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Education and equity in Latin America



The social situation in Latin America is increasingly critical. Structural poverty is nowadays a combination of growing inequality and a severe crisis in social cohesion. This new social order calls for a thorough review of educational policies and strategies aiming to ensure equal access to knowledge.

DURING the first half of the nineties most Latin American countries implemented far-reaching educational reforms, designed to promote strategies to meet the goal of quality education for all. These reforms, which focussed on equitable access to knowledge, came about at a time of relative optimism concerning the region's economic and social prospects. The structural change policies implemented by local economies then seemed to promise a return to economic growth and social recovery after

more than a decade of recession and crisis – the so-called lost decade.

Ten years on, the social situation in the region has not improved and the impact of educational reform in terms of equity is minimal. Since educational processes in the region were hinged on the building of a new social order, a brief description of the main features of the current Latin American social scene is necessary to understand the complex relationship between education and equality.

On one hand, poverty no longer stems from an economic scenario of crisis and inflation but is the result of new growth strategies adopted by most countries in the region. On the other hand, the social issue cannot solely be approached from the poverty standpoint given the range of new social phenomena unleashed over recent years. The divide between rich and poor in the region has considerably widened and wealth distribution has become central to an analysis of the social situation. Persistent escalating poverty levels and serious social exclusion in a period of economic stability or growth can only be ascribed to changes in wealth distribution patterns which benefit the better off, allowing some to enjoy one of the highest standards of living in the world.

Another process that has intensified in recent years, due to insecure labour relations, is the growing vulnerability of the urban middle-income sector. This has



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editorial

Intentions and implementation

If the 1990s was the decade of *Big Conferences* – Jomtien on education (1990), Rio on environment (1992), Cairo on population (1994), Beijing on women (1995), Copenhagen on social development (1995) – the year 2000 was the year of *Big Ambitions*. In Dakar, the six goals for educational development were adopted, and in September 2000, the United Nations General Assembly unanimously adopted the Millennium Declaration, specifying eight Millennium Development Goals (MDGs) which committed the international community to an expanded vision of human development.

The first of the Millennium Development Goals, namely to “eradicate extreme poverty”, is spelt out in two targets: “Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day” and “Halve, between 1990 and 2015, the proportion of people who suffer from hunger”.

Five years have passed – what progress has been made? Some answers are found in the UN Millennium Project report, *Investing in development: A practical plan to achieve the Millennium Development Goals*, which basically conveys two messages: *one*, that progress is significant – but general trends obscure vast differences across and within regions, and *two*, that the goals can be reached.

A key condition for reaching them is to increase development aid from the industrialized world. The message to the political leaders of rich countries is that there is public support for scaling up aid – the outflow of voluntary contributions to victims of the Asian tsunami supports this point. And some leaders are echoing this public sentiment. Tony Blair has made fighting poverty in Africa a cornerstone for his leadership of the G8 summit to be held in Scotland later this year. But the record on development aid is mixed – some rich countries are poor contributors.

The Millennium report also analyzes the conditions under which aid can work. Prevailing evidence shows that aid boosts growth in countries with reasonably good institutions and policies, and little corruption. Long-term investments in schools, health and environment are important. Investments in areas such as roads, ports and agriculture also have an impact, even when institutions are weak. But the effectiveness of aid is dependent on how effective a government is in absorbing it.

This brings us back to the issue of capacity building – and capacity absorption. For donors may, through their own procedures, undermine the achievement of common goals. World Bank studies show that a developing country may be dealing with 30 aid agencies across a wide range of social sectors at any one time. On average, each agency sends at least five missions a year to oversee its projects. This means that already weak governments must spend an inordinate amount of time and money to host nearly three agency missions a week – each mission brandishing its own flag. Developing countries could start demanding aid without flags and that donors get their act together.

Yet the question of capacity building remains. As vital as the sums raised for development, is how they are spent. Managing funds is as important as mobilizing them. Funding without implementation does not work.

If education is crucial for reducing poverty and boosting growth, so are educational planners and managers for making the money work. To expand and enhance education systems, the planners and managers must be trained and put in place. They must know the tools of the trade and the state of the art. This is IIEP's immediate and direct contribution towards achieving the MDGs.

Gudmund Hernes
Director of IIEP

meant that families in employment who earn enough to escape poverty have no medium- or long-term job security whatsoever. Insecure sources of income along with dwindling social security provision relegate these families who live from hand to mouth to a fate of uncertainty and abandonment. Finally, increased unequal access to welfare and the relocation of families in urban areas according to their incomes is reflected in a process of greater social fragmentation. The principle of solidarity is seriously endangered and the feeling that prevails is one of the strangeness of "others" which easily becomes stigma, mistrust and even fear.

In brief, Latin America faces both problems of access to welfare, such as poverty and the vulnerability of middle-income groups, along with other new difficulties reflected in feelings of uncertainty, mistrust and insecurity and in behaviour such as individualism, violence and addiction. This state of affairs goes far beyond the increase in poverty and is strongly linked to growing inequality, individualism and social breakdown. It is in this new context that the debate on the link between education and equity has to be reopened.

Two questions in particular need answering in order to move the analysis forward. The first is to establish to what extent social change has jeopardized the functioning of education systems and the possibility of meeting the Education for All (EFA) goals. The second question is: what contribution education systems can make to reversing these trends in order to restore conditions in which all families can enjoy fair access to decent working and living conditions? What input could they have in strengthening social ties and fostering integration? IIEP-Buenos Aires organized a seminar to discuss these questions in November 2004 (*cf.* article page 4).

In answer to the first question, it is very likely that the basic social conditions which would allow good educational practices to be developed in schools no longer exist. Thus, the processes of social exclusion and extreme poverty, exacerbated by the lack of the values or attitudes needed to participate in formal education, jeopardize the equitable distribution of knowledge.

In response to the second question, great efforts have undoubtedly been made over the past decade to improve conditions in the education system with a view to securing quality education for all. But current assessments, including monitoring of learning achievements, show that these

policies have had minimal impact in the face of the overwhelming social disintegration described above.

This situation sets a tough challenge in terms of social and educational policies. On the one hand, the current scenario is very different from the one envisaged when the education reforms were first implemented, which prompts us to question the match between the current education offering and the context in which it is supposed to be delivered. Educating in Latin America entails educating in conditions of extreme poverty, exclusion in the major urban conurbations, violence, and in situations of serious social breakdown. It poses a huge challenge to the teaching community which is attempting to provide quality education against these odds.

It is necessary to recognize that the EFA goals are unattainable in societies suffering from growing inequality, fragmentation and poverty. This is why the challenge for education goes beyond educational policy and must become one of the fundamentals behind social policy and development in each country in the region.

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HARD FACTS

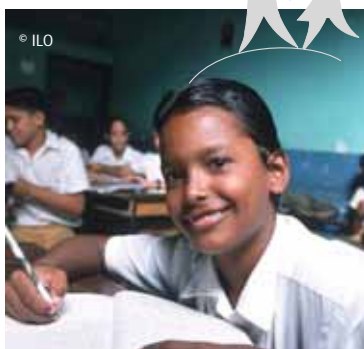
- Poor people in Latin America:**
approx. 44% of total population in 2004
- People living on less than US\$1 a day in Latin America:**
approx. 20% of total population in 2004
- Disparities in income distribution**
Gini coefficient*: 0.57
- Secondary education coverage of young people in the 15 to 29 age group**
Urban areas: 36.9%
Rural areas: 11.8%

* The Gini coefficient measures the inequality of income distribution within a country. It varies from zero, which indicates perfect equality, with every household earning exactly the same, to one, which implies absolute inequality, with a single household earning a country's entire income. Latin America is the world's most unequal region, with a Gini coefficient of around 0.5. In rich countries the figure is closer to 0.3.

Source: CEPAL
Photo: ILO



The teacher/student relationship – crucial to equity in education



Relations between teachers and their students are in crisis. There is a growing divide between them both, especially in the more disadvantaged social sectors. Policies geared to securing equity in education should tackle this breakdown by acting upon students, teachers and the institutions they represent.

ONE of the main issues discussed at the IIEP International Seminar (Buenos Aires, 3-5 November 2004) on 'Inequality, social fragmentation and education' was the teacher/student relationship. Considered central to the debate on equity in education, it is precisely through the teacher/student relationship that the success, and failure, stories of children and adolescents are written. The whole learning process in schools takes place within that relationship, but it is not the mere passive intake of knowledge by students; it is a direct on-going process of co-building knowledge between students and their teachers.

A closer examination of this relationship shows that it constitutes a meeting point between the institutions of school and family, between public and private domains. Teachers represent the school with its rules, practices, deficiencies and achievements. They represent the education system and its action in general and

convey their institution's teaching ethos and project. Yet, on the other hand, students are the expression of their families and of the values, preferences, customs, quality of life and the 'stamp' they bear.

Any education scheme caters for a certain type of student. When a school is designed, its calendar set, its teaching strategies, length of school day and materials to be used are chosen, those involved have in mind a certain type of student, from a particular family background, and with specific resources. The teacher is the face of an institution designed to educate a certain kind of pupil, the institution's 'ideal' student.

The gap between the children and adolescents attending class and those the teacher is trained to educate is greater than ever. This divide is particularly marked in the most disadvantaged social sectors. Teacher/student relationships involving the poor, the excluded, populations living in extreme poverty or displaced by conflict, are virtually non-existent.

If equal access to knowledge is to be achieved for all, then the gap between teachers and students must be bridged. On the one hand, this implies bringing teachers closer to their students and asking teachers and schools to adopt a curriculum which is tailored to meet the actual needs of the children who sit in their classrooms every day. On the other, it is also necessary to work on the environment in which the students live by helping children and their families to acquire the resources whereby they can take part in the school experience and get on with the difficult task of studying and learning.

To what extent can education policies close this gap? What contribution can social development policies make? This conflict between social and educational aims, which is most manifest in the teacher/student relationship, was the leitmotif of discussions during the seminar.

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IIEP/WBI 2005 Summer School

Education in poverty reduction strategies

IIEP, Paris, 29 August – 9 September 2005

HUMAN development through education and skills development is expected to play a major role in efforts to achieve the Millennium Development Goals' commitment to halve global poverty by 2015. But education alone is not enough. It has to be incorporated in an overall national strategy promoting economic growth and democracy, creating employment opportunities, providing access to health care for all, and improving governance. Finally, poverty reduction strategies must target certain fragilized groups such as: girls and women, populations in rural areas or living in extreme poverty, etc.

The IIEP 2005 Summer School, organized in collaboration with the World Bank Institute (WBI), sets out to examine the role of education in reducing poverty and the strategies needed to provide access to

quality education for the poorest groups. It will also train participants to prepare, implement and monitor the education chapter of a Poverty Reduction Strategy Paper (PRSP) – a World Bank/IMF initiative to assist developing countries in reducing their debts and obtaining financial aid for development.

The course will emphasize cross-sectoral strategies and will be based on lectures, exchanges of experiences and practical exercises.

The Summer School will be in English only. Detailed information and an application form can be found in the attached flyer. They are also available on the IIEP web site: www.unesco.org/iiep/ss2005/ssschool.htm

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Senegal: The impact of distance on access to schooling in rural areas



In 2003, a participant in IIEP's Advanced Training Programme in Educational Planning and Management produced an interesting Master's thesis highlighting the challenges in achieving universal access to education in remote rural areas and the possible effects of school mapping in this respect.

In Senegal, ensuring equal opportunity for access to schooling over the entire national territory remains a major challenge in achieving universal school enrolment in a country whose economic, socio-cultural and geographical conditions strongly influence parental decisions on whether to send their children to school.

The distance between schools and children's homes constitutes a serious problem for access to schooling in rural areas in Senegal, as well as in most African countries. To what extent the distance between home and the school affects access to schooling and whether there is a threshold level above which distance has a negative influence on school enrolments are two issues which need to be raised before deciding what types of school need to be created in order to deliver quality education close to the homes of people living in remote, thinly populated areas, and how this can be done at a reasonable cost.

Methodology used

The study conducted in the Mbour school district, 80km south of Dakar, involved an analysis on two different levels: that of the entire rural area, to examine what impact the structure of human settlement has on school enrolments; and that of school

catchment areas, to assess the effect of distance on access to education.

Correlation and regression analyzes were conducted at each of these levels. At the first level, the variables considered were the gross enrolment rate of the rural community, the percentage of population centres with fewer than 250 inhabitants, the average number of isolated residential areas per village and the percentage of population centres located more than 2 km from a school. At the second level, the dependent variables are the respective enrolment rates for boys and girls, with the independent variable being the distance between home and school.

A geographic information system in which information on population, numbers of pupils, and the location of villages and schools is united in a single database was used for the spatial analyses. A qualitative survey of a sample of household heads was conducted to determine the underlying reasons for not sending children to school.

The results of the study illustrate the following:

- The fact that settlements in the district are dispersed in small residential sections makes it difficult to send children to school, particularly where the education system follows the model used in urban areas, which requires a large number of children to satisfy the requirements regarding teaching and supervisory staff.

- Living close to a school is not always a guarantee that children will be enrolled. Conversely, living at a certain distance from schools clearly creates a barrier to enrolment. The negative correlation between distance and the enrolment rate is stronger for girls than for boys.

- The study also seems to indicate that physical accessibility is not a problem for people living within a 2 km radius of the school. Beyond this distance, problems of economic and/or socio-cultural accessibility are compounded by the problem of distance, which obliges families wanting to enrol their children in school to adopt the strategy of sending the child to live with relations who live near a school.

These conclusions led to the formulation of a school map proposal which reorganizes educational provision so that people who live more than 2 km from a school will have an educational institution close to their homes. The proposal takes into account the possibility of establishing multigrade classes and one-teacher schools wherever the demographic conditions require it. However, solving school enrolment problems in these isolated areas will require strategies focusing more on the qualitative aspects of provision, on making parents aware that sending their children to school is essential, and on giving them incentives to do so.

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Strategies to foster equity in secondary education in Latin America

Scope and limitations



Photos © ILO

Despite the considerable expansion of secondary education throughout Latin America over the past decade, the chances of young people from disadvantaged areas being able to access and complete adequate secondary schooling are still limited.

OVER the past decade, enrolment ratios in secondary education have reached almost 60 per cent in Latin America. As middle schooling expanded the main question became how to respond in institutional and teaching/pedagogical terms to this mass phenomenon in a more equitable way. How can very vulnerable young people be offered more opportunities in an effort to overcome the persistent problems of high drop-out rates, repetition of grades, over-age pupils and unequal learning achievements?

In order to investigate to what extent some of the actions already taken have succeeded or failed, the IIEP recently developed a research project on 'Policies and strategies to foster opportunities in secondary education in Latin America' built on case studies undertaken in Argentina, Brazil, Chile, Mexico and Uruguay.

Some results

The case studies reveal the difficulties all five countries have encountered **including** and **retaining** students in regular secondary schools. As a remedy, some countries have also developed alternative schemes involving distance education and evening classes.

However, very often these efforts fail to deliver quality education. Furthermore, a number of other risks have emerged. For instance, although opening schools in

marginal districts offers more opportunities for children living there to continue their education, it can also mean access to a notoriously low-quality system of education.

A number of NGO initiatives have shown that social and cultural projects as well as support to individuals and groups can provide a good starting point, motivating students to stay in or return to school.

Scholarship schemes are another strategy and can improve **retention**. The results of the research undertaken in Argentina, Brazil, Chile and Mexico showed that scholarships are very valuable in improving attendance and retention rates. However, generally speaking, there is very little data on their impact, the coverage of poverty-stricken populations is very poor, and there is very little teaching support available.

Problems related to institutional management hinder both inclusion and quality improvement. Schools suffer from serious teacher absenteeism and a high turnover of staff, a post structure which makes it difficult to concentrate working hours for teachers and a lack of support staff. Schools with the best inclusion records are very different and do not have these problems. Usually they have a stable established teaching staff and encourage them to use the resources of school support networks where they exist. Furthermore, there is a commitment on the part of teachers which translates into time spent

developing joint projects, etc. Relations within the school and discipline are handled in a way that fosters support and listening. The aim here is to achieve social co-existence, often as a prerequisite for more systematic education processes.

There is a broad consensus that greater retention should go hand in hand with **improved learning processes**. But all too often policies to improve retention are perceived by the teachers as lowering academic standards.

One of the recent strategies used to improve teaching practices was far-reaching **curricular reform**. The results look fairly promising. The easiest changes to make seem to be those that do not involve substantial training or changes in the profiles of the existing body of teachers. This is why only selective changes, which tackle critical points without reorganizing the whole curriculum, are currently encouraged.

In short, the studies have shown that although some strategies have achieved a certain degree of success, there still remain many structural and financial barriers preventing the provision of quality education for all and the linking of general education policies to the targeting of schools in critical areas.

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School feeding programmes – How do they affect access to schooling and pupils' learning capacity?

Feeding children at school seems an obvious means of both encouraging out-of-school children to attend school and fighting poverty. But what are the true facts of the matter? The IIEP is studying the impact of school feeding programmes on the schooling of those children most prone to exclusion.¹

SCHOOL feeding programmes are not a recent phenomena. Such schemes have been a priority area for action of the World Food Programme (WFP) since its foundation. In recent years, however, they have attracted greater interest: provision of food at school has been appearing with increasing frequency on aid agency agendas and in national programmes as a means of achieving the Dakar goals.

Increased access to schooling and learning capacity

In addition to their nutritional contribution, school feeding schemes are regarded as an incentive to send children to school and an encouragement to regular attendance: providing food is a means of reducing the cost to families of sending their children to school on a regular basis.

Another goal of these schemes is to ensure that pupils are less hungry on arriving at school. When children who do not have enough to eat are obliged to walk long distances to school, they arrive both hungry and tired and therefore not in a condition to study properly. Providing a snack at school obviates this problem and enhances pupils' learning capacity.

Targeting

School feeding programmes can have a nation-wide coverage. However, they often only cover specific areas, or even particular

schools, which are selected on the basis of educational and food-insecurity indicators. In most cases, they are offered to all pupils enrolled in the beneficiary schools. Rarely are students selected within a school.

Depending on the objectives of the programme, pupils receive either a snack or a meal at school. Take-home rations (such as wheat or rice) may also be delivered to families on the condition that their child attend school. The family may either consume or sell the rations: the pupil is no longer the sole beneficiary.

Some schemes give priority to the take-home rations solution, as it is both quite practical (no food preparation necessary) and less expensive than delivering meals to schools. Other feeding programmes restrict the use of this solution to specific groups and exceptional circumstances, as there is no guarantee that the child in school will actually benefit from the ration delivered to his or her family. These rations are then given to the families of children particularly prone to exclusion from school, such as girls: they are supposed to offer a stronger incentive for the participation of these children than meals provided at school.

Implementation problems

Several factors can detract from the impact of school feeding programmes: poor targeting, stigmatization of beneficiaries, theft of food, disruption of the local market and so on. Such schemes are relatively

expensive. There are doubts as to their long-term viability – especially where they rely on external aid. As a result, it is often felt that they are not cost-effective.

To make these programmes more effective, a number of conditions must be met: ensuring that the right beneficiaries are targeted, introducing food management mechanisms, considering the repercussions on the local economy, involving communities in supplying the programme and in preparing meals, and so forth.

Impact still not certain

Complete assessments of school feeding programmes are currently in short supply: the available monitoring and impact assessment methods are considered inadequate. Although it may seem obvious that schooling for the poorest children, particularly in rural areas, depends on such schemes, their impact on access and on pupils' learning capacity remains uncertain.

Improved assessment of the impact of school feeding programmes is essential today in order to examine their contribution towards achieving the Dakar goals and, more generally, the Millennium Development Goals. Such assessments will make it possible to improve the definition and targeting of feeding programmes.

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¹ The IIEP will shortly publish a review of the literature on this issue.

Accreditation of higher education: a fashion or a necessity?



After the massive expansion of higher education offers around the world in recent years, an IIEP research project set out to study the accreditation systems used by universities and institutions in Colombia, Hungary, India, the Philippines and the U.S.A. The results are discussed below.

OVER the past three decades, most systems of higher education have been confronted with an overall expansion mainly due to a growing social demand for higher education and increased government focus on investing in human resources. With the expansion of these systems, institutions dispensing higher education have multiplied and the systems themselves have become more diversified. Several countries have accepted private institutions as a means of meeting the social demand with reduced budgets and financial constraints. In addition, both public and private providers have branched out internationally, opening up campuses in other countries or signing franchise arrangements with existing local universities. Finally, virtual education, delivered either directly from the universities themselves or through a consortia of institutions, has grown and expanded, offering easy access to courses and worldwide availability.

What does accreditation mean?

The expansion, diversification and privatization of higher education systems has generated growing concern for the quality of higher education processes and outputs, in both developed and developing countries. In addition, increased international student mobility calls for more comparability of standards and international recognition of credentials. Many governments are thus currently in the process of devising new systems of

external quality management at the national level. One common approach to tackling this task is to set up so-called *accreditation systems*. According to C. Adelman, accreditation refers to a “process of quality control and assurance whereby, as a result of inspection or assessment, an institution or its programmes are recognized as meeting minimum acceptable standards”.¹

In spite of this apparent conceptual similarity in the purpose of accreditation, many important differences are apparent in a comparative analysis of methodological options. The IIEP conducted a research project to explore and compare methodological options for accreditation systems through five case studies undertaken in Colombia, Hungary, India, the Philippines and the U.S.A. The countries were deliberately chosen because they had different development contexts, were situated in separate continents and had dissimilar higher education systems.

A variety of options

The concept of accreditation as defined above gives the impression that its objectives and processes are homogeneous. There is indeed general agreement on the main stages of the accreditation process which comprise a *self-study*, *peer review* and *reporting* phase.

► **Purpose and approach.** A comparison of accreditation systems quickly highlights that objectives can vary considerably. They are defined either to ensure minimum quality standards, thus emphasizing

control and *accountability*, or they are more directly geared towards *improving quality*. It is essential that the functions of any newly-established or changing accreditation system can be fulfilled within the institution’s existing mechanisms for ensuring quality in a higher education system. When minimum standards are already ensured through licensing procedures, then the accreditation system can focus more easily on quality improvement.

A second option relates to whether the general approach of accreditation concerns ‘*fitness for purpose*’, or whether it is a ‘*standard-based approach*’. The former assumes that quality is equal to objectives and goals established by the institution, whereas the latter assumes that quality is equal to predefined standards.

► **Focus and nature.** A third option concerns the focus of the accreditation mechanism, which can be either on the subject, on the programme or on institutional accreditation. In *subject accreditation*, the focus is on specific subject matter, whatever the programme in which this subject matter is taught. *Programme accreditation* focuses on study programmes, whereas *institutional accreditation* judges the overall quality of an institution.

A fourth option relates to the nature of the accreditation process, whether it is a compulsory or a voluntary process. If compulsory, all institutions or programmes must undergo accreditation by state order, whereas if voluntary, the institutions may have to make a specific request for it. Most of the systems studied were of a voluntary

nature, but with strong incentives linked to them (such as access to student funding, which *de facto* makes accreditation compulsory for the institution).

The agency. A fifth option refers to the affiliation of the accreditation mechanism as either a public mechanism, in which case the accreditation system is set up under a para-governmental agency or run by a national buffer body, or a privately-run system.

Most accreditation systems are of a voluntary nature (with the exception of teacher training programmes in Colombia and the system in Hungary). They were developed in order to fill existing gaps in the national system of quality assurance. Most countries, with the exception of Hungary, tend to focus on quality improvement rather than on accountability. Only where existing government systems ensuring minimum standards have

been discontinued, or where the state is responsible for programmes such as teacher training, does accreditation tend to concentrate on ensuring minimum quality levels. Countries usually start off with a focus on either the institution or its programmes. However, they eventually understand that the two are complementary and nurture each other. In Colombia and India, for instance, where the systems clearly focus on one aspect, over time the other aspect has been gradually incorporated. However, in Hungary and the Philippines, the accreditation systems focus on both the institution and its programmes. Only in the U.S.A. does the accreditation system focus on both aspects performed by different actors, although attempts are made to co-ordinate the two.

Finally, regarding the tendency to focus on either the '*fitness for purpose*' or the '*standard-based*' approach, the former was preferred until recently when a shift to the

latter occurred. If accreditation systems have moved away from an analysis of the *mission* of an institution, they increasingly tend to concentrate on standards and the extent to which such standards are reached. Consequently, accreditation is becoming increasingly standard-based.

Generally speaking, accreditation mechanisms in higher education tend to be similar, but there are many differences with regard to their overall purpose and function in the higher education system. However, with the support of international and regional networks of accreditation systems, there is a steady move towards comparison and towards developing a set of common standards for their functioning.

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¹ C. Adelman, "Accreditation" in: The Encyclopaedia of Higher Education, B. C. Clark and G. Neave (ed.), 1992, Pergamon Press

HIGHER EDUCATION AND ACCREDITATION

External quality assurance in India – The developments of a decade

In India, the explicit focus on external quality assurance in higher education is only recent. In the 1980s, it was felt that the unprecedented expansion of higher education in India during the last 50 years had rendered the built-in regulatory mechanisms inadequate. There were criticisms that the country had permitted the mushrooming of higher education institutions with fancy programmes and substandard facilities, resulting in a lowering of standards. To address these issues of deterioration in quality, in 1986, the National Policy on Education advocated the establishment of an independent national accreditation body. Consequently, the University Grants Commission (UGC) established the National Assessment and Accreditation Council (NAAC) as an autonomous body in September 1994.

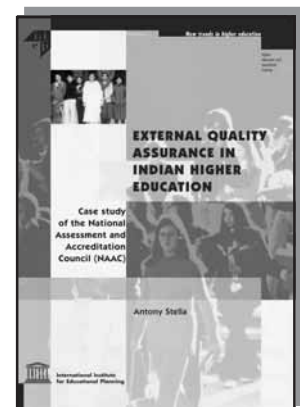
Although the quality assurance experience in India would appear to be only 10 years old, it should be seen against the backdrop of the quality controls for the Indian higher education system over the past 150 years. With regulatory and recognition mechanisms already in place, the objective of national accreditation is to lead institutions of higher education towards maximizing their potential for quality education, contrary to the minimum standards ensured by the regulatory mechanisms. This makes the Indian system of accreditation unique in many ways.

The limited resources available for improving the quality of higher education as well as the size and complexity of the higher education system in India are other factors contributing to the country's unique scenario. With the third largest system of higher

education in the world – 322 university-level institutions and more than 16,000 colleges catering for 9 million direct and full-time students – developing a national quality assurance mechanism and making the process operational have been formidable tasks.

The NAAC Model

Since its creation in 1994, the NAAC spent its first 3-4 years developing policies, principles and instruments. An analysis of current practices of accrediting agencies of various countries reveals that most quality assurance systems have two common elements – self-evaluation and peer review – and NAAC adopted these core elements. To address the contextual considerations, the NAAC took a clear line in addressing aspects such as: its role in assessment (*NAAC does not take a direct role in assessment*), the nature of the assessment process (*a voluntary process*), the focus of assessment (*focussed on improvement as opposed to accountability in many other countries*), the linking of the assessment outcome to funding (*not linked to basic funding*), the unit of assessment (*the institution*), the policy on disclosure of the assessment report (*full report and institutional grades are made public*), and the period of validity (*5 years*). The way the NAAC maintained a stand on these issues would be very useful to



continues page 10

other emerging quality assurance agencies. With this assessment model, a lot more emerged at the practical level when the assessment process was underway.

The lessons learned

Field experience has shown that the procedures used by NAAC helped to strengthen the assessment process, namely by encouraging higher education institutions to undertake quality initiatives internally, by building its procedures on the experience of the first batch of institutions assessed, by consulting academia when developing the instruments, evaluating the impact of assessment with transparency, and by handling the reactions to the process from its initial stages up until now. Some unintended outcomes and problem-causing policy changes, such as changing the grading pattern twice within a short period, have also helped the body to mature.

Thanks to its information dissemination strategies which won over academia, NAAC could move from initial rejection to overall appreciation today. Institutions of all categories, from those classified on the lowest rung to those in the top bracket, have uniformly acknowledged that assessment and accreditation significantly changed their pedagogical, managerial, administrative and other aspects of functioning.

The support higher education institutions gave to the NAAC process is evident in the way they reacted to recommendations made by the peer team and the way more are volunteering for assessment. Up until December 2004, the Council had accredited 2 201 institutions – 113 universities and 2 088 colleges. The first cycle of

assessment and accreditation of all the general education universities (around 165) will be completed early 2005. For colleges, the first cycle may extend to the end of March 2007, after which the second cycle with a new methodology will be implemented. The strategy for re-accreditation of institutions after the five-year assessment period has been introduced recently.

When looking back on how the Council has evolved as India's external quality assurance system, both strengths and weaknesses emerge. The Indian experience could prove very useful to those countries thinking of introducing an external accreditation system in order to build on its strengths and avoid its failures.

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Details of the five case studies published by IIEP:

Stella, A. 2002. *External quality assurance in Indian higher education. Case study of the National Assessment and Accreditation Council (NAAC)*. Paris, IIEP, 311 p.

El-Khawas, E. 2002. *Accreditation in the United States: origins, developments and future prospects*. Paris, IIEP, 196 p.

Kozma, T. 2003. *Accreditation in the higher education system in Hungary*. Paris, IIEP, 165 p.

Revelo Revelo, J. and C.A. Hernandez. 2003. *The national accreditation system in Colombia: experiences from the National Council of Accreditation (NCA)*. Paris, IIEP, 132 p.

Arceles, A.A. 2003. *In pursuit of continuing quality in higher education through accreditation. The Philippine experience*. Paris, IIEP, 134 p.

SACMEQ awarded Jan Amos Comenius Medal

Since 1995 the IIEP has been working in partnership with the 15 Ministries of Education¹ that comprise the Southern and Eastern Africa Consortium for Monitoring Educational Quality, better known as SACMEQ. In September 2004, Sacmeq was awarded the Jan Amos Comenius Medal for its major contributions to educational research and innovation in Africa.

THE main aim of the SACMEQ partnership has been to build the capacity of ministries of education to monitor and evaluate the conditions of schooling and the quality of education associated with their basic education systems. Educational planners and researchers in ministries, universities, and major international agencies such as the World Bank and UNESCO are now using SACMEQ's Data Archives (www.sacmeq.org) to generate and evaluate educational policies for Southern and Eastern Africa.

In early 2003, SACMEQ was launched as an independent inter-governmental organization with a full-time director and a Co-ordination Centre located in Harare, Zimbabwe.

SACMEQ's major contributions were recently recognized with the award of the prestigious **Comenius Medal** – named in honor of Jan Amos Comenius, the 17th century Czech philosopher, theologian and teacher who believed in the contribution of education to individual development and to unity, peace, tolerance and respect for human rights. The award was made on 10 September 2004 at a special ceremony organized by the International Bureau of Education (IBE) on the occasion of its 47th International Conference on Education in Geneva. SACMEQ was recognized for its outstanding contributions in the field of research and innovation, and in particular for its unique approach to fostering successful collaborative

educational policy research initiatives among developing nations.

On accepting the award on behalf of all SACMEQ ministries of education, Saul Murimba, the Director of the SACMEQ Co-ordination Centre, paid special tribute to the IIEP and to the Government of the Netherlands "for their loyal support and active interest over many years – especially in the early days when SACMEQ was slowly and carefully building its training and research programmes".

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¹ The 15 SACMEQ countries are: Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe.



Published recently, the 2005 and third issue of UNESCO's EFA Global Monitoring Report provides

the latest figures for the Education for All Development Index, which calculates the progress countries have made towards the four most measurable EFA goals: UPE, gender parity, literacy and quality. Thirty-five countries, including 22 sub-Saharan African countries, Bangladesh, India and Pakistan, seem far from meeting these goals.

This year, the report pays particular attention to the issue of quality, demonstrating that EFA cannot be achieved without improving the quality of basic education. In 30 out of 91 countries, it shows that less than 75 per cent of children reach Grade 5 and in many low-income countries, more than one-third of children have limited reading skills, even after 4 or 6 years in school. In addition, it examines factors influencing educational

quality, highlighting pupil/teacher ratios, teacher qualification, test scores and number of years in school.

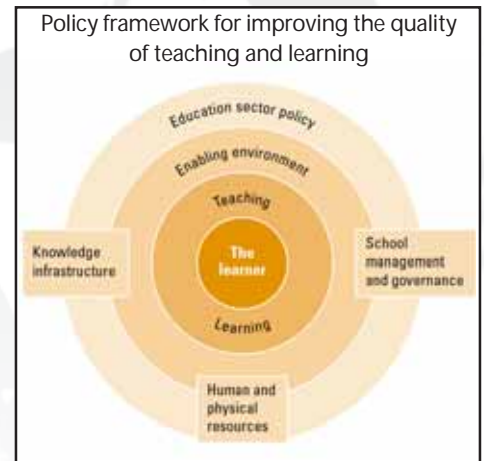
Measures to improve educational quality are presented in an integrated and comprehensive manner (see Figure below). A particular priority is given to investment in teachers – addressing teacher shortage and deployment, strengthening pre- and in-service training, improving conditions of service, etc. Furthermore, it proposes defining a minimum package of basic essentials, such as a stated minimum instructional time for each pupil or student, a safe and healthy place in which to learn, individual access to learning materials, and teachers qualified in content and pedagogy.

The report draws on academic research, national plans, government publications, commissioned studies, multilateral agencies, NGOs as well as UNESCO institutes. Several IIEP research staff were involved in the preparation of some of the papers used.

Their topics vary from quality monitoring, decentralization to corruption in education.

The full report and summary are available on-line at: www.efareport.unesco.org.

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Source: UNESCO. 2004. *EFA Global Monitoring Report 2005. Education for All – The Quality Imperative*. Paris, 2004.

Food and Education for All in Latin America



In August 2004, the IIEP, in co-operation with the FAO and the UNESCO Regional Office in Santiago (OREALC), organized a seminar on "Education for rural populations in Latin America" in Santiago, Chile. The 70-odd participants came from ministries of education and agriculture, international organizations and NGOs promoting development and education for rural populations in 19 countries of the region. Some of the proceedings were relayed via a video-conference to more than 10 Latin American countries.

The seminar had three objectives. First, to discuss the main conclusions of studies undertaken by the FAO, UNESCO and CIDE (Centro de Investigación y Desarrollo de la Educación, Chile) on education for rural development. Second, to stimulate exchange between planners and those responsible for implementing action plans drawn up by the ministries of education, agriculture and NGOs in the region. Third, to promote partnerships at the national and regional level on the topic.

The issues discussed included those related to basic education, such as infant development and pre-school education, primary, secondary and vocational education, as well as life skills training and

lifelong education. The discussions highlighted a number of effective strategies and successful practices for improving the quality of education for rural populations, including teacher training and incentives, adapting curricula to the needs of rural populations, the use of appropriate learning materials, involving local communities in education and a better use of information technologies. Some good examples of education for rural populations in the region were identified, which could provide interesting lessons for action in the future.

The seminar provided an excellent opportunity for participants from ministries of education, agriculture and rural development to work together, preparing joint proposals for education action plans destined for rural populations.

A report summarizing the seminar proceedings will be published by the IIEP shortly.

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Transparency and accountability in Central Asia

Under its project on 'Ethics and corruption in education', and in collaboration with the Open Society Institute (OSI), the IIEP organized a sub-regional training course on 'Transparency, accountability and anti-corruption measures in education' for countries in Central Asia, from 15 to 19 November 2004 in Bishkek, Kyrgyzstan.

THE 50 participants in the course came from China, Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan and included high-ranking decision makers, general education, higher education and finance officials, school and university administrators and students, journalists as well as representatives from the private sector.

The course covered both the pre-university and university levels and tackled issues such as: challenges in addressing corruption in education, the methodology for mapping corruption, tracking expenditures, the relationship between the financing of education and corruption, private tutoring, corruption issues in

textbook development and distribution, and academic fraud.

Lectures were combined with presentations by country teams, exercises, as well as country team work. In addition to IIEP and OSI staff, the faculty consisted of education experts from Central Asia, Lithuania, Serbia and Ukraine.

Major corruption issues in the education systems of Central Asia were identified as: the payment for exam papers, expensive gifts for teachers and lecturers, private tuition, the numerous sale of the same textbook as well as the sale of counterfeit certificates. Speaking on the sale of fake school certificates in her country,

Dr Ibragimova, Deputy Minister of Education, Kyrgyzstan, said: "*Pupils can fail at one school and obtain a certificate from another school. This is why we were compelled to introduce an entrance exam for all university candidates. It was the only way to avoid cheating*".

Participants reviewed and discussed various ways of addressing corruption and increasing transparency and accountability in education based on both country practices and international experiences, paying particular attention to the challenges facing both public and private education. This has contributed to the identification and the preliminary mapping out of follow-up activities in the region.

Elena Akhmedova
Asia-Plus

(Tajik Social Political Newspaper)
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IWGE: Donors discuss governance and corruption

THE International Working Group on Education (IWGE) met in Washington on 19-21 October 2004. Jointly organized with the World Bank, the central theme of the meeting was *governance in education*. A first presentation of the EFA monitoring report reminded participants that 43 countries are in danger of not achieving one of the EFA goals, while 28 countries are not likely to meet any of them. More efforts have thus to be made, with an emphasis on learning and quality.

It was made very clear at the meeting that without improved governance, it will be impossible to reach EFA goals and educational objectives in general. Three sub-themes were discussed: ethics and corruption in education, decentralization, and increased participation in decision-making. Overall presentations were made on the extent of corruption and on how specific corrupt practices prevent educational development. It was shown that, generally speaking, the higher the level of corruption, the lower the enrolment ratios. Several strategies for limiting corruption have emerged from the IIEP project on Ethics and corruption in education. Case studies on tracking funds in Papua New Guinea and controlling corruption in distributing school improvement grants in Indonesia provided illustrations of such strategies. The key to fighting corruption appears to be in developing a regulatory framework, monitoring the implementation of rules and applying sanctions when necessary – this implies a strong political will, enhanced management capacities and 'ownership' of the management process. Decentralization is another way of improving efficiency in the provision of education since it requires manage-

ment capacities and 'ownership' of the process. Decentralization can take different forms (delegating more decision-making power to schools, lower levels of government or to elected bodies). It can concern different aspects (from curriculum to management of human and financial resources) and can be introduced for different reasons. However, decentralization is not an end in itself, but rather a means to an end and it needs to be implemented carefully by strengthening capacities at the local level and introducing accountability mechanisms. Studies undertaken in Africa, Latin America and Central Europe show that financial resources are often not sufficient – data is scarce and local capacity to use such data weak. One trend is to give more power to school councils, but these have to be trained. The potential for increasing the participation of civil society in educational change was also presented with examples from Central Europe. Another useful approach is the Human Rights approach which focusses on a child's right to education, the responsibility of communities, teachers and the state to provide it. This leads to a new chain of accountability.

As in all IWGE meetings, new developments in international assistance were discussed. The difficulties of introducing SWAPs in Namibia from an inside viewpoint were presented and their implications for other countries, donors and capacity building institutions such as IIEP, were discussed. The different papers presented at the meeting can be found on the IWGE web site: www.unesco.org/iiep/eng/networks/iwge

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Exploring the French education system in Alsace



The first study visit undertaken by participants in the 2004/2005 ATP took place from 17 to 24 November 2004 to the Academy of Strasbourg in Eastern France, with a brief détour into Germany to look at cross-border links at the Franco-German school in Freiburg.

ORGANIZED every year by the French National Commission for UNESCO, the French study visit offers the participants in IIEP's Advanced Training Programme an opportunity to examine the nuts and bolts of the French education system and to discover a region of France. This year's week-long study visit took the group of 30 trainees from 26 countries to the Academy of Strasbourg in Alsace, situated in Eastern France on the German border. Not only did the visit give trainees a good insight into the French education system, but also a glimpse of Franco-German education-employment links for the local cross-border working populations.

Wednesday. The visit began with a day of preparation at the IIEP, introducing trainees to the structure and development of the French education system. The trainees were then divided into three working groups on the following themes: decentralization, educational quality, and career guidance and links to the job market. That evening, the participants and their group leaders took a flight to Mulhouse and settled into hotel accommodation in Colmar.

Thursday-Friday. In this town of the Haut-Rhin *département*, the trainees studied educational quality and the decentralization of decision-making from central government to the regional and county (*département*) levels in lecture-discussion sessions with officials from the regional inspectorate and local representatives. The discussions were

followed by meetings with school principals, teachers and students in various types of primary and secondary schools.

Saturday-Sunday. A relaxing weekend in the heart of the Alsatian wine-growing region. The group visited some of the most beautiful sights in Alsace (Colmar, the medieval town of Riquewihr and the village of Ottrott), stopping at a local wine cellar to 'study' the art of wine-tasting before settling into Strasbourg.

Monday. At the invitation of the Ministry of Education, Youth and Sports for the region of Baden-Württemberg (Germany) and in co-operation with the German National Commission for UNESCO, the trainees visited the Franco-German *Lycée* (upper secondary school) in Freiburg im Breisgau (Germany) to examine the link between education and employment for cross-border working populations in Europe. Before returning to Strasbourg, the group walked around the historic centre of Freiburg, with its gothic cathedral in red sandstone dating back to the Middle Ages.

Tuesday. A French study visit would not be complete without visiting a senior secondary school specializing in hotel management and tourism. At the *Lycée hôtelier* in Strasbourg, the trainees were given a presentation on how the French education system is monitored and managed at the regional level. They were then invited to 'test' a delicious luncheon prepared and served by the students in the school restaurant.

Wednesday. Another highlight of the trip: the visit to the European Parliament, which sits in the new Palace of Europe, with luncheon served at the members' restaurant. The afternoon was spent at the *École nationale d'administration*, France's elite school of public administration, where each working group had the opportunity to express its views on specific features of the French system, to share its impressions and raise questions with the rector of the Strasbourg Academy. At the end of the session, the rector's closing speech brought the week-long visit to an end.

The study visit was much appreciated by all the ATP participants. An edited film of highlights from the visit (working sessions, the encounter with storks, singing in the bus, etc.) was shown to trainees on the day of the IIEP Christmas party at a *Video Lunch*.

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Recent IIEP Publications

Educación para el desarrollo rural. Hacia nuevas respuestas de política
A joint FAO/UNESCO study.
D. Atchoarena and L. Gasperini (Eds.)
2004, 462 p. ISBN: 92-803-3220-1
(already published in English)

FUNDAMENTALS OF EDUCATIONAL PLANNING

Planning human resources: methods, experiences and practices
O. Bertrand. (Fundamentals No. 75)
2004, 119 p. ISBN: 92-803-1237-5
(already published in French)

Multigrade schools: improving access in rural Africa? E. Brunswic and J. Valérien
(Fundamentals No. 76)
2004, 120 p. ISBN: 92-803-1242-1
(already published in French)

Social inequality at school and educational policies. M. Duru-Bellat. (Fundamentals No. 78). 2004, 97 p. ISBN: 92-803-1243-X
(already published in French)

Increasing teacher effectiveness
L.W. Anderson. (Fundamentals No. 79)
2004, 168 p. ISBN: 92-803-1258-8

RESEARCH AND STUDIES PROGRAMME

■ EDUCATION IN THE CONTEXT OF HIV/AIDS
The HIV challenge to education. A collection of essays. C. Coombe (Ed.).
2004, 263 p. ISBN: 92-803-1260-X

■ ETHICS AND CORRUPTION IN EDUCATION
Formula funding of schools, decentralization and corruption. R. Levacic and P. Downes.
2004, 224 p. ISBN: 92-803-1264-2

■ EDUCATION IN EMERGENCIES
Learning independence. Education in emergency and transition in Timor-Leste since 1999. S. Nicolai. 2004, 186 p.

■ STRATEGIES OF EDUCATION AND TRAINING FOR DISADVANTAGED GROUPS
The out-of-school children's programme in Nepal: an analysis.
S.K. Tuladhar. 2004, 123 p.

■ POLICIES AND STRATEGIES FOR SECONDARY EDUCATION
Trends in secondary education in industrialized countries. Are they relevant for African countries?
O. Briseid and F. Caillods. 2004, 229 p.
ISBN: 92-803-1262-6

■ QUALITY EDUCATION FOR ALL
Promoting skills development
Report of an Inter-regional Seminar, Paris, 22-23 January 2004.
2004, 96 p. ISBN: 92-803-1261-8

■ MANAGEMENT REFORM FOR EFA
Reforming the ministry to improve education. An institutional analysis of the Ministry of Education and Sports (MOES) of Nepal. Min Bahadur Bista and S. Carney.
2004, 324 p.

■ MECHANISMS AND STRATEGIES FOR EDUCATIONAL FINANCE
Community schools in Kenya. Case study on community participation in funding and managing schools. E. Nyamoita Onsomu, J. Njoroge Mungai, D. Oulai, J. Sankale and J. Mujidi. 2004, 107 p.

■ NEW TRENDS IN HIGHER EDUCATION
Entrepreneurialism and the transformation of Russian universities. M. Shattock, E. Kniazev, N. Pelikhov, A. Sandgren and N. Toivonen. 2004, 334 p.
ISBN: 92-803-1268-5

Reforming higher education in the Nordic countries. Studies of change in Denmark, Finland, Iceland, Norway and Sweden
I. Fägerlind and G. Strömqvist.
2004, 265 p. ISBN: 92-803-1267-7

■ INTERNATIONAL CO-OPERATION IN EDUCATION
Education and PRSPs. A review of experiences
F. Caillods and J. Hallak. 2004, 168 p.
ISBN: 92-803-1263-4

Education and sector-wide approaches in Namibia. R.C. West. 2004, 231 p.

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Recent IIEP-BA publications

GENERAL

Informe de actividades 2003-2004. IIEP-Buenos Aires. Argentina. 2004.

Gobernabilidad de los sistemas educativos en América Latina. Emilio Tenti Fanfani (Organiser). IIEP-Buenos Aires. Argentina. 2004

PROYECTO EDUCACIÓN Y EQUIDAD SOCIAL

Escuela y pobreza. Desafíos educativos en dos escenarios del Gran Buenos Aires.
María del Carmen Feijoo and Silvina Corbetta. IIEP-Buenos Aires. Argentina. 2004.

La escuela y las condiciones sociales para aprender y enseñar. Equidad social y educación en sectores de pobreza urbana.
Luis Navarro Navarro. IIEP-Buenos Aires. Argentina. 2004.

Equidad, desplazamiento y educabilidad.
Elsa Castañeda Bernal; Ana María Convers and Miledy Galeano Paz.
IIEP-Buenos Aires. Argentina. 2004.

Educación, reformas y equidad en los países de los Andes y Cono Sur: Dos escenarios en el Perú. Manuel Bello and Verónica Villarán. IIEP-Buenos Aires. Argentina. 2004.



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The Virtual Institute

DISTANCE EDUCATION COURSE HIGH DEMAND

From February to end-June 2005, the IIEP is offering a distance education course on *Education Sector Diagnosis* in the French-speaking Members States of Northern Africa, Sub-Saharan Africa and the Caribbean Region in response to the high demand for this course last year. National teams of 5 to 8 participants will follow the course of study, which aims to strengthen both individual and institutional capacity.

INTERNET DISCUSSION FORUMS

The report of the Forum on *Planning education before, in and after emergencies* is available on the Virtual Institute web page on Forums.

Within the framework of IIEP's Virtual University research project, the following Internet discussion forum is being organized for the Spring 2005:

■ **Open educational resources (OER)** **April – May 2005**

The aim of the forum is to explore the context, current initiatives, issues and implications of open educational resources. If interested, please contact Katy Savage at: c.savage@iiep.unesco.org

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>

ALUMNI NETWORK NEW SERVICES

The IIEP Alumni Network is meant to support communication with and between alumni of the Advanced Training Programme. It works well for the over 220 members, but it is going to work ever better soon.

- Each month members will receive an e-mail up-date on IIEP activities and staff.
- A new password-protected section of the web site is being created to provide specific information on members and their contact information, their activities and recommended resources.

If you participated in the ATP, you are welcome to join the Alumni Network. To become a member, please send a message to Tania Besimensky at:

t.besimensky@iiep.unesco.org

IIEP-BUENOS AIRES

7th Regional Course on 'Educational Policy Planning and Formulation'

THE seventh Regional Course on *Educational Policy Planning and Formulation* was held at IIEP's regional headquarters in Buenos Aires from 16 August to 12 November 2004. It was attended by 25 participants from Argentina, Bolivia, Brazil, Columbia, Cuba, Ecuador, El Salvador, Japan, Paraguay and Peru. This year a researcher from the University of Bologna, an IIEP educational planning trainee, also took part.

A number of changes were made to the course content in 2004. The guidelines for the monograph prepared by each participant on the educational system of his/her country were modified so that the papers included more detailed information on the most relevant education programmes undertaken by the current administrations. This phase was enhanced thanks to the new *Virtual IIEP* which provides for more productive interaction between future participants and IIEP-BA. In addition, a new module on 'The design and evaluation of education programmes and projects' has been included in the programme, linked to the module on 'Educational policy formulation and planning'. Finally,

the 'Strategic analysis of educational policies' module – developed from the *ForGestión* Project – was used as a basis to design and develop the participants' study visit to Paraguay in October 2004. During the visit, two core programmes of the Paraguayan education reform were analyzed: the process of educational decentralisation and the *Hekokatuva* Living School Programme. Course participants evaluated this strategy very positively.

In the closing stages of the course, the course participants attended the international seminar on: 'Inequality, social and educational fragmentation' (see article page 4) which was attended by a number of eminent education specialists. In addition, the concluding meetings of the seminar on social integration acted as a link to the regional course content and the working sessions included a case analysis of innovative strategies in the Paraguayan educational system.

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IIEP Activities

IIEP/World Bank training seminar on 'Tracking education expenditure'

Pretoria, South Africa

14 – 23 March 2005

Under the IIEP project on 'Ethics and corruption in education', this training on methodologies for tracking expenditure is intended for countries from Southern Africa.

Contact: m.poisson@iiep.unesco.org

International workshop on 'Institutional Management in Higher Education'

Kampala, Uganda

7 – 11 March 2005

Organized in collaboration with the MTAC (Management Training Advisory Centre) for participants from English-speaking East African countries.

Contact: nv.varghese@iiep.unesco.org

ADEA/IIEP partner workshop on 'Responding to HIV/AIDS in the education sector'

Entebbe, Uganda

11-14 May 2005

Dissemination of research results and the assessment of training needs in Ethiopia, Ghana, Kenya and Rwanda in order to develop action plans.

Contact: e.allemano@iiep.unesco.org

OPERATIONAL ACTIVITIES

Capacity building in Liberia and Sierra Leone

February – March 2005

EFA workshop for decision-makers (23 – 26 Feb.) and an Educational management workshop for country- and district-level planners (23 Feb. – 5 March).

Contact: c.talbot@iiep.unesco.org

Gender policy in education in Afghanistan

29 March – 7 April 2005

Workshop for ministry officials in order to draft a gender policy framework for EFA goals.

Contact: i.iversen@iiep.unesco.org

Teacher development in Algeria

March/April/June 2005

Technical support to the National Training Institute through a series of seminars and training workshops.

Contact: e.kadri@iiep.unesco.org

Developing basic education in Morocco

April 2005

Technical support to define the sector support programme.

Contact: p.runner@iiep.unesco.org

Developing basic education in Morocco

May – July 2005

Seminars on strategic planning for heads of regional services of the Ministry of Education and Youth.

Contact: p.runner@iiep.unesco.org

Developing basic education in the Congo D.R.

May 2005

Capacity building for planners and managers from the Ministry of Education and other ministries.

Contact: e.kadri@iiep.unesco.org

IIEP Policy Forum on 'Accreditation in a globalized higher education market'

Paris, 13 – 14 June 2005

Discussion of current approaches to set quality assurance schemes in line with international requirements and national policy objectives. *See pp. 8-10.*

Contact: m.martin@iiep.unesco.org

IIEP/World Bank Institute 2005 Summer School on 'Education in poverty reduction strategies'

Paris, 29 Aug. – 9 Sept. 2005

See page 4 and enclosed flyer for details.

Contact: f.caillods@iiep.unesco.org

IIEP-BA activities

Post-graduate training programme in educational policy and management. Distance and non-distance training. Session 2005.

SEP/FLACSO, Mexico – April-June 2005.

Third session of training for government agents of state education systems in Mexico.

Contact: p.scaliter@iipe-buenosaires.org.ar

Advanced training in educational policy planning and management *CREPPEP, Puebla, Mexico – April-June 2005.*

Two seminars will be organized for this on-going programme: 'Diagnosis of the Education Sector' and 'Financing education'

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Research project on 'Education, reforms and equity in Andean countries and the Cono Sur'

Argentina, Chile, Colombia and Peru – April 2005

Presentation of five studies on education and equity undertaken by IIEP-BA with Ford Foundation funding.

Contact: n.lopez@iipe-buenosaires.org.ar

Technical meeting on 'Co-operation between education and local development'

Buenos Aires, Argentina – April 2005

Organized with regional co-ordinators of the *Project Comprehensive Cluster Initiative*, financed by the W.K. Kellogg Foundation.

Contact: info@iipe-buenosaires.org.ar

Workshops on 'The inclusion of youth in community activities. Cultural diversity, local development and education systems'

Buenos Aires, Argentina – April 2005

Organized for school principals, youth and community leaders under the Kellogg Foundation *Project Comprehensive Cluster Initiative*.

Contact: info@iipe-buenosaires.org.ar

'Aprendamos' (Let's learn) Teleducation Programme

Guayaquil, Ecuador, – May 2005

Presentation of IIEP-BA's evaluation of the programme to the

Fundación Ecuador and the Guayaquil local and TV authorities.

Contact: nneirotti@iipe-buenosaires.org.ar

