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International Institute for  
Educational Planning

# IIEP *in* action

2021



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Educational Planning

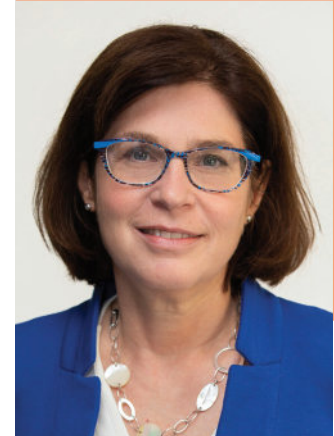
## A note to our readers

The UNESCO International Institute for Educational Planning (IIEP-UNESCO) is an ardent supporter of equitable, inclusive quality education for all. In its nearly six-decade history, the Institute has worked with nations worldwide to imagine – and implement – educational plans and policies. Through a unique combination of technical cooperation, research, training, and knowledge sharing, IIEP supports ministries of education and their partners in using the latest tools and innovations in planning and management.

The events of 2020 added a new urgency to our mandate. The COVID-19 pandemic disrupted the world, claiming millions of lives, exacerbating inequalities, and threatening years of progress in the education sector. IIEP reacted quickly to the crisis, and adapted its activities to both respond to fast-changing needs and prepare for what lies ahead. Climate change and a global refugee crisis made even clearer the need to not just plan for the future, but to respond to the here and the now. Many of the challenges the education sector anticipated are now very much on our doorstep.


It is often said that the strength of a nation lies in its people. As the new Director of IIEP, I see that the strength of the Institute is its global staff based in Paris, Dakar, and Buenos Aires. As we embark on a new Medium-Term Strategy, we will redouble our efforts to accompany UNESCO Member States in planning and managing effective education systems.

By planning today, education can effectively shape our collective futures.



**Karen Mundy**  
IIEP-UNESCO Director



A photograph of two people, a woman and a man, looking at a document together. The woman is on the left, smiling slightly, wearing a patterned sweater. The man is on the right, wearing glasses and a plaid shirt, looking intently at the document. The background is softly blurred, suggesting an indoor setting. The entire image has a warm, orange-toned overlay.

In a period of immense disruption, the UNESCO International Institute for Educational Planning supported countries worldwide with education sector planning, management, and leadership, to promote learning and prosperity for all.

IIEP trainees in Paris, France, during group work.

# What we achieved in 2020-2021

## DEVELOPING CAPACITIES TO PLAN AND MANAGE EFFECTIVELY



**1,800**

people trained from  
130 Member States



**72**

countries received  
technical cooperation



**95%** of alumni report  
using the training in  
their work



**46** countries received  
tailor-made training



**39** education sector  
analyses and/or plans



**33%** of projects  
are in Africa

## PRODUCING AND SHARING ACTIONABLE KNOWLEDGE



**110**

publications



**86**

online IIEP events



**3.8 million**

visitors to our  
websites and portals



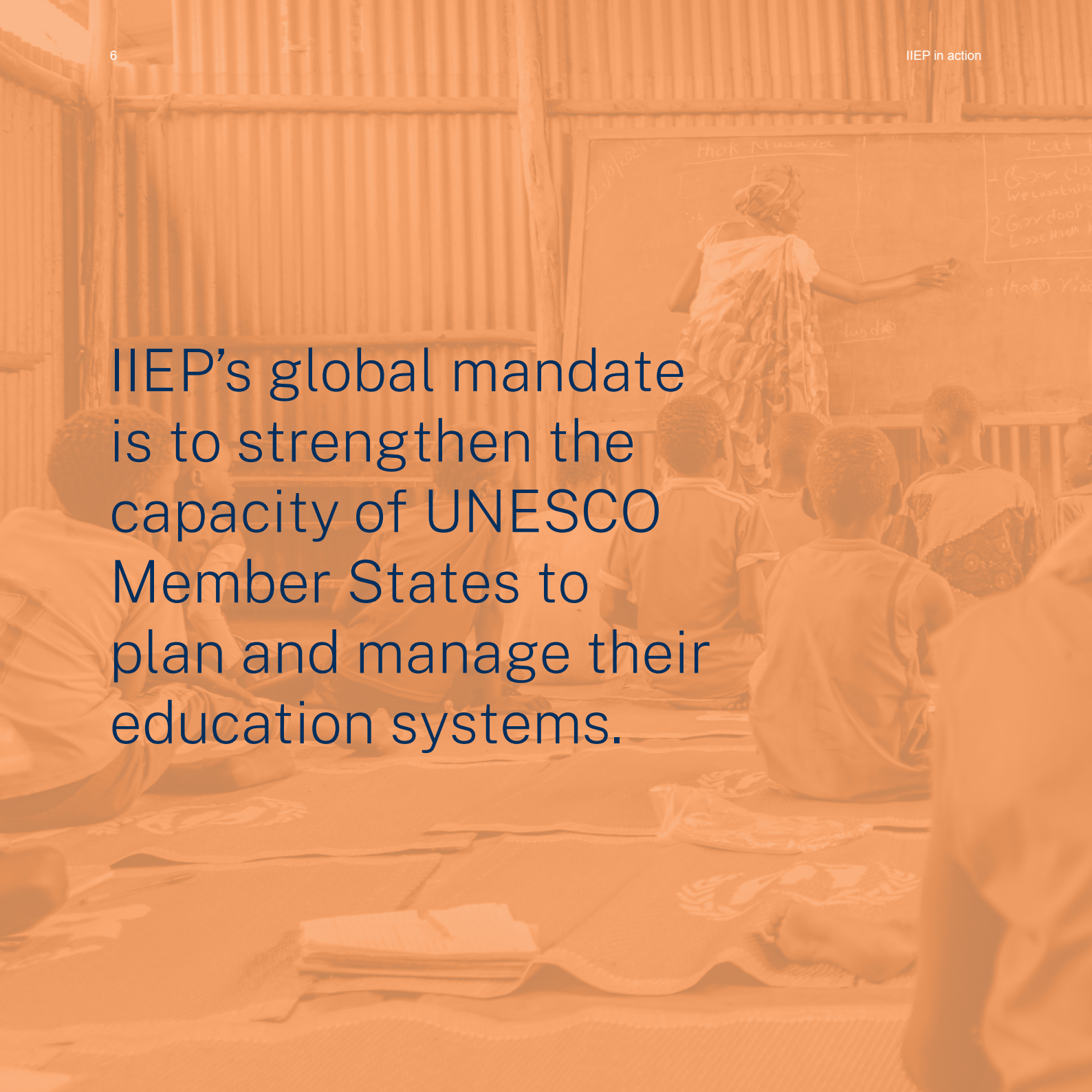
**97%** of readers find IIEP  
publications useful in their  
profession



**97,000**  
total views



**179%** growth  
in 2 years



IIEP's global mandate is to strengthen the capacity of UNESCO Member States to plan and manage their education systems.



## Our mission

While more children and youth attend school than ever before, inequalities persist. IIEP takes an intersectional approach to educational planning and management while emphasizing equity, quality, leadership, resilience, inclusion, and sustainability throughout all of its activities. By working closely with governments and partners, IIEP promotes lifelong learning, global citizenship, and a participatory, flexible approach to planning for a continuously evolving education sector.

## Our strategy

Ten value streams guide IIEP's work with its target audiences, in particular ministries of education across the globe. These value streams—defined in the forthcoming 11th Medium-Term Strategy—are embraced throughout IIEP's training, technical cooperation, research and development, and knowledge sharing activities, highlighting the Institute's commitment to the global Education 2030 Agenda.



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# Our integrated approach to capacity development

## TRAINING



Responding to the most pressing challenges in education today, IIEP's training equips education professionals with the skills required to implement strong policies and plans and manage often-limited education resources. Core training programmes from IIEP Buenos Aires, Dakar, and Paris are continuously monitored and evaluated, and are adapted to offer tailor-made training that responds to local realities. In the context of COVID-19, IIEP's training is shifting more towards online learning, which continues to combine theory and practice to support both new challenges and the Education 2030 Agenda. While participants are predominately professionals from ministries of education,

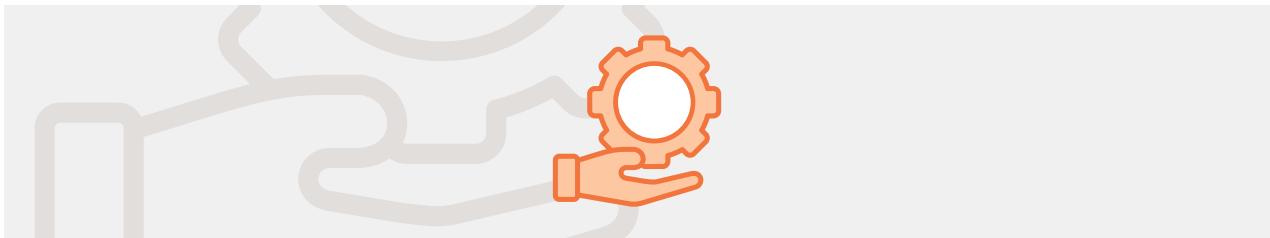
IIEP's training is also open to professionals from national and international agencies. As part of its mission to develop national capacities, IIEP also supports regional and national teaching and training institutions.

### **Snapshot of IIEP training:**

- International, career-focused, and flexible
- Courses range from 2 weeks to over a year
- Core training and demand-driven specialized courses
- A bridge between academic knowledge and practical application
- Gender mainstreaming across all training materials

IIEP applies these priorities to its integrated approach to capacity development, combining training, technical cooperation, research and development, and knowledge sharing to deliver over 191 projects of all sizes around the world.

## TECHNICAL COOPERATION



From the analysis of education systems to the preparation, implementation, and evaluation of education sector plans, IIEP provides comprehensive technical support to ministries of education throughout the policy cycle. Taking the form of long-term support or more targeted interventions, this cooperation emphasizes collaboration and sustainable institutional capacity development. Understanding that there is no one-size-fits-all in educational planning, IIEP offers a range of integrated strategies that take into account the situation and context of each country or setting. During the COVID-19 pandemic, IIEP adapted many of its current

projects to respond to the pandemic and to build resilience for today's crisis and into the future.

### **IIEP supports countries with:**

- Education sector analysis
- Strategic plans
- Crisis-sensitive educational planning
- Education costs and financing
- Monitoring and evaluation of education policies
- Planning tools
- Tailored capacity development for ministries of education



## RESEARCH & DEVELOPMENT



IIEP believes in the importance of evidence-informed policy-making and planning decisions. Its findings are grounded in a robust comparative analysis of a range of contexts and countries to help decision-makers identify both constraints and good practices to foster efficient, inclusive, and equitable education systems. By producing new knowledge and developing innovative tools and approaches, IIEP encourages and supports education reforms that anticipate the future and respond to the values of the Education 2030 Agenda. Over the past two years, research topics have included teacher management, quality assurance and flexible learning in higher education, open school data and open government, improved learning for marginalized

students, and intercultural education. In addition to resident researchers in IIEP's three offices, the Institute closely collaborates with national policy bodies, research centres, and local researchers, thereby contributing to capacity development and South-South collaboration.

### **IIEP's research strives to:**

- Produce high-level applied research
- Inform evidence-based policy-making
- Address knowledge gaps with long-term and on-demand projects
- Develop methodologies and tools
- Support interactive solutions and communities of practice

## KNOWLEDGE-SHARING



IIEP shares knowledge, innovations, and best practices to sharpen the skills and expertise of educational planners and decision-makers at the national, regional, and global level. As a knowledge generator and a facilitator of dialogue, IIEP contributes to evidence-informed policy-making. Global public goods are on offer – publications, web platforms offering access to tools, and thematic portals – to enrich public debate. Virtual, hybrid, and face-to-face events on issues relevant to the education agenda also promote policy dialogue and exchange between officials and researchers from across the globe.

In addition, IIEP is a custodian of educational planning and management knowledge produced at the Institute and beyond, and hosts and curates this information in specialized databases and libraries.

### **IIEP's knowledge sharing includes:**

- Communities of practice for peer-to-peer learning
- Professional and academic networks
- Curated information on seven thematic platforms
- Tools available for planning practitioners
- Open access publications in diverse formats



# Supporting countries during COVID-19 and beyond

At its peak, COVID-19 affected over 1.6 billion learners of all ages – or 94% of the world’s student population. During this time, IIEP supported the education systems of UNESCO Member States with key documents, policy recommendations, and technical support. This covered many areas, including how to coordinate across sectors, re-open schools safely, and provide continuous support to learners, families, and teachers.

At the onset of the crisis, IIEP hosted a global online forum for educational policy-makers, planners, and other professionals. In Latin America, IIEP’s Network of Education Policy Specialists (RED) and the Information System on Educational Trends in Latin America (SITEAL) hosted online forums, and national education responses from the region were compiled into one accessible online document. This led to a presentation to Costa Rica’s High Council for Education on post-pandemic scenarios for education and technical support to the Ministry of Education in Argentina.



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[siteal.iiep.unesco.org](http://siteal.iiep.unesco.org)

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[buenosaires.iiep.unesco.org/red](http://buenosaires.iiep.unesco.org/red)

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“COVID-19 has really underscored the importance of being prepared for crises. We are seeing more and more countries investing in building resilience, to accompany their education systems into the recovery phase of the pandemic, but also to prevent and stand ready in the face of future crises.”

**Leonora MacEwen,**  
IIEP Paris Programme Specialist

In sub-Saharan Africa, where the crisis affected some 300 million learners, IIEP researched the challenges and potential for digital learning. Drawing on a survey of 34 countries, IIEP highlighted a number of promising initiatives that policy-makers can now use to reach out-of-school children.





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A young student in Thailand wears a mask to protect herself from COVID-19.

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300

participants from 86 countries  
in a global learning forum

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15

events with 57,600 views

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41

documents on COVID-19  
published

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4

national COVID-19  
response plans

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### “24 million learners at risk of dropping out”

In August 2020, UN Secretary-General António Guterres released the policy brief, **Education in the time of COVID-19 and beyond**, warning that the pandemic had created the most severe disruption in the world’s education systems in history and threatened a loss of learning that may stretch beyond one generation of students. Serving as penholder on behalf of UNESCO, the Institute took the lead in gathering input from 15 organizations and drafting recommendations on ways to avert catastrophe and protect learning for all.

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“ Now we face a generational catastrophe that could waste untold human potential, undermine decades of progress, and exacerbate entrenched inequalities.”

**António Guterres**, Secretary-General of the United Nations, in a video statement to launch the policy brief.





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Children in a small school in Cite Soleil in Port-Au-Prince, Haiti.

# 01

## INSTITUTIONAL CAPACITY

### Strengthening capacities at central and local levels

Developing national capacities for improved policy implementation is at the heart of IIEP's work. As more countries decentralize decision-making in their education systems, capacity strengthening puts new focus on aligning central and sub-national plans, tools, and practices and developing national training offers for sustainable system reform.

## IIEP's training pursues new avenues

IIEP's global training offer develops the capacities of professionals to design and manage education systems. To advance a more comprehensive and inclusive approach to planning, IIEP is increasingly training professionals working across an education administration – from local to central levels – and partners. This new emphasis supports countries with the implementation not only of central education plans, but district and local ones as well. A new methodology was also created in 2020 to assess the capacities of national training providers – an important tool that will help IIEP strengthen its strategies to support in-country training offers.

In 2021, the Institute's Regional Training Programme on Education Policy and Management in Latin America trained authorities from 19 Member States in the region, and three countries from Lusophone Africa, representing an important achievement in boosting South-South cooperation in educational planning. For the first time, this programme was also adapted to meet the specific needs of officials working in Argentina's 24 provincial ministries of education. This successful pilot can now be replicated in other countries in the region.

In Africa, IIEP launched a training course on Management of technical and vocational education and training (TVET) systems in 2021 and organized the 15th session of the Sector Policy and Education System Management course, which has now welcomed some 450 professionals from 22 African countries since 2007.

- More than 425 professionals trained in Latin America in 2020 and 2021
- TVET training for 37 participants in 7 countries in Africa
- National training centres in Afghanistan, Cambodia, the Caribbean, and Madagascar supported

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“ IIEP's training combines theoretical frameworks with 'hands-on' planning tools for an inclusive approach, always considering specific contexts and cultures. It also shows how educational planning can effectively create a future for all and be a means for transformation.”

**Mariana Clucellas**, IIEP Buenos Aires  
Training Coordinator



## Harmonizing operational education plans across Haiti

For the first time, each one of Haiti's 10 administrative divisions has its own education sector diagnosis, a major accomplishment which is enabling the creation and harmonization of annual operational plans at the local level. The diagnoses highlight a range of education challenges, such as disparities between rural and urban settings and between public and non-public schools. Part of a multi-year programme with funding from the European Union, this project aims to empower local education officials to take on a larger and more autonomous role in planning and managing Haiti's education system. This is an invaluable exercise as Haiti continues to confront major challenges such as COVID-19 and the August 2021 earthquake.

- On-the-job coaching for 70 officials
- Online course for 150 education officials
- Greater coordination across all administrative levels
- Combined training and technical cooperation to boost impact

“ This multi-faceted programme combines training and technical cooperation, putting change in motion and giving educational planners at the departmental level the skills and know-how to make strategic planning decisions.”

**Hélène Bessières**, IIEP Paris Programme Specialist

## Cities and Education 2030

Cities are a key actor for advancing the global goal of equitable and quality education and lifelong learning for all.

Increasingly, cities of all sizes are taking on more responsibility in providing educational services.

IIEP's research first started in France, where it studied how four French cities co-designed and implemented the provision of local education. Now, these cities are using IIEP's policy recommendations as a roadmap to refine the implementation of their education strategies.

In 2021, this research entered an international phase with new partnerships in new cities including Dhaka and Khulna (Bangladesh), Medellín (Colombia), Manila (Philippines), and Kigali (Rwanda). Each city will benefit from a complete diagnosis of its education strategy, and benefit from a global network of cities worldwide.

“ IIEP's study will prove useful in enabling us to refine the design, implementation conditions, and management of the *Cité Educative*.”

**Philippe Rio**, Mayor of Grigny, France





Early childhood education in Ecuador.

© UNICEF/ECU/2019/Arcos

021

EVIDENCE-INFORMED POLICY

## Building policies based on evidence

Evidence is the path towards meaningful and lasting change in education. Through its research and applied studies, IIEP provides countries with the latest evidence in educational planning and management. Whether it is in the form of tools offered as global public goods, training for ministry staff, or robust system diagnosis, IIEP encourages an evidence-based approach to planning that embraces innovation.

## A shared vision for the future

Understanding the strengths and weaknesses of an education system is the first step in the planning process. IIEP works with countries to conduct education sector and institutional analyses, using a recognized and proven methodology. Most recently, IIEP supported Burundi, Iraq, Nigeria, Sierra Leone, and Somalia with a complete diagnostic of their education systems. Carried out with a multi-sectoral national team formed at the start of the collaboration, this type of analysis helps build consensus and a shared vision for the future of education.

In 2021, IIEP also co-published the third volume of the Methodological Guidelines for education sector analysis. The new volume addresses effectiveness of educational administrations, inclusion of children and youth with disabilities, and how to anticipate and address the hazards and risks that threaten educational continuity.

- 11 countries supported with Education Sector Analysis only (ESA)
- 9 countries supported with Education Sector Plan only (ESP)
- 6 countries supported with both ESA and ESP



For our education sector analysis, we worked closely with a team of [IIEP] experts in different areas such as TVET and financial data analysis. They all took the time to explain how it works and to answer our questions. They made the process interactive. We all learned a lot.”

**Sia Fasuluku**, Director of Research, Planning and Development, Ministry of Technical and Higher Education, Sierra Leone



[planipolis.iiep.unesco.org](https://planipolis.iiep.unesco.org)

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## Bridging research with policy design

Throughout its activities, IIEP strives to bring research findings closer to educational planners and managers, as well as providing the codes and tools necessary to process large amounts of educational and geospatial data. This is part of a larger shift towards pioneering methodologies, datasets, and free open source technologies to reshape and modernize educational planning

practices. IIEP also hosted its first-ever hackathon in January 2021, bringing together more than 100 planners and digital experts to prototype new tools to help address longstanding challenges in educational planning. Other IIEP tools available include:

- School-age population yearly estimates at the most local level
- Multi-criteria analysis to find less risky areas for school infrastructure
- Analysis of travel time and distance to school to determine accessibility
- Optimized inspection circuits to improve school quality

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“ Planning should always be responsive to context. IIEP’s development programme explores ways to advance micro-planning, using geo-localized data that was previously inaccessible due to the lack of sufficiently powerful technologies.”

**Amélie Gagnon**, responsible for IIEP’s Development Cluster of the Paris Research & Development team

### 500 education policies at your fingertips

The IIEP Policy Toolbox responds to real-life challenges in education today. From teacher absenteeism and school-related violence to teaching skills, this accessible, online platform provides a myriad of policy options for decision-makers and planners to consider when customizing and contextualizing their own policies. Users can explore more than 500 policy examples spanning some 50 educational challenges related to access, learning, and equity and inclusion.



[policytoolbox.iiep.unesco.org](https://policytoolbox.iiep.unesco.org)



## Improving information systems for policy-making

In Latin America, a number of initiatives are underway to strengthen strategies for linking data, decision-making, and education management processes. Together with the UNESCO Regional Bureau for Education in Latin America and the Caribbean, IIEP developed a Community of Specialists in Data for Educational Planning, a space where experts on education management and information systems (EMIS) can exchange experiences and enrich the existing range of tools and concepts. The new community of practice is also informing the fifth edition of the Regional Forum on Education Policy – the largest event of 2021 for the IIEP Office for Latin America – on how to use information systems in education policy-making. Bringing together education officials from across Latin America and the Caribbean, the forum brings to the fore new recommendations for robust, relevant, and effective information systems.

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“ To meet the goal of inclusion in education, it is essential to plan using evidence and systematic information. But it is also essential to know what information is being used, why, for what purposes, and what the barriers are that prevent its effective use.”

**Martín Aiello**, IIEP Buenos Aires Research and Development Coordinator





Teenage schoolgirls in a classroom in Ghana.

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# 03

## LEARNING

### Better management for improved learning

Even before COVID-19, countries worldwide grappled with a major learning crisis. Today, ministries of education increasingly recognize the need for strong management to support the continuity of learning, and improve learning for all, especially the most vulnerable. To support countries with this challenge, IIEP contextualizes the vast knowledge available and follows up with direct assistance with learning systems design and management.

## Quality management to transform educational practices

The global learning crisis is having a disproportionate impact in Africa. Despite major progress in access, nearly 60% of students still struggle to attain literacy and numeracy after six years of primary schooling. In response, IIEP leads an innovative programme to support the management of quality in basic education in eight African countries—Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, Madagascar, Niger, Senegal and Togo. Targeting all levels of the education system, the programme views quality management as a process of continuous improvement and strives to support education actors in the sustainable transformation of their professional practices. Education actors are then able to understand obstacles to quality education and propose concrete solutions.

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“ To carry out the diagnosis, the inspectors and teachers in the teacher training colleges learned to detach themselves from their habits as supervisors and take on the mantle of researchers. Rather than blaming certain practices, they tried to understand them.”

**Kossi Kpomegni Tsali**, Director of Education Planning and Evaluation at the Ministry of Primary, Secondary, Technical Education and Handicrafts of Togo

## Making use of learning assessment data

Learning assessments have become an important fixture of 21st century education systems. From international large-scale assessments to citizen-led tests, many testing instruments strive to show how well students learn.

### But what are the risks, and to what extent does the data influence educational policy-making and planning?

To answer these questions, IIEP researched the use of learning assessment data in planning in six sub-Saharan countries (the Gambia, Ghana, Guinea, Namibia, Senegal, and Zambia) and six Latin American states (Argentina, Brazil, Chile, Ecuador, Mexico, and Uruguay), and produced specific recommendations for the participating countries on how to improve the application of the data throughout the planning cycle. The research has also informed IIEP's technical support to countries and training programmes.

- 12 policy briefs and information sheets published in 2021
- Three webinars with the IIEP Learning Portal



[learningportal.iiep.unesco.org](https://learningportal.iiep.unesco.org)

## Training to analyse the quality of education

In 2021, one of several courses of the Specialized Courses Programme – IIEP’s short online training offer – showed 94 participants from 26 countries how to use learning assessment data to monitor the progress of Sustainable Development Goal 4. During two months, participants reviewed international debates and indicators associated with monitoring and evaluating the quality of education, evaluated the feasibility of carrying out different learning assessments in their own country, and developed the analytical skills to process and interpret relevant data in ways that can be translated into policy and planning.

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“ We have designed this interactive and collaborative course in a way that will give education professionals the skills required to advise senior decision-makers confidently about using learning assessments to build evidence-based policies on the quality of education.”

**Mioko Saito**, Head of IIEP Paris Training and Education Programmes

In Latin America, two tailored courses were offered in 2020 on educational policy planning and management for the Ministry of Education in Panamá, as well as two specialized courses on the use and interpretation of educational statistics for planning for both Guatemala and Panamá.







Abdul Aziz Mounkeila learns to read Braille at Ecole Yantala 2, one of 26 schools in Niger that offers integrated classrooms to the deaf and blind.

© GPE/Kelley Lynch

# 04

## INCLUSION AND EQUITY

### Putting inclusion and equity first

Millions of children are not getting the quality education they deserve. This may be because of discrimination, lack of resources, conflict, migration, or a disability –there are many obstacles that compound disadvantage. IIEP takes a serious look at the social, economic, and systematic inequalities that affect learners and supports ministries of education in developing the capacity they need to promote equity and inclusion.

## Reducing gender inequalities in education systems in Africa

IIEP places gender equality at the heart of education sector strategies and practices and offers technical support on gender and education, training and capacity building, and knowledge production and sharing.

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“ Despite progress observed over the last 25 years, girls' education still faces numerous and cumulative obstacles. Related issues concerning boys' education are no less complex, and gender inequalities affect not only students but also teachers and administrative staff.”

**Fabricia Devignes**, Head of the Gender at the Centre Initiative at IIEP Dakar

On the ground, IIEP's support results in transversal integration of the gender dimension into the elaboration, implementation, and monitoring of education policies. IIEP also designs, coordinates and delivers high-level training courses aimed at building professional and institutional capacity on gender issues in education. A major part of this work is accomplished through IIEP's role as the technical lead of the Gender at the Centre Initiative (GCI). First launched in 2019 within the framework of the G7, GCI strives to advance gender equality in and through education

by strengthening the capacity of education professionals. Throughout the programme, a variety of resources and methodologies are available to facilitate understanding of the issues and challenges, and assist in decision-making and gender-sensitive budgeting.

- GCI focuses on 8 sub-Saharan African countries
- 38 participants joined the University 2020, a special training course on gender-responsive planning
- 16 francophone African countries represented in the course; 56% women

## Disability-inclusive education

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“ Children and youth with sensory, physical, or learning disabilities are two-and-a-half times more likely than their peers to never go to school. Planning for their diverse learning needs and setting up the required legal and support structures are invaluable for countries as they shift towards inclusion.”

**Jennifer Pye**, IIEP Paris Programme Specialist

To support countries with inclusive education, IIEP has joined forces with UNICEF to train education officers worldwide on the fundamentals of disability-inclusive educational

planning. Four courses, lasting nine weeks each, have taken place in Eastern and Southern Africa, francophone Africa, South Asia, and East Asia and the Pacific since 2020. IIEP is also conducting case studies in Colombia, Bangladesh, and the Republic of Mauritius, on emerging practices in inclusive digital learning in collaboration with the UNESCO Institute for Information Technologies in Education.

- 166 participants completed the training
- Participants came from ministries of education and UNICEF country offices
- 600 participants in two webinars

Rapid assessments in Mauritius and Rwanda are exploring the impact of COVID-19 on pupils with disabilities. Interviews with more than 50 educators identified lessons learned and good practices, helping to articulate policy recommendations to encourage innovative and pervasive use of information communication technologies and distance learning solutions.

## Planning education for displaced learners

A refugee child can spend years living in exile –sometimes the entire duration of their education.

Given this reality, IIEP assists ministries of education to integrate refugees and displaced learners into national education systems. This work is central to IIEP's commitment to the Comprehensive Refugee Response Framework, a wide-ranging pact adopted by all 193 Member States of the United Nations in 2016 to provide greater support to refugees and their host countries. Recent work in Ethiopia illustrates the breadth and depth of its activities: IIEP researched teacher management in refugee camps and led training courses to strengthen the coordination, planning capacity, and management of education in refugee and host communities. For the first time, refugee education was also included in its latest education sector plan, a key milestone in the recognition of refugee education needs at the federal level.

“ The integration of refugees into national education systems is a long-term, multi-faceted process, but one which is embedded in global agreements such as the Global Compact on Refugees. IIEP contributes to building the evidence base to better understand the needs and challenges faced by host and refugee communities, and recognizes that the multiple pathways to inclusion each have specific implications for educational planning.”

**Rebecca Telford**, Chief, Education Section, UNHCR, the UN Refugee Agency

To help integrate refugee and displaced learners into national education systems from the outset, IIEP supports countries with:

- Costing and financing education for displaced learners
- Enhancing supervision and inspection systems in refugee settings
- Planning for the integration of refugees in national sector plans
- Knowledge sharing and global advocacy

## Leaving no one behind after the pandemic

In 21 Latin American countries, students from the richest 20% of the population are –on average– five times more likely to complete upper secondary school than students from the poorest 20%. COVID-19 has now deepened the education gaps in the region, which was already the most unequal in the world. These data are taken from the first UNESCO Global Education Monitoring (GEM) Report dedicated to Latin America and the Caribbean. IIEP was responsible for hosting a debate among regional authorities on the results of the study.

The 2020 edition of the Regional Forum on Education Policy explored the obstacles that continue to exist in the region to ensure quality education for all and identified concrete lines of action to promote more inclusive education systems. This was also the first edition of the forum to welcome government officials from non-Spanish-speaking Caribbean States.

- 111 representatives from 26 countries in Latin America and the Caribbean
- More than 40 policy recommendations

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“ We need more and better education in our region, because education is an excellent antidote to inequality”.

**Pablo Cevallos Estarellas**, Head of IIEP  
Buenos Aires







Students in a science lab in Malaysia in March 2020.

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# 05

## SKILLS

### Promoting skills development in a changing world

When education, training, and employment align, youth can tap into their potential to drive economic growth and prosperity. IIEP provides support to UNESCO Member States working for the design and implementation of skills development and tools for analysing labour market data. IIEP also facilitates policy dialogue and initiates innovative partnerships that broaden opportunities for youth in a rapidly changing world.

## Youth integration in the African labour market

The transformation of technical and vocational education and training (TVET) is underway across Africa, as a means to integrate youth into the labour market and combat poverty. Responses to the COVID-19 pandemic are also giving rise to new practices and initiatives and accelerating the transition towards more flexible and effective ways of delivering job-relevant skills. In this context, IIEP supports national and regional TVET actors in the development, implementation, and monitoring of vocational training plans and reforms, through technical support, training, research, and targeted interventions.

In Mauritania, IIEP worked with the government to improve young people's access to employment through the development of vocational training policies and with the creation of a public-private partnership to promote youth employment and social inclusion. As part of the partnership, companies from three economic sectors – agriculture, constructions, and fishing – have identified priority jobs and developed and implemented action plans for a training supply that meets the needs of their economic sectors.

In Senegal, IIEP supported the national certification framework for the professionalization of cultural professions. In Mali, IIEP supported the National Observatory for Employment and Vocational Training in designing methodological guides and conducting

satisfaction surveys of training beneficiaries and employers. Finally, in Niger, support is underway to design and implement a digital platform for the collection, processing, storage, and dissemination of labour market and training data.

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“ Matching the supply of TVET programmes to employer demand for skilled labour force is a major challenge in many African countries. IIEP is identifying innovative practices and initiatives, mainly from the private sector, that facilitate reskilling and lifelong learning.”

**Ibrahima Diallo**, IIEP Dakar Expert on Integration and Employment



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## Flexible learning pathways in higher education

Flexible learning pathways (FLPs) are an important new policy direction in higher education systems worldwide. As the sector rapidly expands and students become more diverse and therefore have diverse needs, FLPs seek to support students as they enter into, progress, and leave higher education. Supported by Sustainable Development Goal 4, FLPs can help address equity and fairness issues and prepare students for employability and the

realities of a changing world. Exploring the broad question of how national policies influence institutional practices to foster flexibility, the research zoned in on experiences from Chile, Finland, India, Jamaica, Malaysia, Morocco, South Africa, and the United Kingdom. National webinars disseminated the findings among the country's higher education communities while international results were shared in the 2021 International Policy Forum, which brought together experts, decision-makers, and researchers from more than 80 countries worldwide.

- 8 national case studies
- 8 country notes
- 8 national dissemination events
- International Policy Forum

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“ Flexibility enhances the resilience of education systems. Whether students are entering, moving through, leaving, or returning to higher education, the more flexible the learning pathways, the more likely it is that systems will be able to adapt to change and new challenges.”

**Michaela Martin**, IIEP Paris Head of Research and Development

## Strategies for building citizenship and coexistence skills

To support the education community in developing 21st century skills, IIEP provides

technical cooperation for education policies that foster global citizenship, peace, and non-discrimination. In 2020, IIEP developed one such project for the Secretariat of Education of Bogotá, Colombia, which was supported by the UNESCO Cluster Office in Quito and the United Nations Development Programme (UNDP). The objective was to design a training strategy for the city's pre-primary, primary, and secondary education levels with a full-day educational offer. To do so, IIEP conducted a review of similar experiences and identified best practices in order to subsequently propose up-to-date teacher qualification and pedagogical guidelines that are harmonized across all education levels where this kind of education modality is implemented.

In the same vein, IIEP provided technical assistance for the strengthening of a comprehensive social-emotional, civic and peace-building education programme with a strong gender-based approach. The ultimate goal of this strategy was to establish social-emotional, civic, sexual, environmental, and physical education for citizenship coexistence as central themes in all Bogotá schools.

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“ This was a very important project, as it combined two key elements: a very innovative policy and a large population daring to go beyond schools' premises and use the entire city as an educational experience.”

**Henry Armas**, IIEP Buenos Aires Technical Cooperation Coordinator





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Long distances to school are a key factor hampering access to education among young girls in Pakistan.

# 06

## RESILIENCE

# Building resilient education systems

The crises facing our world are complex and arising fast. The consequences of conflict, natural disasters, climate change, or epidemics, are devastating for many sectors, including education. They can put students' and teachers' lives on the line, damage school infrastructure, increase gender disparities, and disrupt learning. IIEP supports the creation of resilient education systems that balance urgent humanitarian needs with long-term development goals.

## Making sure all educational planning is crisis-sensitive

COVID-19 has highlighted the importance of crisis-sensitive educational planning.

IIEP supports educational planners and policy-makers in mitigating the impact of crises and building resilience in the face of future crises.

Such planning addresses inequities and exclusions in education, enhancing leadership of crisis responses, fostering consultation and communication, and improving risk management capacities.

During the last biennium, IIEP's work in this area included technical cooperation, training, as well as research and advocacy. With COVID-19 hitting education hard, IIEP supported countries with response plans and risk management strategies, as well guidance on how to harmonize data collection processes between humanitarian and development actors. As part of this, 51 participants from 25 countries attended the specialized course on using data and information for crisis-sensitive planning, developed jointly with NORRAG.

In Latin America, the virtual course on crisis sensitive educational planning involved 79 participants from 23 countries, and was later contextualized and implemented for public officials from Costa Rica. To support advocacy efforts, the Education4Resilience website – in collaboration with the Education Above All Foundation – was relaunched on International Peace Day 2021 as an online platform featuring guidelines and resources on how to protect education, no matter where and when.



[education4resilience.iiep.unesco.org](https://education4resilience.iiep.unesco.org)

“The new Education4Resilience platform offers a wealth of guidance and some 700 resources on how to prepare the sector to respond to emergencies, protect learning for all, and ultimately unleash the power of education to help prevent further crises from arising.”

**Karen Mundy**, IIEP Director

## Enhancing ministry leadership

IIEP has been researching ministry of education leadership and engagement during emergencies



in six countries, and is now working to enhance how ministries lead during times of crisis. Effective ministry leadership has shown that responses must be multi-faceted, ranging from short-term efforts that focus on safeguarding access to education while reaching the most vulnerable to forward-looking strategies anchored in national priorities and local solutions.

Strong leadership can only flourish when humanitarian and development partners work together to contribute to sustainability and resilience.

“Strong ministry of education leadership cannot be under-estimated as crises are constantly arising across the globe. Through our work in Jordan, Kenya, to Burkina Faso, we are seeing how high-level political will, investment in human resources, robust information systems, and more, are helping maintain learning during emergencies.”

**Anna Seeger**, IIEP Paris Programme Specialist

## Supporting countries with risk management

“Resilience is important for us because it can protect our most prized possession – human capital – and it facilitates the continuity of learning in times of crisis.”

**Nicola M. Johnson**, Chief Planning Officer, Ministry of Education, Guyana

Many risks and hazards threaten educational continuity and quality worldwide. To help counter these threats, IIEP supports countries with risk management analysis and policies. In Guyana, IIEP recently assisted the Ministry of Education with the creation of its first national risk management policy. While this support came on the heels of the COVID-19 pandemic, the strategy addresses the range of dangers education in Guyana contends with – floods, fire, oil spills, drought, and pollution. As part of this mission, Ministry of Education officials created programmes for risk management and structured policy options around access, quality, and management. IIEP also supported Guyana with guidelines for safe school re-opening, tools for developing school-level contingency plans, and methods to analyse COVID-19’s impact on the education sector.





A young boy in a classroom in a village near Sapa, Viet Nam.

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# 07

## GOVERNANCE

# Enhancing governance and transparency

IIEP supports educational strategies that promote flexible, responsive, and diverse governance models, which place transparency, accountability, and ethics at their core. Particular focus is given to building stronger governance, regulatory, and ethical frameworks. This is done through training in areas such as quality assurance, the fight against corruption, academic integrity, and teacher codes of conduct.

## Open government to fight corruption in education

IIEP's exploration of open school data highlighted the power of school-level information in promoting transparency and integrity in education. Now, IIEP is investigating how to empower citizens to monitor their right to quality education. This has entailed researching the rise of open government in education—the opening up of government data, decision-making, and processes to public involvement and scrutiny. To better understand the potential dividends but also the possible risks of open government, IIEP has investigated an array of initiatives. These range from promoting transparency in the contracting of school meals in Colombia, to making schools accountable for the use of parental donations in Ukraine, and situating citizens as the primary agents to monitor their right to education through social auditing in India. The research included a literature review, a global survey, seven case studies, two thematic studies, and five policy briefs, as well as a Policy Forum in November 2021 to facilitate knowledge-sharing on how citizens can better understand their education system and demand action to improve it.

- Some 15 documents produced
- New online course run with 80 participants from 13 countries
- Global advocacy with short animated films



[etico.iiep.unesco.org](https://etico.iiep.unesco.org)

“ By redefining the frontiers between citizens and public authorities, we believe that open government is in a better position to respond to the needs of the educational sector, strengthen trust among actors, and beyond that, reduce risks of corruption.”

**Muriel Poisson**, IIEP Paris Programme Specialist

## Training on internal quality assurance supports reform in Tunisia

In Tunisia, a reform is underway to improve the governance of higher education and the employability of graduates. IIEP recently

supported this effort with a tailor-made training course for Tunisian universities on internal quality assurance (IQA) in higher education. The training was delivered to 13 public universities and the network of Instituts Supérieurs d'Études Technologiques. Adapted specifically to the Tunisian context, the participants explored the links between IQA and governance, teaching and learning, and employability. The course built on IIEP's international research on IQA and subsequent training, deployed both online and in person in Southeast Asia, the Near and Middle East, sub-Saharan Africa, and Mongolia. This was the first time that the course had been adapted to fit into a context of national higher education reform.

- 75 participants attended from 13 universities
- 100% intend to implement changes
- 95% plan to develop or revise their institution's quality policy

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“ I would like to salute the enormous effort made by IIEP-UNESCO to ensure that this training course took into account the particular context in Tunisia while being aligned with the state of the art in the field of IQA and the most recent teachings at the international level.”

**Olfa Benouda Sioud**, Minister of Higher Education and Scientific Research, Tunisia

## Promoting policy continuity

To guarantee the right to education in complex contexts, countries must develop strategies for policy continuity. In June 2021, Ecuador underwent a change of government and achieved a fluid transition between its highest educational authorities. Both the current and former governments – who are committed to governance and transparency – met soon after during IIEP's Regional Technical Dialogue in Latin America. María Brown and Monserrat Creamer, Ecuador's upcoming and outgoing Ministers of Education, respectively, discussed the effectiveness and continuity of policies implemented during the pandemic, as well as lessons learned and challenges going forward.

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“ It would be a shame if after all this we went back to having an education system like the one we had before. We have to come out of this with innovative... education systems that respond better to the context, systems that adapt to this new reality.”

**María Brown**, Minister of Education of Ecuador





A young boy practising counting in Jordan.

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# 08

## MONITORING & EVALUATION

# Monitoring and evaluation for impact

The delivery of quality education hinges on strong frameworks and effective policies and plans. Central to this is a strong monitoring and evaluation (M&E) system to track progress, highlight weaknesses, and set a path towards improvement. IIEP assists countries in strengthening their institutional capacities to exercise the M&E function, and the processes and tools to gather and use M&E information for higher impact.



## Tracking progress with M&E frameworks

IIEP supports countries with the development of monitoring and evaluation (M&E) frameworks. In Mongolia, for example, IIEP provided technical assistance with the development of an M&E framework for the country's 2020-2030 education sector plan. The framework includes policy-level indicators, benchmarks, and timelines, and a description of monitoring arrangements within the Ministry of Education, Culture, Science, and Sports. This has been viewed as an indispensable tool, which will measure the extent to which policy translates into actual change in Mongolia's education system.

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“ UNESCO and IIEP, with specialists from the Ministry of Education and Science, organized training on policy planning and modelling, financial projections, and monitoring and evaluation, as well as technical guidance to improve the capacity of human resources.”

**Statement from the Ministry of Education, Culture, Science and Sports in Mongolia**

## Mid-term reviews improve implementation

From Cambodia and Jordan to Kenya, IIEP is increasingly providing support with mid-term reviews of education sector plans. The aim is to assess progress during the mid-point of plan implementation, identifying any areas that need corrective action to achieve policy objectives. This process brings together ministry of education decision-makers and key education sector partners to reach collective decisions. In Cambodia and Jordan, the mid-term review also provided an opportunity to assess the impact of COVID-19 on education. To conduct a mid-term review, IIEP facilitates technical sessions and capacity development workshops with education ministry staff, a process critical to the long-term success of an education sector plan.

- IIEP puts a strong focus on plan implementation
- Mid-term evaluations were conducted in Cambodia, Jordan, and Kenya

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“ A large part of educational planning is turning a vision into reality. To accomplish this, IIEP is increasingly shifting its focus from education sector plan development to plan implementation.”

**Mariela Buonomo Zabaleta**, IIEP Paris Programme Specialist

## Technical assistance to improve M&E processes

Taking into consideration specific needs in Latin America, IIEP developed a Technical Cooperation Toolbox on M&E in order to strengthen the Institute's capacity to support technical teams in Member States across the region to review, adjust, and improve their M&E system. The toolbox gathers different theoretical frameworks and practical exercises on M&E in regional educational systems, taking into consideration several areas of application such as schools, teachers' performance, programmes and projects, and learning outcomes.

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“ IIEP is constantly increasing its capacity to work side-by-side with countries in the region to achieve improved quality in education, establish new benchmarks in assessment processes, and strengthen evidence-based decision-making for continuous policy improvement.”

**Mercedes Renó**, Executive Officer of IIEP Buenos Aires





© Education Development Trust

Education professionals in Hyderabad, India.

# 09

## EDUCATION WORKFORCE

# Supporting the education workforce

The education workforce puts learning in motion. Learning is driven not only by teachers and educators, but also by other educational administration staff at central and local levels. IIEP emphasizes the importance of strong teacher management, recognizing that unless management issues are addressed, overall quality of the education sector will be limited.

## Research-informed policy to support teachers in refugee settings

Good teachers can change the lives of young refugees for the better. However, this is only possible with strong teacher management policies to improve the status, competency, and motivation of teachers. In Jordan – where one in every three people is a refugee – IIEP and the Education Development Trust worked with partners to develop policy guidance for the effective management of elementary-level teachers of Syrian and Palestine refugees. In Ethiopia, the project included the production of the documentary “We teach here” to amplify the voices of three teachers working inside refugee camps. Ongoing research in Kenya and Uganda is uncovering promising practices that highlight the importance of working with stakeholders at all levels of the teacher management system, particularly in schools. Overall, the research offers recommendations on how to improve teacher motivation, well-being, retention, and teaching quality through policy guidance on:

- Recruitment and deployment
- Training and professional development
- Job conditions, supervision, appraisal, and career progression

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“ We want to make sure that government, communities, and stakeholders have recognized what the role of the teacher is, their role in terms of building the next generation. Then we support them in any way we can to increase their capacity.”

**Representative of Voluntary Services Overseas, Ethiopia**

## Improved tools for human resources management

With the expansion of schooling in Africa, teachers are in high demand. To help manage the teacher workforce a number of African Ministries of Education have set up an integrated Human Resources Management System (HRMS) to manage and monitor their deployment. IIEP has rolled out this tool in Burkina Faso to improve the management and regulation of teachers and training of relevant staff. This involved the creation of an HR manual for all processes and procedures, the recruitment of experienced software developers, and the training of trainers, resulting in the training of 96 HR officers throughout the country.

IIEP is also collaborating with the Ministry of Education of Namibia on the design and use of a teacher management and deployment tool. 14 simulation models – one for each national district – are helping set a path towards the establishment of a qualified and sustainable teaching force. The models forecast how many teachers are needed for each region from pre-primary level through to upper secondary school, both now and in the future. In addition to projecting teacher needs by school level, the models identify how many teachers will be required by subject in upper primary and secondary school, while also evaluating the need to upgrade unqualified teachers to ensure a quality teaching force.

“ Namibia has a unique case of high teacher flight – or turnover. Before these simulation models, it was challenging to plan and manage schools and to meet the pedagogical needs of every region.”

**Polycarp Omondi Otieno**, IIEP Dakar  
Policy Analyst and Planner

## Teacher training for intercultural education in Latin America

Millions of children around the world do not speak the same language at school and at home. While many countries have policies supporting the use of local languages in the classroom, implementing bilingual or multilingual education remains difficult.

In Latin America, part of the challenge relates to the lack of training of Indigenous teachers.

In a comparative 2021 study, IIEP explored the issue in detail in Bolivia, Colombia, Mexico, and Peru, offering new insights on how to support Indigenous communities and languages and promote intercultural education. Regarding the latter, IIEP also published an analysis of policies designed to support pluri-culturalism and ethnicity throughout the education systems of Latin America with 25 new recommendations.

IIEP’s Online Training Programme on Teacher Policies for Latin American government officials is also undergoing a major redesign to respond to issues related to COVID-19. The new programme – on offer in 2022 – will build on IIEP’s long-standing commitment to provide guidance in the region on



how to design, monitor, and evaluate large-scale teacher reforms from a human rights perspective.

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“ Until we address the quality of primary education, we will continue to have a shortage of Indigenous teachers.”

**Sylvia Schmelkes**, co-author of the report on Indigenous teacher training for IIEP

- Indigenous communities represent at least 45 million people in Latin America
- The continent has a large deficit of teachers who speak local languages
- Latin America is home to 560 languages

## Instructional leaders at the middle tier

Until now, teacher-related research has mainly focused on teachers themselves or school principals, and not the middle tier. To fill this gap, IIEP teamed up with the Education Development Trust to research the potential for middle-tier professionals to act as catalysts for change in local school reforms. While the title of the position may vary – school advisors, pedagogical coaches, or teacher mentors – they all support the development of teachers' pedagogical and professional skills through formative feedback.

These professionals also act as an important link between policy and practice and can help bring new ideas into the classroom. Using a qualitative methodology, this research is generating new evidence on good practices and conditions for success in teacher support at the middle tier.


- Case studies in India, Jordan, Kenya, Rwanda, Shanghai, and Wales

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“ The middle-tier space serves as a... collaborative platform to which schools and teachers can constantly turn for support... where resistance and tensions are moderated, where the conflicts are negotiated, and where the spirit of change is accepted and internalized.”

**Shuangye Chen and Wei Zhang**,  
Researchers, Institute of Curriculum &  
Instruction, East China Normal University



A man with a focused expression is seated at a desk in a classroom, wearing a thick, patterned knit jacket. He is holding a blue pen and writing in a notebook. The background shows other desks and chairs, suggesting a school environment.

A man learns arithmetic at Juan Luis Vives, a school in Valparaiso's prison in Chile.

© UNESCO/Carolina Jerez

# 104

FINANCE AND BUDGETS

## Linking goals with budgets and financing

The financing of quality education for all is still far from guaranteed across the world. Maximizing the use of available resources is therefore crucial to reach the United Nations' fourth Sustainable Development Goal (SDG 4). IIEP contributes to the development of tools and methodologies to strengthen analyses linked to the costs and financing of education, and supports ministries responsible for education, training, and finance in their decision-making.

## Cost simulation models help to make informed policy choices

How can governments feasibly transform education goals into reality? A tool like the simulation model assists in calculating the costs linked to a specific strategy envisioned in an education sector plan or policy. Concretely, a simulation model is a collection of interlinked calculation sheets, modelling connections within the education system, to help users understand the financial and logistical implications (in terms of new constructions needed, teacher recruitment, etc.) of a policy choice. The models assess the sustainability of policy options in the long-term, contributing to important policy discussions within ministries of education or with other ministries and social, technical, and financial partners.

- Support provided to: Burundi, Ethiopia, Iraq, Haiti, Jordan, Namibia, Nigeria, Sierra Leone, and Viet Nam
- IIEP to offer a course on how to autonomously develop a simulation model in 2022

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“ Financing education is not only about resource mobilization but using available resources strategically, and in a way that will be meet a country’s objectives for the future of education.”

**Blandine Ledoux**, IIEP Paris Programme Specialist

## Financing quality early childhood education

Despite the clear benefits of early childhood education for young children, this sector remains dramatically underfunded. As a direct consequence, only one out of every five pre-primary age child has access to preschool. To help address this, IIEP has been researching the cost-effectiveness, quality, and funding patterns of preschool models with the aim of more systematically integrating early childhood education into education sector plans. With a focus on the Gambia, IIEP has now

produced two critical analyses on the funding and cost-effectiveness of pre-primary school models. The studies are based on a sample of more than 110 Gambian schools and some 1,240 children and caregivers. They paint a complete picture of the quality outcomes attached to each pre-primary school model and their related costs, and the various contributors to early childhood education – the state, households, development partners, private sponsors and others. The studies also offer new recommendations to better promote equal access to quality preschool services through adequate and sustainable funding.

“ Which preschool models produce good results, at what cost and with which funding strategies? Until now, we have very little information on these questions of cost-effectiveness, quality, and financing of early childhood education services.”

**Diane Coury**, IIEP Paris Programme Specialist

## Improving countries' budgeting and financing systems

Around the world, countries are experiencing the impact of the COVID-19 pandemic on education budgeting and financing, in terms

of both increased expenditure and decreased revenue. The issue is especially serious in the Latin American region, where funding crises have been a constant. In this context, IIEP has recently initiated a new line of research on the SITEAL platform dedicated to financing, including comparative analyses and has expanded significantly in its database of policies and regulations. In addition, following a request from the Costa Rican Ministry of Public Education, IIEP provided the country with technical assistance to implement a new results-based budgeting system, and to improve the financial architecture for implementation of the SDGs.

- Database updates include 350 new policies and regulations
- 48 new educational indicators

In Africa, IIEP launched a project with several countries in the West African Economic and Monetary Union – Burkina Faso, Mali, Niger, and Togo – to address the challenges that ministries of education and training and ministries responsible for finance often face in their dialogue on resource mobilization and execution, throughout the budget process.





Children at a visiting center for education in Jaipur, India.





Young children reading.

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# IIEP's impact: Learning and reflecting

## Training for change

IIEP systematically evaluates the outcomes of its training offers in all three offices using the four-level Kirkpatrick model. The model assesses aspects ranging from immediate results and trainee satisfaction through to impact on the job and positive change at the organizational level. The Institute is also harmonizing evaluation methodologies across its offer, and has piloted outcome harvesting to explore long-term effects and identify strengths and weaknesses in course design.

In 2020, IIEP also conducted an Outcome Review of its flagship Advanced Training Programme in educational planning and management. Known as the ATP, this programme has trained over 5,000 planners in its 50-year existence. Overall, 91 alumni and supervisors from 44 countries participated in the review. Following this investigation, the ATP has responded to the challenges of COVID-19 and is now fully accessible online. The training is now also available to a larger range of education professionals working with international and national agencies and development partners.

- 98% of alumni rated the ATP as fully relevant to their work today
- 87% have shared ATP resources and knowledge with colleagues
- Supervisors report that education sector plan quality has improved

ATP alumni cited technical skills such as education sector diagnosis, simulation models, data analysis, and plan preparation and implementation as being the most useful.

## Evaluating technical cooperation outcomes

Results are an important aspect of educational planning: how does a plan improve learning outcomes? How does it address disparities? Results are also important for IIEP: they reveal how and where the Institute's work develops the capacities of education ministries and their planning departments to better plan and manage education systems. That is why IIEP is using outcome harvesting as a way of unearthing the results of IIEP's capacity development work. In 2021, IIEP published its first findings from Guinea and Jordan, with results from Haiti forthcoming. Notable effects included enhanced

ministry leadership in Jordan during the COVID-19 pandemic and increased national funding for education in Guinea.

“ The way that the IIEP-UNESCO team worked with us in the Ministry was new to us. A big team from the Ministry was involved, around 50 people worked together. As a result, staff from all directorates now stand for and defend the plan.”

**A senior Ministry of Education official in Jordan**

## Responding to the needs of Latin America

Throughout 2020-21, IIEP implemented an assessment to identify the educational planning and management needs and interests of the ministries of education of Latin America, to determine ways in which IIEP's regional offer could further respond to these necessities. The assessment was based on two instruments. First, an online survey widely distributed across Latin American ministries of education – at central and decentralized levels – and among other key education stakeholders, addressed the professional needs of the respondents.

More than 2,800 people responded, including 344 ministry representatives. Second, a series of semi-structured interviews with designated government officials sought to better understand the institutional needs and types of support that IIEP can provide. Nine interviews were conducted with ministry representatives at the central level, and four interviews with officials at the decentralized level. In 2021, the results of the needs assessment were used to inform strategic planning for IIEP's training, technical cooperation, research and development, and knowledge sharing initiatives in Latin America, to ensure that they are truly responsive to the existing needs of its beneficiaries.

## Exploring the impact of research

IIEP regularly uses external evaluations to assess the impact of its work. In 2020, this included an in-depth exploration of the effects of IIEP's research activities on the education sector of partner countries. This included an examination of the relevance and influence of its research, appraising the extent to which its findings are

being used as evidence in planning processes, and outlining how IIEP's research and knowledge production is contributing to knowledge generation, enlightenment, and learning among its key constituencies. Overall, the evaluation found that projects have been very successful in achieving expected outputs and outcomes, and that a range of channels were used to disseminate findings. Going forward, the evaluation recommended strengthening policy uptake, and building further upon synergies between training and technical cooperation, and across IIEP's offices.

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“ There is ample evidence regarding the projects' ability to ensure that their results, and the potential policy implications, reached the eyes and ears of the key policy-makers and educational planners.”

**The 2020 evaluation of IIEP's research under the 9th Medium-Term-Strategy**







Khan Lol, a refugee teacher, films with his phone in Gambella, Ethiopia for the short IIEP and Education Development Trust documentary “We Teach Here”.

▶ **Watch the film:** [at.iiep.unesco.org/WeTeachHereEthiopia](https://at.iiep.unesco.org/WeTeachHereEthiopia)

# A look ahead

This is a critical time for education globally. COVID-19 has dramatically changed the interactions of students, teachers, and administrative staff and the overall learning environment. It has also accelerated innovation. In a short time, schools worldwide have moved online and adopted new technologies. As countries continue to adapt, navigate, and ultimately recover from the crisis, IIEP hopes the

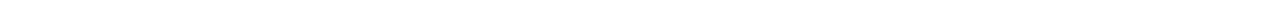
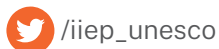
lessons of this momentous period will help education systems build forward better. IIEP will also welcome a new strategy in 2022 – the 11th Medium-Term Strategy – to implement transformative change.

We invite educationalists – planners, policy-makers, and managers – to engage, plan, and build the future with us.

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## LEARN MORE ABOUT OUR STRATEGY

[strategy.iiep.unesco.org](https://strategy.iiep.unesco.org)





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