

IIEP in action

2010-2011



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

2010-2011: some figures

2365

people trained by IIEP

- 53% from Africa
- 37% women
- 43% reached through distance education programmes

20

countries benefited from IIEP technical support

- 11 located in sub-Saharan Africa

45

publications released

90 000

visitors on average per month to IIEP website

Foreword

The year 2015 is approaching, and the way to reach Education for All and to achieve the Millennium Development Goals remains uncertain. Governments and the international community face major challenges. The financial crisis is far from over, and it weighs on international development assistance. The past two years have seen several natural disasters, and numerous conflicts continue to rage.

In light of these issues that affect children and education worldwide, IIEP's role is even more necessary. "Stakes of peace and development today lie precisely in education [...]" (Irina Bokova, 25 October 2011). Better education and better learning, shared values are the foundations for people to live together in a world in a better future. We are proud that over the past two years, we have succeeded in many regions to find new ways to improve the schooling of millions of boys and girls.

In 2010 and 2011, IIEP has witnessed the Ministry of Education in Afghanistan successfully transfer to the provincial level the planning skills acquired at central level since 2002. For the first time, Afghanistan's education plan was submitted to, and endorsed by, the Global Partnership for Education (the former FTI). With IIEP assistance, the newest country in the world, the Republic of South Sudan, will have an interim strategic education plan ready by the end of 2011, 6 months after its independence. Eight Angolan provinces now have their first-ever provincial education plans. Meanwhile, IIEP has strengthened its involvement in emergency settings, providing support for policy formulation and implementation, and reinforcing its voice worldwide through its work with the Interagency Network for Education in Emergencies (INEE) and the Global Education Cluster.

At a time when the international community has made big strides in access to education, more attention is being focused on how to redefine quality education for all, and prepare young people for a better future. We are proud to support the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), which released this year new data that will contribute to improving the quality of learning at the primary education level for boys and girls in 14 states of sub-Saharan Africa.

Over the past two years, IIEP also continued its research into new and better ways to finance education, improve the governance of education, and view the education sector, sector-wide, as a system. Cross-cutting themes have come into better focus. This is particularly the case with gender equality, in learning, but also in management and leadership positions. We have also reached our objective to provide skills development to a larger number of educational actors, thanks to a training strategy that has emphasized the expansion of distance education programmes.

These results could have not been achieved without the support of our donors, and without our strong partnerships at local levels with UN organizations, local institutions, NGOs, and the private sector.

This document presents an overview of our activities over the past two years, illustrating how committed we are to ensuring that Member States have the adequate means to put education policies on the right track.

Khalil Mahshi, Director of IIEP

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Meeting the international agenda

Guided by the Dakar Framework of Action, IIEP's programmes are sensitive to the internationally agreed development goals (IADGs) including the millennium development goals (MDGs). Education for All (EFA) is at the center of what the Institute does, the driver of its activities and support to countries.

Towards quality education for all

Accompanying Member States towards universal primary education and primary completion is a priority for IIEP. The Institute's expertise is dedicated to ensure that Member States continue to develop their capacities to plan and manage their education systems.

The availability of trained planners and managers in ministries of education is a critical asset for success in improving education service delivery. During the last biennium, IIEP trained some 2400 ministry staff, as well as individuals from other national and regional institutions and agencies in various areas of educational planning and management.

IIEP has been working on identifying factors that are conducive to achieving universal primary education. This includes:

- research on decentralization and ensuring that it does not lead to inequitable distribution of resources;
- research on the economic barriers to formal education (including household costs), fee-free policies, and the means to improve transparency and achieve a more efficient and equitable use of existing financial resources;
- the Information System on Educational Trends in Latin America (SITEAL), which highlights policy options to improve equity in access;
- in cooperation with the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ), tracking the results of policy actions to achieve EFA and improve the quality of learning at the primary level.

Gender equality in education: looking beyond parity

IIEP contributes to the mainstreaming of gender equality in educational policies.

Following its publication of a series of articles, IIEP gathered, at its October 2011 Policy Forum, over 100 high-level participants from around the world to examine policy options, look beyond "parity", and discuss ways to promote gender equality in terms of both learning achievements of pupils and leadership positions in education systems.

Through its cooperation with SACMEQ, IIEP analysed gender differences in participation and achievement at the end of primary education. While girls' participation has increased, the 2010 findings show that gender disparity in learning achievements requires specific policy responses.

IIEP is committed to promoting gender equality in all its activities. Women represent 37% of training beneficiaries in 2010–2011.

Responding to HIV and AIDS

IIEP has produced a new indicator to measure young people's level of knowledge of HIV and AIDS. Designed originally within the framework of SACMEQ, this indicator was endorsed by UNAIDS' Inter-Agency Task Team on education (at a meeting in late 2010) as a global indicator on "Young people: Knowledge about HIV and AIDS" and selected to replace the previous UNGASS/MDG indicator.

Priority Africa

Africa is one of UNESCO's global priorities and one which IIEP takes very seriously. Over the past two years, IIEP's programmes – whether training, research, or technical assistance – were geared towards serving the needs of the continent:

- 53% of training programmes beneficiaries were African nationals;
- all research programmes address issues and synthesize policy recommendations to improve educational opportunities for boys and girls in Africa; topics include: decentralization, cost and financing of education, and the monitoring of quality education in African countries;
- 60% of IIEP's technical assistance portfolio was located in Africa, ranging from plan preparation to improvement of planning tools.

Focusing on emergency situations

IIEP helped establish the sub-discipline of planning in emergency settings in the early 2000s. Ten years on, the Institute continues to provide practice-oriented tools and policy briefs. The second edition of the *Guidebook for Planning Education in Emergencies and Reconstruction* (2010), and the *Guidance Notes for Educational Planners on integrating conflict and disaster risk reduction into education sector planning* (2011) are references for practitioners. The Institute occupies leading functions in INEE and the Global Education Cluster, where it can disseminate its knowledge and develop capacity at the country level. Recognized internationally as a key player in this field, in 2011 IIEP was requested to facilitate lectures and roundtables on 'Post-crisis Capacity Development' at the UKFIET International Conference on Education and Development in Oxford, UK.

Further research is ongoing to develop a "Global Framework for Monitoring and Evaluating the Education Sector Response to HIV and AIDS". This project with other UNESCO units, UNICEF, and SADC will allow the international community to measure the Education Sector's response to HIV and AIDS for all countries, regardless of HIV-prevalence levels and of the nature of the epidemic in the countries.

With a view to revising its HIV and AIDS education sector policy, in 2011 the Kenyan Ministry of Education commissioned IIEP to conduct an impact assessment of HIV and AIDS on the education sector and a situational analysis of the current HIV and AIDS education sector policy implementation. Recommendations from the report will be incorporated in the new education sector policy on HIV and AIDS, as well as in its subsequent dissemination and implementation.

Catalysing partnerships

Beyond its work with UNESCO entities, IIEP is seeking stronger partnerships within the UN family. UNICEF in particular is emerging as a strong partner, assisting much of IIEP's work in emergency and reconstruction settings.

Partnerships with universities to strengthen its training and research functions are also being actively pursued (e.g. with the Harris School of Public Policy, University of Chicago, the Institut de Recherche sur l'Éducation, Université de Bourgogne and the University of Geneva).

Being part of networks is another area where IIEP remains strongly involved. The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), the Global Education Cluster, the Inter-Agency Network for Education in Emergencies (INEE), the International Working Group on Education (IWGE, see Box below), REDETIS, and SACMEQ are among the development community organizations where IIEP plays a leading role.

Within the broader community and civil society, partners include, among many others: the Agence Française de Développement, the Agha Khan Foundation, the Forum for African Women Educationalists, the Global Partnership for Education (former Fast Track Initiative), NORRAG, Oxfam, Plan International, the Soros Foundation, the European Union, and the Utstein Group (U4). Recently, IIEP has expanded its partnership by seeking private actors to contribute to its programmes. JP Morgan Chase Foundation has expressed interest in contributing to a distance-training programme in Asia developed by the Institute. Microsoft is another private partner with whom the Institute works, on the topic of public-private partnerships for education.

Convene for actions

As Secretariat of the International Working Group on Education (IWGE), IIEP plays a key role in the education agenda. This informal group gathers 24 multilateral and bilateral agencies, foundations, and institutions around educational issues. In 2010, IWGE met in Stockholm to discuss "Financing education: redesigning national strategies and the global aid architecture". The discussions focused on financial strategies, taking into account the implications of EFA at the post-primary levels of education and the implications of the current economic crisis on public funding of education. In 2011, IIEP published recommendations addressed to national governments as well as the international community. The next meeting will take place in June 2012, at the World Bank's headquarters (Washington D.C.) and will focus on learning outcomes.

Technical assistance

Developing capacities and empowering Member States

The benefits to the people and organizations IIEP works with are not limited to the actual products created together, but include also the knowledge and capacities that were strengthened in the process. The continued trust that national partners put in the Institute and the continued demand for collaboration are testimonies to IIEP's achievements.

The wide range of technical assistance programmes implemented by IIEP is of two kinds:

- support in plan preparation and implementation (long- and medium-term programmes);
- support to countries on specific themes (short-term programmes).

Chad: Vulnerability assessment of the education sector conducted

Morocco: Strategic advice for the positioning and development of the Centre d'orientation et de planification de l'éducation (COPE) provided

Mali: Comprehensive capacity development plan for teacher policies set up

Haiti: National and regional training centres in educational planning and management strengthened

Côte d'Ivoire: 40 trainers trained on strategic planning and monitoring

Ecuador: New school support, supervision and follow-up model

Burkina Faso: Vulnerability assessment of the education sector conducted; methodological and technical support to development of the first Public Expenditure Tracking Survey (PETS)

Uruguay: Development of institutional educational projects to retain and accompany young people and adults at a secondary education level

Republic of the Congo: Advised on fee-free education policies

Angola: 8 provincial education plans finalized; a team of 15 school inspectors capable of training other school inspectors trained

Argentina: Repetition rates decreased within Schools of the Bicentenary; capacities of technical teams that train teachers and head teachers improved; schools and teaching procedures to impart quality education strengthened



Sudan: 15 core teams of planners, one for each state, trained in the full planning cycle; simulation models for basic education are being set up

Moldova: Draft version of a strategic plan, an action plan and simulation model

Afghanistan: Interim education plan submitted and endorsed by the GPE (former FTI); development of a national training programme in educational planning

United Arab Emirates: Technical support to the Regional Centre for Educational Planning

Jordan: Core trainers of the National Human Resource Development Centre trained

Madagascar: 35 trainers trained in the area of school mapping and micro-planning; all Malagasy planners (315 persons) capable of implementing school mapping tools; 2011 school mapping exercise assessed

Ethiopia: A new five-year plan produced. Skills of 30 planners, particularly from "emerging regions", improved on plan monitoring; some 100 key actors (parliamentarians, journalists) informed on the objectives and content of the new strategic plan

South-Sudan: First interim strategic education plan ready in 2011. The document aligns with South Sudan's Strategic Development Plan

Democratic republic of the Congo: Support to the development of the education systems normative framework

Training and research

Providing sustainable capacities and knowledge

Training: enlarging the scope of participants and the training offer

During the biennium, IIEP achieved encouraging results under its strategy to provide skills development to even greater numbers of educational planners. The Institute has been looking at innovative methods, tailor-made training programmes, and local partnerships to raise the numbers of trained national planners and achieve sustainable capacity development. Three particular areas have come into focus.

Go to scale with distance education programmes

E-learning is a cost-effective approach to expanding training opportunities, if only because it reaches a greater number of beneficiaries. IIEP favours the training of national teams to mitigate the effects of attrition in competent staff, as well as to create team spirit among beneficiaries. Over the past two years, 43% of people trained by IIEP were e-learners, an increase of 138% compared with the previous biennium.

Expand the training offer

IIEP regularly seeks feedback from trainees – in particular those who have completed the Advanced Training Programme (ATP), a number of whom now occupy leading positions in ministries of education – in order to fine-tune its training offer and adapt to new trends. Based on this feedback, IIEP diversified its offer to respond to specific needs in areas such as school mapping, education budgets and finance, indicators and school supervision.

Expansion of intake

The Specialized course programme, provided at IIEP Paris, responds to those interested in intensive, short-term, specialized training in specific areas of educational planning and management. In recent years, demand has increased for this type of offer. As a result, IIEP expanded intake, and, twice as many participants are now able to benefit from the Institute's expertise in specific educational planning and management areas.

Feedback from participants

“ *Our team is currently engaged in developing indicators for the values outcomes for our children, and the exercise is quite challenging. The information gained from this course has brought clarity on the issues and provides a framework which we can apply to our own situation. (participant from Trinidad & Tobago in the distance course ‘Using indicators in the planning of basic education’)*

All that I learnt in the programme finds immediate application in my day-to-day activities in my place of work. I am now more confident and efficient in my professional work. (participant from Kenya in the Education Sector Planning programme) **”**

IIEP's training programme on Education Sector Planning

Offered at a distance, the Education Sector Planning (ESP) programme is a practice-oriented course. Using innovative and collaborative training methods, the ESP programme is designed to intensively train a pool of educational planners and managers in several countries at the same time. This programme benefits Member States by:

- training 10–15 planners in each country, for each course edition;
- involving participants from central and decentralized levels of ministries, other government institutions, and NGOs;
- transferring training knowledge to national institutions;
- contributing to regional cooperation, by allowing knowledge-sharing among the country teams and training institutions.

In 2010, the programme was offered to Anglophone African countries including: Ethiopia, Ghana, Kenya, Malawi, Tanzania (Zanzibar), and Uganda.

IIEP is now opening a partnership with the JPMorgan Chase Foundation to offer the programme in Indonesia, Thailand, and Viet Nam in 2012.

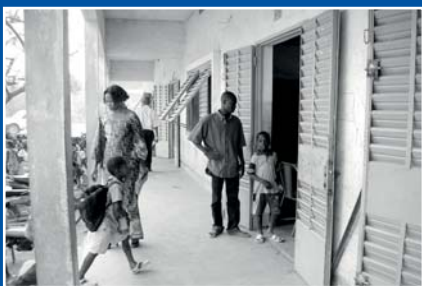
Training and research

Providing sustainable capacities and knowledge

Research: focus on Equity, Access and Quality

Monitoring the quality of education

Quality is at the heart of education, and with five years to go to achieve EFA, providing quality education remains a high-stakes issue. This is particularly the case in Africa, where students too often leave schools without the learning outcomes necessary to play an effective role in society.



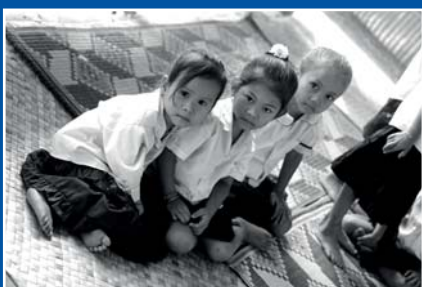
First day of school, Burkina-Faso

© IIEP



Out-of-school youths in Latin America

© Javier Moreno



Pupils in Cambodia

© IIEP

Deeply committed to change educational policies in their respective countries, the 15 Ministers of Education of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) met in October 2011 at IIEP to discuss policies to achieve quality education. On the basis of a large sample of pupils, teachers, and school heads, SACMEQ findings showed mixed results despite countries' commitment to succeed better. What are the ways to improve the teachers' learning? How to better inform children on HIV and AIDS? What are the paths to improve gender equality in learning achievement? What should be done to improve the general conditions of schooling? These are the questions donors, partners and the international community should address, to move the focus from access and participation to the quality of the teaching and learning processes.

Looking at social and educational trends

The Information System on Educational Trends in Latin America (SITEAL) is a joint programme developed by IIEP and the Organization of Ibero-American States (OEI). It seeks to promote greater understanding on the relationship between education and standards of living in Latin American countries. The fifth edition of the SITEAL report identifies the challenges that must be taken into account in order to attain the 2021 Education Goals. The report places particular emphasis on quality teaching practices such as the use of textbooks, the availability of computers, or the academic profile of teachers, and systematizes the existing information on the educational goals of children and adolescents.

Fighting corruption, advocating for ethics

IIEP is deeply committed to combat corruption in education. IIEP initiated case studies on the risks of corruption in the management of incentives schemes. In July 2011, the Institute participated in the Network of Education Policy Centers Summer School on "transparency in school management". Alongside, IIEP continues to support the efforts of Member States in their fight against corruption, notably by setting up Public Expenditure Tracking Surveys (PETS) such as in Burkina-Faso where IIEP provided technical assistance to design and implement the first ever country PETS.

On teachers' ethics, IIEP launched initiatives to mainstream teacher codes of conduct within national policies. A website, tailor-made workshops, and publications are among IIEP's activities on this topic. Its expertise was used by the UNHCR and the International Rescue Committee (IRC) for training courses on safe schools and learning environments.

Training and research

Providing sustainable capacities and knowledge

Research: focus on Governance and Management

Expansion of higher education systems: the impact on governance

The global economy is now increasingly knowledge-based. To be competitive, countries need highly qualified workers, and therefore the expansion of higher education has become a necessity. Will states be able to support this expansion themselves? Alternative options such as changing the mode of provision or changing providers need to be considered. These alternatives alter both the governance structure and management practices. What is the impact on higher education management? What are the reforms that should be undertaken?

IIEP launched the research programme "Design and management of higher education systems: the role of steering policies and governance reforms in the management of higher education". The first research – conducted in Cambodia, China, Indonesia, Japan, and Viet Nam – revealed that the reforms introduced follow the global trend of giving more autonomy to higher education institutions (HEIs) while strengthening accountability measures. Initial results also show that governance reforms aimed at improving HEIs' flexibility in their management systems, their links with the private sector, and their capacity to generate more extra-budgetary funds. The research has been expanded recently in Anglophone and Francophone African countries.

Implementing successful decentralization policies

Decentralization is a popular reform but one that is complicated to implement. Decentralization should alleviate the financial burden on the state, ensure more efficient management, increase the ownership, participation, and commitment of local decision-makers and parents, and finally, improve education quality. But, decentralization means that local levels are on the front line of the provision of education.

In a growing number of countries, a significant reform in educational management is under way: schools which, in earlier years, had very little or no say in financial management, now receive grants directly from central authorities. The actual impact of school grants on quality and equity involves a series of factors related to the design and implementation of grants; their simple existence does not guarantee success. After a pilot research in Lesotho, IIEP launched a study on the use and usefulness of school grants in Ethiopia, Kenya, Malawi, and Uganda. Preliminary results show that school grant policies are tied to a political agenda. Overall, these policies seem to have a positive impact on enrolments, with an increased access to schools for disadvantaged groups. The impact on quality is more difficult to assess. Delays in funds allocation, lack of capacities at school level, and, in some cases, the need to develop auditing mechanisms tend to be common key challenges.

IIEP also continued its research on the role of District Education Offices (DEOs). Following previous research in West Africa and Eastern and Southern Africa, IIEP moved the focus to Asia: Sri Lanka and the Philippines were the two countries where challenges and obstacles faced by DEOs in the implementation of their mandate were analysed. Results of the study are expected in 2012.

Small states: when the state's size impacts tertiary education

Small states share a number of challenges and opportunities, and the domain of tertiary education is no exception. In such states, the limited pool of highly qualified human resources and the difficulties in achieving economies of scale in administration and management constrain the organization of a diversified tertiary education sector. In many small states, the tertiary education sector has undergone considerable change and reform through rapidly growing enrolments and diversification of the institutional fabric, including through technology-based and networked models, in which several higher education institutions work together to offer tertiary education at a distance.

Following a Policy Forum on this topic, IIEP published three policy briefs on quality assurance systems, financing of tertiary education, and technology-based solutions for tertiary education, which aim at providing policy-makers with ways to improve their tertiary education systems and design effective and sustainable capacities.

Training and research

Providing sustainable capacities and knowledge

Research: focus on Costs and Financing

Analysing household costs of education and implementing fee-free policies

EFA objectives stress the necessity that, by 2015, all children have access to, and complete, free and compulsory primary education of good quality. Increasing access to basic education – especially for the most vulnerable – is the objective of policies to reduce household costs of education that many countries have introduced or are currently considering. How

successful have these efforts been? What lessons can be learned from these countries' experiences? IIEP has carried out a series of studies on household expenditures for education and fee-free policies. In close partnership with the Ministries of Education, the Institute undertook studies in Burkina Faso, Ethiopia, Lesotho, Republic of the Congo, and United Republic of Tanzania. The research revealed that many parents experience severe difficulties in meeting the costs of schooling for their children. The various financial contributions that are asked of them are pushing poor households to choose to keep their children at home, or even to withdraw them from school.

It is also clear from studies that fee-free education policies are not well planned or managed effectively enough to promote mass education and contribute to quality education. States are struggling to cope with the massive enrolment of children who wish to benefit from "free education" – resulting in overcrowded classes, unqualified teachers, insufficient textbooks, and a deterioration in the quality of education. However, fee-free education policies themselves are not under question. On the contrary, it is necessary to pursue them while better managing the flow of students as well as increasing state budgets for education.

These issues were addressed to countries and donor's representatives during high-level seminars organized in Burkina Faso and Ethiopia.

Promoting new ways to finance education

Innovative sources of financing represent a novel approach that could help close the funding gap in education. The health sector could be an inspiration and public-private partnerships (PPPs) or debt swap for education are among the mechanisms contemplated. IIEP conducted research in cooperation with the Global Public Policy Institute (GPPi) that generated an overview of the existing partnership activities in the area of education. Over the past two years, IIEP extended its activities, leading to a strengthened cooperation with private and public organizations that are at the cutting-edge in this domain. In partnership with the French Ministry of Foreign and European Affairs, the Institute contributed to the Taskforce on Education of the Leading Group on Innovative financing for Development.

IIEP is also in contact with Microsoft Corporation to facilitate the implementation of the Educational Management Information System (EMIS) in various West African countries.

Policy Forum on Financing Basic Education: Revisiting solutions involving the private sector

While the international community is considering approaches to augment education spending in developing countries, IIEP gathered more than 70 high-level participants in Paris in September 2010 to discuss the current challenges of financing basic education, with particular emphasis on private sector solutions. Presentations and discussions made it clear that households are the first partner to ministries of education for financing basic education. Households react positively when their education costs decrease, and thus fee-free policies encourage enrolment. Also noted was the growth of private provision of education in many countries – often a sign of the poor conditions of schooling in public schools. Other conclusions at the Forum were that improving quality in public schools should be a priority for governments, and that public-private partnerships can and should play a role in education.

Looking ahead

Adapting to a changing world

The education agenda is moving the focus from access and participation to qualitative aspects of education and increasing effectiveness of the provision of education. Quality of education, equality in education for boys' and girls' achievement, equity in education for all children whatever their social and economic background, meeting the expectations of young people – these are some of the issues the international community must respond to in order to achieve MDGs and meet EFA objectives in 2015. IIEP will take account of new trends and continue to adapt its activities.

Implement gender-sensitive programmes

The objective will be to bring together findings on how to make the various steps of planning more sensitive to gender issues. Drawing on successful national experiences, research will investigate the options to improve gender equality in terms of access, retention, and completion, and gender equality in learning achievement, using, for instance, data from inter alia, SACMEQ and SITEAL. It will also look at the means to improve women's participation in leadership positions in educational planning, which should lead to a better balance between boys and girls outcomes.

IIEP will also reinforce its commitment of gender equality in its training activities.

Focus on challenges faced by youth

The events that have occurred in the past months in the Arab States, as well as the growing protest movements in developed countries, are but one sign of the current challenges faced by youth. Young people are asking for decent work and decent lives. Many of those in developing countries are neither working nor studying, while the financial crisis has contributed to the decrease of investments in all sectors including education. Although the relationship between education, employability, and the labour market is not a new topic at IIEP, the Institute will strengthen its programmes and activities focusing on secondary and post-secondary education and deliver new insights on the role of education and training in engaging young people in civic, economic, and social life.

IIEP is currently consulting with partners in order to define new research themes related to the engagement of youth and how this might be better reflected in educational planning.

Extend the scope of actions and targets

IIEP will develop its capacity to engage with other ministries involved in education – including ministries of health, social affairs, labour, and finance – in order to plan education in a holistic, multisectoral manner. As educational planning is not only a technical issue but also a political one, IIEP will be taking a more active approach to engage senior-level officials with strategic planning issues. The Institute plans to develop sensitization and skill-development opportunities for decision-makers.

Alongside a reaffirmed geographical focus on sub-Saharan Africa, least developed countries, and emergency settings, IIEP will also move to new countries and regions, gathering new evidence for policy formulation and meeting the technical needs of Member States.



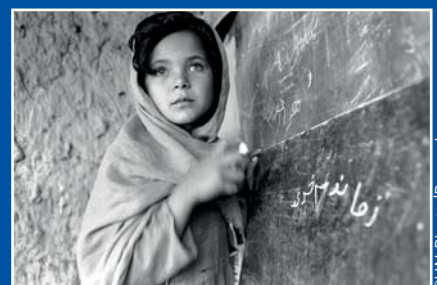
Primary school classroom in Ethiopia

©UN Photo/Eskinder Debebe



Young Egyptian activist in Tahrir Square

©Creative Commons photo by Al Jazeera English



Young Afghan girl at school

©UN Photo/Roger Lemoyne

IIEP's resources

Staff: a team dedicated to development

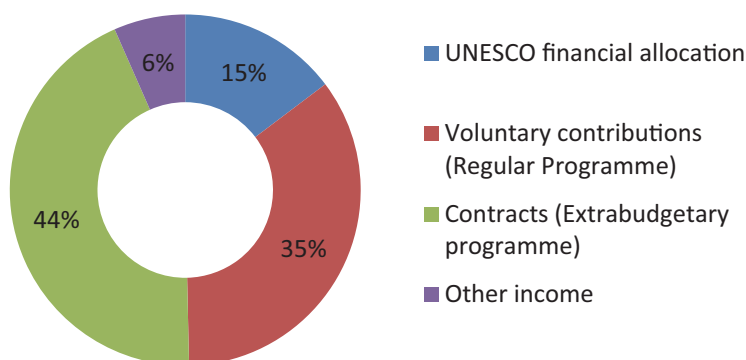
IIEP's most important resource is a qualified team of 116 committed professionals. The IIEP staff is as diverse as the countries it serves, and it represents a wide range of nationalities, backgrounds, and interests including economists, sociologists, statisticians, demographers, experts in educational technology, and policy analysts and planners, working together to serve and to strengthen education systems through training and research programmes.

Funding, resources, and expenditures

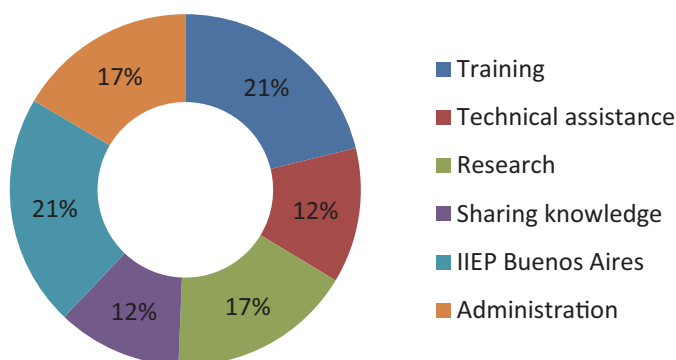
Donor countries

- Argentina
- Australia
- Belgium
- Denmark
- Ecuador
- Finland
- France
- Germany
- India
- Madagascar
- Mexico
- Netherlands
- Norway
- Paraguay
- Saudi Arabia
- Spain
- Sweden
- Switzerland
- United States of America
- Uruguay

2010-2011 income



Expenditures by area of activities



Main partners

Asociacion Empresaria Argentina (AEA), Arab Network for Quality Assurance in Higher Education (ANQAHE), Banco Interamericano de Desarrollo (BID), Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL), Comisión Nacional de Evaluación y Acreditación Universitaria (CoNEAU), CfBT Education Trust, European Union, Facultad Latinoamericana de Ciencias Sociales, Mexico (FLACSO), Ford Foundation, Fundación Carolina, Fundación YPF, Global Partnership for Education (GPE), INTEL, Michelsen Institute, Organization of American States (OAS), Organization of Iberico-American States (OEI), Poliarquía Consultores S.A, Telecom Argentina S.A, Ternium Siderar, UNDP, UNICEF, Universita católica de Argentina, World Bank.

Highlights of the biennium

2008 2009 2010 2011 2012

February

- IIEP organized, in cooperation with the ministry of Education and Sports of Uganda, a policy seminar on *Decentralization in education: overcoming challenges, achieving success* (Kampala, Uganda)

June

- IIEP organized the International Working Group on Education meeting on *Financing education: redesigning national strategies and the global aid architecture* (Stockholm, Sweden)

September

- IIEP held a policy forum on *Challenges of financing basic education: revisiting solutions involving the private sector* (Paris, France)

October

- IIEP organized an international forum on *School, identity, and discrimination* (Buenos Aires, Argentina)
- IIEP organized in partnership with FLACSO Argentina an online seminar on *Integrating ICT in education: the model 1-1* (Buenos Aires, Argentina)
- IIEP organized a sub-regional seminar on *Household expenditure for education and fee-free policies* (Ouagadougou, Burkina Faso)
- IIEP strengthened its ties with China by receiving during one week a delegation of 27 education planners and administrators

November

- Launch of the second edition of the *Guidebook for planning education in emergencies and reconstruction* (Paris, France)

December

- SACMEQ III Project presents its first findings in the IIEP Newsletter

January

- SACMEQ and PASEC met to exchange on *Quality of education in Africa* (Paris France)
- IIEP Office in Buenos Aires received the visit of the Paraguayan Minister of Education to discuss *Secondary education*

February

- IIEP discussed *Higher education reforms* with the Vice Minister of Education and high-level visitors from Lao PRD (Paris, France)

March

- IIEP launched the publication *On the road to resilience: capacity development with the ministry of Education in Afghanistan* (The Hague, Netherlands)

May

- IIEP organized a policy forum on *Governance reform in higher education in Asia* (Jakarta, Indonesia)
- Seminar to conclude two-and-a-half years of cooperation in the areas of *Provincial planning and inspection policy* between the Angolan ministry of Education and IIEP (Luanda, Angola)

September

- IIEP took part in the *UKFIET International conference on education and development* (Oxford, United Kingdom)
- IIEP held an international forum on *The schooling of adolescents in Latin America* (Buenos Aires, Argentina)
- IIEP organized a sub-regional seminar on *Household expenditure for education and fee-free policies* (Addis Ababa, Ethiopia)

October

- IIEP organized a policy forum on *Gender equality in education: looking beyond parity* (Paris, France)
- IIEP hosted the *13th session of the SACMEQ managing committee* and the *8th session of the SACMEQ assembly of Ministers* (Paris, France)
- IIEP supported the organization of the *ANTRIEP policy seminar on public education and the role of private and non-governmental actors* (hosted by NUEPA, organized by ANTRIEP) (New Delhi, India)

December

- In cooperation with UNESCO Beirut Office, IIEP organized a policy seminar on *Capacity development strategy in education planning and management in the Arab region*

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