The IIEP Specialized Courses Programme

in educational planning and management

Education
SDG4

Analysis

Management

Information

School mapping

Teachers

Planning

Programmes

Institutions

Evaluation

Budgets

Quality

Projects

Monitoring

EMIS

Systems

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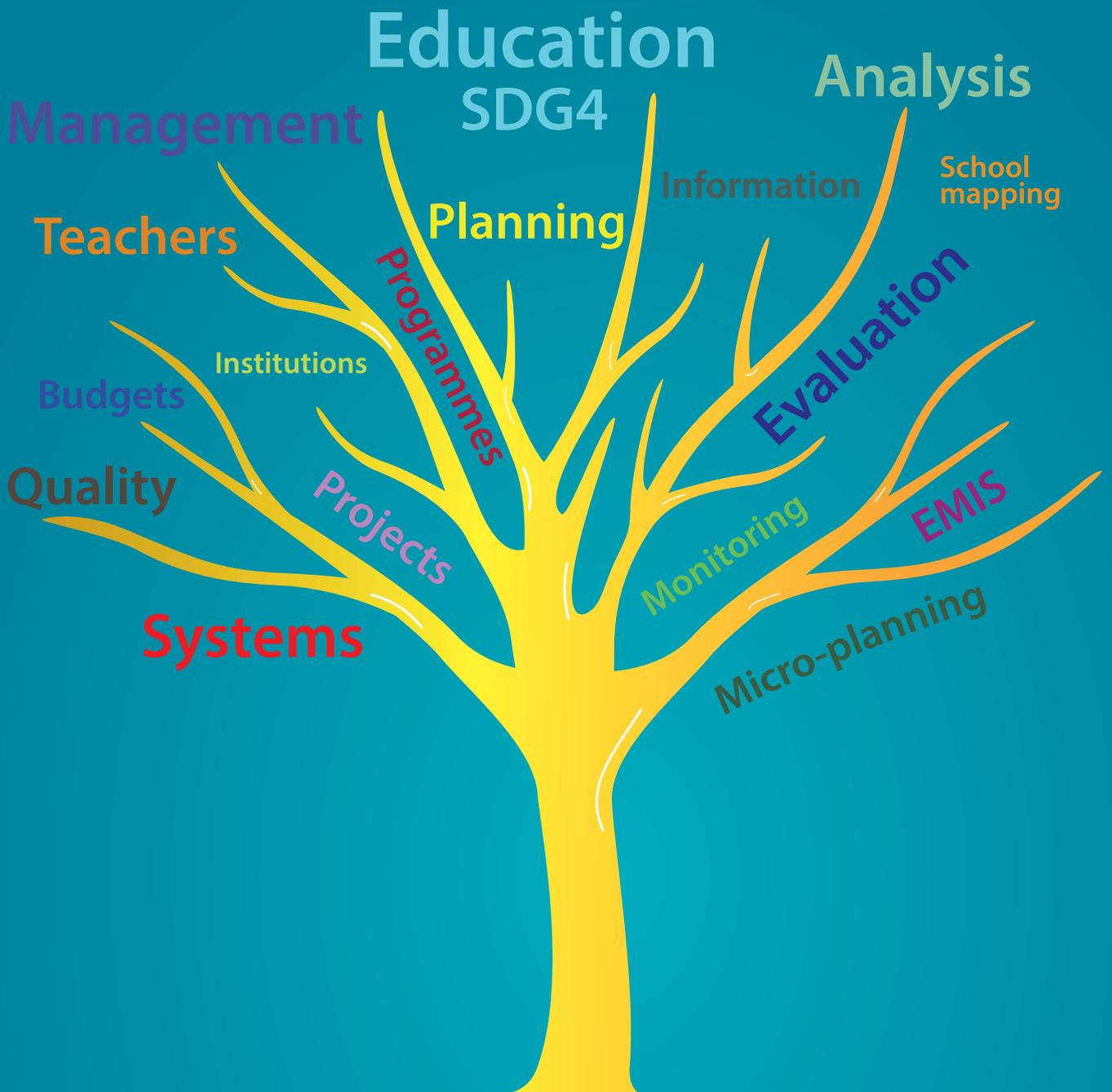
The information provided in this brochure is subject to change. Please consult our website for any modifications in our training offer:

http://www.iiep.unesco.org/specialized-courses.html

The International Institute for Educational Planning (IIEP) is a centre for advanced training and research in educational planning and management. For 50 years, 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 and implementing plans; 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 long-term Advanced Training Programme (ATP) delivered in Paris, and from face-to-face learning in the classroom to distance learning. 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, but also with reference to the cross-cutting challenges that link efforts to attain the SDGs.

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 developed eight residential specialized courses, six are offered each year, from April to May (see table Page 4 for 2017 offer). The courses are organized and delivered in two separate specialization streams.

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;

- 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:

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 NGOs and bilateral and multilateral agencies involved in the design, implementation and management of educational programmes and projects.

The SCP particularly encourages candidatures from countries engaged in education reforms, SDG implementation, poverty reduction strategies and plans, as well as sector-wide and inter-sectoral approaches to educational programmes and human resource development.

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

Training environment

The working languages are English and French; an expert team of interpreters ensure 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, simulations as well as individual and group work. The working methods call for the active involvement and contribution 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 participation in reforms, educational policies and the design of educational plans and programmes in different countries.

The Institute has a particularly rich library with over 42,000 resources, a collection of 1,800 documents on education plans, policies and strategies, large databases, and more than 500 periodicals and journals devoted to educational planning and management, as well as various areas of socio-economic development. Participants are also ensured free access to other libraries and documentation centres in Paris, notably those at UNESCO headquarters.

Course options and dates

For the 2017 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 10 – Friday 21 April 2017	
EPA 301: Educational 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
Monday 8 – Friday 19 May 2017	
EPA 304: Quantitative Methods for Monitoring and Evaluating the Quality of Education	EPM 314: Education Sector Programmes and Projects

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 SCP session.

Assessment, credits and certification

The performance of the participant in each course is assessed through one mode or a combination of the following four modes: test, written assignment, group work, and participation. Performance is marked on a scale ranging from 0 to 20, and the pass mark is 10/20.

A participant taking a specialization course and fulfilling the stipulated assessment requirements is granted the full number of credits defined for the course. The credits obtained through the specialization courses can be transferred to IIEP's Advanced Training Programme (ATP). *Admission to the full ATP is conditional on the submission of a separate application and the acceptance of the candidature by IIEP's ATP Selection Committee.*

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

Deadline for application

Applications should be submitted at the latest by **31 March 2017**. Applications must indicate **all** the courses the candidate wishes to take.

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 http://www.iiep.unesco.org/specialized-courses.html

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 filling out the Application form in order to facilitate uploading onto your e-application:

- A copy of a language certificate if your mother tongue is not English (unless you have done your higher studies in English).
- A copy of the certificate of each degree you have mentioned in your application.
- The authorization of participation from your employer duly completed (you can download the form from the IIEP Specialised Courses Programme webpage).
- A scanned copy of the page of your passport which indicates your full name and address.
- A scanned copy of a passport size photo.

APPLICATIONS SENT WITHOUT THE REQUIRED DOCUMENTS WILL NOT BE PROCESSED

Admission

All applications are processed by the Training Programme Team (TEP) and reviewed by a Selection Committee. Applications are processed **on a first-come-first-served basis**. The decision of the Selection Committee is communicated to the applicant **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 the 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 offers 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 done by the 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

English/Guide for foreign residents/Housing and accommodation:
http://www.paris.fr/english/english/guide-for-foreign-residents/p8140

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

Educational Managment Information System (EMIS)
(EPA 301)

Pre-requisite

Good command of Excel and
a basic knowledge of database
methodology

Profile of participant

In addition to the criteria
mentioned in the introduction,
actors engaged in information
management

Course objectives

To provide participants with the necessary knowledge and skills
associated with the building and use of information systems in
educational planning and management. It deals with information
systems for all levels of education, which can be utilized at all levels of
administration.

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.

Structure

1. **Characteristics of the Educational Management Information
   System (EMIS)**

This component explains the meaning and scope of EMIS and its use
for educational planning and management decision-making and the
important step of identifying information and data needs. (1 day)

2. **Methodology and tools for school census**

This component presents how to design instruments to collect school
census data from educational institutions; to plan the different steps
involved in the process of school census data collection and structuring
a database, and ; to recognize the basic procedures for database
management. (4 days)

3. **Specific data and techniques**

This component addresses issues related to two specific types of
education data: expenditures for education and measurement of learners
leaving the school system. (1 day)

4. **Construction of an indicators system for follow-up, evaluation
   and monitoring**

The component teaches the participants how to construct a system of
educational indicators for follow-up, evaluation and monitoring, and
helps them prepare a draft document presenting and analysing key
indicators, using graph techniques. (4 days)

Micro-planning and School Mapping (EPA 303)

Pre-requisite

Basic knowledge of Excel workbook environment

Profile of participant

In addition to the criteria mentioned in the introduction, 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 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, taking into account the Education 2030 international agenda;
- Use Geographical Information Systems (GIS) to support 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 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, as regards coverage, as well as its internal efficiency or 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. **Use of Geographical Information Systems (GIS)**

This component presents the main characteristics of Geographical Information Systems (GIS). It reviews their possible practical application to the field of school mapping. It allows participants to perform some simple manipulations. (2 days)

Quantitative Methods for Monitoring and Evaluating the Quality of Education (EPA 304)

Coordinator

M. Saito

Information

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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 research in order to monitor and evaluate the quality of education as defined in SDGs;
- 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 the analytical skills that are required to process and interpret data about quality and equality of education in order to translate research results into the policy suggestions prioritized in SDGs.

Structure

1. **Steps in educational policy research cycle and the concept 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. (2 ½ days)

2. **Critical analysis of data collection instruments and data preparation**

The techniques of constructing data collection instruments are covered in this component to measure the educational achievement of students as well as the conditions of schooling. (2 ½ days)

3. **Sampling for large-scale surveys of the quality of education**

How many students and schools need to be selected in the large-scale studies to have reliable results? How can we ensure that the results from the sample can be generalized to a larger population? This component addresses the sampling techniques in order to constitute "scientific samples". (1 day)

4. **Processing, interpreting, and analyzing data to make policy suggestions**

The last component covers the computerized data processing (using software such as SPSS) of a set of data, including the construction of new composite variables (for example, indices and test scores). This work aims to respond to the concerns on the quality of education through transforming the graphical and tabular data summaries into meaningful messages that can be applied back to policy and the policy concerns related to the SDGs. (4 days)

Organization and Management of the Education Sector: Systems and Institutions (EPM 311)

Coordinator

J. Ackers

Information

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No required pre-requisite

Profile of participant

In addition to the criteria mentioned in the introduction, actors involved in education management

Course objectives

To impart the necessary knowledge and skills to enable participants to contribute actively to the reforms of structures and processes of educational management which are favourable to the realization of the Education 2030 Goal: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

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

- Explain the main underlying concepts, approaches and trends in educational management;
- Identify the main issues to be considered when designing and implementing a decentralization policy;
- Suggest reforms aimed to improve the effectiveness of schools;
- Discuss different instruments and tools for the regulation of an education system, in particular in higher education;
- Use appropriate tools for the monitoring of quality and equity in relation to education systems;
- Communicate effectively orally and in writing on major reforms to improve educational management.

Structure

1. **Introduction to the concept of educational administration and management**

The first component discusses the main underlying concepts and approaches and the major trends of education management. (1 day)

2. **Decentralization: options, implementation and system monitoring**

After explained the concept of decentralization and different related approaches to it, this component describes how to critically analyse the arguments for and against different decentralization policies, to design a decentralization policy to improve equity and quality in education, and to identify the core roles that the State has to play in a decentralized education system. (2 ½ days)

3. **School-level management: approaches and tools**

This component is aimed at examining the key role played by two actors in the school-level management: the head teacher and the school community. (1 day)

4. **System-level regulation: problems, actors and tools at higher education level**

This component discusses both traditional and more recent instruments for the regulation of an education system, and will discuss how they can be used for educational reform, in particular at the higher education level. (2 days)

5. **System monitoring**

This component discusses the concept of quality monitoring and its different tools, with specific attention given to inspection services. (1 ½ day)

Teacher Management (EPM 312)

Coordinator

B. Tournier

Information

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unesco.org/specialized-courses.
html

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 in a comparative perspective.

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

- Explain the main underlying concepts of human resource management and current challenges with regards 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 the appropriate indicators used for teacher management;
- Discuss different instruments and tools for the regulation of teacher management;
- Suggest teacher management reforms.

Structure

1. **Challenges in teacher management, human resources management concepts and forward-planning**

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. **Allocation and use of teaching staff**

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

4. **Tools and information systems for teacher management**

Weak planning, management procedures and monitoring tools often lead to a lack of adequate information required for decision-making and reveal problematic management frameworks. Participants will be introduced to databases for efficient teacher management and regulatory or self-regulatory devices such as codes of conduct. (2 days)

5. **Teacher appraisal and career: implications and options**

The discussion will focus on teacher appraisal systems and career structures adopted in different countries. A practical exercise helps to understand concretely the costs associated with different policy choices and their applicability in the long term. (1 ½ day)

Education Sector Programmes and Projects (EPM 314)

Coordinator

D. Gay

Information

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html

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

The aim of this course is 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 features characterizing the evolving international aid environment, including the new SDG commitments;
- Design a project document, applying the Logical Framework Approach (LFA), linked to the Theory of Change;
- Use current approaches for programme and project identification, preparation, monitoring and evaluation within a sector-wide planning approach;
- Explain the conditions that contribute to making project negotiations successful;
- Present a project proposal in a compelling manner.

Structure

1. Aid instruments for education sector development

This component sets the stage by introducing the context in which programme and project design takes place. After a critical review of programme-based approaches (PBA) and their importance, sector financing is examined (modes of external financing and changing aid instruments, etc.) as well as the different forms of aid. This is mainly through plenary sessions and discussions. (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), but the course also relates the LFA to evolving approaches to developing Theories of Change that inform the design of the LFA. Approaches to the monitoring and evaluation of programme/project implementation are presented and discussed. Donor requirements concerning the inclusion of cross-cutting themes in education programmes are analyzed using recent examples. Modalities to negotiate project funds with various donor agencies are introduced. This component consists of plenary sessions and a practical exercise. 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)