



United Nations
Educational, Scientific and
Cultural Organization

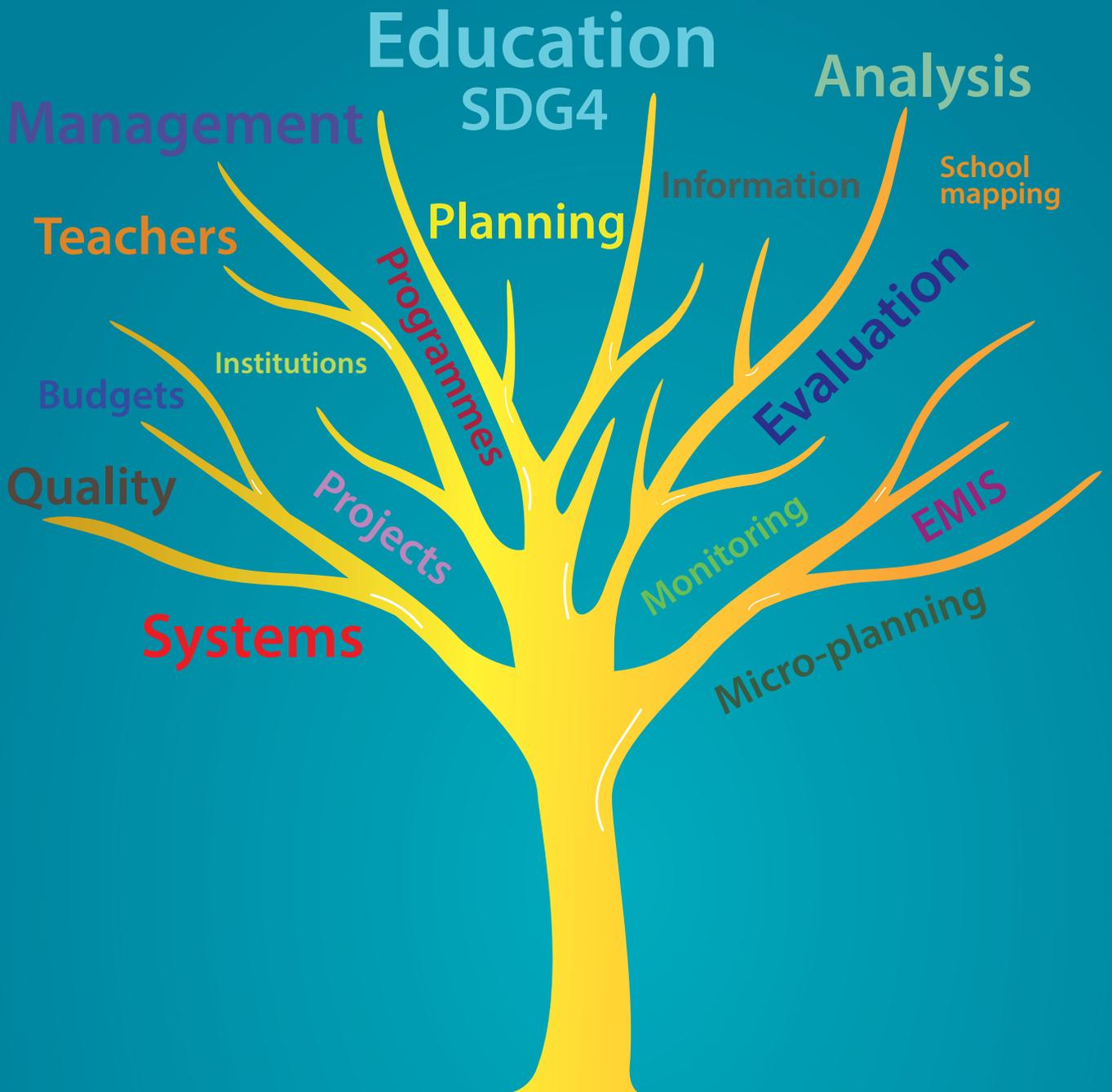


International Institute
for Educational Planning



The IIEP Specialized Courses Programme

in educational planning and management



The information provided in this brochure is subject to change.
Please consult our website for any modifications in our training offer:

<http://www.iiep.unesco.org/specialized-courses>

The International Institute for Educational Planning (IIEP) is a centre for advanced training and research in educational planning and management. Since its creation in 1963, the Institute has prepared education sector professionals in responding to the challenges of educational development in their own countries. Set up by UNESCO, the main mission of IIEP is to strengthen capacities in educational planning and management in UNESCO Member States. A key task of the Institute is to train educational planners and managers in formulating and implementing relevant educational policies and strategies; in drawing up and implementing plans; and in managing education systems, programmes and projects efficiently. Through different learning modes, the Institute offers a variety of training programmes, ranging from short, tailor-made courses to its long-term Advanced Training Programme (ATP) delivered in Paris. Modes vary from face-to-face to on-line. To date, more than 20,000 professionals from all regions of the world have been trained by IIEP.

With the new era, framed by the Sustainable Development Goals (SDGs), the need for sectoral analysis and planning is particularly acute as countries realign their priorities and plans based on these global priorities, not least SDG 4. The specialized courses focus on responses to challenges in the planning and management of education. They aim to build the capacity to deal with the new challenges, linked to the implementation of SDG 4 including cross-sectoral challenges.

The IIEP Specialized Courses Programme (SCP)

The IIEP Specialized Courses Programme (SCP) responds to the needs of professionals interested in intensive, short-term, specialized training in specific areas of educational planning and management.

IIEP has to date developed eight residential specialized courses, six are offered each year, from April to May (see table Page 4 for 2019 offer). The courses are organized in two separate specialization streams. Participants are encouraged to follow one stream. Candidates who want to mix streams should ask for special permission to do so.

1. The *Educational Planning and Analysis (EPA)* stream, concentrates on concepts, tools and techniques related to educational planning, as follows:

- Educational Management Information System (EMIS);
- Projections and simulation models: methods and techniques;
- Micro-planning and school mapping;
- Quantitative methods for monitoring and evaluating the quality of education.

2. The *Educational Planning and Management (EPM)* stream, concentrates on concepts and skills in the area of the management of educational systems, programmes and projects, as follows:

- Organization and management of the education sector: systems and institutions;
- Teacher management;
- Education budgets and financial management;
- Designing education sector programmes and projects.

Participants who complete one stream thus acquire an integrated knowledge either in educational planning or in educational management.

Participant's Profile: Participants are normally from one of the following categories:

- 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 influence national capacity building in the planning and management of education;
- iii. Professionals from multilateral and bilateral agencies and NGOs involved in the design, implementation and management of educational programmes and projects.

The SCP particularly encourages candidatures from countries engaged in education reforms and SDG alignment.

The Institute also gives special attention to the training of professionals from UNESCO Headquarters and field offices, as well as other United Nations agencies and development partners.

Training environment

The working languages are English and French. An expert team of interpreters ensures simultaneous interpretation during plenary teaching sessions. Group work is usually organized in linguistic groups. Teaching and learning activities span a variety of modes ranging from lectures, seminars and discussions to practical exercises and simulations as well as individual and group work. The working methods call for the active involvement of each participant.

The teaching staff of the Institute has a unique profile. Courses are taught by professionals actively engaged in research and operational activities as a result of their participation in reforms, and the development of educational policies, plans and programmes in different countries.

The Institute has a particularly well-endowed library with more than 30,000 resources, including a digital collection of education plans and policies. Education plans and policies since 2000 can also be consulted on the Planipolis website. The library subscribes to more than 200 periodicals and journals devoted to the planning and management of education. Arrangements are also in place with other libraries and documentation centres in Paris to ensure free access for IIEP participants.

Course options and dates

For the 2019 session, the Institute will offer the following SIX courses:

Specialization Stream 1 Educational Planning and Analysis (EPA)	Specialization Stream 2 Educational Planning and Management (EPM)
Monday 8 – Friday 19 April 2019	
EPA 302: Projections and simulation models: methods and techniques	EPM 312: Teacher management
Monday 23 April – Friday 3 May 2019	
EPA 303: Micro-planning and school mapping	EPM 314: Designing education sector programmes and projects
Monday 6 – Friday 17 May 2019	
EPA 304: Quantitative methods for monitoring and evaluating the quality of education	EPM 313: Education budgets and financial management

Trainees participate on a full-time basis and can choose between one to three courses. Since the streams and courses run in parallel, candidates can choose a maximum of three courses in one SCP session.

Assessment, credits and certification

The performance of the participant in each course is assessed through one or more of the following four modes: test/quiz, written assignment, group work, and participation. Performance is marked on a scale ranging from 0 to 20.

A participant who chooses a specialized course and who meets the requirements of this evaluation obtains all the credits for this course. The credits obtained through the specialization courses can be transferred to IIEP's Advanced Training Programme (ATP). *However, admission to the full ATP is conditional on the submission of a separate application process and admission to the SCP does not necessarily guarantee a place on the ATP.*

On completion of the course or courses taken within the framework of the SCP, the participant receives a certificate of participation delivered by the IIEP. The scores obtained in the assessments are communicated separately.

Course fees, cost of participation and funding

The fee for each course offered in the SCP is €1,800. In addition to course fees, participants are required to make arrangements to cover: (i) return air fare (ii) accommodation and living expenses in Paris (**estimated at a minimum of €100 per day**); 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. The funding sources are normally: government, 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 (if stipulated).
- Funding: the candidate's application must specify how the course fees and other participation costs will be met.

Female candidates are strongly encouraged to apply as there is currently an imbalance in terms of women in planning and management jobs.

Deadline for application

Applications are processed on a first-come-first-serve basis.

Please note that you may require several **months** to obtain funding and complete visa formalities. We therefore encourage you to send us your application as soon as possible. **DO NOT WAIT FOR THE DEADLINE!**

How to apply

SCP Application forms must be completed and submitted **online with the required documents** uploaded onto your application.

To apply online, please go to <https://app.wizehive.com/appform/login/SCP2019>

Read the instructions carefully before completing the form.

In case of difficulties encountered in submitting the applications online, send your queries to tep@iiep.unesco.org

Documents to be sent with application

The following documents should be assembled electronically prior to completing the Application form in order to facilitate uploading onto your e-application:

- The SCP Authorization of Participation form, duly completed and signed/stamped by your employer. (You can download the form from the 'Practical Information' section of the online application form).
- A scanned copy of the name and date page of your Passport.
- Scanned copies of diplomas, degrees and other relevant training certificates.
- A scanned copy of the page of your passport which indicates your full name and address.
- A Language proficiency certificate, if your first language is neither English nor French.

APPLICATIONS SENT WITHOUT THE REQUIRED DOCUMENTS WILL NOT BE PROCESSED

Admission

Applications are processed on a first-come-first-served basis. IIEP will respond within three 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.

The number of places available for the SCP is limited and demand is very high. Admitted candidates are required to **confirm their participation within 15 days following the receipt of the admission letter**. In the absence of this confirmation, IIEP may offer the place to another candidate.

Payment of course fees

Admitted candidates are required to **transfer funds** covering the course fees **within 30 days** following the receipt of the admission letter and the invoice and before coming to IIEP.

If the funds are not received in time, your admission will be **automatically cancelled**.

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 IIEP. Please note that bookings for hotels and other accommodations have to be made by participants themselves.

Should you wish to explore alternative rental possibilities, you can consult the following websites:

Student Housing in Paris:

<http://www.estudines.com/uk/residence-housing-student-paris-13-46.html>

Centre international d'études pédagogiques, Sèvres (French only):

<http://www.ciep.fr>

Service aux étudiants/vous loger (French only):

<http://www.crous-paris.fr/>

Studyrama website:

<http://www.studyrama.com/international/etudiants-etrangers/english-version.html>

Living in France/Housing:

<http://www.campusfrance.org/en>

Coordinator

B. Ledoux

Information

Telephone: +33(0)1 4503 7761/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

Pre-requisite

Master Excel workbook environment

Profile of participant

See criteria mentioned in the introduction

Course objectives

To offer an advanced level of specialization in projection and simulation models techniques required to support the formulation of educational strategies, educational planning, and budgetary programming within the framework of programme-based budgeting.

At the end of the course, participants should be able to:

- Explain various concepts and projection techniques commonly used in educational planning;
- Apply techniques and methods to construct simulation models using the data, projection framework and functions needed to calculate projections;
- Understand the link between resources and results and budget programming and performance plan documents.

Structure

1. Key concepts and simulation models in educational planning

This component explains the usefulness of projections and simulations in policy dialogue, educational planning and management, and the production of documents on budgetary programming and performance measurement. (1 day)

2. Building a simulation model: Projecting enrolment and human, physical and financial requirements

The component teaches how:

- To organize the essential steps in the projection of future enrolments and of the human, physical and financial needs at all the levels of education;
- To integrate the logical and result frameworks;
- To build and manage the simulation model, based on an Excel file, containing the basic data and the projection framework;
- To make and apply calculation formulas and use the computerised functions needed to calculate enrolment projection and human, physical and financial needs. (8 days)

Coordinator

M. Poisson

Information

Telephone: +33 (0)1450377 /61/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

Pre-requisite

Basic knowledge of Excel workbook environment

Profile of participant

In addition to the criteria mentioned in the introduction participants may include:

- authorities involved in school mapping at the local or central level;
- development partners or members of NGO's involved in the development of education systems at the local level;
- professionals with at least two years of work experience in the field of education.

Course objectives

To provide participants with the skills and tools required to apply school mapping techniques to their own country, and give them an understanding of the importance of school mapping for the effective use of resources necessary to promote quality education for all.

At the end of the course, participants should be able to:

- Explain the main concepts and approaches of micro-planning and school mapping;
- Define the various methodological stages involved in the school mapping process, from the diagnosis to the establishment of the prospective school map;
- Evaluate and identify alternative strategies for organizing educational provision and their application in accordance with the country context;
- Use Geographical Information Systems (GIS) to support the development of school mapping at each of its stages.

Structure

1. Micro-planning and school mapping: definition, concept and process

The component explains the concepts of micro-planning and school mapping, their usefulness in the current context and identifies the main stages involved in the process of implementing school mapping. (½ day)

2. Diagnosing the education system at the local level

The component focuses on identifying the main criteria to select the pilot area for a school mapping exercise and calculating and interpreting the main indicators used for diagnosis of the local education system, in terms of coverage, internal efficiency and quality. (2 ½ days)

3. Projection and simulation methods and techniques

While this component does not elaborate in detail on simulation techniques, which are considered in other ATP courses, it introduces their main features, and demonstrates their helpful contribution to decision-making in school mapping. (2 days)

4. Norms, standards, catchment areas and reorganization of the school network

This component discusses norms, standards and catchment areas. It reviews the various strategies for reorganizing the school system to improve its cost-effectiveness (2 days).

5. General extension and institutionalization of school mapping

This component will seek to describe the preconditions for the successful general extension of school mapping, with reference to examples based on practical experience. (2 days)

Coordinator

M. Saito

Information

Telephone: +33(0)1 4503 77 61/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

Pre-requisite

Basic knowledge in descriptive statistics and good command of computer skills

Profile of participant

In addition to the criteria mentioned in the introduction, planners/researchers involved in large-scale surveys aimed at guiding education policies on the quality of education

Course objectives

To present quantitative/empirical methods to measure the quality of education, in particular those used in the international and sub-regional initiatives, such as PISA, TIMSS, PIRLS, SACMEQ, PASEC, and LLECE.

At the end of the course, participants should be able to:

- Review international debates on concepts, terms, and indicators that are associated with the educational policy discourse around the monitoring and evaluation of the quality of education;
- Evaluate the feasibility of carrying out learning assessments taking into consideration the purposes, target population, subjects tested, test frameworks, etc.;
- Develop the analytical skills required to process and interpret data about quality and equality in education in order to translate research results into policy and planning.

Structure

1. Steps in educational policy research cycle and the debates surrounding the concept and the measurements of the quality of education

The first component addresses the key steps involved in the educational policy research cycle to monitor and evaluate the quality of education, the meaning and the concept of the “quality of education”, and some key indicators of the “quality of education” in the SDGs framework. (1 day)

2. Learning assessments as approaches to monitoring learning

The techniques of constructing data collection instruments used to measure the educational achievement of students, as well as the conditions of schooling are covered in this component. (4 days)

3. Use of learning assessment data for policy and planning

What percentages of the teachers are qualified? Are school resources provided equally in all schools? This component addresses the sampling techniques in order to constitute “scientific samples”. (5 days)

Coordinator

B. Tournier

Information

Telephone: +33(0)1 4503 77 61/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

Pre-requisite

Basic knowledge of Excel workbook environment

Profile of participant

In addition to the criteria mentioned in the introduction, human resource managers, planners and researchers

Course objectives

To impart the necessary knowledge and skills to enable participants to contribute actively to informed debates on current teacher policies and management issues from a comparative perspective.

At the end of the course, participants should be able to:

- Explain current challenges linked to teacher management;
- Discuss major implications associated with different policy options in terms of teacher recruitment and training, allocation and utilization, and teacher careers;
- Use and interpret appropriate indicators of teacher management;
- Discuss how instruments like EMIS and codes of conduct, can be used for the regulation of teacher management.

Structure

1. Teacher management challenges and teachers numbers

The first component provides a general overview of current challenges relating to the management of teachers, basic concepts of human resource management and their evolution, and proposes a concrete exercise of forward planning on teacher numbers. (3 days)

2. Recruitment and training of teachers: issues and options

This section deals with the objectives of teacher recruitment and training. It underlines the importance of these two key elements of teacher management and details major aspects of their organization. (1 day)

3. Teacher allocation and utilization

Using a hands-on exercise, participants will be invited to use diagnostic techniques to measure imbalances in terms of the deployment and use of teachers and discuss strategies adopted in different contexts to optimize the deployment and use of teachers. (2 ½ days)

4. Teacher appraisal and careers: implications and options

The discussion will focus on teacher appraisal systems and career structures adopted in different countries. A practical exercise helps build a concrete understanding of the costs associated with different policy choices. (2 days)

5. Information systems and teacher codes of conduct

The course will review their role and objectives and describe the main steps for their application. (1 ½ day)

Coordinator

D. Gay

Information

Telephone: +33 (0)1 4503 77 61/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

No required pre-requisite

Profile of participant

In addition to the criteria mentioned in the introduction, education development personnel from Ministries of Education and related national organizations, national and international NGOs and development, involved in the preparation, implementation and monitoring of projects.

Course objectives

To provide participants with the necessary competencies and technical skills to design, monitor and evaluate development aid programmes and projects for the education sector.

At the end of the course, participants should be able to:

- Analyze the current trend of the evolving aid environment, that are influencing government-donor relations and the national policy dialogue in aid recipient countries;
- Design a project document, applying the Logical Framework Approach and complementary principles such as those of Results Based Management and Management for Development Results;
- Use current approaches for programme and project identification, preparation, monitoring and evaluation within a sector-wide planning and resource allocation framework;
- Explain the conditions that contribute to making project negotiations successful;
- Present a project proposal in a compelling manner.

Structure

1. The global education agenda and aid instruments for education sector development

This component introduces the context in which programme and project design takes place. It is stimulated by an opening discussion on the implications of the 2030 Agenda, and of Sustainable Development Goal 4, for education policy planning. Against this background, the milestones of the evolving aid environment since 2000 are recalled and programme-based approaches (PBAs) are critically reviewed. The importance of PBA for project identification, formulation, implementation, monitoring and evaluation (M&E) is discussed. (1 day)

2. Programming approaches, techniques and tools

This component provides an overview of the main approaches, techniques and tools currently used for the identification, preparation, implementation and monitoring and evaluation of education programmes and projects. The main approach and tool for programme/project identification and design used in the course is the Logical Framework Approach (LFA). The LFA is explained, critically reviewed and applied throughout the course, including through group work, guided by IIEP staff. The key steps below are presented in plenary sessions and are put into practice through group work.

Participants work in groups with an IIEP instructor on the design of a project. As a group, they write a project document. At the end of the course, all teams defend their projects and their presentations are debated. (7 days)

Coordinator

O. Diouf

Information

Telephone: +33 (0)1 45 03 77 61/62

Email: tep@iiep.unesco.org

Website: <http://www.iiep.unesco.org/specialized-courses>

Pre-requisite

Experience in financial management and budget services

Profile of participant

In addition to the criteria mentioned in the introduction, managers from ministries of Education, Finance and Planning (centralized, regional or local departments/services), and institutions involved in financial management and budget planning

Course objectives

To reinforce the operational and analytical expertise of the participants with regards to public sector financial management and budgeting and more specifically in the field of education.

Beneficiaries will be able to actively participate and play a key role in the preparation of a Medium Term Expenditure Frameworks (MTEF); for better integrating national policies, plans and budgeting, with the aim of reaching development goals. This can include their own Government's budget, as well as that of their education department.

Structure

The content of the program is drawn from field experience and is a combination of theoretical and practical knowledge and concepts applied in education budgeting and financial management.

1. Macro-economics and education financing

This section presents the funding mechanisms of education systems in the context of economic and fiscal constraints in national budgets. Participants will be able to identify the main macro-economic indicators which permit measuring the amount of readily available public resources in Education. (1 day)

2. Medium-term expenditure frameworks (MTEF)

This section will present MTEF development techniques. Participants will be able to estimate multiyear projections of revenue and expenditures for implementing medium term education plans. (1 ½ day)

3. National and Education sector Budgets

This section presents the different stages involved in the preparation and execution of national budgets. Participants will be equipped with the techniques to develop a sophisticated approach, based on education budgets such as programme or performance based budgets and gender responsive budgets. (4 days)

4. Budget expenditures analysis

This section presents the evaluation of the impact of education costs in the educational sector, while applying a series of performance indicators, analyzing education expenditure by category, function, program and level of education. (1 ½ day)

5. Financial Management

This section presents the techniques and procedures of financial management within the public sector as management methods are continuously modernized. It introduces multi-fund accounting, which enables education institutions (schools, universities, etc.) to keep an account of their financial resources from various financial sources in accordance with the different conditions of use. (2 days)