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International Institute for
Educational Planning

51 EXC/REP Approved
12 July 2024

Fifty-first session of the Executive Committee
Videoconference, 21 June 2024, 3:30 p.m. ECT

Report of the 51st session of the Executive Committee

51 EXC/REP

1. The Executive Committee of IIEP's Governing Board, chaired by Ms Pauline Rose, convened on Friday, 21 June 2024, by videoconference.
2. The following attended the 51st session of the Executive Committee

Members of the Executive Committee

Ms Pauline Rose
Ms Sara Ruto
Ms Emiliana Vegas

Ms Dina El Khawaga and Mr Albert Nsengiyumva were excused.

Quorum was reached.

UNESCO Assistant Director-General and Representatives

Ms Stefania Giannini, Assistant Director-General for Education
Ms Astrid Gillet, Chief of the Executive Office, Education Sector

IIEP personnel

Mr Martín Benavides, Director
Ms Emeline Mbonyingingo, Finance and Operations Manager
Ms Rahmatoulaye Samassékou, Board Secretary
Ms Alejandra Cardini, Head *a.i.*, IIEP Office for Latin America and the Caribbean
Ms Therrezinha Kinkin De Jesus, Head, IIEP Office for Africa
Mr Suguru Mizunoya, Head, Technical Cooperation Team
Ms Muriel Poisson, Head *a.i.*, Knowledge Management and Mobilization Team
Ms Beatriz Pont, Global Practice Lead
Ms Fabricia Devignes, Senior Education Specialist, Gender at the Center Initiative
Ms Raphaëlle Brody, Strategic Partnerships Officer
Ms Aurora Lopez-Rey, Finance Officer
Ms Mariana Sarmiento Godoi, Budget Officer
Ms Emily Stirnemann, Executive Officer

Item 1. Adoption of the Agenda and Timetable (Document 51 EXC/1)

3. The Chair recalled the role and power of the Executive Committee. She recalled that the report would be published on IIEP's website and shared separately with the full Board and the ADG/ED.
4. The Agenda contained in Document 51 EXC/1 was adopted with no amendments.

Item 2. Oral report of the Director, including a financial update (Document 51 EXC/2)

5. The Director presented IIEP's four key strategic directions for 2024: (i) IIEP is developing global processes for its three functions across all three Offices and global themes such Gender and Climate Change are being mainstreamed in its programmes and activities, Middle tier and Education Financing are advancing, and research will focus on overarching themes based on demands from Member States. (ii) IIEP is building stronger country-level impact, with robust regional links nurturing its relationship with regional organizations such as CONFEMEN, ADEA, the African Union, and OEI, while reinforcing human resources in its technical teams. (iii) IIEP has increased its visibility through participation in key seminars at global and regional levels (FCDO, USAID, Jacobs Foundation), and through strengthened communication on its impact - through UNESCO's digital architecture - capturing stories of changes from the beginning of projects for dissemination. Lastly, (iv) IIEP is getting better organized to diversify its funding. The Director recalled the positive scenario presented at the 64th session of the Governing Board in December 2023. The French Ministry of Foreign Affairs had announced funding to replace the ending soft earmarked funding from AFD. The French political situation is currently unclear, and despite an announced multi-year funding, the French Ministry of Foreign Affairs indicated in June 2024 that the situation is unpredictable and offered funding up to one million euros. The Director indicated that IIEP's financial situation is stable until December 2025, however the risk resurfaces from 2026 onwards.
6. The Director presented his mitigation measures and initiatives to the members of the Executive Committee. The first measure is to seek the funding at regional and country level, where bilateral donors direct their funding. The second is to continue the strategic dialogue with IIEP's core donors (Norway, Sweden, Switzerland, and France). The third is to optimize staff time planning and improve cost recovery through better project management and programme monitoring. The fourth is to reinforce the coordination with the UNESCO Field Offices and grant agencies to access funding at country level (through GPE funding notably). A fifth measure is to plan new recruitments on project-based funding and examine replacements of departing staff on a case-by-case basis.
7. The Executive Committee members expressed their thanks for the forthright depiction of the situation, appreciated the mitigation actions already taken by the Director. One Executive Committee Member asked whether IIEP was calling upon official development assistance or addressing self-financed requests of Member State as direct clients of IIEP's services. The Member also suggested to consult core funders such as Finland, who is vested in Education strengthening and could be approached through the Nordic group of funders, with whom IIEP already works. The Director clarified that IIEP approaches government funding in countries on specific projects where IIEP traditionally operates and is already in contact with a

set of regional/country Offices of cooperation agencies, and stays abreast of the GPE grant mechanisms. IIEP comes in as the technical partner of such projects. Responding to the invitation to seek core funding through the Nordic channel, the Director answered that IIEP is engaged in conversations and exchanges at the Nordic Review. Answering another Executive Committee Member's interest in country impact, and how to address this fundamental issue, the Director shared his analysis that more resources are going to countries directly; IIEP has good in-country presence, but permanent presence onsite versus regular missions from IIEP Offices is being explored for multi-year projects. The idea would be to decouple new staff recruitments from a specific duty station. The Director added that IIEP will be reinforcing coordination with UNESCO country offices to access funding available in countries. Efforts to approach foundations such as the Aga Khan and Jacobs foundations are important in terms of visibility and presence in the funding landscape, but these relationships take time, and funding is scarce. The main strategy to raise funds is now refocused on country-level funding, and Executive members agreed that the strategy was sound and sensible given development partners' bilateral funding strategies and IIEP's strong credibility with countries.

8. Resolution 510 was adopted without any amendments.

The Executive Committee,

Having read document 51 EXC/2,

Having heard the oral report of the Director,

Thanks the Director for his strategized vision of a global and integrated Institute,

Encourages the Director's efforts to increase IIEP's visibility and impact,

Takes note of the challenges resulting from the changing donor landscape and unpredictability of the multiyear core funding,

Thanks the Director for the immediate mitigation of this risk, notably by (i) limiting new recruitments subject to availability of multi-annual project funding and income generated by training courses, and hiring of consultants for short-term projects, (ii) updating the multi-year financial scenarios with real time information from donors, and (iii) optimizing staff time planning, (iv) finding new ways of diversifying sources of funding,

Requests an update on IIEP's financial scenarios and landscape at the 65th session of the Governing Board.

Item 3. Address from the UNESCO Assistant Director-General for Education

9. Ms Stefania Giannini, Assistant Director-General for Education (ADG/ED) addressed the Executive Committee, expressing personal and institutional appreciation of its members.
10. The ADG/ED shared with the members of the Executive Committee a synthesis of the High-Level Steering Committee meeting held on 17 June, bringing together global educator leaders at ministerial level, and co-chaired by the President of Chile and the UNESCO Director-General. The Steering Committee is mandated to take stock and follow-up on the Transforming Education Summit (TES). The ADG/ED presented highlights on transformative actions, such as the introduction of a UNESCO-developed dashboard of country commitments and actions to transform education, showing the thematic areas to which countries have

committed to and have undertaken actions on. The data is used to measure transformative actions and to understand how the movement mobilized through the TES under the leadership of the UN Secretary General, is bringing change on the ground. The ADG/ED recalled the five key thematic areas to transform education systems and broad examples of actions taken by countries: inclusion, equity and gender equality (e.g., EiE, actions including children with disabilities); teachers who are key to implement SDG4; learning contents and methods (e.g., curricular reforms, and including new topics like greening education, counter hate speech in the agenda, and where UNESCO can play an important role); governance and finance, as well as digital transformation and learning, which is important to fill the gap in terms of connectivity, infrastructure, and addressing the quality of learning.

11. The ADG/ED also gave an overview of the 2024 global meetings: (i) the High-Level Political Forum at UNHQ in New York from 8 to 17 July, the Education session being held on 11 July; (ii) the Summit of the Future on 22 and 23 September, whose agenda is broader than Education, and where global digital compact will be discussed as an entry point for the Education agenda; (iii) The Global Education Meeting, convened by UNESCO to bring together all Ministers of Education in the world, in Brazil back to back with G20 meeting in October.
12. The ADG/ED spoke of IIEP's increasingly relevant purpose in helping more countries to address the 2030 SDG targets, and how the Institute has a technical role to play in translating country commitments into concrete plans. She commended IIEP's engagement in UNESCO's Gender Equality and Africa Priorities, acknowledged IIEP's relevance in crisis-sensitive planning and recognized IIEP's flowing efforts to promote coordination with Field Offices and Headquarters for more consistent operational delivery mechanism, and thanked the Director for his efficient cooperation and availability to support the one-UNESCO approach. She explained that IIEP was well positioned to support UNESCO in addressing green and digital transitions, including training on digital policies and the implementation of the Climate-smart education system initiatives funded by GPE.
13. The ADG/ED touched on the financial situation, echoing a similar complex landscape for the whole of UNESCO, with shorter-term and smaller commitments from several donors. She advocated for adequate articulation between actors and strategies to help overcome this challenge.
14. The Chair opened the floor to a short session of questions and answers with the ADG/ED. One Executive Committee Member asked for more information about why foundations of learning such as numeracy and literacy seemed to be absent from the thematic priorities. The Chair echoed this first question, evidencing Education for peace as a flagship programme and asking how IIEP's role was envisaged to contribute to it. On the foundations of learning, the ADG/ED answered that they are a strong component of the first layer of UNESCO's action on inclusion, equity, gender equality, as it is the prerequisite of all subsequent education. The five thematic areas are to be framed in the dashboard mentioned above (see point 10 above) with sub-themes, and the foundations of learning is one of the sub-themes. UNESCO is also a partner in the Foundation of Learning Coalition. Regarding the renewed challenge of UNESCO to build peace, Education is a concrete instrument to that end. UNESCO is leveraging the power of its many initiatives at global, regional, and national levels, to bring them under the concept of Education for Peace. It is linked to the renewed recommendation on Education for Peace, Human Rights and Sustainable Development adopted by Member States at the last General Conference. This recommendation redefines the notion of Education for Peace and provides action plans for stakeholders to implement activities such as education to counter hate speech, misinformation, and global education

citizenship, understanding peace as a precondition for reconciliation and prevention of conflicts. All regions of the world are concerned by the initiative.

Item 4. Information on consultancies and consultant profiles at IIEP (Document 51 EXC/3)

15. The Finance and Operations Manager presented document 51 EXC/3, giving an overview of the situation of IIEP's contracting portfolio in 2023, by type of expenditure and by office. She also explained the selection methods of procurement and indicated that the largest portions of expertise are hired to supplement programme implementation and for language services.
16. The Chair requested a clarification on the consultancy expenditure in relation to payroll, and the Finance and Operations Manager answered that the proportion was 9%. Another Executive Committee member asked for clarification on the notions used in assessing the quality of consultants. How is the best expertise evaluated? The Finance and Operations Manager explained that the evaluation and comparison of consultant profiles is based on predefined criteria such as the number of years of experience and relevant experience connected to the terms of reference. The Committee Members requested that IIEP add a breakdown by gender and by region in its analysis, for presentation at the December 2024 session of the Board Management concurred with one Executive Committee member's view that rules and principles on Gender and equity being mainstreamed in IIEP's priorities and programmes should also apply to how IIEP operates, and that country expertise is crucial to achieve compelling impact. The Chair also recommended examining possible trends on the balance between staff and consultancies, recognizing that the financial situation and the project portfolio should contextualize the analysis, answering the Director's points on IIEP's efforts to recover staff costs from projects while also locating expertise in countries to address long-term project implementation. IIEP staff should remain experts who need to protect a portion of their time to mobilize resources. Additionally, large projects require project managers.
17. Resolution 511 was approved with amendments as follows:

The Executive Committee,
Having read document 51 EXC/3,
Recalling Resolution 612 adopted at the 64th session of the Governing Board,
Thanks Management for its thorough analysis of the consultancies and consultant profiles at IIEP in 2023,
Requests Management to share the presentation on 2023 consultancies and consultant profiles to include field of expertise, geography, and gender to the full Board at its 65th session and to present the strategic process under which external expertise is sought.

Item 5. Gender Mainstreaming at IIEP (Document 51 EXC/4)

18. IIEP's Senior Education Specialist in charge of the Gender at the Centre Initiative (GCI) presented document 51 EXC/4, focusing on an operational approach to meet IIEP's KPI in 2024. The target of 53% of projects reaching levels 2 and 3 on the Gender Equality Markers (GEM) scale is ambitious. Improvement actions are in

place: new projects should justify being at least GEM1 as per the recommendation of the 64th session of the Board. A GEM justification is requested, and all projects will justify their scale in the reporting software IIEP uses (Planview, Project portfolio manager). In 2024, GCI will split its main activities to increase the number GEM3 projects. Additional steps are proposed, notably: (i) all staff will take the UNESCO online training; (ii) GCI Quality Assurance will be done on all active projects, with careful review of all GEM0 and GEM1 projects, including an assessment grid. A specific set of tools will be proposed for better team engagement for all functions of IIEP.

19. Executive Committee members advised to use the many toolkits that are proposed by other institutions and developed for the same purpose (citing Save the children, IDB, World Bank), and to check gender awareness for staff members and consultants. For new financial partnerships on gender, the members of the Committee suggested approaching foundations that do not implement programmes. Echidna Foundation could be of help; introductions and conversations on gender-transformative education are on-going. The Senior Education Specialist in charge of GCI reassured the Committee that IIEP was tailoring UNESCO's toolkit of 25 tools to IIEP-specific contexts and needs.
20. Resolution 512 was approved without amendment.

The Executive Committee,
Having read document 51 EXC/4,
Appreciates the update on Gender mainstreaming in IIEP's activities and the actions taken towards the improvement of the results of KPI 3 *Share of IIEP's portfolio that is at least gender-responsive*,
Requests an update on this transversal work at the 65th session of the Governing Board.

Item 6. Key 2024 regional initiatives (Document 51 EXC/5)

21. The Heads of IIEP's regional Offices and the Heads of the Technical Cooperation and Knowledge Management and Mobilization Teams presented 2024 regional initiatives in Africa, Asia and Latin America.
22. The IIEP Office for Africa will strengthen the geographical scope of the Office in 2024. While continuing to work with Francophone countries, IIEP is expanding its presence in Anglophone Africa, notably in Tanzania, Somalia and South Sudan, and also in Lusophone countries, reinforcing cooperation with the IIEP Office for Latin America and the Caribbean. The Office for Africa is proactive in finding links with the African Union Commission during the African Union Year of Education. It is involved in several events and reports, notably contributing to the second African Continental Report to be launched in February 2025, as a Member of the Steering Committee and of the Editorial Committee, with several partners like ADEA. IIEP will also attend the First African Union Pan-African Conference on Girls and Women's Education in early July, where (i) the GCI team will contribute financially to the event and will participate in several panels and (ii) the Director will attend the ministerial panel. This event should increase IIEP's visibility in East and Southern Africa and expand its scope in West and Central Africa. Promoting South-South cooperation, the Office also contributes to the Interregional Dialogue on Education and Development in Latin America, the Caribbean and Africa, and will take part in a panel and a roundtable on Technical and Vocational Education – an IIEP flagship programme which needs more visibility to attract new funding. The event is co-organized with the Ministry of Education of Brazil, OBREAL and the African Union Commission.

23. The Head *a.i.* of the Knowledge Management and Mobilization Team presented the work of IIEP in Asia and the Pacific recalling the discussion of the Board at its 64th session, around the decreasing presence of the Institute in the region. Answering the Board's invitation to make IIEP more visible in Asia, the Institute reconnected with the ANTRIEP network to assess its needs and interests. Partners expressed strong interest. IIEP subsequently started developing a new roadmap to build on several networks in the region. A conference will be organized in November 2024 in Manilla, Philippines, convening all networks, and will be hosted by SEAMO Innotech. The objectives of the conference are to provide an overview of current challenges and promising approaches in educational planning and management in the region in a post-covid world, using the forum as a working meeting with all stakeholders in the region, including UNESCO Field Offices. Three guest profiles are targeted: national research and training institutions in the region who do applied research in educational planning and management; the heads of planning from Ministries of Education in the region; and, development partners to reconnect and explore new opportunities of funding in the region. Topics to be discussed include (i) Learning, equity and well-being, (ii) Governance and digitalization, (iii) Crisis and climate change. A broader reflection on IIEP's strategic presence in Asia was presented by the Head of the Technical Cooperation Team and additional analysis will be carried out on potential business opportunities based on the results of the survey and stakeholders' regional strategies in relation to IIEP's comparative advantage.
24. The Head *a.i.* of the IIEP Office for Latin America and the Caribbean (LAC) presented two initiatives showing a shift towards technical cooperation in the region. (i) The Regional Forum on Education Policy will focus on "Shaping the Future of Education Planning in Latin America and the Caribbean" to reposition IIEP's core work in the region and propose opportunities for technical cooperation to Member States. The format will be hybrid, to reach out to large numbers online. Face-to-face networking and discussions will be held on 15 and 16 October 2024, in Buenos Aires. The event is articulated around IIEP's 60th anniversary and the regional conference in Asia. Special attention is given to linkages with sub-national governments. The documents for the Forum are being prepared based on 19 sector plans, seven of which are ending in 2024. (ii) A policy-oriented research initiative on the Leadership capacities of Latin American states and governments is being developed to assess needs for technical cooperation in the region. This research builds on previous work on capacity building at IIEP and is very complementary with the GEM Report on leadership.
25. The Chair expressed concern about the effort spent on the organization of large events in Latin America and Asia rather than joining existing initiatives and networks. The Director explained the different approaches: IIEP has to renew with partners in Asia to assess needs; in Latin America, IIEP needs to engage with Member States to market the IIEP LAC Office offer beyond its recognized training; in Africa, IIEP is already quite well connected with many partners like ADEA and participates in various initiatives such as CONFEMEN for TVET in Côte d'Ivoire, or the African Union Commission. The strategy in Africa is rather to promote two IIEP flagship programmes – TVET and Gender - in important spheres of influence. Management welcomed one Executive Committee member's suggestion to build on the *Africa educates her* hashtag.
26. Resolution 513 was approved with amendments as follows:

The Executive Committee,

Having read document 51 EXC/5,

Welcomes the updates on the Latin American region and **supports** the current

actions developed in the region,

Appreciates the IIEP Office for Africa’s activities and engagement with regional actors and partners,

Commends the prompt reaction to the Governing Board’s suggestion to envisage strategized operations in Asia,

Thanks Management for the presentation of challenges, opportunities and proposed approaches, and **requests** an update on the strategies for each of the three regions.

Item 7. Update on the IIEP training portfolio (Document 51 EXC/6)

27. The Global Practice Lead presented the progress made on the implementation of the Global Training Strategy with an expected launch of the Global Campus at the end of July 2024 with a new quality assured curriculum. The business model was presented to the Executive Committee. A large number of courses is offered, as many tailor-made courses are requested by countries. Funding is an issue, especially for the first year of design of a new course. Outreach is vital and a strategy is being launched in September 2024 to market IIEP’s offer.
28. Several Executive Committee members, including the Chair raised the presence of Gender mainstreaming in all IIEP’s courses over the year and ensured that the Foundational course on gender *per se* is transformative rather than responsive. Management answered that the terminology would be changed as the course is indeed transformative.
29. Resolution 514 was approved without any amendment.

The Executive Committee,

Having read document 51 EXC/6,

Thanks Management for the update on the IIEP training portfolio,

Compliments Management on the implementation of the modular curriculum with a competency framework and IIEP credits,

Takes note of the challenges linked to the business model of IIEP’s training,

Requests an update on the implementation of the Global Campus at the 65th session of the Governing Board.

Item 8. Draft Agenda of the 65th session of the Governing Board (Document 51 EXC/7)

30. The Draft agenda of the 65th session of the Governing Board is currently accepted by Executive Committee members and could be reviewed should the need arise. The next session of the Governing Board will be held over approximately one day and a half on 10 and 11 December 2024.

Item 9. Other matters – Resolutions (Document 51 EXC/RES)

31. The Executive Committee adopted the resolutions under each item.
32. The Chair thanked the Executive Committee members, the ADG/ED and her representative as well as the Director and his staff.
33. The Executive Committee ended at 18:24 C.E.T.