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International Institute for
Educational Planning

www.unesco.org/iiep
ISSN 1564-2356

Educating the poor

In 1996, the IIEP initiated a research project on 'Alternative strategies for disadvantaged groups' which examined various strategies attempting to give appropriate education and training to out-of-school children and youth. As the project comes to a close, a number of conclusions can be drawn.

THE IIEP project defined as 'disadvantaged' all children and adolescents who, due to their economic situation, ethnic origins, geographical location or gender, did not have access to basic education and training programmes and therefore ran the risk of being excluded from employment or any significant income-generating activity in adulthood. Some had never attended school, others had dropped out before mastering basic literacy and numeracy or having acquired the skills needed to earn a living as an adult. The number and characteristics of the disad-

vantaged varies a great deal from one country to another. A large number of programmes were analyzed within the framework of this project. Many focused essentially on basic education, others on providing vocational training, but a good number combined basic literacy with vocational or prevocational skills.

A wide range of existing programmes providing basic education to disadvantaged groups vary in terms of their link with the formal system, the type of clientele (children, youngsters or young adults), the organizing agency, the kind of teachers and teaching methods employed, or the ways in which they are financed. The programmes analyzed range from 'compensatory' programmes within the formal education system to schools organized and financed by communities because the state is unable to fund a traditional state school, and non-formal programmes. 'Compensatory' programmes provide additional funds to the families, to the children themselves, or to schools which enrol disadvantaged children, most of which are of fairly low quality. The financial side of such programmes predominates, but it is often complemented by a more pedagogical project (e.g. the P900 programme in Chile). Other programmes try to introduce more flexibility in the organization of teaching (mobile schools for nomads, multi-grade teaching for low-density populated areas, evening courses for working children). Some place a great deal of importance on the accountability and participation of



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The IIEP Newsletter is published quarterly in English, French, Russian and Spanish.

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editorial

Disadvantaged groups – or disadvantaging structures?

ON 10 December 1948, the General Assembly of the United Nations adopted and proclaimed the 'Universal Declaration of Human Rights', at the Palais de Chaillot, only a few hundred yards from the IIEP Headquarters in Paris. Article 26 of this Declaration is devoted to education and its first paragraph states: **"Everyone has a right to education"**.

That everyone has a right, does not necessarily imply that this 'right' is honoured or fulfilled. Indeed, more than one hundred million children, the majority of whom are girls, never go to school and millions more drop out before acquiring the basic skills they need.

Poverty, of course, is the main reason for this sad state of affairs. Even in the richer industrialized countries, there are groups which do not get the education to which they have a right. Whatever the causes for this, generally these people are referred to as the 'disadvantaged groups'. But perhaps one can argue that this term is a misnomer.

To illustrate this point metaphorically. Some of the simplest inventions and devices are so old and commonplace that we hardly think about them. For example, the staircase. Stairs are found in buildings all over the world because they are an expedient way of moving from one floor to another. But what is convenient for most people, can be an insurmountable barrier for some – it is not possible to climb stairs in a wheelchair. Those who sit in a wheelchair are sometimes called 'disabled'. But they could just as equally be called 'unable', because the physical constructions builders have invented to facilitate mobility prevent their freedom of movement.

Perhaps one should talk of 'disadvantaging structures' rather than 'disadvantaged groups'. This would focus more on the conditions that manifestly hamper the ability of a person to function physically, socially or mentally, rather than on an individual's personal traits.

This also automatically changes the focus of responsibility: the onus is on the 'able' to provide social structures suitable for all, rather than focus on the individuals who are handicapped by existing structures.

This change of perspective has enormous implications for educational policy and planning. The point of departure would be that practically all individuals are over-equipped and that most go through life with many talents untapped. Most of us could perform better in whatever almost anything we have chosen, whether writing or singing, analyzing or dancing. This is also goes for those in 'disadvantaged groups' – all have faculties which remain unused, capacities which are never developed, and skills which are never acquired.

It is a loss to them. But it is also a loss to all of us because we all gain from how others are induced to develop their potential.

Whenever I hear, or read, about 'disadvantaged groups', I am reminded of Professor Stephen Hawking – a man who has spent most of his life confined to a wheelchair because of a progressively degenerative neurological disease, which also makes it harder to understand his speech. But despite such awesome handicaps, Hawking's work as a theoretical physicist has provided the world with some of the most important insights into phenomena such as birth of the universe or black holes. Given the practical assistance he needed, he wrote *"A Brief History of Time"*, which has remained a popular international bestseller for longer than any other book. By enabling Hawking we enable ourselves. Had we let social and physical structures disadvantage him, the world would have been also at a disadvantage.

Gudmund Hernes
Director of IIEP

community members in the management of the schools. Others are better characterized by their emphasis on the pedagogical approach and the teaching/learning strategy (accelerated schools in Brazil, or the Pratham project in India).

In the formal system, school organization, content and teaching methods are often inappropriate to tackle the needs of disadvantaged children. Examples of flexibility in the provision exist but they are exceptions. Changing the school calendar or school hours to take into account the work of children in rural areas has been an insurmountable challenge in many countries. More innovative approaches are found in non-formal programmes and in those schemes organized by a variety of actors, including NGOs, in or around formal schooling. Among the most promising approaches are those which rely on participatory approaches focussing on the needs of the community. Different teaching/learning strategies emphasizing teacher-learner interaction are more appropriate for disadvantaged groups. The various programmes analyzed in the project illustrated strategies to this effect, such as: design of accelerated programmes for working children and adolescents; recruitment of teachers/instructors among graduates within the community; teacher training of relatively short duration, but complemented by strong in-the-classroom support; preparation and distribution of teaching materials which assist teachers on the use of interactive teaching methods; distribution of learning materials in key subjects in order to facilitate peer teaching and self study; organization of non-formal workshops and remedial classes; and finally, new forms of certification.

Among the positive lessons that emerge from the programmes analyzed are the variety of set ups and the kind of collaboration and partnership which is established between different actors: whether an NGO often at the origin of the proposed pedagogical approach, the municipality which finances the programme, the community which participates in different ways, or the Ministry of Education representatives (cf. *article p. 5*).

However, the studies raise a number of problematical issues. In all countries, poor and disadvantaged children are enrolled in schools of much lower quality than the national average – hence the need for compensatory programmes, which do not always succeed in compensating. Rural parents are asked to pay fees or contribute in kind to the construction and maintenance of their schools. In countries which have not yet achieved universal primary education, communities are expected to finance their own schools and pay the teachers. Volunteer teachers are recruited from the community. They have the advantage of sharing the culture of the learners and are often motivated but they are insufficiently trained and paid badly and irregularly. The same goes for numerous non formal education programmes which are not always of good quality, receive less funding and have a low status. As a result the poorer families pay for an education which is free for others. Unless more resources are devoted to such programmes, the risk is that poor education will be provided to the poor.

Some of the other issues concern the specific role of the communities. Certification and the need to facilitate transition to the formal system and higher levels of study are also important.

Should one continue to target specific groups with specific programmes or should one aim at mainstreaming innovations within the formal systems? The answer seems to be: both. How then can the most innovative programmes be expanded whilst retaining their flexibility and avoiding bureaucratization inherent to large-scale programmes? How can the volunteers and instructors be trained on a large scale without being trapped by routinized procedures? What should the status and pay of instructors be if they are to remain motivated? How can teaching materials be adapted to a variety of target groups? How can the pedagogical approach be continually renovated? Different programmes have experimented different strategies, such as: using the same underlying principles without duplicating the same model everywhere; working with a variety of actors who have a good knowledge of the local

environment, local NGOs and communities; adapting the approach to the specific needs of a community or target group; allowing for sufficient time for experimentation; training administrators, technical teams and supervisors at the intermediate and local levels to provide support to teachers and instructors at the ground level; supporting central NGOs to do continuous research, monitor implementation and train other NGOs in closer contact with the communities concerned.

The project also looked at training and skill development programmes which prepare disadvantaged adolescents and young adults to earn a living. The programmes analyzed vary according to the target group concerned, the organizing agency, the size of the programme, its links with the private (formal and informal) sector and the pedagogical approach. The most promising seem to be those which encourage placement in enterprises and apprenticeship whilst strengthening basic skills. Several interesting schemes are found in Latin America (cf. *article p. 6*). In Africa, interesting schemes focus on strengthening traditional apprenticeship in the informal sector. The same questions can be raised for these programmes as for basic education ones: namely the selection of trainees and trainers, the training-of-trainers, quality control and certification, the type of partnership schemes. Generalization/institutionalization of such programmes is even more complex as it is less possible to duplicate the same scheme everywhere – each programme has to be adapted to local and labour market needs. Evaluating the success of such programmes is difficult and depends on many other external factors. What criteria should be used? Empowering participants and improving their self-confidence may be as important as helping them find a job.

The lessons to be drawn from these programmes are all relevant in the context of current commitment to Education for All. The IIEP research has completed its first phase, but research activities will continue to enlarge our knowledge base and address the challenge of empowering disadvantaged groups and reducing poverty.

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Do the Poverty Reduction Strategy Papers get to the root of EFA problems?

Results of an IIEP/DfID review of 18 papers.

In 1999, the international community had to face the fact that 1.2 billion people survived on less than US\$1 a day and that in many countries the numbers of such poverty was rising steadily. Subsequently, the IMF and World Bank decided to take on a new approach in an effort to reduce world poverty. Countries that adopted an explicit and credible poverty reduction strategy would have access to substantial debt relief and to higher levels of concessionary loans. In addition, such a strategy is meant to serve as a framework for development assistance from other sources. This approach was supposed to be country-driven, country-owned, result-oriented and based on partnerships.

Most *Poverty Reduction Strategy Papers* (PRSPs) attempt to integrate four distinct components into a coherent plan of action. First, the magnitude of poverty is diagnosed. This is followed by the identification of the main lines of a strategy for addressing poverty: a sound macro-economic framework, human development emphasizing health and education, institutional development and good governance – and the definition of priority actions in these areas. Third, the strategy is costed over a three-year period. Finally, a monitoring system to track progress and adjust action should be set up. The process of identifying needs and putting forward constructive proposals is meant to be participatory so as to obtain a ‘country-owned’ strategy.

IIEP, with the support of the UK Department for International Development (DfID), undertook a study of how the various PRSPs were handling education.

In addition, it tried to assess the extent to which preparing a PRSP affected education policy and practices, as well as the ways in which the education sector took account of the poor and their interests. The study is based on a thorough review of existing papers and a series of interviews. Education with its emphasis on building skills and capacities is given major importance.

All 18 PRSPs reviewed include the objective of universal primary *enrolment*. Eleven (61 per cent) named universal primary *completion* as an explicit target. Sixteen (89 per cent) did aim to improve the *quality* of education: if successful, it should facilitate better learning and higher rates of completion. On the other hand, the objective of ensuring that the learning needs of young people and adults were met was included by only 11, and even fewer – seven (39 per cent) – mentioned improving adult literacy or eliminating gender disparities. PRSPs largely reflect the country’s educational policies and plans, and this is why the education chapters in the PRSPs are amongst the best: more detailed, more realistic and better costed than other chapters. However, very few of them precisely relate education investment to poverty reduction; fewer still specify how the different measures are going to target the poor; and none emphasize the changes that need to be made in teaching/learning strategies not only to enrol the poorest children but more specifically to retain them and increase their learning achievements. Costing and analyzing the sustainability of the strategy is also fairly weak.

As regards the process for developing the poverty reduction strategy, it is clear that in many countries real participation by wide public representation has influenced the education agenda. On the other hand, the presence of Prime Ministers’ Offices and ministries of finance is overwhelming. This apparently limited participation by those ministries that will have to implement the strategy and may well undermine their commitment to thorough implementation.

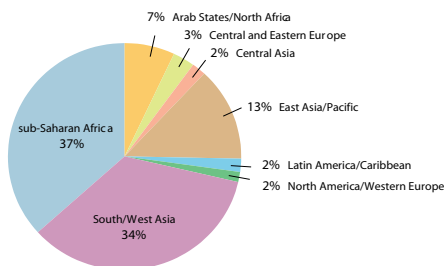
On the whole, the PRSPs restrict themselves to the narrower Millennium Development Goals (MDG) rather than take in the broader visions of Jomtien and Dakar. Non-formal education, ‘learning to learn’ and opportunities for lifelong learning are for the most part absent or briefly treated. Even the reduction of illiteracy among working adults is rarely included among the key indicators, and therefore runs the risk of being neglected.

The existence of an approved Poverty Reduction Strategy Paper has been a determining factor for a country to be included in the Fast Track Initiative (FTI) for EFA. But it is still too early for any conclusive judgements to be made on the influence of poverty reduction strategies on the practices of countries and aid agencies. Nevertheless, the PRSP process does have the potential to be a very powerful instrument, not only for reducing poverty and promoting participatory democracy, but also for transforming modalities of development assistance.

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Alternative strategies in Asia

Out-of-school children by region (1999/2000)



Source: *Education for All Global Monitoring Report 2002/2003*, Paris, UNESCO, 2003, p. 52.

A closer look at the statistics included in the 2003/2004 EFA Monitoring Report shows that, despite population growth, there was a significant increase in primary education enrolment rates in South and West Asia during the last decade. The number of out-of-school children fell from around 40 million in 1990 to 32 million in 2000 (i.e. a 20 per cent decrease). However, in East Asia and the Pacific, increases in enrolment figures throughout the 1990s were not enough to prevent the net enrolment rate (NER) falling. The number of out-of-school children in this sub-region between 1990 and 2000, rose from 7 to 17 million. On the whole, Asia and the Pacific (including Central Asia) have the highest concentration of out-of-school children in the world today – 47 million compared to 44 million in sub-Saharan Africa.

As the problem of the most disadvantaged gaining access to basic education remains critical in Asia, the IIEP decided to devote several studies in the project to examining the situation of out-of-school youth in various Asian countries, and analyzing in depth large-scale projects, which have succeeded in giving a second chance to these children. Specifically, inventories were conducted in Indonesia, Thailand and Mumbai in India to provide a broad overview of existing education strategies aimed at the disadvantaged – developed either by public or private actors in these countries. In addition, monographs were commissioned on the following large-scale projects, developed as part of, or

with the support of, the formal sector and based on the wide involvement of communities and local authorities:

According to the latest issue of the EFA Monitoring Report¹, 104 million children of primary school age were not enrolled in school in 2000 – 45 per cent of these were Asian children. Various studies undertaken under the IIEP project ‘Alternative education strategies for disadvantaged groups’ help to explain the obstacles to schooling in this region and highlight the successful strategies some Asian countries have developed to overcome them.

with the support of, the formal sector and based on the wide involvement of communities and local authorities:

- the Social Action Programme in Pakistan,
- the Community schools in Andhra Pradesh (India),
- the Pratham project also in India, and
- the Out-of-School Children’s Programme in Nepal (cf. the list of publications below).

The review of these projects shows that several factors are necessary to ensure their success. They include: the establishment of innovative partnerships, involving public authorities, citizens and the private sector; strong support to teachers in terms of initial and continual training, didactic materials and supervision – regardless of their level of qualification; the reallocation of resources in favour of greater teacher support; the utilization of formal school resources to ensure the long-term sustainability of the projects considered; the development of new management methods, based on decentralized and participatory processes; the integration of educational strategies for the disadvantaged into a broader collective movement, which will engage not only the communities concerned, but also all actors concerned with fighting exclusion.

For each of these projects, a number of challenges remain. How to allow young

beneficiaries to access higher levels of education and thus escape the poverty in which they live? How can the innovations developed be used to change the way the school itself operates? How can the groups most at risk be reached? How can skilled staff at all project levels be mobilized? How can ‘institutional resources’ (universities, etc.) be involved in developing projects? How can development be sustained, despite changes in the leadership of the project or in the public authorities involved? How can permanent support mechanisms be established? And how can successful strategies be innovated rather than imitated in the long term? Whatever the challenge, the projects documented by the IIEP provide useful insights on how to move towards more equality in basic education.

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¹ *Education for All Global Monitoring Report 2003/2004*. Paris, UNESCO, 2003.

‘Alternative strategies of education and training for disadvantaged groups’ – IIEP Publications on Asia

- Chavan, M. 2000. *Building societal missions for universal pre-school and primary education. The Pratham experience.*
- Kazi, G. 2000. *Alternative education policies for the disadvantaged in Pakistan. A review of the Social Action Programme.*
- Sujatha, K. 2000. *Education of Indian Scheduled Tribes. A study of community schools in the district of Vishakhapatnam, Andhra Pradesh.*
- Irwanto, P.; Hendraiti, A.; Hestyanti, Y.R. 2001. *Alternative education strategies for young disadvantaged groups in Indonesia.*
- Juneja, N. 2001. *Primary education for all in the city of Mumbai, India: the challenge set by local actors.*
- Piromruen, S.; Sen Keoyote. 2001. *Education and training strategies for disadvantaged groups in Thailand.*
- Tuladhar, S.K. *The Out-of-School Children’s Programme in Nepal. A situational analysis.* (Forthcoming).

Latin America: Developing life skills for youth in disadvantaged areas



Pastry vendor in the streets of Bogotá, Colombia

In the last ten years, access to basic education has improved in the majority of countries in Latin America. Enrolment in secondary school, completion of which is increasingly considered to be the minimum requirement for access to employment, reached nearly 70 per cent by the end of the 1990s. However, serious problems remain unresolved. Too many students repeat a year, are over-aged, with low achievement in basic skills, and the drop-out rate is high. Among children and teenagers from the poorest families, drop-out rates are around 20 per cent higher than they are for children from higher-income families.

Faced with profound socio-economic inequalities, the crisis in development models, and the threat to governance, Latin American countries must address the serious difficulties that exist for all young people to integrate society as a whole and the labour market in particular. Alongside changes in the workplace, and the introduction of new information and communication technologies, the informal sector continues to grow, and traditional methods of production and management persist. It is not enough for a candidate to have skills that are specific to a particular line of work. In an uncertain and ever-changing world, youngsters must be competent in basic skills, such as oral and written expression, applied mathematics geared to problem-solving, logical thinking, interpersonal skills, and the ability to learn on one's own.

Within the framework of the project on 'Policies and strategies for expanding post-primary and secondary education in Latin America', the IIEP is conducting studies in Latin America on how school drop-out rates can be reduced, and on alternative types of education and vocational training, focusing on developing life skills.

In order to address these challenges, many programmes attempt to provide young people with the opportunity to enrol in more flexible alternatives to basic or secondary education, or in vocational training programmes which provide training to consolidate basic life skills, as part of the curricula.

Some of these initiatives involve alternative modes of education, such as high school distance learning. Tele-distance learning began in Mexico, and has spread to Central America, with levels of achievement that are close to those for regular schools. In other cases, programmes are geared to improving school retention rates and educational achievement, either focusing on schools with high proportions of poor children (e.g. *Liceo Para Todos*, high school for everyone, in Chile), or to covering all secondary schools (such as for the city of Buenos Aires, Argentina). Other programmes aiming to improve retention rates may provide scholarships, which are widespread in several countries, such as Argentina, Brasil, Chile, Colombia, and Mexico.

In addition, many secondary schools are linked to social programmes in their communities. To take the example of the '*Casasjóvenes*' (young homes) project in Uruguay, this is a pilot programme conducted by the *Instituto Nacional del Menor* (National Institute for Minors) and by the *Instituto Nacional de la Juventud* (National Institute for Youth). Under this

programme, ten education centres are to be created in disadvantaged areas, and administered by NGOs, offering informal education, hand-in-hand with the formal education system. Another example is the SES foundation in Argentina, which develops projects based on the '*comunidades de aprendizaje*' (communities of learning) approach, in 15 poor districts in Argentina, organizing local networks between schools, businesses, and local government.

In the area of vocational training, many courses for young people have begun including basic skills as part of their course curricula. The Chilean Centre for Research and Development has created training modules to help students acquire basic skills together with their vocational training. In addition, the '*Foro Juvenil*' (Youth Forum) in Uruguay and the San Isidro Network of Vocational Training Centres in Argentina have also developed strategies for providing basic skills in tandem with technical skills.

These and other experiences in Latin America illustrate the approaches which are becoming more widespread. They are being evaluated in the light of their achievements and challenges, as part of the IIEP project, with a view to proposing possible lines of action to policy and planning decision-makers.

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Lithuania's ten-year bid to improve transparency in education



Within the framework of its project on 'Ethics and corruption in education', the IIEP organized a Study Tour in Lithuania from 13 to 17 October 2003. The aim: to highlight the strategies developed by Lithuania to improve transparency and accountability in the use of educational resources.

SINCE its independence in 1990, Lithuania has undergone considerable change. Its forthcoming integration into the European Union (EU) has accelerated these changes, particularly in the public sector. As the struggle against corruption is one of the Government's highest priorities, the IIEP, in collaboration with the Lithuanian Ministry of Education and Science and the Open Society Institute, organized a Study Tour to examine the reforms being introduced in an effort to curb corrupt practices and promote ethical behaviour in the education sector in Lithuania. A total of twenty-five senior education officials from Argentina, Armenia, Botswana, Georgia, India, Kenya, Latvia, Macedonia, Mexico, Tajikistan, Ukraine and Uzbekistan participated in the visit.

For participants to have a complete overview of the various actions being undertaken at national and local levels, the Government of Lithuania mobilized all the actors involved in the struggle against corruption, both in the public sector and the education sector. Thus, in addition to senior education officials, participants were also given detailed presentations by the Director of the Special Investigation Service, the Head of the State Audit Department, the heads of different parliamentary committees/commissions on anti-corruption, education, budget and finance, internal security, as well as education trade union leaders and the Director of Transparency International. The former President of

Lithuania, H.E. V. Adamkus, and the Minister of Education and Science, Dr Monkevicius, opened the Tour. It was concluded with the formal submission of a 'Anti-corruption Charter' to the Lithuanian Parliament by a youth movement and with an open debate between the chairpersons of five parliamentary committees and commissions in presence of the Tour participants.

The enriching discussions in Vilnius and Druskininkai cannot be summarized in this article, but more information will be provided in the video and publication currently being prepared by the IIEP. However, a few conclusions can be drawn from the Tour.

In reforming the public sector, it is essential to design transparent operating systems, set clear regulatory criteria fully recognized by all those involved in administrative and managerial processes, and to develop adequate control mechanisms. The reform of the Lithuanian education sector, for instance, involved the development of more transparent regulatory systems in key domains such as school financing and examinations:

➤ **Financing:** Inspired by formula funding, in 2001, the Ministry of Education and Science reformed the system of education financing and created new modes of budget allocation, distribution and use by schools. All actors concerned are aware of the criteria of this policy thanks to the organization of information and training activities. The formula takes into account diversity in the school environment and

school conditions. In addition to strengthening school autonomy, it contributes to improving transparency in the transfer and use of resources. At present, the reform has been applied to two-thirds of the budget. In 2004, it will be implemented throughout the whole country.

➤ **Examinations:** Due to a conviction that entrance to higher education should be fair and transparent, the Lithuanian National Examinations Centre developed a new system of leaving examinations for state secondary schools (*Matura*.) This implied that strict rules were set up to ensure that information about exams and modalities for access to higher education are made available to all interested parties, and that all exceptions to the rules be minimized and discussed openly in order to ensure the transparency of the assessment system. This recent reform is already considered as a great improvement, especially with regard to the management of exams, access to higher education and the fight against academic fraud.

One of the key aspects of the reforms underway in the education sector is the establishment of a new independent audit system, both internal and external (the internal is under the leadership of the Ministry of Education and Science, the external is under the authority of the State Audit Department). Internal audits are considered a major tool for increasing the accountability of actors, and external audits are indispensable mechanisms for improving the use of educa-

tional resources. Directors of audit departments described the methodologies used and the results of the most recent audit activities conducted in the education sector. As the finance reforms under implementation had already been audited, the findings of the audit were shared with the participants. The Director of the School Improvement Programme funded by the World Bank also provided an insight into the systems of control and empowerment used to improve transparency and accountability in the use of international funds.

Furthermore the discussions showed that, in order to eradicate corruption, the following requisites are needed:

➤ **Strong political support at the highest level as well as continuity and durability:** since Independence, eradicating corruption has been a major priority on Lithuania's agenda – regardless of changes in government. As the former Lithuanian President underlined in his

opening speech: “*at least one generation will be needed to really promote new ethical values and to change behaviours*”.

➤ **The mobilization of society as a whole:** the establishment of independent institutions, such as the Special Investigation Service, is needed. Moreover, the involvement of civil society, the media, trade unions and others is indispensable. The inclusion of anti-corruption concerns in school programmes and the mobilization of students in the campaign against corruption are regarded by Lithuania as key strategies towards eradicating corruption in the long term.

➤ **Democratization of social processes:** The right to information is recognized by Lithuania as a constitutional right. As a result, information about new laws and measures are put on the web site of the Ministry of Education and Science in order to inform and promote discussion. Similarly, at the municipal level, an empowering project has been implemented to facilitate access to information, and to promote social control on

the policies adopted by local authorities.

➤ **Capacity building activities.** Modules about existing corruption risks and how to address them have been included in the training programmes for local government officials and educational personnel at the school level.

At the end of the Study Tour, all the participants emphasized the importance of studying the strategies developed by other countries to improve transparency and accountability in education – even though it was generally agreed that eradicating corruption is a long drawn-out process. In addition, the Tour appeared to be an opportunity for various stakeholders in Lithuania to exchange information and opinions. In fact, it was seen as a contribution towards strengthening institutional and national capacity in Lithuania for more transparency and accountability in education.

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ETHICS AND CORRUPTION – A SAMPLE OF IIEP ACTIVITIES

Exchange of information



ETICO – Information platform on the IIEP web site at:
<http://www.unesco.org/iiep/eng/focus/etico/etico1.html>

Seminars

Improving transparency and accountability in education
3-7 November 2003, Guanajuato (Mexico).

Studies

- Private tutoring (International)
- Academic fraud (North America)
- Textbooks production and distribution (West Africa)
- Teacher codes of conduct (South Asia)
- Tracking public expenditures (Peru, Uganda, Zambia)
- Formula funding (Australia, Brazil, Poland, UK)
- Scholarships and grants (Chile, Indonesia)

Study Tour

Lithuania, 13-17 October 2003

Recent IIEP Publications

Bray, M. *Adverse effects of private tutoring*.
Paris: UNESCO/IIEP, 2003. 87 p.
ISBN 92-803-1240-5



Eckstein, M. *Combating academic fraud*.
Paris: UNESCO/IIEP, 2003. 105 p.
ISBN 92-803-1241-3



"Indian parents have long been waiting for superior schools. It's a demand crying to be met."

"The share of education in consumer spending has soared from 1.70% in 1993-94 to 2.14% in 1999-2000."

"The Great Indian School Bazaar is booming as never before in a country where demand has outstripped supply."

Extracts from "Riding The Riverdale High" by Soma Wadhwa. Outlook Magazine, 28 April 2003. <http://www.doononline.net>

In an effort to assist developing countries in their use of private education as one of the means of attaining education for all, the IIEP, in collaboration with various UNESCO Cluster Offices and National Commissions, organized a series of seminars in three different regions of the world to discuss their experiences in this field. The seminars took place in St. Lucia for English-speaking Caribbean countries, in Nepal for Southern Asian countries and finally in Moldova for Eastern European and former Soviet block countries and Mongolia. Each seminar highlighted various aspects of private education and how countries in the different regions use it to help them attain EFA goals. One more seminar will be held in the Philippines in November 2003 for South-East Asia.

The English-speaking Caribbean

Experiences appeared very contrasted between the islands. Some countries, such as Barbados, are making great efforts to expand public provision of basic education. This consequently leads to competition with and the closure of some private schools. An opposite extreme, however, is Trinidad and Tobago where the Ministry of Education is, in its own terms, 'buying places' at private schools to meet the high demand for education (a system similar to educational vouchers).

Regulating private education for EFA purposes

The Dakar EFA Framework for Action assumes that private education will take on a complementary role in helping developing countries attain Education for All objectives. But using private education for this purpose means creating the proper government regulation in different country contexts.

However, in most islands there is so far no clear policy framework or detailed regulation of private education. In some cases (Antigua and Barbuda), no data at all is available on private schools. Only Jamaica has a special unit at the Ministry of Education in charge of private schools. Associations of private schools are almost non-existent.

Southern Asia

When this seminar took place in Nepal (July 2003), there were very active demonstrations against private education in Kathmandu. The demonstrators were asking for more control over private schools, and in particular of tuition fees. The gates of some private schools were literally locked by the demonstrators. Not as violent, but similar feelings, were reported in Bangladesh and Sri Lanka where private education is still considered an exception from the mainstream. On the contrary, the booming Indian economy has produced a new breed of for-profit schools to meet the needs of middle-class families. In Bhutan, government policy is a prudent compromise – private schools appear where the government cannot deliver, for example in areas where children have to walk eight hours to the nearest school and back each day.

Eastern Europe, the former Soviet Union and Mongolia

So-called centrally-planned economies – ranging from Eastern Europe across the former Soviet Union to Mongolia and further on – had no traditions of private

education for many decades. Only with the market reforms and the transition to a market economy in the 1980s did private education become legally accepted by the Authorities due to the demand of the population. Started from scratch, its development was chaotic and context-specific, and this seminar was unique in its attempt to evaluate and consolidate the results up until now.

In these countries, private education occupies the room left to it by public education either by providing courses in unmet demand (management, law, foreign languages), or by ensuring better teaching and learning conditions (less crowded rooms, teachers better remunerated and motivated).

Lessons to be learned

Private education is a reality and its impact is growing around the world together with globalization, in particular at non-compulsory levels – pre-school, tertiary and postgraduate. To a lesser extent, but actively all the same, private education intervenes at primary and secondary levels, competing with public institutions. It is mainly an urban phenomenon which targets wealthier segments of the population. It acts where demand in terms of diversity of curricula, language of instruction, quality or new information technologies is not met by public education. Unfortunately, often there is no legal distinction on the part of government authorities between religious schools providing welfare and for-profit schools.

Family demand for private education is explained mainly by the diversity of courses with better links to the global education market, as well as better teaching and learning conditions. Legal conditions for the development of private education were laid down according to demand, but in most cases they are not supported financially by government authorities. Tuition fees and income-generating activities are the only sources of funding private schools get. The market for, and development of, private education are directly linked and correlated to family income in terms of fees.

Legislation on private education is still not clear, and in some instances private schools can be closed down by the authorities for any reason, good or bad. Government role (MOEs and other authorities) should be to ensure law enforcement against corruption and mis-

management, encourage transparent procedures for registration and accreditation, quality control and even fair competition.

In the spirit of the Dakar EFA consensus, government efforts and resources should be concentrated on provision of primary, basic and secondary education. While other levels (for example, the under-three and over-18 year-old age groups) can be set up on cost-sharing and cost-recovery basis by introducing fee-paying educational services either by public or private operators.

As seen at the level of tertiary education, globalization, due to the fierce competition, can turn universities into business-like enterprises. To attract students, and in particular fee-paying foreign students, today's universities have to be expensive in terms of fees and offer value-for-money competitive degrees. These

trends and their consequences in terms of equity and efficiency, albeit obvious and perhaps inevitable, will need further policy research for coherent advice to the national decision-makers, international research community, international organizations and donors.

Private education is becoming a prominent segment of the education sector worldwide, and cannot be ignored. Pre-school and tertiary education are more subject to privatization trends, while other levels and elements look for a proper balance. The IIEP seminars were the unprecedented events for the regions concerned – a timely and ultimately necessary event for the participants who much appreciated reviewing, in a global perspective, the development of private education in their respective countries.

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Education privatization: causes, consequences and planning implications

Clive R. Belfield and Henry M. Levin

IIEP Fundamentals of Educational Planning No. 74, Paris: IIEP/UNESCO, 2003.

PRVATIZATION of education has occupied a large place in the education debate over recent years. For many, it simply means increasing the role of parents in the financing of education. For others, privatization is a much more positive move, implying more resources for the education sector, more efficient use of these resources, and more flexibility in education delivery.

However, much more complex than a mere increase in private funding, privatization can take on many forms: an increased number of fully privately managed and funded schools; privately managed schools financed by public funds; public schools fully or partially financed by private funds; public schools run as private institutions and which compete for public funds; private courses complementing the education provided in public schools or universities; private contracting of certain services; distance courses, etc. New information technology opens the way to many new forms of privately financed education to satisfy many different needs. Indeed in developed and middle-income countries, privatization appears to be an answer to an increasingly diversified demand in terms of content or teaching methods, and to the desire of families to choose the schools to which they send their children. The issue is not so much financing, but rather freedom of choice, management flexibility, private regulation and accountability.

In both developed and developing countries, privately managed and regulated schools – whether owned or financed by public authorities – are generally supposed to be more effective, more efficient, and produce better results than schools managed by the state. But is this really the case?

This booklet by Clive R. Belfield and Henry M. Levin from Teachers College, Columbia University, describes and analyzes privatization reforms which have occurred essentially, but not exclusively,

in industrialized Western and Latin American countries. Among such reforms they analyze voucher programmes, the introduction of freedom of choice in the public system, deregulation and private management of largely state-funded schools – such as in charter schools – funding of privately provided education services, etc. They discuss the impact of such reforms on a number of criteria: freedom of choice, efficiency, equity and social cohesion; and derive some lessons for educational planners. They refrain from generalizing across the board and argue convincingly that all depends on the national context and the way in which the reform is designed and implemented. Certain voucher schemes which are targeted at disadvantaged groups end up being more equitable than traditional, often socially segregated, public systems. When designing a reform, educational planners have to clearly define the objectives and take into consideration its design and modalities.

Belfield and Levin share their wealth of experience with the reader in what is a clear well-balanced analysis of a controversial topic. A useful tool for educational planners from developing and developed countries struggling to find additional resources and make their education systems both more efficient and more equitable.

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Tunisia: helping to reform higher education for EU entry

For the last few years, Tunisia has been laying the groundwork for both quantitative and qualitative reform of its higher education system. IIEP and the European Commission (EC) jointly assist them in their efforts.

THE reform of higher education in Tunisia, undertaken with the overall purpose of promoting a 'knowledge economy', has *three* main objectives. *First*, to obtain a considerable increase in the participation rate for 19-24 year olds, which should rise to 49 per cent for each age group by 2010. *Second*, to improve quality and diversify curricular streams in higher education so as to render universities more autonomous. *Third*, to make degree-holders more 'employable' through stronger partnerships with industry and the labour market. The reform already receives technical and financial backing from several bilateral and multilateral donors, notably France and the World Bank.

In view of the prospective association agreement between Tunisia and the European Union (2008/2010), the European Commission (EC) is also planning to sup-

port the build-up in Tunisia's higher education system through a substantial programme of financial support to the central government budget.

Turning words into action, two missions were organized to identify needs and prepare the programme. The first (November 2002) performed a sectoral analysis, developed an initial programme outline and projected the amount of support to be provided by the EC. The second mission (July 2003) aimed to determine more precisely the objectives, expected results and terms of such European support to the sector. Judging the report of the second mission to be incomplete, the EC called on the IIEP to participate in a third scheduled mission in this preparatory process. The role of the two additional IIEP experts was to help finalize the work already begun, and in particular to rework the rationales for

the programme and specify the technical and administrative arrangements for the proposed support project.

The mission travelled to Tunis in late September 2003 for meetings with senior officials of the Ministry of Higher Education and Scientific and Technological Research and the Ministry of Development and International Co-operation, with the heads of the relevant departments of the European Union's Permanent Delegation in Tunis, and with the representatives of EU Member States in Tunisia.

During the mission, the experts carried out a critical assessment of the feasibility and relevance of the current higher education policy and sectoral strategy. They felt that the current policy is too ambitious and that it will certainly run into difficulties due to the shortage of teaching and supervisory staff. But at the same time, it is the next logical step in the development of Tunisia's human resources, a process that must naturally extend to the sphere of higher education.

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Algeria: Renewed collaboration – Long may it last!

IT was a magic moment! A firm handshake sealed the partnership agreement aimed at strengthening the education system of a deeply-troubled country that, against all odds, is rising from its own ashes, overcoming its anguish and a few 'uncontrolled' minorities, and is determined to demonstrate the positive side of what it has accomplished in its 40-year history. On 2 October 2003, before a group of happy, deeply-moved representatives, the UNESCO Director-General Koichiro Matsuura and the Algerian Minister of Education, Mr Boubekeur Benbouzid, took a further step towards peace and human development by signing an agreement to implement a programme of support for the reform of the Algerian education system (PARE) (cf. *photo above right*).

The support programme is the outcome of many consultations, initiated by IIEP, between the Algerian Authorities and UNESCO's experts and the result of two years of negotiations (July 2001-October 2003) and five missions on both sides of the Mediterranean.

The aim of the programme, which will be financed entirely from Japanese Funds-in-Trust, is to strengthen the institutional capacity of

the departments in charge of educational development and to improve both the quality of education and its relevance to the job market. In this respect, the programme, for which IIEP will provide support, has given priority to two main areas: diversification of educational content and methods, along with teacher training, and the restructuring of compulsory and post-compulsory education. There are also two cross-cutting objectives: support for the regulation of flows in the education system and support for the introduction of new technologies. The first concrete action under the programme is already scheduled for January 2004 in Algiers.

A new era is dawning for education in Algeria. The education system must not only open up to the outside world but also agree to the need to adapt to recent changes in education systems and, more broadly, to changes in society, as well as to the new responsibilities of a civic-minded, outward-looking school system.

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SACMEQ: An initiative that has come of age

On Sunday 28 September 2003, SACMEQ Ministers and their official representatives gathered at the IIEP, Paris, for their biennial meeting to review progress registered over the past two years, and to make decisions on SACMEQ's programme for 2004-2005. However, it was the presentation of cross-national results that won the day.

At its biennial meeting, the fifteen SACMEQ Ministries (*Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe*) re-affirmed their commitment to collaborative research and training and to meet the EFA goals of quality education for all. The Ministers now want to see SACMEQ's work fully institutionalized in their education systems.

The Policy Forum

The launch of draft national reports from 13 SACMEQ Ministries marked the outset of the policy forum. However, the most exciting part of the day was the presentation of cross-national results of the SACMEQ I and II studies. The news was both good and bad. Between 1995 and 2000, all countries had substantially increased the level of most of the learning resources in their schools, however learning achievement in all SACMEQ

countries, except one, seemed to have declined, most of them significantly. One hypothesis offered as a possible explanation for this was the impact of 'the silent emergency', HIV/AIDS. Nevertheless, the learning variables that were affected by this 'third factor' remained unclear.

As expected, the cross-national results created a charged atmosphere and inspired a heated debate that went well beyond the parochialism of political rhetoric, and covered epistemological, methodological and ethical issues. Ministers highlighted the importance in:

- exercising caution when interpreting results from such studies by taking into account the extremely diverse SACMEQ country contexts;
- generating more refined measures of EFA, such as the experimental 'SACMEQ EFA Index' generated from indicators based on key dimensions related to *access, quality and equity*;
- partitioning the variation in pupil

performance into 'between-school' and 'within-school' components, or by gender, geographical location, and socio-economic group in order to reflect equities and disparities; and

- accepting that 'a good education system' is a hypothetical notion. In reality, every SACMEQ education system has its strengths and weaknesses, and can therefore offer lessons to others. All the more reason to collaborate.

SACMEQ and the future

SACMEQ's work continues to re-shape Ministers' perceptions of their collective responsibility and obligations. Reflecting on the results, one Minister said: "*As a SACMEQ Minister, my concern is not just about the quality of education provided to the children in my country alone, but about the well-being of all children in the entire SACMEQ region, and in Africa as a whole...*"

The meeting concluded with a presentation of the long-awaited SACMEQ Data Archive to Ministers, and with the President of the Fifth Assembly of Ministers passing a motion of thanks to the Royal Netherlands Government for its generous support.

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IWGE - Donors discuss how to meet EFA gender parity goal

The International Working Group on Education (IWGE) met in Tuusula, Finland, in June 2003, bringing together 40 participants from six multilateral aid agencies, 20 bilateral agencies and two foundations.

The seminar focussed primarily on ways of increasing girls' participation in basic education. The participants examined how national EFA plans effectively set out to eliminate gender disparities and several projects to promote girls' education in different countries were reviewed. Four main issues were raised: 1) using knowledge to influence policy and accelerate action; 2) the interaction between women's and

girls' education; 3) the role of the community in girls' education; and 4) girls' enrolments and achievements in mathematics and science compared to boys. It emerged from the discussions that despite the fact that many lessons are not entirely new, it was surprising how little they have influenced government policy. For example, although a girl's education is strongly dependent on her mother's, the plans generally put little emphasis on adult female literacy.

The second main theme of discussion was education in emergency situations and the post-conflict reconstruction of education systems. The unique nature of each conflict or

emergency makes it hazardous to generalize and participants felt that more research was needed. Reconstruction should operate on two fronts: 1) to rebuild community ability to support their children's education and 2) to rehabilitate capacities at the centre to manage the education system as a whole.

Finally, the Working Group discussed the use of Sector Wide Approaches (SWAp), Poverty Reduction Strategies (PRS) and the Fast Track Initiative (FTI) to meet first EFA target by 2005, namely: gender parity at primary and secondary levels.

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An online sharing of information and resources on HIV/AIDS and education

As part of UNESCO's strategy on HIV/AIDS, IIEP has launched the *HIV/AIDS Impact on Education Clearinghouse*, an online resource centre dedicated to collecting and disseminating research on the impact of HIV/AIDS on education.

EIGHT months after its official launch the Clearinghouse holds a substantial collection of downloadable documents, a calendar of upcoming events and an increasing member network of HIV/AIDS researchers.

The impact of HIV/AIDS on education

The HIV/AIDS epidemic is having a profound impact on the education sector in some regions of the world: sick teachers are increasingly absent from school, enrolment rates are decreasing, the number of out-of-school orphans is growing and financially-strained families are faced with the additional costs of care for sick family members, which consumes up money for school fees or supplies. At the same time, education can be one of the most effective means of preventing HIV/AIDS. Only recently have national authorities, international agencies, NGOs and civil society understood the implications of the epidemic for the education sector. The need for information to support policy development and advocacy in the education sector is critical.

“Information makes a difference”

Despite increasing awareness, access to existing information, policies and programmes remains difficult. Poor internet availability and the costs involved in mass distribution of material in

several countries results in this information remaining in the hands of a few. In addition, educational planners and developers, whether national or international, are working

on their individual programmes and knowledge is not always shared amongst them. Few researchers have the time to track down everything that is available.

The HIV/AIDS Impact on Education Clearinghouse supports these key players in their own work and decision-making by systematically collecting and disseminating information. We actively seek out new research, events and web sites to include on the site and package the information with key words, abstracts and summary documents to help users decide at a glance whether it is of interest. For those with limited internet access, a series of CD-Roms are being produced which can be ordered free-of-charge through the Clearinghouse. Hard copies of all documents on the site are also available free-of-charge on request.

To support their document collection and dissemination, the Clearinghouse works closely with the International Bureau of Education (IBE) Clearinghouse, which focuses on curriculum materials, and those of the UNESCO offices in Harare, Bangkok and Dakar, which focus on regional needs. Access to these partner sites

An interactive portal available in English, French and Spanish with a collection of over 450 downloadable documents focussing on:

- policy documents on the impact of HIV/AIDS on education;
- studies and research on the planning, implementation and evaluation of HIV/AIDS education policies and programmes;
- examples of best practice to mitigate the impact of HIV/AIDS on education systems;
- conference proceedings;

Key features of the site include:

- easy search facilities through author, title and keyword;
- a regularly updated calendar of HIV/AIDS events;
- an online glossary of AIDS and education terms, acronyms and abbreviations;
- free membership which allows you to participate in discussions with fellow experts from around the world and suggest your documents for inclusion on the site.

is available through the IIEP Clearinghouse website. The IIEP Clearinghouse has also launched a pilot programme on regional capacity building and data collection with ERNWACA: Education Research Network for West and Central Africa, a bilingual network of researchers in West and Central Africa.

“Your contributions count”

To function effectively the Clearinghouse needs your support. We rely on our partners and users to help in actively building the content of the site and make their knowledge available to the wider community. We therefore invite you to send us any studies or policy documents on HIV/AIDS and education or inform us of studies you know exist. If you have experience of what works and why in the area of HIV/AIDS and education, the IIEP Clearinghouse is an ideal forum for you to share this information.

Lucy Teasdale and Lynn Sergeant

For more information, contact us at:
hiv-aids-clearinghouse@unesco.org
or visit the Clearinghouse web site at:
<http://hivaidsclearinghouse.unesco.org>



Universal primary education in Ethiopia: challenges and prospects¹

FOR decades, Ethiopia has committed itself to achieving Universal Primary Education (UPE) and set 2015 as a target date in 1997. This commitment was reaffirmed at the Dakar World Education Forum in 2000, when the target date of 2015 was agreed upon by all countries participating in the Forum. Despite recent significant increases in enrolment rates, the challenge still remains considerable: more than six million children do not attend primary school; regional and gender disparities are high; because of overcrowded classrooms and a shortage of qualified teachers, quality is preoccupying, as is reflected in the high repetition and drop-out rates.

While Ethiopia is determined to achieve good quality UPE, the country has not developed a comprehensive plan that covers the whole period up to 2015. As a result, there is little indication about the magnitude of this challenge and its resource implications (physical, human and financial). It is important, therefore, to examine whether this objective is attainable under existing policy guidelines, standards and implementation capacity.

A projection reveals that there is a mountain to climb. To achieve UPE by 2015, primary enrolment needs to increase by about 140 per cent (11.1 million) and the number of teachers by more than 240 per cent. About 16,000 additional classrooms and over 23.7 million copies of books should be made available annually. Total expenditure for primary education should increase on average by 9.6 per cent each year and the annual budget allocation to primary education needs to grow from 2.9 per cent to 6.6 per cent of the GDP.

The probability of attaining this goal is very low. Funding will obviously be a problem, but the capacity to supply the required number of teachers and to construct and equip the additional classrooms is also lacking. To give just one example: the average number of classrooms constructed annually by regional education bureaux and zone education offices in the late 1990s was only 1,336,

compared to the 16,000 needed.

The high financial requirement and low capacity of classroom construction and teacher supply are mainly the results of existing standards and guidelines. Since the above projections use the present guidelines and standards for classroom construction, teacher training, class size, etc., there would be a need to revisit these standards and norms. Several possibilities exist: reduce classroom construction cost by changing the design and type of construction materials; increase the use of double shift; raise the standard pupil section ratio from 50 to 60, construct one- or two-classroom schools (in areas where there are not enough children) instead of four-classroom schools and introduce multi-grade teaching where necessary. To meet the demand for teachers, one might employ academically qualified but untrained teachers while enhancing school-based in-service training, abolish boarding service and reduce the duration of training in Teacher Training Colleges (TTCs) from three to two years, and encourage the expansion of private TTCs.

These policy interventions will reduce total expenditure while increasing capacity in teacher supply and classroom construction. The average annual financing gap will decline to 1 per cent from 3.7 per cent of the GDP. Changes in policy guidelines and standards would also increase the enrolment rate to 92.4 per cent by 2015, even if the financing gap is not filled. In all events, however, an increased financial commitment by the Ethiopian Government, donors, communities and NGOs is essential. Strengthening the implementation and management capacities will be even more important.

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¹ This article is a brief summary of the thesis written by Tesfaye Kelemework to obtain a Master's Degree in *Educational Planning and Management* at the IIEP. Mr Tesfaye participated in the 2000/2001 ATP.

IIEP's 39th session of the ATP begins

THE thirty-ninth session of the Institute's Advanced Training Programme (ATP) in Educational Planning and Management began on the Monday 29th September 2003 with a new cohort comprising 32 participants from 31 countries. Eighteen of this year's participants are from the African Region, seven from Asia and the Pacific, four from the Arab Region, and three from Latin America and the Caribbean. One remarkable feature of this new group is that over 40 per cent are women. Compared to previous years, this represents a 10-20 per cent increase in female participation in the ATP.

The session commenced with a series of seminars given by in-house specialists. Conceived as entry points into the Advanced Training Programme, these seminars introduce participants to a few key issues touching educational planning and management. The topics proposed this year were:

'Development theories: from optimism to radical criticism', 'Globalization and education' and 'Changing conditions of world education'. The seminars were followed by a half-day session of group discussions on 'Basic concepts of educational planning'.

For their Orientation Seminar, participants were taken this year to Plailly, a town 30 Kms North of Paris. Organized in co-operation with the French National Commission for UNESCO, the Orientation Seminar provided participants with an opportunity to obtain a detailed overview of the ATP, its contents, the specialization options offered and the modes of evaluation and certification. Discussions were also held on the research paper requirements as well as the Master's option and the requirements for Master's thesis.

Special sessions were organized to

enable participants to share their viewpoints on educational planning processes and mechanisms in their own countries. Many participants talked about an increasing trend in their countries towards integrating education plans into global planning frameworks and adopting an inter-sectoral approach. They also evoked increasing emphasis on long-term vision in preparing educational plans (to 2016, even 2020) and on participatory planning and decentralization. A final session focused on the skills required by participants in their work and their expectations as regards their training at the IIEP. Discussions were lively and intense – a foretaste of the rich exchange and fruitful collaborative learning in the months to come.

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The Virtual Institute

INTERNET DISCUSSION FORUMS A CALL FOR PARTICIPANTS!

You are invited to participate in the first two discussion forums to be offered in 2004.

- *Planning education before, in and after emergencies* – in English
12 January – 15 February 2004

The discussion of this important issue will be based on the IIEP publication, *Planning education in and after emergencies*. The author, Margaret Sinclair – an international expert – will moderate the discussion. The objective is to permit a wide community of planners, managers and researchers to exchange experiences and perspectives with one another over the substance of educational planning during and after emergencies, together with emergency preparedness.

The targeted audience is planners in developing world ministries of education and other ministries, as well as academic specialists and experts working for NGOs and UN agencies. (Contact Tania Besimensky: t.besimensky@iiep.unesco.org)

- *Virtual universities and transnational education* – in English
19 January – 27 February 2004

The forum will address the specific topic, *Policy issues – What are they? And Whose are they?* It is based on the IIEP's first web publication, *The Virtual University: Models and messages: Lessons from case studies*, edited by Susan D'Antoni. It will allow a wide ranging consultation, which is intended to identify the main policy issues and generate consensus on where they should be addressed – at the institutional, national and/or international level. If you wish to participate, please send a message to virtual.university@iiep.unesco.org.

You may download the publication for either forum at:
<http://www.unesco.org/iiep/index.htm>.

THE ALUMNI NETWORK

The Alumni Network is up and running again, thanks to new software support. Don't hesitate to contact us if you are a graduate of the ATP.

DISTANCE EDUCATION COURSES

IIEP will be inviting selected ministries and organizations to participate in the following distance education courses planned for 2004:

- *Management of university-enterprise partnerships and income generation activities for universities in Southern Asia* (April 2004).
- *Education sector diagnosis in Africa* (September 2004).
- *Management of university-enterprise partnerships for Western and Eastern European universities* (October 2004).
- *Project management and evaluation in education in French-speaking African countries* (late 2004).

CONTACT FOR THE VIRTUAL INSTITUTE

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or on IIEP's Web site at
<http://www.unesco.org/iiep/eng/training/virtual/virtual.htm>

IIEP-BUENOS AIRES

Sixth Regional Course on 'Educational policy planning'

IIEP-BA's Sixth Regional Course on 'Educational policy planning', organized from 1 September to 28 November 2003, at the IIEP Regional Office in Buenos Aires, has 22 participants from Argentina, Brazil, Bolivia, Cuba, Ecuador, El Salvador, Honduras, Mexico, Paraguay and Uruguay.

In order to harmonize the course with the new Master's programme at IIEP in Paris, several curricular changes have been made this year. A module on 'Educational research' has been included, and the topic of 'Education strategies' has been addressed as a horizontal theme. With the aim of strengthening ties between research and training, several activities linked to IIEP-BA's current research activities have been

introduced. They include: a workshop to examine a range of Latin American programmes aimed at improving equity in education in the module on 'Educational diagnosis' as well as various research-related activities to help participants study in depth the relationship between education and equity in Latin America.

As on previous occasions, the subject of skills in educational management is covered. In this respect, two seminar-workshops focusing on teamwork and communication have been organized, and throughout the course, emphasis is placed on oral presentations. A number of foreign speakers, including national and provincial ministers, as well as officials from multilateral donor

agencies, have been invited to make presentations for the participants.

From 10 to 14 November, a Study Visit took place to two provinces in Argentina: Cordoba and La Pampa, both of which are implementing major changes in the structure of their education systems as a result of increased enrolments in primary and secondary schools. Both provinces have also made major efforts to improve their administrative management models. Finally, the course will terminate with an integration workshop focusing on how to allocate resources in times of fiscal adjustment.

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IIEP Activities

ANTRIEP Workshop on 'Successful school management'

Kathmandu, Nepal
15–18 December 2003

Organized in co-operation with the Nepalese National Commission for UNESCO for ANTRIEP member institutions.

Contact: a.de-grauwe@iiep.unesco.org

Forum on 'Educational strategy and the implementation of the support programme for the reform of the Algerian education system (PARE)'

Algiers, Algeria
10–14 January 2004

Organized jointly by IIEP, UNESCO and the IBE to initiate the work to be undertaken under the PARE programme with those responsible in the three ministries concerned.

Contact: p.runner@iiep.unesco.org

Workshop on 'Decentralizing education and its impact at the local level'

Dakar-Senegal
26–29 January 2004

Organized in co-operation with the Senegalese Ministry of Education and UNESCO's Dakar Office for participants from Benin, Guinea, Mali and Senegal.

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Seminar on 'Strengthening capacities to monitor educational results by region, sub-region and catchment area'

Rabat, Morocco
January/February 2004

As part of an on-going support programme financed by the French Government for improving basic education in Morocco, this seminar will elaborate and set up training for education officers, school and planning inspectors from four 'pilot' regions (*académies*) to assist them in their efforts towards decentralization.

Contact: e.kadri@iiep.unesco.org

Intensive Training Course on 'Reforming school supervision for quality improvement'

Maseru, Lesotho
18–27 February 2004

Organized in co-operation with the Lesotho National Commission, this intensive training course is destined for participants mainly from some selected English-speaking Southern African Development Community (SADC) countries.

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IIEP-BA ACTIVITIES

First workshop for Centres of Innovation, the @Iis/INTEGRA Project

IIEP-Buenos Aires, Argentina
February 2004

Workshop organized for 20 educational institutions in Argentina, Chile and Uruguay selected as centres to test how information technologies can be used in education. It will discuss the projects that these centres will be implementing with European partners during the three-year lifespan of the project.

Contact: información@iipe-buenosaires.org.ar

Latin American Seminar on 'Teaching new skills for management in the field of education'

IIEP-Buenos Aires, Argentina
March 2004

Financed by the Ford Foundation and organized under the *Network for management: additional training of teachers in education policy management Project*, this seminar will analyze a series of training modules on leadership, teamwork, communication and conflict resolution which exist in two versions: one for university professors involved in education management, the other for heads of schools in disadvantaged areas.

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Tribute to Professor Jean-Claude Eicher

PROFESSOR JEAN-CLAUDE EICHER, one of the pioneers of the economics of education in France, died on 20 October 2003.

Born in 1929, Professor Eicher's reputation in educational research was not only national in France, but also international. In 1971, he founded the Institute for Research on the Economics of Education (IREDU) in Dijon, introducing France to modern concepts in the

economics of education.

An impassioned enthusiast of educational problems, he devoted much of his time and work to improving education systems, and in particular their costing, in developing countries. His work left a deep impression on the history of the IIEP where he played a number of important roles over the years: Member of the IIEP Governing Board

(1976–1984), Consultant Fellow (1986–1995), and, since 1993, Associate Editor on the Editorial Board of the IIEP *Fundamentals of Educational Planning* Series.

Professor Eicher's various mandates for the IIEP show his devoted commitment to educational planning. His death is a great loss to the entire international education community. □