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Planning by detecting

SOME of the best things in life and some of the most interesting things in the world were not planned. They are the result of processes which have run for a long time, and which by accident or random events have produced desirable outcomes. Charles Darwin pointed out how the things we appreciate in nature – the variety of birds, the colour of flowers, the range of fruits – were all outcomes of chance accumulating over time.

However, to prove his case for natural selection by mutation, Darwin began by describing artificial selection – the cross-breeding that human beings carry out in order to get more desirable strains either of domestic animals or crops for agriculture. Nature is varied and good – but there is always room for improvement.

In a sense, planning is most similar to the latter kind of selection. Selecting policies can bring us closer to desired results. Children do not invent alphabets, debate the usefulness of the three R's, or discover the Internet all by themselves. Curricula and pedagogy, the funding of schools and the management of different types of education – all are the outcomes of conscious deliberated decisions.

However, there is always a danger that what were once radical innovations may turn into staid ossified routines.

Good planning and management sets aside time for discovery, for observing the world and for detecting not only the new opportunities that arise or the challenges that emerge, but also the past solutions which are no longer beneficial.

The mission of the *International Institute for Educational Planning* (IIEP) is to enhance the capacity of countries to draw up coherent plans and make them work – to help them build the institutional framework through which education is managed, training is organized and progress is monitored. For this



purpose, the IIEP offers a wide range of activities in training, research and services to UNESCO Member States.

Growing attention has been paid, in particular, to strengthening the monitoring and management capacities of ministries of education and consequent organizational change in the education sector (cf article on *Transforming a Ministry of Education: Lessons from Grenada*, p.6 and forthcoming article on the *IIEP Policy Forum on The organization of ministries of education*).

Over the last biennium, the IIEP has also introduced a number of changes in its programme. They include:

Strategies for education in the context of HIV/AIDS. The AIDS pandemic is certainly one of the most daunting challenges to education systems in many of UNESCO's Member States. It not only hampers development – it reverses it by destroying capacity and social cohesion. The IIEP is mapping the impact of the pandemic (cf article on *The impact of HIV/AIDS on education*, p.5),

continued page 2

developing training materials, carrying out research in the field to better understand the long-term consequences on education systems and will be trying out measures to reduce its effects and the spread of infection. It is interesting – and distressing – that already in 1993, the IIEP held an important seminar on the impact of HIV/AIDS on education systems. At the time we were not able to generate enough interest in the topic, so valuable time was lost. The emerging problems were identified, but the response was way behind the epidemic. Now, finally, this is changing.

Linking universities with industry. Universities are among the most potent agents of change by generating new ideas that are continually translated into new products that transform not only our social conditions but our mindsets as well. New information technology, embedded in PCs, the Internet and mobile phones, is but one example. However, the ideas that the universities themselves once generated have ricocheted and profoundly affected their own organization and how they interact with the world they helped to change. University-industry linkages are a prime example of this. Universities can add value to products in the form of knowledge – industry can add value to universities in the form of funding – but when institutional innovations such as research parks, technology offices, etc., are set up, to what extent are the core functions of universities diluted? What conflicts of interest arise? To what extent is professional commitment weakened? What are the unaccountable influences on those institutions which are meant to act in the public interest? IIEP has carried out research and organized a Policy Forum to address these issues in June 2000 (cf *IIEP Newsletter*, Vol. XVIII, No. 3, July-September 2000, p.1).

The role of journalism in education. Policies are not communicated to the public directly. Information on the state of education systems, the achievement of students, or the school environment, is conveyed to the general public through the media – the press, radio, television. The public reacts to the pictures that are painted for them. Hence educational planning and management has to take

into account the power of the press and the impact of journalism on what the public perceives and feels should be done. IIEP-Buenos Aires has already organized several seminars on the role of journalism in education (cf *report on the second seminar*, p.7) for Latin American countries, and next year, the IIEP in Paris, will host a Policy Forum on *Media and Education Ministries* with participants from all over the world.

There are many other examples of change at the IIEP: our publications going on-line (cf *announcement*, p.12); distance education via satellite (cf *article on 'A new experience: training by interactive satellite transmission'*, p.13); the Advanced Training Programme becoming a diploma programme as a step towards a Masters Degree; new modes of dialogue with the funding agencies; or more extensive activities in the regions of the world and the Member States of UNESCO. The list is long...

But the message is short. IIEP's mission is to assist countries to build their capacity to design, plan, deliver, manage and monitor the education of their populations. In order to accomplish this mission, the Institute must bring knowledge to bear on education and, as a *learning organization*, continuously renew that knowledge and keep abreast of current mutations. This is done by observing trends and tendencies and evaluating their impacts, carrying out research on situations and changing conditions of education in different countries, and by interacting directly with ministries of education, managers and educators all over the world. Finally, the IIEP must learn from its own training and research programmes as well as through the services it offers to UNESCO Member States.

The quality of education depends on good managers, skilled in planning, monitoring, management and finance techniques based on extensive research and experience-sharing – with the ultimate goal of securing education for all as a human right and with a content which is humane, pertinent and engaging.

GUDMUND HERNES
DIRECTOR OF IIEP

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Developing education in Palestine: a continuing challenge

Educational development in Palestine is a unique, rich and challenging experience. Unique because it is one of the very few places in the world, if not the only one, where a Ministry of Education is being built from scratch. Rich because of the eagerness and motivation of the Palestinians to learn from others. Challenging because Palestine is not yet an independent country and is witnessing conflict on a daily basis. IIEP describes the backcloth for its action there.

BECAUSE of the high interest and involvement of the international donors, the room for broad partnership, policy dialogue and co-operation in educational development work in Palestine is vast. The amalgamation of diversified international working methods and experiences is exciting and possible.

The fact that Palestine is not yet an independent country and is presently witnessing conflict provides opportunities for a rich learning experience for development workers and donors, and the international education community as a whole, of maintaining the provision of quality education in situations of emergency and crisis. However, there is a risk that the conflict will also lead to the complete destruction of educational development work in Palestine so far, as well as the loss of prospects of peace in the country and in the region.

Creating a Ministry of Education: IIEP's role

The Palestinian Authority was established in the West Bank and Gaza in May 1994 as a result of the Oslo Agreement between Israel and the Palestine Liberation Organization (PLO). The Palestinian Ministry of Education was created in August the same year.

At the present time, the West Bank (covering an area of 6,257 Km²) and the Gaza Strip (378 Km²) have an

estimated population of 3.15 million Palestinians. About one-third of the population are students at all levels of education. All through their modern history, Palestinians have always valued education highly. Enrolment in basic education (first 10 years of schooling) is almost comprehensive.

As soon as authority for Palestinian education was transferred from Israeli hands to the Palestinians, UNESCO came to assist in the creation of the Ministry of Education and the development of the education system. With financial and moral support from the donor community, it helped with the construction of badly-needed school buildings and in setting their norms and standards, in curriculum development, the training of teachers, the provision of furniture and salaries for the central ministry staff, and in building planning and management capacity within the education system. IIEP was entrusted with the latter.

From emergency to strategic planning for the future

With funding from the Italian Government, IIEP implemented two important projects with the Palestinian Ministry of Education during its first four years of operation. These were



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intended to train schoolheads quickly, as well as a number of supervisors and officials at the district and central ministry levels, in educational administration and financial management skills. Soon, it became evident that the Ministry had to start moving away from responding to emergencies towards strategic planning. A long-term approach in managing the education system was necessary to improve the quality and relevance of education, to achieve cost effectiveness, to make yearly plans realistic and achievable and to impress on donors that proposed projects fit within a well thought-out longer-term vision. Again with Italian funding, a project was launched in

October 1998 to help the Ministry in strengthening its capacities in policy formulation and planning and in the formulation of its first five-year medium-term education development plan. This project also included a functional audit at three levels: central ministry, district and school. This audit was deemed necessary in order to formulate rules and regulations to improve the efficiency of the Ministry and to make it ready for a successful and smooth implementation of the educational vision and the Medium-Term Plan.

It took the Ministry and IIEP a year to formulate the first draft of the Plan. Meetings were organized in various districts to discuss the draft with community representatives – parents, political and social activists, leaders, education officials, principals, teachers, students – and officials from other ministries (especially planning, finance, higher education and labour). Modifications were introduced in the draft based on results of these meetings. More than 200 representatives from international and donor agencies and Palestinian academic and social institutions were invited to discuss the modified draft in a Consultation Workshop held in Ramallah, Palestine, in October 1999. The Workshop was also an attempt to link this plan with those of the Ministries of Higher Education and Labour, especially in the area of technical and vocational education and training. The Workshop

concluded that the Five-Year Plan was too ambitious, and unrealistic, in trying to address all the immense needs in education in five years. The Ministry would not be able to mobilize the projected funds nor have the necessary implementation capacity.

With technical assistance from IIEP, the Ministry reworked the plan and cut it down to almost one-third of its original estimated development cost. This new projected cost was within the range of yearly funds which the donors and the Authority actually allocated to the Ministry. The process of redrafting the Plan took almost a year. The most difficult and time-consuming task was for the technical staff and planners to convince the Ministry leaders and community representatives that anything more than this pragmatic, down-to-earth and minimum Plan was impossible to implement. If it were not for the skills, capacity and computer simulation models built by IIEP within the Ministry, this policy dialogue and ongoing planning process would not have been as easy or even possible.

Consensus on the Plan within Palestinian society was made possible thanks to the systematic approach and the negotiating skills within the Ministry developed during the two-year existence of the project.

This success was also a result of continuity in the leadership within the Ministry and its commitment to the strategic planning and capacity

building processes.

In August 2000, the Ministry implemented the recommendations of the functional audit. The central Ministry was restructured in order to properly implement the Five-Year Education Development Plan. A second international Consultation Workshop was planned for late October 2000 to present the final draft of the Plan to the local and international communities for final approval and donor consensus and, possible, fund pledging. Unfortunately, the current conflict in Palestine has not allowed this Workshop to take place. Development work is simply not possible on a long-term basis in conditions of conflict and crisis.

And the work goes on...

The Ministry of Education and IIEP are waiting for the return to normal in Palestine in order to resume their partnership and the successful development work which was achieved through the project. Meanwhile, time is invested in translating the Plan into annual implementation plans sensitive to the new political realities and the outcomes of the conflict on the ground. Throughout, the capacity of the Ministry planners, officials and policy-makers is developed further and put to test every day.

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Strengthening capacities in the Arab States

FROM 8 to 12 July 2001 in Amman, Jordan, the IIEP and the Islamic Educational, Scientific and Cultural Organization (ISESCO) jointly organized a Workshop on “*The use of the educational map in educational planning*”. The participants included 14 planning officers from education ministries in 11 Arab States (*Algeria, Egypt, Iraq, Jordan, Libya, Morocco, Somalia, Sudan, Syria, Tunisia, Yemen*) and the

United Nations Relief and Works Agency for Palestinian Refugees (UNRWA).

The aims of the Workshop were to: exchange experiences between the participating countries on activities in school mapping and microplanning; update the participants on recent techniques in school mapping, especially computer programmes and simulation models; and finally to discuss future possibilities for co-operation between Arab States and the

IIEP in school mapping.

The Workshop was conducted in Arabic. The participants recommended that the organizers try to maintain the contact already made between them. They also expressed their desire that further training on the same subject be organized, not only for themselves but also for other Arab States which did not attend this time.

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The impact of HIV/AIDS on education: creating a clearinghouse

In September 2000, IIEP held a workshop to facilitate discussion about the priority areas for further action in the HIV/AIDS and Education debate. The 50 participants included Ministry of Education personnel, researchers and funding agency staff. It became clear at that meeting that there was still a lack of accurate field data for what was happening to different community groups and why, and how to mitigate the impact of the pandemic. Information needs to be collected systematically and widely disseminated.

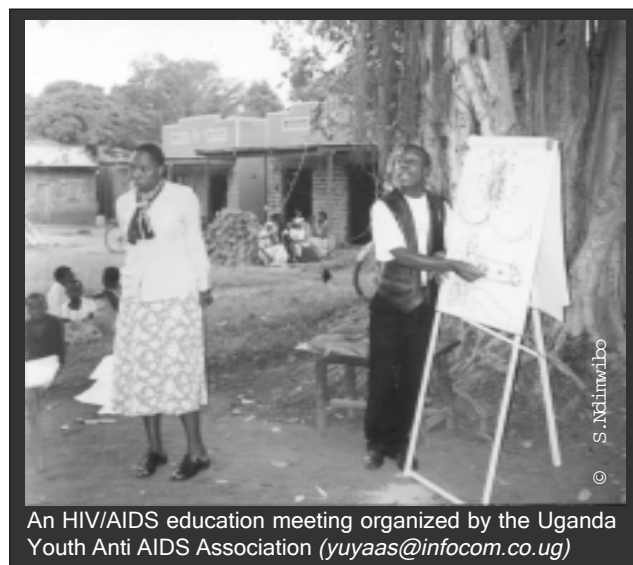
THE HIV/AIDS and Education programme at IIEP supports country initiatives seeking to manage education systems under HIV/AIDS conditions. The specific emphasis is on dealing with the impact of HIV/AIDS on both formal and nonformal education sectors i.e. determining impact and supporting measures to cope with it.

One of the three core areas of the programme is to share information

about new studies, interventions, promising practices, tools and programmes. This information-sharing helps to inform planners at national and local levels with the design of impact studies and with appropriate response measures. It also helps to co-ordinate better the efforts between various groups working within and between countries.

To facilitate this information-sharing, a clearinghouse on the impact of HIV/AIDS on education has now been established. The main goal is to systematically collect the latest HIV/AIDS news and documents and make them available to colleagues. Where possible, IIEP is seeking to work with and provide support for regional database development. The emphasis of information which is collected and shared includes data on the impact of HIV/AIDS on education systems; methods for measuring impact; and best practices and measures to help curb as well as cope with the effects of the pandemic.

The clearinghouse is an ongoing sharing of information service co-ordinated by IIEP, but undertaken with the assistance of many contact people: colleagues mostly from



An HIV/AIDS education meeting organized by the Uganda Youth Anti AIDS Association (yuyaas@infocom.co.ug)

governments working with both formal and nonformal education systems, researchers, NGOs, faculties of education, management institutions, documentation centers and international agencies.

The clearinghouse currently has a collection of about 350 studies and news items. Many of the collected documents can be accessed through our website and its related links. We welcome new submissions of documents and news about other information centers and Web sites.

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UNESCO's Strategy for HIV/AIDS Preventive Education

UNESCO's new strategy paper provides guidance for its action in the area of HIV/AIDS. The strategy is focussed on preventive education in the broadest sense, including advocacy at all levels, customizing the message, changing risk behaviour, caring for the infected and the affected, coping with the institutional impact of the epidemic, as well as information sharing and capacity building to achieve these tasks. Through a holistic approach based on its interdisciplinary experience, UNESCO seeks to play a key role in these areas over the coming years. Copies of this booklet can be obtained from the IIEP on request.

Transforming a Ministry of Education: lessons from Grenada

In order to universalize secondary education and improve educational quality in Grenada, the Ministry of Education felt it was time to revamp its structure and modernize its management methods. The IIEP was asked to undertake an audit in order to change 'institutional' attitudes and turn it into a modern-day ministry directed by dynamic managers with a strategic outlook.

IN the small Caribbean island of Grenada, currently only some 50 per cent of youngsters attend secondary school and student achievement is still way below average. By simplifying its structure and transforming its management methods, the Ministry of Education has increased its chances of being able to address these issues both efficiently and effectively.

The Ministry was particularly concerned with a lack of internal co-ordination. Two examples illustrate this. *Firstly*, many officers, more than ten, are involved in purchasing goods for the ministry and for the schools. The school feeding unit, several curriculum development officers, the IT unit, all, from time to time, procure goods, despite the fact that a procurement unit exists. This not only leads to a loss in possible economies of scale, but also multiplies administrative procedures and workload. *Secondly*, several different officers visit schools. The most important are the curriculum development officers, who act more as advisers, and the education officers, whose profile comes closest to that of the traditional inspectors. These staff seldom come together to plan jointly or to agree on a common approach, the result being that teachers are at times left confused by different people giving conflicting advice. This relates to a further issue of great concern to the Ministry: the relationship with schools. Many, and especially secondary school principals, feel that the Ministry exercises too much control, leaving them little autonomy and they consider this harmful to their functioning.

It is against this background that the IIEP undertook a quick, yet detailed review. A three-week mission, which relied on a locally-written preliminary report, consisted of discussions with about half of the Ministry staff, several school principals, and other interested parties (teacher unions, school boards, employer representatives). It led to an audit report, which, after comments by the Ministry, was finalized¹ and accepted by the Government of Grenada.

The review and its recommendations put less emphasis on structural reforms than on the need for a transformation in institutional culture. The Ministry is changing from a classical maintenance administration to an organization characterized by strategic and participatory planning. The review worked along an analytical framework, identifying the main tasks a modern-day ministry undertakes. These core tasks are: policy formulation and quality monitoring. This demands the successful development and management of three types of resources: human, material-financial and pedagogic, particularly the curriculum. Three 'processes' accompany the completion of these tasks: information, communication and accountability.

The recommendations focused on what the Ministry and its staff, in each of these areas, need to do in order to have a successful transformation to a strategically planned ministry, with trusting internal and external relationships. It is impossible to list here the many detailed recommendations

made, but one can be usefully highlighted.

A fundamental instrument for a modern-day ministry is a corporate plan, which reflects its vision and its priorities. Such a corporate plan exists in Grenada, but its impact can be strengthened in two ways:

By being 'owned' by as many of the staff as possible. A corporate plan, prepared with deep involvement of the different units and the ministry's partners, can guide the actions of each individual more pertinently than a document written in an 'ivory tower' by some senior staff. Such involvement of course takes time, but the time invested in this way will pay dividends with increased commitment.

By clearly linking the corporate plan to those of the individual units and officers, and to school development plans. Such plans can at the same time become tools for assessment and accountability.

The actions taken so far by the Ministry, in response to the review's recommendations, relate mainly to structural reforms, which have led to a simpler, more efficient structure, and has done away with some overlapping. It is not surprising that the more ambitious challenge – to transform the ministry's culture – takes more time to realise, but the need for it has now been internalized by most, if not all, ministry personnel.

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¹ The audit report can be obtained from the IIEP on request.

The role of journalism in education

Report of the second Seminar
organized by IIEP-BA

In April 2001, the IIEP Buenos Aires and the Argentine Ministry of Education jointly held a second Seminar on "The role of journalism in education". This seminar was geared towards journalists covering education in Argentinian newspapers. Like its predecessor, held in September 2000, this Seminar strove to provide professional journalists with the most up-to-date information on a focal issue of current education debate in Argentina: middle-school education.

THE Seminar consisted of a two-day event in Buenos Aires (3 – 4 April 2001) organized around two main presentations. The first concerned **Middle school education** and was delivered by the Portuguese expert Joaquim Acevedo. The second presentation, by the former Chief Editor of *Le Monde de l'Education*, Jean-Michel Croissandeau, focussed on **Education in the press in France** and discussed the coverage granted to education in the press.

In his opening presentation Mr Acevedo described what **middle school** is and how it varies, depending on the model (scholastic, dualistic, and nonformal) and on the children's age (in some countries, elementary education continues until age 15 and secondary starts at 16, while in others, elementary education ends at age 12 and secondary starts at 13).

He then went on to describe the various issues which middle-school education faces in various parts of the world today. He outlined the relationship of secondary education with elementary education, and with higher education; the need to create a balance between general education and specialized training; whether to homogenize or diversify schools; and whether a prescriptive or orientational approach should be adopted. He also reviewed research plans and recent reforms around the world.

Mr Acevedo concluded his presentation by highlighting the critical situation affecting middle-school

education worldwide, saying, "this is the most problematic segment in Europe today. It faces problems which elementary and higher education do not." He pointed out that "often, only partial solutions to problems are sought. And there are major obstacles in creating a new model for secondary education, one which would offer a new set of solutions, one which would improve the quality of middle-school education."

The ensuing debate focussed on the diversification of middle schools. Is it better to give all pupils the same education until age 15 or 16, or should education be diversified as from the age of 12? Mr Acevedo felt that although equal opportunity should be given to all pupils, their differences should be respected at all times.

On the second day of the Seminar, Jean Michel Croissandeau, began his presentation on *Education in the press in France* with an overview of the French press, where there are 12 national newspapers, two economic newspapers, two on sports, and one international. A total of 2.3 million copies are sold each day. There are also 58 regional newspapers, with a circulation of 6 million copies per day.

According to Mr Croissandeau, "Journalism on education in France is highly institutional. The information published generally focuses on administrative management, rather than on teaching". According to him, "the education columns of French newspapers ought to be called the

Ministry of Education and Union columns, instead!"

He concluded by stressing the need for newspapers to reflect daily life in schools and the act of teaching itself. "Otherwise," he says, "it would be like writing an article about public health, which focuses exclusively on hospital administration, while forgetting all about the patients' diseases".

The Argentinian journalists very much identified with the French problem of the institutionalization of information and the failure to reflect day-to-day life in schools. Participants discussed whether it is better to have a permanent education column in a newspaper, or whether information on education should be included in other sections of the newspaper. Croissandeau said, "I think that for a journalist covering education, it is better to have a separate section devoted to education. But, in terms of readership, I think readers can best be reached if information on education is published in other sections."

Journalists appreciated the opportunity the Seminar gave them to update their knowledge, and suggested that it allowed time to exchange their own professional experience on journalistic coverage of education topics. There was also talk of creating a web page, with articles, data and information on education for journalists to consult and use as an ongoing source for their research.

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IIEP-BUENOS AIRES, together with the Argentine and Brazilian Ministries of Education, and with UNESCO's Brazil Office is organizing an initial

meeting on the *Role of Journalism in Education* on 24-25 August 2001 in Foz de Iguazú. Four Argentinian and four Brazilian journalists will attend.

The main theme of the meeting, *Education and Poverty*, will be

introduced by the American expert, Henry Levin. On the second day of the Seminar, there will be a panel discussion, including two newspaper editors, on the topic, *Education in the Press*. The aim of this meeting is to promote an exchange of experience among journalists from both countries and to find similar interests, as professionals covering education in Argentina and Brazil.

To this end, on 23-25 October 2001, IIEP-Buenos Aires and the *Organization of American States* (OAS) will be holding the Second Latin American Seminar on

Journalism in Education, in Cartagena, Colombia. On this occasion, journalists who attended the previous meeting, held in Madrid in June 2000, will be invited to attend. The meeting will focus on the *Financing the cost of education*, a topic which will be presented by Professor Esteve Oroval, Universidad Autónoma de Barcelona. In addition, participants will also have the chance to listen to the former Chief Editor of *Le Monde de l'Education*, Jean-Michel Croissandeau, who will talk about the coverage of education in the French press. ✎

IIEP-BA: NEW PUBLICATIONS

One decade of Education For All: the challenge ahead

Rosa María Torres

IIEP-Buenos Aires/ Ministerio de Cultura y Educación, 2000.

(Available in English)

Education for All (EFA), the global initiative launched in Jomtien, Thailand, in 1990, served as a framework for the design of education policies and reforms around the world, particularly in developing countries and in the field of basic education, during the 1990s.

While analyzing one decade of *Education for All* (1990-2000), the study highlights the distance between the proposal and its realization. However, rather than focus on the quantitative goals that were not met, it discusses the difference between the *expanded vision* of basic education upheld at Jomtien – namely that of meeting basic learning needs of all, children, youth and adults, both in and out of the school system – and the *restricted vision* that characterized EFA in practice, both at the country level and among international agencies.

The author argues that the original concepts, guiding principles and targets of EFA 'shrank' over the decade. This reduction effect is analyzed by the author under ten main factors:

from education for *all* to the education of *children (the poorest among the poor)*;

from *basic* education to *schooling* (and *primary* education);

from universalizing *basic* education to universalizing *access* to *primary* education;

from *basic* learning needs to *minimum* learning needs;

from focusing on *learning* to improving and assessing the *school achievement*;

from *expanding the vision* of basic education to *increasing the duration* (number of years) of compulsory schooling;

from basic education as the *foundation for lifelong learning* to basic education as an *end in itself*;

from enhancing the *learning environment* to enhancing the *school environment*;

from *all* countries to *developing* countries;

from the responsibility of *countries and the international community* to the responsibility of *countries*.

The 'expanded vision' of basic education proposed at Jomtien – central to the proposal and inseparable from attaining the goals set – remains thus a challenge for the second phase (2000-2015) of *Education*

for All agreed upon at the World Education Forum in Dakar, in April 2000.

Rosa-María Torres works as a specialist in basic education and international education adviser at the Fronesis Institute in Argentina.

OTHER RECENT IIEP-BA PUBLICATIONS

Competencias para la profesionalización de la gestión educativa. Diez módulos destinados a los responsables de los procesos de transformación educativa. Co-published with Ministry of Education and Culture, Argentina. Reedited 2001.

El estado de la enseñanza de la formación en gestión y política educativa en América latina. Cecilia Braslavsky and Felicitas Acosta. Forthcoming

Las instituciones de formación docente como centros de innovación pedagógica. Inés Aguerrondo and Paula Pogré. Forthcoming.

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IIEP-BA ACTIVITIES

☛ Intensive course on "Education sector diagnosis"

(Lima, Peru, 2nd semester 2001)

This course, destined for technical teams of Peru's Ministry of Education, focussed on education sector diagnosis and the strategic planning of educational policies.

☛ Training Course on "Education management"

(Ceara, Goias and Santa Catarina, Brazil July-December 2001)

Organized for technical teams from ministries of education of the states of Ceara, Goias and Santa Catarina in Brazil, several courses of two weeks'

duration will be held every two months in the different participating states. As part of the training, the participants will undertake a study visit to Chile in November.

☛ Training for political leaders in Argentina

(IIEP-Buenos Aires, Argentina July - December 2001)

This programme consists of a series of activities to train and bring up-to-date political leaders on education subjects. Organized separately on two levels (one for experienced leaders and another for younger politicians), the activities will include team work, simulation exercises, the study of experiences, discussions, panels, etc.

☛ 4th IIEP-BA Regional Course on "Educational policy planning"

(IIEP-Buenos Aires, Argentina 3 Sept. - 30 Nov. 2001)

Similar in content to the Common Core of IIEP's Advanced Training Programme in Paris, this year's course will, however, integrate some changes in order to adjust its contents to the Latin American context.

☛ Seminar on "New technologies and education"

(IIEP-Buenos Aires, Argentina November 2001)

The seminar's objective is to generate discussion on new information and communication technologies and their consequences on educational policy.



Statistics, a tool for communication and dialogue – an IIEP/ADEA/NESIS¹ seminar



IN the context of economic crises and budget cuts, governments need relevant and complete statistical information to define their educational policies and adequately manage existing resources. This need impinges on all sectors, especially education, which consumes a very important share of the national budget, and often employs more than half of civil service personnel.

Statistics, especially indicators, are handy tools to facilitate communication among the various social partners by making available to them clear and precise information to facilitate accountability, and thus, dialogue. Journalists, who are education specialists in Senegal, are increasingly aware of the impact statistical data can have on their work to communicate better about the world of education; they also want to become more proficient in statistics.

In order to meet this request, the COMMunication for Education and Development Programme (COMED) of the Association for the Development of Education in Africa (ADEA), and the NETwork of Journalists for Education, Training and Research

(Réseau des Journalistes pour l'Éducation, la Formation et la Recherche/REJEF) decided to organize a Workshop in the UNESCO Regional Office in Dakar. The NESIS¹ Centre for West and Central Africa and the IIEP in Paris developed a training programme around three modules: "Introduction to educational statistics", "Main indicators for education" and "How to communicate statistics".

Over 30 journalists and communication officers from the ministries of education in Senegal, Burkina Faso, Côte d'Ivoire and Guinea attended an introductory course on educational statistics over a three-day period. Through hands-on experience and dialogue with educational planning specialists, they were able to gain a deeper understanding of numbers, learn how statistics are developed, where to find them, how to analyze them, and how to communicate them.

The outcome of this exercise seems to be very positive in terms of the evaluation results. However, to complete this introduction, journalists would need to deepen their knowledge through the modules

available to them. Perhaps, they should become more familiar with the statistical departments of the ministries of education and ask them to organize complementary training. The journalists would thus be better equipped to use statistical information in their articles, which would enhance their communication skills and allow the general public to participate more closely in the debate on education.

BERNARD AUDINOS
CO-ORDINATOR OF THE NESIS¹
PROGRAMME FOR WEST AND
CENTRAL AFRICA
DAKAR, SENEGAL

¹ NESIS, or National Education Statistical Information Systems, is a programme of the ADEA Working Group on Education Statistics (*Groupe de Travail sur les Statistiques de l'Éducation/GTSE*). It is based in Harare, with two sub-regional offices: one for English-speaking Eastern and Southern Africa also based in Harare, and a second, referred to as the SISED programme (*Système d'information statistique de l'éducation*), for French-speaking West and Central Africa based in Dakar.

The 2000/2001 Advanced Training Programme - mission accomplished

Thursday, 29 May 2001

A very special day at 7-9 rue Eugène-Delacroix in Paris. It marked the end of an eight-month intensive work programme through the certificate-awarding ceremony of IIEP's 2000/2001 Advanced Training Programme. And to crown the event, after so many rainy weeks, the sun generously painted the buildings and the garden of IIEP's Paris Headquarters and the UN Flag in front of the building proudly waved a welcome to all.

This day started with the trainees' evaluation of the programme they had just completed with comments, suggestions and discussions with the IIEP Director and the teaching staff. This exercise is not just an annual ritual – it is important in order to continually improve the programme for the benefit of future participants.

The evaluation clearly showed that all trainees considered themselves much better equipped with the technical skills for the effective planning, monitoring, evaluation and development of their education systems. They also appreciated the opportunity to make cross-national comparisons on the role of education and the strategies needed to fight

against poverty, endemic diseases and inequalities in education, whether gender, social or geographical. Throughout the programme the trainees had given high priority to the issue of providing quality basic education for all. The promises, limitations and application of the new information and communication technologies was another much-debated issue in the programme. Last but not least, the study visits to Grenoble in France, Luxembourg and the Council of Europe in Strasbourg were rewarding professional and cultural experiences. The heavy workload and lack of time were, as usual, the main problem.

Following this last professional exchange, the socio-cultural activities commenced: the group photo in the garden, official ceremony to award certificates in the auditorium, and a farewell get-together. In his closing speech, the Director, Mr Gudmund Hernes, congratulated the 42 trainees from 35 different countries for their results, complimented them on the cohesion and solidarity among the group and urged them to continue the dialogue both among themselves and with the IIEP.

PARTICIPATING COUNTRIES

| | |
|-----------------|-------------|
| Azerbaijan, | Gambia, |
| Argentina, | Guinea, |
| Bahrain, | Haiti, |
| Bangladesh, | Malawi, |
| Bénin, | Mali, |
| Botswana, | Mauritania, |
| Burkina Faso, | Mongolia, |
| Burundi, | Morocco |
| Cambodia, | Nepal, |
| Cameroun, | Niger, |
| Chad | Rwanda, |
| Comores, | São-Tomé |
| Congo (Rep. of) | & Príncipe, |
| Costa Rica, | Sri Lanka, |
| Côte d'Ivoire | Uganda, |
| Dominica, | Uruguay, |
| Eritrea, | Zimbabwe, |
| Ethiopia, | Yemen. |

Mr John Sagar Daniel, the new UNESCO Assistant Director-General for Education, made this the occasion of his first official visit to the IIEP, and presented the certificates to the trainees. In his speech, he underlined the important role of trainees in the development of their respective countries and in implementing the objectives of the Dakar World Forum on Basic Education for All.

Ms Faiqa Al Saleh (Bahrain), first woman Chairperson of the Trainees' Association expressed thanks on behalf of the trainees.

Finally, it is perhaps opportune to quote both Faiqa Al Saleh:

"As trainees, we managed in a short time to form one family, both intellectually and socially. Living and working together, we learned a lot from each other's different cultures and traditions and, of course, professional experience";

and Ephraim Mhlanga (Zimbabwe), Editor of the 2000/2001 edition of TABAS:

"The IIEP is the entire world in a small universe somewhere in Paris which seeks the best approaches to education systems of the future global village. Our network of contacts between colleagues and friends, through continued exchanges of ideas, will help to build a global community of planners in the educational planning fraternity".

LARS O. MÄHLCK, HEAD OF TRAINING
l.mahlck@iiep.unesco.org



© IIEP/V. Frogier
 2000/2001 IIEP Annual Training Programme: the end-of-year group photo

Come rain or shine, educational cost-analysis wins through!

A summary of IIEP's Summer School, 2-6 July 2001

Neither bad weather nor the temptations of Paris could distract the strong motivation and hard work of those participating in IIEP's first Summer School on 'Financing of education – the role families and communities can play'. For many of the 26 participants coming from universities, research centres, ministries of education, NGOs and donor agencies all over the world, it was their first visit to Paris and to the IIEP.

AFTER the Dakar EFA Forum, a renewed interest focuses on projections of how to meet the goals of quality of Education for All within a reasonable timeframe, bearing in mind their financial implications, on learning more about the real and full cost of education provision, on increasing the role of non-governmental stakeholders, such as families, communities and the private sector in all its forms.

The programme covered five major topics: educational expenditure; methods for evaluation and analysis of educational expenditure; community schools; private schools; and school-related partnerships.

Each topic was introduced by detailed presentations of recent studies carried out by the IIEP, followed by a debate and reflection on the perspectives for future developments. The IIEP presented its case studies on educational costs and finance (*Benin*), on community schools (*Mali, Senegal, Togo*) and private schools (*KwaZulu Natal province of South Africa, Cameroon, Tanzania*), together with a more recent study on tuition and user fees in *Lesotho*. Participants were given the abridged versions of these completed and on-going studies in English and French both in printed form and on CD-ROM.

The participants had a chance to acquire and apply skills in cost-analysis, using indicators to measure the nature and dynamics of educational expenditure, and making estimates to project financial implications of

educational reforms and projects.

The heterogeneity of the group, the critical nature of the agenda and the emotional discussions were mutually enriching and ensured the success of the event. In terms of the main topic, the awareness is growing that families' and community contributions are important or even indispensable in many countries to finance education development (almost 30% in Benin).

Given the growing dimensions of the phenomenon – whether it is a direct fee imposed on parents, private tuition to pass a critical examination, or payments hidden as 'voluntary contributions' – they cannot be ignored for the sake of objective policy analysis and decision making. However, to date only limited and fragmented data is available in rare samples and surveys. To solve the problem, the IIEP has produced a comprehensive method to create information systems in order to track the totality of educational costs from all sources of finance by level of instruction.

Perhaps, the extreme form of family contributions are the 'grass root' initiatives to set up their own community schools due to the desperate deficit of public schools or bad schooling conditions. Often, as in Togo and Mali, such schools are mushrooming without any official authorization or support. So far there is no policy framework for these schools – should they be integrated in the public system, or should they keep their authenticity and self-

sustainability as the state does not have funds even to pay public school teachers?

Private schools is another emerging answer to lack of places at public schools. Moreover, they offer a diversity of curricula and soften the pressure put upon the public system. In some African countries, such as Lesotho and Tanzania, various types of private schools educate more children than public schools, especially at secondary level.

Another presentation by UNICEF addressed community participation in financing and governance of education. It highlighted *three* key strategies – think systemically, act locally, focus on gender dynamics, and shift discourse from schooling to learning. At the same time, *three* key challenges were defined – blurring of the distinction between 'public' and 'private', the need for capacity-building, and the challenge of 'split accountability'. Everybody joined in the simulation game on how to deal with the tuition fee crisis in a particular developing setting.

All in all, the 2001 IIEP Summer School proved itself as a useful event strengthening IIEP's partnerships, and responding to the demand of potential target groups worldwide.

IGOR KITAEV AND SERGE PEANO
i.kitaev@iiep.unesco.org

IIEP publications go on-line

In order to meet increasing demand for our publications, in particular in a downloadable form, and pursue the UNESCO principle of *'flexibility in disseminating information throughout the world as rapidly, efficiently and economically as possible'*, IIEP has decided to make available, free-of-charge, full text versions of a certain number of publications and documents on its Web site.

Some publications are already available as Acrobat (.pdf) files and we hope that before the end of 2001 more than 100 of our most recent publications will be on-line.

A search function will also be incorporated into IIEP's web site to facilitate access to information on our publications and documents.

You can visit our Web site at:
<http://www.unesco.org/iiep>

Your comments will be welcome at:
information@iiep.unesco.org



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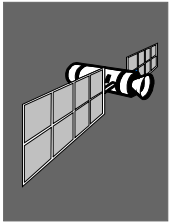
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A new experience: training by interactive satellite transmission

In November 2000, the IIEP organized a training Workshop for eight South East Asian countries on 'Computer-based methods for survey sampling' which resulted in one of the largest surveys ever on the quality of primary school education. The follow-up training, which took place in July 2001, was delivered by interactive satellite transmission between Paris and Hanoi. A new fulfilling and enriching experience on all sides. The course tutors tell us the story.

THE Viet Nam study on the quality of education in primary schools is one of the largest educational policy research surveys ever conducted, with data collected from around 70,000 students, 7,000 teachers, and 3,500 school principals in 61 Provinces. It was a direct result of the Sub-Regional Workshop organized by the IIEP in co-operation with the Viet Nam Ministry of Education and Training on 'Computer-based methods for survey sampling', during which the final sampling plans for the survey were constructed.

Shortly after the completion of the workshop the IIEP agreed to undertake follow-up training in support of Vietnam's survey, with an emphasis on computer-based techniques for preparing educational survey research data prior to the main data analyses. On the basis of discussions between staff from the IIEP, Viet Nam's Ministry of Education and Training and the World Bank Office in Hanoi, it was decided to deliver this training via the Distance Learning Centre (DLC) facilities that had been installed in Paris and Hanoi by the World Bank. These two centres form part of the World Bank's strategy to develop a *Global Development Learning Network* that will link 50 similar high-technology DLCs around the world. The DLCs provide advanced multimedia learning spaces that include equipment for delivering interactive training programmes via

satellite connections using networked computers, interpretation equipment, and video projectors and screens which permit the simultaneous exchange of video, audio, data, and document transmissions.

The follow-up training consisted of a three-day intensive training Workshop in July 2001 for fifteen staff from Viet Nam's Ministry of Education and Training on 'Computer-based data cleaning and data validation for large-scale studies of the quality of education'. The course broke new ground in terms of pedagogy since it was the first time both the Hanoi and Paris DLCs had been used to teach advanced practical computer skills 'on-line' in an interactive manner and with simultaneous interpretation. The previous usages of these two DLCs had been mostly limited to discussions and meetings.

The information flows that occurred during the course are presented in the diagram on page 14. The upper part of the diagram shows the seating arrangements of participants and the location of equipment for the DLC at the Viet Nam Development Information Centre in Hanoi. The lower part shows the corresponding arrangements at the DLC in Paris. The satellite linkages are shown between the upper and lower parts of the diagram.

At both the Paris and Hanoi DLCs there were computers, video cameras, document projectors and microphones linked to control panels operated by

technicians. In addition, at the Hanoi DLC, the audio inputs (either direct or interpreted) were mixed using a control panel operated by a separate technician. In both DLCs, there were two large video screens in constant operation – one displaying images being sent and the other displaying images being received. All screens could be operated in split mode to carry two or more images.

In Hanoi, the participants could see the IIEP staff, the screen of the computer being operated by the IIEP staff, and projections of documents being explained by the IIEP staff. The IIEP staff could see, and have interpreted discussions with, individuals or the whole group of participants; they could also see the screen of one of the ten portable computers being operated by the participants. Two 'mobile tutors' were available at the Hanoi DLC to move microphones among the participants, to animate short discussions among the participants, and to ensure that there were no technical problems with the operation of computers and software used during computer laboratory sessions. A moderator was also present to provide supplementary 'on-site' feedback on class progress to IIEP staff during computer demonstrations, and to ensure that the class kept up its momentum when there were occasional losses in satellite connections due to unfavourable weather conditions.

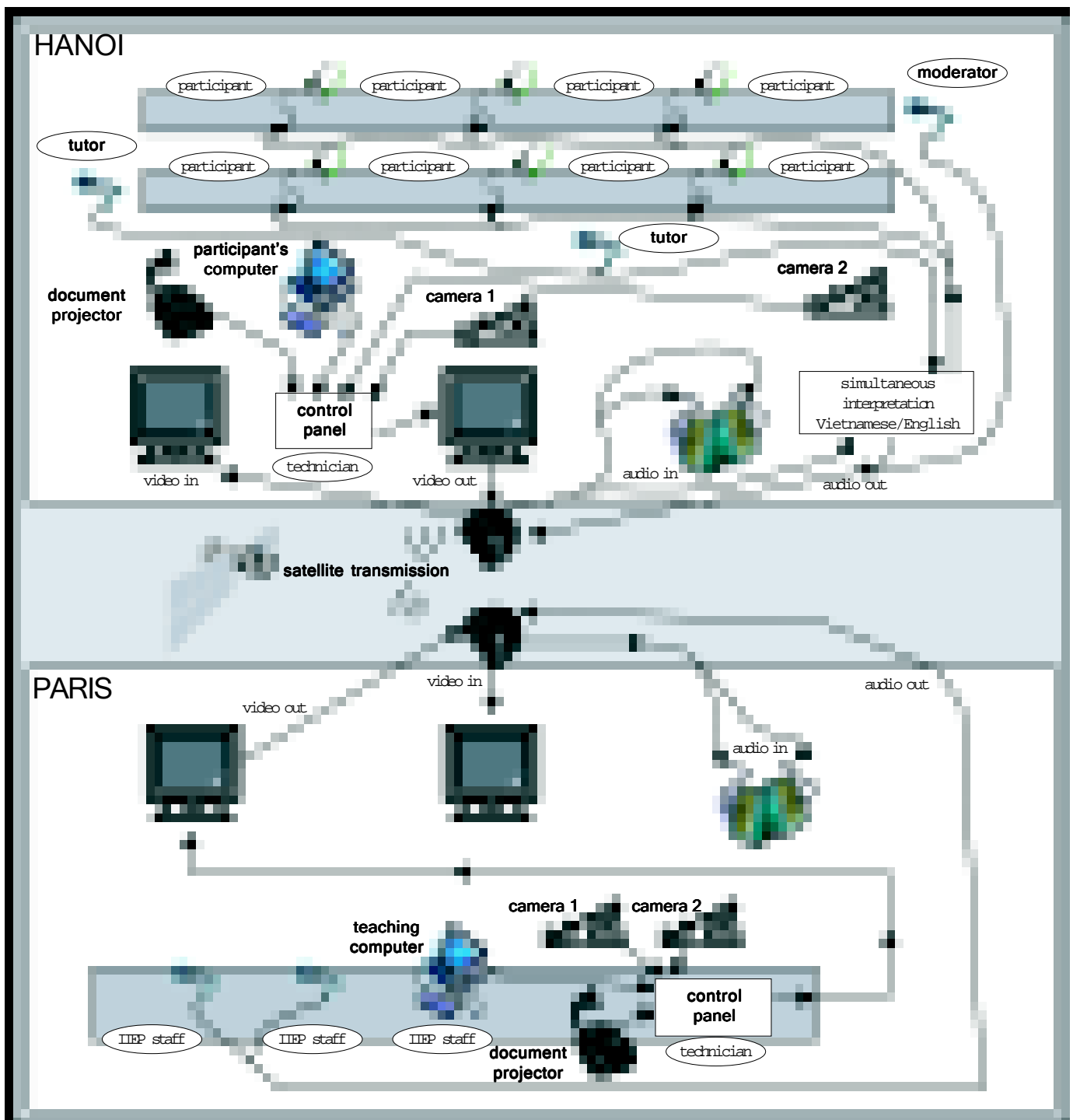
As the training sessions proceeded both the participants and the IIEP staff became more comfortable with the use of the technology and more skilled in managing question/answer exchanges that often included a small time delay between transmission and reception. Towards the end of the third day, the ambiance and tempo of the Workshop was starting to resemble a face-to-face teaching environment with respect to the volume and quality of information exchanges.

The IIEP staff members involved in this 'experiment' enjoyed the experience of being able to use new technologies to share their technical skills with the Workshop participants. They were also delighted at being given this opportunity to gain further knowledge about the design and management of interactive training delivered through advanced satellite systems.

There was general agreement in Paris and Hanoi that the Workshop

provided excellent evidence to show that it was possible to teach complex computer-based technical skills in an interactive environment using sophisticated satellite transmission facilities. In the process of achieving this important goal, the Workshop had given all personnel involved a fascinating and very exciting glimpse into the future of distance education.

STEPHANIE LEITE, KENNETH ROSS
AND MIOKO SAITO





The Virtual Institute

Gaining momentum

THE activities offered through the *IIEP Virtual Institute* have been designed to allow the Institute to reach out, using the Internet, to the community of educational planners, a number of whom have participated in courses or workshops offered in Paris or the regions. Information and Communication Technology (ICT), although not yet available in all areas of all countries, offers new ways of extending the services of IIEP. As is evident from the articles in this issue, new models and new modes of collaboration and delivery are being developed to complement the traditional ways in which IIEP supports Member States in the planning and management of their education systems, and some of these use technology to link up people.

Designed to be responsive to the needs of the participants – flexible in format and appropriate to the level of available technology – distance education courses and Internet discussion forums broaden both the reach and the impact of the training and education offerings of IIEP. Participation does not mean costly travel and absence from the office, and both participants and their ministries or institutions benefit. Courses are offered to groups of individuals in the participating ministry or institution, in order to strengthen both individual and institutional capacity, a model positively evaluated by participants.

While courses are designed to treat a topic in depth, as would be done in a seminar or workshop, discussion forums serve as continuing education opportunities for former course participants. If space allows, forums are open to all interested persons, which broadens the range of participants and enriches the discussion.

Animating the network of alumni

“Where are my old friends these days?” “How can I get in touch with colleagues from my year?”

These are some of the questions coming from former participants in the Advanced Training Programme who have been invited to be part of the *IIEP Alumni Network*. The objective is to link former participants so that they can continue sharing their expertise and experiences professionally.

There has always been an informal network of persons who have taken part in the programme, but now there is an opportunity to animate the network using the Internet and the response to the invitation has been strongly supportive.

“That’s a great idea and I look forward to participating...We should make the most of ICT in keeping the IIEP Alumni Network alive and active.”

“I was an ATP participant in 1973-74...those were the good old days.”

“I am delighted with this interesting proposal. I look forward to being part of this.”

“Excellent idea. You can count on me. Here in Chile we have tried to form a network of IIEP alumni.”

“I am so happy to reunite with your great Institute.”

As a first step, an Internet forum in English and French has been created. Alumni are invited to introduce themselves in a roundtable presentation so that each one knows who else is participating. They will be able to use the network to maintain regular and active contact with each other and, from time to time, IIEP will organize an informal discussion on a topic of concern to the group. Moderators may be ‘veteran’ or current staff members.

If you are a former ATP graduate, get in touch by e-mail with Susan D’Antoni at the address below, noting the year you attended.

Looking ahead

Forum on the impact of HIV/AIDS on education

15 October – 9 November 2001
Open to all interested persons

The Internet-based discussion forum will treat three main concerns about the organization of education systems within the context of the HIV/AIDS pandemic: examining unquestioned assumptions about how formal schooling is currently organized, flexibility in education provision to accommodate changing needs and enhancing student responsibility. Background documents will be provided for participants to read and reflect upon prior to the opening of the forum. This forum will be in English; another in French is foreseen for 2002. A final report will be put on the IIEP web site to disseminate the information gathered and reflections shared.

Activities in 2002

Offerings for 2002 are currently being planned. We hope to organize three to four distance education courses and two Internet forums; specific details will be sent to members of the *Virtual Institute* mailing list, and announced in the next issue of the *IIEP Newsletter* and on the IIEP web site.

Contact for Virtual Institute:

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s.dantoni@iiep.unesco.org
IIEP Web site at
<http://www.unesco.org/iiep>



☛ Reforming school supervision for quality improvement

(St. Georges, Grenada
16-24 August 2001)

This Workshop, for selected countries in the Caribbean region, is the second in a series of intensive training workshops based on the findings of IIEP's research on existing supervision systems and on innovative strategies. A first workshop was held in Malaysia in November 2000 for countries in the Asian region. The overall objective of these workshops is to raise the awareness, and deepen the knowledge of staff in charge of the planning and management of school and teacher supervision and support. It should enable participants to understand the different alternatives in the organization of supervision services, their impact on school effectiveness and quality, prepare proposals for improvement, and develop an overall strategy to turn supervision into a key tool for monitoring educational quality.

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

☛ Sub-Regional Workshop on 'Strategic resource management in higher education for Arab countries'

(Amman, Jordan
4-8 November 2001)

Universities worldwide introduced major reform measures in the 1990s, many of which were in direct response

to a decline in public funding support and involved either cost saving or resource mobilizing strategies – or both. IIEP's programme on the management of higher education institutions closely examined innovations introduced and on the basis of the experience gained, it now organizes courses to acquaint university managers with innovative methods and mechanisms for resource management. The present workshop will focus on financial and staff management in universities. Organized in co-operation with the UNESCO Regional Office for Education in the Arab States – Beirut, it caters for 25-30 senior officials from universities in *Bahrain, Egypt, Iraq, Kuwait, Lebanon, Libya, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, the United Arab Emirates, Yemen*, and of course *Jordan*.

contact: nv.varghese@iiep.unesco.org

☛ Intensive Training Course on 'Educational Management Information Systems'

(Bangkok, Thailand
6-16 November 2001)

This course targets MOE educational planners, researchers and administrators directly involved in the analysis and use of information for decision making and the monitoring of education systems in South-East Asian countries. The main objective of the course is to develop and strengthen the capacity of ministries of education to design and use

information systems for informed policy decision-making.

contact:

p.dias-da-graca@iiep.unesco.org

☛ Workshop on 'Institutional management in higher education'

(Entebbe, Uganda
10-18 December 2001)

Declining public funding of higher education led to the erosion of capacities in institutions of higher education. Many universities within the developing world introduced major reform measures in the 1990s to overcome difficulties posed by the poor resource base. These reforms were established either in the form of cost saving measures or as resource mobilizing strategies. IIEP studies indicated different types of innovations introduced in universities. On the basis of these studies, the Institute has developed instructional materials and organizes programmes in order to familiarize managers of higher education institutions with the various ways of introducing innovative methods to improve the managerial efficiency of their institutions. The workshop programme will focus on issues related to financial, staff and space management within universities. It is organized in collaboration with the Management Training and Advisory Centre (MTAC), Kampala, Uganda. The participants will be senior officials from African universities.

International trends in university management - an IIEP/ARCAM Seminar in Paris

FROM 11 to 13 July 2001, at its Headquarters in Paris, IIEP hosted a Seminar on *International trends in university management* organized by Mercosur interuniversity group ARCAM, the University Institute of Health Sciences, and the Hector A. Barceló Foundation.

The seminar programme included

presentations by IIEP programme specialists on institutional management, strategic planning and financial management of higher education. Presentations were also made by representatives from the Argentine National Commission on Evaluation and Accreditation, the University Institute of Health Sciences, and the

ARCAM Group.

Some interesting discussions took place during the Seminar, and in his closing speech Mr Barceló reiterated ARCAM's strong desire to continue implementing the various projects included under the Agreement signed between IIEP and ARCAM in January 2000.