and regional specificities of each office.

The library reinforced its support to countries with the launch of its new external web watch alert, CuratED, and the piloting of a new depository library partnership with the Kenya National Commission for UNESCO, as well as completing the digitization of its historical collection of

education plans and policies and other grey literature, enabling their access online. An internal knowledge sharing platform ('wiki') of key resources for the three offices was also developed.

A new global IIEP website, replacing the current setup of three institutional websites, is under construction. It will better showcase IIEP's services and products to Member States and its launch is planned during the first semester of 2024.

KMM also coordinated IIEP's 60th anniversary celebrations, with a year-long communications campaign culminating in the IIEP 60th Anniversary Symposium which took place in Paris and online on 8 and 9 November 2023.

KMM in figures

55
publications produced

5,651
participants in knowledge sharing events

266 k
average monthly users of IIEP's websites and portals

60,830
average monthly publication consultations/downloads

64,436
subscribers to institutional newsletters and email alerts

100,416
global followers on social media

Reflection on the future of planning: IIEP Anniversary celebrations

International Symposium

The highlight of the year's celebrations was the International Symposium on the Future of Educational Planning. It fostered discussions around the role of educational planning and management in meeting national and international targets for Education 2030 and ensuring the sustainability, adaptability, and resilience of education systems in the years ahead. Hosted at IIEP premises in Paris on 8 and 9 November, during the UNESCO General Conference, the event

welcomed over 125 participants in person from over 45 countries. Notable participants included ministers of education and secretaries of state from Cambodia, Costa Rica, Côte d'Ivoire, Jordan, Seychelles, St Kitts and Nevis, South Sudan, and Sweden; former ministers of education from Lithuania and Madagascar; directors of planning, ambassadors, secretaries general of national commissions to UNESCO; country representatives, experts, and partners from around the world. The event was streamed online, with 1,265 people from some 150 countries and territories connecting over the course of the two-day event.

Discussions highlighted the need to renew the concept of planning, building on the principle of collective leadership and intelligence. Calls for agile planning approaches were made, to encourage more rapid adaptation to new challenges. Also emphasized was the need to better link planning with learning and classroom experience, especially by reaching out the most marginalized leaners. This entails multi-level planning, including continued emphasis on the middle tier, and involving new voices, particularly from civil society organizations. As regards vocational education and training and higher education, it was suggested that a 'ubiquitous' planning model anchored more strongly at the institutional level should be adopted.

A variety of other issues were debated as part of the thematic panels dedicated to IIEP's six thematic priorities, including (to mention but a few): how new technology can help optimize the management of educational resources, moving perspectives towards 'gender transformative education', and getting prepared for climate resilient education systems.

25th Anniversary of IIEP Buenos Aires office

The Office for Latin America and the Caribbean celebrated 25 years of presence in the region at an event held at the Ministry of Education of Argentina on 31 July. The celebration was well attended, including by: ambassadors and representatives of the embassies of Barbados, Belize, Brazil, Chile, Cuba, El Salvador, France, Panama, Paraguay and Peru; ministers of education of the Argentine provinces; rectors of Argentine universities; authorities of United Nations agencies and funds; representatives of international organizations; representatives of civil society organizations; officials from different national and subnational ministries of the region; and former and current IIEP teams.

Three panels led by UNESCO officials, former ministers of education from the region, and rectors of national universities addressed the essentials of educational transformation, lessons learned in recent years for educational planning in the region, and the contribution of academia to the planning and management of basic education.

Survey of former IIEP alumni

A survey of former IIEP alumni from the three offices' training programmes was carried out in 2023, garnering around 600 responses. Questions centred on the importance and evolution of educational planning, the role of planning in transforming education, future prospects for educational planning, and expectations of a future IIEP global community of practice. Survey results and testimonies fed into the 60th Anniversary celebrations.

Understanding IIEP's knowledge management and mobilization through its six priorities

IIEP invests in knowledge generation activities both to inform its technical support and training activities and with a view to ensuring that planners have access to applicable and reliable knowledge. These activities include major multi-year research projects, shorter studies, and analyses of existing research. IIEP uses varied approaches to knowledge generation, from traditional research approaches to action research and project-embedded research linked to technical support or capacity building activities. In 2023, various new projects were launched, and some reached their conclusion with the uptake of results at country level.

Priority 1: Planning and management to improve learning

a. A new capacity analysis tool to leverage the potential of the middle tier

IIEP is pursuing its work on the middle tier of education systems through new research conducted in collaboration with the Learning Generation Initiative (formerly the Education Commission). The project aims to enhance understanding of how to harness the potential of the middle tier to support school leaders and teachers more effectively, by adapting, testing, and scaling a capacity assessment methodology developed by IIEP. This methodology – known as the Functioning and Effectiveness of Educational Administration – focuses specifically on middle tier staff and structures. The project was launched this year, with data collection scheduled to start in Pakistan, the first pilot country, in January 2024. The work will be replicated in various contexts and the methodology refined and made publicly available, enabling other countries to apply it to their own education systems.

> Box 4. **Follow-up to IIEP's project on 'Instructional leadership at the middle tier of education systems'**
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> The GEM Report 2024/2025 will focus on education leadership, with Chapter 4 specifically on leadership above the school level. The GEM Report team has invited IIEP to co-host a consultation contributing to this chapter. This collaborative session is scheduled for January 2024.

> The French General Inspectorate for Education, Sport and Research (IGÉSR) has reached out to IIEP for a broad consultation on how to raise students' learning outcomes. One of the avenues they are exploring is the role of instructional leaders acting across schools.

b.   Teacher professional development in Moldova

In 2023, the Ministry of Education and Research of Moldova introduced its Education Development Strategy 2030 and sought the involvement of the European Union and the Organisation for Economic Co-operation and Development (OECD) to conduct a comprehensive analysis of specific policy domains critical to its education reform efforts. This collaboration laid the foundation for the involvement of IIEP in a project on Support to the Implementation of Education Policies in Moldova. A joint report, 'An Assessment of the Professional Development of Teachers and School Leaders, and Curriculum and Learning Resources in Moldova', was published by the OECD in September 2023. The report was formally presented to the Ministry of Education and Research at a launch event held the same month.

c.   Quality management in Africa

Following the end of Phase 1 of the Quality Management programme in 2022, delivered by the Dakar office, stories of change are now multiplying. Ministries of education, such as that of Senegal, are focusing their activities on the defined priority areas. In Togo, the programme has led to the creation of a Master's in Quality Management for education ministry executives. In Cameroon, the central level of the Ministry has reorganized its annual monitoring meetings for education sector plans so that decentralized education officers can define the agenda. Recent work carried out in Niger also points to the need to better exploit school statistics and inspection reports to develop more adapted pedagogical approaches.

d.   Comparative studies in Latin America

As part of its Comparative Analysis of Education Policies for the SITEAL project, IIEP produced a comparative analysis of rural secondary education policies in Latin America. This publication emphasized in particular the relevance of flexible educational models in meeting the needs of students in rural contexts, provide relevant curriculum opportunities, and facilitate entry into higher education and working life. Two 'State of the Art' papers were published, on rethinking hybrid education after the pandemic and educational quality assurance mechanisms for 3- to 5-year-old children in Latin America.

Priority 2: Planning and management for equity, gender equality, and inclusion in education

a.   The role of women school principals in improving learning in French-speaking Africa

The Women in Learning Leadership (WiLL) study has revealed important results regarding the impact of gender on school leadership and its consequences on student learning. Only 22 per cent of students in 14 French-speaking African countries are enrolled in a female-led school. But evidence suggests that female school leaders may adopt practices that contribute to better education outcomes by encouraging teacher attendance, providing pedagogical information, and engaging parents in children's learning. Where. women lead, positive results are clear: in four of these countries, schools headed by women had higher student performance in reading and mathematics.

b. Girls' school dropouts in Sierra Leone and Mozambique

IIEP is developing a framework to help countries understand girls' school dropouts, analysing dropout rates over the past eight years. The project aims to strengthen the early warning systems in the education systems of Sierra Leone and Mozambique, as well as strengthening monitoring and dropout prevention. The research team has assessed the availability and effectiveness of data systems and policy tools in both countries. By early 2024, the research will produce recommendations and policy tools to strengthen education systems, with an emphasis on early identification and prevention of dropout among at-risk populations, especially girls.

c. Gender integration in Burkina Faso's Ministry of National Education

A Participatory Gender Diagnosis explored the challenges of integrating gender equality within Burkina Faso's Ministry of Education. This Participatory Gender Diagnosis identified gender equality promotion gaps, highlighted successful practices within the ministry, and provided technical and institutional recommendations for improved gender integration within the public administration.

Priority 3: Promoting good governance and transparency in educational management and financing

a. Use of ICTs to improve transparency in educational planning and management

This project was launched in 2023 with a desk review on current and innovative practices and an international survey designed to better understand how education actors are using technology to improve education management and reduce corruption. The project will address challenges surrounding access, management, maintenance, and digital literacy. The project will reach out to ministries of education and government agencies, as well as civil society actors, who have been invited to participate in the research as part of the GPE Education Out Loud programme conducted by IIEP in its role as a Global Learning Partner.

b. Making budgets work for education

As part of the Gender at the Centre Initiative, and with funding from Open Society Foundations, IIEP is working with five technical teams from ministries of education and finance in sub-Saharan Africa,

the Middle East, and the Caribbean, to document and support the transition to performance-based programme budgeting for improved gender equality and equity in and through education. Implementation has begun in Guyana, Jordan, and Madagascar. In Burkina Faso, qualitative data analyses are being finalized, and a workshop to co-construct recommendations and a publication of the diagnostic report are planned for the end of 2023. In addition, IIEP developed a results-based budgeting technical guide for Costa Rica to support Ministry of Education officials in implementing a new budgeting modality.

c.   Leadership Capacities and Governance in Education Ministries in Latin America

This year's annual regional research for Latin America focuses on state capacities and central leadership in Latin American education systems. The project will generate original knowledge to contribute to the improvement of leadership capacities of education governance in the region. Work will continue into 2024, with an aim of publishing the results in time for the 2025 Regional Forum, which will focus on this theme.

d.   Transparency and accountability in educational management

IIEP's expertise in transparency, accountability and anti-corruption in education was harnessed by several key partners in 2023. They included UNDP, which invited the Institute to contribute to the launch of the Regional Alliance of Women Leaders for Anti-Corruption and Integrity in Arab Countries in Amman, 19–20 March. IIEP was also asked to build the capacities of promoting a culture of integrity in the newly established National Anti-Corruption Commission of Lebanon (Beirut, 30 August). IIEP's expertise was also called on by the OECD Anti-Corruption Network for Eastern Europe and Central Asia for its Roundtable on Integrity in Higher Education in Paris on 5 October and by the Council of Europe Platform on Ethics, Transparency and Integrity in Education as part of its seventh Plenary meeting in Paris on 14 November.

Priority 4: Enhancing digital technology to transform education

a.   Digital education in Latin America

To accompany the Annual Regional Forum in Latin America, a policy brief was published identifying new trends in the planning and processes of integrating digital technologies into educational systems. The related report found that most schools in the region had not integrated technology into their educational management systems and processes, which limited their ability to record, analyse, and use information for decision-making. The publication also provided recommendations and 24 key cues – categorized by governance, the digital ecosystem, and pedagogical practices – for overcoming the challenges in designing, implementing and evaluating digital policies. The brief also offered recommendations for addressing challenges in the integration of technologies in education systems.

Priority 5: Planning and management for crises, climate change, and natural hazards

a. Teacher management in refugee settings

Over the past five years, IIEP has joined forces with Education Development Trust, with the support of Dubai Cares, to analyse teacher management in refugee settings in Ethiopia, Kenya, and Uganda. This year the research concluded with a series of five articles highlighting global recommendations for more effective teacher management in refugee-hosting regions. For such regions, they recommend the development of joint funding and resource mobilization strategies for teacher management that are aligned with national education financing strategies and prioritize improved working conditions for teachers and support staff in second-shift schools. The articles formed the basis for IIEP's presentation at UNESCO's World Teachers' Day roundtable with the title 'how do trainings of teachers support teachers' well-being and attractiveness and develop skills for teaching in emergencies?'. Furthermore the results from the study in Uganda were published in the Education and Conflict Review.

Priority 6: Ensuring skills for the future and the transition to work

a. Micro-credentials for skills development, access, and equity

In 2023, IIEP launched a new action-research project aimed at supporting UNESCO Member States in developing national frameworks for micro-credentials. A pilot has been launched in Mauritius in collaboration with the Mauritius Qualifications Authority and the Higher Education Commission. It covers data collection on the provision of micro-credentials in the country, but also strategic intent at both the national and institutional levels. A stakeholder consultation is to be conducted, beginning in December 2023, and will indicate options and international good practices. The pilot research is intended to validate the research methodology and identify obstacles and solutions for the development of a micro-credential framework, but also produce recommendations for such a framework in the context of Mauritius.

b. Sharing of tools and resources on TVET

IIEP is supporting the framework for consultation of ministers in charge of employment and vocational training in the West African Economic and Monetary Union (WAEMU) and Chad with a platform for sharing vocational training tools and resources. Designed to fill a major gap in the provision of training tools, the platform strengthens national training systems to better address the needs and economic priorities of member countries.

Box 5. Turning research into tools

IIEP continues to turn the results of its knowledge generation into practical tools that can help planners and decision makers with the design and implementation of education policies. A new tool was launched during the 2023 Regional Forum on Education Policy, for diagnosing the status of the planning and implementation of digital technologies in education. 90 per cent of the participants who used the tool at the event considered it to be an excellent or very good instrument.

IIEP has published open access literature and free open-source software, and combined open data with that of ministries of education, to provide specific insights to national decision-makers. For example, in Yemen, IIEP has combined national data with climate data (such as measures of drought and floods) to identify where learners were more at risk of missing school days because of climatic conditions and natural events.

Putting knowledge in the hands of planners

IIEP continues to innovate in its efforts to bring knowledge to, and build the capacities of, planners, through different modes. These include traditional, broad means of dissemination – such as publications, knowledge and learning events, and digital libraries and curation – and more targeted communication for communities of practice and social networks.

Traditional dissemination of IIEP's knowledge

a.   Publications

In 2023, IIEP produced over 50 publications (research results, tools, policy guidance) in English, French, Spanish, and Portuguese, including in partnership with organizations such as the Global Alliance for Disaster Rish Reduction & Resilience in the Education Sector, Education Development Trust, UNHCR, and the *Agence Universitaire de la Francophonie* (AUF, Association of Francophone Universities).

IIEP's publications are regularly consulted in UNESDOC, UNESCO's digital library. In 2023, there were over 60,830 average monthly consultations of IIEP's publications, compared to 53,283 in 2022. 47 per cent of consultations were of publications in English, 32 per cent of publications in Spanish, and 16 per cent of publications in French. Five per cent of consultations were for publications in other languages.

IIEP took the editorial lead on a series of global public goods on education in emergencies data as part of a toolkit produced with UNESCO Headquarters. Work continued on diversifying dissemination strategies, including through the new CuratED e-alert and global launches for important publications in English and French.

Box 6. IIEP publishes in multiple languages

In September 2023, IIEP launched the French-language version of the comparative analysis from its research on Flexible Learning Pathways, as well as four policy briefs, presenting the research findings in a webinar jointly organized with AUF.

IIEP Dakar produced several major publications in French and English, while IIEP Buenos Aires continued its efforts to publish extensively in Portuguese and English, in addition to its offer in Spanish.

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b.   Policy fora

The 2023 Regional Forum on *Digital technologies to transform education in Latin America and the Caribbean* was held virtually from 3–5 October 2023. This annual event provided a space for dialogue, consultation, and reflection for 115 education policymakers across 28 countries in Latin America and the Caribbean, with the aim to analyse strategies to meet SDG 4. Discussions were held over the three days on how digital technologies can help transform education systems. Online participation was high, with 3,891 attendees. At the end of the event, around 70 per cent of participants indicated that the discussions held and the knowledge acquired reinforced their professional skills.

c. Webinars and other innovative formats

Launch of the book 'Leading and teaching together: The role of the middle tier'

IIEP's research on the middle tier, conducted in collaboration with Education Development Trust (EDT), concluded in 2023 with the launch of a synthesis publication. For the occasion, two back-to-back webinars were conducted in February 2023. The first had 410 attendees, while the second had 294. Partners involved in this initiative included EDT, STiR Education, and East China Normal University (ECNU). The book was also presented at the UKFIET conference in September, and an article has been submitted to the ECNU Review of Education.

Communication Campaign for Teachers in Burkina Faso

IIEP supported the government in developing and launching 'Graine', a new human resource management system in Burkina Faso. The Dakar office collaborated with the Ministry of Education to design a national communication campaign via television and radio, and an advertising campaign targeting national education personnel.

Support to basic education quality management

The IIEP Dakar Support for Basic Education Quality Management programme conducted four donor-focused webinars, providing insights into its approach, priority quality management issues, collaborative solutions with partner countries, and options for scaling up these solutions. A series of videos was produced to document the programme's experiments in Niger, particularly focusing on the Shawara Karatu Forum's educational initiatives within communes, and in Senegal, with a specific focus on the Analysis of Professional Practices among inspectors and principals. A series of newsletters was released throughout the year to disseminate programme updates and new publications to the 700 people in the community.

Education Out Loud webinar series

As part of its GPE Education Out Loud capacity building programme on tools to build transparency and accountability in education, IIEP organized two interactive webinars on innovative strategies to

engage civil society organizations in the educational policy and planning cycle. Almost 200 participants across the two webinars heard from IIEP staff, guest practitioners, and their fellow grantees. Confidence in understanding the major steps for implementing an open school data initiative rose from 17 per cent to 83 per cent after webinar one. Following webinar two, 84 per cent of respondents felt confident in understanding how to select an open government initiative to address a specific issue, in contrast to zero participants prior to the webinar.

National disseminations

A dissemination webinar was held in Manila in April to share research findings from the IIEP project Cities and Education 2030. This event drew the participation of over 60 stakeholders, including city authorities, council members, local education and welfare officers, and city planners, as well as teaching and non-teaching personnel. In July, results from the Support to Basic Education Quality Management programme were shared during Mozambique's National Conference on Education Quality, contributing to ongoing discussions on the country's education quality reform.

Participation in major international events

IIEP staff shared its research results and knowledge generation activities through events such as the Education and Development Forum (UKFIET), Comparative and International Education Society (CIES) and the GPE Knowledge and Innovation Exchange (KIX).

At UKFIET, IIEP presented its work on the middle tier and sustainable solutions in refugee education. The GCI hosted a symposium, sharing insights from the latest GCI research on putting gender at the centre of educational planning. GCI also participated in the second KIX Continental Research Symposium in Abidjan on 3–5 October, which highlighted data that could help tackle school dropouts, and the WiLL study on women's leadership in education.

Box 7. **Immersive knowledge-sharing workshop on teacher management in refugee settings**

In July 2023, in collaboration with EDT and Dubai Cares, IIEP held a knowledge sharing workshop in the Kyegegwa region in Uganda, bringing together ministerial delegates from Uganda, Kenya and Ethiopia, along with representatives from UNHCR and the Intergovernmental Authority on Development to discuss findings from the five-year research project on teacher management in refugee settings. To maximize engagement and see inclusion in action, the event was held in the Kyaka II refugee settlement and combined workshop sessions with school visits.

The outcomes of these discussions together with the findings from the research fed into IIEP's series of five articles highlighting global recommendations on effective teacher management in refugee settings.

Portals and curation for actionable knowledge

As detailed below, IIEP's portals and curation efforts continued to provide targeted information to IIEP's audiences, building communities around specific themes of educational planning and management.

− Education4Resilience: On World Teachers' Day 2023, a series of articles on effective teacher management in refugee settings was published on Education4Resilience. This resulted in a 200 per cent surge in page views of the site, underlining the critical importance of addressing teacher management in refugee settings.

− ETICO: With an average of 8,000 monthly users and over 14,000 monthly page views in 2023, the ETICO portal continues to serve as a global resource centre on corruption and transparency in education. This year saw the publication of several new blogs, as well as regular updates. ETICO was also used as a key resource in IIEP's work role as a Global Learning Partner for Education Out Loud civil society grantees.

− IIEP Learning Portal: With nearly 74,000 monthly users on average in 2023, the IIEP Learning Portal continued its curation on planning and managing education for improved learning outcomes through its online library and blog articles by IIEP staff and external partners. The glossary of terms was reviewed and updated.

− Planipolis: The Planipolis database of education plans and policies was regularly updated and continues to be used as a reference tool for comparative research on, and access to, national education plans and policies. On average, more than 3,000 documents in the database are consulted every month, and it is regularly cited in the bibliographies of academic journals.

– UNESCO Health and Education Resource Centre (HERC): IIEP continued the management of the HERC on behalf of UNESCO. Its monthly e-alert of resources on education for health and wellbeing now has more than 3,700 subscribers. The Russian version of the Positive Learning toolkit – on how the education sector can meet the needs of learners living with HIV – was launched at the beginning of 2023.

– CuratED: The library continued its move towards a digital environment with the launch of an external web watch alert, CuratED, in April 2023. This monthly alert of selected key resources on educational planning and management is based on the library's web watch and makes its communication to IIEP's audiences more proactive.

Box 8. **20 years of SITEAL**

With more than 1.3 million users and over 2.5 million views, SITEAL celebrated its 20th anniversary in 2023. The portal was redesigned to improve user navigation, promoting the access and use of comparative information from Latin America and the Caribbean. Along with country profiles and regional overviews, key topics include technology, data, teacher policies, gender, technical and vocational education and training, equity, and planning for crises.

Targeted communication and dissemination

a.   Communities of practice: support resources and opportunities

Communities of practice provide an opportunity for education professionals to share practices and learn from each other. IIEP is increasingly facilitating these spaces which are highly appreciated by its audiences.

b.   Network of Latin American Education Policy Specialists (RED)

Launched in 2019, the Network of Latin American Education Policy Specialists (la RED) continued to grow, reaching 2,234 members, with representatives from 19 countries in Latin America and five in Africa, as well as UNESCO colleagues. In 2023, the platform was redesigned to make it more user-friendly and encourage direct exchange among members. In a follow-up survey, 75 per cent of users found that the new RED design allows them to interact with colleagues and share information more easily. In addition, 86 per cent of those who responded believed that the lessons and knowledge acquired through the different activities of the RED strengthened their professional competencies.

c.   Community of specialists in education and technology in Latin America

As a continuation of the 2023 Regional Forum on Education Policy, held by the Buenos Aires office, a new community of practice on education and technology was launched within the RED.

d.   Community of practice on the use of data for educational planning in Latin America

Launched with UNESCO Santiago office in 2021 for practitioners to share policy experiences and innovations in the field of information systems, this community reached 602 members from 30 countries in 2023. A webinar and a regional technical dialogue were organized, with a total of 261 members from 16 countries in the region, plus Angola and Spain, participating.

e.   Community of practice for gender and education

As part of the GCI Community of practice, a panel discussion was organized to mark International Girls' Day on 10 October. It provided an opportunity to highlight the WiLL study on the positive impact of female leaders in schools. GCI has also created an advocacy document outlining the challenges and vision for achieving gender equality in education and sharing the impact and results of the programme's work.

Effective communications to better serve IIEP's core audiences

Effective communication with our its audiences was a cornerstone of IIEP's efforts in 2023. The Institute launched a dedicated 60th Anniversary webspace to present its six new priorities and showcase IIEP's history, impact, and future directions, with an interactive timeline, a community space to feature testimonies and stories of impact, and reflections by prominent experts and former IIEP directors. The 60th Anniversary celebrations included a social media and communications campaign, with a particular focus on IIEP's alumni and country-level impact. The 60th Anniversary edition of IIEP in Action was published during UNESCO's General Conference.

a.   A global IIEP website

Last redesigned in 2014, IIEP Paris' institutional website was scheduled to undergo in 2023 an important technical upgrade. After a series of internal reflections, the project was widened to a full redesign of the site and include the merger of the institutional websites of the Buenos Aires and Dakar offices with the Paris website. This is expected to increase the Institute's web accuracy and efficiency. The new website will be integrated into the UNESCO digital architecture, which will allow for faster development timelines, greater cost-effectiveness, and a boost in visibility. The second half of 2023 marked the conception phase of the site, during which a new sitemap, homepage, and information architecture have been developed.

The IIEP PlanED podcast takes listeners behind the scenes of education systems worldwide to ask: how are systems planned for and managed, and what can help create the systems needed for a more equitable and sustainable future? For a duration of 20 minutes per episode – available in both French and English – IIEP specialists and guests share the latest thinking on educational planning and management.

The first four episodes have focused on dimensions of crisis-sensitive planning, with the most recent iteration delving into risk management and featuring important guests including: IIEP's Director, Martín Benavides; Yasmine Cherif, the Executive Director of Education Cannot Wait; His Excellency Dr. Azmi Mahafzha, Minister of Education, Higher Education and Scientific Research in Jordan; and IIEP Programme Specialist Leonora MacEwen.

b. Growing our audiences and enhancing their engagement

In July 2023, a significant shift took place in the way IIEP monitors activity across its websites and platforms, with the transition to Google Analytics 4. This system has the capability to monitor user engagement as they navigate across a set of different web platforms. The adoption of this new model promises to yield valuable insights on how to enhance website design for the use of a wider array of IIEP websites to be renovated in 2024.

IIEP's social media platforms (Facebook, Twitter/X, and LinkedIn, including both the global accounts and those managed by the Buenos Aires Office) now have 100,416 followers in total, a 26 per cent increase compared with the same period last year. The cross-network engagement rate per impression stands at 5.4 per cent, higher than industrial standards. These results have been achieved thanks to the good in-house practice of social media management and the creation of dynamic and multilingual campaigns.

IIEP's follower break-down by platform from 1 January to 18 October 2023 is as follows:

- Facebook: 17,763, an increase of 6.7% compared to 2022.

- Twitter/X: 25,763, an increase of 7.6% compared to 2022.

- LinkedIn: 56,890, an increase of 45.6% compared to 2022.

c. Analysing and learning from data on publications

A diagnosis of IIEP's publications was undertaken, with a view to harmonizing quality assurance mechanisms across the three offices. The review examined which formats and approaches most consistently meet the needs of IIEP's audiences. As part of this review, the performance of publication-related posts on IIEP's global social media accounts was also undertaken. The team

found a significant increase in consultations of IIEP publications in UNESDOC compared to the previous year, up to over 60,000 per month on average. This highlights IIEP's ongoing work in producing actionable and useful publications in the formats most relevant to its audiences.

d.   **Needs assessment in Buenos Aires**

In 2023, the Buenos Aires office carried out a needs assessment to explore the needs and challenges of planning and management of public education administrations in Latin America and the Caribbean. 1,167 survey responses were collected from 19 countries. Among others, a key recommendation was the design of a regional dissemination plan aimed at increasing awareness of knowledge products produced by the Buenos Aires office – in particular SITEAL and the RED – as well as country specific strategies.

Finance and budget

implementation in 2023

Overview

This financial report provides an overview of the implementation of the 2023 approved budget. It presents a review of the utilization of IIEP's human and financial resources in the execution of the Institute's expected results and objectives.

IIEP functions as a Special Account of UNESCO, as established by the Director-General, and in accordance with Financial Regulation 6.6. The Special Account records the income and expenditure of the Institute for the Core Funding and Project Funded Programmes, including those of the Buenos Aires and Dakar offices, as well as the Stabilization Reserve Account.

Four key tables are included at the end of this section to provide a comprehensive overview of IIEP's finances for 2023:

- *Financial Table 1.* **Statement of resources and expenditure for 2023** provides the provisional data for the year ending 2023, compared to the 2023 budget as approved by the Governing Board in December 2022 (document 63 GB/4, Part II). Resources and expenditure for 2023 have been estimated as of 31 October 2023 in United States Dollars (US$).

- *Schedule 1.* **IIEP estimated resources in 2023** disaggregates *Financial Table 1* in terms of resources and compares against the plan.

- *Schedule 2.* **IIEP estimated expenditure in 2023** disaggregates *Financial Table 1* in terms of expenditure and compares against the plan.

- *Financial Table 2.* Stabilization reserve account statement of income and expenditure for 2023 shows the financial situation at the end of 2023. This account was established on 1 July 1993 by Governing Board Resolution 251.

Income and financial resources

a.   Core Funding

The overall income of the Institute in 2023 shows an increase compared to initial projections. The total estimated income is US$ 23,752,434 compared to a budget of US$ 18,786,405 (see *Financial Table 1*).

The total income of the Core Funding Programme is expected to amount to US$ 18,799,717. It is composed of UNESCO's financial allocation (US$ 2,140,100), voluntary contributions or core funding from governments (US$ 13,246,506), and other income (US$ 3,413,110). Other income originates mainly from staff cost recovery from project funding but also from revenues from the training programme, publications sales, reimbursements, and other sources.

Compared to the 2023 budget of US$ 14,857,533, the increase is close to US$ 4,000,000 and is explained mostly by higher contributions from IIEP's four core donors (France, Norway, Sweden and Switzerland), as illustrated in *Schedule 1*.

b.   Project funding

The estimated project funding (earmarked funding) net income of US$ 4,952,717, compared to the approved budget of US$ 3,928,871, demonstrates successful resource mobilization initiatives as presented under *Schedule 1*.

The main donors under project funding in 2023 were *Agence française de développement* (French Development Agency, AFD), with more than US$ 2,000,000 allocated for the Quality Management Project implemented in Dakar, decentralized projects by UNESCO (around US$ 1,300,000) and various projects with UNICEF (around US$ 1,000,000).

Figure 8. **Distribution of income by source**

2023 ESTIMATED INCOME

Project Funding 31%

Voluntary contributions 56%

UNESCO Financial Allocation 9%

Other Income 4%
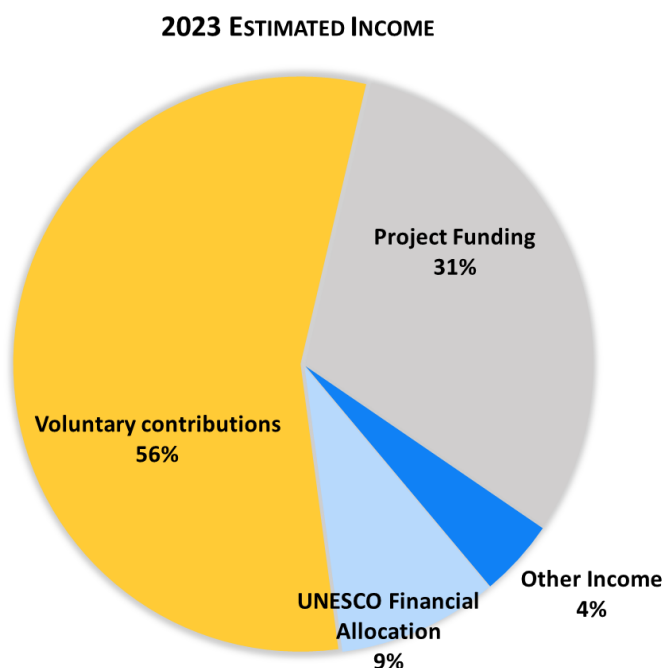
c. Cost recovery

Overall cost recovery in 2023 included staff cost recovery from project funding projects (79% of the total), as well as revenues from training programmes (12%), sales from publications, reimbursements, and other financial sources (9%). Cost recovery is presented in the financial schedules as 'other income'. Across the three offices, IIEP estimates a recovery rate of 29% of its overall staff costs in 2023, in line with previous year's levels, as illustrated in *Table 1*.

Table 4. Cost recovery trend for the three offices

Figures in USD'000s	2020 Actual	2021 Actual	2022 Actual	2023 Estimated
Total Staff Costs	13 712	14 636	13 802	13 656
Total Cost Recovery	3 297	3 683	4 019	3 872
Total Net Staff Costs	**10 415**	**10 953**	**9 784**	**9 784**
Total % Recovery/year	**24%**	**25%**	**29%**	**29%**

d. Reserves

Stabilization Reserve Account

SIIEP's Stabilization Reserve was established to cover payments made for staff separations, and to provide resources to finance IIEP's yearly programme in the event of exceptional economic or financial conditions.

The opening balance at the beginning of the year was US$ 12,081,674 (see *Financial Table 2*). The total contribution in 2023 amounts to US$ 688,611. The total balance at the end of 2023 is estimated at US$ 12,451,698.

Operating Reserves

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

Total Operating Reserves for the Core Funding Programme will stand at US$ 11,473,751 at the end of 2023 (see *Financial Table 1*), thanks to the renewed commitment of IIEP core donors.

These levels are required to manage different periods between income and expenditure (cut-off impact) and deliver IIEP's programme for the duration of the 11th Medium Term Strategy, 2022–2025.

The remaining reserves (estimated at an amount of US$ 3,653,881) are earmarked for the implementation of specific projects and must be returned to donors if planned activities are not implemented.

Expenditure

The overall expenditure of the Institute in 2023 amounts to US$ 22,712,735 (as illustrated in *Schedule 2*), which is around US$ 2,000,000 lower than budgeted.

Core Funding Programme implementation expenditure is estimated at US$ 16,730,332, compared to a budget of US$ 17,703,858. The variance, amounting to almost US$ 1,000,000, is due to positions for which recruitment was put on hold in 2023 and activities which slowed down (pending receipt of some core donor contributions).

A decrease is observed in the Project Funding Programme expenditure, particularly in the Dakar office, due to staff departures and delays in the implementation of the AFD Quality Management Project.

Figure 9 shows the percentage distribution by appropriation line for the total expenditure of the Core Funding and Project Funding Programmes. During 2022, 89% was spent on programme activities and 9% on Governing Board, Directorate, Monitoring and Evaluation, and Administration. In addition, 2% was invested in institutional information technology services, building renovation, and staff development. Figures include expenditure on staff and activities.

Figure 9. **Core Funding and Project Funding Programmes 2023 expenditure**

CORE FUNDING AND PROJECT FUNDING PROGRAMMES
2023 EXPENDITURE

Strategic Objective 2:
Knowledge production and
knowledge sharing
28%

Strategic Objective 1:
Technical cooperation and
capacity development
61%

Gov. Board &
Directorate
3%

Corporate Services
6%

Investment
2%
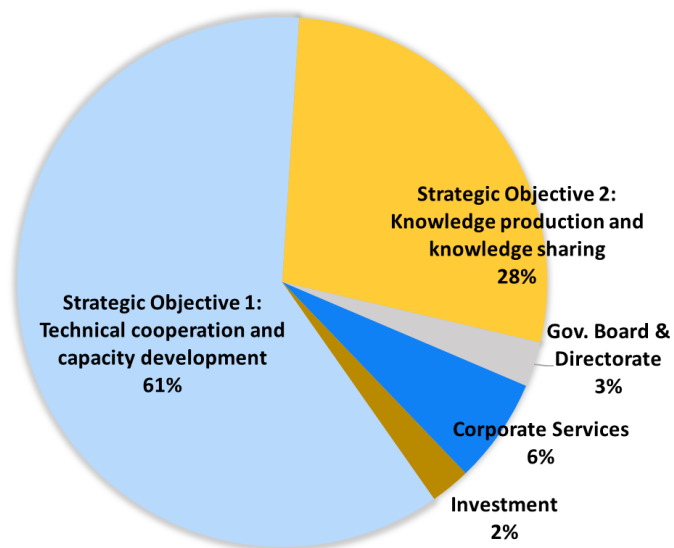
External Audit

The accounts of IIEP are audited by the UNESCO External Auditor on a yearly basis. The accounts are prepared based on the International Public Sector Accounting Standards (IPSAS), adopted by UNESCO as of 1 January 2010. The 2022 Accounts were certified by the External Auditor on 21 June 2023. They are available in the *Annex to 64 GB 4/Part 1.*

The audit found that the financial statements present fairly, in all material respects, the financial position of the Institute as of 31 December 2022, its financial performance, and its cash flows for the year, in accordance with the IPSAS.

Financial Table 1. Statement of resources and expenditure for 2023

Core Funding and Project Funding Programmes	Budget Aproved 2023				New Estimates 2023			
	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current $	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current $
IIEP SPECIAL ACCOUNT								
INCOME								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	9 582 573	-	-	9 582 573	13 246 506	-	-	13 246 506
III. Contracts								
Governments	-	300 418	-	300 418	-	449 041	-	449 041
Other	-	5 655 031	-	5 655 031	-	6 882 427		6 882 427
TOTAL, GENERAL INCOME	11 722 673	5 955 449	-	17 678 121	15 386 606	7 331 468	-	22 718 075
IV. OTHER INCOME								
Programme Support Funds[1]	2 839 860	-	(2 006 577)	833 283	2 698 447	-	(1 977 552)	720 895
Training Programme cost recovery[2]	275 000	-	(20 000)	255 000	401 199	-	(401 199)	-
Miscellaneous Income[3]	20 000	-	-	20 000	313 464	-	-	313 464
TOTAL, OTHER INCOME	3 134 860	-	(2 026 577)	1 108 283	3 413 110	-	(2 378 751)	1 034 359
TOTAL INCOME OF THE YEAR	**14 857 533**	**5 955 449**	**(2 026 577)**	**18 786 405**	**18 799 717**	**7 331 468**	**(2 378 751)**	**23 752 434**
EXPENDITURE								
10th Medium-Term Strategy								
I. PROGRAMME OPERATIONS								
Training (Line 1)	4 414 789	1 697 957	(490 297)	5 622 449	3 964 002	1 503 289	(575 500)	4 891 791
Technical Cooperation (Line 2)	4 695 167	4 059 300	(1 172 151)	7 582 317	4 989 352	3 340 610	(1 375 845)	6 954 118
Research and Development (Line 3)	3 037 697	956 330	(276 147)	3 717 881	2 812 638	806 489	(324 135)	3 294 991
Outreach and Advocacy (Line 4)	2 770 140	304 695	(87 983)	2 986 853	2 330 532	329 621	(103 272)	2 556 881
TOTAL, PROGRAMME OPERATIONS	14 917 794	7 018 283	(2 026 577)	19 909 500	14 096 524	5 980 008	(2 378 751)	17 697 780
II. GOV. BOARD, DIRECTORATE, CORPORATE SERVICES (Line 5)								
Governing Board	307 983	-	-	307 983	224 024	-	-	224 024
Directorate/Monitoring & Evaluation	478 387	-	-	478 387	398 970	-	-	398 970
Corporate Services								
General Administration	973 727	-	-	973 727	1 011 381	-	-	1 011 381
Information Technology	348 859	-	-	348 859	445 758	-	-	445 758
Staff Service Account	-	-	-	-	-	2 396	-	2 396
TOTAL, GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES	2 108 956	-	-	2 108 956	2 080 133	2 396	-	2 082 529
III. INVESTMENT (Line 5)								
Staff development	342 236	-	-	342 236	252 646	-	-	252 646
Renovation of Building	48 802	-	-	48 802	56 573	-	-	56 573
IT Technology	286 069	-	-	286 069	244 456	-	-	244 456
TOTAL, INVESTMENT	677 108	-	-	677 108	553 675	-	-	553 675
TOTAL, EXPENDITURE I - III	**17 703 858**	**7 018 283**	**(2 026 577)**	**22 695 564**	**16 730 332**	**5 982 404**	**(2 378 751)**	**20 333 984**
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	**(2 846 324)**	**(1 062 834)**	**-**	**(3 909 159)**	**2 069 385**	**1 349 065**	**-**	**3 418 450**
OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	120 000	100 000	-	220 000	120 000	100 000	-	220 000
Transfer to the Stabilization Reserve Account[4]	(887 754)	-	-	(887 754)	(688 611)	-	-	(688 611)
Reserves & Fund Balances on 1 January	9 392 052	1 830 446	-	11 222 498	9 972 977	2 204 816	-	12 177 793
TOTAL, OTHER RESOURCES & RESERVES	**8 624 298**	**1 930 446**	**-**	**10 554 744**	**9 404 366**	**2 304 816**	**-**	**11 709 182**
BALANCE AT YEAR END ALL MANAGED FUNDS[5]	**5 777 974**	**867 612**	**-**	**6 645 585**	**11 473 751**	**3 653 881**	**-**	**15 127 632**

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

1 Internal transfers from execution of the Project Funding Progr.: Administrative support costs, Staff costs recovery & other reimbursements from external partners during the year.

[2] Costs recovery from the training programs, Short courses and Education Sector Planning participants.

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

[4] 5% previous year's IIEP Paris (US$ 441K); IIEP Buenos Aires (US$ 61K) and IIEP Dakar (US$ 186K) payrolls.

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

Source	2023 Approved	Share %	2023 New Estimates	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO Financial Allocation	2 140 100	11,4	2 140 100	9,0	-
II. Voluntary Contributions					
Argentina	70 000	0,4	70 000	0,3	-
France (AFD)	2 507 523	13,3	2 722 217	11,5	214 694
France (AFD GCI)	-	-	809 061	3,4	809 061
France (MOFA)	1 905 717	10,1	3 188 098	13,4	1 282 381
Norway	1 266 000	6,7	2 300 000	9,7	1 034 000
Sweden	1 750 000	9,3	1 961 000	8,3	211 000
Switzerland	2 083 333	11,1	2 196 130	9,2	112 797
Total, Voluntary Contributions	9 582 573	51,0	13 246 506	55,8	3 663 933
TOTAL, I & II	11 722 673	62,4	15 386 606	64,8	3 663 933
III. OTHER INCOME					
Programme Support Funds	2 839 860	15,1	2 698 447	11,4	(141 413)
Income from training	275 000	1,5	401 199	1,7	126 199
Miscellaneous Income	20 000	0,1	313 464	1,3	293 464
TOTAL, OTHER INCOME	3 134 860	16,7	3 413 110	14,4	278 250
TOTAL, INCOME CORE FUNDING (CF)	**14 857 533**	**79,1**	**18 799 717**	**79,1**	**3 942 183**
IV. PROJECT FUNDING INCOME (PF)					
Contracts - Governments					
Benin**	24 783	0,1	24 783	0,1	-
Burkina Faso GHR**	119 080	0,6	88 236	0,4	(30 844)
Burkina Faso EMIS**	47 202	0,3	187 636	0,8	140 435
Chile*	60 000	0,3	-	-	(60 000)
Mali**	-	-	21 301	0,1	21 301
Nigeria**	14 353	0,1	-	-	(14 353)
Norway	-	-	42 656	0,2	42 656
Togo**	-	-	84 429	0,4	84 429
Uruguay*	35 000	0,2	-	-	(35 000)
Total, Contracts - Governments	**300 418**	**1,6**	**449 041**	**1,9**	**148 624**
Contracts - Others					
Agence Française de Développement (AFD - Quality)**	2 306 921	12,3	2 244 608	9,5	(62 313)
CILSS: Appui au PRAPS - Pastoralisme au Sahel**	-	-	196 982	0,8	196 982
Conseil de l'Entente (CERFER)**	127 071	0,7	76 243	0,3	(50 828)
Dubai Cares	86 351	0,5	86 306	0,4	(45)
European Union Haiti 2022-2023	-	-	322 928	1,4	322 928
Global Partnership for Education (GPE) (PAR - ESP)	-	-	49 969	0,2	49 969
Global Partnership for Education (GPE) (PAR - Madagascar)	-	-	114 890	0,5	114 890
Global Partnership for Education (GPE) (PAR - Yemen)	100 000	0,5	-	-	(100 000)
Global Partnership for Education (GPE) (PAR - Climate Change)	250 000	1,3	171 200	0,7	(78 800)
Inter-American Development Bank (IADB Panama)	-	-	76 798	0,3	76 798
Mercy Corps	-	-	50 138	0,2	50 138
Network for Int. Policies & Coop. in Ed. Training (NORRAG)	-	-	19 402	0,1	19 402
OECD	37 000	0,2	75 662	0,3	38 662
OXFAM IBIS	264 554	1,4	217 753	0,9	(46 801)

Core Funding and Project Funding Programmes					
Source	2023 Approved	Share %	2023 New Estimates	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
UNESCO[1]	**1 433 333**	**7,6**	**1 277 885**	**5,4**	**(155 448)**
UNICEF[1]	**146 057**	**0,8**	**990 987**	**4,2**	**844 930**
UNOPS*	15 674	0,1	190 576	0,8	174 902
UNHCR	80 000	0,4	151 275	0,6	71 275
West African Economic & Monetary Union (WAEMU) (PROFOR)**	556 403	3,0	-	-	(556 403)
World Bank ** (Dakar)	66 667	0,4	-	-	(66 667)
Fellowships & other funds					-
Training Programs (Paris)	-	-	266 939	1,1	266 939
Training Programs (Buenos Aires)*	30 000	0,2	40 655	0,2	10 655
Training Programs (Dakar)**	150 000	0,8	255 535	1,1	105 535
Staff Service Account	5 000	0,0	5 698	0,0	698
Total, Contracts - Others	**5 655 031**	**30,1**	**6 882 427**	**29,0**	**1 227 396**
TOTAL, CONTRACTS	**5 955 448**	**31,7**	**7 331 468**	**30,9**	**1 376 020**
V. Programme Support Funds (PSF) inter-fund elimination					
Programme Support Costs	(344 841)	- 1,8	(265 826)	- 1,1	79 015
Staff costs recovery & other	(1 681 736)	- 9,0	(2 112 925)	- 8,9	(431 189)
Total, Elimination - PSF	(2 026 577)	- 10,8	(2 378 751)	- 10,0	(352 174)
TOTAL, PROJECT FUNDING INCOME	**3 928 871**	**20,9**	**4 952 717**	**20,9**	**1 023 846**
TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT	**18 786 405**	**100,0**	**23 752 434**	**100,0**	**4 966 029**
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	120 000	-	120 000	-	-
Liquidation of previous years' obligations, Project Funding Prog.	100 000	-	100 000	-	-
Transfer to Stabilization Reserve Account	**(887 754)**	**-**	**(688 611)**	**-**	**199 143**
Reserves & Fund Balances on 1 January, Core Funding Prog.	9 392 052	-	9 972 977	-	580 925
Reserves & Fund Balances on 1 January, Project Funding Prog.	1 830 446	-	2 204 816	-	374 371
TOTAL, OTHER RESOURCES & RESERVES	10 554 744	-	11 709 182	-	1 154 439
GRAND TOTAL, IIEP MANAGED FUNDS	**29 341 148**	**-**	**35 461 616**	**-**	**6 120 468**
		-			
C. IN-KIND CONTRIBUTIONS					
I. PHYSICAL FACILITIES					
Rental for the IIEP building/Paris	1 618 857	-	1 553 091	-	(65 766)
Rental for the IIEP building/Buenos Aires	60 000	-	50 000	-	(10 000)
Rental for the IIEP building/Dakar	53 498	-	51 105	-	(2 393)
TOTAL, PHYSICAL FACILITIES	1 732 355	-	1 654 196	-	(78 159)
D. RESOURCES DECENTRALIZED TO IIEP					
I.UNESCO DECENTRALIZED FUNDS					
Funds-in-Trust	789 283	-	1 031 463	-	242 180
TOTAL, DECENTRALIZED FUNDS	789 283	-	1 031 463	-	242 180
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	2 521 638	-	2 685 659	-	164 021
G R A N D T O T A L	**31 862 786**	**100,0**	**38 147 275**	**100,0**	**6 284 488**

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

[1] UN Family projects signed with the three IIEP Offices.

Schedule 2. IIEP estimated expenditure in 2023 (expressed in current US$), page 1 of 2

Core Funding and Project Funding Programmes	2023 Approved						New Estimates 2023					
	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Progr. (PF)	Total	%	Staff	Activities	Sub-total	Progr. (PF)	Total	%
A. IIEP SPECIAL ACCOUNT												
I. PROGRAMME OPERATIONS												
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT												
Training (Line 1)	3 645 972	768 817	**4 414 789**	1 697 957	6 112 746	24,7	3 406 678	557 324	**3 964 002**	1 503 289	5 467 290	24,1
Technical Cooperation (Line 2)	4 075 651	619 516	**4 695 167**	4 059 300	8 754 468	35,4	4 578 309	411 043	**4 989 352**	3 340 610	8 329 962	36,7
TOTAL, TECH. COOP. & CAPACITY DEVELOPMENT	7 721 623	1 388 333	9 109 956	5 757 258	14 867 214	60,1	7 984 987	968 367	8 953 354	4 843 899	13 797 252	60,7
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING												
Research and Development (Line 3)	2 540 114	497 583	**3 037 697**	956 330	3 994 028	16,2	2 277 149	535 489	**2 812 638**	806 489	3 619 126	15,9
Outreach & Advocacy (Line 4)	1 999 646	770 494	**2 770 140**	304 695	3 074 835	12,4	1 620 725	709 807	**2 330 532**	329 621	2 660 153	11,7
TOTAL, KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	4 539 761	1 268 077	5 807 838	1 261 025	7 068 863	28,6	3 897 874	1 245 296	5 143 170	1 136 109	6 279 279	27,6
TOTAL, I: PROGRAMME. OPERATIONS	**12 261 384**	**2 656 410**	**14 917 794**	**7 018 283**	**21 936 077**	**88,7**	**11 882 861**	**2 213 663**	**14 096 524**	**5 980 008**	**20 076 532**	**88,4**
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES (Line 5)												
1. GOV. BOARD & DIRECTORATE												
Governing Board	147 983	160 000	**307 983**	-	307 983	1,2	114 198	109 826	**224 024**	-	224 024	1,0
Directorate/Monitoring and Evaluation	273 787	204 600	**478 387**	-	478 387	1,9	374 951	24 020	**398 970**	-	398 970	1,8
TOTAL, GOV. BOARD & DIRECTORATE	**421 770**	**364 600**	**786 370**	**-**	**786 370**	**3,2**	**489 148**	**133 846**	**622 994**	**-**	**622 994**	**2,7**
2. CORPORATE SERVICES												
General Administration	252 598	721 129	**973 727**	-	973 727	3,9	211 712	799 669	**1 011 381**	-	1 011 381	4,5
Institutional Information Technology	86 613	262 246	**348 859**	-	348 859	1,4	156 577	289 181	**445 758**	-	445 758	2,0
Staff Service Account	-	-	**-**	-	-	-	-	-	**-**	2 396	2 396	0,0
TOTAL, CORPORATE SERVICES	**339 211**	**983 375**	**1 322 586**	**-**	**1 322 586**	**5,3**	**368 289**	**1 088 850**	**1 457 139**	**2 396**	**1 459 535**	**6,4**
TOTAL, II: GOV. BOARD, DIRECTORATE & CORP. SERVICES	**760 981**	**1 347 975**	**2 108 956**	**-**	**2 108 956**	**8,5**	**857 437**	**1 222 696**	**2 080 133**	**2 396**	**2 082 529**	**9,2**
III. INVESTMENT (Line 5)												
1. INVESTMENT												
Staff development	271 620	70 616	**342 236**	-	**342 236**	1,4	240 578	12 068	**252 646**	-	**252 646**	1,1
Renovation of building	18 802	30 000	**48 802**	-	**48 802**	0,2	26 573	30 000	**56 573**	-	**56 573**	0,2
IT Technology	229 097	56 972	**286 069**	-	**286 069**	1,2	166 344	78 112	**244 456**	-	**244 456**	1,1
TOTAL, III: INVESTMENT	**519 520**	**157 588**	**677 108**	**-**	**677 108**	**2,7**	**433 495**	**120 180**	**553 675**	**-**	**553 675**	**2,4**
TOTAL EXPENDITURE I, II & III	**13 541 885**	**4 161 973**	**17 703 858**	**7 018 283**	**24 722 141**	**100,0**	**13 173 793**	**3 556 539**	**16 730 332**	**5 982 404**	**22 712 735**	**100,0**

Core Funding and Project Funding Programmes	2023 Approved						New Estimates 2023					
	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Progr. (PF)	Total	%	Staff	Activities	Sub-total	Progr. (PF)	Total	%
IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)												
Programme Support Costs	-	-	-	(344 841)	(344 841)	-	-	-	-	(265 826)	(265 826)	-
Staff costs recovery & other	-	-	-	(1 681 736)	(1 681 736)	-	-	-	-	(2 112 925)	(2 112 925)	-
Total, Elimination - PSF	**-**	**-**	**-**	**(2 026 577)**	**(2 026 577)**	**-**	**-**	**-**	**-**	**(2 378 751)**	**(2 378 751)**	**-**
TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT	**13 541 885**	**4 161 973**	**17 703 858**	**4 991 706**	**22 695 564**	**100,0**	**13 173 793**	**3 556 539**	**16 730 332**	**3 603 652**	**20 333 984**	**100,0**
B. IN-KIND EXPENDITURE												
PHYSICAL FACILITIES												
Rental for the IIEP/Paris building	-	-	-	1 618 857	1 618 857	-	-	-	-	1 553 091	1 553 091	-
Rental for the IIEP/Buenos Aires building	-	-	-	60 000	60 000	-	-	-	-	50 000	50 000	-
Rental for the IIEP/Dakar building	-	-	-	53 498	53 498	-	-	-	-	51 105	51 105	-
TOTAL, PHYSICAL FACILITIES	-	-	-	1 732 355	1 732 355	-	-	-	-	1 654 196	1 654 196	-
C. EXPENDITURE FROM DECENTRALIZED FUNDS												
UNESCO DECENTRALIZED FUNDS												
Extrabudgetary funds	-	-	-	789 283	789 283	-	-	-	-	1 031 463	1 031 463	-
TOTAL, DECENTRALIZED FUNDS	-	-	-	789 283	789 283	-	-	-	-	1 031 463	1 031 463	-
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	**-**	**-**	**-**	**2 521 638**	**2 521 638**	**-**	**-**	**-**	**-**	**2 685 659**	**2 685 659**	**-**
G R A N D T O T A L	**13 541 885**	**4 161 973**	**17 703 858**	**7 513 344**	**25 217 202**	**100,0**	**13 173 793**	**3 556 539**	**16 730 332**	**6 289 311**	**23 019 643**	**100,0**

Financial Table 2. **Stabilization reserve account statement of income and expenditure for 2023**

UNESCO INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING STABILIZATION RESERVE ACCOUNT STATEMENT OF INCOME AND EXPENDITURE FOR 2023

in US$	Total
BALANCE BROUGHT FORWARD 1 JANUARY 2022	12 081 674
INCOME 2022	
Interest gained (from deposits and cash pooling investments)	23 125
EXPENDITURE 2022	
Termination indemnities	(341 712)
BUDGET BALANCE BROUGHT FORWARD 1 JANUARY 2023	11 763 087
INCOME 2023	
Previous year's 5% payroll	688 611
TOTAL ESTIMATED INCOME	688 611
EXPENDITURE 2023	
TOTAL ESTIMATED EXPENDITURE	-
EXCESS/(SHORTFALL): INCOME LESS EXPENDITURE	688 611
estimated BALANCE AS AT 31 DECEMBER 2023	12 451 698

Appendices to GB/4 Part I

Appendix 1. Papers and seminar presentations by IIEP Staff

October 2022 – October 2023

Seminars

Open school data: Learning from international experience

Muriel Poisson

Council of Europe Platform on Ethics, Transparency and Integrity in Education (ETINED), 7th Plenary meeting, Paris, 14 November 2023

Advancing gender equality in and through education through high-quality data

Jihane Lamouri

International Meeting on Advancing Gender Equality in and through Education through High Quality Data, Organized by UNESCO and the AGEE (Accountability for Gender Equality in Education) project, Paris, France, 23 October 2023

IIEP's research on flexible learning pathways in higher education

Michaela Martin

International Conference on Promoting Lifelong Learning in Higher Education: From institutional strategies to practical implementation, Shanghai, 19-21 October 2023

Education Evidence Labs (EdLabs) Global Convening 2023. Panel: What is an EdLab and how does it work? 17 October 2023

Martín Benavides (Panelist)

Desafios na formação de servidores públicos da educação: a experiência do IIPE UNESCO

Mariana Clucellas

28º CIAED Congresso Internacional ABED de Educação a Distância: Educação Híbrida e Hibridização da Educação, Rio de Janeiro, 15-18 October 2023

Designing a unique revision loop updating courses simultaneously on different MOOC platforms

Ella Hamonic (Co-author)

IEEE Learning with Massive Open Online Courses 2023 (IEEE LWMOOCS), Cambridge, Mass., 11-13 October 2023

Crisis-sensitive teacher policy and planning: lessons from the UNESCO-Teacher Task Force Teacher Policy Development Guide and a study of teacher management in refugee settings

Katja Hinz; Claire Thibault

World Teacher Day – Day 2: Teacher education in emergencies to support attraction and well-being. Roundtable Discussion: How do trainings of teachers support teachers' well-being and attractiveness and develop skills for teaching in emergencies? UNESCO, Paris, 6 October 2023 (Online)

The role of international organizations in identifying integrity risks and assessing the effectiveness of anti-corruption measures in the education sector

Muriel Poisson

OECD Anti-Corruption Network (ACN) for Eastern Europe and Central Asia Plenary: Roundtable on Integrity in Higher Education, Paris, 5 October 2023

Appui à l'élaboration d'un modèle de simulation financière et au développement du plan d'action pluriannuel

Oswald Koussihouèdé

6ème édition des Journées Béninoises de l'Evaluation, Cotonou, 4-6 October 2023

Shawara Karatu Initiative: Strengthening the availability and use of data at intermediate levels of education systems to improve learning

Patrick Nkengne

Second KIX Continental Symposium on Education Research 2023: Strengthening data production and analysis for resilient, inclusive and more efficient education systems in sub-Saharan Africa, Abidjan, 3-5 octobre 2023

L'assurance qualité dans une perspective des parcours d'apprentissage flexibles

Michaela Martin

Conférence internationale de Dakar sur l'Assurance qualité dans l'Enseignement supérieur (CIDAQ), Saly, Sénégal, 3 October 2023

Empowering change through sound evidence: Insights from collaborative, gender-centered applied education research in sub-Saharan Africa

Koffi Segniagbeto (Moderator); Fabricia Devignes; Tuamanaia Foimapafisi; Nathalie Guilbert

KIX Symposium 2023, Abidjan, 3 October 2023

Laying the foundation for equitable education in Africa through evidence-based policy

Koffi Segniagbeto (Panelist, replacing Carolina Alban Conto)

KIX Symposium 2023, Abidjan, 3 October 2023

International Course for Rectors. Session: The Contribution of UNESCO to Universities and Sustainability, UNESCO Institute for Higer Education in Latin America and the Caribbean, Madrid, 22 September 2023

Martín Benavides

Empowering change: insights from gender-centred research through GCI in sub-Saharan Africa

Martín Benavides; Fabricia Devignes; Sally Rosscornes; Nathalie Guilbert

UKFIET 2023, Oxford, 13 September 2023

The District Education Office: a crucial but neglected actor: lessons learnt from international research

Candy Lugaz

NECT 10th Anniversary National Convention: Reflections on Collaboration to Enhance Education Reform Efforts in South Africa. Stream 1: Districts and Schools. Roles of Districts and the Way Forward: Centralisation, Decentralisation and Capacity to Deliver, 11-12 September 2023

IIEP research on SDG-4: Flexible Learning Pathways in Higher Education

Michaela Martin

B2-Special Interest Group on Higher Education Meeting: Reflection on a collaborative knowledge creation process, 11 September 2023

Leveraging local expertise through sustainable networks of middle-tier instructional leaders: how can the middle tier improve teaching and learning?

Barbara Tournier; Tonu McAleavy

Education Development Forum (UKFIET), 7 September 2023

Codes of conduct for academic staff and students

Muriel Poisson

UNDP Workshop: The Role of the National Anti-Corruption Commission in Promoting a Culture of Integrity through Education, Beirut, 29-30 August 2023

Reimaginar juntos nuestros futuros ¿Qué significa construir un nuevo contrato social para la educación?

Vannina Trentin

26° Seminario Internacional de Aprendizaje y Servicio Solidario. "Conversatorio: Objetivos de Desarrollo Sostenible (ODS) y aprendizaje-servicio solidario", Buenos Aires, 24-25 August 2023

How can digital technology empower the transformation of education?

Martín Benavides

Global Smart Education Conference (GSE2023), Beijing, 18-20 August 2023

SDG-4: flexible learning pathways in higher education

Michaela Martin

5ª Semana de la Docencia Universidad de Chile (Online), 2 August 2023

Global launch of the 2023 GEM Report on technology in education. Panel: Perspectivas de la UNESCO sobre el rol de las tecnologías en sostener la transformación de la educación a presente y future, Montevideo, 27 July 2023

Martín Benavides (Panelist)

Improving the quality of education through a transformation of actors' practices – Evidence from the Quality Management Programme

Patrick Nkengne

National Conference on Quality Education, Maputo, 24-26 July 2023

Teacher management in refugee settings

Candyce Billy; Katja Hinz; Donvan Amenya; Helen West

UNHCR EHAGL Regional Education Workshop on Teacher management in refugee settings, 4 July 2023

Valorisation et validation des apprentissages non formels (séance sous-groupe)

Michaela Martin (Moderator)

Deuxième conversation entre l'EEES et l'Afrique sur la Reconnaissance Académique. Reconnaissance dans le cadre de l'apprentissage tout au long de la vie, 6 June 2023 (Online)

Schools 2030 Global Forum, Organized by Aga Khan Foundation. Panel: How might we foster more inclusive, equitable and pluralistic learning in and through the early years? Porto, Portugal, 5-6 June 2023

Martín Benavides (Panelist)

SDG-4: flexible learning pathways in higher education

Michaela Martin

INQAAHE 17th Biennial Conference: Roadmap to Enabling Quality in Tertiary Education 2030, Astana, 29 May 2023

SDG-4: flexible learning pathways in higher education

Michaela Martin

2nd Seamless Learning Conference, Wirtschaftsuniversität Wien (WU), Vienna, 20 April 2023

Educational micro-planning in the context of climate change

Amélie Gagnon

Application of Geospatial Approaches to Facilitate Universal Education and Lifelong Learning. Virtual Side Event at the 56th Session of the United Nations Commission on Population Development, 14 April 2023

Sectoral specificities in understanding and tackling the nexus of gender and corruption

Muriel Poisson

UNDP Regional Conference for the launch of the Regional Alliance of Women Leaders for Anti-Corruption and Integrity in Arab Countries, Amman, 19-20 March 2023

Graduate effectiveness: a focus on Internal quality assurance and employability

Michaela Martin

University Council of Jamaica's 18th Quality Assurance in Higher Education Week, 13-17 March 2023

Civil society engagement in education policy and planning

Muriel Poisson

Comparative and International Education Society, CIES. Annual Conference. Panel: Exploring civil society in education: Advocacy and accountability in global and national education policy through Education Out Loud, 20 February 2023

The role of women school principals in improving learning in French-speaking Africa

Carolina Alban Conto

Comparative and International Education Society, CIES. Annual Conference, Washington, 19 February 2023

Demystifying data for localised and meaningful educational results

Amélie Gagnon

KIX EAP Podcast #21, 2 February 2023

SDG-4: flexible learning pathways in higher education: from policy to practice

Michaela Martin

RCEP's 6th International Conference: Co-designing the Futures of Education (Online), 16-17 November 2022

RISE Webinar: Teaching and Teachers in Education Systems. Part 2: Purpose, pressures, and possibilities: Conversations about teacher professional norms in the Global South, 15 November 2022

Barbara Tournier (Panelist)

Education in Africa: Placing Equity at the Heart of Policy

Carolina Alban Conto

ADEA Triennale, Side Event: Pre-launch of the Continental Report, Port Louis, Mauritius, 19-21 October 2022

Niger : redonner une confiance et une vision sur l'utilisation des données

Patrick Nkengne

Réimaginer l'éducation pour un meilleur impact sur les résultats d'apprentissage en Afrique subsaharienne

ADEA Triennale 2022 : Relever le défi des données dans les systèmes éducatifs africains, Maurice, 19-21 October 2022

SDG-4: flexible learning pathways in higher education: from policy to practice

Michaela Martin

ADEA Triennale 2022. Side Event 1: Book Launch "SDG 4: Planning for Flexible Learning Pathways in Higher Education", Port Louis, Mauritius, 19 October 2022

Entre recherche et action, repenser le rôle des acteurs dans l'amélioration de la qualité de l'éducation

Patrick Nkengne

Symposium continental sur la recherche et l'innovation en éducation, Addis Abeba, 4-6 October 2022

Papers

Ensuring effective teacher management in refugee settings in the COVID-19 era: a Ugandan case study of policy and practice

Candice Billy; Claire Thibault; Stéphanie Bengtsson

Education and Conflict Review, Special issue "Teaching and Teachers in Conflict Affected Settings During Covid-19", 4, 2023, p. 63-71

Empowering girls: addressing school dropout through data systems, policies, and early prevention tools in Sub-Saharan Africa

Fabricia Devignes; Tuamanaia Foimapafisi

Network for International Policies and Cooperation in Education and Training, NORRAG, Blog, 10 October 2023

Rainy days and learning outcomes: evidence from Sub-Saharan Africa

Oswald Koussihouèdé; Yasmine Bekkouche; Kenneth Houngbedji

Paris, LEDa, Laboratoire d'Economie de Dauphine, 2022, 30 pages

Flexible learning pathways in higher education good practices from an IIEP-UNESCO international research

Michaela Martin

(MODUS Imputs 1). Bonn, Federal Ministry of Education and Research, 2023, 20 pages

How six decades of solid research added value to HE policy

Michaela Martin

University World News, 02 September 2023

Paving flexible learning pathways: from policy to practice

Michaela Martin; Milena Gaede

University World News, 05 November 2022

Education policies during the COVID-19 pandemic: scope, efficiency and gaps

Suguru Mizunoya; Garen Avanesian; Sakshi Mishra; Yixin Wang

In: *"Handbook of education policy"*. Cheltenham (UK); Northampton (USA), Edward Elgar, 2023, p. 31-50

An assessment of the professional development of teachers and school leaders, and curriculum and learning resources in Moldova

Barbara Tournier; Marco Kools; Barry Kenny; Inés Sanguino; Solène Burtz

(OECD Education Policy Perspectives, No. 78). Paris, OECD, 2023, 95 pages

On re-professionalisation, collaboration, teacher voice, and balancing accountability and support

Barbara Tournier; Juliet Wajega

In: *"Purpose, pressures, and possibilities: conversations about teacher professional norms in the Global South"*. Oxford, Research on Improving Systems of Education (RISE), 2023, 298 pages

Appendix 2. Report on Corporate Services and Human Resources

Corporate Services

During 2023, CSU assisted management and the programme teams in the monitoring of programme activities and their implementation. The main CSU functions were as follows:

- Financial management through financial models to support IIEP sustainability, management, monitoring and reporting on IIEP funds (in accordance with UNESCO procedures and audit recommendations).

- Contribute to the development and implementation of a sustainable HR strategy to accompany IIEP's Medium-Term Strategy.

- Ensure the effective management of information technology (IT) and facilities.

- Support the Institute's greening efforts, in accordance with UNESCO Environmental Sustainability and Management Policy.

Management of premises

IIEP will continue to assume costs for maintenance of the Paris office. Discussions are still ongoing with the French government's public finance service regarding their subsidy for building maintenance.

The Buenos Aires office has received US$ 70,000 from the government of Argentina for building maintenance, and a formal agreement is under negotiation so that this support may be secured for the longer term.

The Dakar office is currently hosted by the UNESCO regional office in Dakar, to which it pays a share of the building running costs.

Institutional information technology

IIEP's IT Unit is responsible for managing the IT infrastructure of all three offices including its entire stock of computers and interconnections between the three offices and UNESCO HQ. It also

provides proximity and remote support to all staff to help them with their day-to-day work. This support was instrumental in ensuring a successful 60th Anniversary Symposium and Donor's Day in 2023.

In relation to the Global Training Strategy, work is in progress to put systems in place to make the Institute's new global training offer a reality, with the objective of having the new streamlined platform in place for enrolments by September 2024.

Data recovery remains an area of attention with data now replicated across the three offices and with regular backups performed by HQ central services. On-site data recovery was further improved in Dakar, after a fire incident in the server room, and the same approach will be applied in Buenos Aires before the end of 2023.

IT security continued to be an important area of focus this year. All IIEP laptops are encrypted to provide data protection in case of loss or theft. The IT Team laptops, which contain sensitive technical information, are protected by hardware security keys as an extra measure of protection. The firewalls were also modified to mitigate cyberattacks and the team liaises regularly with the HQ security team to ensure IIEP is in line with UNESCO best practices. Work continued to ensure all staff have dual factor authentication activated as required by HQ.

The overhaul of the telephone system is currently in progress. IIEP will be integrating with the official UNESCO Teams voice-over-IP solution and the equipment for this migration has been ordered already, under the 2023 budget. This will generate significant cost savings and a new and modern system.

Human resources management

IIEP management was renewed in 2023, with the appointment of new staff as Director, Head of Technical Cooperation, and Finance and Operations Manager. The position of the Head of Office for Dakar is under recruitment.

A staff retreat, in hybrid mode, was organized in September 2023 allow the management team to engage with staff from the three offices, with some representatives of Buenos Aires and Dakar offices present in Paris. It provided an opportunity to exchange on IIEP priorities and foster exchanges and collaboration among all IIEP functions.

The HR unit continues to provide support for all human resources activities, including staff planning, recruitment, onboarding and separation, processing of contracts, entitlements and benefits, support to performance management, learning and development and staff welfare activities, in line

with UNESCO policies and procedures. A particular focus was put on recruitment during 2023, due to several staff movements.

Workforce structure

At the end of 2023, the IIEP headcount in its three offices totalled 117, compared with 124 personnel
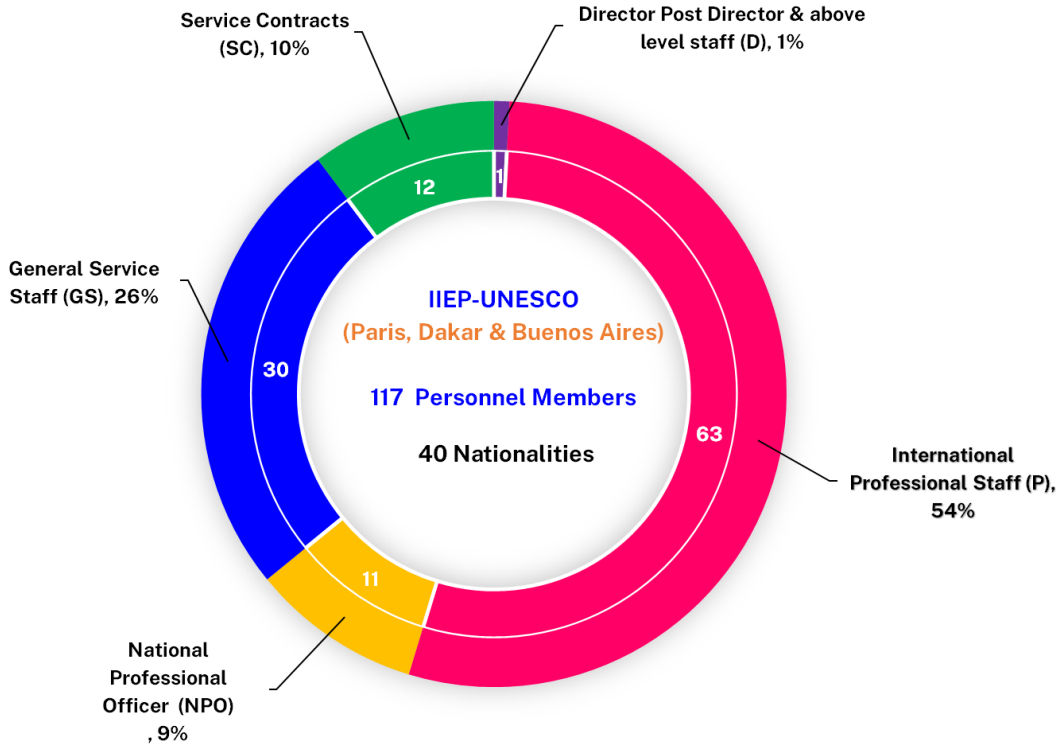
in 2022. IIEP has a diverse workforce comprising of 40 nationalities. The headcount includes various contractual modalities, notably Fixed-Term (FT) appointments, Project Appointments (PA), Service Contracts (SC), and under different categories of posts including Director (D), International Professional (P), National Professional Officer (NPO), General Service (GS), and Service Contracts (SC), as shown in *Figure 1*. 14 positions were filled in 2023, while 21 positions were vacated due to retirements and contract non-renewal, to align with IIEP's current and future human resource needs.

Figure 1. **Overall IIEP personnel (117) representing 40 nationalities**

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

Table 1. IIEP personnel by grade and location (2023)

Grade	Paris	Dakar	Buenos Aires	Total
D-2	1			1
P-5	3	1	1	5
P-4	7	4		11
P-3	13	7		20
P-2	15	5		20
P-1	6	1		7
NO-C			2	2
NO-B		1	7	8
NO-A		1		1
GS-6	5	1	1	7
GS-5	14	3	1	18
GS-4	2		2	4
GS-3		1		1
SC	5	1	6	12
Total	71	26	20	117

Personnel Recruitment

During 2023, 13 recruitment cycles were conducted across IIEP's three offices. They related to new or existing positions at similar grades or upgrades of existing positions. Recruitments were made in all IIEP teams: Paris Director's Office (DIR), Paris Technical Cooperation (TC), Paris Training and Education Programme (TEP), Paris Knowledge Management and Mobilization (KMM), Paris Corporate Services Unit (CSU), Dakar (DKR) and Buenos Aires (IBA). The recruitments of Project Appointments (PA) and Service Contracts (SC) are now conducted via the UNESCO recruitment online tool SuccessFactors. This has allowed for greater autonomy and a more transparent process in line with UNESCO procedures. It also accelerated recruitment processes as hiring managers are now able to directly access and manage applications.

Table 2 illustrates the new positions to which personnel were recruited in 2023, while *Table 3* shows the personnel recruited to existing positions in 2023.

Table 2. Personnel in newly created positions under core funding in 2023 (3)

Location & Post Title	Grade	Team	Contract Type	Effective Date
IIEP Paris = 2				
Learning Designer	SC/3A	TEP	SC	04/09/2023
Human Resources Assistant	SC/3A	CSU	SC	09/10/2023
IIEP Dakar = 1				
Associate National Finance Officer	NO-A	DKR	PA	01/03/2023

Table 3. New personnel recruited to existing positions in 2023 (8)

Location & Post Title	Grade	Team	Contract Type	Effective Date
IIEP Paris = 6				
Director	D-2	DIR	FT	20/03/2023
Technical Team Leader	P-5	TC	PA	25/04/2023
Finance and Operations Manager	P-5	CSU	FT	29/05/2023
Education Programme Specialist (Crisis-Sensitive Planning)	P-3	TC	PA	22/02/2023
Associate Programme Specialist (Training Design)	P-2	TEP	PA	02/10/2023
Junior Professional Officer (JPO)	P-2	TC	JPO under project funding	17/07/2023
Dakar = 1				
Communication Specialist	SC-3C	DKR	SC	17/04/2023
Buenos Aires = 1				
Associate National Communication Officer	NO-B	IBA	PA	17/08/2023

In December 2022, 10 post upgrades were presented during the 63rd Governing Board meeting and were planned to take place in 2023. Given the late definition and receipt of some core donor funding, a large majority of the upgrades will be completed in 2024, with recruitment processes launched gradually between 2023 and 2024. During 2023, IIEP therefore promoted only two internal personnel on Service Contracts to higher grades through a competitive recruitment exercise (see *Table 4*).

Post	Past Grade	New Grade	Team	Office	Effective Date
IIEP Paris = 2					
Programme Assistant (Training)	SC/3E	GS-5	TEP	Paris	06/02/2023
Web-based Communications Assistant	SC/3E	GS-5	KMM	Paris	01/09/2023

Separations

In 2023, IIEP separated 21 personnel, compared to 24 in 2022. Separations comprised resignations and non-renewals.

Table 5. Personnel separations under core funding in 2023 (21)

Location & Post	Grade	Team	Contract Type	Separation Reason	Effective Date
IIEP Paris Office = 10					
Chief Technical Officer	D-1	DIR	TA	End of contract	31/05/2023
Chief Finance and Administrative Officer	P-5	CSU	FT	End of contract	31/03/2023
Programme Specialist	P-3	TEP	PA	End of contract	23/01/2023
Editor	P-3	KMM	PA	End of contract	31/03/2023
Associate Programme Specialist (e-learning)	P-2	TEP	PA	End of contract	17/01/2023
Associate Project Officer	P-2	DIR	PA	Resignation	05/05/2023
Programme Assistant	GS-5	KMM	FT	Retirement	28/02/2023
Associate Programme Specialist	SC/4B	TC	SC	End of contract	31/07/2023
Administrative Assistant	SC/3D	TEP	SC	End of contract	28/02/2023
Human Resources Assistant	SC/3D	CSU	SC	End of contract	30/06/2023
IIEP Dakar Office = 9					
Head of Office	P-5	DKR	PA	Resignation	30/10/2023
Deputy Head of Office	P-5	DKR	PA	Resignation	06/07/2023

Expert (TVET)	P-3	DKR	PA	Resignation	05/04/2023
Education Policy Analyst (Specialist Labour Market)	P-3	DKR	PA	Resignation	29/10/2023
Education Policy Analyst & Analyst	P-3	DKR	PA	Resignation	30/11/2023
Associate Communication Officer	P-2	DKR	PA	End of contract	26/04/2023
Associate Education Policy Analyst	P-1	DKR	PA	Resignation	15/09/2023
Administrative Assistant	GS-5	DKR	PA	End of contract	04/09/2023
Team Assistant	SC/3D	DKR	SC	End of contract	22/03/2023
IIEP Buenos Aires Office = 2					
Technical Cooperation Coordinator	P-3	IBA	PA	End of contract	19/03/2023
Associate Communications Officer	NO-B	IBA	PA	Resignation	30/06/2023

Human Resources Key Facts

(Headcount figures include all types of contract).
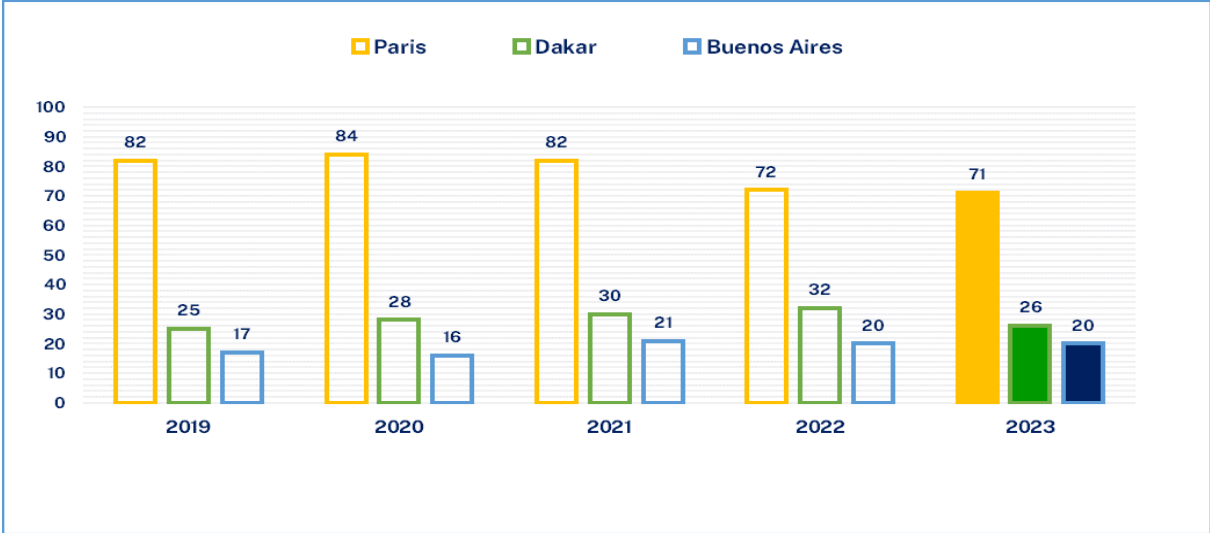
Figure 2. **Personnel headcount by office (2019–2023)**
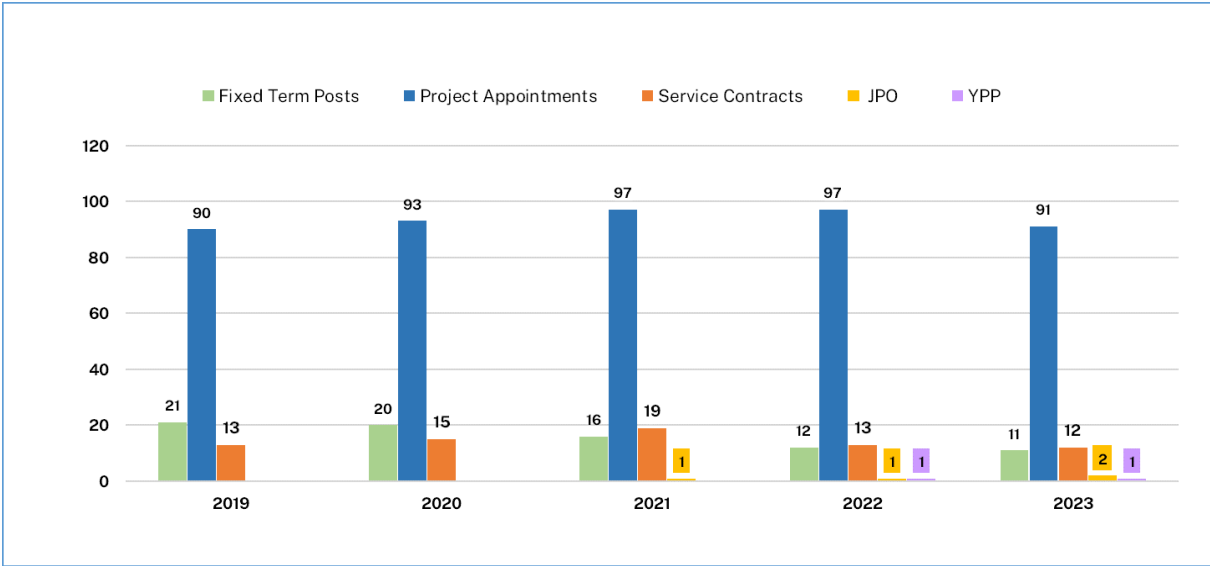
Figure 3. **IIEP's three offices – Personnel by type of contract (2019–2023)**

Figure 4. Gender distribution by office (2023)

Gender		Paris	Dakar	Buenos Aires	Total	% of total personnel
	(female icon)	52	13	15	80	68%
	(male icon)	19	13	5	37	32%
Total		71	26	20	117	100%

Figure 5. Gender balance analysis by grade (2023)

Male **Female**

	D-2	P-5	P-4	P-3	P-2	P-1	NO-C	NO-B	NO-A	GS-6	GS-5	GS-4	GS-3	SC
Male	100%	40%	36%	40%	40%	14%		38%		29%	11%	50%	100%	25%
Female		60%	64%	60%	60%	86%	100%	63%	100%	71%	89%	50%		75%

Gender Parity
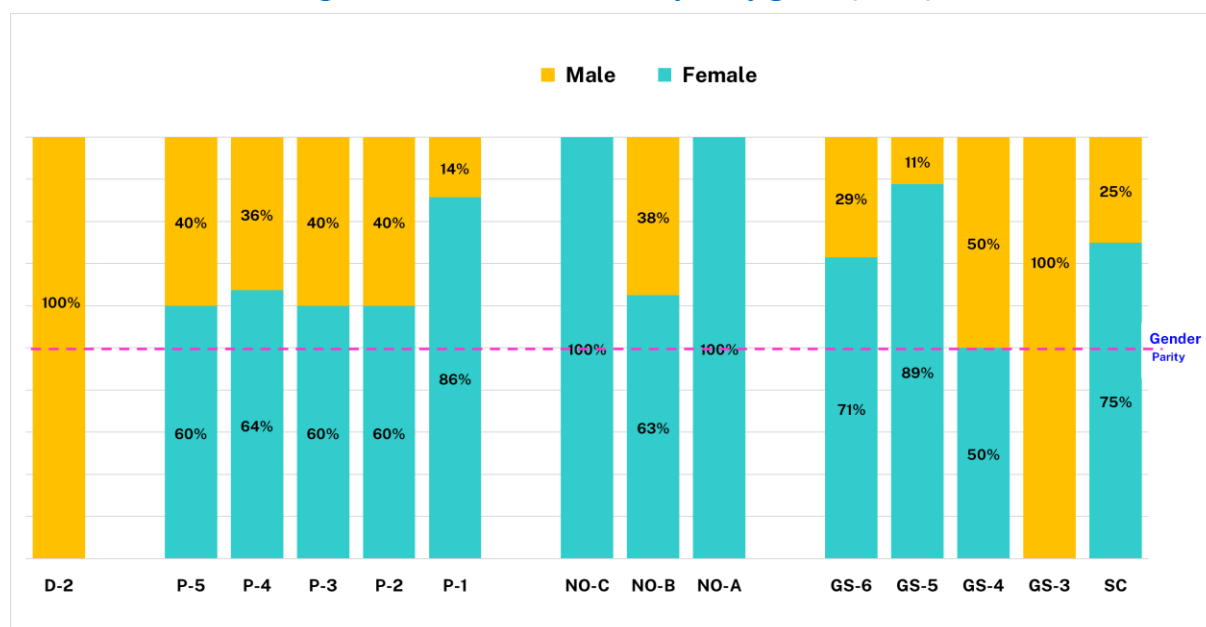
Figure 6. IIEP headcount by staff category (2019-2023)

	2019	2020	2021	2022	2023
Professional	83	88	85	81	75
General Service	41	40	31	30	30
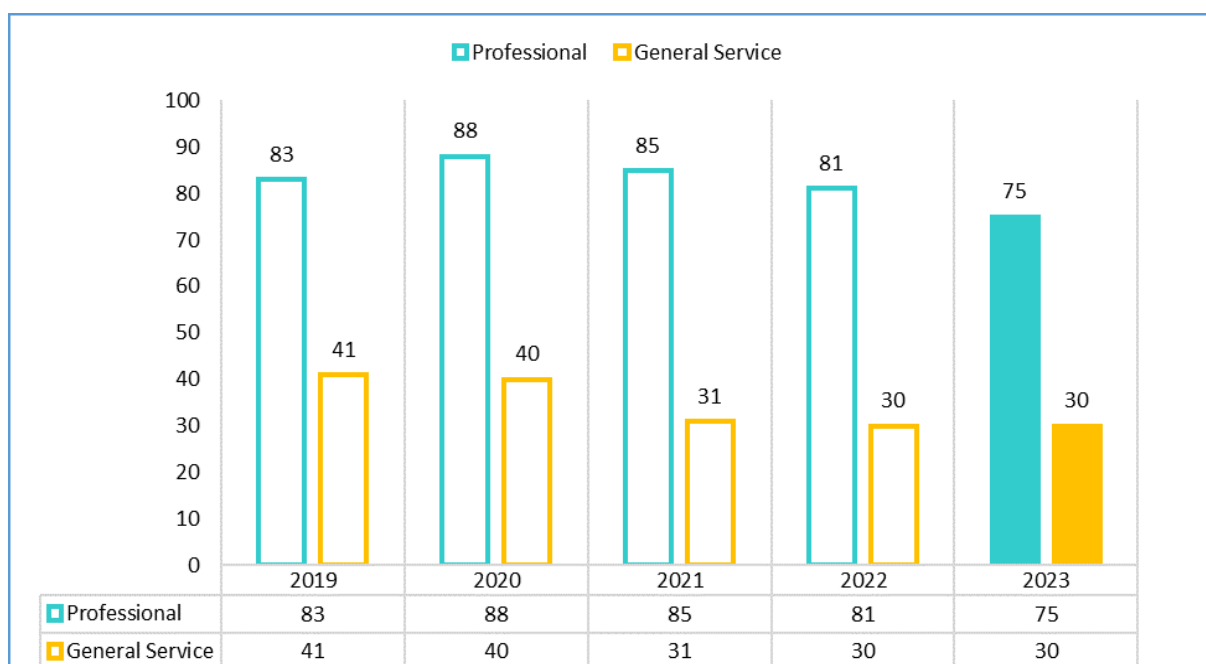
Figure 7. IIEP Paris personnel distribution by grade in 2023 (including Service Contracts)

Distribution of posts by Grade: IIEP Paris Professional Staff

D-2, 1 — 2%
P-5, 3 — 7%
P-4, 7 — 16%
P-3, 13 — 29%
P-2, 15, — 33%
P-1, 6 — 13%

Distribution of posts by Grade: IIEP Paris General Service Staff Staff & Service Contracts

GS-6, 5 — 19%
GS-5, 14 — 54%
GS-4, 2 — 8%
SC, 5 — 19%
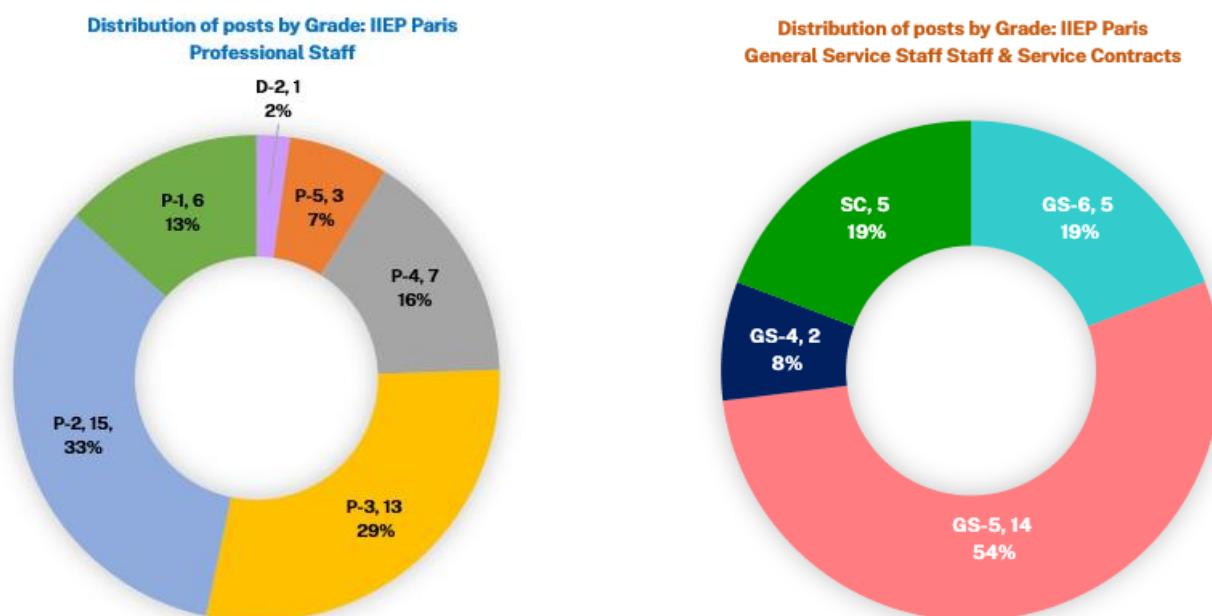
Figure 8. IIEP Dakar personnel distribution by grade (including Service Contracts)

Distribution of posts by Grade: IIEP Dakar
Professional Staff & National Professional Officers

- P-5, 1, 5%
- P-4, 4, 20%
- P-3, 7, 35%
- P-2, 5, 25%
- P-1, 1, 5%
- NO-B, 1, 5%
- NO-A, 1, 5%

Distribution by of posts by Grade: IIEP Dakar
General Service Staff & Service Contracts

- GS-6, 1, 16%
- GS-5, 3, 50%
- GS-3, 1, 17%
- SC, 1, 17%
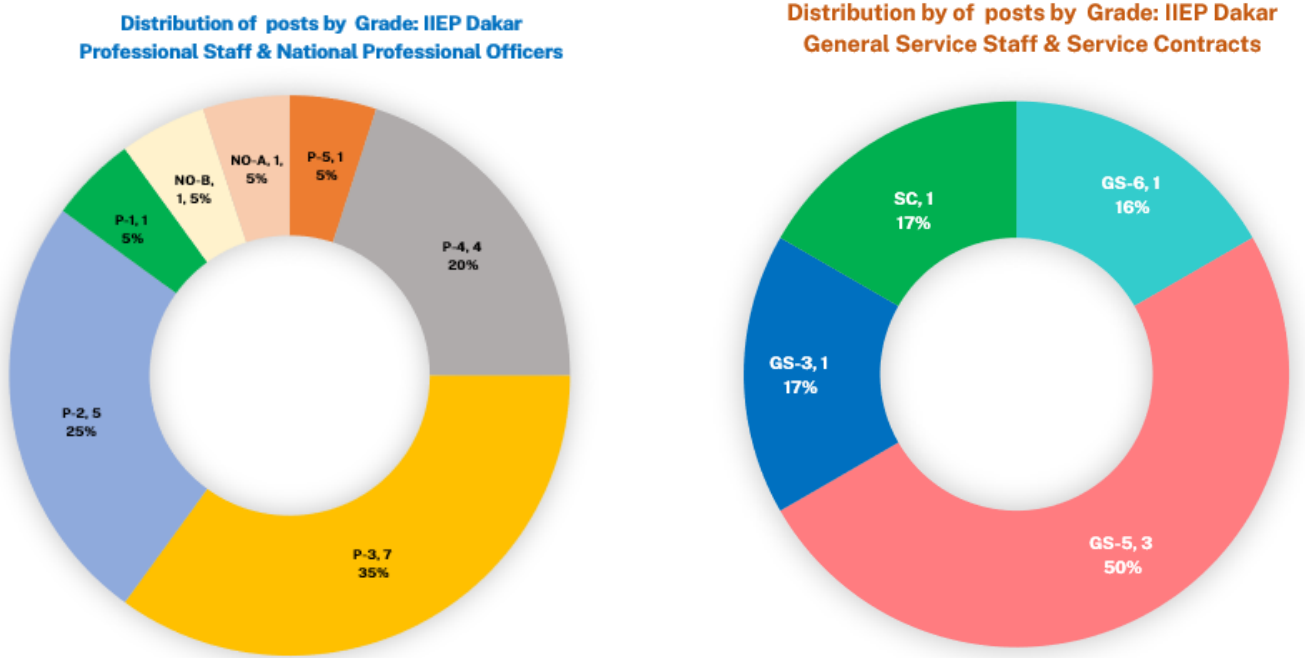
Figure 9. IIEP Buenos Aires personnel distribution by grade (including Service contracts)

Distribution of posts by Grade: IIEP Buenos Aires
Professional Staff & National Professional Officers

- P-5, 1, 10%
- NO-C, 2, 20%
- NO-B, 7, 70%

Distribution of posts by Grade: IIEP Buenos Aires
General Service Staff & Service Contracts

- GS-6, 1, 10%
- GS-5, 1, 10%
- GS-4, 2, 20%
- SC, 6, 60%
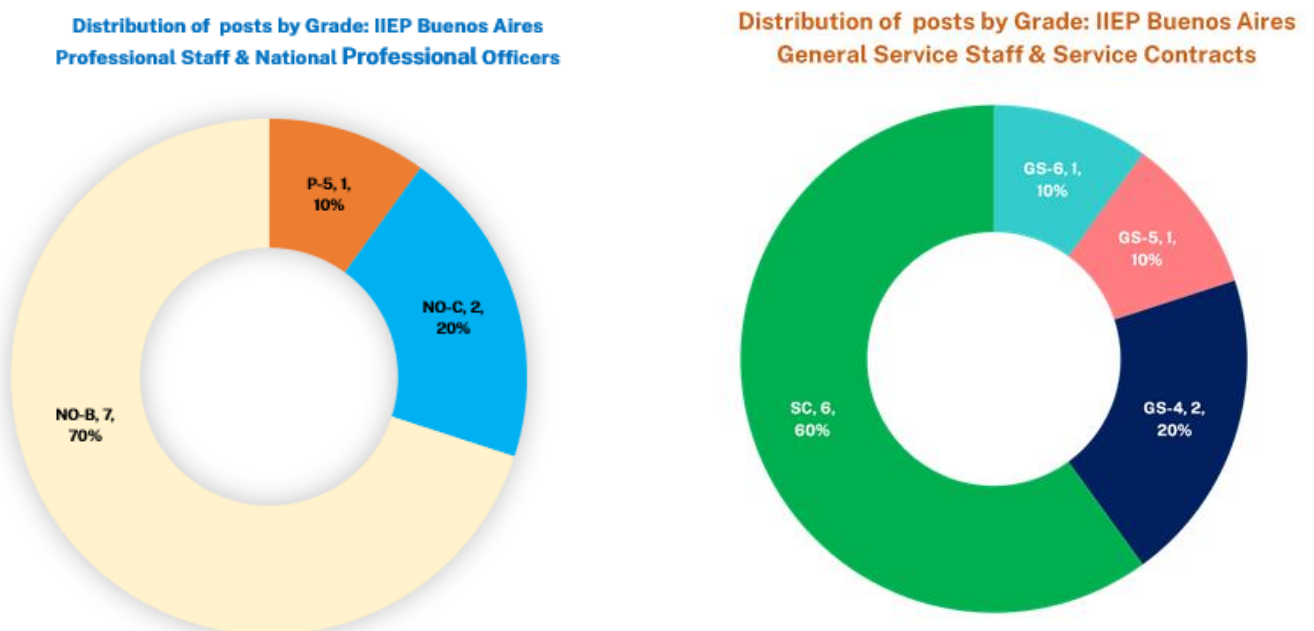
Appendix 3. Historical financial data

As with previous Governing Board (GB) reports, various tables and charts are presented on historical data for the period to 2022. This information was reported to provide with the GB with the final position at the closure of annual accounts, as the GB reports are usually prepared based on estimates, before the end of the financial period.

In order to streamline the GB reporting, for future editions it is suggested to discontinue the information under the *Annex to 64 GB 4/Part 1*, as similar data is available under financial statements as presented at the same time as the GB reports. The financial statements have been improved over time for more transparency and a section on Financial Statements highlights has been introduced, which presents management information aligned with the GB reports. Information can be founded notably under the following sections of the Financial Statements of IIEP 2022:

- Section III. on Financial Performance,
- Section IV on Budgetary Performance,
- Section V on Revenue for IIEP Special Account (unaudited).

Table. Statement of resources and expenditure, final 2022 vs final 2021

Core Funding and Project Funding Programmes	Final 2021 Actual on a comparable basis				Final 2022 Actual on a comparable basis			
	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current $	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current $
IIEP SPECIAL ACCOUNT								
ACTUAL REVENUE ON A COMPARABLE BASIS								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	15 485 545	-	-	15 485 545	9 660 360	-	-	9 660 360
III. Contracts								
Governments	-	399 653	-	399 653	-	2 465 164	-	2 465 164
Other	-	3 486 429	-	3 486 429	-	3 535 332	-	3 535 332
TOTAL. GENERAL INCOME	17 625 645	3 886 081	-	21 511 726	11 800 460	6 000 496	-	17 800 956
IV. OTHER INCOME								
Programme Support Funds[1]	2 668 932	-	(2 272 558)	396 374	3 031 883	-	(2 602 485)	429 398
Training Programme cost recovery[2]	560 270	-	(580 259)	(19 988)	408 157	-	(353 377)	54 780
Miscellaneous Income[3]	7 250	-	-	7 250	126 166	-	-	126 166
TOTAL. OTHER INCOME	3 236 452	-	(2 852 816)	383 636	3 566 206	-	(2 955 862)	610 344
TOTAL INCOME OF THE YEAR	20 862 096	3 886 081	(2 852 816)	21 895 361	15 366 666	6 000 496	(2 955 862)	18 411 300
ACTUAL EXPENDITURE ON A COMPARABLE BASIS								
10th (2021) & 11th (2022) Medium-Term Strategy	**10th Medium-Term Strategy**				**11th Medium-Term Strategy**			
I. PROGRAMME OPERATIONS								
Training (Line 1)	3 525 250	1 659 818	(1 039 411)	4 145 657	4 110 486	1 895 156	(1 086 274)	4 919 368
Technical Cooperation (Line 2)	4 394 245	3 274 078	(1 168 368)	6 499 955	4 631 464	3 250 714	(1 492 686)	6 389 492
Research and Development (Line 3)	3 248 512	1 639 412	(447 632)	4 440 291	2 836 797	963 479	(292 388)	3 507 888
Outreach and Advocacy (Line 4)	2 709 840	774 463	(197 405)	3 286 898	2 354 723	342 068	(84 514)	2 612 277
TOTAL I. PROGRAMME OPERATIONS	13 877 846	7 347 771	(2 852 816)	18 372 801	13 933 471	6 451 417	(2 955 862)	17 429 026
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES								
1. GOV. BOARD & DIRECTORATE								
Governing Board	130 697	-	-	130 697	220 394	-	-	220 394
Directorate/Monitoring & Evaluation	596 642	-	-	596 642	409 143	-	-	409 143
TOTAL 1. GOV. BOARD & DIRECTORATE	727 339	-	-	727 339	629 537	-	-	629 537
2. CORPORATE SERVICES								
General Administration	1 249 957	-	-	1 249 957	729 071	-	-	729 071
Institutional Information Technology	394 914	-	-	394 914	351 302	-	-	351 302
Staff Service Account	-	30 362	-	30 362	-	(3 777)	-	(3 777)
TOTAL 2. CORPORATE SERVICES	1 644 870	30 362	-	1 675 232	1 080 372	(3 777)	-	1 076 595
TOTAL II. GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES	2 372 209	30 362	-	2 402 571	1 709 910	(3 777)	-	1 706 133
III. INVESTMENT								
Staff development	310 106	-	-	310 106	346 257	-	-	346 257
Renovation of Building	217 010	-	-	217 010	22 931	-	-	22 931
IT Technology	343 532	-	-	343 532	379 950	-	-	379 950
TOTAL III. INVESTMENT	870 648	-	-	870 648	749 138	-	-	749 138
TOTAL EXPENDITURE I, II & III	17 120 703	7 378 133	(2 852 816)	21 646 020	16 392 519	6 447 640	(2 955 862)	19 884 297
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	3 741 393	(3 492 052)	-	249 342	(1 025 853)	(447 144)	-	(1 472 997)
IV. OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	169 424	367 420	-	536 844	180 740	468 026	-	648 766
Transfer to/from the Stabilization Reserve Account[4]	(652 712)	-	-	(652 712)	(725 118)	-	-	(725 118)
Reserves & Fund Balances on 1 January	8 285 103	5 474 502	-	13 759 605	11 543 208	2 183 934	-	13 727 143
TOTAL IV. OTHER RESOURCES & RESERVES	7 801 815	5 841 922	-	13 643 737	10 998 830	2 651 960	-	13 650 790
BALANCE AT YEAR END ALL MANAGED FUNDS[5]	11 543 208	2 349 870	-	13 893 079	9 972 977	2 204 816	-	12 177 793
				-				

Note: The budget and the accounting bases differ. The budget is prepared on a modified cash basis whereas the financial statements are prepared on a full accrual basis in compliance with IPSAS requirements. The following Financial Appendices fulfill budget purposes and therefore present the final 2021 and 2022 figures based on a cash basis.

[1] Internal transfers from execution of the Project Funding Prog.: Administrative support costs, Staff costs recovery & other reimbursements from external partners during the year.

[2] Costs recovery from the training programs, Short courses and Education Sector Planning participants.

[3] Including sales of publications, printshop reimbursements, bank interest, exchange rate adjustments and other reimbursements.
Interfund Eliminations contain previous years' accounting adjustments.

[4] 5% previous year's IIEP payroll.

[5] Carry forward reserve which allows IIEP to start the programme execution at the beginning of the year while waiting for contributions to be received.

Schedule 1. IIEP resources: approved 2022 vs actual 2022 (expressed in current US$), page 1 of 2

Core Funding and Project Funding Programmes						
Source	**2022 as in 63GB**	**Share**	**2022 Final Actual on a comparable basis**	**Share**	**Increase/ (Decrease)**	**Variance**
	Approved	**%**		**%**	**Amount**	**%**
	(1)		(2)		(3) = (2) - (1)	
A. IIEP SPECIAL ACCOUNT						
INCOME						
I. UNESCO FINANCIAL ALLOCATION	2 140 100	9,2	2 140 100	11,6	-	0%
II. VOLUNTARY CONTRIBUTIONS						
Argentina	-	-	70 000	0,4	70 000	0%
France (AFD)	2 948 113	12,6	2 553 081	10,9	(395 033)	-13%
France (AFD GCI)	884 434	3,8	-	-	(884 434)	-100%
France (MOFA)	1 200 000	5,1	2 006 336	6,9	806 336	67%
Iceland	-	-	-	9,5	-	0%
Norway	3 117 423	13,4	1 266 000	6,9	(1 851 423)	-59%
Sweden	2 278 041	9,8	1 750 000	9,5	(528 041)	-23%
Switzerland	3 222 342	13,8	2 014 943	10,9	(1 207 398)	-37%
Total II. VOLUNTARY CONTRIBUTIONS	13 650 353	58,6	9 660 360	52,5	(3 989 993)	-29%
TOTAL I & II	15 790 453	67,7	11 800 460	64,1	(3 989 993)	-25%
III. OTHER INCOME						
Programme Support Funds	2 435 087	10,4	3 031 883	16,5	596 796	25%
Income from training cost recovery	374 000	1,6	408 157	2,2	34 157	9%
Miscellaneous Income	20 000	0,1	126 166	0,7	106 166	531%
TOTAL III. OTHER INCOME	2 829 087	12,1	3 566 206	19,4	737 119	26%
TOTAL INCOME CORE FUNDING PROGRAMME	**18 619 540**	**79,9**	**15 366 666**	**83,5**	**(3 252 875)**	**-17%**
IV. PROJECT FUNDING INCOME						
1. CONTRACTS - GOVERNMENTS						
Benin**	-	-	57 827	0,3	57 827	0%
Burkina Faso GHR	147 470	0,6	93 771	0,5	(53 699)	-36%
Burkina Faso SIGE	350 463	1,5	96 997	0,5	(253 466)	-72%
Burundi**	212 632	0,9	127 488	0,7	(85 144)	-40%
Cap Vert*	-	-	39 993	0,2	39 993	0%
Ecuador*	5 683	0,0	-	-	(5 683)	-100%
France**	-	-	1 771 031	9,6	1 771 031	0%
Guyana*	-	-	70 030	0,4	70 030	0%
Nigeria**	-	-	177 390	1,0	177 390	0%
Togo**	-	-	30 638	0,2	30 638	0%
TOTAL 1. CONTRACTS - GOVERNMENTS	716 248	3,1	2 465 164	13,4	1 748 916	244%
2. CONTRACTS - OTHERS						
Agence Française de Développement (AFD - Quality)**	1 500 000	6,4	-	-	(1 500 000)	-100%
Caribbean Development Bank	12 000		12 000	0,1	-	0%
Centre Régional de Formation en Entretien Routier PAIF**	127 071	0,5	50 828	0,3	(76 243)	-60%
Dubai Cares	86 351	0,4	43 055	0,2	(43 296)	-50%
European Union (Haiti 2018-2021)	333 207	1,4	294 948	1,6	(38 259)	-11%
European Union (Haiti 2022-2023)	140 000	0,6	-	-	(140 000)	-100%
European Union (FPI)	454 820	2,0	375 547	2,0	(79 273)	-17%
Foundation Open Society Institute (OSI-ZUG)	100 000	0,4	200 000	1,1	100 000	100%
Global Partnership for Education (GPE)	-	-	141 142	0,8	141 142	0%
Institut de Hautes Etudes Internationales et du Développement (IHEID	-	-	77 608	0,4	77 608	0%
Oxfam IBIS			182 456			
Save the Children International (Dakar)**	19 198	0,1	-	-	(19 198)	-100%
The World Bank (Paris)	120 000	0,51	-	-	(120 000)	-100%
West African Economic & Monetary Union (WAEMU) (PROFOR)**	200 000	0,86	-	-	(200 000)	-100%

Core Funding and Project Funding Programmes						
	2022 **as in 63GB**	**Share**	**2022** **Final** **Actual on a**	**Share**	**Increase/** **(Decrease)**	**Variance**
Source	**Approved**	**%**	**comparable basis**	**%**	**Amount**	**%**
	(1)		(2)		(3) = (2) - (1)	
UNESCO[1]	**2 511 080**	**10,8**	**1 544 940**	**8,4**	**(966 140)**	**-38%**
UNICEF[1]	**451 895**	**1,9**	**331 362**	**1,8**	**(120 533)**	**-27%**
UNOPS Nicaragua*	-	-	46 849	0,3	46 849	0%
TOTAL 2. CONTRACTS - OTHERS	6 055 622	26,0	3 300 736	17,9	(2 984 191)	-49%
3. FELLOWSHIPS & OTHER FUNDS						
Training Programs (Paris)	-	-	11 907	0,1	11 907	0%
Training Programs (Buenos Aires)*	50 000	0,2	31 310	0,2	(18 690)	-37%
Training Programs (Dakar)**	200 000	0,9	184 135	1,0	(15 865)	-8%
Staff Service Account	7 000	0,0	7 245	0,0	245	4%
TOTAL 3. FELLOWSHIPS & OTHER FUNDS	257 000	1,1	234 597	1,3	(22 403)	-9%
4. FRANCE (IIEP BULDING MAINTENANCE)	-	-	-	-	-	0%
TOTAL 1-4. CONTRACTS	**7 028 870**	**30,2**	**6 000 496**	**32,6**	**(1 257 678)**	**-18%**
5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION						
Programme Support Costs	(396 008)	- 1,7	(328 891)	- 1,8	67 118	-17%
Staff costs recovery & other	(1 943 079)	- 8,3	(2 626 971)	- 14,3	(683 892)	35%
TOTAL 5. ELIMINATION - PSF	(2 339 087)	- 10,0	(2 955 862)	- 16,1	(616 775)	26%
TOTAL IV. PROJECT FUNDING INCOME	**4 689 783**	**20,1**	**3 044 634**	**16,5**	**(1 874 453)**	**-40%**
TOTAL A. IIEP SPECIAL ACCOUNT	**23 309 323**	**100,0**	**18 411 300**	**100,0**	**(5 127 328)**	**-22%**
B. OTHER RESOURCES & RESERVES						
Liquidation of previous years' obligations, Core Funding Prog.	120 000	-	180 740	-	60 740	51%
Liquidation of previous years' obligations, Project Funding Prog.	50 000	-	468 026	-	418 026	836%
Transfer to/from Stabilization Reserve Account	**(701 069)**	-	**(725 118)**	-	(24 049)	3%
Reserves & Fund Balances on 1 January, Core Funding Prog.	11 620 322	-	11 543 208	-	(77 114)	-1%
Reserves & Fund Balances on 1 January, Project Funding Prog.	3 927 147	-	2 183 934	-	(1 743 212)	-44%
TOTAL B. OTHER RESOURCES & RESERVES	**15 016 400**	**-**	**13 650 790**	**-**	**(1 365 609)**	**-9%**
C. IN-KIND AND DECENTRALIZED FUNDS						
Physical facilities	2 090 693		1 935 724		(154 969)	-7%
Decentralized funds	-		663 912		663 912	0%
TOTAL C. IN-KIND AND DECENTRALIZED FUNDS	**2 090 693**	**-**	**2 599 636**	**-**	**508 942**	**24%**
GRAND TOTAL - IIEP MANAGED FUNDS	**40 416 416**	**-**	**34 661 726**	**-**	**(5 983 995)**	**-15%**
	-		-			

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

[1] UN Family projects signed with the three IIEP Offices.

Schedule 1. IIEP resources: prior year 2021 vs actual 2022 (exp. in current US$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2021 Final Actual on a comparable basis	Share %	2022 Final Actual on a comparable basis	Share %	Increase/ (Decrease) Amount
	(1)		(2)		(3) = (2) - (1)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO FINANCIAL ALLOCATION	2 140 100	9,8	2 140 100	11,6	-
II. VOLUNTARY CONTRIBUTIONS					
Argentina	-	-	70 000	0,4	70 000
France (AFD)	2 963 235	13,5	2 553 081	10,9	(410 154)
France (AFD GCI)	885 480	4,0	-	-	(885 480)
France (MOFA)	1 815 975	8,3	2 006 336	6,9	190 361
Norway	3 212 552	14,7	1 266 000	6,9	(1 946 552)
Sweden	2 288 598	10,5	1 750 000	9,5	(538 598)
Switzerland	4 319 704	19,7	2 014 943	10,9	(2 304 761)
Total II. VOLUNTARY CONTRIBUTIONS	15 485 545	70,7	9 660 360	52,5	(5 825 185)
TOTAL I & II	17 625 645	80,5	11 800 460	64,1	(5 825 185)
III. OTHER INCOME					
Programme Support Funds	2 668 932	12,2	3 031 883	16,5	362 951
Income from training cost recovery	560 270	2,6	408 157	2,2	(152 113)
Miscellaneous Income	7 250	0,0	126 166	0,7	118 916
TOTAL III. OTHER INCOME	3 236 452	14,8	3 566 206	19,4	329 754
TOTAL INCOME CORE FUNDING PROGRAMME	**20 862 096**	**95,3**	**15 366 666**	**83,5**	**(5 495 431)**
IV. PROJECT FUNDING INCOME					
1. CONTRACTS - GOVERNMENTS					
Benin**	-	-	57 827	0,3	57 827
Burkina Faso GHR**	57 596	0,3	93 771	0,5	36 175
Burkina Faso SIGE**	123 815	0,6	96 997	0,5	(26 818)
Burundi**	55 360	0,3	127 488	0,7	72 128
Cap Vert*	-	-	39 993	0,2	39 993
Ecuador*	56 828	0,3	-	-	(56 828)
France (AFD - Quality)**	-	-	1 771 031	9,6	1 771 031
Guyana*	-	-	70 030	0,4	70 030
Namibia**	25 000	0,1	-	-	(25 000)
Nigeria**	-	-	177 390	1,0	177 390
Norway	57 934	0,3	-	-	(57 934)
Paraguay*	24 000	0,1	-	-	(24 000)
Togo**	-	-	30 638	-	30 638
United Kingdom (FCDO)	(880)	- 0,0	-	-	880
TOTAL 1. CONTRACTS - GOVERNMENTS	399 653	1,8	2 465 164	13,4	2 065 511
2. CONTRACTS - OTHERS					
Caribbean Development Bank	48 000	0,2	12 000	0,1	(36 000)
Centre Régional de Formation en Entretien Routier (CERFER)**	84 528	0,4	50 828	0,3	(33 699)
Dubai Cares	-	-	43 055	0,2	43 055
European Union (Haiti 2018-2021)	-	-	294 948	1,6	294 948
European Union (FPI)	-	-	375 547	2,0	375 547
Foundation ARCOR*	8 885	0,0	-	-	(8 885)
Foundation Open Society Institute (OSI-ZUG)	80 000	0,4	200 000	1,1	120 000
Fundación Fundación Zamora Terán Buenos Aires*	3 770	0,0	-	-	(3 770)
Global Partnership for Education (GPE)	-	-	141 142	0,8	141 142
Institut de Hautes Etudes Internationales et du Développement (IHEID)	75 646	0,3	77 608	0,4	1 962
Organisation Internationale de la Francophonie (OIF)	84 420	0,4	-	-	(84 420)
Oxfam IBIS	-	-	182 456	1,0	182 456
Protect Ed. in Insecurity & Conflict Program (EAA-PEIC)	51 360	0,2	-	-	(51 360)
Save the Children International (Dakar)**	381 858	1,7	-	-	(381 858)
Stiftung Auxilium Foundation/Porticus LA Consultoria Ltda*	33 796	0,2	-	-	(33 796)
The World Bank (Paris)	101 754	0,46	-	-	(101 754)
The World Bank (Buenos Aires)*	47 960	0,22	-	-	(47 960)
The World Bank (Dakar)**	9 051	0,04	-	-	(9 051)

Core Funding and Project Funding Programmes					
	2021		**2022**		**Increase/**
	Final	**Share**	**Final**	**Share**	**(Decrease)**
	Actual on a		**Actual on a**		
Source	**comparable basis**	**%**	**comparable basis**	**%**	**Amount**
	(1)		(2)		(3) = (2) - (1)
UNESCO[1]	**1 532 536**	7,0	**1 544 940**	8,4	**12 403**
UNICEF[1]	**483 321**	2,2	**331 362**	1,8	**(151 958)**
UNOPS Nicaragua*	-	-	46 849	0,3	46 849
TOTAL 2. CONTRACTS - OTHERS	3 026 883	13,8	3 300 736	17,9	273 852
3. FELLOWSHIPS & OTHER FUNDS					
Training Programs (Paris)	32 773	0,1	11 907	0,1	(20 866)
Training Programs (Buenos Aires)*	65 114	0,3	31 310	0,2	(33 805)
Training Programs (Dakar)**	352 800	1,6	184 135	1,0	(168 665)
Staff Service Account	8 858	0,0	7 245	0,0	(1 612)
TOTAL 3. FELLOWSHIPS & OTHER FUNDS	459 545	2,1	234 597	1,3	(224 949)
TOTAL 1-4. CONTRACTS	**3 886 081**	17,7	**6 000 496**	32,6	**2 114 415**
5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION					
Programme Support Costs	(353 747)	- 1,6	(328 891)	- 1,8	24 856
Staff costs recovery & other	(2 499 070)	- 11,4	(2 626 971)	- 14,3	(127 902)
TOTAL 5. ELIMINATION - PSF	(2 852 816)	- 13,0	(2 955 862)	- 16,1	(103 046)
TOTAL IV. PROJECT FUNDING INCOME	**1 033 265**	4,7	**3 044 634**	16,5	**2 011 369**
TOTAL A. IIEP SPECIAL ACCOUNT	**21 895 361**	100,0	**18 411 300**	100,0	**(3 484 062)**
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	169 424	-	180 740	-	11 316
Liquidation of previous years' obligations, Project Funding Prog.	367 420	-	468 026	-	100 605
Transfer to/from Stabilization Reserve Account	(652 712)	-	(725 118)	-	(72 406)
Reserves & Fund Balances on 1 January, Core Funding Prog.	8 285 103	-	11 543 208	-	3 258 105
Reserves & Fund Balances on 1 January, Project Funding Prog.	5 474 502	-	2 183 934	-	(3 290 567)
TOTAL B. OTHER RESOURCES & RESERVES	**13 643 737**	-	**13 650 790**	-	**7 053**
C. IN-KIND AND DECENTRALIZED FUNDS					
Physical facilities	2 094 215	-	1 935 724	-	(158 491)
Decentralized funds	476 181	-	663 912	-	187 731
TOTAL C. IN-KIND AND DECENTRALIZED FUNDS	**2 570 396**	-	**2 599 636**	-	**29 240**
GRAND TOTAL - IIEP MANAGED FUNDS	**38 109 494**	-	**34 661 726**	-	**(3 447 769)**
					-

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

[1] UN Family projects signed with the three IIEP Offices.

Schedule 2. IIEP expenditure: budget approved 2022 vs actual 2022 (expressed in current US$), page 1 of 2

Core Funding and Project Funding Programmes	Approved for 2022 63 GB Appropriations (Governing Board approved Resolution (604)						Actuals 2022 as at 31 December 2022						Increase/(Decrease) Approved less Actual	
	Core Funding Prog.		Core Funding	Project Funding	Grand	Share	Core Funding Prog.		Core Funding	Project Funding	Grand	Share	Core Funding	Project Funding
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Programme	Total	%	Staff	Activities	Sub-total	Programme	Total	%	Programme	Programme
	(1)	(2)	(3) = (1) + (2)	(4)	(5) = (3) + (4)		(6)	(7)	(8) = (6) + (7)	(9)	(10) = (8) + (9)		(11) = (3) - (8)	(12) = (4) - (9)
A. IIEP SPECIAL ACCOUNT														
I. PROGRAMME OPERATIONS			11th Medium-Term Strategy						11th Medium-Term Strategy					
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT														
Training (Line 1)	3 341 230	716 600	**4 057 829**	1 490 595 [1]	**5 548 424**	20,5	3 577 884	532 602	**4 110 486**	1 895 156 [1]	**6 005 642**	26,3	(52 657)	(404 561)
Technical Cooperation (Line 2)	4 585 372	520 030	**5 105 402**	4 167 139 [2]	**9 272 541**	34,2	4 154 284	477 180	**4 631 464**	3 250 714 [2]	**7 882 178**	34,5	473 938	916 425
TOTAL 1. TECH. COOP. & CAP. DEVELOPMENT	7 926 602	1 236 629	**9 163 231**	5 657 734	**14 820 965**	54,7	7 732 168	1 009 783	**8 741 951**	5 145 870	**13 887 821**	60,8	421 280	511 864
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING														
Research and Development (Line 3)	3 163 779	563 715	**3 727 494**	1 156 472	**4 883 965**	18,0	2 501 413	335 384	**2 836 797**	963 479	**3 800 276**	16,6	890 697	192 993
Outreach & Advocacy (Line 4)	2 327 791	841 707	**3 169 499**	273 358	**3 442 857**	12,7	1 838 416	516 306	**2 354 723**	342 068	**2 696 791**	11,8	814 776	(68 710)
TOTAL 2. KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	5 491 570	1 405 423	**6 896 993**	1 429 830	**8 326 822**	30,7	4 339 829	851 691	**5 191 520**	1 305 547	**6 497 067**	28,4	1 705 473	124 283
TOTAL I. PROGRAMME OPERATIONS	**13 418 172**	**2 642 052**	**16 060 224**	**7 087 564**	**23 147 788**	**101,3**	**12 071 997**	**1 861 474**	**13 933 471**	**6 451 417**	**20 384 888**	**89,3**	**2 126 753**	**636 147**
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES														
1. GOV. BOARD & DIRECTORATE														
Governing Board	143 738	88 000	**231 738**	-	**231 738**	0,9	160 015	60 379	**220 394**	-	**220 394**	1,0	11 344	-
Directorate/Monitoring and Evaluation	594 944	185 000	**779 944**	-	**779 944**	2,9	271 221	137 922	**409 143**	-	**409 143**	1,8	370 800	-
TOTAL 1. GOV. BOARD & DIRECTORATE	**738 682**	**273 000**	**1 011 682**	-	**1 011 682**	**3,7**	**431 236**	**198 301**	**629 537**	-	**629 537**	**2,8**	**382 144**	-
2. CORPORATE SERVICES														
General Administration	794 469	604 042	**1 398 511**	-	**1 398 511**	5,2	214 973	514 098	**729 071**	-	**729 071**	3,2	669 440	-
Institutional Information Technology	189 351	353 988	**543 339**	-	**543 339**	2,0	95 040	256 261	**351 302**	-	**351 302**	1,5	192 037	-
Staff Service Account	-	-	-	-	-	-	-	-	-	(3 777)	**(3 777)**	- 0,0	-	3 777
Administrative support funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL 2. CORPORATE SERVICES	**983 820**	**958 030**	**1 941 850**	-	**1 941 850**	**7,2**	**310 013**	**770 359**	**1 080 372**	**(3 777)**	**1 076 595**	**4,7**	**861 477**	**3 777**
TOTAL II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES	**1 722 502**	**1 231 030**	**2 953 532**	-	**2 953 532**	**10,9**	**741 250**	**968 660**	**1 709 910**	**(3 777)**	**1 706 133**	**7,5**	**1 243 622**	**3 777**

Core Funding and Project Funding Programmes	Approved for 2022 63 GB Appropriations (Governing Board approved Resolution (604)						Actuals 2022 as at 31 December 2022						Increase/(Decrease) Approved less Actual	
	Core Funding Prog.		Core Funding	Project Funding	Grand	Share	Core Funding Prog.		Core Funding	Project Funding	Grand	Share	Core Funding	Project Funding
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Programme	Total	%	Staff	Activities	Sub-total	Programme	Total	%	Programme	Programme
	(1)	(2)	(3) = (1) + (2)	(4)	(5) = (3) + (4)		(6)	(7)	(8) = (6) + (7)	(9)	(10) = (8) + (9)		(11) = (3) - (8)	(12) = (4) - (9)
III. INVESTMENT														
Staff development	232 597	113 000	**345 597**	-	**345 597**	1,3	269 045	77 212	**346 257**	-	**346 257**	1,5	(660)	-
Building renovation	125 154	83 638	**208 792**	-	**208 792**	0,8	21 246	1 685	**22 931**	-	**22 931**	0,1	185 861	-
Institutional Information Systems	238 554	184 958	**423 512**	-	**423 512**	1,6	246 296	133 654	**379 950**	-	**379 950**	1,7	43 561	-
TOTAL III. INVESTMENT	**596 305**	**381 596**	**977 901**	**-**	**977 901**	**3,6**	**536 587**	**212 552**	**749 138**	**-**	**749 138**	**3,3**	**228 762**	**-**
TOTAL EXPENDITURE I, II & III	**15 736 978**	**4 254 678**	**19 991 656**	**7 087 564**	**27 079 220**	**100,0**	**13 349 833**	**3 042 686**	**16 392 519**	**6 447 640**	**22 840 159**	**100,0**	**3 599 137**	**639 924**
IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)														
Programme Support Costs	-	-	-	(396 008)	**(396 008)**	-	-	-	-	(328 891)	**(328 891)**	-	-	(67 118)
Staff costs recovery & other	-	-	-	(1 943 079)	**(1 943 079)**	-	-	-	-	(2 626 971)	**(2 626 971)**	-	-	683 892
TOTAL IV. ELIMINATION - PSF	**-**	**-**	**-**	**(2 339 087)**	**(2 339 087)**	**-**	**-**	**-**	**-**	**(2 955 862)**	**(2 955 862)**	**-**	**-**	**616 775**
TOTAL A. EXPENDITURE IIEP SPECIAL ACCOUNT	**15 736 978**	**4 254 678**	**19 991 656**	**4 748 477**	**24 740 133**	**100,0**	**13 349 833**	**3 042 686**	**16 392 519**	**3 491 778**	**19 884 297**	**-**	**3 599 137**	**1 256 699**
													TOTAL	**4 855 836**
B. IN-KIND EXPENDITURE														
Rental for the IIEP/Paris building	-	-	-	1 903 302	**1 903 302**	-	-	-	-	1 815 975	**1 815 975**	-	-	87 327
Rental for the IIEP/Buenos Aires building	-	-	-	132 000	**132 000**	-	-	-	-	60 000	**60 000**	-	-	72 000
Rental for the IIEP/Dakar building	-	-	-	55 391	**55 391**	-	-	-	-	59 749	**59 749**	-	-	(4 358)
TOTAL B. IN-KIND EXPENDITURE	**-**	**-**	**-**	**2 090 693**	**2 090 693**	**-**	**-**	**-**	**-**	**1 935 724**	**1 935 724**	**-**	**-**	**154 969**
C. EXPENDITURE FROM DECENTRALIZED FUNDS														
Project Funding funds	-	-	-	-	-	-	-	-	-	663 912	**663 912**	-	-	(663 912)
TOTAL C. DECENTRALIZED FUNDS	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**663 912**	**663 912**	**-**	**-**	**(663 912)**
GRAND TOTAL	**15 736 978**	**4 254 678**	**19 991 656**	**6 839 170**	**26 830 826**	**100,0**	**13 349 833**	**3 042 686**	**16 392 519**	**6 091 413**	**22 483 932**	**-**	**3 599 137**	**747 757**
													TOTAL	**4 346 894**

Figure 10. **Main funding sources), US$**

Main Funding Sources in US$
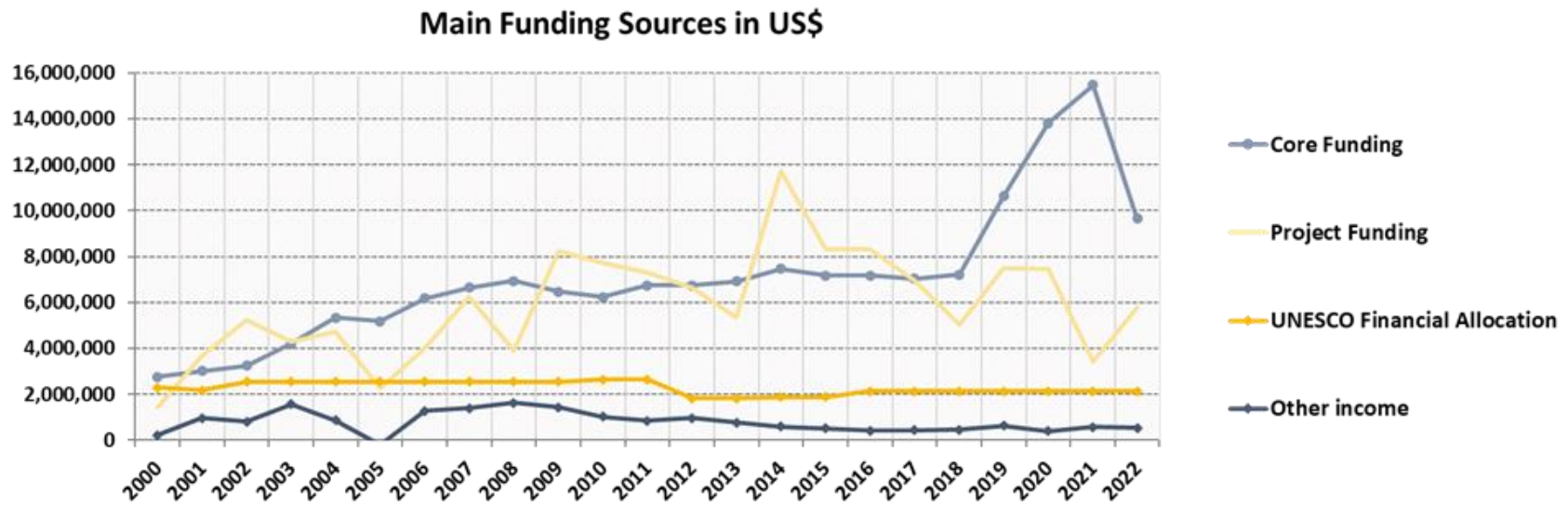
Figure 11. **UNESCO Allocation and main voluntary contributions (Core Funding), US$**
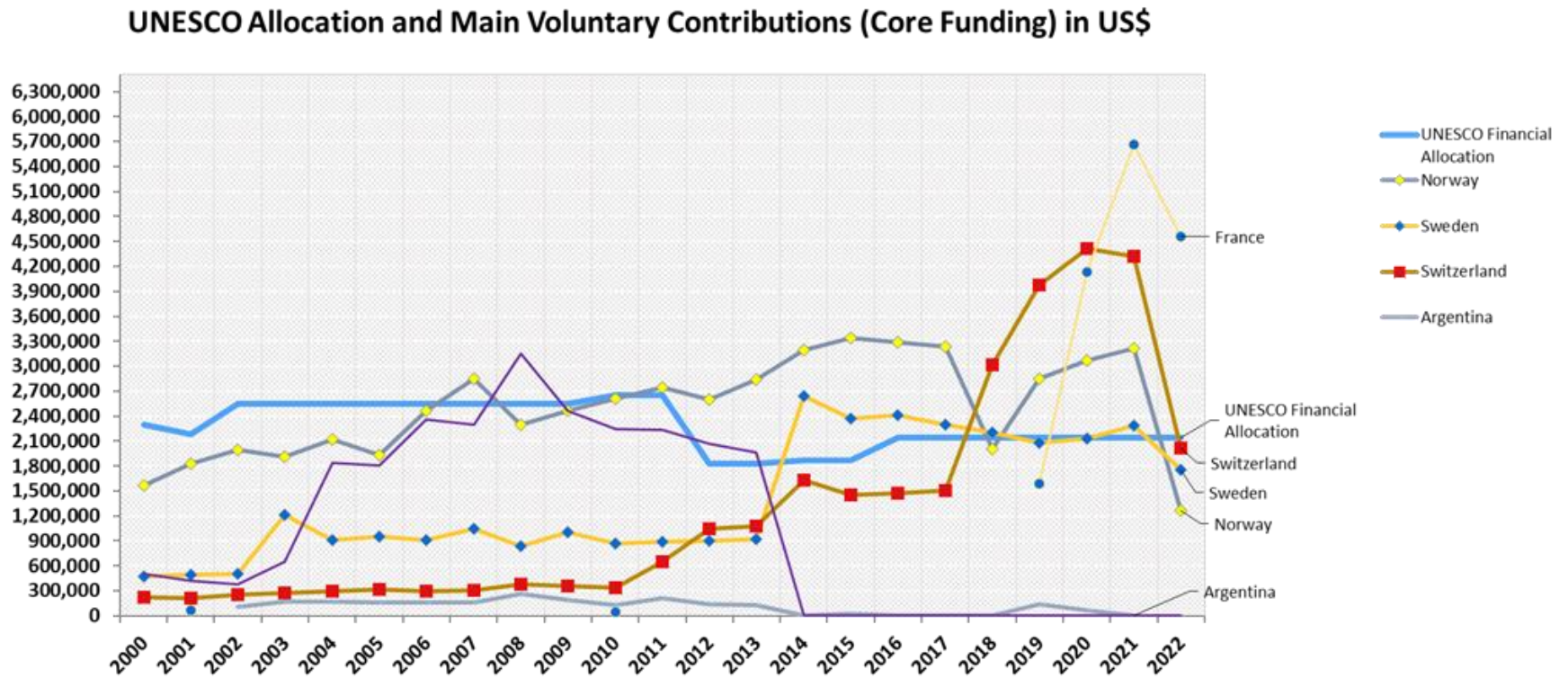
Project Funding (excluding fellowships) in US$
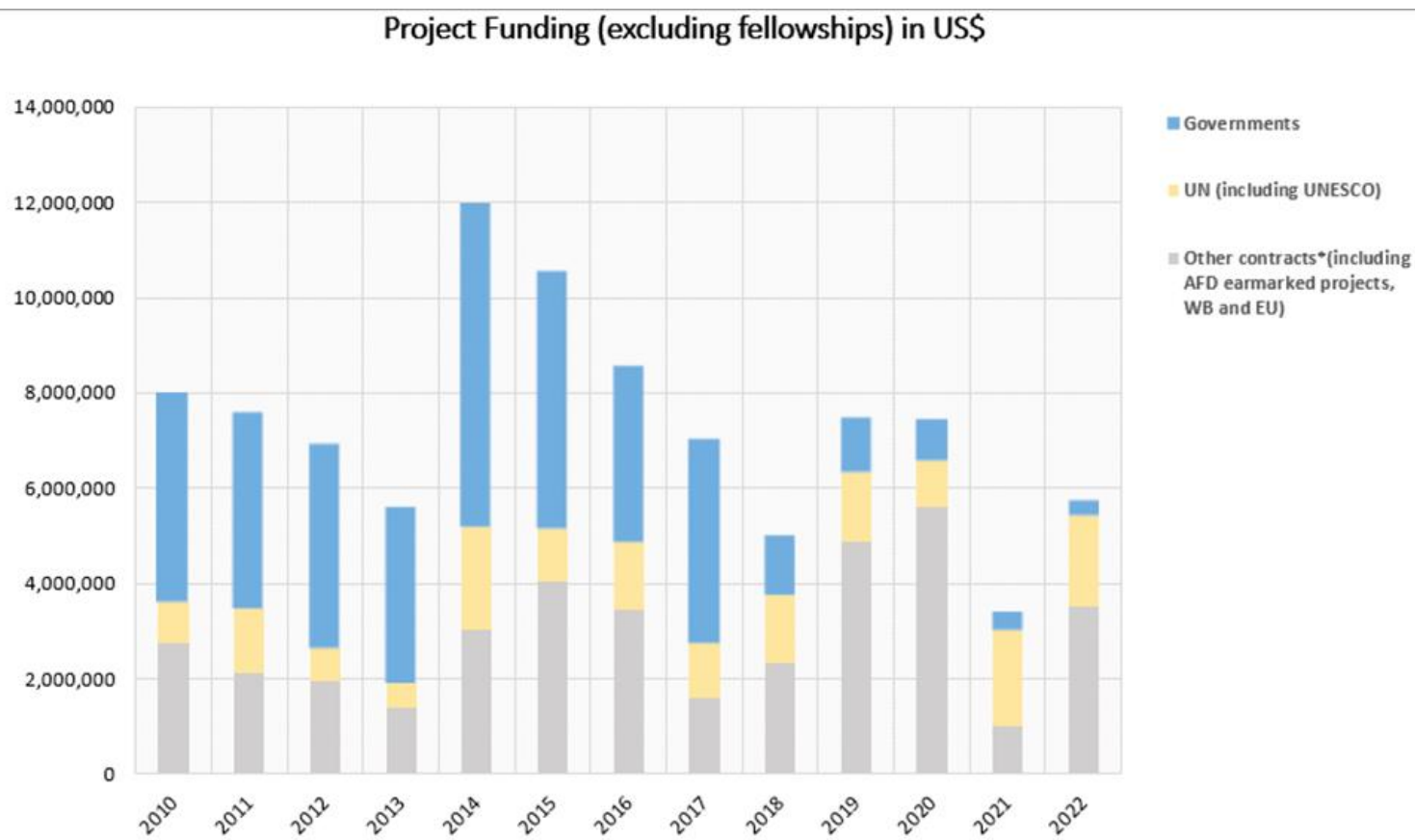
Appendix 4. KPI Results Report

Table 6. KPI results, January–November 2023

	Key Performance Indicator (KPIs)	Baseline (2021)	2022 Target	2022 Achieved	2023 Target	2023 Achieved				Status	2024 Target	2025 Target
Enablers: IIEP effectively mobilizes resources and continuously improves; achieves geographic priorities; and supports gender equality												
1	Share of IIEP's total funding agreements that provide multi-year funding (24 months or more)	20%	25%	23%	30%	26%				🟡	35%	40%
2	Share of IIEP's portfolio in continental Africa, in countries affected by conflict and fragility, and in least developed countries:											
	2.1 Share of IIEP's portfolio in continental Africa	67%	69%	76%	71%	74%				🟢	73%	75%
	2.2 Share of IIEP's portfolio in countries affected by conflict and fragility	41%	43%	48%	45%	41%				🟡	47%	50%
	2.3 Share of IIEP's portfolio in least developed countries	66%	65%	69%	65%	70%				🟢	65%	65%
3	Share of IIEP's portfolio that is at least gender-responsive	32%	38%	35%	45%	16%				🔴	53%	60%
4	Share of IIEP's portfolio that has a monitoring, evaluation and/or learning strategy	33%	40%	42%	50%	52%				🟢	65%	80%
Outputs: IIEP delivers good-quality and impactful capacity development activities and reaches key beneficiairies												
5	Share of participants in IIEP activities from key groups (continental Africa, countries affected by conflict and fragility, least developed countries, women):						TEP	TC	KMM			
	5.1 Share of participants in continental Africa	32%	36%	34%	40%	39%	🟢 68%	🟢 78%	🔴 23%	🟡	45%	50%
	5.2 Share of participants in countries affected by conflict and fragility	19%	24%	19%	29%	17%	🟢 36%	🟢 19%	🔴 11%	🔴	34%	40%
	5.3 Share of participants in least developed countries	25%	31%	28%	37%	29%	🟢 42%	🟢 70%	🔴 14%	🔴	43%	50%
	5.4 Share of female participants	51%	50%	51%	50%	50%	🟢 42%	🔴 28%	🟢 58%	🟢	50%	50%
6	Share of IIEP's portfolio that addresses and strenghens education resilience	30%	37%	33%	44%	74%				🟢	52%	60%
7	Share of IIEP's portfolio focused on education management and implementation capacities for improved and more equitable outcomes in learning	59%	63%	70%	67%	97%				🟢	71%	75%
8	Share of IIEP's portfolio provided together with partners from Global South	20%	51%	51%	54%	55%				🟢	57%	60%
Outcomes: IIEP contributes to knowledge use and improved capacity for educational planning and management												
9	Number of citations of IIEP knowledge products in policy documents, per year	70	80	82	95	96				🟢	105	120
10	Share of participants in IIEP's training activities reporting confidence in capacity to use what they have learned	80%	80%	84%	80%	83%				🟢	80%	85%

🔴 Missed the annual target. 🟡 Missed the annual target, but within 5 percentage points from completion. 🟢 Achieved the annual target.

KPI 2.1. Continental Africa includes island states such as Cabo Verde, Madagascar, and Comoros.

KPI 6. 37 per cent of projects in the portfolio address resilience in a limited way.

KPI 7. 3. 43 per cent of the projects focus on education management and implementation capacities for improved and more equitable outcomes in learning in a limited way.

KPI 9. This indicator represents the number of policy documents citing IIEP publications and uploaded in 2023, as indexed by the Overton database. It should be noted that this figure provides a snapshot for 2023, but will continue to evolve as there is a delay between publication, uploads and indexation. The number of citations for previous years for example, now stand at 164 for 2022 and 146 for 2021.

The Governing Board approved the Monitoring, Evaluation and Learning (MEL) Strategy, a companion document to the 11th Medium-Term Strategy, and its Results Framework, at the 49th session of the Executive Committee in mid-2022. This second year of implementation of the strategies shows ambitious targets which IIEP will continue to monitor in order to improve its delivery.

In 2023, the Programme Monitoring Office monitored the achievements of Key Performance Indicators (KPIs) with the help of project and portfolio management software, and for the management of participants.

The following rationales are provided for the targets that were missed in 2023.

KPI 3. Share of IIEP's portfolio that is at least gender-responsive

While our efforts to foster gender-responsive projects have not met the set targets for 2023, we anticipate a more pronounced impact in the 2024 KPI results' report. This year has witnessed the preparation of numerous projects and initiatives, including Phase 2 of the GCI, all falling under GEM 2 and 3, that will increase the overall gender-responsiveness of the IIEP portfolio. Despite sustained efforts and a relatively stable number of gender-responsive projects, the increased target remained an impediment this year, and prompted a strategic reassessment of IIEP's approaches to ensure ongoing progress in subsequent periods. For example, IIEP organized an internal workshop in 2023 for gender mainstreaming with all project managers to alert on the urgency of the matter.

A comprehensive review of IIEP's strategies is underway, with plans to implement necessary adjustments more effectively aligned with the 2024 target. For instance, the IIEP-UNESCO learning offer is being revised to include two gender-specific training options. In technical cooperation, guidelines on developing gender-responsive Education Sector Analyses (ESAs) will be published next year, ensuring the planning documents IIEP will develop will be gender-responsive.

Importantly, the gender-responsive and transformative projects implemented in 2023 are pilots set for reproduction and scaling up in the upcoming years, contributing significantly to IIEP meeting its targets. They open new and exciting areas of work, such as the new thematic area on gender-responsive budgeting for ministries of education, which IIEP will continue to develop.

KPI 5. Share of IIEP participants in IIEP activities from key groups (continental Africa, countries affected by conflict and fragility, least developed countries, women)

Two of the targets are reached and two are missed; for better understanding of the results, we propose a disaggregation by function, for better adjustment.

KPI 5.1. Share of IIEP participants in IIEP activities from continental Africa

This KPI has been met. The disaggregation by function of IIEP activities met the target regarding participants from continental Africa in its training and technical cooperation work; however, one missed disaggregated target reveals that it remains difficult to mobilize them for our knowledge sharing and dissemination events. Our communication will aim to reach out more proactively to this category of our audience.

KPI 5.2. Share of Participants in IIEP activities from countries affected by conflict and fragility

This target was missed but remains rather stable in comparison with 2022. The disaggregation of activities by function shows that participants from countries affected by conflict and fragility attend IIEP training courses, which is in itself a positive result. Increasing attendance of participants from these countries is high on IIEP's agenda, especially for technical cooperation activities, where this need is crucial.

KPI 5.3. Share of Participants in IIEP activities from least developed countries

Again, this target was missed but the performance was consistent with 2022. However, in the disaggregated presentation of the KPI, we show that this key group participates in IIEP training and technical cooperation activities, and the target is met. The fact that attendance of IIEP's knowledge sharing activities is low could be explained by the challenge of Internet access in many least developed countries – IIEP knowledge management events are often held online.

KPI 5.4. Share of IIEP female participants in IIEP activities

This KPI has been met as an overall target. When looking at the disaggregated data by function, while female participants attend IIEP's outreach and dissemination activities in a large proportion, they are insufficiently represented in IIEP's training and technical cooperation activities. A possible reason for this is that ministry of education staff are still predominantly male, and if not, preference is often given to male staff when providing professional development. Compared to KMM, the enrolment of female staff is lower in IIEP's training and technical cooperation activities. An overall reflection on gender mainstreaming will aim for the improvement of KPI 3.

KPI 10.2. Share of participants in IIEP's training, technical cooperation, and major knowledge management activities reporting: Confidence that what they have learned or developed will likely contribute to improvements in organizational planning and management practices

This KPI was removed, pursuant to footnote 14 of the MEL Strategy, which states: 'The definition and methodology for this indicator are still under development. Baseline and targets will be defined in the course of 2023'.

Two main arguments justify the removal of KPI 10.2 from the list of its KPIs, as the methodology remained to be set in 2023. After careful review of the possibilities to collect the data, it appeared that:

- It was unclear what the indicator measures. In 2023, the data for the indicator has been collected through a self-reported question to participants in a limited number of IIEP activities, at the end of the activity. Following the initial pilot phase, it is evident that the self-reported data can be interpreted in too many different ways, and it is not clear what the collected data indicates. For example, one participant with a very positive experience from an IIEP training activity may be inclined to exaggerate the positive effects that he or she thinks the training will have on the functioning of the organization in which he or she works. Another plausible interpretation is that low self-reported expectations of change in organizational practices following an IIEP activity is due to organizational and institutional factors beyond IIEP's control. In short, the collected data is open for too many interpretations to be a valuable source for IIEP monitoring purposes. Finally, participants could interpret confidence in the training they receive in different ways: some may report distrust in the institution providing the training, some in the instructor, some in the curriculum, some in themselves. The uncertainty undermines the data collection of this KPI.
- The formulation was too hypothetical. The way in which the indicator was formulated is deemed too challenging and hypothetical for respondents to relate to in a meaningful way. Respondents were asked to respond to a future unknown situation, and it is not straightforward for respondents to understand what it means if the activity 'will likely contribute to improvements in organizational planning and management practices'.

At the same time, it remains important to capture the effects of IIEP's activities on changes in ministry of education units' planning and management practices. This is what the MEL Strategy's theory of change highlights as one of three critical outcomes of the Institute's work for the 2022–2025 period. Based on internal discussions and piloting, there is broad internal agreement that KPI 10.2 is not fit for the purpose of capturing changes in organizational planning and management capacities.

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