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**REPORT OF THE GOVERNING BOARD OF
THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING
ON THE INSTITUTE'S ACTIVITIES (2000-2001)**

OUTLINE

Source: Article IV of the Statutes of the International Institute for Educational Planning.

Background: In accordance with this Article, the Institute's Governing Board submits its report on the Institute's activities to the General Conference.

Purpose: The report provides an outline of the Institute's programmes of training and research in educational planning and administration, its dissemination programme, and of the IIEP's institutional and financial resources for carrying out its activities.

The 2000-2001 biennium marks the final phase of the IIEP Sixth Medium-Term Plan. During this period the IIEP has pursued its efforts to decentralize the implementation of its activities by strengthening and developing its networks of partners in Member States, in particular in Asia through ANTRIEP, in Southern Africa through SACMEQ, in the Latin American region through its branch office IIEP-Buenos Aires. IIEP has also remained actively involved in UNESCO activities, contributing particularly to the Education for All (EFA) and HIV/AIDS programmes.

Decision required: The present report requires no decision.

INTRODUCTION

1. On behalf of the IIEP Governing Board, I am pleased to submit herewith the report on the activities of the Institute during the 2000-2001 biennium. The Governing Board meets each year, and in both plenary sessions and working groups reviews the results of the Institute's work in detail, provides recommendations and guidelines, and approves the budget for each year. Appendix IV lists the Board members.
2. This report will show that IIEP has, by and large, implemented the activities programmed for the biennium (30 C/5 Approved): support to capacity-building in the planning and management of education systems in Member States; training of senior officials through the Advanced Training Programme, short-term specialized training courses, distance education courses and policy forums. During this biennium a special programme was introduced, targeted at the alumni of IIEP, to update their acquired knowledge and experience on a regular basis using the Internet; studies and research activities have been conducted in line with the overall priorities of Major Programme I; wide dissemination of publications and operational activities have contributed to institutional development in Member States.
3. IIEP has pursued its efforts to decentralize the implementation of its activities consisting of the following major programmes: *Observation, Training Activities, Dissemination, Major Research Themes, Operational Activities and International Cooperation*, by (i) strengthening and developing its networks of partners in Member States (training and research institutes, planning offices of ministries of education, members of professional associations, IIEP alumni and international and bilateral cooperation agencies); (ii) expanding its activities in Asia through the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP); (iii) supporting the Southern African Consortium for Monitoring Educational Quality (SACMEQ); and (iv) through its branch in Buenos Aires targeting the specific needs of Latin America. The Institute has also remained actively involved in various UNESCO programmes, in particular on HIV/AIDS – having participated in both the World Education Forum in Dakar and the ensuing follow-up.
4. In spite of a rather “critical environment”, characterized by a decline in financial resources available for development, IIEP has been successful in maintaining its extrabudgetary resources at a high level, and expresses its gratitude to Member States, cooperation agencies and funding institutions for their generous support, as well as to the Director-General of UNESCO for his confidence in the IIEP's mission and its programme.
5. This biennium marks the end of the Institute's Sixth Medium-Term Plan. At the 39th session of the Governing Board (November 2000), one of the main topics of discussion was the Seventh Medium-Term Plan (2002-2007), approved by its Executive Committee in June 2001. IIEP is therefore now prepared to put its Seventh Plan into operation and to continue to serve UNESCO Member States and the cause of education for development.
6. The 2002-2007 Plan has fully taken into account UNESCO's three strategic objectives in education: (i) promoting education as a fundamental right, (ii) improving the quality of education, (iii) promoting experimentation, innovation and the dissemination and sharing of education, as well as the two cross-cutting themes: the eradication of poverty; and the contribution of the new information and communication technologies to the development of

education. IIEP's Plan also plays a prominent role in education for all activities, and in the HIV/AIDS programme for which the IIEP Director has been appointed Coordinator in UNESCO.

Dato' Asiah bt. Abu Samah
Chairman of the IIEP Governing Board

PROGRAMMES

7. IIEP's major programmes cover training activities, observation, research and studies, operational activities, dissemination and networking and international cooperation.

8. As regards **training activities**, during the two years under review, two sessions of the Advanced Training Programme (1999-2000 and 2000-2001) were held. The year 2000-2001 has been a transitional one, with the introduction of an individual trainee evaluation system and an "International Diploma". Short-term training courses are also run for trainees who wish to attend certain specific modules rather than the full course programme. In addition, some 34 intensive training courses, workshops and seminars on various topics were organized in all regions, as well as distance education activities and Internet forums. Occasional requests are received from donor agencies to organize courses for their staff and IIEP does its best to accommodate them. Based on the experience gained from its different courses throughout the Sixth Medium-Term Plan, IIEP has now a wide collection of training materials for future use. Lastly, IIEP receives groups from institutions and universities who spend a day or so familiarizing themselves with the activities of the Institute (See Appendix I).

9. The main objective of the Institute's **research and studies programme** is to advance the understanding of the social, economic and political dynamics of educational development and thus to contribute to a body of knowledge that is relevant to the tasks of planning educational development and reform. This includes the identification of significant issues for study, elaboration of a conceptual research framework, development and testing of appropriate analytical techniques, collection and processing of data, and the presentation of the findings through publications, seminars or training programmes. Under its Sixth Medium-Term Plan, four major areas for research were selected: (i) improving the quality of basic education, (ii) secondary education policies and strategies, (iii) strategies of education and training for disadvantaged groups, and (iv) efficient organization, management and financing. During the biennium, as the Sixth Plan draws to a close, implementation of the final phases of the various programmes is nearing completion and synthesis reports are being prepared. An additional programme on "Observation" allows IIEP to remain sensitive to changing trends in educational planning in order to provide input for the Institute's programmes and activities, modifying or renewing them when necessary. Specifically, the Observation function enables IIEP to keep in close touch with the changing needs of Member States and to remain aware of new demands stemming from current social and economic transformations.

10. Some of the main events undertaken under the **observation programme** include Policy Forums and monographs. As a follow-up to the case-study research on the management of university-industry linkages, a two-day Policy Forum on *Management of University-Industry Linkages* (June 2000) consolidated and disseminated the findings of this research for an audience of 30 national and institutional decision-makers, as well as managers of university-industry linkages and representatives from international organizations. A *Workshop on the Impact of HIV/AIDS on Education Systems* (September 2000) brought together about 50 researchers, planners and representatives from aid agencies working in all countries

seriously affected by the HIV/AIDS pandemic in Africa and Asia. The HIV/AIDS virus is profoundly compromising education systems in Africa, Eastern Europe and Asia. Its impact concerns the demand, the availability and quality of education. The purpose of the workshop was to encourage the sharing of experiences and opinions between people working in the various countries, identify the training needs for educational planners and managers in the context of HIV/AIDS, and define areas in which further research is required. An *International Seminar on Financing and Resource Allocation for the Education System* (Buenos Aires, November 2000) explored experiences and issues related to educational financing in the context of the major reforms to education systems that have taken place in recent years as resources have dwindled. An international forum on *Audit and Organization of Ministries of Education* in June 2001 brought together some 30 high-level policy-makers as well as specialists in Public Administration from Africa, the Arab States, Asia and the Pacific, Eastern and Western Europe, and Latin America, to discuss current concerns and available options for the organization of ministries of education in both developing and industrialized countries. IIEP-Buenos Aires, together with the Organization of Ibero-American States for Education, Science and Culture (OEI), conducted two workshops for journalists in charge of the education columns in Latin American, Spanish and Portuguese newspapers. The workshops aimed at providing participating journalists with the most up-to-date information on burning educational issues.

11. As regards **trends in educational planning**, six authors and titles were selected by the Editorial Committee for the “Fundamentals of Educational Planning” series, resulting in the publication in English and French of the following titles: *Globalization and Educational Reform: What Planners Need to Know*, by M. Carnoy, *Early Childhood Education: Need and Opportunity* by D. Weikart, *Improving School Effectiveness*, by J. Scheerens, *The Legal Aspects of Educational Planning* by C. Durand Prinborgne, *Planning for Education in the Context of HIV/AIDS*, by M. Kelly, and *Reviewing Quantitative Research to Inform Educational Policy Processes*, by S.J. Hite. The popular series of **seminars on current issues in educational planning** has continued to attract external visitors to IIEP and to generate stimulating debates that are valued by both IIEP staff and participants in IIEP’s Advanced Training Programme.

12. The programme on **Improving the quality of basic education** is being implemented with special emphasis on a more flexible and more efficient management of education systems. During the biennium, this programme has concentrated on three components: (i) *improving teacher supervision and support services*, (ii) *information systems for local-level management*, and (iii) *mitigating the impact of HIV/AIDS on education*. Under the project on **Improving teacher supervision and support services**, research activities have been undertaken in Africa, Asia and Latin America. The research work is completed and attention was given to the dissemination of the results among decision-makers and to the preparation of training materials for use in the organization of training courses. A concise and user-friendly policy guide on “Reforming School Supervision” is being produced. The project **Information systems for management**, based on previous work of IIEP, aims at setting up an information base at the local level in order to facilitate management and planning tasks and the everyday monitoring of school quality by inspectors and pedagogical advisers. With respect to **Mitigating the impact of HIV/AIDS on Education**, a series of activities has been undertaken, as a follow-up to the seminar, which includes setting up a clearing house, actively participating in the UNAIDS/UNICEF working group on this topic and coordinating the preparation of **UNESCO’s strategy on HIV/AIDS preventive education**.

13. Under the programme on **Secondary education policies and strategies**, IIEP looks into the number of adolescents pressing at the door of secondary schools or wanting access to some form of post-primary training. A number of countries in Africa and Asia have extended the length of basic education to include lower secondary, thus committing themselves to offering nine, ten and sometimes 12 years of education for all. The issues raised by this are numerous in terms of finance, curriculum, equality of opportunity and preparation for the world of work. IIEP has organized a strategy session in the World Education Forum in Dakar on this theme and conducted research on the financing of secondary education, distance education at secondary level, and new trends in technical and vocational education.

14. The programme on **Strategies of education and training for disadvantaged groups** has resulted in the publication of various “state-of-the-art” papers, analysing the type of programmes organized in different parts of the world and identifying outstanding issues, as well as a number of case studies and monographs on specific education and training programmes in Africa, Asia and Latin America. A synthesis report on education, training and eradication of poverty is being prepared.

15. The programme on **Efficient organization, management and financing** dealt with: (i) “Financing, costs and educational budgetary procedures”, (ii) “Institutional management in higher education”, and (iii) “Management of teaching staff”. The activities related to **Financing, costs and educational budgetary procedures** covered: analysis of budget preparation and implementation, assistance to countries in setting up information systems on educational expenditures (covering all educational expenditures from public, private or external sources, for each level of education and category of school), and the analysis of private and community schools. Eleven case studies have been prepared and published in this area.

16. The project on **Higher education** addressed issues related to institutional management during periods of declining public resource support and to the management of university-industry relations. The diversification of funding sources and promotion of the private sector in higher education are considered to be reliable solutions. Irrespective of the source of the external pressure (general public or market forces), institutions of higher education have had to implement many changes in order to cope with external pressure. During the biennium, case studies have been undertaken and a synthesis report comprising lessons learned at the institutional and the national levels has been prepared.

17. IIEP also studied **the organization, policies and practices of teacher management** in various parts of the world and organized subregional workshops on this topic. Crucial related issues, such as the professional development and utilization of teachers, teacher absenteeism and attrition, and the development of databases for teacher management, have been investigated in a series of monographs and case studies. Interesting lessons and conclusions for policy-makers and managers have been drawn from these activities, particularly as regards to the preparation of audits and the improvement of information and monitoring systems for teacher management.

18. Through various **Operational Activities**, IIEP has been able to provide support to and implement activities in a large number of Member States in all regions with funds from the UNESCO Participation Programme, Funds-in-Trust (FIT), UNDP and the World Bank, as well as through contracts financed by specific Member States (See Appendix II).

19. **Dissemination** is one of the Institute's permanent tasks. The Institute produces and publishes its own documents and materials; it also serves as a resource centre through its Documentation Centre. During the biennium, 30 publications and documents were published in six languages. The quarterly *IIEP Newsletter* is published in English, French, Russian and Spanish. The work of building the network of depository libraries continues, as does the development of IIEP's presence on the Internet and the development of the IIEP media resource centre. IIEP serves a network of some 170 depository libraries in all regions which receive IIEP publications and documents free of charge on a regular basis.

20. **Networking and international cooperation:** the Institute has maintained regular links with the professional community and with training and research institutions in Member States; it also cooperates with the UNESCO National Commissions and with various national and international organizations. The consortia and networks included under this programme are: ANTRIEP founded to strengthen cooperation between training and research institutions in education and administration and to improve educational planning in Asia; and SACMEQ, a network of Ministries of Education located in the Southern African subregion, which worked on the design of SACMEQ's second educational policy research project, larger and more complex than the initial project.

21. As in the past, close contacts have been maintained in 2000-2001 with the UNESCO National Commissions which were instrumental in assisting the Institute with the implementation of its training, research and dissemination programmes, as well as the organization of study visits. The French National Commission for UNESCO has continued to provide valuable assistance to the Institute with the reception of trainees and the administration of their fellowships. Cooperative arrangements with the UNESCO Secretariat, including IBE, Geneva, UIE, Hamburg, and the Regional Offices, have been pursued. Moreover, IIEP has contributed directly to several programmes and conferences organized by UNESCO during the biennium. Professional cooperation has been strengthened with international organizations interested in the Institute's fields of activity such as: UNDP, UNICEF, ILO, WHO, World Bank, European Union. The professional cooperation with bilateral agencies should also be underlined, such as: the Austrian, Danish, Finnish, French, German, Icelandic, Indian, Irish, Italian, Netherlands, Norwegian, Swedish, and Swiss cooperation departments, and with foundations, e.g. Aga Khan Foundation (AKF), German Agency for Technical Cooperation (GTZ), German Foundation for International Development (DSE), W.K. Kellogg Foundation, Conferenza Episcopale Italiana. Cooperation with professional associations has been pursued, e.g. South-East Asia Regional Centre for Higher Education (SEAMEO RIHED), International Academy of Education (IAE), Academia Europaea and the International Association for the Evaluation of Educational Achievement (IEA).

22. IIEP continued to assume responsibility for the Secretariat of the International Working Group on Education (IWGE), and to host the Association for the Development of Education in Africa (ADEA), as well as to promote and provide support to the professional activities organized and implemented by the Advanced Training Programme Alumni National Associations in some countries. The IIEP Council of Consultant Fellows has continued to provide advisory services, comment on manuscripts and participate in international consultations organized by the Institute.

APPENDIX I

Advanced Training Programme and research on training

- 1999-2000 Session (September 1999-May 2000)
- 2000-2001 Session (September 2000-May 2001)
- 2001-2002 Session (September 2001-May 2002)
- Common core IIEP-Buenos Aires (2000 and 2001)

Training-of-Trainers and other training activities

1. Training-of-Trainers Programme

- Education, administration and planning (for 50 education managers from the Dominican Republic)
- Workshop on preparation of training material for Universal Basic Education (Nigeria)

2. Intensive Training Courses, Workshops and Seminars

- Reforming school supervision for quality improvement (Asia)
- Educational Management Information Systems (EMIS)
- Preparing the start of the new school year (Lebanon)
- School mapping and micro-planning (Argentina)
- Quantitative research methods for planning the quality of education (India)
- Computer-based methods for the design and evaluation of survey sampling procedure in large-scale studies of the quality of education (Viet Nam)
- Data processing and policy reporting (SACMEQ countries)
- Educational Costs, Finance and Budgetary Procedures (French-speaking African countries)
- Educational Costs, Finance and Budgetary Procedures (English-speaking African countries)
- Educational Costs, Finance and Budgetary Procedures (Central Asian countries and Mongolia)
- Educational Costs, Finance and Budgetary Procedures (East Asian countries)
- Educational Costs, Finance and Budgetary Procedures (South Asian countries)
- Summer school on Educational Costs, Finance and Budgetary Procedures (worldwide)
- Institutional management in higher education (South-East Asian and Pacific countries)
- Institutional management of higher education institutions (Caribbean and Latin America)
- Institutional management of higher education institutions (Israel)
- Financial management of higher education institutions (Latin America, Paris)
- Strategic resources management in higher education (Southern African countries)

- Teacher management (French-speaking Africa)
- Teacher management (Morocco)
- The management and evaluation of Technical and Vocational Education and Training (SADC countries)
- Primary education: Institutional management, development of basic equipment competence, management in the pedagogical area (Argentina)
- Training plan for principals and supervisors of the education system (province of Buenos Aires, Argentina)
- Evaluation of the accreditation process (National Commission of Assessment and University Accreditation – CONEAU) (Argentina)
- Educational Policy planning for regional authorities in education (Brazil)
- Educational planning for the technical staff of the Ministry of Education and regional authorities (Peru)

3. Distance Education Activities

- Strategic financial management for selected higher education institutions (Asia)
- Management of university-industry relations (Eastern Mediterranean region)
- Developing indicators for educational planning (English-speaking countries)
- Costs, financing and budgetary procedures in education (worldwide)
- Course on university-industry relations (Southern, Eastern and Western Africa and Asian countries)
- Course on the management of university-industry relations for the Eastern European region (Eastern European region)
- Course on strategic financial management for Colombian universities
- Course on education sector diagnosis (Asian countries)
- Internet forum on Financing secondary education (English-speaking countries of Africa and Asia)

4. Preparation of standardized training materials

- Reforming school supervision for quality improvement
- Sectoral analysis and project preparation

5. Individualized training programmes

6. Occasional visitors and groups

APPENDIX II

Programme 9, Operational activities. Main projects 2000-2001

- Argentina
 - Agreement between the Ministry of Education of Argentina and IIEP-Buenos Aires to carry out research projects
 - The education system in the town of Malagueño: structure, performance and action proposals
 - Technical assistance agreement on educational diagnosis and prognosis between IIEP-Buenos Aires and the Province of Mendoza
- Botswana
 - Development of an Education Management Information System (EMIS)
- Chad
 - Technical support to the statistical information system of the Ministry of Education
- Colombia
 - Capacity-building for Colombian officials from the Institute for the Development of Higher Education (ICFES)
- France
 - Support for the renovation of the national information system on education expenditure
- Grenada
 - Preparation of a long-term plan for the development of its education system
- Guinea
 - Capacity-building with the National Directorate of Higher Education of the Republic of Guinea
- Mali
 - Support to the information system of the Ministry of Education
- Mauritania
 - Institutional support for the Directorate for Planning and Cooperation

- Morocco
 - Support to the non-formal education programme in Morocco
 - Consolidation of secondary and technical education in Morocco
 - Course on teacher management in Morocco
- Nepal
 - Preparation of a detailed plan for the setting up of a coherent system of data collection, analysis and dissemination at central and local levels
 - Building of an effective educational management information system and capacity-building of staff working at the district level, in particular in micro-planning
- Territories under the Palestinian Authority
 - Strengthening the MOE of the Palestinian Authority through the use of teaching materials for basic education and the training of teachers
 - Policy analysis and formulation for the development of the Ministry of Education
- Uruguay
 - Cooperation agreement between the National Administration of Public Education (ANEP) of the Republic of Uruguay and IIEP-Buenos Aires

APPENDIX III
FINANCIAL RESOURCES AND EXPENDITURES

	2000 Actual \$	2001 Estimated \$
Income		
UNESCO financial allocation	2,298,999	2,450,000
Voluntary contributions		
Denmark	190,652	206,000
Finland	290,957	300,000
Iceland	3,097	3,400
India	–	9,000
Ireland	14,267	15,000
Norway	1,565,121	1,400,000
Sweden	476,411	567,500
Switzerland	225,440	220,000
Contracts	1,517,809	1,370,757
Miscellaneous income	<u>222,359</u>	<u>170,000</u>
Total	6,805,112	6,711,657
Expenditures		
Total	7,331,102*	6,576,500**
Assistance received and provided in kind	Actual	Estimated
	\$	\$
Funds-in-Trust (including support costs)	221,122	200,000
UNESCO Participation Programme	85,000	150,000
Fellowship, Annual Training Programme (ATP)	782,000	693,000
Building and maintenance	<u>1,013,000</u>	<u>1,013,000***</u>
Total	2,101,122	2,056,000

* including \$224,619 transferred to the Stabilization Reserve Fund.

** including \$196,400 to be transferred to the Stabilization Reserve Fund.

*** offered by the French Republic.

APPENDIX IV

IIEP GOVERNING BOARD

Chairman:

Dato' Asiah bt. Abu Samah (Malaysia)
Director, Lang Education, Kuala Lumpur, Malaysia

Designated Members:

Mr Torkel Alfthan
Head, Training Policy and Employability Unit, Skills Development Department, International Labour Office (ILO), Geneva, Switzerland

Mr Eduardo A. Doryan
Vice-President, Human Development Network (HDN), The World Bank, Washington D.C., United States

Mr Carlos Fortin
Assistant Secretary-General, United Nations Conference on Trade and Development (UNCTAD), Geneva, Switzerland

Mr Edgar Ortegón
Director, Projects and Investment Programming Division, Latin American and Caribbean Institute for Economic and Social Planning (ILPES), Santiago, Chile

Elected Members:

Mr José Joaquín Brunner (Chile)
Director, Education Programme, Fundación Chile, Santiago, Chile

Mr Klaus Hüfner (Germany)
Professor, Freie Universität Berlin, Berlin, Germany

Ms Faïza Kefi (Tunisia)
Minister of Vocational Training and Employment, Tunis, Tunisia

Ms Teboho Moja (South Africa)
Professor of Higher Education, New York University, New York, United States

Mr Teiichi Sato (Japan)
Special Adviser to the Minister of Education, Science, Sports and Culture, Tokyo, Japan

Mr Tuomas Takala (Finland)
Professor, Department of Education, University of Tampere, Tampere, Finland

Mr Michel Vernières (France)
Professor, Laboratoire d'économie sociale, University of Paris I, Paris, France