



International  
Institute for  
Educational  
Planning

# Short-term training at the IIEP

Spring 2007

Choice of courses



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# SHORT-TERM TRAINING AT THE IIEP

*Spring 2007*

## INTRODUCTION

*The International Institute for Educational Planning (IIEP) is a centre for advanced training and research in educational planning and administration. Set up by UNESCO in Paris in 1963, it contributes to the development of education throughout the world by training specialists, conducting research and operational activities, and disseminating knowledge in this field. It is a forum for the exchange of ideas and concepts in educational planning and management. More than 1,300 professionals from all regions of the world have participated in its Advanced Training Programme in Educational Planning and Management, and more than 3,000 have participated in the IIEP's short-term programme, seminars, intensive training courses and workshops.*

### The Visiting Trainees' Programme – Short-term training at the IIEP

#### **Aim and target groups**

The IIEP Visiting Trainees' Programme was set up at the request of UNESCO Member States and is intended for those who are eligible for admission to IIEP's Advanced Training Programme in Educational Planning and Management but wish to take a more flexible, short-term training course because of their professional commitments. The aim of the programme is to improve the participants' professional skills by focusing on their specific training needs in the various fields of educational planning and management. The target groups are: *i)* practitioners in educational planning and management; *ii)* those who have or will have responsibilities for training in this field; *iii)* specialists involved in the design and implementation of educational development projects, in particular those supported by bilateral or multilateral co-operation agencies.

#### **Content and structure**

Visiting Trainees participate on a full-time basis in one or several courses of the IIEP Advanced Training Programme, and may supplement this training by a work programme comprising individual study, seminars, etc. under the supervision of IIEP specialists.

The candidates for short-term training at the IIEP are invited to choose one or several of the following courses. However, please note that each module implies full-time participation and it is, therefore, not possible to choose two modules which run in parallel.

#### Course titles

- Educational strategies and policy options *EPC 204*  
3 – 24 January 2007 Course fees: € 2,300
- Educational management information systems *EPA 301*  
5 – 16 February 2007 Course fees: € 1,550
- Projections and simulations: Tools for policy  
dialogue and educational strategies *EPA 302*  
28 February – 13 March 2007 Course fees: € 1,550
- School mapping and micro-planning *EPA 303*  
14 – 27 March 2007 Course fees: € 1,550
- Quantitative methods for monitoring and  
evaluating the quality of education *EPA 304*  
28 March – 11 April 2007 Course fees: € 1,550
- Organization and management of education systems:  
from basic to higher education *EPM 311*  
5 – 16 February 2007 Course fees: € 1,550
- Management of teachers *EPM 312*  
14 – 27 March 2007 Course fees: € 1,550
- Education budgets *EPM 313*  
28 February – 13 March 2007 Course fees: € 1,550
- Education sector support programmes  
and education projects *EPM 314*  
28 March – 11 April 2007 Course fees: € 1,550

## Admission requirements

Applicants must meet the following requirements:

- **Educational qualification:** *a university degree or equivalent, preferably in a field related to educational planning and management.*
- **Experience:** *several years of professional experience as a practitioner, trainer or researcher in the planning or administration of formal or non-formal education.*
- **Language proficiency:** *a good working knowledge of English or French.*

## Financing

The fees for participation in this programme vary according to the duration and the number of courses chosen. The participation fees mentioned at the end of each course outline cover the costs of teaching materials, teaching staff and external advisers, as well as administrative expenses. Arrangements should be made, moreover, for a grant to cover the costs of: *i) travel (economy-class return air fare); ii) accommodation and living expenses in Paris: a minimum of € 1,600 a month is recommended; and iii) health/accident insurance which is estimated at approximately € 55 per month.*

The Institute is not in a position to provide grants covering these costs. Every Visiting Trainee, or the institution sponsoring his/her application, must therefore meet all costs or obtain an appropriate grant for this purpose from national, bilateral or multilateral funding agencies. The candidate's application must specify how these costs will be met, as well as his/her insurance cover (health, risks, etc.).

## Admission formalities

Candidates who wish to participate in the Programme for Visiting Trainees are requested to obtain an application form from the Training and Education Programmes Unit of the IIEP. They should submit their **completed application at least two months before the commencement date of the course(s)** they wish to participate in. The number of places available for Visiting Trainees being limited, the IIEP Selection Committee admits equally qualified candidates on a first-come, first-served basis.

**Further  
information**

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# EDUCATIONAL STRATEGIES AND POLICY OPTIONS

(3 – 24 January 2007)

## OVERVIEW

This course addresses the major challenges confronting planners and decision-makers concerned with providing quality education for all. It focuses on issues, strategies and programmes aimed at improving access, equity, quality and relevance of education. Participants will examine the strategies that governments in different countries have adopted to initiate and sustain reforms from the national down to the school level.

Globalization has made some countries more vulnerable while opening up new opportunities for development in others. Today more than ever analysts recognize the importance of trained talent, and human and social capital as the key to international competitiveness. National leaders widely appreciate the critical importance of education for economic and social development in the information age as well as its essential contribution to alleviate poverty, promote democracy and foster peoples' capacity to live peacefully together.

Many countries however have not yet achieved the goal of Education for All (EFA). The World Forum on Education, held in Dakar in March 2000, noted that the progress towards EFA, in the least-developed countries in particular, was found to be far from sufficient and emphasized the need for developing new strategies to cater for the most disadvantaged groups of society and girls and ensure equality of educational opportunity.

The social demand at the post-basic education level surpasses the provision of educational facilities, and there is a growing demand for expanding provision at this level. Different options and strategies for provision and financing are to be explored.

This course takes an extended view of basic education, including secondary, literacy and life skill programmes, and life-long education. It is designed to develop participants' capacity to think critically and to review systematically policy alternatives aimed at increasing educational opportunity, quality and relevance.

The course deals in particular with the following issues:

- Main challenges facing educational planners and policy makers
- Strategies to increase access.
- Strategies aimed at fostering equity.
- Strategies to improve quality.
- Strategies to improve relevance.

#### TEACHING STAFF

Françoise Caillods, David Atchoarena, Anton de Grauwe,  
Muriel Poisson

#### COURSE FEE

€ 2,300

# EDUCATIONAL MANAGEMENT INFORMATION SYSTEMS (EMIS)

(5 – 16 February 2007)

## OVERVIEW

All steps of planning need information – quantitative and qualitative. Hence, information systems have to be user-friendly and have to properly collect, organize, store, disseminate, and transmit data.

The expansion of education systems has been accompanied by an emergence of multiple levels of decision-making. While the former trend increases the amount of data to be handled, the latter implies the multiple levels where data are demanded. Efforts towards decentralization increase the demand for larger sets of data and encompass a larger number of variables. Educational data are available from various sources and they are used at various levels.

The implementation of educational projects in developing countries has added to the demand for developing the Educational Management Information System (EMIS) and has increased demand for data use to monitor progress and evaluate outcomes.

EMIS integrates all information related to educational planning and management activities which are available from various sources. The organization of EMIS involves collection, processing, storage, retrieval, analysis and dissemination of data. Over the last decade there has been an increased interest in the use of computer-based management information systems which has enabled educational planners to deal with more and better information and thereby make better-informed planning decisions. To improve the quality of information, the needs of the users have to be analyzed, indicators constructed and data collected and presented so that they can contribute to the decisions to be taken.

This course is designed to enable participants to acquire the necessary knowledge and skills associated with the building and use of information systems in educational planning and management. While several elements within the EMIS will be presented in other courses, this course will essentially deal with developing information systems for all levels of education and which could be utilized at all levels of administration.

It is centred around the following themes:

- Characteristics of Educational Management Information Systems (EMIS).
- Methodology and tools for school census.
- Education-related data.
- Construction of an indicators system for follow-up, evaluation and monitoring.

#### TEACHING STAFF

Serge Péano, Patricia Dias da Graça, Mioko Saito

#### COURSE FEE

€ 1,550

# PROJECTIONS AND SIMULATIONS: TOOLS FOR POLICY DIALOGUE AND EDUCATIONAL STRATEGIES

(28 February – 13 March 2007)

## OVERVIEW

Projection techniques and simulation models are at the core of educational planning since they help convert the objectives that are sought after into targets that can be quantified. They are necessary tools for policy dialogue and the formulation of educational strategies. They allow us to assess what is required for implementation with consequences spelled out in numerical terms. Projection and simulation models make it possible to translate the tasks that are to be done into calculations of the required financial or real resources, such as schools or staff.

Demographic data – size, structure and change in the population – are at the heart of educational projections and simulations. They enter into the calculations of changing enrolments, which are used for estimating the classrooms that have to be opened, the number of teachers called for or the funds required for institutional expansion.

Projections and simulations are conditional statements about the future. Their validity and usefulness depend on the assumptions made and how closely these assumptions correspond to real conditions. Models always imply uncertainties.

Hence, it is not prudent to depend only on one scenario. An integral part of projections and simulations is therefore "sensitivity analysis": assessing how results are affected if assumptions are changed. Closely related is "what-if analysis": in a system of complex interactions to identify critical factors and quickly evaluate the effects of possible decisions before they are taken.

Projected enrolments impact on the most important policy decisions both "upstream" and "downstream". The upstream projections inform planners and decision-makers about what the potential consequences of decisions are – e.g. what financial, physical or human resources different alternatives entail, and which options are therefore feasible and affordable. Once decisions are made, the downstream use of projections is to ensure effective implementation by revising estimates when new data become available. This makes it possible to adjust the measures put into action or introduce remedies if needed. Hence, projections and simulations are important tools not just for planning, but for management and correction of errors of strategies as well.

The course is comprised of four parts:

- Projections, forecasting, simulation models and prospective analysis.
- Population issues.
- Projecting enrolment and human, physical and financial requirements: how to build a model.
- Computer simulation model: how to use a model for decision-making and policy dialogues.

The complexity of models and the specificity of projections may vary with education levels. For example, projection of teacher demand for primary education may be based on an overall estimate of students, whereas for secondary education, it may be desirable to look at the demand for teachers specialized in different fields.

The aim of this course is to familiarize the participants with the essential concepts and steps in constructing projection and simulation models and their role in educational planning, management, and formulation of educational strategies.

After a practical exercise on how to build a computer model using their own data, a simulation exercise will be organized to enable participants to assess the consequences for enrolment figures and the costs of different education policy options. The utility of such simulation models for organizing the policy dialogue with the different actors will then become apparent.

This course deals with all the technical issues on simulation, as opposed to the EPC 203-“Educational Planning Cycle” course, which does not deal with these issues.

#### TEACHING STAFF

Patricia Dias da Graça, David Atchoarena, Serge Péano

#### COURSE FEE

€ 1,550

# SCHOOL MAPPING AND MICRO-PLANNING

(14 – 27 March 2007)

## OVERVIEW

Educational progress is very often uneven and its benefits are not always shared equally by different regions of a country and by groups within a country. These inequities may either be due to inequalities in provision of educational inputs or to inequities in the performance of the education system. School mapping focuses largely on inequities in the provision of education services between different regions and localities within a country.

School mapping is a useful analytical tool to level off inequalities in the distribution of educational services between different regions. It can channel educational investment to poorly served areas. School mapping, in this sense, is a potent planning instrument for equalizing educational opportunities. It can ensure allocative efficiency in the planning process.

Micro-planning can be defined as the process of planning at the local level. It focuses on the particular characteristics and needs of the population and the education system in one locality. At the micro-level, planning and implementation, processes converge. Micro-planning addresses the efficient use of resources allocated and provisions made, rather than issues related to allocative efficiency.

An increasing number of countries follow a policy of decentralization, and hence decisions on new schools and their location, teacher recruitment and deployment, which were previously taken at the central level, are now in the hands of actors at the district and local level. Actors at a local level have a more profound knowledge of the characteristics and needs of the population they serve, and of the education institutions in their area, and are in a better position to define appropriate strategies to attract disadvantaged groups into the education system. These actors need the skills and the tools to plan the organization of the education system within their area in such a way that it serves three objectives: equity, cost-efficiency and quality. The course on school mapping and micro-planning aims at providing participants with those skills and tools.

It deals in particular with the following topics:

- Concepts of school mapping and micro-planning.
- Methodology of diagnosis of school mapping and micro-planning.
- Options in organizing the school network.
- Preparation of a prospective school map.
- Generalization and institutionalization of school mapping and micro-planning.

#### TEACHING STAFF

Françoise Caillods, Isabel da Costa, Anton de Grauwe, Muriel Poisson

#### COURSE FEE

€ 1,550

# QUANTITATIVE METHODS FOR MONITORING AND EVALUATING THE QUALITY OF EDUCATION

(28 March – 11 April 2007)

## OVERVIEW

Schools will always be important institutions for the socialization and personal development of children. However, it must also be recognized that the education delivered by schools commands a premium in a global market, and it is acknowledged that it provides a competitive edge for nations. As a result, many governments have become increasingly inclined to view the performance of their education systems as a key element in strategies for improving national economic development. This trend, coupled with the enormous expenditures that are devoted to education, has amplified demands for enhanced scrutiny and accountability concerning the quality of education.

There are several important questions that face all educational planners as they work towards improving the quality of their education systems through the process of informed decision-making:

- What do we mean by the concept of the "quality of education", and does this concept concern only academic achievement, or should it also encompass broader goals related, for example, to the affective domain, social and life skills, and the capacity to adapt to a changing and uncertain world?
- What factors affect the quality of education, and what is the relative importance and cost-effectiveness of these?
- Which important factors are amenable to policy intervention (such as textbook design, production, and distribution) and which important factors fall outside the reach of educational planners (such as the home circumstances of children)?
- Who is responsible for the quality of education, and who should be held accountable and how?
- Are different aspects of the quality of education linked to different levels of decision-making within ministries of education?
- How can educational planners encourage the application of informed policy decisions?

- What is the place of "equity" in interpreting the quality of an education system, and how can equity be assessed for students, schools, and regions?
- What mechanisms (examinations, testing programmes, regular inspections, etc.) can be used to inform authorities about educational quality, and what are their advantages and disadvantages?

Modern educational research approaches that are aimed at addressing these questions have tended to fall into two broad categories. First, there are "qualitative/anthropological" approaches aimed at providing in-depth case studies of the processes of education and the dynamics of stakeholder interactions experienced by individual students and teachers within particular schools. Second, there are "quantitative/empirical" approaches concentrated on the measurement of important educational outcomes and the search for generalizable relationships between educational outcomes and factors related to the composition, organization, and functioning of schools.

This course is concerned with the second of these research approaches, and it explores related research methodologies in four major domains: (a) the technical design of studies that offer clear guidance for policy concerning the quality of education; (b) the development of data collection instruments (tests and questionnaires) that provide valid measures of the conditions of schooling and educational outcomes; (c) the use of scientific sampling procedures for making measurable sample estimates of important population characteristics; and (d) the management, analysis, and reporting of data for policy purposes.

The course includes opportunities for participants to gain experience in undertaking computer-based analyses of information selected from the IIEP's extensive data archives, and also to apply the IIEP's specialized software systems for generating scientific probability samples and for managing data entry and data cleaning tasks.

It deals with the following issues:

- Moving from policy concerns to policy research.
- Measuring the quality of education.
- Data management and data analysis for improving measures of the quality of education.
- Survey sampling for large-scale studies on the quality of education.
- Processing and interpreting data concerning the quality of education for policy purposes.

#### TEACHING STAFF

Ken Ross, Stéphanie Dolata, Mioko Saito, Khadim Sylla

#### COURSE FEE

€ 1,550

# ORGANIZATION AND MANAGEMENT OF EDUCATION SYSTEMS: FROM BASIC TO HIGHER EDUCATION

(5 – 16 February 2007)

## OVERVIEW

Education systems in all countries have expanded and become more complex. The management of such proliferating education systems poses new challenges and has often entailed the multiplication and change of administrative structures, levels and institutions.

Countries across the world have adopted different "models" to structure and organize their education systems. Thus, the organizational structures of the central ministry of education, the degree of administrative decentralization and school autonomy etc., vary from country to country.

How these features of educational administration eventually influence the quality of instruction and cost-efficiency of the system in operation has become a subject of public debate over recent years.

There has been growing awareness among national decision-makers and international agencies that shortcomings in educational administration have actually hampered the implementation and success of many ambitious reform projects.

It has been found that many reforms, when descending to the institutional level, fail to make the expected impact. Inadequate management of many institutions, coupled with lack of consistent and supportive monitoring and management across the different levels of administration, are core reasons. Shortcomings of the databases and indicators used, information and consultation mechanisms also help to explain this.

This course broadly focuses on two main concerns: on the one hand, how to manage and organize the system as a whole, and on the other, how to manage and monitor individual institutions, be they schools or higher education institutions. It also offers participants a choice between two options: Option 1 deals with management at the school level; Option 2 deals with management of higher education.

Its main components are:

- Introduction to the concept of educational administration and management.
- Organizational models and options.
- System-level regulation: issues, actors and tools.
- Option 1: School and local-level management: approaches and tools.
- Option 2: Management of higher education: issues, approaches and tools.

#### TEACHING STAFF

Michaela Martin, Anton de Grauwe, Candy Lugaz, N.V. Varghese

#### COURSE FEE

€ 1,550

# MANAGEMENT OF TEACHERS

(14 – 27 March 2007)

## OVERVIEW

Learning is at the core of any educational process. The school provides the setting for learning and the teachers facilitate the classroom teaching-learning process. Provision of teachers is basic to all educational processes; this is even more true at the compulsory levels of education. Naturally, the qualification levels and teachers' attitudes to teaching small children greatly influence school outcomes – the teachers "make" or "break" the system. Many countries do not succeed in providing qualified and trained teachers at the primary level of education either due to non-availability of trained teachers or the financial constraints of the state.

Structural adjustment programmes and austerity measures have reduced the efficacy of the state to finance investments in social sectors including education. In many countries, salaries constitute a predominantly high share of current expenditure on education. Therefore, measures to reduce expenditure on education have implied reducing or containing the number of teachers. This has led to two types of strategies: rationalized management of the available stock of teachers on the one hand, and recruitment of "less expensive" non-tenured and often under-qualified teachers on the other. At the same time, shortcomings in human resource management are often at the origin of the widely observed problems of unbalanced teacher distribution and low levels of teacher attendance, competence and motivation. These trends eventually affect enrolment and completion rates, the intensity of classroom interaction and the quality of education.

Part of these broadly-stated inefficiencies can be resolved by moving from "ad hoc" personnel management, which is common practice in most countries of the world, to a systematic and professional approach to managing human resources in education. Countries have to devise mechanisms to develop and implement a more comprehensive and forward-looking, genuine Human Resource Management (HRM) approach in the education sector. At the same time, attention needs to be given to the everyday routine management activities which continue to be characterized by delays, lack of transparency, favouritism etc. and thus constitute a major source of teacher dissatisfaction and disengagement.

Attempts to improve teacher management obviously need to start from a careful diagnosis of the main current problems that a country is facing in this area and to explore their probable causes. In order to address the observed problems, new management policy choices and consequent reforms may be required, such as the appropriate sizing and utilization of teaching and other staff, etc. In addition, there is generally a need to improve the technical tools (information system, forward planning, etc.), social relations (structures and procedures of participation of staff unions) and organization (creation of a Human Resource Management Department with major responsibilities, delegation of tasks to regional and local levels, more mechanisms of consultation/participation, etc.) which underpin the management of teachers.

This course covers selected crucial dimensions of human resource management, in particular political, technical and organizational, applied to the management of teachers. It is divided into three major components: the first will deal with issues and approaches in human resource management in the education sector; the second will discuss tools for teacher management and the last component of the course will deal with organizational aspects of teacher management.

It deals in particular with the following issues:

- Major current issues and policy options.
- Tools for better teaching staff management: management of staff utilization; monitoring indicators; information systems.
- Social relations, organizational aspects of teacher management.

#### TEACHING STAFF

Gabriele Göttelmann-Duret, Khadim Sylla

#### COURSE FEE

€ 1,550

# EDUCATION BUDGETS

(28 February – 13 March 2007)

## OVERVIEW

In many countries budgetary resources have become scarce. The need to re-establish balance at macro-economic level have led governments to greatly reduce their public expenditures.

In such conditions of dwindling resources, managers must perpetually seek to make better use of the available funds. One way to achieving sound financial management is by anticipating needs and using resources efficiently.

A State budget is in the confluence of the planning, policy decision-making, economic constraints and financial management activities. Ministries of education that must respond to the development needs of their educational systems, must also cope with ever greater competition in order to obtain their share of national budgets from the ministries of finance.

This specialized course aims to familiarize education planners and managers with the budgetary framework and processes – from preparation to implementation and budgetary control – to allow them to situate the budget firmly within the larger planning and management framework of education, and to help them understand the importance of analyzing budgetary expenditures as well as current trends in budgetary reforms.

The course is divided into four major sections:

- Budgetary framework and processes: deals with the basic concepts and principles for budget rules and framework;
- Budget preparation: deals with issues related to budget nomenclature and different techniques and methods of preparing budgets;
- Budget implementation: deals with the need for financial rules and the problematic of budget implementation;
- Analysis of budgetary expenditures: concerns the linkage between budgetary expenditures and educational policies.

#### TEACHING STAFF

Isabel da Costa, Igor Kitaev, Dramane Oulai, Serge Péano

#### COURSE FEE

€ 1,550

# EDUCATION SECTOR SUPPORT PROGRAMMES AND EDUCATION PROJECTS

(28 March – 11 April 2007)

## OVERVIEW

The concept of educational planning has evolved over time, and is broadening to embrace the arena of policy-making, which is now presented as a cornerstone of fundamental educational planning. Moreover, it is giving increased attention to poverty reduction, institutional capacity building, and national resource allocation, and to cross-cutting themes such as HIV/AIDS, gender and environment.

The gradual shift from projects to programmes or sector-wide development work implies that educational programmes and projects are prepared and carried out by Ministries and donors under more integrated forms and approaches: Sector Plans and Programmes now generally include many projects, aiming at improving the utilization of scarce resources available to education – particularly with a view to providing "Education for All" (EFA) – and at increasing the development impact of education systems.

Many developing countries do not have the necessary financial resources to cover their education system. Often those who have less resources are the most vulnerable. They do not have the necessary institutional capacities for effective policy implementation and coordination of educational programmes, and have great difficulties in responding to the multitude of different donors who might be providing sector programme support. Therefore, a good knowledge of education programme support and of the project approach is essential, not only to the administrators of education but also to the decision makers and managers.

Thus, the course introduces participants to the various forms and dimensions of effective programme and project management practices – a central step to obtain successfully the funding support. The course will help increase understanding of the different processes and techniques covered in the area, from: initiating the project, creating the project plan, measuring and controlling project performance, to the closing of the project. It seeks to lay the grounds for proper decisions and principles that would in turn lead to good practice.

The larger share of the time during the course is devoted to a practical project document formulation exercise. Participants work in language-specific groups under the supervision of an instructor and use the logical framework method to design a project which is to be presented to the class at the end of the course.

In particular, it focusses on the following issues:

- Role of sectoral support programmes and projects in educational planning.
- Project cycle.
- A logical framework analysis.
- Identification and elaboration of an education project.
- Project negotiations.
- Project implementation and monitoring.

#### TEACHING STAFF

Khalil Mahshi, Dorian Gay, Michaela Martin, Dramane Oulai, N.V. Varghese

#### COURSE FEE

€ 1,550