

Specialized Courses Programme

10 April - 19 May 2017*

(Registration deadline: 15 January 2017)



Conditions for admission

| Specialization Stream 1 Educational Planning and Analysis (EPA) | Specialization Stream 2 Educational Planning and Management (EPM) |
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| Monday 10 – Friday 21 April 2017 | |
| EPA 301: Education Management Information System (EMIS) | EPM 311: Organization and Management of the Education Sector: Systems and Institutions |
| Monday 24 April – Friday 5 May 2017 | |
| EPA 303: Micro-planning and School mapping | EPM 312: Teacher Management |
| Tuesday 9 – Friday 19 May 2017 | |
| EPA 304: Quantitative Methods for Monitoring and Evaluating the Quality of Education | EPM 314: Education Sector Programmes and Projects |

To apply, please use the [Online Application Form](http://www.iiep.unesco.org) on the IIEP website (www.iiep.unesco.org), which contains complete information on the required documents to be provided.

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 running parallel to each other. Candidates can therefore choose a maximum of three courses in one Specialized Courses Programme (SCP) session.

Entry Requirements

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 (according to the course pre-requisite).
- ❖ Funding: the candidate's application must specify how the course fees and other participation costs will be met.

Female candidates will be given priority access in the case of equal admissions qualifications. Particular consideration will also be given to applications received from the least developed countries.



United Nations
Educational, Scientific and
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International Institute
for Educational Planning

* Subject to change

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Conditions for admission (cont.)

Application and selection procedures

SCP Application forms must be completed and submitted online with the required documents uploaded onto your application. Do not send supporting documents by email. All complete applications are processed by a Selection Committee. Applications are processed on a first-come-first-serve basis. The decision of the Selection Committee is communicated to the applicant within three weeks following the receipt of the application. Incomplete applications are not reviewed, so please read instructions carefully.

Financial information

Financial assistance and grants

IIEP is not a funding institution and cannot offer financial assistance. Candidates are encouraged to apply to appropriate institutions for fellowships or grants (their employer, including ministries, international organizations, and NGOs). These grants are generally funded from human resources development or institutional capacity development programmes sponsored by governments, international cooperation programmes, or directly through international partners such as development banks, bilateral agencies, or UN funds and programmes.

UNESCO member states may submit a request for funding from the UNESCO participation programme through the UNESCO National Commission. The

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procedure and schedule for the submission of funding requests are available from the UNESCO web site.

Accommodation

IIEP has no accommodation facilities of its own. 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 TEP. Please note that bookings for hotels and other accommodations have to be done by the participants themselves.

Financial information*

The fee for each course offered in the SCP is €1,800. Funds must be deposited in IIEP's bank account at least one month before the beginning of the selected course.

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.

| Course Costs per person | Euros |
|---|------------------|
| Course costs including training materials | 1,800 |
| Accommodation and living expenses in Paris | min. 100 per day |
| Health/accident insurance policy (for a two-week to one-month subscription period). | 55 |
| Return air fare | to define |



Specialized Courses 2017 Training offer and objectives



Education Management Information System (EMIS)

10-21 April 2017

To provide participants with the necessary knowledge and skills associated with the building and use of information systems in educational planning and management.

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

- Explain the characteristics of an Educational Management Information System (EMIS);
- Plan the different steps involved in a school census;
- Design the data collection tools for a school census;
- Identify the education related data to be included in EMIS;
- Develop an indicators system for follow-up, evaluation and monitoring.

Micro-planning and School Mapping

24 April-5 May 2017

To provide participants with the skills and tools required to apply school mapping techniques to the case of their own country.

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

- Explain the main concepts and approaches concerned with 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 context of the country considered;
- Use Geographical Information Systems (GIS) for supporting the development of school mapping at each of its stages.

Quantitative Methods for Monitoring and Evaluating the Quality of Education

9-19 May 2017

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 research in order to monitor and evaluate the quality of education;
- Explore existing data collection instruments that could be used to collect and prepare data on learning achievement of students and the enabling school conditions;
- Critically examine techniques that are used to draw a scientific sample for a large-scale national survey to measure the quality of education, as an alternative to a census method;
- Develop analytical skills that are required to process and interpret data about quality and equality of education in order to translate research results into policy suggestions.

Specialized Courses

2017 Training offer and objectives



Organization and Management of the Education Sector: Systems and Institutions

10-21 April 2017

To impart the necessary knowledge and skills to enable participants to contribute actively to the design of reforms of structures and processes of educational management which are favourable to the delivery of equitable quality education for all.

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

- Explain the main underlying concepts, approaches and trends in educational management;
- Analyse existing instruments for the regulation of an education system;
- Advise the Ministry on the design and implementation of a decentralization policy;
- Suggest reforms aimed to improve the effectiveness of educational institutions;
- Use appropriate information tools for the monitoring of the quality of an education system;
- Communicate effectively orally and in writing on major reforms to improve educational management.

Teacher Management

24 April-5 May 2017

To expose participants to different policy options related to teacher recruitment, training and career, and their respective consequences in the education offer, and (ii) acquaint them with several tools and techniques for effective planning, monitoring and management of teaching staff.

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

- Explain the main underlying concepts of human resource management and current challenges;
- 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 used for teacher management;
- Discuss different instruments and tools for the regulation of teacher management;
- Suggest reforms aimed to improve teacher management.

Education Projects and Programmes

9-19 May 2017

To address professional development needs of practitioners from Government agencies and the Civil Society in aid recipient and donor countries. The course is particularly relevant for education practitioners who want to update themselves on developments in the aid environment and would like to develop their project design and writing skills.

Upon completion of this course, participants will be able to:

- Analyze the features characterizing the evolving aid environment that characterize 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;
- Identify and 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 in making project negotiations successful;
- Present a project proposal in a compelling manner