

The Visiting Trainees' Programme

Short-term specialized training
in educational planning and management

Session 2008

- Programme
- Modalities of participation
- Course overview



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

Published by:

International Institute for Educational Planning/UNESCO

7-9 rue Eugène Delacroix, 75116 Paris, France

Web site: www.unesco.org/iiep

Cover photo: UNESCO/IIEP

Printed in the IIEP Printshop

Contents



Part I: Programme and modalities of participation	4
IIEP's Training Programmes	5
The Visiting Trainees programme	5
Training Environment	6
Course options and dates	6
Assessments, credits and certification	7
Course fees, cost of participation and funding	8
Application and admission process	8
Accommodation	9
Part II: Course Overview	10
EPA 301 Educational Management Information System (EMIS)	11
EPA 302 Projections and simulations: tools for policy dialogue and educational strategies	12
EPA 303 School mapping and micro-planning	13
EPA 304 Quantitative methods for monitoring and evaluating the quality of education	14
EPM 311 Organisation and management of education systems: from basic to higher education	15
EPM 312 Management of teachers	16
EPM 313 Education budgets	17
EPM 314 Education sector support programmes and education projects	18



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. For over forty years the Institute has played 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 the 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 formulating and implementing relevant educational policies, plans and strategies 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 nine-month Advanced Training Programme delivered in Paris, and from face-to-face learning in the classroom to distance learning. To date, over 4000 professionals from all regions of the world have been trained by the IIEP.

The Visiting Trainees' Programme

The Visiting Trainees Programme aims at increasing the outreach of IIEP's nine-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, tools and techniques, each year eight specialization courses are offered through the VTP. The courses are organized and delivered in two separate specialization streams, the first concentrating more on tools and techniques related to educational planning, and the second concentrating more on 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 Visiting Trainees' Programme 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 (iii) professionals from NGOs and bilateral and multilateral agencies involved in the design, implementation and management of educational programmes and projects .

The Visiting Trainees' Programme particularly encourages candidatures from countries engaged in education reforms, EFA plans, poverty reduction strategies and plans and sector-wide and inter-sectoral approaches to programme 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 agencies and cooperation agencies.

Training Environment

The working languages are English and French and an expert team of interpreters ensure simultaneous interpretation during practical 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 Resource 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 of UNESCO headquarters.

Course options and dates

For the 2008 session, the Institute will offer the eight courses listed below. *Visiting 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.

Specialization Stream 1 EDUCATIONAL PLANNING AND ANALYSIS (EPA)		Specialization Stream 2 EDUCATIONAL PLANNING AND MANAGEMENT (EPM)
4 - 15 February 2008		
EPA 301 Educational Management Information Systems (EMIS)	OR	EPM 311 Organisation and management of education systems: from basic to higher education
25 February - 7 March 2008		
EPA 302 Projections and simulations: tools for policy dialogue and educational strategies	OR	EPM 313 Education budgets
10 - 21 March 2008		
EPA 303 School mapping and micro-planning	OR	EPM 312 Management of teachers
7 - 18 April 2008		
EPA 304 Quantitative methods for monitoring and evaluating the quality of education	OR	EPM 314 Education sector support programmes and education projects

Assessments, credits and certification

The performance of the participant in each course is assessed through a written individual assignment which is sometimes either replaced by or combined with a group work or a test. Performance is marked on a scale ranging from 0 to 9, and the pass mark is 5/9.

A visiting trainee taking a specialization course and fulfilling stipulated assessment requirements is granted the full number of credits defined for the course. Each specialization course carries 5 credits. The credits obtained through the specialization courses can be validated for completing IIEP's Advanced Training Programme and eventually obtaining the IIEP Diploma or the IIEP Professional Master's degree.

On completion of the course or courses taken, the visiting trainee receives a certificate of participation delivered by the IIEP indicating the title(s) of the course(s) attended and the dates. The score obtained in the assignments 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 number of weeks. The standard fee for **each course offered in the present programme is 1550 €**.

In addition to participation fees, visiting trainees must make arrangements to cover: i) return air fare ii) accommodation and living expenses in Paris (a minimum of **1600 €** 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. Visiting trainees, or the institutions sponsoring their application, 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, 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.
- **Funding:** the candidate's application must specify how the course fees and the other participation costs will be met.

Candidates who wish to participate in the Visiting Trainees' Programme can obtain an application form from the Training and Education Programmes Unit of the IIEP or download a copy of this form from IIEP's website at www.unesco.org/iiep

Applications should be submitted at least two months before the commencement date of the course(s).

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:

Visiting Trainees Programme

Training and Educational Programmes Unit
International Institute for Educational Planning
7-9, rue Eugène Delacroix
75016 Paris
France

The number of places available for Visiting Trainees is limited. All applications are processed by the Training Unit 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 a pro-forma invoice corresponding to the course fees.

Admitted candidates are required to **reserve their place by confirming their participation and transferring funds covering course fees** within **15 days** following the receipt of the admission letter and the invoice. After this time period, IIEP cannot guarantee the place, given the high demand for these courses.

Accommodation

The Institute does not provide accommodation for participants. It can however inform all visiting trainees about the options available in and around Paris. Requests for such information should be made well in advance to the Training Unit. 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

Educational management information systems (EMIS)

4 - 15 February 2008

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 use 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

25 February - 7 March 2008

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 aim of this course is to familiarize the participants with the essential concepts and steps in constructing projection and simulation models and their role in educational planning, management, and formulation of educational strategies. The course is comprised of four main parts:

- Key concepts of projections, forecasting, simulation models and prospective analysis.
- Population issues and how to use population projection data.
- Projecting enrolment and human, physical and financial requirements: building a model.
- Building a computer simulation model and knowing how to use it for decision-making and policy dialogues.

Participants take part in a practical exercise on building a computer model using their own data, followed by a simulation exercise organized to enable them to assess the consequences for enrolment figures and the costs of different education policy options.

Course coordinator
Patricia Dias da Graça

School mapping and micro-planning

10 - 21 March 2008

OVERVIEW

School mapping deals largely with inequities in the provision of education services between different regions and localities within a country. 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.

This course deals with issues related to inequities in the provision of education services between different regions and localities within a country. It aims to demonstrate how school mapping can be a useful analytical tool to level off these inequalities by channeling educational investments to poorly served areas and thus ensuring allocation efficiency in the planning process. The course also provides actors involved in the planning and management of education at the local level with the skills and tools needed 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. The course specifically focuses on:

- Concepts of school mapping and micro-planning.
- Methodology of diagnosis of school mapping and micro-planning.
- Options in organizing the school network.
- Preparation of a prospective school map.
- Generalization and institutionalization of school mapping and micro-planning.

Course coordinator
Françoise Caillods

Quantitative methods for monitoring and evaluating the quality of education

7 - 18 April 2008

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 generalizable 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
Ken Ross

Organization and management of education systems: from basic to higher education

4 - 15 February 2008

OVERVIEW

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 deals with issues related to the organization, management and monitoring education systems as well as educational institutions, be they schools or higher education institutions. It proposes an understanding of different organizational models and system and institution level regulations, and offers participants a choice between two options: Option 1 deals with management at the school level; Option 2 deals with management of higher education. The main focus of the course is on:

- Major concepts and the role of educational management and administration.
- Regulation of the education system and its institutions.
- Organizational models and options.
- School and local level management: approaches and tools.
- Management of higher education: issues, approaches and tools.

Course coordinator
Michaela Martin

Management of teachers

10 - 21 March 2008

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 policy options in teacher management.
- Tools for better teacher management.
- Social relations and organizational aspects of teacher management.

Course coordinator
Gabriele Göttelmann-Duret

Education budgets

25 February - 7 March 2008

OVERVIEW

In many countries budgetary resources have become scarce. The need to re-establish balance at macro-economic level have led governments to greatly reduce their public expenditures. In such conditions of dwindling resources, managers must perpetually seek to make better use of the available funds. One way to achieving sound financial management is by anticipating needs and using resources efficiently.

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.

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: basic concepts and principles for budget rules and framework.
- Budget preparation: issues related to budget nomenclature and different techniques and methods of preparing budgets.
- Budget implementation: the need for financial rules, and the problematics of budget implementation.
- Analysis of budgetary expenditures: the linkage between budgetary expenditures and educational policies.

Course coordinator
Isabel Da Costa

Education sector support programmes and education projects

7 - 18 April 2008

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

Course coordinator
Khalil Mahshi