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Building skills for poverty reduction

Poverty is a multi-dimensional concept. Improving access to the labour market in the informal economy, or agriculture, increases income and strengthens social networks. Such access can constitute a powerful tool for poverty reduction. Learning vocational skills helps to ensure food security and rural development, both of which are important when fighting poverty. Skills development strategies must look not only at households but also at communities and territories, as local conditions are a key element.

POVERTY means more than simply low income. It includes lack of voice in determining what goes on in one's community, as well as vulnerable livelihoods. Food insecurity is often a reality of poverty.

Skills development contributes to social and economic integration. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes is one of the six goals outlined in the Dakar *Framework*

for Action to achieve Education for All (EFA). Providing training in vocational skills plays an important role in equipping young people and adults with the skills required for work and social integration.

Yet, governments often pay little attention to skills training for youth and adults. Similarly, donors and international organizations often conceptualize EFA narrowly, over-emphasizing formal general education. As a result, progress towards a more comprehensive approach has been slow.

In poor countries, preparing young people for work often means improving their access to the informal sector¹. More attention is being paid to the informal sector within the framework of training and poverty-reduction policies (*see article p. 5 on Senegal*).

In many transition economies too, the informal sector is growing. This movement can be seen as a form of impoverishment, although it represents an important dimension of the economy by providing employment and generating income for the poor and needy. Skills development, together with other social protection measures, can certainly constitute a powerful tool for poverty reduction. An increasing number of countries are designing innovative strategies in this direction.

Besides the informal sector, the rural economy, and particularly agriculture,
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All correspondence should be addressed to:

The Editor,
IIEP Newsletter,
International Institute for
Educational Planning,
7-9 rue Eugène-Delacroix,
75116 Paris,
France
Telephone: +33.1.45.03.77.00.
Fax: +33.1.40.72.83.66.
E-mail: newsletter@iiep.unesco.org
Web site: <http://www.unesco.org/iiep>



editorial

Learning from the Romans

In June 2006, as reported on page 12 of this issue of the *IIEP Newsletter*, participants gathered in Rome for a meeting of the International Working Group on Education (IWGE). This body, established in 1972, is an informal grouping of international agencies concerned with education in least developed countries. The idea that led to the 1990 World Conference on Education for All (WCEFA) in Jomtien, Thailand, originated in the discussions of this working group. Since 1983, IIEP has been the secretariat and focal point.

The meeting was held in the Headquarters of the United Nations Food and Agriculture Organization (FAO), which occupies a historic site close to the Coliseum, Circus Maximus and other buildings which were of great significance at the heart of the Roman Empire. The FAO is not just concerned with plants and animals; it also focuses on the human side of development, and includes a dynamic programme on Education for Rural People (ERP) in which IIEP has been a partner.

Rome, we are told, was not built in a day. But its founders had vision, and subsequent generations had persistence. Individual leaders set specific targets for construction and development which were not always met as anticipated but which in the long run resulted in a remarkable city at the centre of one of the world's great civilisations. The Roman Empire itself no longer exists, but its legacy is everywhere including in the script and much of the vocabulary (derived from Latin) used for writing this editorial.

Parallels may be drawn with the discussions of the IWGE. Education for

All (EFA), which was the core of both the 1990 Jomtien Conference and the follow-up 2000 World Education Forum in Dakar, Senegal, also cannot be achieved in a day. But the objective is of immense significance, and the goal is being achieved step-by-step. The participants in the June 2006 IWGE meeting analyzed the progress and the obstacles, sought to encourage each other, and renewed their efforts to address the challenges.

Most of the articles in this Newsletter are related to this general theme. They have a particular focus on skills development for poverty reduction, and highlight IIEP's work in this field around the world. Individual contributions focus on Africa, Central Asia and China, as well as Latin America. The *IIEP Newsletter* also reports on the 2006 Summer School on poverty reduction, which was organized by IIEP in conjunction with the World Bank Institute (WBI) and joined by 27 participants from French-speaking countries.

Just as the impact of the Roman Empire is evident long after the empire itself receded into history, so will the impact of EFA and other efforts to reduce poverty be durable long after the conferences in Jomtien, Dakar and elsewhere have been largely forgotten even in those communities most concerned. IIEP is proud to play its role as part of this long-term process which is a hugely important contribution to human, social and economic development.

Mark Bray
Director of IIEP
director@iiep.unesco.org

constitutes the main livelihood for the poor. Meaningful skills development programmes targeting rural communities need to be placed within a context of rural development. In a rapidly changing environment, strengthening the skills of rural communities can reduce their vulnerability and help them to cope with new economic and social conditions.

Depending on the country, the transition to market economy and the opening-up of traditional crop commodities to international markets are some of the transformations that deeply affect the lives of rural communities and can sometimes threaten their very survival as social entities. Skills development can be considered as a public good. But there are many ways of promoting skills for rural people (see article p. 4 on China), one of which is to design cost-effective strategies that can be implemented on a scale compatible with the size of the target population. In this area, where more research is needed to provide for evidence-based policies.

When policy-makers are willing to invest in skills development to reduce poverty, an immediate problem for many low-income countries is the capacity of the delivery system, both in size and relevance. Apart from the public training system, often relatively small, other providers are atomized and unable to meet the needs. Implementing a skills development policy to reduce poverty also implies building a system able to meet this specific demand. Adequate incentives and support mechanisms are needed to stimulate and improve the training capacity of the non-government providers. Another strategy is to encourage public institutions to target the poor and use new training methodologies. Matching provision to the needs of the poor, particularly in remote rural areas, means working closely with the beneficiaries and in partnership with local communities (see article below on Chad).

Reorienting formal vocational education institutions towards poverty reduction often involves a substantial

change in the system through local networks. Local conditions are crucial, and several experiences highlight the important role that vocational schools play in local communities not only by providing education and training for work but also in promoting social cohesion and the capacity to work together (see article p. 6 on Central Asia).

Poverty is more than an individual situation. Allowing members of poor households to integrate a community is a key to preventing social exclusion (see article p. 7 on Latin America). Poverty reduction is seen as an important aspect of community development. Vocational schools can revitalize a region, increase incomes, reduce instability of livelihoods, enhance community participation, and give voice to the poor and needy.

David Atchoarena
d.atchoarena@iiep.unesco.org

¹ The informal sector comprises small production units that operate at a low level of organization, often as household enterprises. Informal sector enterprises are rarely registered, and rural household enterprises are classified under agriculture.

DELOC Programme for local development in Chad



THE sub-prefectures of Massaguet and Massakory are in the Harze Al Biar and Dagona departments (170,000 inhabitants) situated in the Sahelian strip of Chad. It is a highly desertified region where the populations live on cattle breeding, agricultural and migratory herding. They are the two main action areas of the DELOC Programme managed by ACRA¹ which targets producer organizations (a total of 24 unions covering 209 groups, 42 of them women's groups, and with a total of 8,000 members).

The DELOC programme has two main objectives, both emphasizing the importance of capacity building: *first*, it strengthens the structure and administration of beneficiary organizations, and *second*, it supports agropastoral production.

These aims are closely linked to a local development process focussing on establishing dialogue platforms (*Co-ordination of Unions*) as part of the new decentralized administrative structures within the framework of the country's new decentralization law.

A multi-level activity has been set up to strengthen the structure and skills of producer organizations through discussion, training, and the creation and support of representative and administrative bodies.

Agropastoral production has also benefited from support via a Local Development Fund (LDF) which finances agropastoral sub-projects. A service and administrative centre, under

the responsibility of producer organizations, formulates funding requests to be approved by local selection committees.

Technical training to develop competencies in administrative management and accounting, as well as coaching in the administration of income generating activities have proved essential to the process, strengthening both the actors and their tools.

The results have been remarkable as regards both participation and appropriation of the method as well as the quality and feasibility of the undertakings. The involvement of producers in LDFs was very strong. The financial participation of producer organizations reached 25 per cent. Numerous requests by producer organizations have been evaluated, financed and implemented according to criteria of priority and geographical distribution (wells for herders, warehouses, vaccination campaigns, millet-grinding mills, carts for women, etc.). Finally, each sub-prefecture now has a legitimate associative and representative structure (*Co-ordination of Unions*) which analyzes community needs and contributes to local development planning.

Ada Civitani and Rocco Troisi /adacivitani@acra.it

¹ ACRA, or Association of Rural Co-operation in Africa and Latin America, is an Italian NGO created in 1968 to promote sustainable development. It collaborates with FAO and UNESCO on educational development for rural people. More information on: www.acra.it

Developing skills for rural populations in China



WITH a rural population of 800 million, 28 million of whom live below the poverty line, China is the largest developing country in the world. Lack of access to education and training maintains a low level of education and production skills among the rural poor. According to the 2002 census, rural populations receive an average of less than seven years' education: 40 per cent of rural workers have a primary school education, 48 per cent attend middle schools, only about 12 per cent finish high school, and less than 5 per cent receive some agricultural vocational training. In remote areas and minority groups, the average education level of farmers and herders is much lower than the national average.

This is a serious constraint to rural development. Government agencies, higher agricultural educational institutions and private sectors fully recognize this and different training programmes have been launched in the past two decades in an effort to remedy the problem.

In 1999, the Ministry of Agriculture launched a national programme, *Training young farmers for the 21st Century*. By 2005, it had trained 520,000 young farmers from 198 counties. According to a training impact survey conducted in Henan Province in 2004, the average per capita net income of those young farmers who underwent the vocational training is 24 per cent higher than those who did not. According to a survey conducted by a team from the Center for Integrated Agricultural Development (CIAD) of China Agricultural University, in six other provinces the production

As China's economy undergoes rapid change and faces new challenges in the global market, a multi-stakeholder and targeted training system for developing the skills of farmers needs to be set up and institutionalized.

and management skills of trained farmers are significantly higher than of those of untrained farmers.

In 2000, the State Leading Group Office for Poverty Alleviation (LGOP) adopted a new strategy for poverty alleviation. Providing training to develop the technical skills of poor farmers, particularly women, has become a key element of the country's poverty alleviation programme. About 5-10 per cent of the poverty-reduction funds were allocated to communities for capacity building programmes and skills' training for farmers. Assessing training needs of communities has become an important task of village development planning.

Higher agricultural education institutions also play an important role in skills development. In 2004, China Agricultural University launched a special programme encouraging young graduates to work in rural communities for three years, providing technical training to village leaders and farmers. In 2002, CIAD launched a participatory curriculum development programme, *Community-based natural resource management*, with support from the Canadian development agency, International Development Research Centre (IDRC). In this programme, a group of development researchers regularly visited selected pilot communities to carry out case studies. These efforts have fostered university-community partnerships, strengthened community skills and capacities, and trained farmers in new techniques.

With the onset of the socialist market economy, the private sector and farmer

economic co-operatives also play important training roles. In order to reduce marketing risks, a marketing model called *Dragon-Head Enterprises and Small Producers* was developed and quickly spread over the country. For producing the high quality products *Dragon-Head Enterprises* provides training in relevant production and agricultural techniques to farmers against payment. In Shandong Province, Dragon-Head training models have been adopted in highly specialized vegetable or fruit production areas. In Dongchuan County, Yunnan Province, the *Vegetable Grower Association* provides systematic technical training to its members for adopting environmental-friendly production techniques.

To further enhance farmer training efficiency, the following issues should be considered:

- training needs should be assessed before designing the training curriculum, to ensure that the courses meet the demand;
- course instructors should be trained in adult education and modern training methodology;
- a training quality control and impact assessment system should be developed and implemented;
- a co-operation and co-ordination mechanism should be set up among different stakeholders in order to effectively use training resources, such as sharing teaching personnel and facilities.

Liu Yonggong and Li He
China Agricultural University, Beijing
liuyg@cau.edu.cn / lihe@cau.edu.cn

Senegal: New training tools for women in the craft food sector

The 'craft' agri-food industry, based on traditional skills, is largely dominated by women. For this sector to reach its full potential, training programmes associating both literacy and vocational skills need to be created. The article below is based on a study on the training of women in the craft food industry carried out by the Group for Research and Technological Exchange (GRET)¹ in Senegalese micro-enterprises.

A dynamic, essentially feminine sector due to its easy access, its application of domestic or traditional skills, and the minimal capital outlay needed, the craft food industry plays a key role in the employment and income of women. It also provisions towns with products suited to the taste and purchasing power of their inhabitants.

Not only is the activity a source of income for women, especially those in urban areas, but it also facilitates their entry into a social network. The nature of activities of the sector leads to strong female presence in professional organizations which reinforces their ability to defend their own interests. By acquiring a certain social standing, this opens up further possibilities of their participating in public and political life. Developing this sector, therefore, means providing a tool for women to fight against poverty in many African countries.

Limited training supply

An important characteristic of this sector is the acquisition of technical skills – essentially transmission from mother to daughter. Such 'on-the-job' apprenticeship is cheap and open to women who have not had much access to either formal training or salaried employment in the 'modern' sense of the word. However, methods of transmission such as these take time to acquire and also run risk of becoming confined to traditional trades and lower levels of qualification.

They may actually slow the dynamics of innovation and the mastering management and organizational skills.

The rare higher vocational education diploma courses, or *BTS (Brevet de Technicien Supérieur)*, in Senegal are mainly geared to employment in industry or hotel and restaurant trades. Apart from these, short-term intensive courses exist for working adults as part of broader development projects. Generally, their target is to reinforce technical skills; only rarely do they concern marketing, hygiene or quality. Instructors come mainly from research departments, but female craft food producers are rarely used as trainers. Most of these training courses provide only attendance certificates, not any recognized qualification.

Need for new types of training

The current system of training is inadequate for the sector's potential for revenue creation or for the development of skills, whether professional or those of daily life. Although illiteracy among women is high, such short-term training rarely addresses issues of literacy or provides life skills. If the acquisition of basic skills such as reading, writing and the ability to count, does not seem indispensable to the mastery of food processing skills, access to this knowledge is nevertheless of prime importance for the development and diversification of such activities. Course materials for technical training in new procedures undertaken in local

languages are written in French. Mastery of basic literacy and numeracy skills is also indispensable for acquiring proficiency in other subjects, such as management and marketing, and a minimum level of competence in these skills is often a prerequisite for training in such topics.

The craft food industry is little understood. It is considered as a secondary agricultural activity or as part of the trade and services sector, and is still not recognized as a productive sector in its own right. Its professional organizations are new, rarely consulted in the conception of training programmes, unrepresented in government discussions and given minimal recognition in the formulation of national education, training and development policies.

Creating a certified training for youth and adults linking literacy skills, life skills and vocational competencies is extremely pertinent for this sector. Custom-made courses providing the requisite skills for specific trades will have to be developed and set up within a framework which has to be mutually agreed upon by both the government and professional organizations concerned.

Cécile Broutin
gretsn@arc.sn

¹ The GRET or *Groupe de Recherches et d'échanges technologiques* is a French NGO which works internationally and has been running support projects in Senegal over the past 15 years. This study was undertaken at the request of the Senegalese Ministry of Education and IIEP. More information available on: www.gret.org



Developing skills for poverty reduction in Central Asia

There is an urgent need for international aid on skills development to relate to systemic vocational education and training (VET) reforms in impoverished transition countries in Central Asia. On-going VET reforms in the European Union (EU) could help to better focus and prioritize international assistance to these countries, and ensure local ownership, national capacity building and sustainability.



WITHIN the European Union, the consensus on development assistance now emphasizes the importance of vocational education and training for poverty reduction. This comes after a long period during which structural adjustment, liberalization, privatization and marketization were high on donor agendas and educational assistance was reduced to providing basic literacy and numeracy skills for children. However, the implications of this new trend for transition countries are still not clear.

A history of poverty

Most transition countries do not have a long history of poverty. Although incomes were low, they were offset by the provisions of state welfare systems. Several Central Asian countries in the former Soviet Union, however, used to be dependent on budget transfers from Moscow which disappeared almost overnight after independence.

After the collapse of the Soviet system, those countries and regions that used to benefit from budget transfers or artificial industrialization have suffered most. The European Bank for Reconstruction and Development estimates that every second person in what it calls the *Early Transition Countries* (Armenia, Azerbaijan, Georgia, Kyrgyz Republic, Moldova, Tajikistan and Uzbekistan) lives in poverty. Even when economic growth occurred towards the end of the 1990s, it did not profit the poor. The case for impoverishment is illustrated by the fact that currently 11

European Training Foundation¹ partner countries (Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Kyrgyz Republic, Moldova, Serbia and Montenegro, Tajikistan) have signed, or are in the process of signing Poverty Reduction Strategy Papers (PRSP) with the International Monetary Fund (IMF) and the World Bank – Macedonia and Uzbekistan have signed only an initial PRSP.

Different concepts of poverty

The concept of 'impoverishment' not only refers to the living conditions of individuals and their families. Transition countries have undergone *institutional* impoverishment, another characteristic that makes them different from developing countries, and insufficient investment has gradually caused the education and training sector to lose its ability to remain an important source of innovation.

There is another dimension of poverty often overlooked: the loss of capacities, especially among older generations and in the early stages of transition, to survive in a society based on very different principles. This is what *life skills* or *social capital* refer to. There is an increased risk of poverty becoming an intergenerational phenomenon as learned behaviour becomes unhelpful and education institutions should step in and help to reverse this trend.

The challenges for reform

The combination of individual, institutional and social impoverishment has created

a situation in which vocational schools have become the education institutions for the poor but without any real potential to effectively reduce their poverty. A reform policy aimed at linking vocational education to poverty reduction should ensure that VET content fully addresses the learning needs of the impoverished, including their diminished capacity to escape from poverty. This requires a different view of skills development from the one currently held by the donor community.

For skills development to actively reduce poverty in transition countries, vocational schools need to respond to the learning needs of local environments **and** use modern learning approaches like those currently being implemented in European lifelong learning systems. The European Training Foundation is piloting a project on *Skills Development for Poverty Reduction in Central Asia* which combines decentralization with the opening up of vocational schools and pedagogical innovation. The project will provide policy lessons for VET reforms in those countries participating.

Peter Grootings,
European Training Foundation
Peter.Grootings@etf.europa.eu

¹ The European Training Foundation (ETF) is a European Union agency supporting vocational education and training reform in EU external relations programmes. For more information see: www.etf.europa.eu

Vocational training for unemployed youth in Latin America



An ongoing IIEP study of vocational training programmes as part of the fight against poverty shows how local networks improve employment prospects for out-of-work young adults. It also stresses the need for better co-ordination between school education and the world of work.

In a deteriorating Latin American job market, youth unemployment rates are at least twice as high as those in the entire active population and even higher for disadvantaged young adults. Over the years, vocational programmes have been set up to improve employment prospects for disadvantaged young adults.

Alongside the standard vocational training systems on offer, more flexible training programmes have been adopted which place greater emphasis on tailoring training to the demands of the job market. These efforts stem from the realization that the low employability of these young people is due to their inadequate qualifications. While this may well be one reason for higher unemployment among poorly educated youth, it is not the only one. In an ever-shrinking global job market, the better educated young job-seekers tend to displace the less well-educated candidates, even in jobs which do not require a high degree of qualification.

Another worrying aspect lies in the weakness of the institutions. Many programmes offer courses which are customized by the providers and this has led to fragmentation and lack of sustainability. It has also hindered investment in good educational materials and the gradual improvement of training strategies. As a result, in recent years, more classical vocational training agencies have been encouraged to participate

in these programmes, such as: SENA's (*Servicio Nacional de aprendizaje* – the Colombian National Office for Learning) involvement in the *Jovenes en Acción* (Youth in Action) Programme in Columbia, and SENAI (*Serviço de Aprendizagem Industrial* – National Office for Industrial Training in Brazil) and SENAC's (*Serviço de aprendizagem Comercial*) involvement with the “**First Job**” scheme in Brazil. It is interesting to note that these traditional well-established training agencies have had to tailor their courses to opportunities that exist on the new job market.

Where curriculum design is concerned, there continues to be a void between short one-off courses which do not compensate for the weak basic skills of young people, on the one hand, and existing longer training courses with record high drop-out rates, on the other. There are very few modular programmes available. Also, many programmes assume that young people will become self-employed, despite their lack of job experience, basic organizational skills, the ability to work independently, or access to credit.

Despite the above limitations, some programmes have been successful in finding jobs for young people with skills. They are more likely to find regular employment, at least in the short-term, than if they had not benefited from the training. Young people themselves express satisfaction with these schemes. They see the courses as providing opportunities for

social participation, to acquire various skills and improve their self-esteem. Some even return to formal education once they have completed the course.

Some recent programmes are introducing new strategies designed to overcome the limitations and weaknesses of approaches employed over the past decade. These strategies include:

- initiatives to encourage young people and adults to complete their primary and secondary education in conjunction with vocational training;
- courses which include training and professional experience **and** help the students find jobs;
- programmes to help young people find jobs in employment niches outsourced by the public sector, as in the case of the city council of Montevideo, Uruguay.

Similarly, some attempts to establish local alliances follow a more holistic approach by combining resources and services. Others have sought to establish valuable links with mainstream education and training, as well as with existing job-market niches. These experiences have helped to bridge the gap between public resources, employer and specific target groups of young people. Some town councils, such as Medellín (Columbia), Rosario (Argentina) and Montevideo (Uruguay), have encouraged the setting up of inter-institutional training networks.

Claudia Jacinto
cjacinto@redetis.IIEP-ides.org.ar

Introducing IIEP's new training materials

IIEP is publishing a series of training materials on educational planning and management. Each set of modules is designed as self-teaching materials which can also be used by training institutions offering courses in educational planning and management. They draw heavily on the Institute's research experience in the field and have been tested in different IIEP training contexts: the advanced training programme, regional, sub-regional or national intensive courses and workshops undertaken as support activities in UNESCO Member States.

The four sets mentioned below are available on IIEP's website and can be downloaded free of charge. Other sets on topics such as: *Using indicators in planning EFA*, *Education sector diagnosis*, *Cost and financing of education*, *Projection techniques and simulation models*, and *School mapping* will be available on IIEP's web site in the coming months.

Quantitative research methods in educational planning

SINCE 1992, IIEP, under the auspices of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), has undertaken integrated research and training activities with the ministries of education of the 15 SACMEQ countries. These activities aimed to help educational planners acquire the technical know-how needed to monitor and evaluate the quality of basic education, as well as to generate information that can be used by decision-makers to plan and improve the quality of education.



At the request of ministries of education, universities and donor agencies, including the World Bank, IIEP has developed these self-instructional study modules, using data collected in the first two major SACMEQ studies.

The modules cover ten topics, including Questionnaire design, Sampling, Test construction, and Data preparation and management and can be downloaded free of charge from both SACMEQ and IIEP websites at: www.sacmeq.org and www.unesco.org/iiep

Reforming school supervision

THIS set of training modules combines an analysis of school supervision services, with an agenda for reform of these services so that they can play a more positive role in school improvement.

The modules are one of the outputs of an IIEP international research and training programme on supervision systems and innovative strategies undertaken in collaboration with several national teams in Asia, Africa and Latin America.

The research findings were discussed at regional seminars, published in the series ***Trends in school supervision***, and subsequently developed into training packages for policy-makers, managers of



supervision and support systems, and supervisors.

The modules aim to make participants aware of reform strategies which make the supervision service a more effective tool for quality improvement. The strategies focus on reformulating the role played by supervision, reforming the organization and management of the service, and strengthening school and community involvement.

Draft versions of this set of modules were used at IIEP regional or sub-regional training courses. Comments from participants helped to

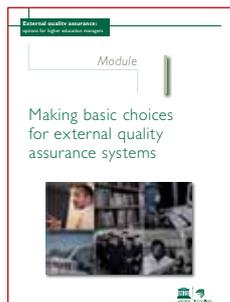
finalize the versions which are on-line at:

www.unesco.org/iiep

External quality assurance: options for higher education managers

THIS set of training materials is designed for government decision-makers and managers working in ministries of education, buffer organizations of higher education, and quality assurance agencies whose task it is to design or develop a national framework for external quality assurance.

They provide support to managers of higher education who have to decide on external quality assurance, and discuss



options which have been successfully implemented in other countries and their implications.

Accessible to all, the modules are based on the results of IIEP's research on *methodological and organizational options in accreditation systems* and *regulation and quality assurance of cross-border providers of higher education*.

They can be downloaded from IIEP's website at: www.unesco.org/iiep

HIV/AIDS and education

THESE training modules are designed to help strengthen the conceptual, analytical and practical capacities of key staff in the education sector to develop and implement effective responses.

The modules cover an extensive range of topics from analyzing the impact HIV/AIDS to policy formulation, articulating a response, mobilizing funds, and include a final management checklist. Generally speaking, they address the needs of planners



and managers working at central or regional levels.

However, some can be usefully read by policy-makers and directors of primary and secondary education. Others will help inspectors and administrators at the local level address the issues that the pandemic raises in their day-to-day work. These modules will be used for a distance education course IIEP is planning to organize on *Educational planning and management in a world with AIDS* early in 2007.

This set of modules can be downloaded at: www.unesco.org/iiep

Fighting HIV/AIDS in Burkina Faso and Togo

IN 2005, two IIEP studies on the impact of HIV/AIDS on education systems were conducted in Burkina Faso and Togo, using very similar investigative instruments. In both countries, the mainspring of action against the pandemic is the "Strategic Framework to Combat HIV/AIDS", and the approaches used are multi-sectoral but rarely cross-sectoral. In Burkina Faso and Togo, there is a wall of silence on the subject and the effects of HIV/AIDS are highly stigmatized in the school environment.

The ministries responsible for education in Burkina Faso provide socio-economic support for persons under their responsibility who are living with or affected by HIV/AIDS. In Togo, a major constraint is that the Ministry of Primary and Secondary Education does not even have a budget line to finance the fight against the pandemic. A few scattered community organizations and NGOs work actively to provide care for people living with AIDS. A Togolese law passed in 2005, providing protection of people with HIV/AIDS, offers some hope. The impact on the supply of education and teachers seems to be stronger in Burkina Faso than in Togo, where the effects of HIV/AIDS are masked by socio-economic problems. In the secondary education systems of both countries, peer educators are a vital link in the prevention chain. As one father said, describing the

schooling prospects of some orphans and vulnerable children: "When you have your own children plus orphans to look after, and you're poor, the choice is made for you".

To build on the work already accomplished, the following proposals for action have been made:

- a document (or policy) for the education sector needs to be drawn up providing a specific effort to fight stigmatization, with special emphasis on girls;
- preventive education needs to be stepped up, particularly in primary schools which have been neglected up until now, and with systematic instruction tailored to each grade level;
- improved care and support are needed for persons living with and affected by AIDS, orphans and vulnerable children;
- partnerships should be consolidated through consultation, co-operation and co-ordination at all levels of the system;
- a culture of monitoring and evaluation should be developed in an effort to upgrade the education system.

Odile Akpaka / o_akpaka@yahoo.fr¹

¹ Ms Akpaka is a former UNICEF Education Administrator. She has undertaken studies on the impact of HIV/AIDS on education in a number of African countries, worked on education and community development, and participated in implementing educational reforms.

Education, local development and innovation: options for EFA



In Latin America a large number of ‘model’ programmes are being developed locally. They aim to improve education in the poorest sectors of the population and explore new ways to implement education policies drawing on innovations in teaching methods and educational management.

WHILE education systems in Latin America enrol a large number of children and young people in schools, the results fall short of the Education for All (EFA) goals. The mass uniform nature of formal education has not provided the quality response needed by the diverse social groups. The diversity and complexity as well as the governance of education systems mean that there are no universal recipes to help solve these difficulties.

In this context, attention should be focused on developing local education policies, especially with a view to fostering citizenship. From the findings of the on-the-ground models studied by IIEP-Buenos Aires¹ emerge a number of avenues to explore further.

On the one hand, it is clear that exclusion and social break-down require increasingly co-ordinated educational and social action and that there are instances where the school system has lost its legitimacy in the eyes of society. Hence the importance of forming alliances with a view to promoting innovative processes either with community organizations, between state bodies in various sectors, with research and knowledge-generating centres, with business leaders or with non-government organizations (NGOs).

In modern society, there are a growing number of entities focused on ‘projects’ which push people to improve their skills so as to build a future for themselves. This aspect, which involves education providing basic knowledge about “learning

to learn”, also calls for networking and a willingness to form alliances.

One of the research studies² identified a number of broad-based alliances, bringing together a wide range of participants but which also require more time to keep the projects on-track and secure so that they adhere to the educational goals they have set themselves. Other ‘bounded’ programmes are more effective in the short-term, although they deliver a lower standard education and attract fewer stakeholders. The choice between the two will largely depend on experience and the organizer’s ability to attract groups of people committed to education, the local civic culture and social capital. It will also depend on the complementarity of the players, whether they bring academic knowledge, their ability to influence policy making and governments, their practical knowledge of the needs of the population, and management skills.

Under these conditions, the challenge to link educational innovations to local development emerges. The schemes examined helped to identify which were the most successful practices, to broaden the boundaries of formal education in schools catering for children and young people from poor backgrounds, to open up schools to families and the community, to provide ways of intervening in the school careers of children and young people at risk of exclusion through different teaching strategies and, finally, to promote alternative teaching methods

more focussed on diversity.

The study highlighted the danger of indiscriminate transfer of an innovation from one setting to another. Promotion and dissemination of innovations requires an in-depth analysis of the conditions needed to make them work. That is a combination of external support (supervision, government programmes) and committed players in the schools and the community, internal and external monitoring and evaluation of proposals, work with teachers to change their methods of educating children and young people from poor areas, a change in school cultures to foster co-operation between key players in schools and the community, and the creation of school networks within local geographical contexts. An analysis of these conditions will help educational planners and managers to break away from a linear simplified vision of policies and move towards a new more meaningful conception of the educational changes needed.

Margarita Poggi and Nerio Neirotti
mpoggi@iipe-buenosaires.org

¹ Amongst them are training, research and evaluation programmes to evaluate the ‘*Learning community*’ initiative and the ‘*Action models for equity in access to knowledge*’, carried out with the support of the W.K. Kellogg Foundation (in nine Latin American and Caribbean countries) and the Ford Foundation (in four countries).

² Neirotti, N. and Poggi, M., *Alianzas e innovaciones en Proyectos de Desarrollo Educativo Local*, Buenos Aires, IIEP/UNESCO Buenos Aires Regional Office, 2004.

What is SITEAL?



THE challenge of providing quality education for all is made exceedingly complex by the social changes which have taken place in Latin America since the beginning of the 1990s. While moderate growth has been registered in Latin American economies over the past decade, there has been a further concentration of income while social and geographic inequalities have deepened. Nowadays, the challenge is more an issue of inequality than of poverty. It is reflected in a social cohesion crisis with hard core pockets of marginality and exclusion, and with more violence, crime and drug abuse.

This state of affairs undermines the social conditions on which educational practices are predicated. It hence requires rigorous monitoring of social trends and their impact on educational divides.

This is the objective of the Latin American Information System on Educational Trends (SITEAL), a joint initiative of IIEP-Buenos Aires and the Organization of Ibero-American States (OEI). It operates as an observatory which generates knowledge on social and educational trends with particular emphasis on trends in social, economic, ethnic/cultural, race and gender divides. SITEAL provides information and analysis of the diverse conditions in which education

is delivered, and on the implications of changes for the schooling of children and teenagers.

Since March 2004, SITEAL's analysis and assessments have been available on its Internet site (www.siteal.iipe-oei.org) which offers the following features:

- a **database** with over 40 comparative indicators for Latin American countries;
- **statistical summaries** including a selection of key indicators for analysing trends and monitoring social inequalities;
- **debates** where analysts from the region discuss the interpretations of the data provided by SITEAL;
- **e-newsletters** which analyze specific aspects of the social and educational status of the region;
- **salient data** on a single page, with findings relevant to the interpretation of the new social and educational scene; and
- **virtual fora** which foster the exchange of opinions between SITEAL users on matters pertinent to the education agenda.

Nestor Lopez and Ana Pereyra
n.lopez@iipe-buenosaires.org.ar

Margarita Poggi takes over from Juan Carlos Tedesco as Head of IIEP's Office in Buenos Aires

SINCE the beginning of this year, Margarita Poggi has been in charge of IIEP's office in Buenos Aires, Argentina. She replaces Juan Carlos Tedesco, who retired after almost 30 years service as a UNESCO staff member.

Margarita Poggi is a graduate of the University of Buenos Aires in Education Sciences, and a postgraduate university lecturer. Until September 2005, she headed the National Information and Evaluation Directorate for the Quality of Education in the Argentine Ministry of Education, Science and Technology. From 2000, she was also chief consultant on IIEP-Buenos Aires' Educational Innovation and Evaluation Programme.

Ms Poggi's professional career has been marked by many academic achievements and extensive experience in education policy management both nationwide and for the City of Buenos Aires Government.

Also a graduate in Education Sciences, Juan Carlos Tedesco joined UNESCO in 1976 where he managed the Regional Office for Education in Santiago, Chile and IESALC in Caracas. He then became Director of the International Bureau for Education (IBE) in Geneva, Switzerland.

He returned to Argentina in 1998 to take up the post of Director of IIEP-Buenos Aires which he held until December 2005.

In 2006, Mr Tedesco was appointed Secretary of Education at the Ministry of Education, Science and Technology, Argentina.

IIEP-Buenos Aires, Agüero 2071
Buenos Aires, Argentina
info@iipe-buenosaires.org.ar
www.iipe-buenosaires.org.ar/



Free primary education: making it real

In April 2006, IIEP contributed to a workshop in Nairobi, Kenya, organized as part of a UNICEF/World Bank School Fee Abolition Initiative. Three months later, IIEP hosted a technical meeting which reviewed policy instruments; and in July 2006 the IIEP Director, Mark Bray, chaired a session during the seventh meeting of the Working Group on Education for All (EFA) which brought together participants from ministries, international agencies and other bodies.

THE *School Fee Abolition Initiative* (SFAI), launched in 2005 by UNICEF and the World Bank, focuses the attention of a range of partners on the burden of fees to the poorest households. It aims:

- to review, analyze and harness experience on the impact of abolishing fees, and on ways to cope with the increased demand for schooling that usually results; and
- to guide and support governments that are implementing fee-free education policies, or that plan to do so.

The Kenya workshop and follow-up discussions showed that matters are not simple. When fees are abolished, governments need to find other revenues to support their schools. This pressure increases when the provision of fee-free education for the poor also implies abolishing fees for the middle-income and rich. In some settings, 'levies', 'contributions' and other charges

have been introduced to compensate. Countries such as Kenya, Malawi and Uganda, with very visible fee-free policies, have faced major challenges as enrolments surge, threatening to overwhelm their education systems.

The Nairobi meeting sought to develop an Operational Guidance Paper based on lessons in six countries where fee-free policies have recently been launched (Ethiopia, Ghana, Kenya, Malawi, Mozambique and Tanzania). Representatives from three other countries considering abolishing fees were also invited (Burundi, Democratic Republic of Congo, and Haiti).

By the time of the EFA Working Group meeting (July 2006), considerable progress had been made with drafting of the Operational Guidance Paper. Key points were discussed at this meeting attended by representatives from UNICEF, the ministries

of education in Botswana and Kenya, and the UK Department for International Development (DfID).

Efforts to translate ideals into practice require clarity of vision. Tuition fees demanded by governments may need to be viewed separately from levies of various kinds demanded by parents' associations and other local actors; government schools may need to be treated differently from community schools and private schools; and policies to protect the poor may still allow for fees to be paid by the middle-income and rich.

Implementing fee-abolition policies also requires attention to ways to handle extra demand for schooling. Expansion of education systems requires more teachers, learning materials and classrooms. If authorities do not find ways to protect quality, the value of the fee-free education policies could be at risk.

Igor Kitaev / i.kitaev@iiep.unesco.org

For further reading, see:
www.unicef.org/infobycountry/kenya_33391.html

Rural education and capacity development high on donor agenda

THE International Working Group on Education (IWGE) met in Rome from 12-14 June 2006. Forty participants from 20 multi- and bi-lateral donor agencies and foundations met to discuss education for rural people; capacity development; and transparency in education financing.

Most of the world's poor live in rural areas. According to one of the studies presented, primary education is among the most powerful engines to reduce hunger and achieve food security in developing countries. It is therefore fundamental to increase the coverage of education in rural areas and retain children in school for as long as possible. This requires building effective relationships with communities, and adopting a variety of strategies, such as: promoting active learning, introducing multigrade teaching, providing school meals, supporting community schools, ensuring accountability mechanisms, and providing further education and livelihood opportunities at post-primary level. Effective approaches in formal and non-formal education implemented by government and NGOs in Africa, Asia and Latin America were presented and discussed. Beyond primary education, further education has a major role to play by training agricultural engineers and technicians, and developing relevant research.

Capacity development was the second issue discussed, as it is crucial in the implementation of EFA. Some countries have more donor funds than they can absorb, and progress remains slow in spite of the pressing needs. Increasing national capacities to plan and manage their education systems means working at three different levels: the individual level increasing personnel skills through training; the organizational level by improving the functioning of organizations and ministries; and the global level by building a favourable environment, improving governance and empowering the civil society. The low absorption capacities of countries can be attributed both to the country's organization, lack of stability and political leadership. Also, sometimes the administrative practices of agencies are over-demanding. Fortunately these constraints are slowly but gradually diminishing.

The last issue discussed was related to governance and particularly how transparency in managing education funds can be improved. Transparent budget management is a prerequisite for donor financial support, and, subsequently, to increasing educational coverage.

Françoise Caillods / f.caillods@iiep.unesco.org



Tracer study on former ATP participants

Preliminary results

In August 2005, IIEP undertook a tracer study of graduates of its Advanced Training Programme (ATP) in order to obtain information on the tasks and responsibilities they have been carrying out since the completion of their training, and to solicit their views on the usefulness and relevance of the course.

THE study covered graduates over a ten-year period, from 1995/96 up to 2005, and was based on a questionnaire sent to all participants.

The main preliminary findings indicate that 96 per cent of the respondents continue working in educational planning and management in their countries. Approximately 85 per cent work for government ministries and related agencies and institutions, with 66 per cent working in ministries of education. Around 11 per cent work for NGOs and international agencies involved in education development programmes in the country. Only 4 per cent of the respondents work in areas not directly related to education; and in some cases, the change is recent.

Significantly, irrespective of the posts they hold, the graduates are more involved in educational policy formulation and decision making than before their training at IIEP. Results also show that 48 per cent of the respondents are more involved in capacity building and training than before. One half are involved in co-ordinating activities with international agencies, and 52 per cent in research-based work.

Over 90 per cent of the respondents consider the training they received at the IIEP as 'very' or 'extremely' useful, and 98 per cent assess the effects of the ATP on their professional competencies as 'high' or 'very high'. A total of 86 per cent of the respondents hold the same view concerning the effect of their training in Paris on the professional recognition they obtain.

A very large majority of responses indicates that participants gain job mobility, either lateral or vertical, on completion of the ATP. While 64 per cent of the respondents say that they have obtained one or more promotions, over 94 per cent report undertaking higher or more challenging responsibilities, with 75 per cent taking up leadership roles as heads of departments, divisions, units, teams, or managing programmes and projects.

Although preliminary, these encouraging results reinforce the findings of the previous tracer studies conducted by IIEP, and underscore strongly the continued importance and relevance of the Institute's Advanced Training Programme.

Yasmin Haq
y.haq@iiep.unesco.org

Where are they now? News of former IIEP trainees

Career changes:

Mr BONFOH Abass, Togo (ATP 1985/86)
President of the Republic par interim in 2005, he is currently President of the Togolese Parliament, Lome.

Mr MOYO George, Zimbabwe (ATP 1989/90)
Given the task of creating a new School of Post-Graduate Studies at Fort Hare University, Eastern Province, South Africa, in 2005.

Mr BELKACHLA Said, Morocco (ATP 2000/01)
Currently working at the UNESCO Institute for Statistics, Montreal, Canada.

Mr OBAME Edgar Regis, Gabon (ATP 2001/02)
Nominated Director of Financial Affairs, National Buildings and Equipment in the Ministry of National Education, Libreville, in 2005.

Mr TAYLOR Marcellus Charles, Bahamas (ATP 2002/03)
Promoted as Acting Director at the Planning Unit, Ministry of Education, Nassau, end 2005.

Mr NEAR Sophan, Cambodia (ATP 2004/05)
Appointed Director of the Inspectorate of Administration and Finance, Ministry of Education, Youth and Sport, Phnom Penh.

Retirement:

Mr LAURILLA Ukko Aapeli, Finland (ATP 1973/74)
Former Director of Finnish Real Estate Federation, retired in 2005.

Mr THANSEA, India (ATP 1979/80)
At 78, he is still very active. Currently Editor of the *Senior Citizens' Association Journal*, President of State Council of Child Welfare and Mizoram Artist's Society, and Secretary to the Indian National Heritage Trust and the Indian Society of Tobacco and Health, Mizoram.

Mr AMOUSSOU-KPETO Komlan, Togo (ATP 1991/92)
Former Head of the School Statistics Division in the Ministry for Primary and Secondary Education, Lome, retired in 2006.

Sad news:

Mr DA MATHAN Olivier, Benin (ATP 1997/98)
Former co-ordinator of external aid at the Institute for Mathematics and Physical Science, Ministry of Higher Education, Cotonou, passed away in March 2006.

The 2005/06 ATP ends

On 29 May, the 2005/06 session of IIEP's Advanced Training Programme (ATP) officially ended and the 32 participants prepared to return to their respective countries ...

FOR IIEP's newly appointed Director, Mr Mark Bray, for his staff, and for the representatives of UNESCO, the Closing Ceremony of the 2005/06 ATP was an occasion to thank the 32 participants from 29 countries for their efforts and to wish them success in their careers.

Mr Bray underlined how impressed he was by the fruitful exchange and co-operation among the trainees, despite their diverse languages, religions, origins and cultural traditions. He encouraged them to maintain links in the future, and to work together on their common commitment to educational planning.

The Director also thanked the Director-General of UNESCO, Mr Koïchiro Matsuura, and other partners at Headquarters for their unfailing confidence in IIEP and support to its main mission, namely capacity building in educational planning, policy and management.

The importance for the ATP participants to translate the individual knowledge and competencies gained at IIEP into national capacity for action was also highlighted by Mr Zhang Xinsheng, Chairperson of UNESCO's Executive Board and Vice-Minister of Education in China. His advice to IIEP trainees was to concentrate on three 'Cs': a **concept** (or



vision) for change, (technical) **capacity** as developed through training at IIEP, and **connectivity** by transmitting new ideas and acquired knowledge to their own country contexts.

The Deputy Director-General of UNESCO, Mr Marcio Barbosa, expressed confidence that the newly trained ATP participants would help reinforce the EFA capacities of UNESCO Member States through sector-wide planning. He noted this tradition among their predecessors, many of whom now play important roles in devising strategies and in preparing and implementing plans in their countries. The ATP graduates are also effective representatives in international fora, including the UNESCO General Conference.

As Ms Christine Otieno, President of the Trainees' Association pointed out, the ATP – alongside sustained efforts and some sleepless nights – has prepared trainees to better assist their national institutions both in planning and in the provision of better quality education. □

Master's theses defended in 2005/06 ATP

- *Effects of the abolition of school fees on enrolment in primary schools in the North Eastern Province of Kenya* • Christine Achieng Otieno (Kenya)
- *Prospects of introducing a student loan scheme for higher education in the Sultanate of Oman* • Saïf Humaid Al-Shmeli (Oman)
- *Higher education and human capital for Ireland's future development* • Jerald Cavanagh (Ireland)
- *L'élimination des disparités entre sexes dans l'enseignement primaire à l'horizon 2015 au Burkina Faso* • Kabore Sibiri Luc (Burkina Faso)
- *Projection des effectifs et ses implications en ressources pour l'enseignement primaire au Cambodge: 2005/2015* • Borat Oung (Cambodia)
- *Allocation des enseignants aux établissements au Togo : analyse et propositions pour un déploiement efficace des personnels* • Koffi Segniagbeto (Togo)
- *Analyse de la déperdition scolaire dans l'enseignement primaire* • Zakari Seydou (Niger)
- *The reformed accountability framework of public higher education in Uganda. System and institutional level analysis: The case of Makerere University* • John Kizito Wabwire (Uganda)
- *Disparités régionales et développement de l'enseignement primaire au Cameroun : le cas de la province de l'Adamaoua* • Antoine Yemele (Cameroun)

Changeover in Head of IIEP's Training and Education Programmes

In a recent staff meeting, the Director announced that, as from September 2006, Mr David Atchoarena (*see photo*), formerly Head of the Higher Education and Specialized Training (HEST) Unit, will take up duties as Head of IIEP's Training and Education Programmes.



Mr N.V. Varghese, who has been responsible for the Institute's Training and Education Programmes Unit (TEPU) since 2001, will take over Mr Atchoarena's position as Head of the HEST Unit. During his tenureship as Head of IIEP's Training and Education Programmes, Mr Varghese oversaw the introduction of the Master's option in the Advanced Training Programme, and a number of other fundamental changes. □

AUGUST

28 Aug.-24 November

9th IIEP-BA Regional Course in Educational Policy and Planning
IIEP Headquarters, Buenos Aires, Argentina
Contact: cursoregional@iipe-buenosaires.org.ar

SEPTEMBER

10-17

Working meeting of SACMEQ National Research Co-ordinators on 'Further refinement of the SACMEQ III Project data collection instruments through panel review, field-testing and data analysis' Kasane, Botswana
Contact: k.ross@iiep.unesco.org

Mid-September

Fundación Ayuda en Acción – Final Evaluation of the 2006-2010 Strategy for Latin America with the six countries concerned
IIEP-Buenos Aires, Argentina
Contact: nneirotti@iipe-buenosaires.org.ar

Mid-September

Workshop on 'Methods for monitoring and assessing non-formal education programmes'
IIEP Headquarters, Paris
Contact: f.caillods@iiep.unesco.org

27-29

International Seminar 'Higher agricultural education and international co-operation: role and strategies of universities'
Agropolis, Montpellier, France
Contact: d.atchoarena@iiep.unesco.org

28

Seminar of the National Office for Information Technologies (ONTI) to present the policy recommendations of the @lis Integra Project
Buenos Aires, Argentina
Contact: tlugo@iipe-buenosaires.org.ar

29 Sept.-31 May 2007

42nd IIEP Advanced Training Programme in 'Educational Planning and Management' 2006/07
Contact: d.atchoarena@iiep.unesco.org

September-November

Internet forum on 'Open educational resources for initial teacher training'
Buenos Aires, Argentina
Contact: tlugo@iipe-buenosaires.org.ar

OCTOBER

2 October-22 December 2006

Distance education course on 'Methodological and organizational options in external quality assurance' for English-speaking African countries
Contact: m.martin@iiep.unesco.org

9-13

Training workshop on 'Developing an indicator system for monitoring education' for central and regional planning and statistics officers
Addis-Ababa, Ethiopia
Contact: a.de-grauwe@iiep.unesco.org

23-25

Regional seminar on 'Transparency, ethics and anti-corruption measures in education' organized with the Open Society Institute
Podgorica, Montenegro
Contact: m.poisson@iiep.unesco.org

NOVEMBER

20 Nov.-10 March 2007

Distance education course on 'Using indicators for planning Education for All: methodology and technical tools' (in French)
Contact: p.dias-da-graca@iiep.unesco.org

16-17

International seminar on 'New times and challenges on educational policy'
Contact: info@iipe-buenosaires.org.ar

DECEMBER

6-8

45th Meeting of IIEP Governing Board
IIEP Headquarters, Paris
Contact: director@iiep.unesco.org

IIEP Activities

2006 IIEP/WBI SUMMER SCHOOL

Education and poverty-reduction strategies

IIEP Headquarters, Paris, 26 June-6 July 2006

In collaboration with the World Bank Institute (WBI), IIEP organized a second Summer School on *Education in Poverty-Reduction Strategies*. Open to French-speaking planners, the course brought together 27 participants, mainly from Africa, and representatives from various bilateral and multilateral agencies and civil society.

The course focussed on the link between development in the education sector and strategies for reducing poverty. Examining various Poverty-Reduction Strategy Papers (PRSPs) prepared at the country level, it was evident that the education proposals in such documents were not always fully in line with a pro-poor approach.

The course underlined pro-poor strategies, the importance of a holistic view of the education sector, and the fundamental need for dialogue, participation, and inter-sectorial collaboration. Over the ten days, lectures clarified the steps involved when drawing up a PRSP: from consultation to the monitoring and assessment of activities, via the definition of objectives, courses of action and follow-up.

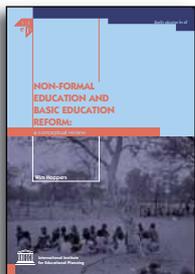
Discussion fora revealed the participants' concern for improving the quality of education in rural areas and the increased responsibility of educational institutions towards their community. Another recurrent issue was the need to open up courses at a post-primary level in both secondary education and vocational training linked to development projects.

The pedagogy used was a combination of lectures and working groups. In this way, participants were able to apply the techniques learned during the course. The diversity of the groups facilitated an easy dialogue between participants and helped them to share the experiences and effective solutions adopted in their own countries.

At the round table organized on the last day, new terms from and trends in international aid were presented. Participants were able to interact with representatives from the Netherlands Ministry of Foreign Affairs, the French Office for Growth and Development, the Canadian International Development Agency (CIDA), and the African Development Bank (AfDB). □

IIEP Publications

QUALITY EDUCATION FOR ALL



■ **Non-formal education and basic education reform: a conceptual review.** Wim Hoppers.

The author addresses the complex linkages between formal and non-formal education and the value of some types of non-formal education for improving the quality and relevance of basic education.

Cost: 12€



■ **Lessons learnt in the use of 'contract teachers'. Synthesis report.** Yaël Duthilleul.

This study concentrates on Cambodia, India and Nicaragua, where contract teachers were widely used in the 1990s to help enlarge access to schooling for out-of-school children. While 'contract teachers' can quickly resolve access issues, serious quantitative problems may arise.

Cost: 12€

ETHICS AND CORRUPTION IN EDUCATION

■ **Towards more transparent financial management: scholarships and grants in Indonesia.** Stephen Baines. When economic crisis struck Indonesia in 1997, the Scholarship and Grants Programme was created to address emergency issues by allocating block grants to schools and scholarships to primary and junior secondary pupils. Three years later, it was supplemented by the School Improvement Grants Programme for particularly disadvantaged schools. The author shows that it is feasible to implement a school-based financing model with minimal fund leakage and improved transparency so that education targets can still be met in a crisis.

Cost: 12€

EDUCATION FOR RURAL PEOPLE

■ **Reforming higher agricultural education institutions. The case of the School of Agriculture at Monterrey Tech.** Manuel Zertuche. Hit by a significant decline in student enrolments due to the decreasing role of agriculture in the national economy, the *Instituto Tecnológico y de Estudios Superiores de Monterrey* in Mexico conducted a major reform to face challenges such as technological change, environmental degradation, and the growing demand for new skills in the agricultural sector.

Cost: 12€

NEW TRENDS IN HIGHER EDUCATION

■ **Private higher education in Kenya.** Okwach Abagi, Juliana Nzomo and Wycliffe Otieno (ed. N.V. Varghese). In the 1990s, Kenyan national policy began to seriously encourage the creation of private higher education institutions. This study analyzes how the private education sector has developed, the financing behind it, and management trends.

Cost: 12€

STUDENT LOANS AND GRANT SYSTEMS

■ **Forms of student support in Sweden. Past, present and future.** Sture Strömquist. This book is part of a series of in-depth studies on the functioning of government-sponsored student support schemes. It introduces the Swedish education system and the cost and possible effects on social equity of its financial support schemes.

Cost: 12€

■ **Student loan schemes in Mauritius. Experience, analysis and scenarios.** Praveen Mohadeb. With the state unable to meet the increasing costs of higher education, student loans are increasingly being used by Mauritian students to finance their studies. This book reviews the student loan schemes in Mauritius with a view to making proposals for a national scheme.

Cost: 12€

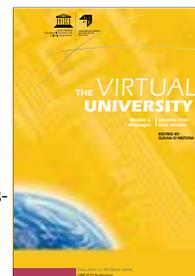
■ **La construcción socioeducativa del becario. La productividad simbólica de la políticas sociales en educación.** IIEP-Buenos Aires. This book discusses student grants as a social policy in education. It recognizes the impact of social inequalities, and analyzes their effect on schooling and social selection mechanisms within schools. By reconstructing the socio-educational profile of the students who benefit from grants, it also shows how the local implementation of this policy recreates social discrimination practices.

Cost: 6€

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

■ **The Virtual University. Models and Messages Lessons from case studies.** Susan D'Antoni (Ed.). Published on IIEP's website in 2003, this update now exists in print form. The book explores the ICT policy, planning and management implications of several new or reorganized institutions of higher education, and reviews the trends, challenges and impact of cross-border education.

Cost: 14.50€



■ **La integración de las tecnologías de la información y la comunicación en los sistemas educativos.** Ministerio de Educación, Ciencia y Tecnología de Argentina-PROMSE, IIEP-Buenos Aires. Two booklets: the *first* provides a state-of-the-art on ICT and a series of recommendations for educational policy; the *second* discusses the curricular implications of introducing ICT in schools and proposes a plan for the development of ICT skills through basic education.

Cost: 6€

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