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Организация
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منظمة الأمم المتحدة
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联合国教育、
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Report

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**REPORT OF THE GOVERNING BOARD OF THE
INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)
ON THE ACTIVITIES OF THE INSTITUTE (2008-2009)**

OUTLINE

Source: Article IV of the Statutes of the International Institute for Educational Planning (IIEP).

Background: In accordance with this Article, the IIEP Governing Board submits its report on the Institute's activities to the General Conference.

Purpose: The report outlines the Institute's training, research and dissemination activities, as well as its institutional and financial resources. In 2008, the IIEP began implementation of a new Medium-Term Plan (MTP) for the period 2008-2013. The core objective is to develop the capacities of UNESCO Member States to formulate education policies, prepare plans, and design and implement education programmes that will effectively contribute to the realization of national development goals, including the Millennium Development Goals (MDGs) and Education for All (EFA) targets.

1. Under Major Programme I, the IIEP contributed towards the realization of Main Line of Action (MLA) 2 – Development of a global framework and networks for capacity development in planning and management of education systems, MLA 3 – Promote policy dialogue, research, set norms and standards, and MLA 4 – Provide capacity development and technical support to assist national efforts in achieving the Dakar Goals. Significant results are presented below.

2. Work in 2008-2009 focused on re-engineering the IIEP's training roster, launching new research programmes and honing the IIEP's communication tools, including its website and

newsletter. The IIEP seized the opportunity of a new Medium-Term Plan to strengthen its system of results-based management by developing performance-measurement frameworks and by establishing quarterly implementation reviews.

Developing capacities at individual and organizational levels

3. The IIEP's study of effective capacity development interventions in educational planning and management (EPM) shows that actions are needed at the individual, organizational and institutional levels. The Institute has conceptualized its activities and interventions around the first two levels. The first pillar of the 2008-2013 Medium-Term Plan articulates actions around training through various modalities, including *skills transfer and coaching; technical assistance; and organizational and individual networking*.

4. Of central concern was the need to **re-engineer and broaden the IIEP's training roster** to support planners' and managers' needs for flexible, in-service training and to offer an alternative to the Paris-based nine-month Advanced Training Programme (ATP). The ATP now dovetails with the three-month Regional Training Course (RTC) operated by the IIEP's Buenos Aires office.

	Forecast for 34 C/5 (expected results)	Status
National capacities strengthened in EPM	100 specialists trained through the ATP	203
	150 specialists trained through distance education	336
Capacity requirements and constraints in EPM documented	6 country analyses of capacity requirements and constraints to capacity development in EPM	9
	6 thematic studies on capacity requirements and constraints and strategies	5
	1 e-platform with 250 documents on capacity development	315 docs.
Capacities of Member States enhanced in planning, implementing, managing and monitoring education sector programmes	Number of countries supported of which countries receiving long-term technical assistance	13
		4

5. The IIEP is also developing a *portable credit scheme* for recognition within the ATP which is being tested within the IIEP's new 10-month blended (distance and face-to-face) course in education sector planning. The first course served planners and managers in six Sub-Saharan African countries, with financial support from the Fast-Track Initiative (FTI) and the technical cooperation of national institutions.

6. Standing out among the IIEP's short-term, intensive courses are the summer schools on ethics and transparency (2008), and the course on education in reconstruction and post-conflict settings (2009) – both of which have built upon the IIEP's research programme. The courses provide networking opportunities for country representatives and development partners.

7. Overall, the IIEP, through its offices in Paris and Buenos Aires, has trained over 1,400 people from 108 countries. By category, 81% of Sub-Saharan African countries and 74% of Least Developed Countries benefited from some form of IIEP training.

8. With regard to the IIEP's contribution to MLA 4, which hinges around *enhancing the capacities of Member States in planning, implementing, managing, and monitoring education sector programmes*, significant outputs include:

- the design of monitoring and evaluation tools in Panama;

- the development of a model to project demand for teachers in the implementation of Argentina’s 2006 Education Law;
- the creation, with the cooperation of UNICEF and the United Nations Evaluation Group (UNEG), of a regional network of United Nations evaluators in Latin America;
- training in information and technical skills for statisticians from the Ministries of Education, Higher Education, and Social Affairs in the Democratic Republic of the Congo in order to increase the speed at which they can produce statistical yearbooks;
- the establishment of financial data collection methods, and of budgetary codification, in Benin;
- the completion of an analysis of education expenditure in Ghana. The synthetic tables on household expenditures were appended to the Education Performance Report, which was discussed at the annual meeting of the Ministry of Education with its partner institutions;
- significant reductions in drop-out and repetition, and increased enrolment in the 80 schools participating in the Argentinean public-private-partnership “Schools of the Bicentenary”;
- support in Palestine towards a sector-wide approach; and
- the generation of a sustainable nucleus of educational planners at central level in Afghanistan.

9. Particular mention should be made of the technical assistance project to Iraq (which includes Kurdistan) where the UNESCO/Iraq office is playing a lead role. High-level commitment was secured from the Iraqi Government for the preparation of a strategic plan which will be implemented in synergy with other United Nations-supported projects on decentralization and public sector reform. This project illustrates the IIEP’s commitment to supporting the “Delivery as One” approach, and its technical contribution to UNESCO’s efforts in United Nations country programming.

10. Support to the category 2 Regional Centre for Educational Planning (RCEP) in the United Arab Emirates included associating the RCEP with the Arab region training session on education sector planning for UNESCO education personnel. The IIEP also gave inputs to the discussions on regional work on educational planning and management.

11. **Lessons learnt.** The very positive evaluations following the distance courses have strongly encouraged the IIEP to develop this training modality further. When evaluating the revised training roster, the Institute will need to investigate the extent to which the approach has helped alumni in applying the skills gained in their everyday work.

12. An ongoing challenge is to ensure that trained planners and managers are adequately deployed and retained. The IIEP engages in dialogue with partners on these matters.

13. Requests for the IIEP’s assistance in in-country projects are increasing, requiring the IIEP to carefully select its interventions.

Bridging knowledge gaps to improve educational planning and management

14. Work in 2008-2009 addressed the following clusters:

- analysis of capacity development initiatives in EPM (MLA 2) in preparation for a UNESCO strategy paper. In Benin, which participated in the research, the Ministry in

charge of planning and development, and the Ministry of Administrative and Institutional Reform, are discussing the preparation of a comprehensive capacity development plan with a range of partners;

- research launched on the strategies that planners could adopt to extend educational coverage to the poorest and most vulnerable children; the approaches they could take to improve quality and equity; and the planning and management reform options that are likely to strengthen ownership and accountability. The publication cycle will start towards the end of 2009 (MLA 3).

15. In close cooperation with the planning department of Lesotho's Ministry of Education and Training, the IIEP is evaluating a fee-abolition policy at primary level in that country. A survey was carried out in Lesotho's 10 districts. The operational guidance paper for the School Fee Abolition Initiative, to which the IIEP contributed under the leadership of UNICEF, and with the World Bank and FTI, may strengthen implementation of fee-free education in Lesotho.

16. The IIEP published research and policy advice for ministries and donors on education in emergencies and fragile contexts. This will lead to greater awareness and better practice on certification for refugee and displaced children.

17. The IIEP built on its previous research to assist the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) with the preparation of a distance course on external quality assurance in higher education. Two of the four modules were written by the IIEP, and the overall structure of the INQAAHE's materials reflects IIEP's modules on the same theme. The first two modules are already being adapted by New York State University and the University of Melbourne for use in their online programmes.

18. **Lessons learnt.** The means to maximize the potential use of research findings include: designing research that closely adheres to country needs; involving decision-makers in the definition of the research objectives, the conduct of the research and discussions around the findings; ensuring that the research is adequately interpreted for the decision-making context by keeping the messages clear; and ensuring that findings reach an array of stakeholders.

	Forecast for 34 C/5 (expected results)	Status
Education stakeholders are informed of significant development in EPM	6 Newsletters in English, French, and Spanish	6
	4 UNESCO publications	12
Findings of strategic research and best practices disseminated	15 publications (in print and electronic form)	40
	2 policy forums	4

Sharing knowledge to advance the field of educational planning

19. The IIEP communicated its messages and influenced discussions during meetings such as: the Accra meeting on Aid Effectiveness; the biennale of the Association for the Development of Education in Africa (ADEA); the Interagency Network for Education in Emergencies (INEE) round table on financing modalities in fragile situations; Brazil's international seminar on Ethics and Transparency in Education; the Arab Economic and Social Development Summit; the International Conference on Education hosted by the International Bureau of Education (IBE); the Conference of Commonwealth Education Ministers (CCEM) and; the World Conference on Higher Education (WCHE) among other forums.

20. The IIEP represented UNESCO on the INEE Working Group on Education and Fragility, and produced the first Working Group desk study on Afghanistan related to this topic. It also

contributed to the 2008 EUROsociAL meeting in Mexico, the 2008 International Conference on Financing for Development in Qatar, and various FTI meetings. At the Conference of Commonwealth Education Ministers, the IIEP contributed to the discussions on education in small states and to the drafting of the Ministers' communiqué and work plan for the coming three years.

21. The IIEP's work is also regularly used by other stakeholders. For instance, past work on student financing in higher education in Asia is now being used by the International Comparative Higher Education Finance and Accessibility Project as part of a World Bank-commissioned study on means-testing instruments to distribute higher educational subsidies. In early 2009, the Association of African Universities (AAU) and ADEA requested the IIEP to produce a policy brief on private higher education. This was one of four briefs prepared for the AAU's 12th General Conference in Nigeria (May 2009) and subsequently distributed during the World Conference on Higher Education (July 2009).

22. The wide use of the 2008 publication on the *Fundamentals of Educational Planning* demonstrates its relevance and quality, as well as the success of the IIEP's publications dissemination strategy. The publication was used by the Institute for International Cooperation of the German Adult Education Association in the context of South Africa's national literacy campaign. It was also used in Mozambique to revamp literacy work and in Namibia to support Ministry research on literacy. A further indication of the quality of the IIEP's publications is found in the increased number of copyright requests, permission to translate in other languages and recurring positive reviews in professional journals.

23. In collaboration with UNAIDS' Inter-Agency Task Team (IATT) on education, the IIEP organized an e-forum on teachers and HIV/AIDS in order to share good practices and challenges. Attracting 447 participants, the Forum contributed to the June 2009 IATT Education Symposium.

24. The IIEP's electronic repository of educational plans and other policy documents, *Planipolis*, is bridging the gap of "an international database of key education planning documents" identified in the 2008 EFA Global Monitoring Report. The platform now has over 1,000 entries and links to other key web pages and receives an average of 20,000 visits a month.

25. **Lessons learnt.** Increasing the availability of all publications and training materials on the worldwide web extends the reach of the IIEP's products. However maintaining traditional outlets for print materials remains necessary in order to ensure that information is readily available to practitioners in settings without strong Internet access.

Operating cost-effectively

26. The IIEP pays close attention to mitigating the labour-intensive nature of its training. Distance and blended courses are being developed, while regional rather than national courses are favoured to maximize the reach of the short-term courses. Whenever possible, at-distance "warm up" sessions are offered to trainees to allow them to achieve greater depth during their participation in the courses. Partnerships within, and beyond, UNESCO ensure the effectiveness of inputs through cost sharing or leveraging.

27. Regular communication with partners during the implementation of technical assistance projects facilitates the resolution of issues as they arise, thereby reducing delays in programme implementation and the number of missions required. Missions are prepared as far in advance as possible to optimize contact time with national counterparts.

28. The IIEP has introduced a stock-management information system for publications as a companion to its "print on demand" policy. The Institute also regularly assesses the relative costs of publishing in print and/or electronically. As a result, one third of publications were released only in electronic format in 2008.

Sustainability

29. The IIEP's work is essentially collaborative, with the Institute seeking every possibility to associate with local partners and to transfer skills to colleagues within education ministries so that they can appropriate the tools and procedures that have been set up jointly with them. In addition, by associating national researchers and research institutions to the IIEP's research processes, a further step is taken towards national ownership of findings.

30. The IIEP's work in Afghanistan, which was launched in 2002, illustrates the results that can be achieved. Assistance in that country builds upon the sequence of "learn, apply and consolidate", through which the Institute ensures national appropriation of the planning processes and techniques. The Afghan Ministry is currently preparing a new strategic plan with minimal involvement of international consultants – a clear sign of the strengthened capacities of the Ministry's Planning Department and an achievement further substantiated by the World Bank's Afghanistan Education Expenditure Review (2009). The IIEP is seeking to consolidate these results by pursuing discussions with the Ministry of Education and members of the local education group.

Annex

IIEP SPECIAL ACCOUNT – FINANCIAL RESOURCES AND EXPENDITURE

Description	2006 - 2007 US\$	Share %	2008 - 2009 ¹ US\$	Share %
A. INCOME				
I. REGULAR INCOME				
UNESCO Financial allocation	5 100 000	14	5 100 000	14
Voluntary contributions	12 831 313	35	13 661 770	37
Other Income ²	5 297 127	15	6 067 569	16
Total Regular Income	23 228 440	64	24 829 339	67
II. SUPPLEMENTARY INCOME				
Contracts with Governments	6 449 515	18	6 740 182	18
Contracts with Other Entities	5 831 854	16	5 429 604	15
Total Supplementary Income	12 281 369	36	12 169 786	33
TOTAL INCOME I & II	35 509 809	100	36 999 125	100
B. EXPENDITURE				
B. I APPROPRIATION LINE³				
a) PROGRAMME 2006 - 2007 / 7th MTP				
Training	5 814 390	19	-	-
Research	3 916 608	13	-	-
Service to Member States	11 297 721	37	-	-
International Cooperation	6 460 379	21	-	-
Total Programme, Appropriation Line	27 489 098	90	-	-
b) PROGRAMME 2008 - 2009 / 8th MTP				
Training and Organizational support	-	-	15 506 211	40
Producing New Knowledge	-	-	6 141 734	16
Sharing Knowledge for Informed Decisions	-	-	10 792 379	28
Total Programme, Appropriation Line	-	-	32 440 324	84
GOVERNING BOARD, DIRECTORATE & ADMINISTRATION				
Governing Board & Directorate	595 504	2	1 241 907	3
General Administration ⁴	2 508 192	8	4 995 154	13
Total Gov. Board & General Administration	3 103 696	10	6 237 061	16
TOTAL EXPENDITURE	30 592 794	100	38 677 385	100
B. II EXPENDITURE BY CATEGORY				
Programme costs	14 608 140	48	18 756 269	48
Staff Costs	14 599 165	48	17 249 135	45
Governing Board, Directorate & Administration ⁴	1 385 489	5	2 671 981	7
TOTAL	30 592 794	100	38 677 385	100
C. I OPENING RESERVES AND FUND BALANCES				
Other Resources & Reserves ⁵	982 523		5 707 973	

Note:

¹ Estimates for 2009 financial year

² Bank interest, exchange rate gain/loss, project overheads, staff-time recovery, and sales of publications

³ Expenditures per appropriation line cannot be compared due to change of Medium-Term Plan

⁴ For the biennium 2008-2009, this line includes the maintenance and renovation of the IIEP building, and information technology

⁵ Other resources and reserves correspond to the carry-forward balance for the regular and extra-budgetary programmes. This amount enables the Institute to finance the 1st semester of the next financial period pending receipt of voluntary contributions from donors.