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### REPORT OF THE GOVERNING BOARD OF THE INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING ON THE ACTIVITIES OF THE INSTITUTE (2002-2003)

#### 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 IIEP programmes of training and research in educational planning and administration, of its capacity-building activities tailored to the situations of the Member States, of its dissemination programme, and of IIEP's institutional and financial resources for carrying out its activities.

The 2002-2003 biennium marks the commencement of the IIEP's seventh Medium-Term Plan. During this period IIEP (i) launched new research themes; (ii) revised the Advanced Training Programme, to include a Master's option; and (iii) implemented capacity-building activities tailored to the situations of the Member States. IIEP also remained actively involved in UNESCO's activities, contributing, particularly, to the Education for All (EFA) and HIV/AIDS programmes.

**Decision required:** The present report requires no decision.

## Introduction

1. In the name of the Governing Board of IIEP, I have the pleasure of presenting this report of the Institute's activities for the 2002-2003 biennium. The Governing Board meets every year and, in the course of plenary sessions and working groups, thoroughly reviews the results of the Institute's work, formulates recommendations and guidelines, and approves the annual budget.

2. The report for 2002-2003 presents the statement of accounts for the first biennium of IIEP's seventh Medium-Term Plan 2002-2003 (MTP). The Board tried, therefore, to evaluate how IIEP set about its new work plan and how the execution of the seventh MTP is taking shape. Three main trends marked the current biennium at IIEP:

- the launching of new research themes;
- a complete revision of the Advanced Training Programme, including the setting up of a Master's option; and
- the expansion of capacity-building activities tailored to the situations of the Member States.

3. IIEP set itself precise objectives in 2002 and 2003 to carry out the mission the General Conference entrusted to the Institute (31 C/5 Approved), namely, the strengthening of the capacities of the Member States in the management, planning and administration of education systems. The MTP and the Programme for 2002-2003 are also designed to contribute to the implementation of UNESCO's Medium-Term Strategy for 2002-2007. They thus put the emphasis on the activities that respond to the challenges described in that document.

4. The main objective of IIEP is to help countries to develop their capacities to design, plan, disseminate, manage and guide the education of their populations. With the aim of carrying out the objectives of the World Education Forum in Dakar, and those of the United Nations Millennium Goals, the activities of IIEP are focused on the themes of Education for All, Improving and monitoring the quality of education, Education management and finance, and Exploitation of technological innovations. The Member States have increased their requests for support and technical assistance to the Institute and IIEP faces a dual challenge. Firstly, it must remain at the forefront of educational planning and management so as to provide Member States with capacity-building that is constantly enriched by its practical activities in the field, theoretical reflection and close interaction with trainees from all over the world. Secondly, it has to bridge the gap between potential achievements and the resources at hand.

5. IIEP strengthens capacities through training, research, the dissemination of good practices and services to the Member States. As it embarked on its seventh Medium-Term Plan, IIEP defined the following objectives for this biennium:

- to meet the needs in human resources training;
- to launch new research programmes;
- to tailor its services to the needs of Member States;
- to strengthen institutions through active partnerships.

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

## Meeting the needs in human resources training

6. Within the framework of UNESCO's Main Line of Action 2 of Programme 1.1, the Institute takes responsibility for *strengthening national capacities* in planning, policy, budgeting, monitoring and management of education. IIEP's training activities were organized to respond to this objective. The Advanced Training Programme (ATP), IIEP's main programme for the past 38 years, is widely recognized by the Member States. It is now strengthened to respond to the objective of document 31 C/5. Two sessions (2001/2002 and 2002/2003) were organized in Paris and in Buenos Aires. Some 120 participants were trained. They were joined in the course of the year by 31 visiting trainees.

7. In 2002 IIEP thoroughly revised its annual Advanced Training Programme, both in content and form. It now also offers the option of a Master's in educational management and planning. With the work of all the IIEP teaching staff and the close collaboration of the Governing Board Members, ATP now presents a consolidated and more coherent structure and improved courses based on the latest research results and operational activities carried out in Member States. It also uses pedagogical tools tailored to the professional backgrounds of ATP's participants. The evaluation after the introductory year is very positive. One of the main consequences is the broadening of applicants' geographical origin. Another is the fact that all the IIEP training activities have benefited from the improvements brought to the courses and the course materials. In the first group to participate in the redesigned programme 12 trainees out of 31 qualified for the Master's degree and are currently completing their theses with determination.

8. IIEP also provided the Member States with 24 **intensive training courses** for 717 education professionals. Here too the policy implemented by the Institute aimed at updating training programmes and tailoring them to meet the specific needs of Member States. Five courses on using indicators to plan education were organized in different regions of the world to respond to the need for evaluating and steering the development of Education for All. The participating countries were thus able to produce their own statistical reports offering political decision-makers information for defining future educational policies and strategies.

9. The **Virtual Institute** programme has been further developed in an innovative manner based on three activities: distance courses using the Internet, discussion forums and activities designed for former Institute trainees that permit them to receive information on a regular basis and provide them with professional training opportunities. The setting up of an interactive network is a particularly appropriate initiative because the teaching approach practised by IIEP gives a large place to the sharing of experience between practising professionals.

## Launching new research programmes

10. As a laboratory of ideas, UNESCO, "in particular through its Institutes", set itself the objective of "providing intellectual support to policy-makers and practitioners in the identification of priorities, best practices and innovations, with a view to buttressing education strategies and policy reforms".<sup>1</sup> IIEP thus launched in 2002 the new research programmes defined in its seventh Medium-Term Plan: Basic Education for All, Monitoring of Educational Quality, Education

### Expected results set by document 31C/5

(31 C/5): 80 key personnel from 50 Member States (half of them LDCs) benefit from in-depth training and over 700 specialists from short-term residential and distance courses;

**(IIEP results): ATP Participants : 120 (42% from LDCs)**

**Short-term courses participants: 717**

(31 C/5): a system of continuing distance training set up for IIEP alumni

**(IIEP results): 6 distance courses**

(31 C/5): 3 new modular training material kits assembled, tested and distributed, mainly to associated training institutions;

**(IIEP Results): 3 new training materials designed and tested**

<sup>1</sup> UNESCO's *Medium-Term Strategy 2002-2007*.

Financing and Management, and Higher Education and Specialized Training. A fifth programme, Observation, permits IIEP to anticipate the challenges and evolutions in education. Out of these five themes, three are directly focused on achieving the Dakar objectives: improving access for all to basic quality education, the monitoring of the quality of education, and the financing and management of education systems.

**Expected results set by document 31 C/5.**

*(31C/5): IIEP research results disseminated to policy-makers and managers all over the world, thereby influencing the decision-making process.*

**(IIEP Results): 22 research seminars and workshops have been organized for decision-makers and professionals**

11. Through these programmes, IIEP has focused its research first of all on **access to a quality education**. The Programme Basic Education for All has carried out a number of studies. One stresses the lessons to be drawn from the policies implemented in various countries to increase attendance of girls in primary schools. Other studies analyse national policies as well as the strategies observed on the institutional level to improve the access of pupils from the most disadvantaged groups in a few Latin American countries to basic education and to keep them in school for 9 to 12 years. Yet another project examines to what extent decentralization policies can contribute to improving the quality of education and the conditions required for such policies to succeed in French-speaking Africa. Lastly, an action-research project in three countries in East Africa identifies and tests a certain number of measures that can be implemented to limit the impact of HIV/AIDS on the functioning of education systems on different levels. A Clearing House on the impact of HIV/AIDS on education systems, and ways and means of managing this impact has been developed and placed on the web.

12. The main objective of the Programme on Monitoring the Quality of Education is to **develop the capacities of education ministries to trace and evaluate the quality of their own basic education systems**. This objective has been addressed by providing hands-on training for educational planners in all technical aspects required to implement well-designed national studies of the quality of education. This programme is integrated with the development of new computer techniques (especially in the field of survey sampling), the application of the most modern education measurement procedures, and the construction of accessible data archives for wider use within countries. The highly successful Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) has been established as a “working model” of how 14 countries can collaborate and learn from each other with respect to the technical skills required to conduct cross-national studies of the quality of education. The possibility of transferring this model to other regions of the world is now being actively considered.

13. **To assist the countries in improving the monitoring and management of education systems**, the Financing and Management of Education programme has launched five main research lines: improving knowledge about the costs of education, analysing the different methods of financing and managing schools, anticipating the needs of education systems and improving budget preparation, audits with a view to strengthening management systems, and improving the information system for management and monitoring. Some of these projects respond to the countries’ requests for technical assistance. The activities carried out during the biennium included a cost study with the Dominican Republic, three studies on the involvement of communities in financing and managing schools in Africa and Asia, four regional seminars on private education (Caribbean, South Asia, East Asia and Eastern Europe), a study on student loan systems (Philippines) and another on student aid systems, two studies on education budgets (Portuguese-speaking Africa, South Asia) and a simulation model for the Dominican Republic.

14. Acceleration of technological change, the emergence of knowledge-based economies and increasing competition among nations are among the challenges that **higher education and specialized training** need to address. IIEP’s research programme focuses on the impact of

globalization on the sector, in particular through the issue of accreditation in a globalized education market and the virtual university. IIEP launched several studies on institutional changes of universities: on the several reform measures that have dramatically changed the ways of organizing and managing universities, and on the emergence and growth of the private sector in higher education and specialized training. Finally, IIEP put also an emphasis on lifelong learning policies and focused on financing mechanisms and learning pathways.

15. Within the framework of IIEP's new research project on "Ethics and corruption in education", several activities were undertaken, including the organization of an expert workshop, the preparation of a number of monographs and case studies as well as the launching of an information platform. A study tour and an international seminar are planned for November 2003.

### **Tailoring IIEP's services to the needs of Member States**

16. The needs of the Member States are numerous and varied. The Institute is increasingly called on to respond to specific requests. At the end of this biennium IIEP is able to quickly and specifically meet such needs expressed by the Member States, which is part IIEP's mandate. Moreover, the General Conference has asked IIEP to communicate research results and to favour information exchange.

17. IIEP has been actively involved in several operational activities at the request of the Member States. Some 40 projects have been carried out in 38 countries. In every case, IIEP supports work in partnership with the local education authorities to facilitate information and knowledge exchanges.

IIEP's technical assistance projects allow different types of interventions: strengthening the capacities of local institutions (ministries, training institutes, etc.), helping countries to define education plans, and conducting audits, feasibility studies or evaluations of institutions or programmes. IIEP takes on such activities in its areas of competence: training in education management, school mapping, building information systems, financial analysis, etc. IIEP is also developing a new area of competence: the reconstruction of education systems. While the Institute continues to be engaged in the Territories under the Palestinian Authority, it started sending teams to *Afghanistan* in 2002 within the framework of the assistance programme for rebuilding the education system of that country. Participating from the start in a joint IIEP/UNESCO mission, IIEP continues its work by organizing and running two training programmes (Institutional Management of Higher Education and Cost Analysis and Financial Planning) to develop educational planning and management at the Ministries of Education and Higher Education, at provincial offices and institutions of higher education. IIEP also undertook translation of teaching materials into Dari and the provision of equipment for the UNESCO training programmes and the ministries themselves. Other activities are planned but depend on the evolving security situation.

18. Such activities in countries in crisis have prompted IIEP to study more broadly the needs of countries in emergency situations. In 2002 a new research programme (within the framework of its Observation programme) was launched. Among the themes addressed are education for the reintegration of young people in danger, maintaining education in the aftermath of natural catastrophes, coordination of teaching in crisis or reconstruction situations, accreditation, certification and validation of qualifications for refugees, and management of the teaching staff.

19. **Dissemination** is one of the permanent tasks of the Institute, which produces and publishes its own documents and materials. During the 2002-2003 biennium, 52 publications and documents

#### **Expected results set by document 31C/5**

(31C/5): Exchanges of information on new issues in the planning, management and evaluation of education systems developed through some 50 publications and documents, including the IIEP quarterly Newsletter. IIEP publications increasingly distributed through the Web and other electronic means and its network of depository libraries in developing countries strengthened.

**(IIEP Results): 52 publications and 8 Newsletters downloadable on the IIEP website**  
**184 depository libraries**

were published in six languages. Eight issues of the *IIEP Newsletter* were distributed in English, French, Russian and Spanish. The quick development of the Institute's website enabled IIEP to offer Member States as well as its partners an efficient information service. Furthermore, eight new titles in the collection *Fundamentals of Educational Planning* were published. The continued objective of this collection is twofold – to reflect the evolution and changes in educational policies and to measure their effect on educational planning on the one hand, and to disseminate planning techniques and approaches that can be applied both to developing countries and industrialized countries on the other. The publication of reference books is an important part of achieving IIEP's objectives.

20. The network of **depository libraries** is being developed following the needs of the Member States: eight new libraries have joined the network of 184 libraries that regularly receive IIEP's publications and documents free of charge. The Institute also has a well-endowed **Documentation Centre** that offers its users unique and specialized information on educational planning. To broaden access to this information, the Centre placed its databases (EPIDOC, more than 17,000 entries, and EPIREV) on the IIEP website, and constituted a bookmark of other websites specializing in this field.

### **Strengthening institutions through active partnerships**

21. For many years now, IIEP's mission to strengthen the capacities of national institutions has been pursued through active partnerships backed by the expertise of IIEP's staff based in Paris. Whether on research, on training or on technical assistance activities, IIEP links with local research teams (ministries of education, research and training institutions, universities, etc.), UNESCO National Commissions, United Nations agencies, private foundations, etc.

22. Moreover, networks created and run by IIEP are now not only very active, but are also taking the lead in maintaining and expanding these networks:

- Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) has, in the course of this biennium, developed its second research programme. It is based on local coordinators and offers basic information to African ministries so that efficient educational policies can be developed.
- ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning), now comprises 18 Asian institutions and keeps strengthening. The links between institutions are productive and the two annual seminars have made engaging and fruitful exchanges possible between the institutions on school evaluation for improvement in quality and on school management. Studies were carried out on these themes, thereby favouring the dissemination of experiences between the member institutions.
- The ForGestion network gathers together 800 university institutions specialized in educational planning; it has organized technical training activities at these institutions, based on IIEP's training material. The network enhanced and increased its communication through a regularly updated website, a newsletter and the organization of a discussion forum.
- Lastly, IIEP has begun, during this biennium, creating a network of educational planning and management training institutes in French-speaking West Africa.

23. IIEP has also strengthened its ties with renowned universities in several countries by participating in training programmes. Twenty-nine cooperation agreements have been signed between the Institute and these institutions to carry out joint activities and information exchanges. Working relations between IIEP and civil society have also been expanded, notably with NGOs. In

2002 IIEP thus organized a training activity for experts from the NGO Plan International. Stressing technique and practice, the course was a great success that led to continued collaboration between the two organizations on research activities.

24. In the course of this biennium, as in past ones, the Institute maintained close contacts with the national commissions for UNESCO that play a cardinal role by helping IIEP to implement its training, research and dissemination programmes, and organize study visits. The French National Commission for UNESCO has continued to provide precious assistance to the Institute in welcoming trainees and administering their study grants.

25. IIEP also worked closely with the UNESCO Secretariat. IIEP collaborated with the cluster offices and the regional bureaux (Bangkok Office: joint activity on HIV/AIDS, on the Education Management Information System (EMIS), on education in rural zones, on the student loan systems; Beirut Office: project on the reform of the education system in Algeria; Brasilia Office: participation in an activity on teachers, collaboration for the translation of the IIEP Newsletter into Portuguese; Dakar Office: joint activities on the MINEDAF; Harare Office: collaboration with SACMEQ; Kingston Office: cooperation for courses on EFA indicators and monitoring; Mexico City Office: organization of a general policy seminar on the reform of school supervision in Mexico). IIEP actively takes part in the Working Group on Education for All and the Editorial Committee of the EFA global monitoring report. Also, many joint activities have been carried out with the other UNESCO institutes.

26. Professional cooperation was strengthened with other international organizations interested in the Institute's areas of activity, in particular with UNDP, UNICEF, ILO, FAO, the World Bank and the European Union. Close cooperation has made it possible to carry out a major project on education in rural areas with the FAO.

27. Within the framework of UNESCO's battle against HIV/AIDS, the Director of IIEP was appointed by the Director-General as UNESCO's coordinator for HIV/AIDS programmes and projects. He is responsible for the coherence of UNESCO's programmes on HIV/AIDS and for directing inter-agency action within the framework of UNAIDS. The Director strongly encouraged cooperation between the various United Nations agencies, notably with the other agencies co-sponsoring UNAIDS (UNICEF, UNFPA, WHO, ILO, The World Bank, UNDP, UNODC). On 1 July 2003, the Director-General of UNESCO took the chair of UNAIDS's Co-sponsors' Coordinating Organization for one year. Within UNESCO, preventive education was established as a common theme supported in various ways by all the sectors as well as the Regional Offices.

28. Professional cooperation with the bilateral agencies should also be emphasized. This is notably the case with the Austrian, Belgian (FIT Flanders) Danish, Finnish, French, German, Icelandic, Indian, Irish, Italian, Japanese (FIT Japan), Netherlands, Norwegian, Swedish and Swiss ministries for international cooperation, as well as with foundations such as the Aga Khan Foundation (AKF), the German Agency of Technical Cooperation (GTZ), the German Foundation for International Development (DSE) and the W.K. Kellogg Foundation. Lastly, cooperation is being pursued with professional organizations, for example, the SEAMEO Regional Institute for Higher Education and Development (RIHED), the International Academy of Education (IAE), the Academia Europaea and the International Association for Education Assessment (IAEA).

29. The Institute continues to assume responsibility for the secretariat of the International Working Group on Education (IWGE) and to welcome the Association for the Development of Education in Africa (ADEA). The members of the IIEP College of Consultant Fellows have continued to provide consulting services, formulating their observations on manuscripts and participating in international consultations organized by the Institute.

## APPENDIX

## FINANCIAL RESOURCES AND EXPENDITURES

Since the IIEP income and expenditures are recorded in the Special Account set up by the Director-General, they are calculated in current United States dollars and not in constant dollars, as is the case for the regular programme of UNESCO. Consequently, differences from one budgetary period to another do not represent only increases (decreases) in real income and expenditure, but also reflect dollar fluctuations. Furthermore, on January 2002 the Euro became the official currency in France. The average rate for one United States dollar was 7.20 French francs (€1.09) in 2000-2001 and 0.993 Euros in 2002-2003 estimated).

Table 1. IIEP income and expenditures, 2000-2001 and 2002-2003 (in current US dollars)

Description	2000-2001 Biennium		2002-2003 Biennium(a)	
	\$	%	\$	%
<b>Income</b>				
<b>I. Regular income</b>				
UNESCO financial allocation	4,479,038	27.1%	5,100,000	24.9%
Voluntary contributions and others	5,774,911	34.9%	10,224,188	49.9%
Miscellaneous income	1,183,624	7.2%	860,438	4.2%
Total regular income	11,437,573	69.1%	16,184,626	79.0%
<b>II. Supplementary income</b>				
Contracts	5,115,461	30.9%	4,300,172	21.0%
Total supplementary income	5,115,461	30.9%	4,300,172	21.0%
<b>Grand total</b>	<b>16,553,034</b>	<b>100.0%</b>	<b>20,484,798</b>	<b>100.0%</b>
<b>Expenditures</b>				
<b>A. By Appropriation Line</b>				
<b>Programme</b>				
Observation	465,283	2.8%		
Training	3,261,086	19.8%	3,435,903	18.1%
Research	1,603,444	9.7%	3,615,078	19.0%
Dissemination	2,704,472	16.4%		
Operational activities	6,035,002	36.6%		
Services to Member States*			6,413,792	33.8%
International Cooperation*	218,392	1.3%	2,467,586	13.0%
Total Programme	14,287,679	86.7%	15,932,359	83.9%
<b>Governing Board and Administration</b>				
Governing Board	218,373	1.3%	255,097	1.3%
General Administration	1,979,611	12.0%	2,802,575	14.8%
Total Governing Board and General Administration	2,197,984	13.3%	3,057,672	16.1%
Total	16,485,663	100.0%	18,990,031	100.0%
<b>B. By category of expenditure</b>				
Staff Costs	7,870,501(b)	47.7%	9,353,179(c)	49.3%
Governing Board and Administration	970,903	5.9%	1,413,183	7.4%
Programme Costs	7,644,259	46.4%	8,223,669	43.3%
Total	16,485,663	100.0%	18,990,031	100.0%

(a) Estimated

(b) Includes an amount of US \$383,826 transferred to the Stabilization Reserve Account

(c) Includes an amount of US \$380,000 to be transferred to the Stabilization Reserve Account

\*NB: During the 2002-2003 biennium, "Observation" is included in "Research", Operational activities, Dissemination (Publications and Documentation) and Technology are included in "Services to Member States" and IIEP Buenos Aires and the Networks, under "International Cooperation".