

# **Adapting to an Evolving World: The Work of UNESCO's International Institute for Educational Planning (IIEP)**

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United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning

# UNESCO education institutes and centres

- [European Centre for Higher Education](#)  
CEPES, Bucarest (Romania)
- [International Bureau of Education](#)  
IBE, Geneva, (Switzerland)
- [International Centre for Technical and Vocational Education and Training](#)  
UNEVOC, Bonn (Germany)
- [Institute for Information Technologies in Education](#)  
IITE, Moscow (Russian Federation)
- [Institute for Lifelong Learning](#)  
UIL, Hamburg (Germany)
- [International Institute for Capacity-Building in Africa](#)  
IICBA, Addis Ababa (Ethiopia)
- [International Institute for Educational Planning](#)  
IIEP, Paris (France) and Buenos Aires (Argentina)
- [International Institute for Higher Education in Latin America and the Caribbean](#)  
IESALC, Caracas (Venezuela)

# IIEP

An international institute  
for a global impact

- **A UNESCO Category I institute**
- **Founded in 1963**
- **HQ in Paris, an office in Buenos Aires**

# Governance, Staff and Funding

- **Autonomous Governing Board: 12 members**
- **Integral part of UNESCO Education Sector**
- **Staff: 116, in Paris and Buenos Aires, half with UNESCO posts**
- **Funding:**
  - **UNESCO regular budget: 14% of annual income**
  - **Regular donors: 38%**
  - **Contracts, projects and other income: 48%**

# Mission

**IIEP strengthens the capacities of Member States to plan and manage their education system in order to help them achieve the Education for All and Millenium Development goals.**

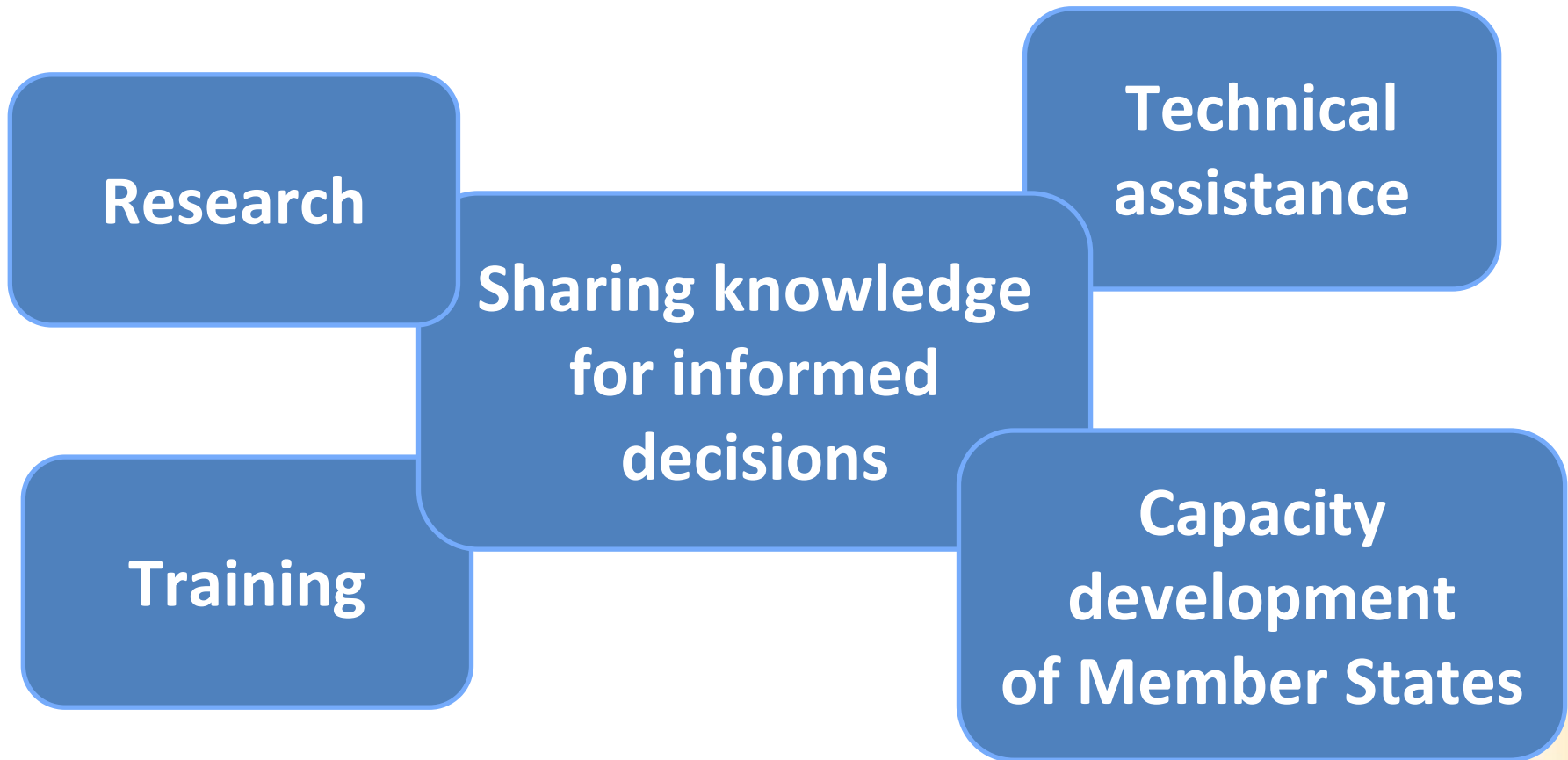


# Objectives

- **Improve** the capacities of Member States (especially central Ministries of Education) to formulate education policies
- **Increase** technical capacities of Member States for plan formulation, implementation, monitoring and review
- **Improve** governance in Member States
- **Contribute** to realizing national development goals, including MDG and EFA goals

# How?

## Interconnected domains of IIEP's work



# Training

Strengthen individual capacities  
to enhance institutional capacities

## Components:

- **Advanced Training Programme (ATP)**
- **Specialized Courses Programme (SCP)**
- **Face-to-face intensive in-country training courses**
- **Distance and blended education courses**



# Training

- **International, trilingual and multicultural**
- **Updated courses on key topics**
  - **Statistical tools**
  - **Education sector diagnosis**
  - **Education sector plan preparation**
  - **School mapping and micro-planning**
  - **Projection and simulation models**
  - **Financing of education and budgets**
  - **Management of human resources**



# Technical assistance

Linked to training  
for capacities development



- **Strategic decision-support information**
- **Support to formulation and implementation of national/provincial plans**
- **Support to national and regional training institutions**

# Technical assistance

In response to requests from Member States

- **IIEP works with individuals and local, regional, and national institutions**
- **IIEP works with planning departments/stakeholders (NGOs, foundations, etc.)**

Countries and territories with IIEP Technical assistance projects in 2010-2011

- Afghanistan
- Angola
- Argentina
- Bolivia
- Brazil
- Democratic Republic of Congo
- Chad
- Chile
- Colombia
- El Salvador
- Ethiopia
- Germany
- Guatemala
- Iran
- Iraq
- Jamaica
- Kosovo
- Mali
- Mauritania
- Mexico
- Palestine
- Panama
- Paraguay
- Peru
- Republic of Seychelles
- Uruguay
- Venezuela

# Research

- **Empirical,** qualitative and quantitative
- **To refine knowledge** in educational planning and management
- **Evidence-base** of practices improved
- **Information base** for decision-makers



# Research

- **IIEP research themes :**

- **Costs and financing**

- **Equity, access and quality**

- **Governance and management**

- **Challenges and emerging trends (examples: corruption, education in post conflict, gender equality in learning and in decision-making in education)**



# Sharing information

- **Documentation Centre**
  - Over 33,000 books, reports, journals and videos
  - 150 Depository Libraries
- **Publications**
  - 25 to 30 books per year  
Manuals, monographs, policy briefs, research papers...
- **Newsletter**
  - Three issues per year/Four languages: English, French, Spanish, Russian/Electronic and printed versions
- **Events**
  - Policy forums, summer schools, dissemination seminars,...

# Sharing information

- **Web site**

**News & events/e-Forums  
resources and databases**

- **Education plans and policies in Member States (Planipolis)**
- **Clearinghouse on HIV/AIDS**
- **Information on ethics and transparency in education (ETICO)**
- **IIEP's Library (EPIDOC)**

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

# Working in partnership

- **IIEP cooperates with:**
- **UNESCO regional, cluster and national offices:**  
Bangkok, Beirut, Dakar, Kabul, Mali, Santiago, ...
- **Other Institutes:**  
UIS, UIL, IICBA, UNEVOC, IBE, IESALC...
- **Development partners**  
Bilateral and UN agencies, private foundations, NGOs...
- **Universities**  
Chicago, Geneva, Dijon,...

# Capacity Development: IIEP's Approach

- Long-term involvement with countries
- Capacity development is not only training, but also coaching/mentoring/accompanying (technical assistance), supporting with generic skills development, equipment and facilities, and policy advice (based on research and experience from other countries)
- Best capacity development through learning while performing tasks on the job
- Responding to needs and requests

# Evolving World – some issues for IIEP

- International financial crisis, decreasing government international development aid – diversifying sources of income
- Countries in conflict – mitigating conflict, building peace
- Decentralization – working not only with central ministries
- Private provision of education – what to include in sector plans, and increasing target groups
- Relative success in access to basic (primary) education – more focus on secondary and post-secondary education
- Disenchanted youth and rebellions– plan for civic and political engagement of youth
- Environmental degradation and climate change – sustainable development in educational planning: what does it mean?
- Fast development of technology – effect on learning and on planning processes
- The dominant presence of internet – is hard-copy publishing disappearing?

# What are the inputs needed to stay at the cutting edge?

- Strategic leadership team
- Strategic vision (anticipatory)
- Results-oriented programs aligned with international needs and global context
- World-class staff, sufficient in number (need for succession planning)
- Adequate financial and physical resources
- Adequate organizational structure
- Supportive administrative processes
- Network of “associate professionals” for policy dialogue
- Network of partners (individuals and institutions)
- Effective communication strategy (internal as well as external)

# Educational Planning: a force for peace and democracy building

- Planning is not only a set of technical skills and tools, but can also contribute to grassroots empowerment, conflict mitigation, peace building and democracy
- How? Through participation of stakeholders at all levels – all the way down to the school and community level - in policy formulation, planning, implementation of plans, monitoring and evaluation
- Peace building is the core of UNESCO, and hence, IIEP's mandate
- Quality of education is the main challenge presently facing most Member States
- Conflict mitigation and peace (learning to live together - one of the four pillars in the Delors Report – Learning: The Treasure Within) should be central in our definition of quality of education