

IIEP training programmes in educational planning and management

The Specialized Courses Programme

Session 2010

- Programme
- Modalities of participation
- Course overview
- Programme calendar



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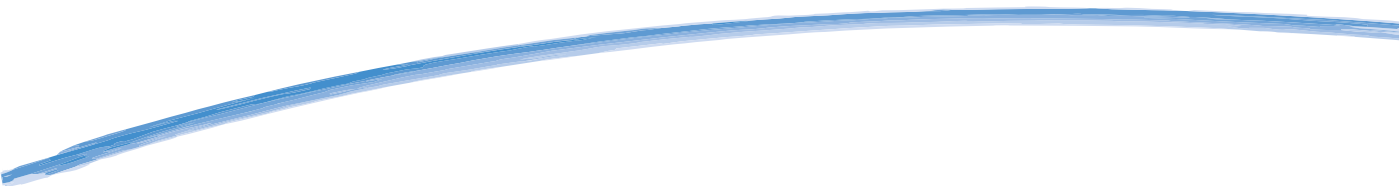
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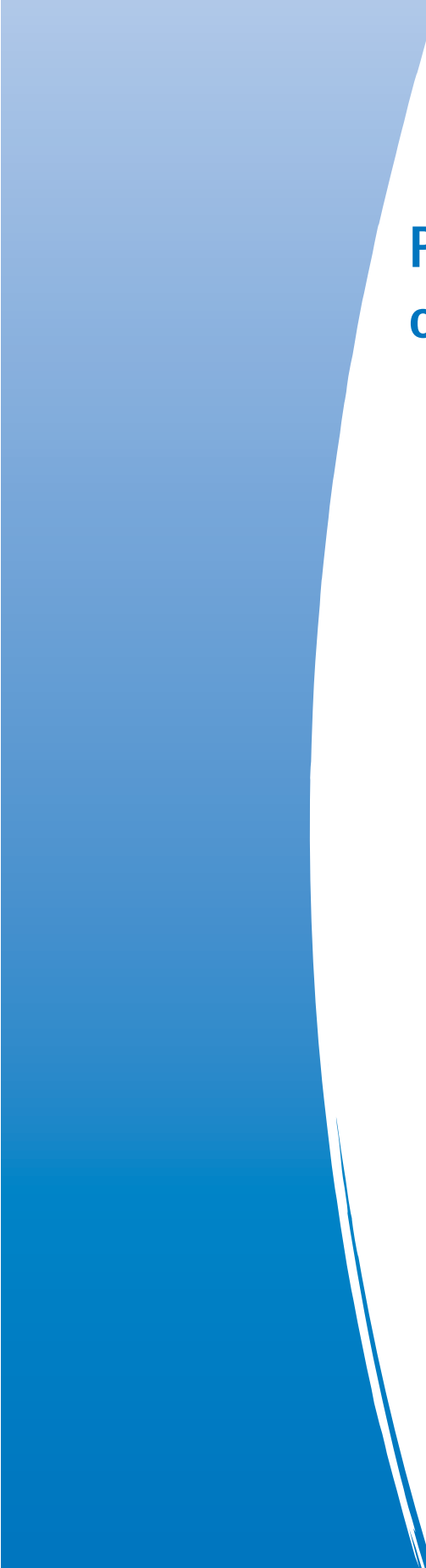
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Contents

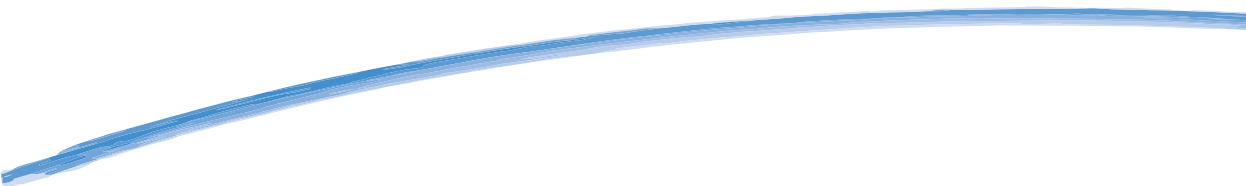


Part I: Programme and modalities of participation	5
IIEP's Training programmes	6
The IIEP Specialized Courses Programme	6
Training Environment	7
Course options and dates	7
Assessments, credits and certification	8
Course fees, cost of participation and funding	8
Application and admission process	9
Accommodation	10
Part II: Course Overview	11
EPA 301 Educational Management Information System (EMIS)	13
EPA 302 Projections and simulations: tools for policy dialogue and educational strategies	14
EPA 303 School mapping and micro-planning	15
EPA 304 Quantitative methods for monitoring and evaluating the quality of education	16
EPM 311 Organization and governance of the education sector: systems and institutions	17
EPM 312 Planning and management of human resources	18
EPM 313 Education budgets	19
EPM 314 Education sector programmes and projects	20
Programme calendar	21

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Programme and modalities of participation

IIEP's Training Programmes



The International Institute for Educational Planning (IIEP) is a centre for advanced training and research in educational planning and management. Since five decades the Institute has been playing a leading role in generating and disseminating knowledge in educational planning and management and preparing education sector professionals in responding to the challenges of educational development in their own countries.

Set up by UNESCO in Paris in 1963, the main mission of IIEP is to strengthen capacities in educational planning and management in the UNESCO Member States. A key task of the Institute is to train educational planners and managers in implementing relevant educational policies and strategies; in drawing and implementing plans; and in managing education systems as well as educational programmes and projects efficiently. Through different learning modes, the Institute offers a variety of training programmes ranging from short, tailor-made courses at the regional or sub-regional levels to its ten-month Advanced Training Programme delivered in Paris, and from face-to-face learning in the classroom to distance learning. To date, over 4,000 professionals from all regions of the world have been trained by IIEP.

The IIEP Specialized Courses Programme (SCP)

The IIEP Specialized Courses Programme (SCP) formerly known as the Visiting Trainees' Programme (VTP) aims at increasing the outreach of IIEP's ten-month Advanced Training Programme by offering a wider access to its specialization courses. It thus responds to the needs of professionals interested in intensive, short-term, specialized training in specific areas of educational planning and management.

Designed to strengthen the participant's knowledge and skills in the use of key planning and management issues, and tools and techniques, each year **eight** specialization courses are offered through the SCP. The courses are organized and delivered in two separate specialization streams. The first, the Educational Planning and Analysis (EPA) stream, concentrates on concepts, tools and techniques related to educational planning. The second, the Educational Planning and Management (EPM) stream, concentrates more on concepts and skills in the area

of management of educational systems, programmes and projects. Participants who complete one stream can thus acquire an integrated knowledge either in educational planning or in educational management.

The SCP targets: (i) educational planning and management professionals working in ministries of education or other ministries related to education development in the UNESCO Member States; (ii) specialists from training institutions and universities who exert a multiplier effect on national capacity building in the planning and management of education; and (iii) professionals from NGOs and bilateral and multilateral agencies involved in the design, implementation and management of educational programmes and projects.

The SCP particularly encourages candidatures from countries engaged in education reforms, EFA plans, poverty reduction strategies and plans and sector-wide and inter-sectoral approaches to educational programmes and human resource development. The Institute also grants special attention to training of professionals from UNESCO Headquarters and field offices, as well as from other UN and cooperation agencies.

Training environment

The working languages are English and French; an expert team of interpreters ensure simultaneous interpretation during teaching sessions. Group work is usually organized in linguistic groups. Teaching-learning activities span a variety of modes ranging from lectures, seminars and discussions to practical exercises, simulations and individual as well as group work. The work methods call for active involvement of and contribution from each participant. Participants also have access to IIEP's large database.

The Institute has a unique teaching staff profile. Teaching is ensured by professionals actively involved in research and operational activities through their participation in educational reforms, policies and the design of educational plans and programmes in different countries.

The Institute has a particularly rich Documentation Centre with over 30,000 publications and more than 500 periodicals and journals devoted to educational planning, management and various areas of socio-economic development. Participants are also ensured free access to other libraries and documentation centres in Paris, notably those at UNESCO headquarters.

Course options and dates

For the 2010 session, the Institute will offer the eight courses listed in the *Programme calendar on the last page of this brochure*. Trainees participate on a full-time basis in one or several courses offered in the programme. However, since the programme runs two courses simultaneously, candidates have to choose one of the two courses that are run in parallel with each other.

Assessments, credits and certification

The performance of the participant in each course is assessed through three main modes: test, written assignment and group work. The participant's performance is assessed either through one or a combination of these modes. Performance is marked on a scale ranging from 0 to 20, and the pass mark is 10/20.

A participant taking a specialization course and fulfilling stipulated assessment requirements is granted the full number of credits defined for the course. The credits obtained through the specialization courses can be validated for completing IIEP's Advanced Training Programme (ATP) and eventually obtaining the IIEP International Diploma or an International Master in Educational Planning and Management. To qualify for the Diploma or the Master, a candidate has to take 3 specialization courses. Admission to the full ATP is conditional to the submission of a separate application and the acceptance of the candidature by IIEP's ATP Selection Committee.

On completion of the course or courses taken within the framework of the SCP, the trainee receives a certificate of participation delivered by the IIEP indicating the title of each course attended and the date. The scores obtained in the assessments are communicated separately.

Course fees, cost of participation and funding

Fees for participation in a course vary according to the duration of the course and are calculated on the basis of the number of weeks. **The standard fee for each course offered in the SCP is 1,550 €.**

In addition to participation fees, participants must make arrangements to cover: (i) return air fare (ii) accommodation and living expenses in Paris (**a minimum of 1,600 € a month is recommended**); and (iii) subscription to a health/accident insurance policy which is estimated at approximately 55 € for a two-week to one-month subscription period.

The Institute is not in a position to provide grants covering any of the above-mentioned costs. Participants, or the institutions sponsoring their training, must therefore meet all costs, or obtain an appropriate grant for this purpose from national, bilateral or multilateral funding agencies.

Application and admission process

Applicants must meet the following requirements:

- **Academic qualification:** a university degree or equivalent (minimum three years of undergraduate studies) preferably in a field related to educational planning and management.
- **Professional experience:** a minimum of three years' professional experience as a practitioner, trainer or researcher in the planning or management of formal or non-formal education.
- **Language proficiency:** a good working knowledge of English or French.
- **Computer literacy:** very good knowledge of Word and Excel.
- **Funding:** the candidate's application must specify how the course fees and other participation costs will be met.

Candidates who wish to participate in the Specialized Courses Programme can obtain an application form from the IIEP Training and Education Programmes (TEP) Team, or download a copy of this form from IIEP's web site at www.iiep.unesco.org, or fill in their form on-line.

Applications should be submitted **at least two months before** the starting date of **the (first) course selected by the candidate**. Applications must indicate all of the courses the candidate wishes to take.

Completed applications can be sent by e-mail, fax or post to one of the addresses given below:

E-mail: tepuvt@iiep.unesco.org

Fax: 33 1 40 72 83 66

Postal address:

Specialized Courses Programme
Training and Educational Programmes Team
International Institute for Educational Planning
7-9, rue Eugène Delacroix
75016 Paris
France

The number of places available for the SCP is limited and the demand is very high. All applications are processed by TEP and reviewed by a Selection Committee. The decision of the Selection Committee is communicated to the applicant **within two weeks** following the receipt of the application. Applicants admitted to the requested course(s) receive an admission letter and an invoice corresponding to the course fees.

Admitted candidates are required to reserve their place by confirming their participation and transferring funds covering the course fees within 15 days following the receipt of the admission letter and the invoice. In the absence of confirmation within 15 days, IIEP offers the place to another candidate on the waiting list.

Accommodation

The Institute does not provide accommodation for participants. It can however inform all admitted candidates about the options available in and around Paris. Requests for such information should be made well in advance to TEP. Please note that bookings for hotels and other accommodations have to be done by the participants themselves. The following websites may also be consulted:

www.eduparis.fr

www.crous-paris.fr/logement

www.cidj.asso.fr

www.etudier-en-france.com

www.egide.asso.fr

Course Overview*

* For more details on course contents, please go to:
[www.iiep.unesco.org/capacity-development/training/
courses-at-iiep.html](http://www.iiep.unesco.org/capacity-development/training/courses-at-iiep.html)
Then click on: 2009-2010 Course Outline

Educational Management Information Systems (EMIS)

1 – 12 March 2010

OVERVIEW

The expansion of education systems has been accompanied by an emergence of multiple levels of decision-making. While the former trend increases the amount of data to be handled, the latter implies the multiple levels where data are demanded. Efforts towards decentralization have also contributed to this. There is now an increasing demand for developing Educational Management Information Systems (EMIS) and for data used to monitor progress and evaluate outcomes.

EMIS integrates all information related to educational planning and management activities which are available from various sources. The organization of EMIS involves collection, processing, storage, retrieval, analysis and dissemination of data. This course is designed to enable participants to acquire necessary knowledge and skills in the building and use of information systems for all levels of education and administration. The course focuses mainly on:

- Characteristics of the Educational Management Information System (EMIS).
- Instruments and different steps for collecting information and data from educational institutions.
- Basic tools for building an information system and basic procedures for database management.
- Definition and calculation of indicators and designing a system of educational indicators for follow-up, evaluation and monitoring.
- Designing and preparing a document presenting indicators using graph techniques and analysis.

Course coordinator
Serge Péano

Projections and simulations: tools for policy dialogue and educational strategies

15 – 26 March 2010

OVERVIEW

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

The course offers an advanced level of specialisation in simulation models techniques. Its aim is to allow participants to master the essential concepts and key steps in constructing simulation models and to understand their role in educational planning, management, and the formulation of educational strategies. This course is composed of three parts:

- Introduction to projections and their usefulness in informing policy dialogue. This will be followed by a presentation of the different simulation models.
- Building a simulation model. Participants will individually build a simulation model so as to master the links between variables and calculations.
- Changing and updating a simulation model. Using an existing model, participants will have to update the base-year of reference, and adapt it to modifications in the organisation of the educational system or to the different ways of foreseeing the future.

Participants will also have to do an individual projection exercise.

Please note: This course requires a good mastery of Excel and good knowledge in the use of flow rates.

Course coordinator
Patricia Dias da Graça

School mapping and micro-planning

29 March – 9 April 2010

OVERVIEW

Micro-planning can be defined as the process of planning at the local level. It focuses on the particular characteristics and needs of the population in one locality and the education to be provided.

An increasing number of countries follow a policy of decentralization, and hence decisions on new schools and their location, teacher recruitment and deployment, which were previously taken at the central level, are now in the hands of actors at the district and local levels. Actors at a local level have a more in-depth knowledge of the characteristics and needs of the population they serve, and of the education institutions in their area. They are in a better position to define appropriate strategies to attract and retain disadvantaged groups in the education system. Local actors have to acquire the skills and the tools to plan the organization of the education system within their area in such a way that it serves three objectives: equity, cost-efficiency and quality.

As it contributes to planning the distribution of education supply all over the country, school mapping is a strategic tool to level off inequalities in the distribution of educational services between different regions. It can channel educational investment to poorly served areas. School mapping, in this sense, is a potent planning instrument for equalizing educational opportunities. It can ensure allocation efficiency in the planning process.

The course specifically focuses on:

- Concepts of school mapping and micro-planning.
- Methodology and tools of diagnosis of school mapping and micro-planning, including use and relevance of GIS for diagnosis.
- Options in organizing the school network: norms, standards and alternative strategies for education provision.
- Preparation of a prospective school map.
- Generalization and institutionalization of school mapping and micro-planning.

Course coordinator
Khadim Sylla

Quantitative methods for monitoring and evaluating the quality of education

12 – 23 April 2010

OVERVIEW

Many governments have now become increasingly inclined to view the performance of their education systems as a key element in strategies for improving national economic development. This trend, coupled with the enormous expenditures that are devoted to education, has amplified demands for enhanced scrutiny and accountability concerning the quality of education. This course is concerned with the "quantitative/empirical" approaches in measuring important educational outcomes and identifying generalisable relationships between educational outcomes and factors related to the composition, organization, and functioning of schools. It explores four major domains:

- The technical design of studies that offer clear guidance for policy concerning the quality of education.
- The development of data collection instruments (tests and questionnaires) that provide valid measures of the conditions of schooling and educational outcomes.
- The use of scientific sampling procedures for making measurable sample estimates of important population characteristics.
- The management, analysis, and reporting of data for policy purposes.

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

Course coordinator
Mioko Saito

Organization and governance of the education sector: systems and institutions

1 – 12 March 2010

OVERVIEW

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

Countries across the world have adopted different "models" to structure and organize their education systems. The organizational structures of the central ministry of education, the degree of administrative decentralization and institutional autonomy etc., vary from country to country. How these features of educational administration eventually influence the quality of instruction and cost-efficiency of the system in operation has become a subject of public debate and research over recent years.

There has been growing awareness among national decision-makers and international agencies that shortcomings in educational administration have actually hampered the implementation and success of many ambitious reform projects. It has been found that many reforms, when descending to the institutional level, fail to make the expected impact. Inadequate management of many institutions, coupled with lack of consistent and supportive monitoring across the different levels of administration, are core reasons. Shortcomings of the databases and indicators used, information and consultation mechanisms also help to explain this.

This course broadly focuses on two main concerns: (a) how to manage and organize the system as a whole and (b) how to manage and monitor individual institutions, be they schools or higher education institutions. Its main components are:

- Introduction to the concept of educational administration and management.
- System-level regulation: issues, actors and tools.
- Organizational models, options and system monitoring.
- Institutional and local-level management: approaches and tools.

Course coordinator
Michaela Martin

Planning and management of human resources

15 – 26 March 2010

OVERVIEW

A systematic and professional approach to managing human resources in education is crucial to the success of the education system. Countries have to devise mechanisms to develop and implement a comprehensive, forward-looking and genuine Human Resource Management (HRM) approach in the education sector. Attention also needs to be given to the everyday routine management activities which continue to be characterized by delays, lack of transparency, favouritism etc., and thus constitute a major source of teacher dissatisfaction and disengagement.

Attempts to improve teacher management need to start with a careful diagnosis of the main current problems that a country is facing in this area. Some problems require new management policy choices concerning, for instance, the training, career structure or utilization of teachers and other staff. In addition, there is generally a need to improve the technical tools (information system, forward planning, etc.) the social relations (structures and procedures of participation of staff unions) and the organization (creation of a Human Resource Management Department with major responsibilities, delegation of tasks to regional and local levels, more mechanisms of consultation/participation, etc.) which underpin the management of teachers. This course covers these different dimensions of human resource management (strategic, technical and organizational) applied to the management of teachers.

The course has three major components:

- Major current issues and policies relating to human resource and teacher management.
- Tools for better human resource management.
- Social relations and organizational aspects of teacher management.

Course coordinator
Gabriele Göttelmann-Duret

OVERVIEW

A state budget is at the confluence of the planning, policy decision-making, economic constraints and financial management activities. Ministries of education that must respond to the development needs of their educational systems, must also cope with ever greater competition in order to obtain their share of national budgets from the ministries of finance. One way to achieving sound financial management is by anticipating needs and using resources efficiently.

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

The course covers four main areas:

- Budgetary framework and processes: place and role of the budget in educational planning and administration; importance of building a medium-term expenditure framework; analysing the importance of performance indicators.
- Budget preparation and approval: the budgetary nomenclatures; the budget cycle; solutions to different budget estimate situations.
- Execution, control and audit of the Budget: the need for financial rules and the problematic of budget implementation.
- Analysis of budgetary expenditures: the linkage between budgetary expenditures and educational policies.

Course coordinator
Igor Kitaev

Education sector programmes and projects

12 – 23 April 2010

OVERVIEW

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

This course introduces participants to the various forms and dimensions of effective programme and project management practices – a central step to obtain successfully the funding support. It attempts to increase understanding of the different processes and techniques involved in initiating the project, creating the project document, measuring and controlling project performance, and concluding a project.

The larger share of the time during the course is devoted to a practical project document formulation exercise. Participants use the results-based logical framework method to design a project which is to be presented to the class at the end of the course. The main focus of the course is on:

- The role of sector programmes and projects in educational planning.
- The project cycle.
- Logical framework analysis.
- The identification and elaboration of an education project.
- Project negotiations, implementation, monitoring and evaluation.

Course coordinator
Khalil Mahshi

Programme calendar

Specialization Stream 1 EDUCATIONAL PLANNING AND ANALYSIS (EPA)		Specialization Stream 2 EDUCATIONAL PLANNING AND MANAGEMENT (EPM)
1-12 March 2010		
EPA 301 Educational Management Information Systems (EMIS)	OR	EPM 311 Organisation and governance of the education sector: systems and institutions
15 – 26 March 2010		
EPA 302 Projections and simulations: tools for policy dialogue and educational strategies	OR	EPM 312 Planning and management of human resources
29 March – 9 April 2010		
EPA 303 School mapping and micro-planning	OR	EPM 313 Education budgets
12 – 23 April 2010		
EPA 304 Quantitative methods for monitoring and evaluating the quality of education	OR	EPM 314 Education sector programmes and projects

