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Report of the Director on the Operational Plan and Budget for 2024

64 GB/4 Part II

Item 4 of the Agenda

Contents

Introduction

In 2024 IIEP's three functions will continue their work to implement Strategic Objectives 1 and 2, in the third year of the 11th Medium-Term Strategy (MTS), renewing their efforts and innovative skills to integrate the work of all three offices towards a shared vision and identity of IIEP.

IIEP will launch its Global Campus with a single and unique offer of training courses delivered via different modalities. IIEP will also launch a common website as part of the UNESCO architecture. Technical cooperation will draw on staffing skills to harmonize IIEP's offer, and the Institute's research and dissemination strategies will involve collective and collaborative reflections from all three offices.

To monitor the progress of implementation and improve institutional reporting, IIEP has enhanced its project management office, which will continue to evolve towards a Programme Monitoring Office (PMO). While continuing its traditional role of assisting staff in their project management tasks, the PMO will serve the Director, his Office, and his innovative task force, in data collection and visualization, the design of an appropriate project architecture, and the cleansing of data. This will lead to improved institutional reporting and presentation of IIEP's breadth in international settings and the carrying out of the Monitoring, Evaluation and Learning Strategy as part of the 11th MTS. The PMO will also be closely involved in the design of the 12th MTS, regarding monitoring frameworks and the possible drafting of an Monitoring & Evaluation (M&E) Strategy.

The PMO will also assist teams in the project management of their external evaluations. Evaluations of two major projects are foreseen in 2023: that of the first phase of the Gender at the Centre Initiative (GCI) and that of the Quality Management project.

IIEP has two overarching Strategic Objectives, as set out in its 11th Medium-Term Strategy:

Strategic Objective 1. Member States develop their capacity to plan and manage effectively for education sector development.

Strategic Objective 2. Member States access and use actionable knowledge on educational planning and management.

In 2023, IIEP defined its six priorities for planning education for a stronger future:

Priority 1. Planning and management to improve learning.

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

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

Priority 4. Enhancing digital technology to transform education.

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

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

This report is divided into two main sections, one for each Strategic Objective. Following a summary of activities for each, specific activities are detailed according to each of the six priorities. A short report on IIEP's resources follows, including finance and budget forecasts, and human resource management for 2024.

Strategic Objective 1

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

Transforming education through training and capacity development

This section will give a brief overview of planned activities and training courses and how they are linked to IIEP's six priorities.

Overview of the planned implementation of the Global Training Strategy 2023–2025

In the first quarter of 2024, the Institute will launch the IIEP-UNESCO Global Campus, which will bring together the courses and training programmes currently organized independently by the three IIEP offices into a harmonized, modular, credit-based curriculum. This will allow the Institute to reach a wider audience and provide greater flexibility to meet the training needs of educational planners and managers across the globe. The Global Campus will reassert IIEP's position as the leading institution in the field by offering high-quality and relevant professional development opportunities on educational planning and management.

Progressing from the design and development of the Global Training Strategy which began in 2023, investments will focus on the effective implementation of the Global Campus throughout 2024 and into 2025, specifically through the following areas.

- **Technology.** IIEP will develop a Global Campus website and an integrated information system for the three offices, to consolidate and facilitate the management of the learning process for students and for the Institute.
- **Curriculum.** A refreshed IIEP training curriculum will be implemented, providing three types of training that will be aligned with a new IIEP credit system. Core training courses on educational planning and management will be accessible, either as individual courses, or grouped together with the eventual goal of obtaining an IIEP Diploma. In addition, IIEP will

continue to offer tailor-made training for specific regions, countries, or groups as necessary. A new competency framework for educational planning and management, developed in 2023, will be published and will underpin the curriculum.

- **Teaching and learning.** A learning handbook will be produced to define the processes for each new or revised course, including on needs analyses, content design, course development, and evaluation. This harmonized pedagogical approach will ensure the quality assurance for IIEP micro-credentials, while preserving the richness of IIEP's regional work.

- **Monitoring and evaluation.** In 2022 and 2023 IIEP aligned its outcome indicators across its three offices; further indicators will be developed for the purpose of monitoring and evaluation, and monitoring tools will be harmonized to support quality assurance and the improvement of future training courses. An evaluation report on IIEP's core training will be published.

- **Business model.** A new approach will reduce prices for foundational courses, to increase coverage and training opportunities for planners internationally. This will be supported by an annual marketing campaign reaching out to potential donors to support training for participants from low- and middle-income countries.

- **Skills.** Priority will be given to improving leadership skills for effective planning and implementation.

Priorities and planned training courses

This section takes a closer look at some of IIEP's ongoing and new training courses for 2024, which will be integrated into the Global Campus. Core training and specialized courses will follow the new IIEP credit-based system and will be hosted on the new Global Campus. *Table 1* presents an overview of planned courses. In addition, IIEP may develop new tailor-made courses to respond to specific requests.

Priority 1: Planning and management to improve learning

a. Leadership Seminar

The Leadership Seminar will be launched in the spring of 2024, with an aim of developing the knowledge and skills of high-level education policy makers and planners to lead effective educational planning and implementation processes. The course comprises two components: (i) an online self-paced preparatory phase which introduces the main concepts of the seminar, including effective leadership in educational planning and the key dimensions for effective policy change; and (ii) one week of face-to-face, practice-based learning in Paris, focusing on the leadership dimension in the design, stakeholder engagement, context, and implementation of education policies and plans.

b. Foundations of Education Sector Planning (FESP)

The 2023–2024 phase of the Education Sector Planning Programme will end in February 2024 with a course on Educational Data and Indicators. In September 2024, the new flagship Foundations of Education Sector Planning Diploma will be launched. It will begin with a self-paced statistics course and a course on Education Planning and Policies Today. The remainder of the Diploma courses are planned for 2025. The courses will be delivered online, in English and French.

c. Regional Training Programme (RTP)

This flagship programme for Latin America is organized in four courses that address the main conceptual and practical aspects of planning, analysis, design, and evaluation of public policies in education. The 2024 edition will run from April to November and will be delivered online, in Spanish and Portuguese.

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

Co-organized with the Faculty of Education and Training Sciences and Technologies of Cheikh Anta Diop University, this flagship programme delivered by the Dakar office comprises 14 months of Master's programme, offered in a hybrid mode. It focuses on the techniques used to conduct a sectoral analysis of the education system and examines system functions and desired results, including on the quality of learning, external efficiency, and equity. The 17th cohort started the course in October 2023 and will finish in November 2024.

e. Using Learning Assessment Data to monitor SDG 4 Progress

This eight-week specialized course will enhance participants' skills in assessing the feasibility of learning assessments in their country and developing the analytical skills required to process and interpret data on educational quality and equity to inform education policy and planning. The course will be offered online, in English and French, in March 2024.

Table 1.   **IIEP training activities planned for 2024**

Office	Training type	Course name	Language	IIEP linked priority
Buenos Aires	Core (Foundations)	Regional Training Programme (RTP)*	Spanish and Portuguese	Priority 1
	Core (Specialized)	Digital policies in education**	Spanish and Portuguese	Priority 4
	Project-embedded	Training for Eastern Caribbean countries WB-GPE**	English	Priority 2
		Mentorship for National Integral Plan, Colombia**	English	Priority 2

	Tailor-made	Information systems for educational planning Angola 2*	Portuguese	Priority 1
		Capacity building for supervisors CABA*	Spanish	Priority 1
		National Training in Educational Planning Nicaragua 2*	Spanish	Priority 1
		Tailor made training for Colombia's Entidades Territorialmente Certificadas**	Spanish	Priority 1
		Capacity building for supervisors CABA 3**	Spanish	Priority 1
		Training in Educational Planning & Management for the Dominican Republic **	Spanish	Priority 1
		National Training in Ed. Planning Nicaragua 1*	Spanish	Priority 2
		Promoting capacity building for Brazil's MoE*	Portuguese	Priority 2
		Training on Inclusion and Interculturality in Peru**	Spanish	Priority 2
		National Training in Ed. Planning for MoE, Equatorial Guinea*	Spanish	Priority 2
		National Training in Ed. Planning for MoE, Sao Tome and Principe*	Portuguese	Priority 2
		Seminar on Human Mobility in Latin America*	Spanish	Priority 3
		Seminar on Human Mobility, Ecuador*	Spanish	Priority 3
Dakar	Core (Foundations)	Sectoral Analysis and Management of Education Systems (PSGSE)*	French	Priority 1
		Management of Technical and Vocational Education and Training (PGEFTP)*	French	Priority 6
	Core (Specialized)	Gender-responsive educational planning**	French	Priority 2
	Project-embedded	Partnership management of the TVET sector at operational, sectoral, and regional levels, Guinea-Bissau**	French	Priority 6
		Training engineering – for Burkina Faso, Mali, Mauritania, Niger, Senegal, Tchad and PRAPS-2's Regional Coordination Unit**	French	Priority 6
		Validation of prior learning for TVET actors in Benin**	French	Priority 6
	Tailor-made	Public-private partnerships (PPP) for the Technical and Vocational Education and Training sector, Senegal**	French	Priority 6
		Partnership management of vocational training establishments –Senegal**	French	Priority 6
		Public-private partnerships (PPP) for the Technical and Vocational Education and Training sector. Guinea-Bissau**	French	Priority 6
Paris	Core (Foundations)	Educational Data and Indicators (Foundations	English and	Priority 1

		of Education Sector Planning 3)*	French	
		Introductory Descriptive Statistics (FESP 0)**	English and French	Priority 1
		Educational Planning and Policies (FESP 1)**	English and French	Priority 1
	Core (Specialized)	Education Leadership Seminar**	English	Priority 1
		Using Learning Assessment Data to monitor SDG 4 Progress**	English and French	Priority 1
		Early childhood education**	English	Priority 2
	Tailor-made	Basics of education sector planning (Education Out Loud/Global Partnership for Education)**	English	Priority 1
		Introduction à la planification de l'éducation à Madagascar**	French	Priority 1
		Appraisal of Education Sector Plans (Global Partnership for Education/IIEP)**	English and French	Priority 1
		Micro planning and school mapping in Pakistan**	English	Priority 1
		Leadership programme in Guyana**	English	Priority 3
		Foundations of Disability-Inclusive Education Sector Planning**	English	Priority 2
		Governance in education (Education Out Loud/Global Partnership for Education)**	English	Priority 3

Note: *: Ongoing course; **: New course.

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

a.   Gender-responsive educational planning

Conducted within the framework of the Gender at the Centre Initiative (GCI), this online course aims at strengthening the capacities of mid- and senior-level education professionals (based in ministries of education, finance, planning, health, or other ministries, and in relevant non-governmental institutions and organizations). Other participants will include middle and senior managers of government institutions and educational administrations involved in the formulation, planning and implementation of gender-responsive policies, plans, programmes, and projects in Africa, at the central or decentralized levels. The course is specifically addressed towards eight GCI programme countries: Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone. In 2024, it will target French-speaking countries and will focus on institutional impact.

b.   Early childhood education

IIEP will develop a new specialized course designed for education policy makers and planners for the strengthening of early childhood education (ECE) provision. The course, offered in English, introduces the fundamental concepts and key planning tools and processes needed to integrate pre-primary policies into national education sector plans. It will also include methodologies for analysing the current state of ECE, methods for developing, costing, and financing ECE policies and programmes, as well as how to support their implementation in an education sector plan.

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

a. Governance in education

This tailor-made online course will provide guidance on the emerging trend of open government and evaluate its capacity to improve the transparency and accountability of public authorities in the education sector. The course aims to help formulate an understanding of what is meant by open government in the education sector and to evaluate the impact of open government initiatives specifically as they relate to SDG 4 objectives. Partnering with the Global Partnership for Education (GPE), the course will target Education Out Loud grantees, namely civil society organizations actively involved in promoting the SDG 4 Agenda.

Priority 4: Enhancing digital technology to transform education

a. Digital policies in education

This specialized online course, delivered in Spanish and Portuguese, will provide guidance on the design and implementation of digital policies, focusing on tailoring these policies to the local context in order to maximize their potential to improve inclusion, equity, and quality of education in Latin America. It will also address issues such as infrastructure and the right to connectivity, and teaching and learning in a digital culture.

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

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

This training programme offered by the Dakar office aims to develop participants' knowledge and technical and operational skills for strategic policy planning and better management of TVET. This comprehensive programme equips participants with the tools and methods needed to analyse labour markets, estimate and simulate sector costs and financing, and effectively implement TVET reforms.

Transforming education through technical cooperation

Overview of the strategic axes of technical cooperation in countries

As we look ahead to 2024, IIEP's vision is centred on the transformation of education through technical cooperation. Persistent disparities in learning outcomes result in unequal life opportunities in the long term. IIEP's technical cooperation aims to empower governments to use learning assessments effectively to propose concrete solutions, in order to improve the quality of education and learning outcomes from pre-primary through to secondary education levels.

IIEP is dedicated to integrating innovation into its education planning and management approach, emphasizing that innovation goes beyond digital technology. This will include a critical review of tools and past practices for lasting educational impact. IIEP is working towards modernizing its methods by reviewing approaches and tools for the preparation of education sector analyses (ESAs) and education sector plans (ESPs), as well as promoting gender-responsive and risk-sensitive planning. In addition, IIEP will engage in a project to develop a next generation of simulation tools, tailored to diverse target groups including children with limited foundational learning skills in rural areas, mobilizing an evidence base developed by the global education communities in recent years. These innovations will support Member States in developing and implementing evidence-informed education plans and ensuring the monitoring of progress.

IIEP offer is expanding beyond its traditional role of assisting Member States in preparing ESAs and ESPs. The Institute is witnessing an increasing demand for its support in crisis-sensitive planning and the management of education policies. The type of support provided is broad, including through Partnership Compact development, gender-responsive and performance-based budgeting, teacher workforce management, micro-planning, school-mapping using geospatial data, and the monitoring and evaluation of education systems. Furthermore, there is a growing emphasis on capacity development at sub-national levels, targeting education professionals in middle tier positions and other key roles within the education system.

Additionally, there is a rising demand for technical cooperation aimed at building the resilience of Member States to withstand crises, with a continued focus on issues related to climate change and forcibly displaced populations. The Climate Smart Education Initiative was launched in 2023 in two pilot countries. This initiative is in collaboration with the UNESCO Education for Sustainable Development section and Save the Children, and will expand to an additional 18 countries in 2024 and the following years. IIEP is also dedicated to strengthening its strategic and technical partnerships with the Global Partnership for Education (GPE) to better assist countries in implementing the GPE operational model, through various grants at country and global levels.

Furthermore, achieving equity and gender equality in education remains a core objective. Leveraging its decades of expertise, IIEP will continue to develop the capacities of education ministries to implement management initiatives that prioritize improved learning outcomes with a gender-sensitive approach.

Lastly, another critical priority revolves around skills and the establishment of flexible and responsive education pathways. This focus will help maximize education relevance for youth in Africa. Learning outcomes should not be limited to academic skills and need to cover other key skills such as digital skills, transversal skills that are appreciated by the labour market, and social and emotional skills. To ensure this happens, integrating labour market data into education planning and management is critical, to enable ministries of education to identify priority jobs and prepare for the evolving demands of the labour market in both formal and informal economies.

Priorities and selected planned projects

This section takes a closer look at some of IIEP's new and ongoing projects for 2024. A complete overview of the planned technical cooperation activities is listed under each priority area.

Priority 1: Planning and management to improve learning

IIEP is committed to its mandate of providing capacity development to ministries of education in their efforts to plan and manage education policies and programmes through comprehensive, multi-year capacity development initiatives. These programmes provide technical cooperation and training for both national and sub-national officials, develop and apply planning tools and standard frameworks for planning and management functions, and improve training providers.

Activities are in the pipeline for the development with several countries of ESAs and ESPs, Partnership Compact Development, and implementation support, such as in Cambodia, Jordan, Madagascar, Somalia, Sao Tome and Principe, and Yemen. Additionally, projects related to ESAs and ESPs in collaboration with the Organisation for Economic Co-operation and Development (OECD) are set to conclude in early 2024. These activities form the core of IIEP's technical cooperation efforts, and support countries in diverse contexts including those facing development challenges or conflicts, and some Small Island Developing States.

Through the Support to Basic Education Quality Management programme overseen by the Dakar Office, IIEP collaborates with local stakeholders to assess and enhance the quality of education delivery. This entails identifying difficulties, suggesting remedies, and offering support for the sustainable implementation of improvements. To date, this initiative has been introduced in 16 different countries and has yielded valuable insights and findings for educational planning and administration. Notable findings include: the lack of an evaluation of the implementation of the prior ESP, resulting in an ineffective ESA-ESP cycle; substantial disparities in education-related issues

between central and sub-national levels; and the importance of involving local stakeholders in the formulation of solutions to educational challenges. This programme will be externally evaluated in the first semester of 2024 and a learning event will be organized with the donor, The *Agence française de développement* (French Development Agency, AFD), to present the results of the evaluation.

In Madagascar and Guyana, IIEP is supporting governments in establishing national systems to improve the capacities of district education offices, head teachers, and teachers. In addition to training staff in the 23 regions of Madagascar, the project is supporting the development of a 10-year national training strategy based on a review of the normative framework, in conjunction with the ongoing reform of human resources management in the Malagasy civil service. Similarly, in Guyana, IIEP will initiate the development of the Leadership Academy to improve equity and learning outcomes at the local level, to bolster the leadership capabilities of head teachers, teachers, and district education officers through a comprehensive reform initiative.

Teachers and school leaders' effectiveness is influenced by their organizational context. Creating a supportive environment at the intermediate level – the 'middle tier' – of education systems is crucial for them to drive positive change. However, persistent barriers at this level hinder their potential. Recognizing these obstacles and strengthening the role of the middle tier is essential for making lasting impact. In 2024, IIEP is launching a project to adapt and expand a capacity assessment methodology, the Functioning and Effectiveness of Educational Administration, to address these barriers and empower mid-level staff for the purpose of enhancing learning outcomes.

Table 2. **Overview of projects related to Priority 1**

Project Description	Country	Office	Relative size	Status
Support for basic education quality management	Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Gabon, Guinea, Madagascar, Mali, Niger, Senegal, Togo	Dakar	Large	Ongoing
Madagascar capacity development (PAPESI)	Madagascar	Paris	Large	Ongoing
Strengthening district and school leadership	Guyana	Paris	Large	Ongoing
Education sector Analysis (EU NEAR)	Kosovo, Albania, Bosnia and	Paris	Large	Ongoing

Project Description	Country	Office	Relative size	Status
	Herzegovina, North Macedonia, Montenegro, Serbia			
Situational analysis of teachers	Guinea-Bissau	Dakar	Medium	Ongoing
Support to ESA Sénégal	Senegal	Dakar	Medium	Ongoing
Support to the implementation of the Education Sector Strategic Plan	Somalia	Dakar	Medium	Ongoing
Strengthening educational planning in Cambodia	Cambodia	Paris	Medium	Ongoing
Leveraging the potential of the middle tier	Pakistan, Tanzania	Paris	Medium	Ongoing
Development of Partnership Pact for Madagascar	Madagascar	Paris	Medium	Ongoing
Support ESP (2024–2028) development, Cambodia	Cambodia	Paris	Medium	Ongoing
Support to ESA & FSM, Mauritania	Mauritania	Dakar	Small	Ongoing
Policy Toolbox and Trees	Global	Paris	Small	Ongoing
Workforce: change agents at the middle tier	China, India, Jordan, Rwanda, United Kingdom	Paris	Small	Ongoing
Secondary teacher management guide	Global	Paris	Small	Ongoing
ESP development in Yemen	Yemen	Paris	Small	Ongoing
Myanmar Joint Response Framework review	Myanmar	Paris	Small	Ongoing
ESA development in Jordan	Jordan	Paris	Medium	Pipeline
Côte d'Ivoire: amélioration de la Gestion des Resources Humaines au MENA (Improving Human Resources Management in MENA)	Côte d'Ivoire	Dakar	Medium	Pipeline
Education Sector Development Plan Tanzania	Tanzania	Dakar	Medium	Pipeline
ESA Sao Tome	Sao Tome	Dakar	Medium	Pipeline
Development of new simulation models	Pakistan, Tanzania	Paris	Medium	Pipeline
ESA/ESP tool inventory and harmonization	Global	Paris/Dakar	Small	Pipeline

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M.

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

By adopting a participatory and capacity-building approach at the country level, IIEP assists Member States in developing and managing education policies to promote equality in education.

This involves Phase 2 of the Gender at the Center Initiative (GCI), scheduled from 2024 to 2026. This phase will extend the initiative's reach to three new countries in sub-Saharan Africa, and will establish GCI as an expert platform, capable of responding to requests from non-GCI countries that may emerge as the initiative unfolds in select countries in Africa, Asia, and Latin America.[1]

Beyond funding from the AFD and the French Ministry of Foreign Affairs, GCI is exploring collaboration with, and funding from, GPE, under its new Strategic Capability mechanism. This would enable IIEP to provide technical assistance on gender equality on demand. Phase 1 of the GCI will be externally evaluated in 2024.

To promote the inclusion of refugee populations, IIEP works with the governments of Mauritania and Burundi in collaboration with UNHCR. In Burundi, IIEP will support the Ministry of Education to develop a costed action plan for the integration into the national education system of refugees and returnees. In Mauritania, IIEP will support the implementation of the costed action plan by developing a communication strategy, training sub-national planners to use refugee data for planning, and supporting the monitoring committee to track implementation progress.

IIEP is actively committed to building inclusive education and training systems for all children and young people. One such project is a regional programme in West Africa named 'Planning for inclusive education'. The project is to be launched in 2024 and will cover eight West African countries. It will aim to mainstream access to education and learning for children and young people with disabilities into the analysis and planning of education and TVET.

Table 3.   **Overview of projects related to Priority 2**

Project Description	Country	Office	Relative size	Status
Gender at the Center Initiative (GCI)	Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, Sierra Leone	Dakar	Large	Ongoing
Action Plan on refugee integration in Mauritania	Mauritania	Paris	Large	Ongoing

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1 Madagascar, Côte d'Ivoire, and Senegal.

Inclusive education West Africa regional program	Cabo Verde, The Gambia, Guinea, Bissau Guinea, Mali, Mauritania, Senegal, Sierra Leone	Dakar	Large	Pipeline
Action Plan on refugee inclusion in NES, Burundi	Burundi	Paris	Medium	Pipeline
Togo school mapping for TVET	Togo	Paris/ Dakar	Medium	Pipeline
Addressing school failure through early prevention	Mozambique, Sierra Leone	Dakar	Small	Pipeline
Leveraging the potential of the middle tier	Pakistan	Paris	Small	Pipeline
Training on micro-planning and school mapping	Pakistan	Paris	Small	Pipeline
Gender and Climate change methodological harmonization	Global	Paris/ Dakar	Small	Pipeline

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M.

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

Around the world, education financing encounters significant limitations, which have been exacerbated in recent years by various factors such as the COVID-19 pandemic and humanitarian crises. While a major concern for education policy makers is securing additional funding, there is a growing emphasis on enhancing the efficiency and fairness of public expenditure to create more financial room for education.

Against this backdrop, in 2022 IIEP initiated a programme dedicated to strengthening the equity and efficiency of public spending for better educational outcomes. The main objective is to identify initial challenges and opportunities related to budget planning, implementation, and reporting practices in different countries, ultimately enhancing Public Financial Management (PFM) performance and aligning education sector plans with the budgetary process. Additionally, the project seeks to facilitate a platform for discussions among the Ministry of Education, the Ministry of Finance, and development partners on how best to involve ministries of education in the ongoing PFM reforms.

The first phase of this programme involves diagnosing the bottlenecks in programme-based budgeting and is currently being carried out in Burkina Faso, Guyana, Jordan, Madagascar, and Niger. In 2024, the second phase of the programme will be launched, to address the bottlenecks identified during the diagnostic phase.

Table 4.   **Overview of projects related to Priority 3**

Project Description	Country	Office	Relative size	Status
Enhanced performance-based budgeting processes in	Burkina Faso, Niger, Jordan, Guyana, Madagascar	Paris	Medium	Ongoing
Education finance and simulation tool harmonization	Global	Paris/Dakar	Small	Pipeline

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M.

Priority 4: Enhancing digital technology to transform education

IIEP's vision is to harness digital technology and big data to address equity-related issues. In 2023, IIEP initiated a project addressing the Government of Togo's ambition to revamp the educational landscape in the country. This is done through the provision of comprehensive training sessions on various topics, including micro-planning and simulation models, education statistics, geospatial data analysis, and the utilization of visualization techniques to convey findings.

The initiative will continue into 2024, with plans to encompass technical and vocational training institutions. Because of the distinctive nature of the TVET sector, this work will also provide an opportunity to expand the methodological toolkit available as part of IIEP's micro-planning toolkits.

IIEP will continue to develop tools and methodologies to improve educational planning and management using free open-source software technologies and large-scale datasets, in particular in geospatial analysis and micro-planning. Moreover, IIEP's approach is fully aligned with the UNESCO Recommendations on Open Science. It makes available for replication all IIEP tools, methodologies, and approaches drawing on open access research findings, open technologies, and open data, for use when national data is not available – as with, for example, climate change data.

IIEP also ensures that all tools and methodologies are accompanied by technical notes, supporting code on GitLab, additional materials, and customized training sessions developed for ministry staff.

Table 5.   **Overview of projects related to Priority 4**

Project Description	Country	Office	Relative size	Status
School Mapping Togo	Togo	Dakar	Medium	Ongoing
Micro-planning tools	Global	Paris	Small	Ongoing

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M.

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

IIEP will scale up its work on climate change in 2024 through the Climate Smart Education Systems grant funded by GPE, in collaboration with the UNESCO Education for Sustainable Development section and Save the Children. This will involve working in an additional six to 10 countries in 2024, in addition to the pilot countries, Malawi and Zimbabwe. It will expand IIEP's crisis-sensitive planning work to include support for MoEs in accessing and using climate-related data for educational planning, and including climate change adaptation and environmental sustainability in their policies and plans.

Institutionalizing crisis-sensitive planning within MoEs is a critical focus of IIEP. In 2024, IIEP will support the MoE of Jordan with the implementation of its Crisis and Risk Management Strategy, by facilitating dissemination workshops at the decentralized level and supporting the development of monitoring tools and processes, jointly with the MoE's recently established Unit for Risk Management.

Table 6.   **Overview of projects related to Priority 5**

Project Description	Country	Office	Relative size*	Status
Climate Smart Education System Initiative	18 countries	Paris	Large	Ongoing
Jordan Crisis-sensitive planning within the ESP	Jordan	Paris	Medium	Ongoing

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M. 18 countries are yet to be decided. Africa, Asia and Small Island Developing States are the regions covered.

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

In West Africa, TVET plays a crucial role in equipping young people with essential skills, contributing to economic and social development. IIEP is actively involved in three projects to address this issue through identifying high-demand skills, developing tailored training programmes, and enhancing the capacities of stakeholders involved in evaluation and experience sharing.

As part of the first project IIEP is collaborating with the Permanent Inter-State Committee for Drought Control in the Sahel, in six countries: Burkina Faso, Chad, Mali, Mauritania, Niger, and Senegal. There is a special focus on young people and women, with the aim of improving their access to vocational training.

The second project supports the Regional Training Center for Road Maintenance (CERFER) in Benin, Burkina Faso, Côte d'Ivoire, Niger, and Togo. Its primary objectives include bolstering CERFER's

institutional and managerial capabilities, refining management and evaluation processes, and establishing partnerships at both national and regional levels.

Lastly, in Benin, IIEP will initiate a project to support the *Agence de développement et d'enseignement technique* (Technical Education Development Agency) in Benin, in advancing the national certification and qualification framework, experimenting with Recognition of Prior Learning, and creating a mechanism to guide TVET learners.

Table 7.   **Overview of projects related to Priority 6**

Project Description	Country	Office	Relative size	Status
Support for Regional training Center (CERFER)	Benin, Burkina Faso, Côte d'Ivoire, Niger, Togo	Dakar	Medium	Ongoing
CILSS: appui au PRAPS - pastoralisme au Sahel	Burkina Faso, Chad, Mali, Mauritania, Niger, Senegal	Dakar	Small	Ongoing
DCPT Togo	Togo	Dakar	Medium	Pipeline
ADET Benin	Benin	Dakar	Medium	Pipeline
TVET Training Senegal	Senegal	Dakar	Medium	Pipeline
Etude prospective marché du travail Secteur numérique (Labour market forecast study, digital sector)	Mali	Dakar	Small	Pipeline

Note: In accompanying tables, small projects are defined as those with a budget below US$ 100,000; medium projects are from US$ 100,000 to US$ 1 M, while large projects are over US$ 1 M.

Strategic Objective 2

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

Overview of the strategic directions of knowledge management

In 2024, the Knowledge Management and Mobilization (KMM) team will consolidate the outcomes of IIEP's 60th Anniversary year, with the continuation of major research projects under IIEP's six thematic priorities, the launch of the new global institutional website, and the implementation of a new Global Community of Practice for Educational Planners.

For IIEP to remain a key reference in educational planning and management, it needs to innovate and stay at the forefront of new ways of thinking and working. IIEP will renew its foresight function through its strategic debates and foresight series, to enrich debates on current and key issues for educational planners. It will continue to invest in production of knowledge related to its six thematic priorities. It will also nurture dialogue and collaboration across IIEP's three offices and enhance its research capacity, seeking new links with the academic community. Building on the results of the 60th Anniversary Symposium held in November 2023, a flagship publication on the 'Future of educational planning' will be produced.

In 2024, the KMM team will communicate the impact of IIEP's work, strengthening the relationship between knowledge production, dissemination, and uptake, and promoting IIEP's impact to its key audiences, for instance by displaying stories on the new institutional website. IIEP will ensure that its research projects are designed to feed directly into its capacity building and training activities. For instance, collaboration with the Asian Network of Training and Research Institutions in Educational Planning will be revived IIEP will launch its Global Network of Educational Planners with its community of practice, building on the success of the Latin American 'RED' network.

Building on the work undertaken in 2023, in 2024 IIEP will continue to assimilate the knowledge management and knowledge production from its three offices into a global approach, with each of its clusters contributing to this objective. A global institutional website will be launched at the end of the first semester of 2024, merging all three offices' websites. The global publications policy and quality assurance framework designed in 2023 will be implemented, ensuring a more agile model

by the end of 2024. The library will reflect on its role in institutional memory curation for the three IIEP offices, to strengthen its role in knowledge curation.

Priorities, planned innovations, and knowledge production

IIEP will build on the success of the 60th Anniversary Symposium to consolidate its role as a thought leader in educational planning and management.

The IIEP strategic debates and the Foresight series will be re-launched, with new formats for the post-COVID-19 era. These activities will seek to stimulate discussions on new issues, approaches, and ideas of interest to IIEP's community of educational planners and specialists.

The eighth edition of the Regional Forum coordinated by the Buenos Aires office will address how to plan the future of education in Latin America and the Caribbean. It will allow policy makers and education specialists to engage in a critical dialogue on the future of planning.

IIEP will continue to invest in knowledge production in line with its six thematic priorities, as detailed below.

Priority 1: Planning and management to improve learning

a. Management for learning: leveraging the middle tier

In the first semester of 2024, IIEP will carry out research in Pakistan to assess capacity at the middle tier and to better leverage the potential of this crucial level of the education sector. The research will be conducted in the framework of the GLSEP programme, which is dedicated to enhancing girls' access to quality lower secondary education. The programme emphasizes the need to assist district education officials in effective school supervision, data management and community engagement; it will investigate strategies to support district officials to deliver on their mission of policy implementation and support to schools, including to school-level actors such as teachers and head teachers.

b. Leadership Capacities and Governance in Education Ministries in Latin America and the Caribbean

This new project will generate original knowledge to improve the leadership capacities of governments in Latin America. It is comprised of several elements. There will be a literature review of the main theoretical perspectives on state capacity and government leadership in the management of educational systems. Also to be developed is a description of the current situation of the state and leadership capacities of 19 countries of the region, based on the results of a survey aimed at public officials who work in national and sub-national ministries of education. An analysis of six cases of systemic and sustained educational improvement in the region will help understand

the conditions, processes, and actions implemented to strengthen their state and government capacities. Finally, a set of recommendations will enhance state and government capacities in the region for the benefit of education ministries and national and international organizations and the tertiary sector organizations which support them.

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

c. Phase two of the Gender at the Centre Initiative

In 2023, IIEP concluded the pilot phase of the Gender at the Centre Initiative and worked with the United Nations Girls' Education Initiative on the design of the next phase, building on lessons learned and focusing on those interventions with the most incisive impact on girls and boys. In 2024, it is expected that IIEP will continue its work on school dropouts and will focus in particular on the opportunity for governments to adopt early warning systems to combat high dropout levels among girls.

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

a. Ongoing work on education financing

IIEP will continue to implement its action research programme on education financing, including with a new diagnosis of performance-based budgeting in Niger. The findings will be consolidated and converted into tools and methodologies for diagnosing bottlenecks in planning, budgeting, implementation, and monitoring and evaluation frameworks. These will be packaged and disseminated as global public goods.

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

In 2023 IIEP conducted an international survey on uses of new technologies as transformative tools for improving transparency and integrity in the management of the education sector. The responses from government officials will be analysed in 2024. In addition, three thematic papers documenting the ways in which government staff use digital tools will be launched, focusing on: (i) how digital tools can be used to improve transparency and accountability in the allocation of staff and pupils, with a geographical focus on Latin America; (ii) how digital tools can be used to ensure integrity in the delivery of certifications and degrees, with a focus on Asia; and (iii) how digital tools can help renew traditional control and audit mechanisms, with a focus on Europe and North America.

c. Engaging Civil Society Organizations (CSOs) in education sector policy design and implementation

2024 will see the conclusion of the IIEP research and capacity building work as a Global Learning Partner of the Education Out Loud initiative. IIEP will complete the three thematic papers prepared as part of this initiative. These papers will be on the themes of: (i) how CSOs can, as members of Local Education Groups, contribute to an effective partnership; (ii) CSOs as active partners in the promotion of innovative planning and management techniques; and (iii) government capacity to engage with CSOs: the key requirements and factors of success. Also to be finalized is the

elaboration of an online inventory of innovative uses of new technologies as transformative tools for CSOs in improving transparency and integrity in education. Findings will be translated into practical tools and learning materials and disseminated amongst the EOL network.

Priority 4: Enhancing digital technology to transform education

a. **Data and planning**

For the last three years, IIEP's Buenos Aires office has been developing knowledge on the use of data for educational policy planning. Within the framework of its Network of Education Policy Specialists (la RED), it has organized a community of practice dedicated to the uses of data and planning to enable a greater reach and impact of knowledge production. This has been aimed at staff within national authorities, officials from ministries of education in Latin America, those working in international organizations, and national and regional specialists in the field. In 2024 this work will consolidate its position as a key actor strengthening educational management information systems in the region.

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

a. **Climate-smart education systems initiative**

IIEP will expand its technical cooperation work to support up to 20 countries over the coming two years in addressing climate change adaptation and environmental sustainability. It will document promising practices where ministries of education have included climate change in their education sector policies and plans, or indeed where ministries of environment have included education measures in their policies and plans. It will also include lessons learned on access to and use of non-educational data, including climate data and data on the risks of natural hazards in educational planning processes.

b. **Rethinking school calendars in sub-Saharan Africa**

In 2024, the school calendars project will move into a new phase. This will include documenting the functioning and operation of school calendars in Africa through desk research in up to five countries, alongside key informant interviews, with a view to investigating the relationship between extreme weather conditions and agriculture activities on education outcomes among populations whose schools are at high risk of low instructional time. The results of the fieldwork will be analysed and a series of policy options proposed. The knowledge produced will be consolidated into a policy brief and other dissemination products.

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

a. **2024 Second country case study on micro-credential frameworks in Malaysia**

After piloting this new research project in Mauritius in 2023, in 2024 IIEP will conduct a second country case study, possibly in Malaysia, aimed at the establishment of a national micro-credential framework. Malaysia has a strong commitment to the development of micro-credentials in the higher education sector and has already launched a first set of regulations. This research will take

stock of the first stage of implementation, with the intention of issuing recommendations on how to prepare a comprehensive national framework for micro-credentials that takes policy intent to the next level.

b. Secondary education and the labour market

Within the framework of SITEAL and over the period 2024–2025, three studies will focus on secondary education and the labour market. These studies will draw on the results of recent educational research, the description and analysis of policies for the protection of educational trajectories in some countries of the Latin America and the Caribbean region, and the analysis of socio-educational indicators – building mainly on SITEAL databases.

c. Strengthening links with the academic community

To reinforce its research capacity, IIEP will explore links with the academic community. This will include establishing a visiting researchers programme, capitalizing on the network of UNESCO Chairs, strengthening ties with French academic institutions and networks, and organizing new visits for university groups from different regions of the world. It will also include participation in the Comparative and International Education Society Conference in Miami in March 2024, organized under the aegis of the Building Evidence in Education network.

Supporting knowledge uptake and IIEP's impact on the ground

A key focus of IIEP's knowledge production cycle in 2024 will be to identify knowledge gaps or needs within work carried out at the country level, and to improve the articulation of research with technical assistance work (for example, in IIEP's work on the middle tier in Pakistan). This includes ensuring that knowledge, tools, and methodologies of direct use for IIEP's capacity building agenda are integrated into the design of its research programmes.

Box 1. **Integration of tools and methodologies into design of research programmes**

Integrating knowledge generation and technical cooperation in Guyana

As part of its involvement in system capacity strengthening in Guyana, IIEP will conduct qualitative research to identify the root causes for school dropouts, in particular among boys in primary and secondary schools in Guyana, and explore how district and school leaders address gender in education. The research will guide the design and development of the Leadership Academy for district and school leaders in Guyana.

Guidelines for refugee inclusion in education sector plans: transforming experience into knowledge

Building on the pioneering work IIEP has conducted by supporting the Ministry of Education in Mauritania to develop their costed action plan for refugee inclusion, and the forthcoming similar work with the Ministry of Education in Burundi, the Institute, in collaboration with UNHCR, will produce country case studies documenting this work, and guidance to be used in other countries.

Learning improvement policies in Latin America: translating research results into country support

In 2022, the Buenos Aires office developed a regional study on learning improvement policies. The purpose of the study was to identify the key factors which contribute to the success of these policies during the implementation phase. The lessons learned from this study will be disseminated in 2024, to support governments in the region in their efforts to improve learning outcomes.

a. Reactivating the ANTRIEP network

In 2024, IIEP will reestablish its collaboration with the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP). This will allow IIEP to forge better links with national institutions sharing the same research agenda and increase IIEP's visibility in this strategically important region. IIEP will also organize an ANTRIEP conference in India.

b. Launching a Global Community of Practice for Educational Planners

Building on the success of the Network of Educational Policy Specialists ('la RED') as led by the Buenos Aires office, IIEP will launch a Global Community of Practice (CoP) for Educational Planners in 2024. For its 60th anniversary IIEP carried out an alumni survey which demonstrated a clear demand for this type of community, with 78 per cent of respondents expressing that they would like to join such a network. This CoP will enable knowledge, resources, and experience sharing, as well as collaborative problem-solving on complex educational issues. Several different communities will be organized around on specific themes, geographic focuses, and roles in the education sector, for example policy makers, intermediate sectors, teachers, and IIEP alumni.

Box 2. **RED Buenos Aires becomes the IIEP Global Community of Practice**

The strategy of 'la RED' during 2024 will involve the co-production of content, particularly on the themes of data for educational planning and education and technology. It will aim at

increasing the level of participation in the platform, developing its linkages with strategic partners through the organization of events and stronger articulation with other regional networks, and providing advice to other organizations and ministries.

c. Consolidating IIEP's portals within IIEP's new digital architecture

- The Education4Resilience platform will be maintained, with content added which reflects new areas of IIEP's portfolio of crisis-sensitive planning activities. This will include the creation of a dedicated space on planning for climate change for inception reports resulting from the climate smart education systems initiative, and other related products on educational planning for climate change adaptation and environmental sustainability.

- ETICO will continue to be used as the main dissemination tool for IIEP's work on issues of transparency, accountability, and anti-corruption in education. As in previous years, the ETICO community will be encouraged to contribute to discussions on good practices by contributing to the ETICO blog. New resources and tools will be added throughout the year, and ETICO will continue to act as the main resource platform for IIEP's Education Out Loud activities.

- Work on the UNESCO Health and Education Resource Centre will continue, including updates to the website and accompanying toolkits, supporting IIEP's work integrating health and wellbeing indicators into EMIS, as well serving the online education community.

- In 2024, IIEP will build on the excellent visibility and reputation amongst IIEP's audiences of its Learning Portal, to provide improved curation services to IIEP's communities of practice and educational planners and managers globally. The current Learning Portal web platform will be redeveloped, and its content reoriented towards a more practical focus. The content will be expanded to cover IIEP's six thematic priorities, in addition to planning and management to improve learning. In the first stage it will cover technical and vocational education and training and higher education, as well as gender issues. This will ensure the availability of the resources in the former Platform of Expertise in Vocational Training PEFOP library. Gender will also be given priority to support the GCI community of practice.

- Planipolis will be regularly updated, with new education plans and policies uploaded as they are published. The site will also be redesigned once the new IIEP global institutional website is launched, to ensure complementarity both visually and in terms of usability.

- In 2024, SITEAL's strategy will be structured around three major axes: innovation in knowledge production formats, dissemination, and partnership building. A smaller number of high-quality thematic studies will be produced, which will incorporate quality assurance,

dissemination, and advocacy processes. Knowledge production will cover two priorities: secondary education and data and planning.

d. Targeting communication products and messaging

In 2024, insights garnered from the 60th Anniversary celebrations will continue to help shape IIEP's communication products and messaging. Several significant products will be launched, in particular the new IIEP Global Campus and the global institutional website. 'Stories of impact' will be showcased on the new global institutional website.

In the evolving social media landscape, communications in 2024 will use LinkedIn as the platform for knowledge sharing, while maintaining a presence on other social networks such as Facebook and X/Twitter, in order to relay products and support the development of the Global Community of Practice.

e. Expanding IIEP's Network of Partner libraries

Following the example of the Kenya National Commission for UNESCO, IIEP will continue to investigate potential partners for its network of partner libraries. Existing IIEP and UNESCO networks will be prioritized, such as UNESCO National Commissions and members of the ANTRIEP Network.

A global Institute: reinforcing coordination across offices

IIEP's new global institutional website is scheduled to be launched at the end of the first semester of 2024, positioning IIEP as the go-to source for educational planning and management and consolidating the existing Paris, Dakar, and Buenos Aires websites into a single gateway to IIEP's institutional information, news, products, and services. To maintain the identities of its regional offices, the new website will feature two sub-sites dedicated to IIEP's regional work.

The web redesign is a key component of a comprehensive overhaul of IIEP's digital architecture, which will unfold throughout 2024. The goal of this revamp is to secure an interface between IIEP's digital tools and services, including the Constituent Relationship Management System, the learning management information system, and the event and registration system. This will allow for all user information and insights to be automatically shared across platforms and stored in a single repository, increasing efficiency in data management and reporting.

a. Implementing a global publications policy

Building on the findings of the 2023 publications diagnosis and the new global publications policy, processes and standards, and the visual identity of all IIEP knowledge products, will be harmonized across its three offices. This includes incorporation of all publications in a single, global IIEP

publications plan, the standardization of publication 'types' and the terminology used to describe them, harmonized quality control criteria, an updated peer review policy, and new internal approval mechanisms.

The new collections will be implemented, matching the ambition set out in the six priorities and reflecting the changing needs of IIEP's audiences. More innovative and interactive publications will also be proposed. The team will continue to monitor the consultations and citations of its publications with a view to identifying further opportunities for publications, including publishing in academic journals.

b. Preserving institutional memory

Digitization of IIEP's archives will continue, ensuring both the ongoing availability of information as well as improved online access to IIEP's resources.

In 2024 IIEP will examine new technical solutions to replace the IIEP institutional memory database as well as the library catalogue. Reflections will be undertaken in association with the Programme Monitoring Office to ensure linkages with Portfolio Project Management Software.

Finance and budget 2024

Overview

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

The Project Funding Programme will continue to be financed through contracts and voluntary contributions earmarked by donors for specific projects or programme activities at global, regional and national levels, in all three offices.

Resources from the Core Funding Programme are used to cover a large majority of staff costs, with positions increasingly covered by project funding for some large projects implemented by IIEP. They also finance the three IIEP offices' core programmes and activities.

The three tables included at the end of this section provide an overview of IIEP's budget and finances for 2024:

- *Table 1*, Statement of resources and expenditure in 2024.
- *Schedule 1*, IIEP estimated resources in 2024.
- *Schedule 2*, IIEP estimated expenditure in 2024.

Income and financial resources

The estimated financial resources and expenditure for 2024 are combined in the *Financial Table 1* (Statement of Resources and Expenditure), for both the Core Funding and Extrabudgetary Programmes. This provides details of the appropriation lines of the 11th Medium-Term Strategy (MTS). The amounts are shown in current United States Dollars (US$), the official currency of UNESCO. The average US$ / Euro (€) rates of exchange used for the Governing Board reports are US$1 = €0.962 for 2023, and US$1 = €0.925 for 2024. *Schedule 1* and *Schedule 2* include in-kind resources and expenditure, as well as funds received as decentralized project funding from UNESCO.

a. Core Funding Programme

- **UNESCO Financial Allocation:** The proposed UNESCO financial allocation to IIEP increases by some US$ 300,000 to US$ 2,440,100, due to the US contribution which will increase the UNESCO EDS Sector Regular Budget.

- **Voluntary Contributions:** These contributions are for the Core programme and activities and details can be found under *Schedule 1* (IIEP estimated resources in 2024). The budget has been built based on the agreements signed with three core donors (Norway, Sweden, and Switzerland) until 2025. It also factors in a new multi-year agreement to be signed with the French Ministry of Foreign Affairs (EUR 8,000,000 over the period 2014–2017) to replace the previous French Development Agency (AFD) contribution under core funding. France also makes an annual contribution to IIEP, the amount of which still needs to be determined; estimates are currently based on recent levels of funding. The Government of Argentina has renewed its contribution. The total voluntary contributions amount to US$ 10,426,424. IIEP will continue to seek new sources of core funding and approach diverse funders, as core funding is essential for the sustainability of the Institute.

- **Cost recovery:** Income from cost recovery is included as part of the Core Funding Programme. It has been estimated at US$ 4,172,511 for 2024, which demonstrates an active engagement under projects, compared to 2023 with new estimates at US$ 3,413,110. This category includes estimated staff cost recovery for projects and activities that will be carried out by IIEP staff across the three offices, through technical cooperation with Member States (including training).

b. Project Funding

The estimated new resources for project funding amounts to US$ 6,296,126 for 2024. The estimates are limited to planned implementation for 2024 and are based on signed agreements or those in advanced stage of negotiation (with 80% probability for signature in 2024). They are generally lower than the previous year's position, which reflects a more up-to-date situation (with agreements eventually materialized and funds received). The trend is aligned with IIEP resource mobilization efforts over the past years and reflects a diverse portfolio ranging from governments (project funded by Italy to be implemented by Dakar office exceeding US$ 1,000,000 in 2024), UN agencies (driven by UNESCO decentralized funds close to US$ 800,000), and development banks and other international institutions (for example more than US$ 1,000,000 in 2024 for a large project on Climate Change funded by GPE is to be implemented in 18 countries and US$ 800,000 in 2024 for the GPE System Transformation Grant project to be implemented in Guyana in collaboration with the Inter-American Development Bank).

c. Reserves

The Stabilization Reserve was created to cover payments made for staff separations and to provide resources to finance IIEP's yearly programme should it be warranted by exceptional economic or financial conditions. The balance at the end of the year is estimated at around US$ 13,100,000.

Operating reserves are comprised of resources from surpluses and reserves from prior years. Some reserves belong to the general fund and may be used to finance activities under the Core Funding Programme. The current estimate for the end of 2024 is US$ 9,396,509. These reserves are necessary to manage different periods between income and expenditure (cut off impact) and deliver all existing commitments with major funders and the entire IIEP programme, in accordance with the 11th Medium-Term Strategy. Remaining reserves (an amount of US$ 2,633,710) are earmarked for the implementation of specific projects and must be returned to donors if planned activities are not implemented.

Expenditure

The Core Funding Programme expenditure for 2024 has been estimated at US$ 18,553,472, of which US$ 14,097,588 relates to the staff costs of the three offices and US$ 4,455,884 to programme activities. These figures also include the programme activity of the three offices.

The increase of staff costs over the period 2023–2024 is due to the recruitment of positions put on hold in 2023 (pending receipt of some core donor contributions) and the adjustment of salary scales to the cost of living (with high inflation observed particularly in Buenos Aires).

The increase in activities in 2024 is mainly due to activities moved from 2023 to 2024, due to the late receipt of some contributions under core funding (notably for the GCI initiative which represents a significant portion of the programme activities). The increase also relates to some one-time costs related to the move of Dakar office to a new UN House in Senegal.

Programme implementation expenditure for the project funding is estimated at US$ 7,416,298 and reflects the dynamic portfolio of projects managed by IIEP.

Summary of income and expenditure in 2024

Financial Table 1. **Statement of resources and expenditure for 2024**

Core Funding and Project Funding Programmes	Estimated 2023				Estimated 2024			
	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	2 440 100	-	-	2 440 100
II. Voluntary Contributions	13 246 506	-	-	13 246 506	10 426 424	-	-	10 426 424
III. Contracts								
Governments	-	449 041	-	449 041	-	1 687 667	-	1 687 667
Other	-	6 882 427	-	6 882 427	-	4 608 458	-	4 608 458
TOTAL, GENERAL INCOME	15 386 606	7 331 468	-	22 718 075	12 866 524	6 296 126	-	19 162 649
IV. OTHER INCOME								
Programme Support Funds[1]	2 698 447	-	(1 977 552)	720 895	3 734 511	-	(3 358 611)	375 900
Training Programme cost recovery[2]	401 199	-	(401 199)	-	290 000	-	(290 000)	-
Miscellaneous Income[3]	313 464	-	-	313 464	148 000	-	-	148 000
TOTAL, OTHER INCOME	3 413 110	-	(2 378 751)	1 034 359	4 172 511	-	(3 648 611)	523 900
TOTAL INCOME OF THE YEAR	**18 799 717**	**7 331 468**	**(2 378 751)**	**23 752 434**	**17 039 034**	**6 296 126**	**(3 648 611)**	**19 686 549**
EXPENDITURE								
10th (2021) & 11th (2022) Medium-Term Strategy								
I. PROGRAMME OPERATIONS								
Training (Line 1)	3 964 002	1 503 289	(575 500)	4 891 791	4 308 022	1 579 595	(882 721)	5 004 897
Technical Cooperation (Line 2)	4 989 352	3 340 610	(1 375 845)	6 954 118	5 334 127	5 088 700	(2 110 318)	8 312 510
Research and Development (Line 3)	2 812 638	806 489	(324 135)	3 294 991	2 968 538	565 464	(497 170)	3 036 833
Outreach and Advocacy (Line 4)	2 330 532	329 621	(103 272)	2 556 881	2 410 187	182 538	(158 402)	2 434 323
TOTAL, PROGRAMME OPERATIONS	14 096 524	5 980 008	(2 378 751)	17 697 780	15 020 875	7 416 298	(3 648 611)	18 788 562
II. GOV. BOARD, DIRECTORATE, CORPORATE SERVICES (Line 5)								
Governing Board	224 024	-	-	224 024	212 205	-	-	212 205
Directorate/Monitoring & Evaluation	398 970	-	-	398 970	905 254	-	-	905 254
Corporate Services								
General Administration	1 011 381	-	-	1 011 381	1 302 477	-	-	1 302 477
Information Technology	445 758	-	-	445 758	477 768	-	-	477 768
Staff Service Account	-	2 396	-	2 396	-	-	-	-
TOTAL, GOV. BOARD, DIRECTORATE AND CORPORATE SERVICE	2 080 133	2 396	-	2 082 529	2 897 704	-	-	2 897 704
III. INVESTMENT (Line 5)								
Staff development	252 646	-	-	252 646	327 448	-	-	327 448
Renovation of Building	56 573	-	-	56 573	61 436	-	-	61 436
IT Technology	244 456	-	-	244 456	246 009	-	-	246 009
TOTAL, INVESTMENT	553 675	-	-	553 675	634 893	-	-	634 893
TOTAL, EXPENDITURE I - III	**16 730 332**	**5 982 404**	**(2 378 751)**	**20 333 984**	**18 553 472**	**7 416 298**	**(3 648 611)**	**22 321 160**
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	**2 069 385**	**1 349 065**	**-**	**3 418 450**	**(1 514 438)**	**(1 120 172)**	**-**	**(2 634 611)**
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]	(688 611)	-	-	(688 611)	(682 804)	-	-	(682 804)
Reserves & Fund Balances on 1 January	9 972 977	2 204 816	-	12 177 793	11 473 751	3 653 881	-	15 127 632
TOTAL, OTHER RESOURCES & RESERVES	**9 404 366**	**2 304 816**	**-**	**11 709 182**	**10 910 947**	**3 753 881**	**-**	**14 664 828**
BALANCE AT YEAR END ALL MANAGED FUNDS[5]	**11 473 751**	**3 653 881**	**-**	**15 127 632**	**9 396 509**	**2 633 710**	**-**	**12 030 217**

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$ 436K); IIEP Buenos Aires (US$ 65K) and IIEP Dakar (US$ 182K) payrolls and SRA audit adjustments (previous year interests on indemnities).

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

Core Funding and Project Funding Programmes

Source	2023 Estimated	Share %	2024 Estimated	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO Financial Allocation	2 140 100	9,0	2 440 100	12,4	300 000
II. Voluntary Contributions					
Argentina	70 000	0,3	70 000	0,4	-
France (AFD)	2 722 217	11,5	-	-	(2 722 217)
France (AFD GCI)	809 061	3,4	-	-	(809 061)
France (MOFA)	3 188 098	13,4	2 000 000	10,2	(1 188 098)
France MOFA (new convention)	-		2 125 399		
Norway	2 300 000	9,7	2 300 000	11,7	-
Sweden	1 961 000	8,3	1 750 000	8,9	(211 000)
Switzerland	2 196 130	9,2	2 181 025	11,1	(15 105)
Total, Voluntary Contributions	13 246 506	55,8	10 426 424	53,0	(2 820 083)
TOTAL, I & II	15 386 606	64,8	12 866 524	65,4	(2 520 083)
III. OTHER INCOME					
Programme Support Funds	2 698 447	11,4	3 734 511	19,0	1 036 064
Income from training	401 199	1,7	290 000	1,5	(111 199)
Miscellaneous Income	313 464	1,3	148 000	0,8	(165 464)
TOTAL, OTHER INCOME	3 413 110	14,4	4 172 511	21,2	759 401
TOTAL, INCOME CORE FUNDING (CF)	**18 799 717**	**79,1**	**17 039 034**	**86,6**	**(1 760 682)**
IV. PROJECT FUNDING INCOME (PF)					
Contracts - Governments					
Benin**	24 783	0,1	200 000	1,0	175 217
Burkina Faso GHR**	88 236	0,4	-	-	(88 236)
Burkina Faso EMIS**	187 636	0,8	-	-	(187 636)
Colombia*	-	-	202 968	1,0	202 968
Germany (GIZ)**	-	-	105 000	0,5	105 000
Italy (AICS)**	-	-	1 062 699	5,4	1 062 699
Mali**	21 301	0,1	-	-	(21 301)
Norway	42 656	0,2	-	-	(42 656)
Togo**	84 429	0,4	117 000	0,6	32 571
Total, Contracts - Governments	**449 041**	**1,9**	**1 687 667**	**8,6**	**1 238 626**
Contracts - Others					
Agence Française de Développement (AFD - Quality)**	2 244 608	9,5	-	-	(2 244 608)
CILSS: Appui au PRAPS - Pastoralisme au Sahel**	196 982	0,8	67 095	0,3	(129 887)
Conseil de l'Entente (CERFER)**	76 243	0,3	127 071	0,6	50 828
Dubai Cares	86 306	0,4	-	-	(86 306)
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	360 000	1,8	245 110
Global Partnership for Education (GPE) (PAR - Climate Change)	171 200	0,7	1 113 801	5,7	942 601
Inter-American Development Bank (IADB Panama)	76 798	0,3	800 000	4,1	723 203
Mercy Corps	50 138	0,2	-	-	(50 138)
Network for Int. Policies & Coop. in Ed. Training (NORRAG)	19 402	0,1	-	-	(19 402)
OECD	75 662	0,3	-	-	(75 662)
OXFAM IBIS	217 753	0,9	100 068	0,5	(117 686)

Core Funding and Project Funding Programmes					
Source	2023 Estimated	Share %	2024 Estimated	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
UNESCO[1]	**1 277 885**	**5,4**	**793 508**	**4,0**	**(484 377)**
UNICEF[1]	**990 987**	**4,2**	**526 916**	**2,7**	**(464 071)**
UNOPS*	190 576	0,8	-	-	(190 576)
UNHCR	151 275	0,6	185 000	0,9	33 725
Fellowships & other funds					-
Training Programs (Paris)	266 939	1,1	250 000	1,3	(16 939)
Training Programs (Buenos Aires)*	40 655	0,2	40 000	0,2	(655)
Training Programs (Dakar)**	255 535	1,1	240 000	1,2	(15 535)
Staff Service Account	5 698	0,0	5 000	0,0	(698)
Total, Contracts - Others	**6 882 427**	**29,0**	**4 608 458**	**23,4**	**(2 273 969)**
TOTAL, CONTRACTS	**7 331 468**	**30,9**	**6 296 125**	**32,0**	**(1 035 343)**
V. Programme Support Funds (PSF) inter-fund elimination					
Programme Support Costs	(265 826)	- 1,1	(450 000)	- 2,3	(184 174)
Staff costs recovery & other	(2 112 925)	- 8,9	(3 198 611)	- 16,2	(1 085 686)
Total, Elimination - PSF	(2 378 751)	- 10,0	(3 648 611)	- 18,5	(1 269 859)
TOTAL, PROJECT FUNDING INCOME	**4 952 717**	**20,9**	**2 647 514**	**13,4**	**(2 305 203)**
TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT	**23 752 434**	**100,0**	**19 686 549**	**100,0**	**(4 065 885)**
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	**(688 611)**	**-**	**(682 804)**	**-**	**5 807**
Reserves & Fund Balances on 1 January, Core Funding Prog.	9 972 977	-	11 473 751	-	1 500 774
Reserves & Fund Balances on 1 January, Project Funding Prog.	2 204 816	-	3 653 881	-	1 449 065
TOTAL, OTHER RESOURCES & RESERVES	11 709 182	-	14 664 828	-	2 955 645
GRAND TOTAL, IIEP MANAGED FUNDS	**35 461 616**	**-**	**34 351 377**	**-**	**(1 110 239)**
C. IN-KIND CONTRIBUTIONS		-			
I. PHYSICAL FACILITIES					
Rental for the IIEP building/Paris	1 553 091	-	1 715 197	-	162 106
Rental for the IIEP building/Buenos Aires	50 000	-	60 000	-	10 000
Rental for the IIEP building/Dakar	51 105	-	56 630	-	5 525
TOTAL, PHYSICAL FACILITIES	1 654 196	-	1 831 827	-	177 631
D. RESOURCES DECENTRALIZED TO IIEP					
I.UNESCO DECENTRALIZED FUNDS					
Funds-in-Trust	1 031 463	-	645 900	-	(385 563)
TOTAL, DECENTRALIZED FUNDS	1 031 463	-	645 900	-	(385 563)
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	2 685 659	-	2 477 727	-	(207 932)
G R A N D T O T A L	**38 147 275**	**100,0**	**36 829 104**	**100,0**	**(1 318 171)**

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

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

Core Funding and Project Funding Programmes	2023 Estimated						2024 Estimated					
	Core Funding Prog. (CF)		**CF**	Project Funding	**Grand**	Share	Core Funding Prog. (CF)		**CF**	Project Funding	**Grand**	Share
Appropriation Line/Programme Chapter	Staff	Activities	**Sub-total**	Progr. (PF)	**Total**	%	Staff	Activities	**Sub-total**	Progr. (PF)	**Total**	%
A. IIEP SPECIAL ACCOUNT												
I. PROGRAMME OPERATIONS												
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT												
Training (Line 1)	3 406 678	557 324	**3 964 002**	1 503 289	5 467 290	24,1	3 615 337	692 685	**4 308 022**	1 579 595	5 887 618	22,7
Technical Cooperation (Line 2)	4 578 309	411 043	**4 989 352**	3 340 610	8 329 962	36,7	4 869 127	465 000	**5 334 127**	5 088 700	10 422 827	40,1
TOTAL, TECH. COOP. & CAP. DEVELOPMENT	7 984 987	968 367	**8 953 354**	4 843 899	13 797 252	60,7	8 484 464	1 157 685	**9 642 149**	6 668 295	16 310 445	62,8
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING												
Research and Development (Line 3)	2 277 149	535 489	**2 812 638**	806 489	3 619 126	15,9	2 406 601	561 937	**2 968 538**	565 464	3 534 003	13,6
Outreach & Advocacy (Line 4)	1 620 725	709 807	**2 330 532**	329 621	2 660 153	11,7	1 704 147	706 040	**2 410 187**	182 538	2 592 725	10,0
TOTAL, KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	3 897 874	1 245 296	**5 143 170**	1 136 109	6 279 279	27,6	4 110 748	1 267 977	**5 378 725**	748 003	6 126 728	23,6
TOTAL, I: PROGRAMME. OPERATIONS	**11 882 861**	**2 213 663**	**14 096 524**	**5 980 008**	**20 076 532**	**88,4**	**12 595 213**	**2 425 662**	**15 020 875**	**7 416 298**	**22 437 173**	**86,4**
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES (Line 5)												
1. GOV. BOARD & DIRECTORATE												
Governing Board	114 198	109 826	**224 024**	-	224 024	1,0	122 205	90 000	**212 205**	-	212 205	0,8
Directorate/Monitoring and Evaluation	374 951	24 020	**398 970**	-	398 970	1,8	401 244	504 010	**905 254**	-	905 254	3,5
TOTAL, GOV. BOARD & DIRECTORATE	**489 148**	**133 846**	**622 994**	**-**	**622 994**	**2,7**	**523 449**	**594 010**	**1 117 459**	**-**	**1 117 459**	**4,3**
2. CORPORATE SERVICES												
General Administration	211 712	799 669	**1 011 381**	-	1 011 381	4,5	347 477	955 000	**1 302 477**	-	1 302 477	5,0
Institutional Information Technology	156 577	289 181	**445 758**	-	445 758	2,0	167 556	310 212	**477 768**	-	477 768	1,8
TOTAL, CORPORATE SERVICES	**368 289**	**1 088 850**	**1 457 139**	**2 396**	**1 459 535**	**6,4**	**515 033**	**1 265 212**	**1 780 245**	**-**	**1 780 245**	**6,9**
TOTAL, II: GOV. BOARD, DIRECTORATE & CORP. SERVICES	**857 437**	**1 222 696**	**2 080 133**	**2 396**	**2 082 529**	**9,2**	**1 038 482**	**1 859 222**	**2 897 704**	**-**	**2 897 704**	**11,2**
III. INVESTMENT (Line 5)												
1. INVESTMENT												
Staff development	240 578	12 068	**252 646**	-	**252 646**	1,1	257 448	70 000	**327 448**	-	**327 448**	1,3
Renovation of building	26 573	30 000	**56 573**	-	**56 573**	0,2	28 436	33 000	**61 436**	-	**61 436**	0,2
IT Technology	166 344	78 112	**244 456**	-	**244 456**	1,1	178 009	68 000	**246 009**	-	**246 009**	0,9
TOTAL, III: INVESTMENT	**433 495**	**120 180**	**553 675**	**-**	**553 675**	**2,4**	**463 893**	**171 000**	**634 893**	**-**	**634 893**	**2,4**
TOTAL EXPENDITURE I, II & III	**13 173 793**	**3 556 539**	**16 730 332**	**5 982 404**	**22 712 735**	**100,0**	**14 097 588**	**4 455 884**	**18 553 472**	**7 416 298**	**25 969 770**	**100,0**

Core Funding and Project Funding Programmes	2022 Estimated						2023 Estimated					
	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Progr. (PF)	Total	%	Staff	Activities	Sub-total	Progr. (PF)	Total	%
IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)												
Programme Support Costs	-	-	-	(265 826)	(265 826)	-	-	-	-	(450 000)	(450 000)	-
Staff costs recovery & other	-	-	-	(2 112 925)	(2 112 925)	-	-	-	-	(3 198 611)	(3 198 611)	-
Total, Elimination - PSF	**-**	**-**	**-**	**(2 378 751)**	**(2 378 751)**	**-**	**-**	**-**	**-**	**(3 648 611)**	**(3 648 611)**	**-**
TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT	**13 173 793**	**3 556 539**	**16 730 332**	**3 603 652**	**20 333 984**	**100,0**	**14 097 588**	**4 455 884**	**18 553 472**	**3 767 687**	**22 321 160**	**100,0**
					-							
B. IN-KIND EXPENDITURE												
PHYSICAL FACILITIES												
Rental for the IIEP/Paris building	-	-	-	1 553 091	1 553 091	-	-	-	-	1 715 197	1 715 197	-
Rental for the IIEP/Buenos Aires building	-	-	-	50 000	50 000	-	-	-	-	60 000	60 000	-
Rental for the IIEP/Dakar building	-	-	-	51 105	51 105	-	-	-	-	56 630	56 630	-
TOTAL, PHYSICAL FACILITIES	-	-	-	1 654 196	1 654 196	-	-	-	-	1 831 827	1 831 827	-
C. EXPENDITURE FROM DECENTRALIZED FUNDS												
UNESCO DECENTRALIZED FUNDS												
Project Funding funds	-	-	-	1 031 463	1 031 463	-	-	-	-	645 900	645 900	-
TOTAL, DECENTRALIZED FUNDS	-	-	-	1 031 463	1 031 463	-	-	-	-	645 900	645 900	-
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	**-**	**-**	**-**	**2 685 659**	**2 685 659**	**-**	**-**	**-**	**-**	**2 477 727**	**2 477 727**	**-**
G R A N D T O T A L	**13 173 793**	**3 556 539**	**16 730 332**	**6 289 311**	**23 019 643**	**100,0**	**14 097 588**	**4 455 884**	**18 553 472**	**6 245 414**	**24 798 887**	**100,0**

Appendix 1. Corporate Services Activities and Budget

2024 Activity Budget

Aligned with previous Governing Board (GB) reports, information on the activity budget for Corporate Services is provided. To streamline the GB reporting, it is proposed to discontinue in future reports the information under this Appendix I, as most expenses are of a recurrent nature and ensure the proper running of IIEP operations, and the evolution of the overall budget is reported under *Schedule 2* on IIEP estimated expenditure.

CORPORATE SERVICES

		Expenditure types	Amount in US$
GENERAL ADMINISTRATION	**BUILDING MAINTENANCE & SECURITY MANAGEMENT**	Utilities	222 000
		Cleaning Services	112 500
		Maintenance and Repairs	195 000
		Office Purchases	33 000
		UN House (IIEP Dakar - first year investment)	155 000
		Sub-total Building Maintenance & Security Management	717 500
	AUDIT	2024 Audit Fees	140 000
	MISCELLANEOUS	Contracts (Insurance & Consultant contracts, Interns, staff missions, bank charges, etc.)	87 500
		Postage	10 000
		Sub-total Miscellaneous	97 500
		SUB-TOTAL	**955 000**
INSTITUTIONAL INFORMATION TECHNOLOGY	**TELECOMMUNICATIONS**	Telephone & Internet Connexion	42 500
	SOFTWARE LICENSES	Planview, CRM, Training ERP, Global Training Platform, UNESCO HQ Licenses, IIEP Dakar & Buenos Aires Licenses	234 000
	CONSUMABLES	IIEP Paris and Dakar	33 712

	SUB-TOTAL	310 212
	TOTAL CORPORATE SERVICES	**1 265 212**

Corporate Services Unit

The regular Corporate Services Unit (CSU) functions recalled under the 2023 annual report will be pursued during 2024.

During 2024, CSU will pursue the work initiated in 2023 with the Director's Office and programme teams to streamline processes to support programme delivery and effective operational services in the areas of project funding, human resources, travel, and payments.

CSU will continue to provide support for a more sustainable and greener IIEP, through the application of guidelines from the UNESCO Environmental Sustainability and Management Policy. The measures include paperless work processes, sustainable procurement, online meetings, and energy saving measures on premises.

Management of premises

Discussions with the French Government's public finance service to subsidize the maintenance of the Paris building will be pursued in 2024.

The Buenos Aires office should continue to receive US$ 70,000 from the government of Argentina for building maintenance during 2024, and efforts will be maintained to sign a formal agreement so that this financial support can be secured for the longer run.

The Dakar office is expected to move to a new office in Senegal during 2024, with arrangements to be put in place to share the running costs of the common premises with other UN agencies.

Investment

IIEP will continue to invest in Staff Development and a provision of US$ 70,000 is foreseen for 2024, aligned with the 2023 level. The 2023 budget was used mostly to cover the staff retreat which was an important team building exercise but also contributed to some coaching sessions of IIEP staff with leadership responsibilities or in charge of complex projects.

The building renovation budget of US$ 33,000 intends to cover the works on the elevators, following issues identified in their operation by a technical assessment.

IT investments for a total amount of US$ 68,000 will include: (i)the replacement of computers (at the end of their serviceable life) and infrastructure components linked to storage and servers; and (ii) the improvement of videoconference facilities in Paris meeting rooms, to take into account the changing needs for interpretation and participant engagement during live streaming of events and webinars.

	Expenditure types	Amount in US$
	Staff Development	70 000
INVESTMENT	Building renovation	33 000
	Institutional Information Systems	68 000
	TOTAL INVESTMENT	171 000

Institutional information technology

The first project in 2024 will be the continuation of the telephone system overhaul. Between January and March 2024, work will be done to deploy the new solution, including the installation of a new Internet line in IIEP.

Work will also continue with the Global Campus platform as it should be finalized and deployed by the end of June 2024 at the latest.

To improve data security, IIEP will consult with UNESCO Headquarters to determine the feasibility of hosting a backup site on their premises, to ensure business continuity in case of major incidents at IIEP.

Finally, the Dakar office will be moving to the new UN House premises. The Information Technology team will support the transition to ensure the office is fully operational at its new location in a timely manner.

Appendix 2. Human Resources Management

Planned recruitment for 2024

IIEP's expertise must be aligned with the Institute's strategic objectives. In this regard, the Human Resources team will continue to work closely with hiring managers and IIEP's management team in implementing a coherent and effective recruitment process.

Table 1 illustrates the status of pending upgrades presented to the 63rd Governing Board session in December 2022. 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. The proposed upgrades will enable to maintain talents which are immediately operational and adhere to IIEP mandate, while creating opportunities for career growth for IIEP staff.

Table 1. **Status of pending upgrades for recruitment in 2023 (4) and 2024 (4)**

Location & Post Title	Grade	Team	Contract Type	Justification
IIEP Paris				
Upgrades for recruitment in 2023 = 3				
Budget Officer	P-3	CSU	PA	Post upgrade from P-2
Associate Human Resources Officer	P-2	CSU	PA	Post upgrade from P-1
Programme Assistant	GS-5	TC	PA	Post upgrade from SC/3E
Recruitment to be launched in 2024 = 4				
Finance and Accounting Officer	P-4	CSU	PA	Post upgrade from P-3
Associate Communications Officer	P-2	KMM	PA	Post upgrade from SC/4E
Associate Publications Officer	P-1	KMM	PA	Post upgrade from GS-5
Graphic Designer	G-7	KMM	PA	Post upgrade from G-6
IIEP Dakar				
Upgrades for recruitment in 2023 = 1				
Administrative Officer	P-3	DKR	PA	Post upgrade from P-2

Table 2 shows the positions which require replacements in 2023 and new positions to meet IIEP's evolving needs, since the 63rd session of the Governing Board, held in December 2022.

Table 2. **Recruitment in progress in 2023 (9)**

Location & Post Title	Grade	Team	Contract Type	Funding Source	Justification
IIEP Paris					
New Positions = 1					
Education Programme Specialist	P-3	TC	PA	Project Funding	New Post (GPE Climate Change Project)
Post Replacement = 2					
Executive Officer	P-4	DIR	PA	Core Funding	Post replacement (Presented in 63 GB at P5/D-1 downgraded)
Education Programme Specialist (Education Finance)	P-3	TC	PA	Core Funding	Post Replacement (Presented in 63 GB)
IIEP Dakar					
New Positions = 1					
Accounts Payable & Finance Assistant	GS-5	DKR	PA	Core Funding	New Post (Presented in 63 GB)
Post Replacement = 4					
Head of Office	P-5	DKR	PA	Core Funding	Post replacement
Senior Education Policy Analyst and Planner (Quality Assurance)	P-4	DKR	PA	Core Funding	Post replacement. Post upgraded from P-3
Analyste des politiques (EFTP, Enseignement supérieur et Emploi)	P-3	DKR	PA	Core Funding	Post replacement
Associate Education Policy Analyst	P-2	DKR	PA	Core Funding	Post replacement
Post Upgrade = 1					

Associate Education Policy Analyst	P-2	DKR	YPP	Core Funding	Post upgrade from P-1

Table 3 shows the positions planned to be recruited in 2024. Several posts will support the implementation of large projects to be implemented by IIEP and be covered by project funding.

Table 3.   **Planned Recruitment in 2024 (16)**

Location & Post Title	Grade	Team	Contract Type	Funding Source	Justification
IIEP Paris					
New Positions = 5					
Global Gender Lead	P-5	GCI	PA	Core Funding	Transfer of position (GCI)
Education Policy Analysis and Planner	P-4	TC	PA	Core Funding	New position
Associate Programme Specialist	P-2	TC	PA	Project Funding	New Position (GPE Guyana Project)
E-learning Expert	SC/4E	TEP	SC	Project Funding	New Position (GPE Guyana Project)
HR Assistant	SB/3C	CSU	SC	Core Funding	New Service Contract
New Post Upgrades = 3					
Education Programme Specialist	P-3	TC	PA	Project Funding	Post upgrade from P-2 (GPE Climate Change Project)
Education Programme Specialist	P-3	TC	PA	Project Funding	Post upgrade from P-2 (GPE Climate Change Project)
Education Programme Specialist	P-3	TC	PA	Project Funding	Post upgrade from P-2 (GPE Climate Change Project)
IIEP Dakar					
New Positions = 5					
Education Policy Analyst	P-3	DKR	PA	Project Funding	New position (GCI)
Education Programme Specialist	P-3	DKR	PA	Project Funding	New position (GCI)
Associate Education Policy Analyst	P-2	DKR	PA	Core Funding	New position (GCI)
National Communication Officer	NOC	DKR	PA	Project Funding	New position (GCI)
Project Assistant	SC/9	DKR	SC	Project Funding	New position (GCI)
New Post Upgrades/Downgrades = 2					

Executive Officer	P-4	DKR	PA	Core Funding	Post downgraded from P-5 (Former Deputy Head of Office)
Associate Learning Designer (Training)	P-2	DKR	PA	Core Funding	Post Replacement (presented in 63 GB for Paris and downgraded from P-3)
IIEP Buenos Aires = 1					
New Position = 1					
Assistant Multimedia Events/Support Desk/Community of Practice	SC	IBA	SC	Core Funding	New position

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