

Forty-ninth session of the IIEP Governing Board

Paris 8 – 10 December 2010

Item 4 of the Agenda

2010 Implementation report

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Overview of programme implementation in 2010

The 2010 programme has been implemented according to plan. Whether in terms of training sessions, the number of planners/managers trained, or project-related documents produced/published, IIEP's programme implementation is yielding the expected outputs.

Further down the results chain, achievements can also be reported at the country level. In relation with our technical assistance interventions, for example, one can note increased command of strategic planning (e.g. Afghanistan), improved capacity among ministry actors to dialogue to define a common purpose (e.g. Angola), or strengthened support from the federal level Ministry to sub-national entities in strategic planning (e.g. Ethiopia).

Research programmes have begun yielding results. As a first step, findings have been discussed in seminars at national and regional levels. This has provided an opportunity to sensitize stakeholders on:

- the burden of the cost of education for households (Burkina Faso in the first instance, but also western Africa to some extent);
- the importance of empowering district education offices within the process of decentralization (southern and eastern Africa); or
- the impact of governance reforms in higher education (Asia).

During each of these seminars, research findings captured the attention of education actors, creating reactions at the ministerial level (Burkina Faso) or generating partnerships (e.g. UNICEF, the Centre for Education Policy Development in South Africa).

Considering the crucial role of dissemination and knowledge sharing, special attention was placed on making our information and knowledge more fluid. This has translated into a livelier website, which received significantly increased visits in 2010, a better synergy of key products with dissemination events (e.g. around the launch of the revised *Guidebook on Planning Education in Emergencies and Reconstruction*).

The results of our work depend on the quality and diversity of our cooperation and partnership agreements – which are therefore the object of all our attention. Cooperation with various UNESCO Field Offices provided us with the local base needed to implement our activities in Afghanistan, Brazil, Ethiopia, and Mali, to name but a few. Cooperation and coordination with Headquarters allowed us to synergize our interventions (e.g. preparation of the work in Northern Sudan) and increase our reach (e.g. cooperation with the Division of Public Information for various communication actions). Cooperation has been sustained with:

- UNICEF – work on fragility and emergency preparedness;
- UNDP – analyses related to equity in Latin America;
- the Organization of Ibero-American States (OEI) – piloting and analysis of educational trends in Latin America;
- entities pertaining to the Southeast Asian Ministers of Education Organization – as implementation partners of research and training activities; and

- training institutions in English-speaking Africa – within the context of our distance course on Education Sector Planning.

This list is not exhaustive, but provides an indication of our multi-directional approach to partnership.

Besides implementation, 2010 has been a year for stock-taking and reflection. An Institute-wide self-assessment for the period 2008-2009, while informing our 2010 operations, also formed the basis for a rolling operational plan for years 2011-2012. There has been careful reflection on, for instance:

- organizing/developing our interventions to achieve better results for our beneficiaries and impact at country level, paying particular attention to balancing our interventions through training, research, and technical assistance;
- structuring and preparing of the distance training offer – our avenue for expansion;
- approaching quality enhancement of the Advanced Training Programme – our flagship training activity which provides comprehensive training on current approaches to planning and management; and
- making considerations of further partnership arrangements.

All in all, 2010 can be described as a year for continuity and innovation; certainly, also, as a year of many achievements.

Khalil Mahshi
IIEP Director

Training and Organizational Support

Training offer 2008-2010: the drive towards expansion

Between 2008 and 2010, IIEP initiated a strategic reorientation of its training offer. The change is reflected in particular through the Institute's growing distance education offer and through the introduction of a portable credit scheme to render the training more flexible.

- **A different model of training delivery that combines a broad range of short-term courses provided in residential and distance mode, with a few longer, in-depth training programmes.**

To guaranty a higher degree of sustainability in terms of institutional capacity development, IIEP's offer complements short-term training for relatively large numbers of middle-level officials with in-depth training for a small core group of experienced officials from the same countries. This includes a number of countries in post-conflict and post-disaster situations where institutional frameworks are weak and the role of individuals in building capacities particularly important; as well as countries with strong donor presence such as Fast-Track Initiative countries, where effective training programmes are needed to complement other development inputs.

- **An expansion of the distance training offer in 2010.**

In January 2010 a two-year distance programme (2010-2011) covering 11 courses was launched. It includes:

- 10 distance courses of 2-3 months duration covering specialized planning and management-related themes;
- 11-month Education Sector Planning (ESP) programme, which has been designed as the equivalent to the ATP Common Core.

Four short distance courses and the blended ESP programme were organized in 2010, and six are being prepared for delivery in 2011. All courses are validated through assessments conducted by IIEP at a distance, but only the ESP carries portable credits. Three on-line discussion forums were also offered.

- **A more cost-effective short-term training programme**

At the same time the Specialized Courses Programme (SCP) has been made available to a larger number of applicants. Considerations to increase the cost-effectiveness of the SCP, while at the same time lowering the relative cost of the ATP, guided the decision to intensify advertisement campaigns and increase the number of available places in the SCP to some 90 in 2010.

Moving towards the full implementation of the training strategy

Approaching gender balance in training

An analysis of the beneficiaries' profiles shows a further increase in female participation across IIEP training programmes. This is the result of a conscientious effort in candidate selection processes to give preference to female applications, at equal levels of qualification. In the ATP the gender balance had increased constantly since the introduction of the Master's Degree option in 2002, reaching 50% women in 2008-2009. Over 60% of applications for the ATP 2009-2010 were received from female candidates. However, in spite of IIEP's active policy of "positive discrimination" in favour of women, they represented only 37% of the ATP 2009-2010 participants. The main reasons related to lower levels of qualification of female applications received last year, and to difficulties for admitted female candidates to mobilize funding for their studies. For the SCP the gender balance has remained stable across the years with women representing about half of the participants.

The picture is different however when all training programmes are included. For distance courses as well as Intensive training courses, IIEP has limited possibility to exercise a selection function in favour of well qualified women. As a consequence, the gender balance continues to be in favour of male participation – although it varies considerably from year to year.

Moving towards a more flexible approach in the training provision

Between 2008 and 2010, IIEP has been working on a more flexible training offer that can respond better to the needs of professionals and their institutions. In 2008-2009 the ATP Common Core was translated into an 11-month distance course on Education Sector Planning, and a portable credit system was set up. In 2010 the ATP course structure and credit system has been adjusted to allow applicants to undertake the programme in more than one year. The articulation between the ATP and the Buenos Aires-based Regional Training Course (RTC) includes, since 2010, an option to complete an ATP degree (Diploma or Master's) in either Spanish or Portuguese.

By means of testing options regarding course structures, credit systems and assessment systems, and verifying their solidity with regard to European Credit Transfer System (ECTS) requirements, a limited number of participants has been admitted to follow the new programme pathways in 2009 and 2010. The experience gained will be used in 2011 and 2012 to construct, jointly with IIEP-Buenos Aires, a training offer based on:

- redefined structures;
- a common portable credit system, and a common assessment system;
- the institutionalization of the pathways among existing programmes.

In this context, the ESP has been given a new strategic function as an IIEP core training programme. Funding from the Education Programme Development Fund (EPDF) of the Fast-Track Initiative (FTI) permitted the development (2008) and implementation (2009 and 2010) of a one-year, blended distance education programme, that covers the fundamentals of educational planning and management. In 2009 the course was offered in English to six African countries (Ethiopia, Ghana, Kenya, Malawi, Tanzania, and

Uganda), in cooperation with local training institutes and universities. Sixty-two (62) participants completed the first programme in 2009; 72 participants enrolled the same year for the second session that was implemented in 2010. The distance programme has generated high demand from institutions in the participating countries, and beyond from French-speaking countries in Africa and English-speaking countries in Asia.

Consolidating the ATP common core

The six modules of the ATP Common Core are presently better integrated and cover the full planning cycle. They provide course participants with an introduction to technical instruments that are studied more in depth during the specialization phase. The revision was undertaken in parallel with the development of course modules for the ESP distance programme. The updated ATP Common Core functions as a depository of IIEP's practice-oriented, professional knowledge regarding the fundamentals of educational planning and management.

Table 1: List of Training activities implemented in 2010

Title	Target countries	Dates	Est. nb trainees	Instructional mode	Implementation partners	Financial partners
Advanced training programme	World	Sept. 2009 – June 2010	33	Residential		Governments and institutions providing fellowships
	World	Sept. 2010 – June 2011	24	Residential		
Specialized courses programme	World	February – April	50	Residential		
Regional training course	Latin America/ PALOP	August – November	22	Residential		
Education Sector Planning II	Africa	February – November	65	Blended	Ministries of education in participating countries / Local training institutions	
Training Workshop on "Education Simulation and Projection Models"	Iraq	February	19			
Training Workshop on "Programming and Target Setting"	Iraq	February	38			
Regional Workshop with Ministries of Education on "Disaster Risk Reduction and Conflict Mitigation in Education through the Integration of Humanism, civic and cultural studies in the curriculum"	English-speaking Africa	February	50	Residential	IASC Education Cluster	IASC Education Cluster
Postgraduate programme in educational policy and management.	Mexico	March- Nov.	112	Blended	FLACSO Secretary of Public Education	FLACSO Secretary of Public Education
Education Indicators for Disaster Risk Reduction, Conflict Mitigation and Emergency Response : Workshop for Kenyan Ministry of Education officials	Kenya	March	22	Residential	IASC Education Cluster	IASC Education Cluster
Developing guidelines for disaster risk reduction and conflict mitigation for the education sector in Uganda	Uganda	March	21	Residential	IASC Education Cluster	IASC Education Cluster
Disaster risk reduction and conflict mitigation for the education sector in Somalia	Somalia	March	16	Residential	IASC Education Cluster	IASC Education Cluster
Course on educational policy and planning.	Paraguay	April-Sept.	25	blended	Ministry of Education, Paraguay	Ministry of Education, Paraguay

Educational Policy Planning and Management for government officials of the Brazilian Ministry of Education	Brazil	June-October	41	Residential	UNESCO Office Brasilia	UNESCO Office Brasilia
IIEP Summer School : Quantitative Methods for Monitoring and Evaluating the Quality of Education	World	June	12	Paris		
Working Meeting for SACMEQ National Research Co-ordinators on : "Preparation of Draft Chapters for the SACMEQ III Project National Reports"	SACMEQ countries	July	43	Paris	SACMEQ	Netherlands Government
Institutional Restructuring in Higher Education in Asia	Asia	July	36	Residential	SEAMEO-RIHED	SEAMEO-RIHED UNESCO Bangkok
Anti-Corruption policies and practices in Education Sector in Vietnam: paving the way for delivering results and monitoring progress	Vietnam	October	84	Residential	U4, Belgian development agency	U4
Transparency, accountability and anti-corruption measures in education in Nepal	Nepal	November	36	Residential	U4, AUSAID, DFID	U4, AUSAID
Institutional management in Higher education	English-speaking Africa	November	15	Residential	MTAC	MTAC
External Quality Assurance of Higher Education	CIS and South-East European countries	March - June	66	Distance	CEPES, IITE	
Outils statistiques : Techniques quantitatives de base utilisées en planification de l'éducation	Africa, Haiti and Lebanon	May –Nov.	148	Distance		
Corruption in the education sector	World	June-July	26	Distance	U4	U4
Diagnostic du Secteur Educatif	French speaking countries of Sub-Saharan Africa, the Maghreb and the Caribbean	October	103	Distance		
Statistical tools and basic indicators for educational planning	World	October – November	60	Distance		
Cost Analysis in Education	World	Sept. - Nov.	61	Distance		
Training of trainers programme	Argentina (Entre Ríos. Argentina)		27		Ministry of Education of Entre Ríos Province, Argentina.	Ministry of Education of Entre Ríos Province, Argentina.
Training Workshop for Education Staff of UNESCO offices and Institutes in Latin America and the Caribbean.	UNESCO staff		31		OREALC / UNESCO Santiago	OREALC / UNESCO Santiago

Organizational support

Technical Assistance

The wide range of technical assistance programmes implemented by IIEP could be organized under two headings. Several are medium- or long-term programmes to support plan development and implementation at the national and/or regional levels in various countries. Several others were shorter-term and focused on a specific area in which IIEP has expertise such as school mapping, the reform of school supervision, or the analysis of capacity development needs.

Support to plan preparation and implementation

The main objective of IIEP's technical assistance is to work in close collaboration with ministries and offer long-term support programmes to the preparation and implementation of strategic plans by national ministries and regional offices. This is the core objective of the programmes listed hereunder: in Afghanistan, Angola, Ethiopia, and Sudan. The main expected outputs are a series of national and regional strategic plans and a sustainable strengthening of the planners and managers involved in their preparation. In Morocco, the focus is on accompanying the implementation of an existing plan.

We typically implement these programmes through a combination of workshops, distance support, specific advisory missions and the preparation of support material and guidelines. In a few cases (Afghanistan, Angola), the permanent presence of a national IIEP project coordinator at the Ministry has significantly helped programme implementation. UNESCO Offices are, where possible, closely involved, and, in the case of Ethiopia, the office is coordinating the overall programme. The programme in Angola has allowed the IIEP offices in Paris and Buenos Aires to work together in the field. Projects implemented in 2010 are listed in Table 2, page 14.

Support to countries on specific themes

A few medium-sized activities were implemented in specific thematic areas in which IIEP has longstanding expertise, or on which the Institute has recently focused. IIEP's involvement is in these cases more specific and takes place through a few missions only, combined at times with the development of guidance materials and some training courses. These activities are, to the extent possible, developed within wider programmes supported by partners. This provides clear linkages to the efforts of the development community as a whole, and provides opportunities of impacting upon national realities. In various programmes (Côte d'Ivoire and Mali) IIEP's intervention forms part of a UNESCO-led programme. In several cases (Chad, Côte

Definition of Technical Assistance

Before describing the main achievements, it is useful to recall our definition of technical assistance (as distinct from training and research). Those activities have the following characteristics:

- They have been requested by a Member State (either directly or through a UNESCO office or other agency)
- They are heavily financed through extra-budgetary funds with some subsidies coming from the regular budget
- They are implemented at least partly in the field
- They tend to focus on one country
- When training courses, they are part of a longer-term programme and not a one-off course
- When these activities are more concerned with research, their role is clearly to influence topical issues related to national policy-making.

d'Ivoire), our activities focus on supporting countries as they deal with emergency situations. Projects implemented in 2010 are listed in Table 2, page 14.

Assessment of work and challenges

The success of these programmes has to be assessed at two levels at least: implementation and impact. In most cases, the implementation has been smooth, though some delays were experienced in relation with some factors, including the need for all parties to agree on an implementation agenda, and the slowness of financial disbursement by some of the financing agencies. The expected products (national and regional plans) were produced. The long-term impact is evidently more difficult to assess. However, the existence of strategic plans which are owned by the ministries, and the creation of a nucleus of competent planners at central and regional levels are important gains. The fact that several of our partners have asked us to continue our support after the implementation of a first programme is a sign of their trust in our work. There were different challenges, in particular:

- the difficulty to have a profound impact on countries with a fragile state structure; and
- the need to focus continuously on capacity development – even if this is more time-consuming than a quick plan preparation.

[REACHING AN IMPACT:]

Develop capacities and empower beneficiaries – two examples from technical assistance

Two particular results are particularly worthwhile mentioning, stemming from our work in Ethiopia, on the one hand, and from our involvement in Angola, on the other.

In **Ethiopia**, and in less than a year, the Planning Unit of the Federal Ministry of Education managed to develop, and finalize, its five-year Education Sector Plan (2011-2015 – ESDP IV). Work was done in a participatory manner, involving regions and the whole ministry, including some 20 different departments working in all sub-sectors and through consultation with civil society and development partners. The federal plan is sector-wide and includes a wide range of programmes (with specific attention to equity in gender and between regions), while remaining technically sound. The plan is owned by the Ministry and fully reflects its vision. IIEP's approach to capacity development was commended by education staff at federal and regional levels. As an example, the team in the Regional Bureau of Education for Oromiya – the biggest region with a population of some 20 million persons – who developed its own regional five-year plan under the guidance of the MOE Planning Unit, and through participation in some of the IIEP training sessions, claimed qualitative improvements in its new regional plan. The Bureau attributed it partly to the way the process had been conducted by the Federal Ministry and the guidance and training provided through IIEP. The Bureau is taking the process down to the district level (some 300 woredas), and claimed that the woredas had developed or were in the process of developing their own plans, based on the template consistent with the regional and federal plans.

In **Angola**, IIEP's participatory approach led to the setting up of a Working Group on School Inspection Policy, placed under the leadership of the Vice-Minister for Education Reform. Thanks to its membership of some 30 high-level civil servants from the central and provincial levels, a thorough review of the state of inspection was conducted, which informed consensual and strongly owned proposals for the reform of school inspection in the country.

Table 2: List of Technical Assistance activities in 2010

Support to plan preparation and implementation	
Afghanistan:	In 2010, the Strategic Planning and Capacity Development Project (implemented since 2006 with Norwegian funding) came to its end. Within the framework of this project, IIEP has supported the formulation of the Afghan National Education Strategic Plan 2010-14 (NESP-2). IIEP also played an important role in supporting MoE's endeavour to obtain the endorsement of the EFA Fast-Track Initiative by providing expertise for the preparation of an Interim Plan based on NESP-2. IIEP signed a new agreement with the Afghan MoE and the Danish International Development Agency for a period of three years (2010 - 2013).
Angola:	Both IIEP-Paris and IIEP-Buenos Aires have significantly contributed to the implementation of the PAEP Project (Support to Primary Education Project) funded by the European Commission, in close collaboration with the Angolan Ministry of Education. <ul style="list-style-type: none"> - IIEP-Paris: Provincial planning. A pilot group of three provinces has completed the first draft of their education development plans. Representatives of the Ministry Planning Department were associated in these workshops, hence contributing to strengthening the collaboration between the Provincial Education Directorates and the central Ministry. Following this first phase of three pilot provinces, a new batch of five provinces has started a similar plan formulation process with the support of IIEP. - IIEP-Buenos Aires: support to the reform of the educational inspection system. Throughout 2010, IIEP delivered a pilot training programme to educational inspection teams of the eight provinces included in PAEP. This enabled the Ministry to come up with an improved plan of action for the reform of the inspection system in the whole country. Forty inspectors and trainee inspectors completed this training, and around fifteen MED officers benefited directly from IIEP's technical assistance. Most importantly, MED departments were able to overcome internal communication barriers and work together for the achievement of a common goal.
Ethiopia:	IIEP has worked with the Federal Ministry of Education to support the preparation of Ethiopia's fourth five-year Education Sector Development Programme (ESDP IV), including the construction of a simulation model. A final version of ESDP IV was validated at a meeting with international partners and civil society representatives in July 2010. During the programme, two workshops included staff from all regional offices that subsequently were supported by ministry staff to complete their own ESDP. Following the completion of ESDP IV, IIEP supported the organization of the Ministry's own staff awareness-raising sessions on the plan for journalists, parliamentarians and heads of offices other than education.
Morocco:	The support programme in Morocco will start in the second half of 2010. Its overall purpose is to assist the ministry with the implementation of the "programme d'urgence" (the equivalent of a strategic sector plan). A series of workshops will be organized. During 2010, IIEP has started work with a national team to prepare the courses and relevant materials. This team is expected to become the core of a future training centre or unit.
Sudan (Northern states):	IIEP, through collaboration with UNICEF, has started a support programme for the federal Ministry and 15 regional states on the development of their strategic plans in basic education. A simulation model is being adapted, and a first workshop on sector diagnosis is being organized in December.
Sudan (Southern states):	The support to Southern Sudan is likely to start in late 2010. MoEST wishes to embark on the development of a new Education Sector Strategic Plan (ESSP) and has requested technical assistance to initiate this work and to build up the capacity of the MoEST to further refine its strategic plans for all sub-sectors. A rapid assessment of the status of the current education provision with the MoEST and identification of key priorities of action as part of the development of an interim sector plan will take place by mid-2011.

<i>Support to countries on specific themes</i>	
Argentina:	Technical assistance is provided in the following areas: 1. Institutional planning of the university system and construction of qualitative indicators. 2. Within the implementation of the National Education Law, improvement of teaching in reading. 3. 'Schools of the Bicentenary' aims to improve public primary schools with high social vulnerability ratings; and 4. Support to the Strategic Planning and Evaluation of the Argentine Education Unit (UPEA) in order to produce reports and data, which contribute to the design of programmes and actions in the Ten-Year Argentine Education Plan.
Chad and Côte d'Ivoire:	Working with UNICEF's office for West and Central Africa (WCARO) and the Global Education Cluster, IIEP is supporting senior ministry officials to prepare more effectively for, and respond to emergencies as part of the regular sector planning processes. In Chad the technical support provided since 2009 to include emergencies components in the education sector plan has included a workshop, technical support at a distance, and development of materials. IIEP undertook a mission to Côte d'Ivoire in order to participate in meetings with members of the Ministry and UNICEF to map out next steps in the implementation of the Ministry of Education's action plan for education in emergencies. A number of consultation meetings have been held on next steps for Côte d'Ivoire, particularly in relation to the CapEFA project, and maintaining the linkages.
Congo, Republic of	IIEP provided support to policy decision regarding implementation of fee-free policy.
Côte d'Ivoire:	Assessment of capacity needs within the educational administration and among national institutes and centres; capacity development of national planners and of training institutions.
Ecuador:	Support to the Ministry with the elaboration of a new school support, supervision and follow-up model. The project took into account the background and characteristics of the supervision in the country, the guidelines of the current educational policy and the existing international and regional trends on this topic. This was followed up by the conduct of a validation and socialization process of this new model among supervisors.
Madagascar:	IIEP is supporting the implementation of school mapping in the country through the training of trainers and the preparation of specific school mapping tools. IIEP will subsequently undertake a pilot school mapping exercise in close collaboration with this core group.
Mali:	IIEP has worked with the UNESCO Office in Bamako to support the design of a teacher development policy. IIEP undertook an analysis on the present capacity constraints in this regard.
Mexico:	The Under-secretariat for Higher Secondary Education (SEMS) has been implementing the Programme in Support of Young People attending the Higher Secondary Education level for the Development of their Living Project and the Prevention of Risky Situations called "CONSTRUYE T". The programme objective is to contribute to the comprehensive development of students, through an inclusive education system that promotes equity and democratic participation. The Under-Secretariat requested UNESCO Mexico and IIEP-BA to design the programme evaluation and undertake the project.
Moldova:	At the request of UNICEF and the World Bank, IIEP has offered technical advice and recommendations to the Ministry on the draft versions of a strategic plan, an action plan and a simulation model.
Uruguay:	Identification and development of institutional educational projects to pedagogically retain and accompany young people and adults at a secondary education level. This project provides technical assistance to the research project carried out by the Planning and Educational Strategic Development Division (DPPE) at ANEP (National Public Education Administration).

Networks

Network activity mainly consisted of support to RedEtis and to SACMEQ. In 2010, the latter managed the data preparation process of its 2007 data collection, as well as provided support to the National Research Coordinators (NRCs) and their deputies for the preparation of national reports on learning achievement and conditions of schooling at Grade 6 level in SACMEQ countries. IIEP, in partnership with Australian universities, provided assistance to this work.

RedEtis continued its clearinghouse function on the issue of education, work, and social inclusion in Latin America. The network contributed to IIEP's research on post-secondary education (see page 19), and was represented through a number of dissemination activities.

Two ANTRIEP institutions (the National Institute of Education (Colombo, Sri Lanka) and the Regional Centre for Educational Innovation and Technology – SEAMEO/INNOTECH) joined IIEP's research programme on the functioning of district education offices and were given responsibility for preparing monographs on Sri Lanka and on the Philippines.

The Alumni network for its part participated in a series of e-fora hosted by IIEP and network members actively participated in the implementation of IIEP research programmes on fee-abolition and household costs. In addition the Burkinabe Alumni co-organized the sub-regional dissemination forum which took place in October 2010 to discuss findings from IIEP's research on education financing and their relevance for decision-making in participating countries.

There is possibly more that IIEP could do to further draw on the strength of its networks. Options and means to strengthen them will have to be taken into consideration in 2011-2012. The Alumni network in particular has underused potential insofar as it groups some of the key planning actors in a number of countries. This virtually untapped resource should be better developed in future years.

[REACHING AN IMPACT:]

Networks... how they synergize with IIEP's work

They bring visibility to issues we care about, online, and through conferences

SACMEQ (over 9,000 visitors a month) contributed to meetings in Africa, Asia, and in the Middle East.

RedEtis (7,000 unique visitors per month) contributed to meetings in Latin America and Europe

They help us create alliances locally to expand our reach

SACMEQ groups 15 ministries of education

ANTRIEP gathers 18 specialized institutions

RedEtis networks over 3,000 individuals

They are a reference point to others

The SACMEQ Data Archive (over 4,000 registered users) is used by PhD students, research groups (EdQual), development actors (e.g. the World Bank). Unique visitors on SACMEQ's website reached 100,000 in 2010.

RedEtis contributed advice for the 2011-2021 Education Plan (Argentina), and expertise on approaches to link secondary education and training for work (Brazil)

Bridging knowledge gaps for evidence-based decisions

IIEP's research is at mid-point. Findings are already attracting attention of target audiences. This is a good indication of the relevance and the timeliness of the work.

Equity, Access, and Quality

Teacher codes of conduct

With the support of CIDA Canada, the research project led to:

- (i) the publication of a literature review;
- (ii) the organization of an expert workshop (Montreal, March 2009);
- (iii) the publication of guidelines on the design and effective use of teacher codes of conduct; and
- (iv) the setting up of a new website that gathers together all of the research products.

The major findings of a survey (2009) conducted in 24 countries in collaboration with Education International (EI) were finalized in 2010. The preparation for a sub-regional, workshop in Korea on teacher codes is underway.

Transparency in the targeting of pro-poor incentives

Preparatory work carried out during 2010 includes: identification of relevant bibliographical references, websites and projects. On this basis, state-of-the-art papers and case studies have been commissioned in 2010.

SITEAL (Information System on Educational Trends in Latin America)

The Information System on Educational Trends in Latin America (SITEAL) seeks to promote greater understanding on educational systems and the relationship between education and the standard of living in **18 Latin American countries**, through the systematization, processing, analysis and dissemination of the quantitative information produced by several public institutions in the region, as well as the knowledge devised from such information. The core of the project is made up of a set of indicators obtained from the processing of the Household Survey. Together with this database, several analytical articles written by highly renowned analysts of the region are also made available, providing an interpretation of this information. The outputs of SITEAL are the following: the SITEAL database, Statistical summaries, dissemination of findings through debates, virtual books, Bulletins, Virtual forums, publication of the Annual Report of Social and Educational Trends in Latin America.

Educational Equity in Andean and Southern Cone countries. Challenges of the new forms of cultural diversity.

Since 2001 IIEP-UNESCO Buenos Aires is undertaking research activity to articulate educational equity and social inequality in **Argentina, Chile, Colombia and Peru**, financed by the Ford Foundation. The purpose of the report is to contribute to the field of educational equity in the region, based on the elaboration of a conceptual approach and the exploration of situations where phenomena stemming from social inequalities articulate to those deriving from the increasing cultural diversity.

SACMEQ III Project

With the support of the Dutch Government, and of Ministries of Education of SACMEQ countries, the team further updated SACMEQ's Data Archive, and finalized their analyses of the SACMEQ III findings.

First results have been published in the IIEP Newsletter. They were extracts from the Research Briefs on: (i) trends in achievement; (ii) trends in gender differences in achievement; (iii) HIV and AIDS knowledge; (iv) grade repetition; (v) provision of textbooks; (vi) extra tuition; (vii) gender balance among school staffing.

SACMEQ in Figures:

Data collected from 61396 Grade 6 pupils, 8026 teachers, and 2779 schools in 15 countries

Data on: Reading, Mathematics, and HIV and AIDS Knowledge, and on pupils, teachers, and schools background

Data collected in 2007 and cleaned during 2008-2009

Monitoring and evaluating access to quality education for vulnerable groups

Preparation work was carried out during 2009-2010 for three research reports using the SACMEQ data archive: (i) educational situation of orphaned pupils; (ii) impact of socio-economic status on achievement; and (iii) multivariate analyses (to identify the source of equity problems). Two articles based on the research using Hierarchical Linear Model (HLM) were published in specialized journals.

Partnership with the University of Melbourne and the University of Western Australia led to finalise the work on modern measurement procedures, including the validation of: (i) test equation to connect three time points; (ii) calibration for the HIV and AIDS Knowledge Test; (iii) scoring Reading, Mathematics, and HIV and AIDS Knowledge Tests for pupils and teachers; (iv) test equation for socio-economic status and the school resource indices; and (v) generation of "trimming rule" into SACMEQ III project data files. Draft chapters describing the above technical work have been completed for insertion in the methodological volume that will accompany the SACMEQ III international report.

Evaluating and enhancing the impact of educational research on policy and practice

Relevant literature and policy documents were collected from most SACMEQ countries during 2009 and 2010. It has been decided to involve National Research Coordinators in order to prepare country reports that describe the impact of SACMEQ studies on the educational plan and policy implementation. Work on the impact of research results on policy planning has been published as a book chapter by Emerald Publishing.

Design of a scientific monitoring system to monitor HIV and AIDS knowledge

A first draft of a toolkit comprised of 4 modules has been completed in 2010. During that same year, the HIV and AIDS Knowledge Test (HAKT), together with a set of Reading and Mathematics test items have been used in one Francophone country in Africa within the PASEC project.

Education in Emergencies Situations

In collaboration with UNICEF/WCARO, IIEP is developing a set of pragmatic guidelines for the inclusion of vulnerability analyses and emergency preparedness interventions into national education sector plans and strategies. This will facilitate long-term support for MoEs to be able to better prepare for and respond to natural disasters or conflicts that may affect their countries. The proposed guidelines are developed in close coordination with relevant

education policy planners, and address the specific needs of Ministry of Education officials at all levels – central and peripheral – in countries affected by conflict and/or natural disasters, or hosting refugees from a neighbouring state.

An inception paper describing the process and contents of the guidelines was developed. A literature review describing the need for and examples of the integration of preparedness and mitigation measures in education sector planning processes was produced. A consultation seminar on the draft guidelines was organized in Paris for 15 education officials and experts from West and Central Africa. A set of pragmatic guidelines for the inclusion of preparedness strategies into national education sector plans or strategies will be produced for the West and Central Africa region (WCAR) as a pilot project. The final guidelines will be made available for replication, adaptation and contextualisation. These guidelines will be published in both English and French.

[REACHING AN IMPACT:]

IIEP's Recommendations used in training sessions

Professional teacher journals contributed to the dissemination of IIEP guidelines of **teacher codes of conduct**. The guidelines were also added as resource material for an e-course organized by UNHCR and IRC *on safe schools and learning environments*. Specific sessions devoted to the issue of teacher codes of conduct during the two training workshops held in Vietnam (October) and Nepal (November), as well as during one-month online course organized in collaboration with the U4 Anti-corruption Resource Centre for donor representatives. Ways to strengthen the impact of countries' codes were discussed within this framework, with due reference to IIEP's recommendations in this area.

SACMEQ data used and disseminated

The IIEP Newsletter devoted a full issue to SACMEQ III initial findings. Findings generated numerous expressions of interests, including from the World Bank within the framework of the development of its new Education strategy.

A 2010 World Bank Education Sector Study on Malawi makes extensive use of SACMEQ research results. Interestingly, the report reproduces the SACMEQ's System Skill Levels for reporting educational achievement in Malawi.

DFID has used SACMEQ data in its 2010-2015 Medium-Term Plan, and is funding a multi-million "EdQual Network" of British and African Universities to undertake secondary analysis of SACMEQ data.

Other entities drawing on SACMEQ data include: the EFA Global Monitoring Report, UIS Global Education Digest, and the UN General Assembly.

Education in Emergencies situation

IIEP launched the second version of the Guidebook on planning education in emergency and reconstruction on 5 November 2010. A special event was organized jointly with INEE. Thanks to an efficient collaboration with UNESCO's Division of Public Information and the Education Sector, the event received a strong visibility. Furthermore, the event and the publication was well commented in the press, thanks in particular to an article dedicated to the work of IIEP in the major French national newspaper, Le Monde.

Costs and Financing

The key focus of the project on **household costs of education** is the scale of the burden borne by households and the relative weight of educational costs in the overall expenditure patterns of the poorest families. The research intends to determine the extent to which educational costs prevent poor families from enrolling their children in primary schools; keeping them enrolled until primary education completion, and sending them on to lower-secondary education.

Objective of the research programme: to provide Ministries of Education with useful evidence for decision-making on financial options to improve access to and retention in basic education. For the most vulnerable groups, costs to families are a barrier to access to primary and secondary education. Proposals to abolish or reduce family costs raise various questions, for which planners and decision-makers need guidance.

During the 2008-2013 period three case studies will be implemented and three sub-regional seminars will be organized. Country studies draw on data from existing household surveys, qualitative analyses based on school visits and interviews with stakeholders at the local level, and a small sample survey to complement the information.

A case study was implemented with the Ministry of Education of **Burkina Faso**. The study showed large differences in spending among families and the difficulties for half of them to face this level of expenditure. Full report for publication will be ready by the end of 2010.

A second case study on **Lao PDR** was initiated in June 2010 following similar format. The survey will be implemented in November-December 2010 and results will be available in 2011.

Research on **Fee-free policies** looks into the implementation and outcomes of existing fee-abolition policies. The research investigates the effect of these policies on access, quality, and participation in primary education. It analyses experiences regarding the mechanisms that were put in place to replace fees, and assesses the means to design and implement efficient fee-abolition policies that are affordable and sustainable.

During the 2008-2013 period, it is planned to implement three case studies and organize three sub-regional seminars, common with those mentioned before. The research is based on qualitative analyses based on school visits and interviews with key, local actors. A small sample survey of schools and parents will assess the impact of, and the opinions about, fee abolition. Finally, the research will analyze the sustainability of free-free policies.

After an initial study on **Ethiopia** published in 2009, a second study was implemented with the Ministry of Education of **Lesotho** in 2009 and 2010. Full report for publication will be ready by the end of 2010.

Research in **Tanzania** is implemented in close collaboration with the Ministry of Education and Vocational Training (Tanzania-Mainland) and the Ministry of Education (Tanzania-Zanzibar). Planners in both ministries are playing an active role in implementing the research surveys. Preliminary results show that, while the two parts of the countries chose different approaches to implement the decision to abolish fees, they both need to address insufficient capitation grants.

Finally, the Institute is investigating cooperation models between the public and private sectors in order to:

- classify the different forms of **public-private partnerships** (PPPs);
- identify the forms of PPPs that can help expand the volume of resources available for education;
- identify the forms of PPPs that have a positive effect on the quality and relevance of education;
- determine the necessary legal, policy, and regulatory frameworks that provide for an effective involvement of the private sector; and
- identify the main constraints and risks attached to PPPs.

Following an experts meeting organized in December 2009, a publication is being prepared to propose a **classification of partnerships** and provide an analysis framework of the various types of partnerships.

[REACHING AN IMPACT:]

Sharing findings to increase awareness

A **Policy Forum** was organized on 9-10 September 2010 on Financing Basic Education: revisiting solutions implying the private sector. Eighty participants coming from Ministries of Education, NGOS and the private sector, universities and research centres, as well as from aid agencies had the opportunity to exchange and debate on issues of household's costs and the economic barrier to education, fee free policies, private provision at primary level, and public private partnerships for basic education. Presentations and discussions made clear that: Households are the first partner to ministries of Education for financing basic education; households are reacting positively when education costs are decreasing, and fee free policies are thus encouraging enrolment; private provision of education is developing in many countries, often in its more commercial component and could be seen as a signal of the poor conditions of schooling in public schools; improving quality in public schools should be a priority for governments; public private partnership can help, could have a high transaction cost, and could lead to another form of privatization of school delivery.

In **Burkina Faso**, households covered by the survey spend an average 6,500 CFA francs per child per year – the equivalent of 10 euros per child per year. Bearing in mind the very low income level of these households, this amount should be put in relation with the number of school-age children in their care: 82 per cent of household heads surveyed declared being responsible for more than five children. Over 52 per cent of parents surveyed find it very difficult to deal with education-related expenditures. Among those households where children had dropped out of primary school, 76 per cent of parents believed that spending is not only very difficult to bear, but is also the main reason for children dropping out. These results, as well as the other issues related to education financing, were shared and discussed during a regional seminar (Burkina Faso, October 2010), which gathered 60 participants from 13 French-speaking African countries.

Governance and Management

The context in education decision-making has changed over the decades. The state – which enjoyed near-monopoly in the delivery of educational services – has invited other partners, and, in the process, became but one of the providers. No doubt, the state continues to be an important actor. While it is important to improve the overall efficiency of the system, the focus needs to be more on the public system. IIEP, through its research and training activities, is examining both broad educational decision-making processes, and specific aspects related to governance and management.

All research projects in this sub-component will be implemented in cooperation with national teams as a means to increase ownership of the results, and strengthen the capacities of national researchers/research institutes.

With support from the Education Programme Development Fund of the Fast-Track Initiative, IIEP implemented the first stream of research on **decentralization policies** and their impact on the functioning of district education offices (DEOs) and schools. Studies were carried out in the Philippines and Sri Lanka in 2010 in addition to the studies already completed for Kenya, Lesotho, and Uganda in 2009.

Research on school grants: After an examination of the literature on financial decentralization in 2009 and 2010, it appeared essential to carry out specific examination on the topic of school grants, as these funds have been transferred directly to schools in many countries in recent years (developed and developing countries). The trend raises two key questions:

- i) do such policies – as they are designed and implemented – contribute to greater equity and improved quality at school level?;
- ii) what are the level of autonomy and capacities of the school to manage and use these funds?

Considering the sensitive nature of this issue, it was felt necessary to pilot the research in one country so as to develop and test research tools before expanding the work to a wider range of countries in 2011 (Eastern and Southern Africa) and 2012 (Asia or Latin America). The pilot was implemented in Lesotho where IIEP is working in close collaboration with the Ministry of Education of Lesotho, the National University of Lesotho, and the Centre for Education Policy Development (South-Africa).

The research on the **role of the state in the context of decentralization** examines: i) the decentralization policies and their impact on the functioning of district education offices and schools, and implications for quality and equity; and ii) financial decentralization and management of resources with a focus on school grants.

The project on **technical post-secondary education** in Latin America investigates the different options available at the system and institutional levels for short, technical post-secondary education courses.

The research on **post-secondary education** examines ways to expand post-secondary education and its implications for the diversification of the system in terms of programmes and delivery channels. Based on the case studies from Africa, Asia, CIS countries and Latin America, the study indicates possible policy options for developing countries to expand post-secondary education.

The research on **higher education** examines the implications of the expansion of post-secondary education for governance change at the national and institutional levels.

Part of the work on **appointment and deployment of teachers** focuses on the secondary level of education and on demand, supply remuneration, training policy options, and career patterns.

Trends in post-secondary technical education are documented and made available for stakeholders in the region. The studies analyze the modes of operation of post-secondary technical courses. They include a focus on links with industry, and their articulation with other parts of education systems. The research also:

- i) assesses the implications of different options for equity and educational opportunities for students from lower income groups; and
- ii) evaluates the impact of such courses on work opportunities for graduates and their transition to the labour market.

The project has drawn on RedEtis capacities to inform aspects of the research conducted in Brazil, Colombia, and Mexico. This work is being synthesized. The background work on post-primary and post-secondary technical education programmes in Latin America has been compiled in a database, which is available from RedEtis' website.

The project on the diversification of **post-secondary education (PSE)** was completed in Azerbaijan, Chile, Malaysia, Nigeria, and the Republic of Korea. The study results of the Asian region were presented in a seminar jointly organized with SEAMEO-RIHED, and the UNESCO Bangkok Office. A publication based on these studies will become available in 2011. It will provide an analysis of the growth and expansion of PSE, type of courses offered in different PSE institutions, institutional arrangements for the provision of PSE, and financing arrangements for PSE.

In 2010 the project on **innovation and reforms of tertiary education in small states** was finalized. The project included focus on the specificities of provision and management of higher education in small states. A study on strategies for the development of tertiary education in small states was carried out covering Armenia, Fiji, Malta, Oman, and Saint Lucia. The results – which were presented in the 2009 Policy Forum on Tertiary Education in Small States – were compiled in a manuscript to be published in 2011.

The research on **Higher Education** examines the effectiveness of reforms in steering policies and governance structures and their impact on the management and managerial effectiveness of higher education. The project studies the diversity of provision and new modes of governance at the post-secondary education level in selected countries.

IIEP collaborated with SEAMEO's Regional Institute for Higher Education Development and UNESCO's Bangkok Office to launch case studies on governance reforms in higher education in: Cambodia, China, Japan, Indonesia, and Vietnam. The reforms introduced in these countries follow the global trend of giving more autonomy to higher education institutions (HEIs) while strengthening accountability measures. Except in Vietnam, the move towards increased autonomy is accompanied by a change in the legal status of HEIs – which is given either to selected HEIs only (Cambodia, Indonesia) or to the whole sector (China, Japan). Initial results also show that the rationale for governance reform is linked with the intention to:

- enable HEIs to introduce more flexibility in their management systems;
- develop stronger links with the private sector; and
- generate more extra-budgetary funds.

While there is evidence that these objectives have been met to a considerable extent, the administrative workload of academics is increasing, sometimes at the detriment of their academic productivity.

These results were discussed with national researchers and stakeholders. Thanks to a partnership with the German Academic Exchange Service (DAAD), seminar participants were able to expand the discussion on the implications of such reforms for university middle-level management with a group of Vice-Deans and Deans from Cambodia, Malaysia, the Philippines, Thailand, and Vietnam who were participating in the International Deans' Course in South-East Asia.

Challenges and lessons learned

The strategy of relying on national and local institutions gives national researchers an opportunity to improve their research skills. It also helps in some ways towards creating the conditions for research results to be used for decision-making. In some regions, especially in the Asian region, the projects implemented in this fashion face language-related difficulties. Furthermore, in many instances, the amount of money invested by the institute for each of the case studies is rather less, in comparison with the amounts provided by other international agencies.

[REACHING AN IMPACT:]

Dissemination of research findings on Decentralization

A regional policy seminar was organized in Uganda to allow high-level discussions on decentralization. The quality of IIEP's research results was strongly recognized by participants in the seminar, who requested: i) additional research activities on decentralization, DEOs and schools; and ii) the creation of a database to share information on key documents existing on the topic. A clearinghouse on the implementation of decentralization of education was therefore developed further to this specific request.

The research results were disseminated widely to Ministries of Education, educational planners and managers, and the research community. These stakeholders are more informed, and aware of, the challenges faced by DEOs in a context of decentralization in Kenya, Lesotho and Uganda, as well as of strategies to improve their effectiveness and contribution to improved education quality at district level.

A web-discussion to share experiences on Higher Education

Following its research conducted in 2009 on Reform and Innovations in the Tertiary Systems of Small States, IIEP is sharing its findings through a range of tools. Three Policy Briefs were produced in 2010 to propose a condensed easy-to-read notes to guide decision-makers. To increase the relevance and to make sure that IIEP's briefs are truly rooted in experience and geared for policy advice and advocacy, IIEP organized an on-line discussion on:

- What are the issues and options for quality assurance and accreditation in small states?
- What are innovative modes to ensure funding for the sustainable development of tertiary education systems?
- What can be the role of technology and networking to overcome the constraints of small states?

The On-line Forum was an opportunity for participants to share experiences and discuss the topics during 6 weeks. The discussions were moderated by experienced policy-makers and researchers. Outputs from the discussions are to be added to a set of existing-drafts policy briefs.

Sharing Knowledge

IIEP's communication strategy focuses on the ability to disseminate worldwide information on the Institute's activities, and on the development of knowledge bases that incorporate contextualized information with links to contributors, partners, and education stakeholders.

Collecting and structuring relevant and accurate information

Information overload is a pervasive feature, even in specialized areas like educational planning and management. Consequently, IIEP is progressively moving from a "just-in-case" to a "just-in-need" acquisitions policy. The sustainability of this transformation rests in the capacity to network with other resource centres¹ to obtain complementary information.

The collection of IIEP-held material totals nearly 35,000 items related to education, planning, and management issues. This unique collection – the result of over 45 years of targeted acquisition – is indexed and structured in databases that offer sophisticated search options. The value added of these repositories is further increased through a series of thematic databases (e.g. Etico and CapDev databases) that spin off from the Institute's research programmes, and provide the framework to absorb the growing mass of data that the Institute's research produces. This is an essential aspect of IIEP's work as an international clearinghouse for educational planning and management.

Planipolis exemplifies IIEP's fundamental role in this area. Its success shows the information gap that we are covering – from 15,000 unique visits per month to 50,000 between 2008 and 2010. As a result, IIEP is widening the period covered by offering access to digitized plans and policies from its historic, printed collection.

The Clearinghouse on HIV and AIDS and education is another case in point. In close cooperation with all actors concerned, the Clearinghouse is now accessible in Portuguese. This fulfils the information gap in this language, and helps strengthen the response to the HIV epidemic in formal and non-formal educational settings.

Significant support in terms of resource identification has been undertaken, notably for the UNAIDS IATT on Education stocktaking exercise on the education sector's responses to HIV and AIDS, and for the UNESCO Regional AIDS Advisor for Africa on a 20-country study of responses to HIV and AIDS.

Disseminating knowledge

The 2010 communication plan – the result of fruitful internal consultations – provided the overall framework for IIEP's communication actions, from identification of target events and relevant communication channels, to inception of supports, and actual dissemination.

Particular attention was dedicated to improving the **liveliness of the institutional website**. More and better information was released on current IIEP activities. The effort to post well-crafted information triggered the interest of the communication team at UNESCO Headquarters, and resulted in IIEP news featuring on the Organization's website.

¹ These include, for example, the Knowledge and Management Section of the Education Sector at Headquarters, the French Centre International d'Études Pédagogiques (CIEP) and the specialist department of the Organization of Ibero-American States (OEI).

With the inclusion of RSS feeds in key areas of the website (homepage, Planipolis, Clearinghouse, and library holdings) our **regular users can now keep better abreast of our activities and news**. This initiative, coupled with email alerts and notifications, the setting up of a blog with ephemeral information, and the aggregation of our resources on a Netvibes platform has facilitated the interaction with, and increased the number of, our audiences.

The **web-based strategy has paid off**. It is estimated for instance that the new editorial line on the homepage is responsible for the 35% increase of visitors to our website. Further enhancements are expected in 2011-2012 to increase interaction with users and improve the feedback loop.

Traditional communication and dissemination tools and formats were also maintained in recognition that different audiences have different needs and different habits:

- Book-length publications remain the more current type of outputs (some 25 in 2010). Their use is sufficiently versatile to reach large profiles of readers. Dissemination was improved through wider licensing agreements for translation. For instance, the book entitled *Confronting the shadow education* was translated in Arabic, Korean, and Urdu, and further linguistic versions are in the pipeline.
- Anchored in our research and field experience, policy briefs are being prepared on decentralization and higher education in small states. Their availability will be expanded in future years. Short, policy-oriented formats also include the Education Booklets series which covered the topics of corruption and gender in 2010.
- Specialist knowledge was packaged in papers for conferences, and in articles for professional journals, and working papers, which document the critical steps of educational strategic planning for technical audiences.
- The International Working Group on Education (IWGE), an informal group of aid agencies and foundations, met in June 2010 to discuss issues related to 'Financing education: redesigning national strategies and the global aid architecture'. Consensus from the 24 multilateral and bilateral agencies, foundations, and institutions represented reveals that:
 - a. Attention should be given to the pressure to expand post-primary levels of education
 - b. Investments should target, as a priority, the groups hardest to reach – which may also be the most expensive to reach.
 - c. Decisions to invest should be evidence-based, and donor support needs to consider allocative efficiency and aid effectiveness. Increased investment in the 'global public good', and aid coordination with recipient governments in the lead, are measures by which to enhance aid effectiveness.

Nascent results can be reported from our intent to reach out to the media. Some success has been achieved (the most notable being the publication of an article specifically dedicated to our work in the area of education in emergency situations in *Le Monde*, one of the best-read French, daily newspapers). Achieving visibility to inform the general public has high potential to raise awareness on what it takes to achieve quality education. This type of dissemination is fairly unused by IIEP at the moment; if pursued more actively, the Institute will need to develop news skills and approaches in the future.

Successful communication is opportunistic, consisting of the right theme, at the right time, in the right way, to the right audience. This requires:

- forward planning on the basis of a precise intelligence and understanding of upcoming education event;
- the early availability of the 'raw' information to package it in tailored products, and begin mobilizing networks; and
- a strong network of information relays, and a strategy to expand them.

When IIEP succeeded in combining these elements, it succeeded well. The best example of achievement is probably the launch of the *Guidebook for planning education in emergencies and reconstruction*.

General administration

The Administration is mainly responsible for the management of IIEP's Finance and Budget, Human Resources, Information Technology and premises. Its services ensure facility, efficiency and value for money so as to reach the desired outcome for programme execution by both internal and external partners.

The following could be considered as the main activities of the Administration:

Budget and Finance: overall responsibility of the programme budget (GB 4/5), jointly with the Director, and in consultation with the various units, including IIEP Buenos Aires; creation of budget codes for both the regular and extrabudgetary programmes and processing of budget allotments; budget monitoring and reporting on budget implementation so as to ensure that proposed expenditure is in line with the approved programme and budget; and custody of funds for regular and extrabudgetary programmes.

Accounts and Treasury: ensuring that IIEP's accounts are maintained in compliance with the International Public Sector Accounting Standards (IPSAS); financial reporting to IIEP's Governing Board (GB), donors/partners, IIEP's Senior management, UNESCO and to the External Auditor; ascertain that the External Auditor's recommendations are implemented where applicable; establish a sound internal control to ensure an optimal and compliant management of resources made available to IIEP and that IIEP's assets are safeguarded; monitor sufficiency of treasury resources for the running of activities, and investment of available cash to the capital deposit account, managed by UNESCO Bureau of Financial Management (BFM), for returns on investment.

Procurement of commodities and services: seeking the best provider without compromising on the quantity or quality is one of the greatest challenges; arbitrating, together with the Director, and determining the appropriateness of the choices made. In addition to managing funds that have been allotted to the General Administration for running costs and others as approved in document 48 GB/5, the Administration plays its role as overseer of UNESCO financial rules and regulations within IIEP, streamlining of standard administrative procedures during procurement, and adherence of accounting principles; responsible for providing support for the procurement of goods and services with the aim of increased efficiency, effectiveness, economy, transparency and integrity.

Human Resources Management: all personnel actions such as recruitment, promotions, separations; and carrier and staff development.

Information and technology: keeping abreast with the changes; ensure that software and hardware are upgraded so as to maintain and improve work performance; continued maintenance of network systems, servers and databases essential for the day-to-day work and programme execution; this item is further elaborated in this report.

Management of Premises: ensure that premises are well maintained and in compliance with national and UN standards in terms of security, and adequate for Staff welfare; cleaning services and cafeteria.

2010 Expenditure

The breakdown of the estimated expenditure for 2010 is categorized, in United States dollars, by commitment items and main expenditure types, as follows:

	Expenditure types	Budget 2010	Total Expenditure
SUB-CONTRACTS	Insurance	30 000	33 605
	Consultants	20 000	15 000
	IPSAS preparation	20 000	10 905
TRAINING	Staff training & interns	40 000	27 332
EQUIPMENT	Purchase furniture & equipment, office supplies, maintenance furniture & equipment, premises maintenance & repair	239 500	274 068
MISCELLANEOUS	Communications, hospitality, water, gas & electricity, and others	270 500	259 090
	TOTAL	<u>620 000</u>	<u>620 000</u>

IIEP Building

Improvement of premises and security: The first phase of the renovation of the building started in July 2010 and will hopefully be completed by the end of the year. It entails the refurbishing of the entrance hall and the basement, reinforcing the security of the building so as to conform to the UN recommendations and the French legislations and ensuring that the building's electrical system complies with the set standards. This renovation plan is financed by the annual contribution from the French Government, which has been 225 000 Euros for the last three years. Accumulated over the years, it has provided a substantial amount that has enabled us to design, with the assistance of an architect, a renovation plan. It consists of the following three phases:

- phase 1 – security of the building (entrance hall and basement renovation);
- phase 2 – heating and air-conditioning; and
- phase 3 – embellishment of offices.

The lots of the first phase are:

N° of lot	Lot description	Enterprise/company	€ Amount without Tax
1	DEMOLITION, PASSAGE, TERRACING AND PAVING	LPBTP (Groupe VINCI)	56 396
2	AUTOMATIC DOORS	PORTALP FRANCE	23 628
3	MAJOR WATERPROOFING WORKS, PLASTERING, COBBLING	LPBTP (Groupe VINCI)	83 445
4	PAINTING, WALL REFECTION, CEILING, FLOOR CRYSTALIZATION	AIC BATIMENT	59 619
5	FURNITURE AND DECORATION	J. C. KERVROEDAN	31 163
6	LOCKS AND DOOR FITTINGS, METALWORKS	(PENDING)	-
7	ALUMINUM FRAMES	(CANCELLED)	-
8	WOODEN FRAMES, WOOD WORK	AIC BATIMENT	48 052
9	SECURITY – SURVEILLANCE & ACCESS CONTROL	DELTA SECURITY SOLUTIONS	51 740
10	SECURITY – FIRE PREVENTION AND ALARM SYSTEM	DEF	21 159
11	SECURITY – FIRE CONTROL	ADEP	15 567
12	PLUMBING AND HEATING SYSTEM	TFN LAGRANGE Groupe ATALIAN	25 557
13	AIR CONDITIONING SYSTEM	PMD CONSTRUCTION	2 360
14	INSULATING FILMS, ANTI-SHOCK AND SILKSCREEN	WDS	690
15	UPGRADING OF ELECTRICAL CABINETS, LOW AND HIGH VOLTAGE WIRING	ADEP	
16	WIRING OF NEW INSTALLATIONS, DIAGRAMS INDICATING WORKS CARRIED OUT IN ELECTRICAL CABINETS	ADEP	56 483
17	LIGHT FIXTURES AND ELECTRIC EQUIPMENT	ADEP	
18	UPGRADING OF ELEVATORS TO 2010 STANDARDS	DRIEUX COMBALUZIER	16 074
19	EXTERNAL ELEVATOR FOR PERSONS WITH LIMITED MOBILITY	DRIEUX COMBALUZIER	24 455
	UNFORESEEN WORKS AND FEES 12%		83 612
TOTAL GENERAL			600 000

As in any renovation plan, there are details that come to the Institute's attention that were not foreseen originally. We have to adapt as the renovation progresses with the aim of achieving the best results for the Institute.

IIEP Premises in Buenos Aires continue to be maintained from the Argentine Government contribution.

Staff Service Account (SSA)

The Administrative Unit continues to manage this fund by reviewing contractual services provided by the cafeteria contractors, allocation of parking places, and collection of garage rent from staff members. The first phase of the renovation also included the garage, mainly security, conformity of electrical system, etc. The costs involved were financed from prior year reserves from the cafeteria and bar services, and income from the garage rental.

Cafeteria: The cafeteria services are used by staff members, some outsiders and ATP Trainees. The contract with the cafeteria contractors has been extended to 31 December 2011. The renovation of the premises has also been extended to the cafeteria and part of the funding will be made through the Staff Service Account (SSA) whose accumulated reserve is due to cafeteria services and income generated from the renting of the garage to IIEP Staff.

Information Technology, Tools and Systems

FABS/STEPS

UNESCO's Finance and Budget System (FABS) continues to be IIEP's financial management tool and STEPS (System to Enhance Personnel Services) for human resources management. In FABS, IIEP is able to prepare its accounts for audit and also financial reports to donors, as and when required. IIEP, together with UNESCO Headquarters, is still faced with the challenge of producing automated financial statements as recommended by the External Auditor. This is a complex task that the Administration of IIEP alone cannot solve since the lead in this domain should be UNESCO Headquarters, and in particular the Bureau of Financial Management which is the business owner of all technical developments in FABS.

In order to ensure that deadlines for accounting periods and budgetary closures are respected, the administrative staff, in Paris and Buenos Aires, work in close collaboration. The Administrator maintains a permanent contact with the IIEP Buenos Aires Administrative Unit giving guidance on administrative, financial and budgetary issues including, amongst other administrative matters, that the accounts and the budgetary carry forward are appropriately prepared for the year's closure.

Information Technology

The Informatics team has provided support to the Programme staff to facilitate their communication and the implementation of their activities.

- Remote access to the IIEP network has been improved while ensuring that it is secure and reliable.
- A new video server is being put in place so as to improve these courses.
- The Koha tool has been developed so as to help the Documentation centre in the downloading of large files (*FTP*).
- The Stockpub tool has been further developed to facilitate the management of IIEP publications.
- New telecommunications system and a new switchboard should be installed by the end of the year.
- An intranet and extranet system, in place before the year end.

Staff Development and Training

In addition to funds that were earmarked by UNESCO Headquarters for training and career development, US\$ 41 000, for the biennium 2010-2011, IIEP set aside US\$ 20 000 for this purpose. Of these available funds, US\$ 15 000 were decentralized to IIEP Buenos Aires to cover their training needs.

The Director's Staff Advisory Committee (DSAC) has produced a strategic paper on Staff development and training for a more focussed use of the limited funds allocated for training. Preference will be given to group training rather than individual training. A series of different training sessions will be identified and proposed to the Staff in the form of a brochure. Most of the training will be implemented in 2011.

Institutional/Corporate Training

As in previous years, IIEP is offering Spanish language courses (beginners, intermediate, and advanced levels) for the period September 2010 - May 2011.

External Training:

- Training on Library application in PHP MySQL.
- English and Portuguese language courses for the IIEP Buenos Aires Office.

Staff Movements

The following staff movements took place between 1 November 2009 and 31 October 2010:

Appointments:

Mr Khalil MAHSHI (Jordan), Deputy-Director and incumbent of post IEP-878 was appointed to post IEP-801, Director of IIEP at D-2 level on 3 August 2010.

Ms Dominique Altner (Germany), was transferred at equal grade from HQ and appointed to post IEP-852 (P-5) since 1 January 2010.

Mr Maxime BOUQUET (France), was appointed Assistant Communication Officer at P-1 level, and is a holder of a service contract since 1 July 2010.

Mr Ousmane DIOUF (Senegal), was appointed Programme Specialist at P-3 level, and is a holder of a service contract since 1 July 2010.

Ms Ludivine GARGAM (France), was appointed Programme Assistant at G-4 level and is a holder of a service contract since 1 July 2010.

Ms Salwa HASSAN (Egypt), moved from HQ and appointed Assistant HR Officer to post IEP-842 at P-2 level on 15 February 2010.

Mr Brian SMITH (USA) was appointed English Editor at P-1 level, and is a holder of a Resident Fellow contract since 1 March 2010.

Ms Rahmatoulaye SAMASSEKOU (Mali) was appointed Programme Assistant at G-4 level and is a holder of a service contract since 1 October 2010.

Departures:

Mr Mark BRAY, incumbent of IEP-801, resigned on 30 March 2010.

Ms Martine HEMARD, holder of a service contract, retired on 30 April 2010.

Ms Audrey TRAVIESO, holder of a service contract, resigned on 17 September 2010.

Mr Franck VAN CAPPELLE, holder of a Resident Fellow contract, left IIEP on 31 July 2010.

Implementation of the budget in 2010

The tables and schedules provide financial data on what was set out to be done in 2010. As requested by the Executive Committee of the Governing Board, additional financial information for the period 1990 to 2010 has been provided in the appendices (page 48). In addition, it is worth mentioning that the reports have taken into account, inter-fund eliminations, for the presentation of internal transfers which include overheads levied on extrabudgetary activities.

Table 1: Statement of resources and expenditure provides the provisional for the year ending 2010 compared to final 2009. Resources and expenditure for 2010 have been estimated as at 30 September 2010 in both United States Dollars and Euros.

Schedule 1: Estimated Resources for 2010 compares new estimates to the approved 48 GB/5, and final 2009 figures.

Schedule 2: Estimated Expenditure for 2010 compares new estimates to the approved 48 GB/5, and final 2009 figures.

Table 2: the Stabilization Reserve Account shows the situation at the end of 2010, since its establishment on 1 July 1993 by the Governing Board's Resolution No 251.

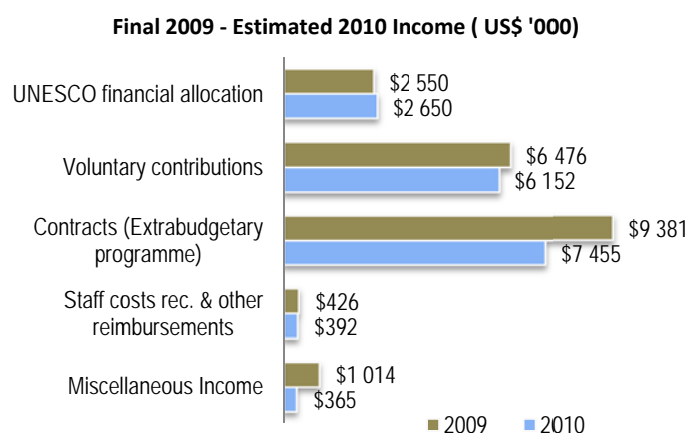
Table 3: Estimated Assets and Liabilities; all IIEP accounts have been consolidated into one statement as at 31 December 2010, which constitutes an estimate of IIEP's balance sheet. This table has been adapted to the new IPSAS norms.

Financial resources

The Regular Programme's income is composed of the UNESCO financial allocation, voluntary contributions from Governments and other income from overheads levied on Extrabudgetary projects, staff costs recovery from Extrabudgetary projects or similar work, sales of publications, bank interest, and others.

The total estimated income, Regular and Extrabudgetary Programmes, for 2010 is US\$ 17 015 579, compared to US\$ 19 846 601 for 2009, representing a 14% overall decrease.

A decrease of 11% in income for the Regular Programme (US\$ 10 861 002 in 2010; US\$ 12 155 903 in 2009) is essentially due to the fact that the contribution of Spain has not been received and that a substantial decrease in miscellaneous income which is essentially the exchange rate fluctuations and bank interest.



The UNESCO financial allocation has been slightly increased by US\$ 100 000. In 2010, the financial allocation represents 16% of IIEP total income, as compared to 13% in 2009. The graph opposite compares 2009 and 2010 total income, excluding liquidations of previous years' obligations, reserves and fund balances.

Income for the Extrabudgetary Programme has also decreased in 2010 by 20% or US\$ 1 536 121 (US\$ 6 154 577 for 2010 as compared to US\$ 7 690 698 for 2009) due to the completion of EPDF and the Afghanistan projects and the decrease in the Advanced Training Programme Fellows.

Despite the decrease in contributions in 2010, the income trend below shows that IIEP continues to grow over the years. The extrabudgetary income remains at a higher level which could be interpreted as relevance and donor trust in IIEP programmes and activities.

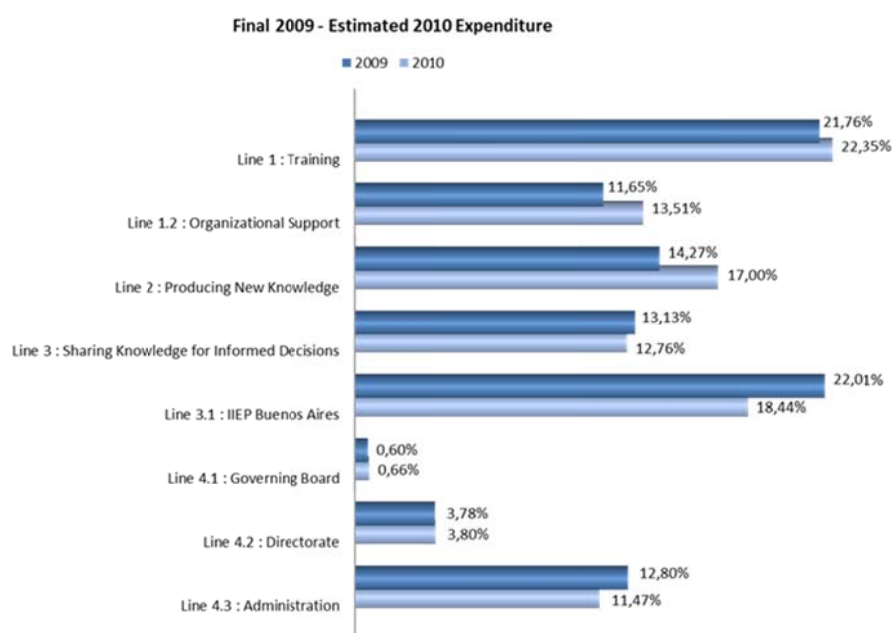


Expenditure

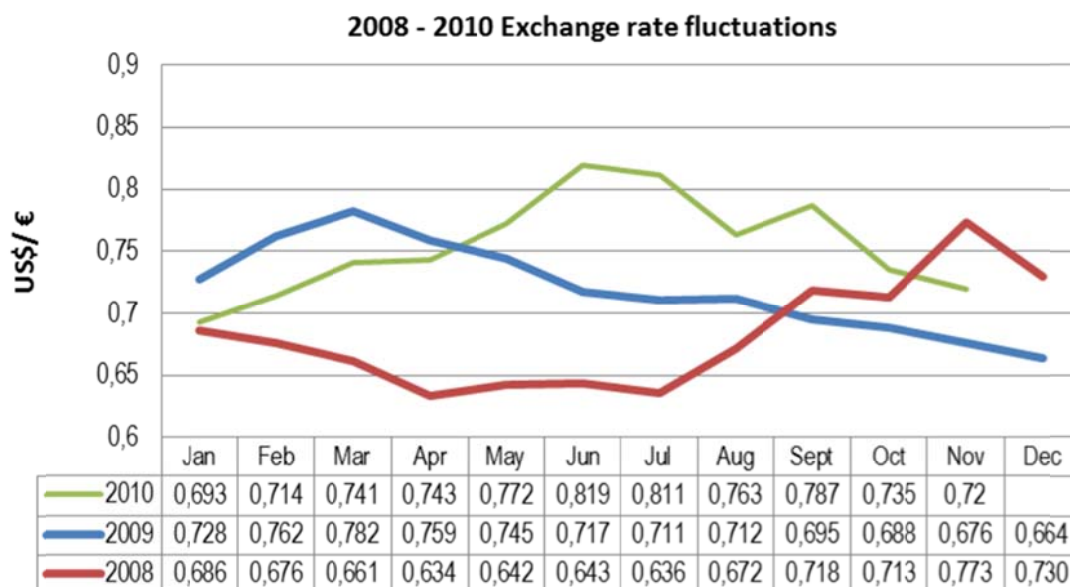
Programme implementation for both Regular and Extrabudgetary has increased by 10% or US\$ 1 633 384 in 2010 (US\$ 17 911 031 in 2010 against US\$ 16 277 647 in 2009).

Estimated expenditure for the Regular Programme for 2010 will amount to US\$ 10 455 905 compared to US\$ 9 633 093 in 2009, for the Extrabudgetary Programme, it will amount to US\$ 7 455 126 in 2010 compared to US\$6 644 554 in 2009.

At the end of the year there will be an estimated unspent balance of US\$ 1 316 395.



This is mainly due to the postponement of the review of the IIEP structure (US\$ 190 765), four vacant posts that are not yet occupied (US\$ 723 300) and non-implementation of some of the approved programme activities (US\$ 402 330). These amounts also contain the impact of the US dollar/Euro fluctuations. The average exchange rate for 2009 was 0.720, 2010 – January to October: 0.758. The fluctuation can be visualised below:



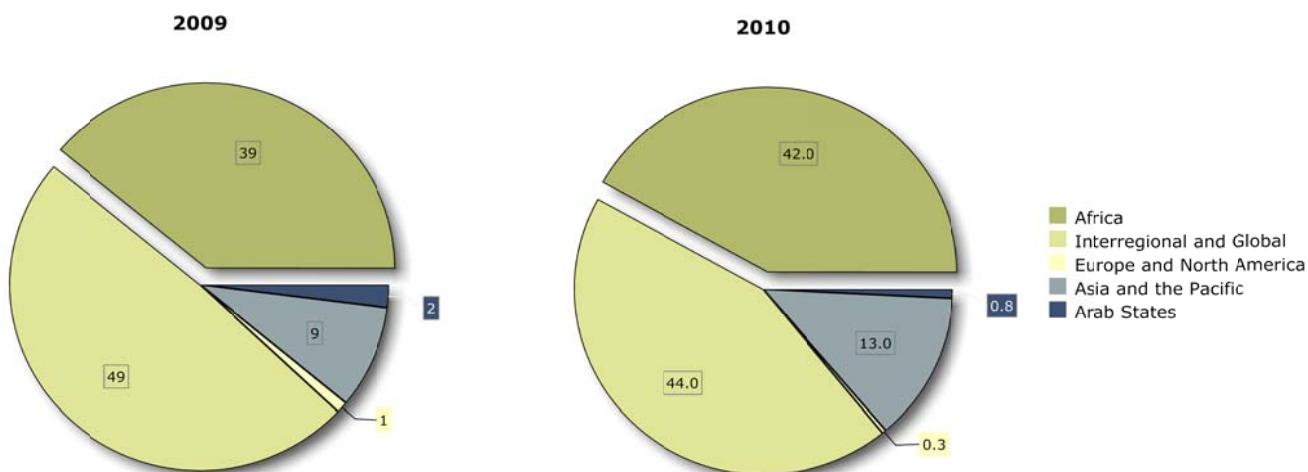
Expenditure for the Extrabudgetary Programme is estimated at US\$ 7 455 126 for 2010 as compared to US\$ 6 644 554 for 2009.

The difference between total income and expenditure for the year ending 2010, for all IIEP managed funds, is estimated at US\$ 895 452 of loss of income over expenditure. This is due to the execution in 2010 of extrabudgetary projects whose income was received in 2009. Examples of these are the Angola European Commission project and the Education Programme Development Fund (EPDF) projects.

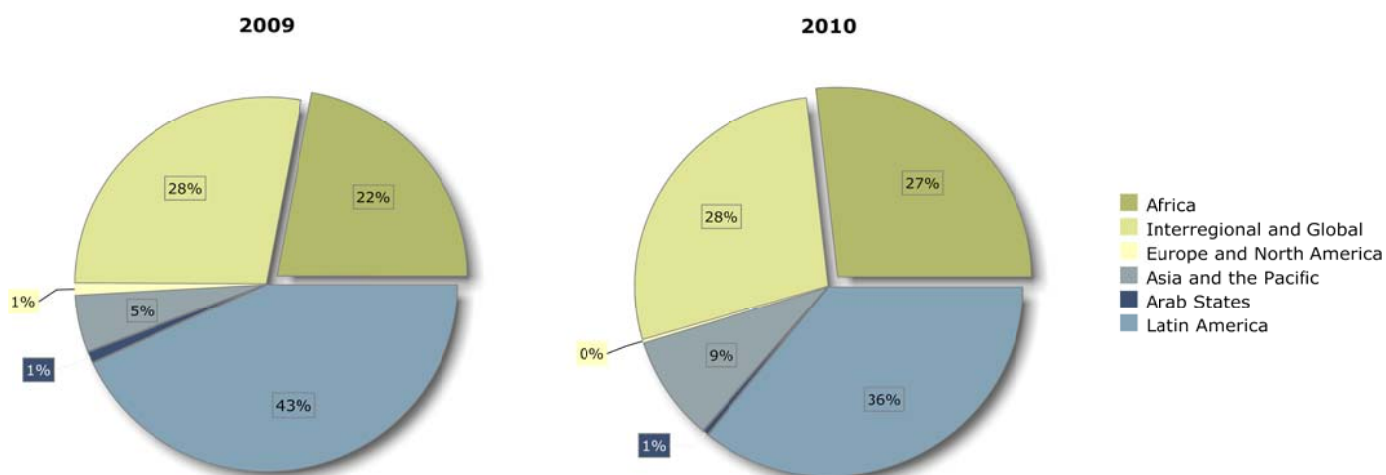
Further analysis has been provided to show IIEP's overall programme implementation by region for 2009 and 2010, excluding staff costs, renovation of the building and the Staff Service Account. The figures show that IIEP is devoting most of its resources to developing countries, and that a particular effort has been made to respond to UNESCO's priority – Africa (42% in 2010 compared to 39% in 2009, for Paris). In addition, of course, Africa benefits considerably from Interregional and Global activities.

The charts below show the geographical impact of IIEP's programmes and activities:

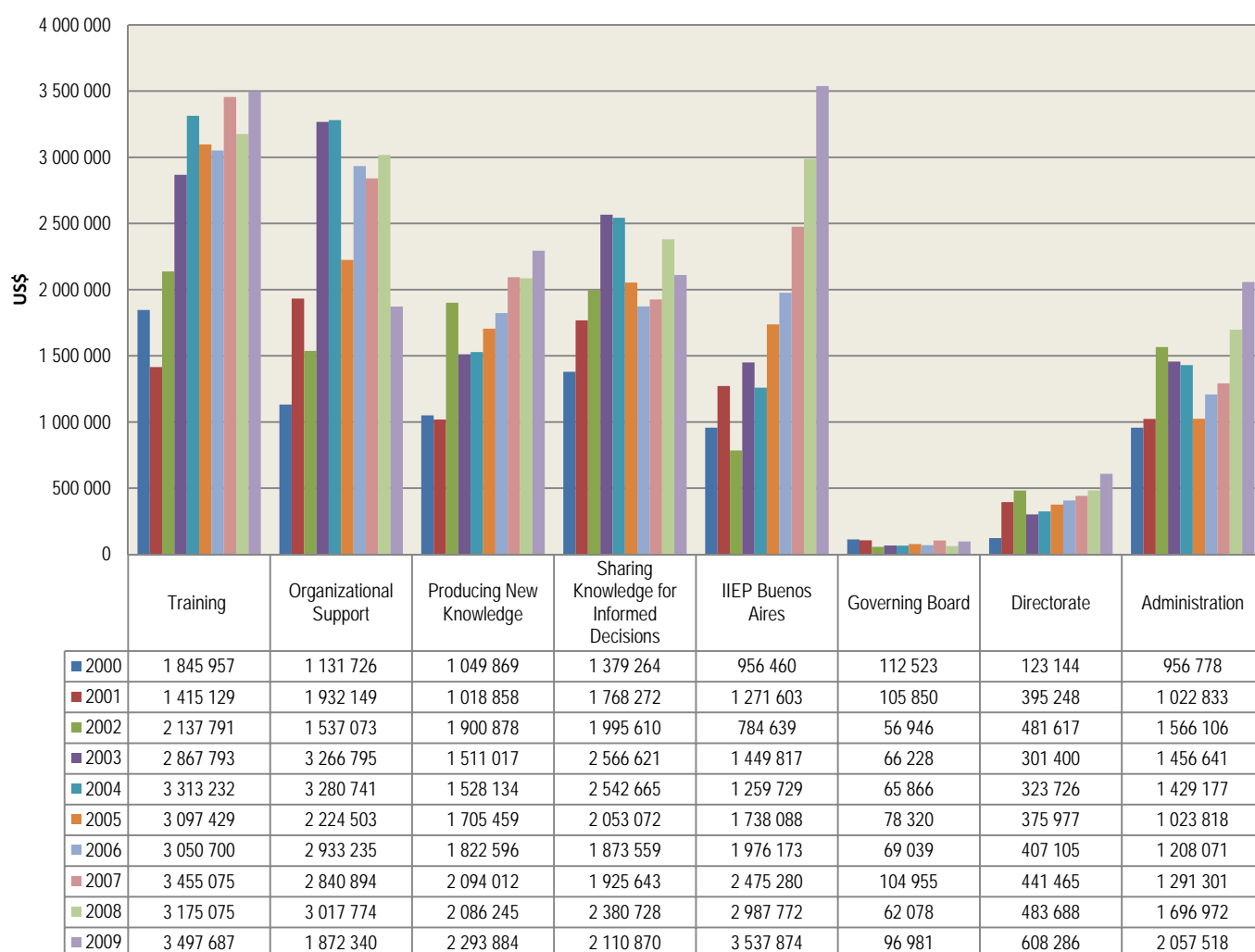
IIEP Paris programme activities by regions



Programme activities by regions (Paris and Buenos Aires)

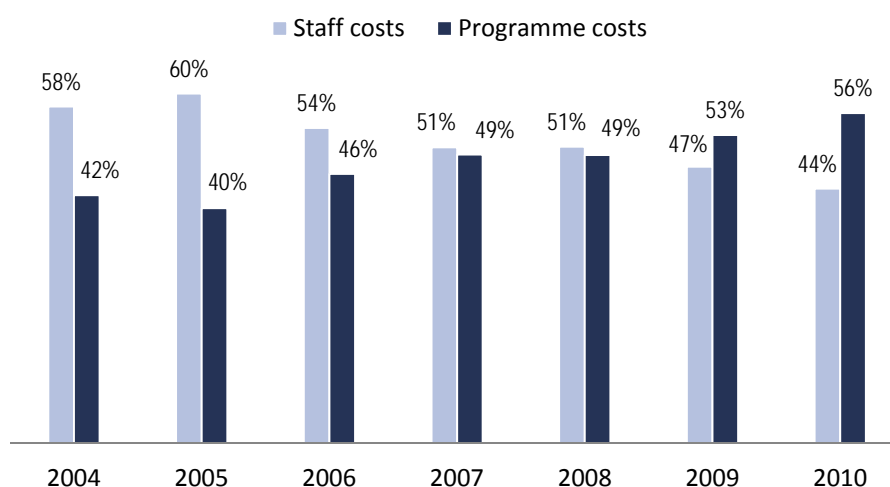


Expenditure Trend 2000 - 2009



The programme/staff structure below shows an increased programme activity vis-à-vis the staffing.

Programme/Staff Structure 2004 - 2010



Appropriation resolution for the regular programme

In Appropriation Resolution No 459 approved, for the Regular Programme, by the IIEP Governing Board at its 48th Session in 2009, the income estimated for 2010 was US\$ 15 069 074, while the estimated expenditure was US\$ 11 772 300.

The final estimated amounts of expenditure and income, as compared with those approved in Resolution No 459 of the Governing Board, are as follows:

A. Resources for 2010					
	(a)	(b)		(a+b)	
	Res. 459	Increase (Decrease)		Estimated New Total	
	\$	\$		\$	
I. UNESCO financial contribution	2 650 000	-		2 650 000	
II. Voluntary Contributions	6 727 310	(574 945)		6 152 365	
III. Other Income					
Programme Support Funds	413 855	122 660		536 515	
Staff costs recovery & other reimbursements	1 031 400	125 332		1 156 732	
Miscellaneous Income	900 000	(534 610)		365 390	
Sub-total, I, II & III	11 722 565	(861 563)		10 861 002	
IV. Other Resources					
Liquidation of previous years' obligations	100 000	-		100 000	
Transfer to Stabilization Reserve Account	(310 431)	91 444		(218 987)	
Other adjustments to reserves and fund balances	-	(179 140)		(179 140)	
Reserves and Fund Balances on 1 January	3 556 940	488 891		4 045 831	
Sub-total, IV	3 346 509	401 195		3 747 704	
Total Resources	15 069 074	(460 368)		14 608 706	
B. Expenditures for 2010					
	(a)	(b)	(c)	(d)	(a+b+c+d)
Appropriation Line	Res. 459	Dollar Fluct.1	Additional activities	Deficit or (Savings)	Estimated New Total
	\$	\$	\$	\$	\$
Line 1: Training and Organizational Support	4 242 109	(195 876)	-	(307 871)	3 738 362
Line 2: Producing New Knowledge	2 214 568	(102 256)	-	(59 625)	2 052 687
Line 3: Sharing Knowledge for Informed Decisions	2 455 779	(113 393)	-	(209 087)	2 133 299
Line 4.1 : Governing Board	75 000	(3 463)	-	39 428	110 965
Line 4.2 : Directorate	690 991	(31 906)	-	(22 786)	636 299
Line 4.3 : General Administration	1 893 853	(87 447)	-	(22 113)	1 784 293
Sub-total	11 572 300	(534 341)	-	(582 054)	10 455 905
Appropriation Reserve	200 000	(9 235)	-	(190 765)	-
Total Appropriation	11 772 300	(543 576)	-	(772 819)	10 455 905

¹ Currency fluctuation impact when comparison of exchange rates is made.

* Average exchange rate US\$1 = €0,723 for the 48 GB/5, US\$1 = €0,758 for the 49 GB/4

In view of the foregoing, the Governing Board may wish to adopt the following revised Resolution:

The Governing Board,

Having examined the Report by the Director on the activities of IIEP in 2010 (Document 49 GB/4),

Taking note of the expenditure for the Regular Programme, by appropriation line, and in view of the available financial resources for 2010,

Resolves that for the financial period 1 January to 31 December 2010, the total appropriation² should amount to US\$ 10 455 905 to be financed by resources estimated at US\$ 14 608 706 as follows:

Regular Programme

Appropriation Line	Amount in US\$
I. Programme Operations	
A. Training and Organizational Support (line 1)	3 738 362
B. Producing New Knowledge (line 2)	2 052 687
C. Sharing Knowledge for Informed Decisions (line 3)	2 133 299
Sub-total I	7 924 348
II. Directorate and Administration	
D. Governing Board	110 965
E. Directorate	636 299
F. General Administration	1 784 293
Sub-total II	2 531 557
Total Appropriation	<u>10 455 905</u>
Income and Other Resources	
I. UNESCO financial contribution	2 650 000
II. Voluntary Contributions	6 152 365
Sub-total I & II	8 802 365
III. Other Income	
Programme Support Funds	1 300 775
Staff costs recovery and other reimbursements	392 472
Miscellaneous Income	365 390
Sub-total III	2 058 637
Total Income I, II & III	<u>10 861 002</u>
IV. Other Resources	
Liquidation of previous years' obligations	100 000
Transfer to Stabilization Reserve Account	(218 987)
Other adjustments to reserves and fund balances	(179 140)
Reserves and Fund Balances on 1 January	4 045 831
Sub-total IV	3 747 704
Grand Total IIEP Special Account	<u>14 608 706</u>

Extrabudgetary Programme

Further taking note of the expenditure for the Extrabudgetary Programme, by appropriation line, and in view of the new contracts and available financial resources for 2010,

² All the other Appropriation lines, except Line D, include staff costs.

Resolves that for the financial period 1 January to 31 December 2010, the total appropriation should amount to US\$ 7 455 126 to be financed by resources estimated at US\$ 9 737 724 as follows:

Appropriation Line	Amount in US\$
I. Programme Operations	
A. Training and Organizational Support (line 1)	2 786 289
B. Producing New Knowledge (line 2)	828 259
C. Sharing Knowledge for Informed Decisions (line 3)	3 820 086
Sub-total I	7 434 634
II. Directorate and Administration	
D. General Administration	1 321 267
Sub-total II	1 321 267
III. Programme Support Funds	
E. Programme Support Fund Interfund eliminations	(1 300 775)
Sub-total III	(1 300 775)
Total Appropriation	<u>7 455 126</u>
Income and Other Resources	
I. Contracts	
Governments	3 359 222
Other	3 811 424
France (IIEP building maintenance)	284 706
Sub-total I	7 455 352
II. Other Income	
Programme Support Fund Interfund eliminations	(1 300 775)
Sub-total II	(1 300 775)
Total Income I & II	<u>6 154 577</u>
III. Other Resources	
Liquidation of previous years' obligations	50 000
Other adjustments to reserves and fund balances	179 140
Reserves and Fund Balances on 1 January	3 354 007
Sub-total III	3 583 147
Grand Total Extrabudgetary Programme	<u>9 737 724</u>

2009 Certified Accounts

IIEP's accounts are audited by UNESCO's External Auditor on a yearly basis.

The 2009 IIEP Accounts were certified by the External Auditor and UNESCO's Comptroller on 8 July 2010, and are included in Annex I of document *49 GB/4 Inf. 1*. The Governing Board may wish to adopt the following resolution:

The Governing Board,

Having examined the certified accounts for the year 2009 and the Auditor's report thereon contained in Annex I of document 49 GB/4 Inf.1,

Expresses its satisfaction for the quality of the audit,

Decides to approve the report of the External Auditor and the audited financial statements of IIEP for the financial period 1 January – 31 December 2009,

Requests the Director to communicate this Resolution to the External Auditor.

Resolves that for the financial period 1 January to 31 December 2010, the total appropriation should amount to US\$ 7 455 126 to be financed by resources estimated at US\$ 9 737 724 as follows:

Appropriation Line	Amount in US\$
I. Programme Operations	
A. Training and Organizational Support (line 1)	2 786 289
B. Producing New Knowledge (line 2)	828 259
C. Sharing Knowledge for Informed Decisions (line 3)	3 820 086
Sub-total I	7 434 634
II. Directorate and Administration	
D. General Administration	1 321 267
Sub-total II	1 321 267
III. Programme Support Funds	
E. Programme Support Fund Interfund eliminations	(1 300 775)
Sub-total III	(1 300 775)
Total Appropriation	<u>7 455 126</u>
Income and Other Resources	
I. Contracts	
Governments	3 359 222
Other	3 811 424
France (IIEP building maintenance)	284 706
Sub-total I	7 455 352
II. Other Income	
Programme Support Fund Interfund eliminations	(1 300 775)
Sub-total II	(1 300 775)
Total Income I & II	<u>6 154 577</u>
III. Other Resources	
Liquidation of previous years' obligations	50 000
Other adjustments to reserves and fund balances	179 140
Reserves and Fund Balances on 1 January	3 354 007
Sub-total III	3 583 147
Grand Total Extrabudgetary Programme	<u>9 737 724</u>

2009 Certified Accounts

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The 2009 IIEP Accounts were certified by the External Auditor and UNESCO's Comptroller on 8 July 2010, and are included in Annex I of document *49 GB/4 Inf. 1*. The Governing Board may wish to adopt the following resolution:

The Governing Board,

Having examined the certified accounts for the year 2009 and the Auditor's report thereon contained in Annex I of document 49 GB/4 Inf.1,

Expresses its satisfaction for the quality of the audit,

Decides to approve the report of the External Auditor and the audited financial statements of IIEP for the financial period 1 January – 31 December 2009,

Requests the Director to communicate this Resolution to the External Auditor.

TABLE 1
UNESCO/INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
STATEMENT OF RESOURCES AND EXPENDITURE FOR 2010

49 GB/4 Approved
Page 42

Regular and Extrabudgetary Programmes	Final 2009				Estimated 2010 (as at 30 September 2010)			
	Regular Programme	Extrabudgetary Programme	Total in Current \$	in Euros*	Regular Programme	Extrabudgetary Programme	Total in Current \$	in Euros*
IIEP SPECIAL ACCOUNT								
INCOME								
I. UNESCO Financial Allocation	2 550 000	-	2 550 000	1 767 150	2 650 000	-	2 650 000	2 008 700
II. Voluntary Contributions	6 476 202	-	6 476 202	4 488 008	6 152 365	-	6 152 365	4 663 493
III. Contracts								-
Governments	-	3 431 804	3 431 804	2 378 240	-	3 359 222	3 359 222	2 546 290
Other	-	5 633 385	5 633 385	3 903 936	-	3 811 424	3 811 424	2 889 059
France (IIEP building maintenance)	-	316 010	316 010	218 995	-	284 706	284 706	215 807
TOTAL, GENERAL INCOME	9 026 202	9 381 199	18 407 401	12 756 329	8 802 365	7 455 352	16 257 717	12 323 349
IV. OTHER INCOME								
Programme Support Funds ¹	1 690 501	-	1 690 501	1 171 517	1 300 775	-	1 300 775	985 987
Programme Sup. Funds interfund eliminations	-	(1 690 501)	(1 690 501)	(1 171 517)	-	(1 300 775)	(1 300 775)	(985 987)
Staff costs recovery & other reimbts ²	425 625	-	425 625	294 958	392 472	-	392 472	297 494
Miscellaneous Income ³	1 013 575	-	1 013 575	702 407	365 390	-	365 390	276 966
TOTAL, OTHER INCOME	3 129 701	(1 690 501)	1 439 200	997 366	2 058 637	(1 300 775)	757 862	574 459
TOTAL INCOME OF THE YEAR	12 155 903	7 690 698	19 846 601	13 753 695	10 861 002	6 154 577	17 015 579	12 897 809
EXPENDITURE								
I. PROGRAMME OPERATIONS								
Line 1 : Training and Organizational Support	3 497 687	2 672 652	6 170 339	4 276 045	3 738 362	2 786 289	6 524 651	4 945 685
Line 2 : Producing New Knowledge	1 672 338	970 506	2 642 844	1 831 491	2 052 687	828 259	2 880 946	2 183 757
Line 3 : Sharing Knowledge for Informed Decisions	2 110 870	4 079 102	6 189 972	4 289 650	2 133 299	3 820 086	5 953 385	4 512 666
TOTAL, PROGRAMME OPERATIONS	7 280 895	7 722 260	15 003 154	10 397 186	7 924 348	7 434 634	15 358 982	11 642 108
II. GOV. BOARD, DIRECTORATE AND ADMINISTRATION								
Line 4.1 : Governing Board	96 981	-	96 981	67 208	110 965	-	110 965	84 111
Line 4.2 : Directorate	608 286	-	608 286	421 542	636 299	-	636 299	482 315
Line 4.3 : Administration								
General Administration	1 388 399	202 167	1 590 566	1 102 262	1 505 277	1 142 127	2 647 404	2 006 732
Information Technology	258 532	-	258 532	179 163	279 016	-	279 016	211 494
Staff Service Account	-	41	41	28	-	45 227	45 227	34 282
Administrative support funds	-	410 587	410 587	284 537	-	133 913	133 913	101 506
TOTAL, GOV. BOARD, DIRECTORATE AND GEN. ADM.	2 352 198	612 795	2 964 993	2 054 740	2 531 557	1 321 267	3 852 824	2 920 441
III. Programme Sup. Funds inter-fund elimination ¹	-	(1 690 501)	(1 690 501)	(1 171 517)	-	(1 300 775)	(1 300 775)	(985 987)
TOTAL, EXPENDITURE I - III	9 633 093	6 644 554	16 277 647	11 280 410	10 455 905	7 455 126	17 911 031	13 576 561
EXCESS/(SHORTFALL) INCOME/EXPENDITURE	2 522 810	1 046 144	3 568 954	2 473 285	405 097	(1 300 549)	(895 452)	(678 753)
IV. OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	110 618	198 346	308 964	214 112	100 000	50 000	150 000	113 700
Transfer to the Stabilization Reserve Account	(2 233 846)	-	(2 233 846)	(1 548 055)	(218 987)	-	(218 987)	(165 992)
Adjustments to reserves and Fund Balances ⁴	(410 628)	410 628	-	-	(179 140)	179 140	-	-
Reserves & Fund Balances on 1 January	4 056 877	1 698 889	5 755 766	3 988 746	4 045 831	3 354 007	7 399 838	5 609 078
TOTAL, OTHER RESOURCES & RESERVES	1 523 021	2 307 863	3 830 884	2 654 802	3 747 704	3 583 147	7 330 851	5 556 785
BALANCE AT YEAR END ALL MANAGED FUNDS⁵	4 045 831	3 354 007	7 399 838	5 128 088	4 152 801	2 282 598	6 435 399	4 878 033

¹ Internal transfers from execution of the extrabudgetary: Administrative support costs, Staff costs recovery and other reimbursements.

² Consultancy services, Visiting Trainees fees and other reimbursements from external partners during the year.

³ Including sales of publications, printshop reimbursements, bank interest, exchange rate adjustments and other reimbursements.

⁴ Transfer from the Regular Programme reserves so as to cover for the expenditure under the Extrabudgetary column, PSF & SSA.

⁵ This constitutes the carry forward reserve which permits IIEP to commence the programme execution at the beginning of the year while waiting for contributions to be received

* Exchange rate of US dollar/euro : 2009 US\$1 = €0.693 ; 2010 US\$1 = €0,758 (estimates as of 30/09/10)

SCHEDULE 1. IIEP ESTIMATED RESOURCES IN 2010
(Expressed in current United States Dollars)
(Page 1 of 2)

Regular and Extrabudgetary Programmes						
Source	Final 2009	Share %	Estimated 2010	Share %	Increase/(Decrease) of (3) less (1) Amount	2010 as in 48 GB/5 Approved
	(1)	(2)	(3)	(4)	(5)	(6)
						(7)
A. IIEP SPECIAL ACCOUNT						
INCOME						
I. UNESCO Financial Allocation	2 550 000	12,85	2 650 000	15,57	100 000	2 650 000
II. Voluntary Contributions						
Argentina	187 949	0,95	182 152	1,07	(5 797)	184 000
Australia	95 388	0,48	116 505	0,68	21 117	104 803
Denmark	320 956	1,62	225 000	1,32	(95 956)	312 744
Finland	295 858	1,49	272 109	1,60	(23 749)	276 625
France	-	-	27 211	0,16	27 211	-
India	10 828	0,05	10 360	0,06	(468)	10 000
Ireland (Ministry of Education)	19 409	0,10	-	-	(19 409)	20 058
Netherlands	1 278 770	6,44	1 496 599	8,80	217 829	1 453 488
Norway	2 465 305	12,42	2 554 805	15,01	89 500	2 732 240
Spain	443 787	2,24	-	-	(443 787)	414 938
Sweden (Sida)	1 003 392	5,06	879 176	5,17	(124 216)	854 336
Switzerland	354 560	1,79	338 448	1,99	(16 112)	364 078
USAID	-	-	50 000	0,29	50 000	-
Total, Voluntary Contributions	6 476 202	32,63	6 152 365	36,16	(323 837)	6 727 310
TOTAL, I & II	9 026 202	45,48	8 802 365	51,73	(223 837)	9 377 310
III. OTHER INCOME						
Programme Support Funds	1 690 501	8,52	1 300 775	7,64	(389 726)	1 445 255
Staff costs recovery & other reimts.	425 625	2,14	392 472	2,31	(33 153)	-
Miscellaneous Income	1 013 575	5,11	365 390	2,15	(648 185)	900 000
TOTAL, OTHER INCOME	3 129 701	15,77	2 058 637	12,10	(1 071 064)	2 345 255
TOTAL, INCOME REGULAR PROGRAMME	12 155 903	61,25	10 861 002	63,83	(1 087 176)	11 722 565
IV. EXTRABUDGETARY INCOME						
Contracts - Governments						
Argentina (Federal Government)	668 945	3,37	1 512 046	8,89	843 101	1 228 200
Argentina (Provincial governments)	898 880	4,53	327 960	1,93	(570 920)	3 507
Denmark	-	-	492 524	-	492 524	-
Ecuador	-	-	34 190	0,20	34 190	-
Iran	25 409	0,13	-	-	(25 409)	-
Japan (JICA)	25 543	0,13	-	-	(25 543)	26 000
Madagascar	-	-	112 261	0,66	112 261	-
Netherlands (SACMEQ)	1 207 654	6,08	684 487	4,02	(523 167)	684 487
Norway (NORAD)	456 420	2,30	-	-	(456 420)	-
Saudi Arabia	-	-	28 467	0,17	28 467	-
Sida (Swedish Intern. Develop. Coop. Agency)	48 226	0,24	49 521	0,29	1 295	35 000
Paraguay	-	-	82 753	0,49	82 753	-
Uruguay (ANEP)	100 727	0,51	35 013	0,21	(65 714)	-
Total, Contracts - Governments	3 431 804	17,29	3 359 222	19,74	(72 582)	1 977 194
Contracts - Others						
AEA	787 581	3,97	1 025 951	6,03	238 370	377 312
ANQAE	4 980	0,03	-	-	(4 980)	-
Banco Interamericano de Desarrollo	524 000	2,64	196 275	1,15	(327 725)	-
CIEP (Centre International d'études pédagogiques)	12 766	0,06	-	-	(12 766)	-
EPDF	999 800	5,04	-	-	(999 800)	-
European Commission	1 112 795	5,61	1 063 385	6,25	(49 410)	1 136 029
Ev. Construyet	-	-	28 696	0,17	28 696	-
FCG International Ltd	-	-	11 340	0,07	11 340	-
FLASCO/SEP	42 500	0,21	27 057	0,16	(15 443)	7 057
Ford Foundation	100 000	0,50	-	-	(100 000)	-
Foundation Carolina	10 057	0,05	2 262	0,01	(7 795)	-
FTI	9 887	0,05	86 289	0,51	76 402	-
GASERC	20 620	0,10	-	-	(20 620)	-
IEA (SACMEQ)	190 000	0,96	-	-	(190 000)	-
IUED (Institut Univ. D'Etudes du Développement)	4 775	0,02	-	-	(4 775)	-
RITLA (Latin American Tech. Infor. Network)	35 742	0,18	-	-	(35 742)	-
Organization of American States (OEA)	3 739	0,02	3 137	0,02	(602)	-
OEI (Organization Iberico-American States)	193 857	0,98	7 200	0,04	(186 657)	-
Pollarquia Consultores S.A.	7 539	0,04	7 599	0,04	60	-
PROFOR	25 421	0,13	-	-	(25 421)	-
SITEAL	-	-	114 811	0,67	114 811	114 400
Ternium Siderar	-	-	7 665	0,05	7 665	-
The World Bank	-	-	20 000	0,12	-	-
UNDP	104 700	0,53	135 970	0,80	31 270	-
UNESCO	56 216	0,28	-	-	(56 216)	65 000
UNICEF	577 288	2,91	604 628	3,55	27 340	21 577
Universidad Catolica de Uruguay/BID	-	-	-	-	-	117 530
Universidad Publica de el Alto (UPEA)	-	-	79 365	0,47	79 365	-
Webinar	-	-	2 532	0,01	2 532	-

SCHEDULE 1. IIEP ESTIMATED RESOURCES IN 2010
(Expressed in current United States Dollars)
(Page 2 of 2)

Regular and Extrabudgetary Programmes							
Source	Final 2009	Share %	Estimated 2010	Share %	Increase/(Decrease) of (3) less (1) Amount	2010 as in 48 GB/5 Approved	Share %
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Fellowships & Other funds							
Annual Training Program (Fellowships)	737 916	3,72	333 192	1,96	(404 724)	813 953	4,86
IWGE (International Working Group on Education)	62 048	0,31	44 934	0,26	(17 114)	48 000	0,29
Staff Service Account	9 158	0,05	9 136	0,05	(22)	12 000	0,07
Total, Contracts - Others	5 633 385	28,38	3 811 424	22,40	(1 841 961)	2 712 858	16,21
France (IIEP building maintenance)	316 010	1,59	284 706	1,67	(31 304)	327 035	1,95
TOTAL, CONTRACTS	9 381 199	47,27	7 455 352	43,81	(1 925 847)	5 017 087	29,97
V. Programme Support Funds (PSF) inter-fund elimination							
Programme Support Costs	(409 154)	-	(536 515)	-	(127 361)	-	-
Staff costs recovery & other reimbursements	(1 281 347)	-	(764 260)	-	517 087	-	-
Total, Elimination - PSF	(1 690 501)	-	(1 300 775)	-	389 726	-	-
TOTAL, EXTRABUDGETARY INCOME	7 690 698	38,75	6 154 577	36,17	(1 536 121)	5 017 087	29,97
TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT	19 846 601	100,00	17 015 579	100,00	(2 831 022)	16 739 652	100,00
B. OTHER RESOURCES & RESERVES							
Liquidation of previous years' obligations, Regular Prog.	110 618	-	100 000	-	(10 618)	100 000	-
Liquidation of previous years' obligations, Exb. Prog	198 346	-	50 000	-	(148 346)	50 000	-
Transfer to Stabilization Reserve Account	(2 233 846)	-	(218 987)	-	2 014 859	(310 431)	-
Adjustments to Reserves and Fund Balances	(410 628)	-	(179 140)	-	231 488	-	-
Reserves & Fund Balances on 1 January, Regular Prog.	4 056 877	-	4 045 831	-	(11 046)	3 556 940	-
Reserves & Fund Balances on 1 January, Exb. Prog	2 109 517	-	3 533 147	-	1 423 630	2 812 580	-
TOTAL, OTHER RESOURCES & RESERVES	3 830 884	-	7 330 851	-	3 499 967	6 209 089	-
GRAND TOTAL, IIEP MANAGED FUNDS	23 677 485	-	24 346 430	-	668 945	22 948 741	-
C. IN-KIND CONTRIBUTIONS							
I. PHYSICAL FACILITIES							
Rental for the IIEP building/Paris	1 645 022	95,81	1 503 958	95,43	(141 064)	870 000	92,36
Rental for the IIEP building/Buenos Aires	72 000	4,19	72 000	4,57	-	72 000	7,64
TOTAL, PHYSICAL FACILITIES	1 717 022	100,00	1 575 958	100,00	(141 064)	942 000	100,00
D. RESOURCES DECENTRALIZED TO IIEP							
UNESCO DECENTRALIZED FUNDS							
Funds-in-Trust	475 680	93,88	824 051	-	348 371	323 679	74,98
Regular Programme	5 000	0,99	21 377	-	16 377	30 000	6,95
Participation Programme	26 000	5,13	130 000	-	104 000	78 000	18,07
TOTAL, DECENTRALIZED FUNDS	506 680	100,00	975 428	-	468 748	431 679	100,00
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	2 223 702	100,00	2 551 386	100,00	327 684	1 373 679	100,00
GRAND TOTAL	25 901 187	100,00	26 897 816	100,00	996 630	24 322 420	100,00

SCHEDULE 2. IIEP ESTIMATED EXPENDITURE IN 2010 (Expressed in current United States Dollars)
(page 1 of 2)

Regular and Extrabudgetary Programmes							Final 2009						New Estimates 2010 (as at 30September 2010) 49 GB/4						Approved for 2010 48 GB/5				Increase/(Decrease) 48 GB/5 less 49 GB/4	
Appropriation Line/Programme Chapter	Regular Programme			Share	Extrabudgetary Programme	Total	Regular Programme			Share	Extrabudgetary Programme	Total	Regular Programme			Share	Extrabudgetary Programmes	Total	Extrabudgetary					
	Staff	Activities	Total	%			Staff	Activities	Total	%			Staff	Activities	Total	%			Reg. Programme	Programme				
A. IIEP SPECIAL ACCOUNT																								
I. PROGRAMME OPERATIONS																								
1. TRAINING AND ORGANIZATIONAL SUPPORT (Line 1)																								
Advanced training programme (SO.1.1)	1 289 765	224 194	1 513 959	15,72	580 637 ¹	2 094 596	1 233 838	321 473	1 555 311	14,87	543 007 ¹	2 098 318	1 446 008	358 000	1 804 008	15,32	813 953 ¹	2 617 961	(248 697)	(270 946)				
Regional, distance and other training courses (SO.1.2)	672 193	80 595	752 788	7,81	11 059 ²	763 847	814 541	283 417	1 097 958	10,50	5 586 ²	1 103 544	753 689	326 000	1 079 689	9,17	120 000 ²	1 199 689	18 269	(114 414)				
Organizational support (SO.2.1)	933 356		933 356	9,69	2 080 956 ³	3 014 312	884 487	3 103	887 590	8,49	2 237 696 ³	3 125 286	1 046 515	50 000	1 096 515	9,31	1 902 346 ³	2 998 861	(208 925)	335 350				
Networks (SO.2.2)	184 525	113 059	297 584	3,09	-	297 584	145 810	51 693	197 503	1,89	-	197 503	206 897	55 000	261 897	2,22	-	261 897	(64 394)	-				
TOTAL, TRAINING AND ORG. SUPPORT	3 079 839	417 848	3 497 687	36,31	2 672 652	6 170 339	3 078 676	659 686	3 738 362	35,75	2 786 289	6 524 651	3 453 109	789 000	4 242 109	36,03	2 836 299	7 078 408	(503 747)	(50 010)				
2. PRODUCING NEW KNOWLEDGE (Line 2)																								
The Eighth Medium-Term Plan																								
Observation programme (SO.3)	222 455	72 196	294 651	3,06	2 856 ⁴	297 507	211 687	72 664	284 351	2,72	42 365 ⁴	326 716	249 404	134 000	383 404	3,26	103 161 ⁴	486 565	(99 053)	(60 796)				
Equity, access & quality (SO.4)	449 577	1 925	451 502	4,69	967 650 ⁵	1 419 152	552 044	20 000	572 044	5,47	747 589 ⁵	1 319 633	504 084	20 000	524 084	4,45	867 590 ⁵	1 391 674	47 960	(120 001)				
Costs & financing (SO.5)	311 397	78 165	389 562	4,04	-	389 562	301 748	226 374	528 122	5,05	38 305	566 427	349 151	277 000	626 151	5,32	-	626 151	(98 029)	38 305				
Governance & management (SO.6)	494 924	41 698	536 622	5,57	-	536 622	542 170	126 000	668 170	6,39	-	668 170	554 929	126 000	680 929	5,78	-	680 929	(12 759)	-				
TOTAL, PROD. NEW KNOWLEDGE	1 478 353	193 985	1 672 338	17,36	970 506	2 642 844	1 607 649	445 038	2 052 687	19,63	828 259	2 880 946	1 657 568	557 000	2 214 568	18,81	970 751	3 185 319	(161 881)	(142 492)				
3. SHARING KNOWLEDGE FOR INFORMED DECISIONS (Line 3)																								
Communication & publications (SO.7)	604 281	474 249	1 078 530	11,20	-	1 078 530	703 957	470 403	1 174 360	11,23	-	1 174 360	677 759	596 000	1 273 759	10,82	-	1 273 759	(99 399)	-				
Documentation Centre (SO.8)	565 548	100 460	666 008	6,91	-	666 008	520 579	100 012	620 591	5,94	-	620 591	634 115	105 000	739 115	6,28	-	739 115	(118 524)	-				
Synergies with Partners/Intern. cooperation (SO.9)	334 367	31 965	366 332	3,80	4 079 102 ⁶	4 445 434	289 887	48 461	338 348	3,24	3 820 086 ⁶	4 158 434	374 905	68 000	442 905	3,76	1 677 605 ⁶	2 120 510	(104 557)	2 142 481				
TOTAL, SHARING KNOWLEDGE	1 504 196	606 674	2 110 870	21,91	4 079 102	6 189 972	1 514 423	618 876	2 133 299	20,40	3 820 086	5 953 385	1 686 779	769 000	2 455 779	20,86	1 677 605	4 133 384	(322 480)	2 142 481				
TOTAL, I: PROGRAMME. OPERATIONS	6 062 388	1 218 507	7 280 895	75,58	7 722 260	15 003 154	6 200 748	1 723 600	7 924 348	75,79	7 434 634	15 358 982	6 797 456	2 115 000	8 912 456	75,71	5 484 655	14 397 111	(988 108)	1 949 979				
II. GOV. BOARD, DIRECTORATE & ADMINISTRATION (Line 4)																								
1. GOV. BOARD & DIRECTORATE (SO.10)																								
Governing Board (SO.10.1)	-	96 981	96 981	1,01	-	96 981	-	110 965	110 965	1,06	-	110 965	-	75 000	75 000	0,64	-	75 000	35 965	-				
Directorate (SO.10.2)	580 700	27 586	608 286	6,31	-	608 286	633 959	2 340	636 299	6,09	-	636 299	650 991	40 000	690 991	5,87	-	690 991	(54 692)	-				
TOTAL, GOV. BOARD & DIRECTORATE	580 700	124 567	705 267	7,32	-	705 267	633 959	113 305	747 264	7,15	-	747 264	650 991	115 000	765 991	6,51	-	765 991	(18 727)	-				
2. ADMINISTRATION (SO.11)																								
General Administration (SO.11.1)	881 691	506 708	1 388 399	14,41	202 167 ⁷	1 590 566	885 277	620 000	1 505 277	14,40	1 142 127 ⁷	2 647 404	988 630	620 000	1 608 630	13,66	997 201 ⁷	2 605 831	(103 353)	144 926				
Institutional Information Technology (SO.11.2)	76 008	182 524	258 532	2,68	-	258 532	79 016	200 000	279 016	2,67	-	279 016	85 223	200 000	285 223	2,42	-	285 223	(6 207)	-				
Staff Service Account	-	-	-	-	41	41	-	-	-	-	45 227	45 227	-	-	-	-	1 000	1 000	-	44 227				
Administrative support funds	-	-	-	-	410 587	410 587	-	-	-	-	133 913	133 913	-	-	-	-	300 000	300 000	-	(166 087)				
TOTAL, ADMINISTRATION	957 699	689 232	1 646 931	17,10	612 795	2 259 726	964 293	820 000	1 784 293	17,06	1 321 267	3 105 560	1 073 853	820 000	1 893 853	16,09	1 298 201	3 192 054	(109 560)	23 066				
TOTAL, II: GOV. BOARD, DIRECTORATE & ADMIN.	1 538 399	813 799	2 352 198	24,42	612 795	2 964 993	1 598 252	933 305	2 531 557	24,21	1 321 267	3 852 824	1 724 844	935 000	2 659 844	22,59	1 298 201	3 958 045	(128 287)	23 066				
III. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)																								
Administrative Support Costs	-	-	-	-	(409 154)	(409 154)	-	-	-	-	(536 515)	(536 515)	-	-	-	-	-	-	-	(536 515)				
Staff costs recovery & other	-	-	-	-	(1 281 347)	(1 281 347)	-	-	-	-	(764 260)	(764 260)	-	-	-	-	-	-	-	(764 260)				
Total, Elimination - PSF	-	-	-	-	(1 690 501)	(1 690 501)	-	-	-	-	(1 300 775)	(1 300 775)	-	-	-	-	-	-	-	(1 300 775)				
IV. APPROPRIATION RESERVE (Staff review)																								
	-	-	-	-	-	-	-	-	-	-	-	-	-	200 000	200 000	1,70	-	200 000	(200 000)	-				
TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT	7 600 787	2 032 306	9 633 093	100,00	6 644 554	16 277 647	7 799 000	2 656 905	10 455 905	100,00	7 455 126	17 911 031	8 522 300	3 250 000	11 772 300	100,00	6 782 856	18 755 156	(1 316 395)	672 270				

SCHEDULE 2. IIEP ESTIMATED EXPENDITURE IN 2010 (Expressed in current United States Dollars)
(page 2 of 2)

Regular and Extrabudgetary Programmes							Final 2009							New Estimates 2010 (as at 30September 2010) 49 GB/4							Approved for 2010 48 GB/5							Increase/(Decrease) 48 GB/5 less 49 GB/4	
Appropriation Line/Programme Chapter	Regular Programme			Share	Extrabudgetary			Regular Programme	Share	Extrabudgetary			Regular Programme	Share	Extrabudgetary			Regular Programme	Share	Extrabudgetary			Extrabudgetary						
	Staff	Activities	Total	%	Programme	Total	Staff																Activities	Total	%	Programme	Total	Staff	Activities
B. IN-KIND EXPENDITURE																													
PHYSICAL FACILITIES																													
Rental for the IIEP/Paris building	-	-	-	-	1 645 022	1 645 022	-	-	-	-	1 503 958	1 503 958	-	-	-	-	870 000	870 000	-	-	870 000	870 000	-	633 958					
Rental for the IIEP/BA building	-	-	-	-	72 000	72 000	-	-	-	-	72 000	72 000	-	-	-	-	72 000	72 000	-	-	72 000	72 000	-	-					
TOTAL, PHYSICAL FACILITIES	-	-	-	-	1 717 022	1 717 022	-	-	-	-	1 575 958	1 575 958	-	-	-	-	942 000	942 000	-	-	942 000	942 000	-	633 958					
C. EXPENDITURE FROM DECENTRALIZED FUNDS																													
UNESCO DECENTRALIZED FUNDS																													
Extra-budgetary funds	-	-	-	-	475 680	475 680	-	-	-	-	824 051	824 051	-	-	-	-	322 964	322 964	-	-	322 964	322 964	-	501 087					
Regular Programme	-	-	-	-	5 000	5 000	-	-	-	-	21 377	21 377	-	-	-	-	10 000	10 000	-	-	10 000	10 000	-	11 377					
Participation Programme	-	-	-	-	26 000	26 000	-	-	-	-	130 000	130 000	-	-	-	-	130 000	130 000	-	-	130 000	130 000	-	-					
TOTAL, DECENTRALIZED FUNDS	-	-	-	-	506 680	506 680	-	-	-	-	975 428	975 428	-	-	-	-	462 964	462 964	-	-	462 964	462 964	-	512 464					
TOTAL, IN-KIND AND DECENTRALIZED FUNDS																													
	-	-	-	-	2 223 702	2 223 702	-	-	-	-	2 551 386	2 551 386	-	-	-	-	1 404 964	1 404 964	-	-	1 404 964	1 404 964	-	1 146 422					
GRAND TOTAL							7 600 787	2 032 306	9 633 093	100,00	8 868 256	18 501 349	7 799 000	2 656 905	10 455 905	100,00	10 006 512	20 462 417	8 522 300	3 250 000	11 772 300	100,00	8 187 820	20 160 120	(1 316 395)	1 818 692			

¹ Annual Training Programme, participants in the long-term training course

² Visiting Trainees Programme, participants in short-term training courses

³ Technical assistance projects in various countries

⁴ International Working Group on Education (IWGE)

⁵ SACMEQ

⁶ IIEP Buenos Aires

⁷ Expenses for maintenance of premises

TABLE 2
UNESCO
INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
STABILIZATION RESERVE ACCOUNT
STATEMENT OF INCOME AND EXPENDITURE FOR 2010

	Estimated on 30/09/2010	
	US\$	Euros
BALANCE AS AT 31 DECEMBER 2009	6 668 518	4 621 283
INCOME		
Previous year's 5% payroll (2009)	263 278	199 565
Donations	-	-
Interest gained in previous year	15 000	11 370
Other transfers	-	-
TOTAL ESTIMATED INCOME	6 946 796	4 832 218
EXPENDITURE		
Programme activities	-	-
Payments to departing staff	59 291	44 942
Temporary transfers for programme activities	-	-
TOTAL ESTIMATED EXPENDITURE	59 291	44 942
BALANCE AS AT 31 DECEMBER 2010	6 887 505	4 787 275

¹ U.N. rate of exchange used for 2009: US\$1 = € 0.693 (certified accounts)

² U.N. rate of exchange used, estimated average for 2010: US\$1 = € 0.758

TABLE 3
UNESCO INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING (IIEP)
ESTIMATED STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2010
 (Expressed in United States Dollars)

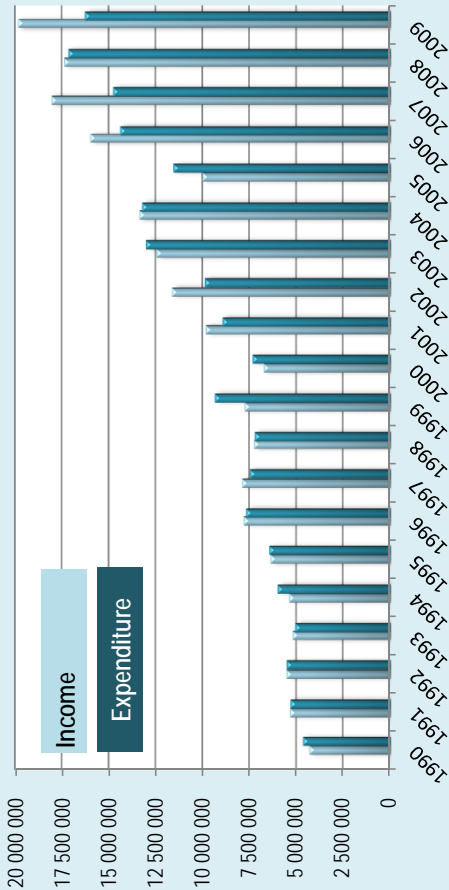
	2010	2009 Opening Balance (Restated)
ASSETS		
Current Assets		
Cash and cash equivalents	7 687 123	7 726 375
Short-term investments	5 085 909	7 215 000
Inventories	397 094	433 452
Accounts receivable	585 498	249 119
Advance payments	10 000	21 839
Other current assets	93 601	194 629
Total current assets	13 859 225	15 840 414
Non Current Assets		
Property, Plant and Equipment	154 063	158 985
Total non-current assets	154 063	158 985
TOTAL ASSETS	14 013 288	15 999 399
LIABILITIES		
Current Liabilities		
Accounts payable	313 293	423 246
Employee benefits	462 237	448 723
Transfers payable	8 639	280
Conditions on voluntary contributions	2 282 598	3 806 565
Inter-company balances	600 000	219 795
Other current liabilities	7 602	16 419
Total current liabilities	3 674 369	4 915 028
Non Current liabilities		
Employee benefits	842 175	842 175
Total non-current liabilities	842 175	842 175
TOTAL LIABILITIES	4 516 544	5 757 203
NET ASSETS	9 496 744	10 242 196
NET ASSETS/EQUITY		
Surplus/Deficit	(895 452)	3 568 954
Reserves and Fund balances	7 399 838	5 755 766
IPSAS Opening Balance adjustments	(3 826 160)	(3 826 160)
Savings on unliquidated obligations	150 000	308 964
Transfers to/from the Stabilization reserve account	(218 987)	(2 233 846)
IIEP Stabilization reserve account	6 887 505	6 668 518
TOTAL NET ASSETS/EQUITY	9 496 744	10 242 196
TOTAL LIABILITIES, NET ASSETS/EQUITY	14 013 288	15 999 399

Financial appendices

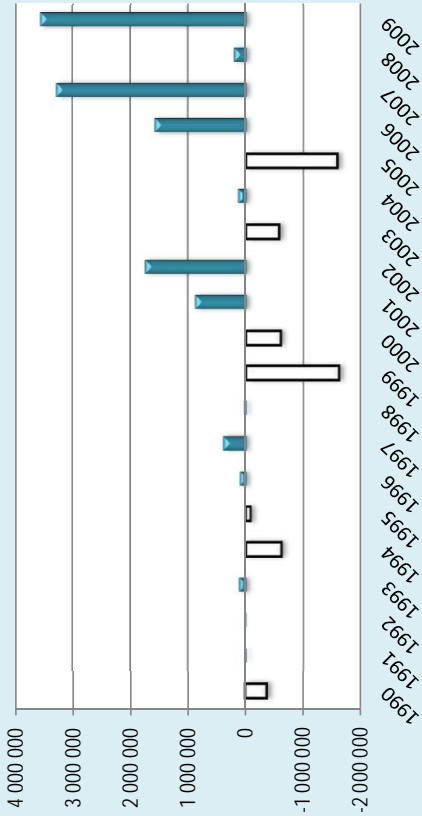
IIEP Income and Expenditure (excluding Fellowships, IWGE and SSA)

US\$	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Revenue of the year	4 282 371	5 326 021	5 512 362	5 176 401	5 374 070	6 361 945	7 793 672	7 877 004	7 252 524	7 735 243	6 733 094	9 819 940	11 622 711	12 454 196	13 364 325	9 988 765	15 985 187	18 059 342	17 384 794	19 846 601
Expenditure	4 641 225	5 309 640	5 505 702	5 047 591	5 983 270	6 437 320	7 676 559	7 476 477	7 212 180	9 343 113	7 331 102	8 929 942	9 869 207	13 025 329	13 218 023	11 565 752	14 396 299	14 765 952	17 166 658	16 277 647
Excess or shortfall	-358 854	16 381	6 660	128 810	-609 200	-75 375	117 113	400 527	40 344	-1 607 870	-598 008	889 998	1 753 504	-571 133	146 302	-1 576 987	1 588 888	3 293 490	218 136	3 568 954
as a % of revenue	-8,4%	0,3%	0,1%	2,5%	-11,3%	-1,2%	1,5%	5,1%	0,6%	-20,8%	-8,9%	9,1%	15,1%	-4,6%	1,1%	-15,8%	9,9%	18,2%	1,3%	18,0%
Euros	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
exchange rate 1US\$ = €	0,834	0,860	0,803	0,854	0,971	0,761	0,767	0,884	0,899	0,938	1,067	1,136	1,070	0,896	0,810	0,845	0,760	0,686	0,665	0,693
Revenue of the year	3 571 052	4 578 644	4 428 641	4 419 169	5 219 374	4 839 663	5 976 409	6 964 882	6 523 277	7 252 266	7 185 175	11 155 450	12 436 301	11 158 959	10 825 103	8 440 507	12 148 741	12 388 709	11 560 888	13 753 695
Expenditure	3 870 299	4 564 561	4 423 291	4 309 202	5 811 038	4 897 002	5 886 528	6 610 734	6 486 989	8 759 743	7 823 335	10 144 412	10 560 051	11 670 695	10 706 599	9 773 062	10 941 189	10 129 375	11 415 828	11 280 410
Excess or shortfall	-299 247	14 082	5 351	109 967	-591 664	-57 339	89 881	354 148	36 287	-1 507 477	-638 160	1 011 038	1 876 250	-511 736	118 504	-1 332 555	1 207 552	2 259 334	145 060	2 473 285
as a % of revenue	-8,4%	0,3%	0,1%	2,5%	-11,3%	-1,2%	1,5%	5,1%	0,6%	-20,8%	-8,9%	9,1%	15,1%	-4,6%	1,1%	-15,8%	9,9%	18,2%	1,3%	18,0%

Income and Expenditure Trend in US\$



Excess (Shortfall) of Income over Expenditure in US\$



The trends show the growth of IIEP. For the Regular Programme this could mainly be attributed to the new voluntary contributions (Netherlands, Spain, Australia) and increase in the contributions from Norway and Denmark. For the Extrabudgetary Programme is is thanks to new contracts (DGF, DfID, UNES, EPDF, EC Angola, DANIDA Afghanistan, UNICEF Sudan, etc.).

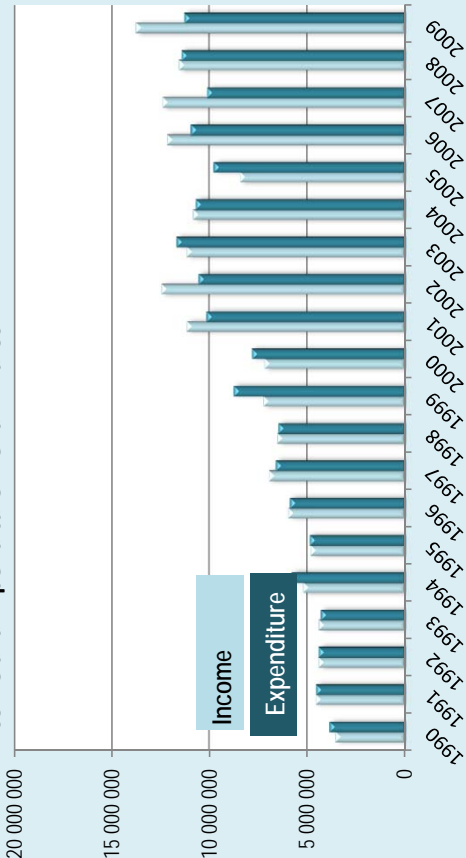
End year 2009 reserves are exceptionally high due to the income from the European Commission for Angola, The Netherlands for SACMEQ, EPDF for Africa, Norad for Afghanistan, UNICEF for Sudan. Most of whose implementation has taken place in 2010 and will continue in 2011.

As compared to the euro graph, the dollar graph shows a superior rate of growth which could be attributed to the variation in exchange rates of the dollar/euro (1 US\$ = 1.136 in 2001; 0.693 in 2009).

The trend in the level of expenditure in euro is moderate since 2001, between 10 & 11 million €, and at an increasing rate.

Between 2001 and 2008, the annual average of income is 11.3 million €, and the average amount of expenditure is 10.7 million €, leading to an average surplus of 0.6 million € per year. The increase in income is due to the reasons mentioned above and the steady level of expenditure is also due to the implementation in 2010 of projects whose income was received in 2009.

Income and Expenditure Trend in Euros



Sources of funding IIEP (excluding Fellowships and IWGE)

from audited accounts

from audited accounts	in US\$										Evolution of the funding structure						
US\$	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009	
UNESCO Financial allocation	2 298 999	2 180 039	2 550 000	2 550 000	2 550 000	2 550 000	2 550 000	2 550 000	2 550 000	2 550 000	18.7%	25.6%	17.8%	14.9%	16.6%	13.4%	
Voluntary contributions																	
Norway	1 565 121	1 825 587	1 999 412	1 908 817	2 121 624	1 936 087	2 458 503	2 849 780	2 300 608	2 465 305	15.6%	19.5%	17.2%	16.6%	15.0%	12.9%	
Netherlands					1 326 260	1 190 122	1 418 812	1 409 510	1 347 710	1 278 770	9.7%	12.0%	9.9%	8.2%	8.8%	6.7%	
Sweden	476 411	488 913	501 036	1 209 891	913 229	952 117	911 032	1 048 725	837 060	1 003 392	6.7%	9.6%	6.4%	6.1%	5.4%	5.3%	
Denmark	190 652	184 250	145 308	145 792	164 858	160 614	330 008	189 542	612 441	320 956	1.2%	1.6%	2.3%	1.1%	4.0%	1.7%	
Spain									453 369	443 787	0.0%	0.0%	0.0%	0.0%	3.0%	2.3%	
Switzerland	225 440	209 073	249 713	277 446	292 572	319 206	290 698	306 408	376 128	354 560	2.1%	3.2%	2.0%	1.8%	2.4%	1.9%	
Argentina			109 069	165 828	171 536	163 823	156 109	156 708	268 303	187 949	1.3%	1.6%	1.1%	0.9%	1.7%	1.0%	
Finland	290 957			208 768		117 647	255 102	291 546	286 124	295 858	0.0%	1.2%	1.8%	1.7%	1.9%	1.6%	
Ireland Foreign Affairs	14 267	215 942	222 089	278 814	296 209	304 878	318 065	368 733	323 835		2.2%	3.1%	2.2%	2.1%	2.1%	0.0%	
Others																	
Australia									105 050	95 388	0.0%	0.0%	0.0%	0.0%	0.7%	0.5%	
France		62 880															
Iceland	3 097	2 427	2 703	3 071		3 765	8 086	6 525			0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	
India		19 894	10 083	10 238	9 767	10 180	9 865	10 317	9 341	10 828	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	
Ireland Education					40 424	17 929	19 340	17 899	18 598	19 409	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%	
Total	2 765 945	3 008 966	3 239 413	4 208 665	5 336 479	5 176 368	6 175 620	6 655 693	6 938 567	6 476 202	39.1%	52.0%	43.2%	38.8%	45.2%	34.0%	
Contracts																	
Contracts: Governments	1 020 015	1 689 533	1 181 487	671 662	1 487 002	1 187 009	2 795 183	3 066 632	1 911 779	3 431 804	10.9%	11.9%	19.5%	17.9%	12.4%	18.0%	
DGF, DFID, UNES, EPDF, EC, Norad, DANIDA, UNICEF		263 685	2 128 675	1 420 000	1 898 216			1 246 300		2 689 883	13.9%	0.0%	0.0%	7.3%	0.0%	14.1%	
Contracts: others	422 750	1 719 478	1 935 322	2 187 661	1 355 030	1 074 247	1 226 570	1 919 737	1 998 752	2 134 380	9.9%	10.8%	8.6%	11.2%	13.0%	11.2%	
Total contracts	1 442 765	3 672 696	5 245 484	4 279 323	4 740 248	2 261 256	4 021 753	6 232 669	3 910 531	8 256 067	34.8%	22.7%	28.1%	36.3%	25.5%	43.4%	
Contracts by programme																	
DGF, DFID, UNES, EPDF, EC, Norad, DANIDA, UNICEF		263 685	2 128 675	1 420 000	1 898 216			1 246 300		3 146 303	13.9%	0.0%	0.0%	7.3%	0.0%	16.5%	
SACMEO	177 353	165 428	365 718	283 506	384 901		580 161	1 037 584	523 167	1 207 654	2.8%	0.0%	4.1%	6.0%	3.4%	6.3%	
Paris Others	308 952	1 047 708	1 881 426	950 864	1 817 680	889 791	1 219 184	1 483 816	460 393	347 539	13.3%	8.9%	8.5%	8.7%	3.0%	1.8%	
Buenos Aires	956 460	2 195 875	869 665	1 624 954	639 450	1 371 465	2 222 408	2 464 969	2 926 971	3 554 571	4.7%	13.8%	15.5%	14.4%	19.1%	18.7%	
Total	1 442 765	3 672 696	5 245 484	4 279 324	4 740 247	2 261 256	4 021 753	6 232 669	3 910 531	8 256 067	34.8%	22.7%	28.1%	36.3%	25.5%	43.4%	
Other income																	
France for the building				131 971	140 737	185 770	272 068	315 632	340 394	316 010	1.0%	1.9%	1.9%	1.8%	2.2%	1.7%	
Reimbursements staff & other services	528 457	568 453	158 258	519 042	387 135	163 823	600 478	634 229	713 414	425 625	2.8%	1.6%	4.2%	3.7%	4.6%	2.2%	
Miscellaneous income	-303 072	389 786	656 330	1 056 498	476 413	-383 828	677 714	764 268	908 089	1 013 575	3.5%	-3.9%	4.7%	4.5%	5.9%	5.3%	
Total Other Income	225 385	958 239	814 588	1 707 511	1 004 285	-34 235	1 550 260	1 714 129	1 961 897	1 755 210	7.4%	-0.3%	10.8%	10.0%	12.8%	9.2%	
Total Income	6 733 094	9 819 940	11 849 485	12 745 499	13 631 012	9 953 389	14 297 633	17 152 491	15 360 995	19 037 479	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

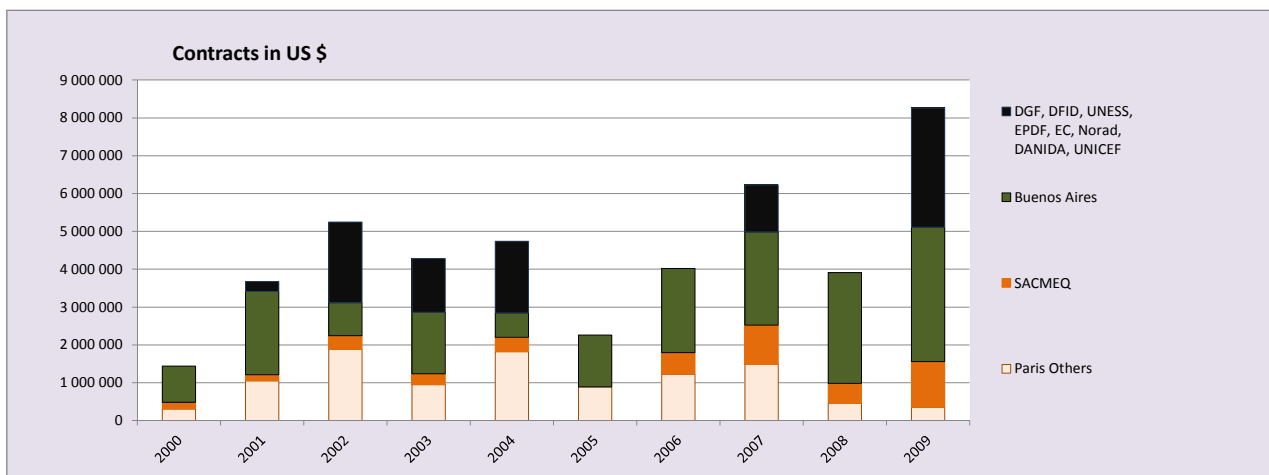
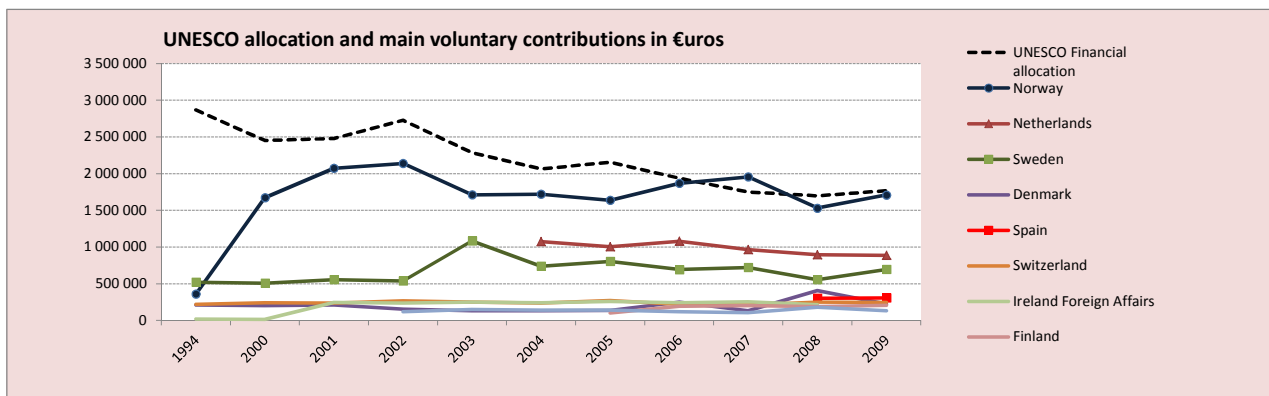
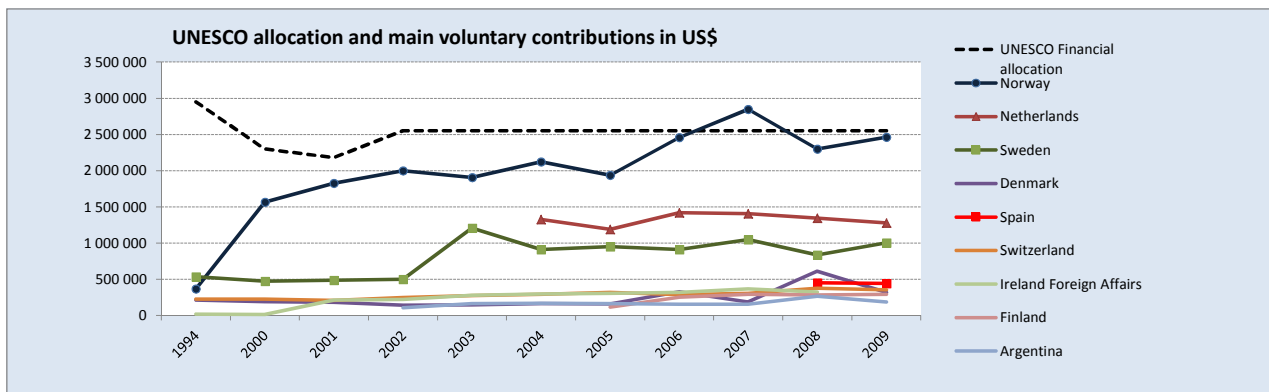
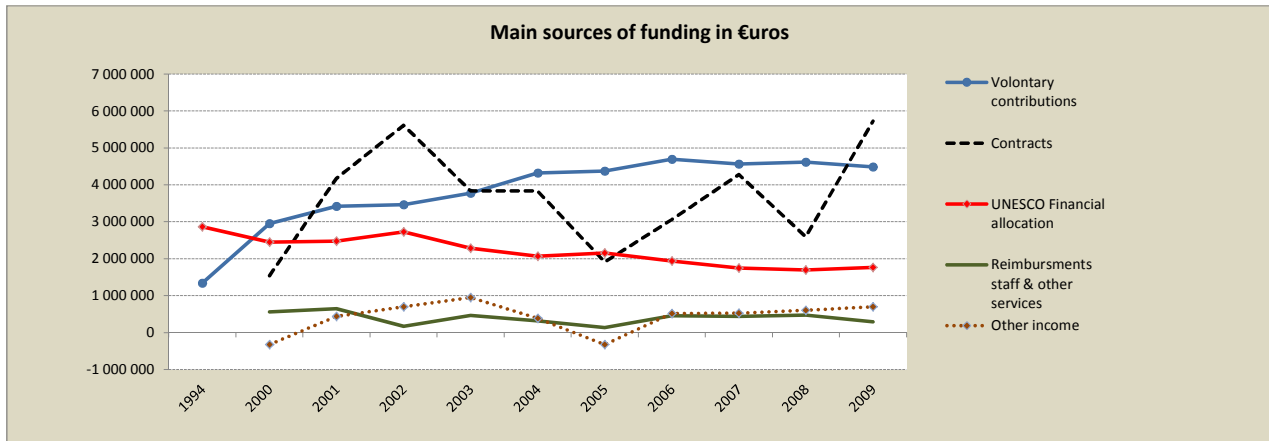
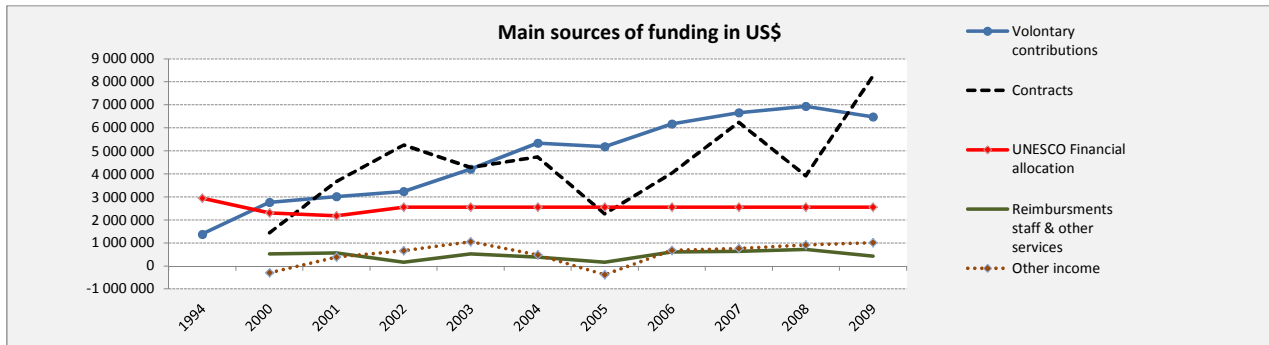
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
exchange rate 1US\$ = €	1,067	1,136	1,070	0,896	0,810	0,845	0,760	0,686	0,665	0,693

Sources of funding IIEP Paris & Buenos Aires

	in Euros									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
UNESCO Financial allocation	2 453 361	2 476 524	2 728 500	2 728 800	2 065 500	2 154 750	1 938 000	1 749 300	1 695 750	1 767 150
Voluntary contributions										
Norway	1 670 208	2 073 866	2 139 371	1 710 300	1 718 515	1 635 994	1 868 462	1 954 949	1 529 904	1 708 456
Netherlands					1 074 271	1 005 653	1 078 297	966 924	896 227	886 188
Sweden	508 399	555 405	536 109	1 084 062	739 715	804 539	692 384	719 425	556 645	695 351
Denmark	203 453	209 308	155 480	130 630	133 535	135 719	250 806	130 026	407 273	222 423
Spain									301 490	307 544
Switzerland	240 577	237 507	267 193	248 592	236 983	269 729	220 930	210 196	250 125	245 710
Argentina			116 704	148 582	138 944	138 430	118 643	107 502	178 421	130 249
Finland	310 493			187 056		99 412	193 878	200 001	190 272	205 030
Ireland Foreign Affairs	15 225	245 310	237 635	249 817	239 929	257 622	241 729	252 951	215 350	
Others										
Australia									69 858	66 104
France		71 432								
Iceland	3 305	2 757	2 892	2 752		3 181	6 145	4 476		
India		22 600	10 789	9 173	7 911	8 602	7 497	7 077	6 212	7 504
Ireland Education					32 743	15 150	14 698	12 279	12 368	13 450
Total	2 951 659	3 418 185	3 466 172	3 770 964	4 322 548	4 374 031	4 693 471	4 565 805	4 614 147	4 488 008
Contracts										
Contracts: Governments	1 088 502	1 919 309	1 264 191	601 809	1 204 472	1 003 023	2 124 339	2 103 710	1 271 333	2 378 240
Contracts: DGF & DFID		299 546	2 277 682	1 272 320	1 537 555			854 962		1 864 089
Contracts: others	451 135	1 953 327	2 070 795	1 960 144	1 097 574	907 739	932 193	1 316 940	1 329 170	1 479 125
Total contracts	1 539 637	4 172 182	5 612 668	3 834 273	3 839 601	1 910 761	3 056 532	4 275 611	2 600 503	5 721 454
Other income										
France for the building				118 246	113 997	156 976	206 772	216 524	226 362	218 995
Reimbursements staff & other services	563 939	645 762	169 336	465 062	313 579	138 430	456 363	435 081	474 420	294 958
Other income	-323 421	442 797	702 273	946 622	385 895	-324 335	515 063	524 288	603 879	702 407
Total other	240 518	1 088 559	871 609	1 529 930	813 471	-28 929	1 178 198	1 175 892	1 304 662	1 216 361
Total Income	7 185 175	11 155 450	12 678 949	11 419 966	11 041 120	8 410 614	10 866 201	11 766 609	10 215 062	13 192 973

In 2009 income from Contracts has increased to 43% as compared to 25% in 2008. Voluntary contributions are represent 34% of the total income.

In Euros, UNESCO financial allocation has increased due to the increase in the dollar.



Breakdown of Other income

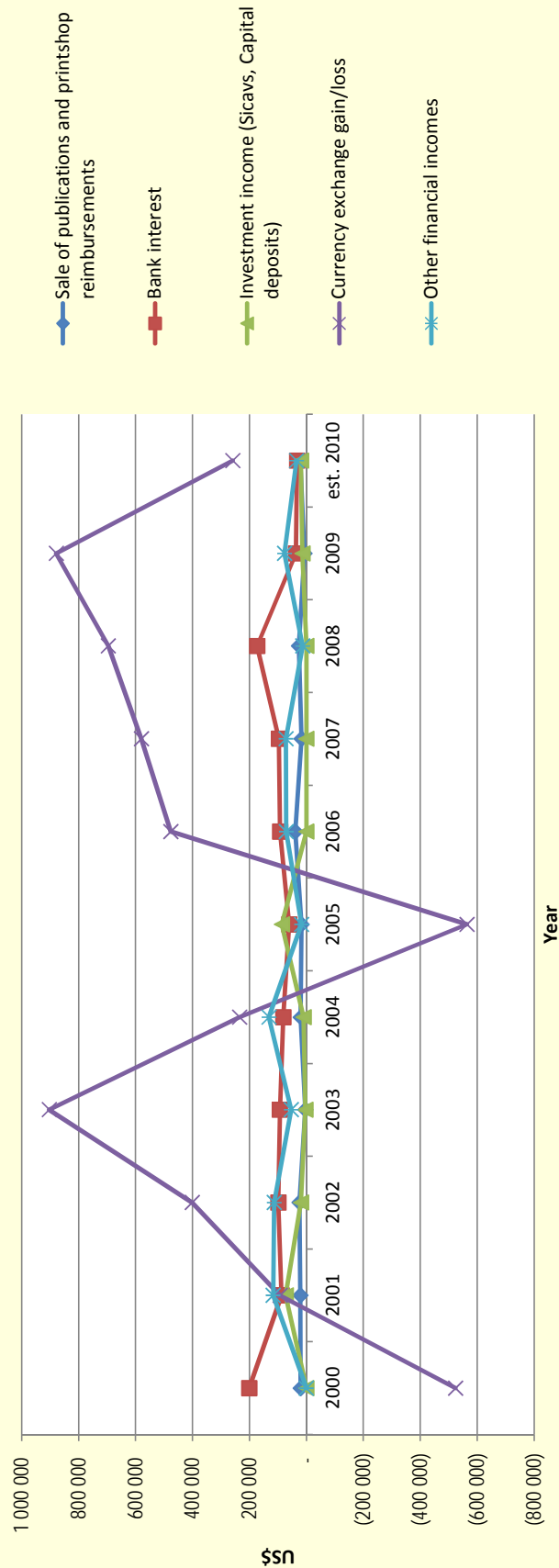
Year	OTHER INCOME (in US\$)										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	est. 2010
Recovery of staff costs and reimbt. of other services	528 457	568 453	158 258	519 041	387 135	163 823	600 478	634 229	713 414	425 625	392 472
Sale of publications and printshop reimbursements	20 134	20 809	24 033	3 847	19 717	16 800	38 462	16 674	26 470	7 123	21 475
Bank interest	200 833	87 097	98 717	92 920	81 006	60 078	92 273	96 859	172 830	36 873	32 365
Investment income (Sicavs, Capital deposits)	-	72 520	19 211	3 193	9 943	86 198	-	-	-	13 994	18 948
Currency exchange gain/loss	(524 039)	92 705	401 194	903 492	234 565	(563 671)	476 015	579 283	695 738	878 625	258 340
Other financial incomes	-	116 655	113 175	53 046	131 182	16 767	70 964	71 452	13 051	76 960	34 262
TOTAL	225 385	958 239	814 588	1 575 539	863 548	(220 005)	1 278 192	1 398 497	1 621 503	1 439 200	757 862

Breakdown of the Miscellaneous income

Year	MISCELLANEOUS INCOME (in US\$)										
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	est. 2010
Sale of publications and printshop reimbursements	20 134	20 809	24 033	3 847	19 717	16 800	38 462	16 674	26 470	7 123	21 475
Bank interest	200 833	87 097	98 717	92 920	81 006	60 078	92 273	96 859	172 830	36 873	32 365
Investment income (Sicavs, Capital deposits)	-	72 520	19 211	3 193	9 943	86 198	-	-	-	13 994	18 948
Currency exchange gain/loss	(524 039)	92 705	401 194	903 492	234 565	(563 671)	476 015	579 283	695 738	878 625	258 340
Other financial incomes	-	116 655	113 175	53 046	131 182	16 767	70 964	71 452	13 051	76 960	34 262
TOTAL	(303 072)	389 786	656 330	1 056 498	476 413	(383 828)	677 714	764 268	908 089	1 013 575	365 390

exchange rate 1US\$ = €	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
	1,067	1,136	1,070	0,896	0,810	0,845	0,760	0,686	0,665	0,693	0,758

MISCELLANEOUS INCOME 2000 - 2010



EXTRABUDGETARY PROJECT EXPENDITURE				
Project description		Donor	2010	2011
Line 1 : Training and Organizational Support				
Advanced training programme (SO.1.1)				
ATP 2010/2011 participants		Various	543 007	640 000
Sub-total			543 007	640 000
Regional, distance and other training courses (SO.1.2)				
Visiting Trainees Programme		Various	5 586	6 000
Sub-total			5 586	6 000
Organizational support (SO.2.1)				
Planning & Budgeting in Angola		EC	804 841	608 354
Strategic Education Dev't Plan in Afghanistan		DANIDA	359 109	816 419
Regional Cluster Capacity Building		UNICEF	282 247	-
Developing EPM capacities in Eng. Speaking Africa		EPDF	198 296	74 614
Strategic Education Dev't Plan in Afghanistan		NORAD	188 883	32 101
Projet Carte Scolaire Madagascar		Madagascar	106 397	-
Sudan capacity development in education		UNICEF	73 218	338 571
SAT Laos/Cambodia		NORAD	52 688	-
CfBT/IIEP Research Partnership		CfBT	29 402	2 368
School mapping & education projects		Saudi Arabia	28 467	-
Dissemination and Communicati		CfBT	27 953	-
Education Support Programme DfiD		DfiD	24 057	29 975
Moldova National Plan Assessment		The World Bank	20 000	-
Palestinian - Finnish Ed Programme in Palestine		FCG Finland	12 621	-
Capacity Development in Northern Sudan		UNICEF	12 426	15 237
Post Conflict Education Construction in Africa		JICA	11 171	-
Research on Education Emergencies		The Netherlands	5 920	10 332
SACMEQ VII: IEA Sub-Grant		IEA	-	-
Policy analysis & education support		UNESS	-	116 983
Guidelines for Ministries of Education		UNICEF	-	42 323
Cooperation Agreement Morocco		Morocco	-	56 364
Preparation Cap Devt guidelin		UNESCO	-	36 195
Sub-total			2 237 696	2 179 836
Total Training and Organizational Support			2 786 289	2 825 836
Line 2 : Producing New Knowledge				
Observation Programme				
IWGE		Various	42 365	15 000
Sub-total			42 365	15 000
Equity, Access & Equity				
SACMEQ III		Netherlands	747 589	560 000
Sub-total			747 589	560 000
Costs and Finance				
Analysis of free education in Congo		UNICEF	38 305	15 130
Sub-total			38 305	15 130
Total Producing New Knowledge			828 259	590 130
Line 3 : Sharing Knowledge for Informed Decisions				
International Cooperation: IIEP Buenos Aires				
IBA Annual Activities & Programme Operations		Argentina	146 253	33 611
Technical assistance Catamarca		Argentina	-	5 501
EFA Cooperation programme		Argentina	15 058	10 711
Cooperation Project with the National Teacher Training Institute (INFOD)		Argentina	98 134	45 677
Cooperation with the Ministry of Education of Argentina		Argentina	92 929	29 592
Evaluation Research on the Program to Improve the teaching of Natural Sciences and Mathematics		Argentina	266 270	127 485
National Education Program to improve the teaching of reading		Argentina	186 020	51 523
Cooperation with the University Policies Secretariat		Argentina	15 380	2 244
Secondary Education Policies and Organization for Permanent Education and Professional and/or Labour Training for the Young and Adults		Argentina	11 870	9 945
Cooperation with the University Policies Secretariat.		Argentina	187 633	13 105
Cooperation with the Strategic Planning and Evaluation of the Argentine Education Unit		Argentina	62 379	16 963
Train the Trainers Programme for school management and supervision		Argentina	27 169	14 302
National Education Program to improve the teaching of reading		Argentina	804 154	122 607
Cooperation with the University Policies Secretariat		Argentina	75 889	6 143
Cooperation Project with the National Teacher Training Institute (INFOD)		Argentina	39 075	313 001
Cooperation with the Strategic Planning and Evaluation of the Argentine Education Unit under the Presidency of the Argentine Republic		Argentina	51 235	15 232
Cooperation with the University Policies Secretariat		Argentina	-	227 848
IBA Annual Activities & Programme Operations		Argentina	-	11 972
Course on Educational Policy Formulation		Uruguay (ANEP)	-	37 281
Evaluation Research on the Program to Improve the teaching of Natural Sciences and Mathematics		Uruguay (ANEP)	-	37 300
Analysis of the distribution of teachers at educational establishments: challenges for equity from the supply point of view.		Uruguay (ANEP)	-	4 026

EXTRABUDGETARY PROJECT EXPENDITURE				
Project description	Donor	2010	2011	
Identification and development of institutional educational projects to retain and pedagogically accompany young people and adults at a Secondary Education level	Uruguay (ANEP)	6 692	-	
Advisory on the project "School formats, identities and pedagogical update"	Uruguay (ANEP)	5 916	-	
Proposal about the National Education Supervision Model	Ecuador	43 344	1 340	
Cooperation with the Ministry of Education of Argentina	Argentina	437	8 728	
Course on Educational Policy Planning and Formulation	Paraguay	68 604	11 738	
Adolescents in Paraguay. Phase I	Paraguay	9 099	26 923	
Educational Indicators System Update	UNICEF	4 837	-	
Report on Human Development	UNDP	4 000	-	
UNESCO/UNDP joint programme	UNDP	136 229	76 306	
Schools of the Bicentenary: project for the improvement of the education offer in primary level public schools of different Argentine provinces.	AEA	74 584	80 328	
Schools of the Bicentenary: project for the improvement of the education offer in primary level public schools of different Argentine provinces	AEA	1 157 464	559 922	
Capacity Strengthening Workshop for UNESCO Education Specialists in Latin America and the Caribbean	UNESCO	13 298	-	
Educational Equity in Andean and Southern Cone countries. Challenges of the new forms of cultural diversity Ford Foundation.	Ford Foundation	37 467	47 807	
Information System on Educational Trends in Latin America (SITEAL)	Ford Foundation	21 601	15 332	
Annual report on social and educational trends in Latin America	Ford Foundation	28 885	3 486	
Information System on Educational Trends in Latin America	Ford Foundation	43 699	13 998	
Working group for International Cooperation in skills development	IUED	3 347	-	
Education Financing Policies	CIEP	2 260	3 051	
Research on ICT integration initiatives in Latin America education systems	Poliarquia Consultores S.A.	5 652	566	
Social cohesion and profesional training	Foundation Carolina	3 515	-	
Cycle of debates on Education – San Nicolás	La Empresa Ternium Siderar	3 552	14 702	
Training program for government officials of State Educational Systems. Postgraduate program in Educational Policy and Management	FLASCO/SEP	17 637	17 432	
IBA Annual Regional Course 2010	Various	48 521	10 933	
Sub-total		3 820 086	2 028 658	
Total Sharing Knowledge for Informed Decisions		3 820 086	2 028 658	
Line 4.3 : Administration				
Building maintenance				
Improvement & Maintenance of IIEP building	France	1 142 127	400 000	
Sub-total		1 142 127	400 000	
Staff Service Account				
	Staff members	45 227	20 000	
Sub-total		45 227	20 000	
Administrative support funds				
Programme support Costs	Various projects	133 913	150 000	
Sub-total		133 913	150 000	
Total Administration		1 321 267	570 000	
TOTAL EXTRABUDGETARY PROJECT EXPENDITURE		8 755 901	6 014 624	
Programme Support Funds (Inter-fund elimination)		(1 300 775)	(1 107 103)	
TOTAL EXPENDITURE		7 455 126	4 907 521	

