# A new six-year cycle for IIEP, 2008-2013

The IIEP Newsletter has a new format to fit a new era in IIEP's development. It is the first newsletter for the six-year period covered by IIEP's Eighth Medium-Term Plan (2008-2013); and, as would seem appropriate, the main focus within this issue is on the priorities and strategies to be pursued.

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As an institution which focuses on planning, IIEP should practice what it preaches. The Eighth Medium-Term Plan was prepared through extensive consultation. IIEP's Governing Board played the overall steering role, and inputs were received from the Institute's Consultant Fellows, funding partners, and counterpart bodies within and beyond the UNESCO family. Successive drafts were the subject of extensive and fruitful discussion by IIEP staff. The process began in May 2006 with the appraisal of the lessons from the Seventh Medium-Term Plan, and was only concluded with the formal adoption of the document by the IIEP Governing Board in December 2007.
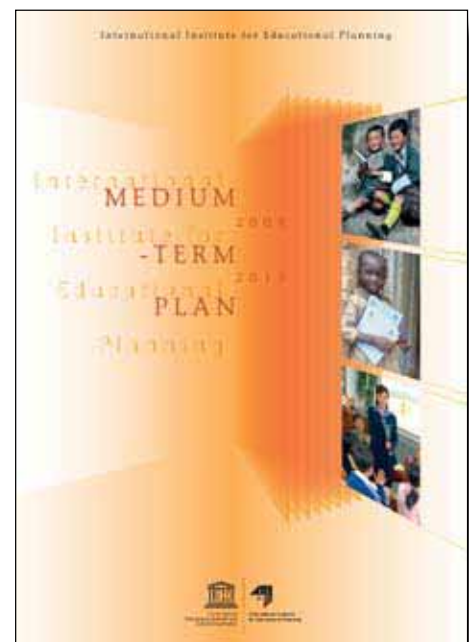
IIEP's 8th Medium-Term Plan can be downloaded at:
www.unesco.org/iiep

Any document which looks ahead to a six-year period must combine vision with flexibility. Some elements of global change can be predicted with confidence, but much remains uncertain. As such, it would be unwise for IIEP to tie itself too closely to specific targets for the full period of the plan. Nevertheless, sufficient is known about existing patterns and trends for IIEP to be clear about its major thrusts.

A document of this sort should necessarily commence with assessment of the context. The four elements highlighted are: poverty,

inequalities, social and political instability, and globalization and the knowledge society.

The first three of these are ongoing challenges, but they have taken new forms in the context of the fourth. Globalization, in particular, has brought new opportunities but also new threats to many communities. IIEP thus works in an arena where ongoing tasks require continued effort and where new dimensions require flexibility and innovation.

The specific thrusts of the plan are couched within the goals of UNESCO and the wider United Nations system. The strategic objectives are grouped under: training and organizational support, producing new knowledge, and sharing knowledge for informed decisions.

As several articles in this issue of the newsletter point out, these objectives are closely linked. New knowledge, for example, is of little use if it is not shared with decision-makers; and one way to achieve that sharing is through training and organizational support. Similarly, the effectiveness of training is much enhanced when it is based in research findings that are grounded in reality achieved through direct partnership with in-country operations.

Among IIEP's great strengths is its truly international focus, facilitated by its staff of several dozen nationalities. IIEP's headquarters in Paris operates bilingually in English and French, and the Buenos Aires office operates mainly in Spanish. IIEP has many partnerships for further work in other languages. This issue of the newsletter highlights the new Regional Centre for Educational Planning (RCEP) in United Arab Emirates (*see page 11*), and other partnerships around the world operate in Russian and Chinese.

The Advanced Training Programme (ATP) (*see page 4*) is unique in its bilingual English-French operation through simultaneous translation at

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While globalization has brought new opportunities, it has also brought new threats. Among these threats are further marginalization of communities that are already marginalized.

IIEP's Paris Headquarters. The common core of this programme is offered in Spanish at IIEP's office in Buenos Aires, Argentina. No other institution provides a programme of this depth for educational planners from such a wide variety of horizons and linguistic origins. The ATP is especially important as a forum bringing together planners from English- and French-speaking Africa as well as other parts of the world. It is also a meeting point where participants learn as much from each other as they do from IIEP staff.

Other forms of capacity development are also highlighted in this newsletter. Through its own experience, IIEP understands the importance of learning by doing. IIEP works alongside planners and managers in their own offices and in the field, and tailors its distance-education courses and short training

programmes to the specific contexts of the participants. The Institute recognizes the importance of mutual support, and during the coming years will strengthen its alumni network as a community of professionals.

The plan document itself can be downloaded from the IIEP website (**www.unesco.org/iiep**), and is available in paper format on request from the Institute. Yet a document remains only a document if it does not have the people and resources for implementation. IIEP greatly appreciates its network of partners around the world. Among them are bilateral agencies, such as the Swedish International Development Cooperation Agency (Sida), whose Director-General has presented his vision and agenda in this newsletter (*see page 9*). Other partners include our own alumni, one of whom has written about a new initiative in school mapping in his country, Senegal (*see page 13*).

We are aware that other partners are among the readers of this newsletter. We thank existing partners for their collaboration, and we invite new potential partners to get in touch with us. Together, we can change the world!

viewpoint

Nicholas Burnett
Assistant Director-General for Education
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Meeting the challenges

I am very pleased to write a few words for the *IIEP newsletter* to express support for IIEP's mission and priorities, and to outline ways in which IIEP's work fits into the broader UNESCO picture. I do this in my capacity as Assistant Director-General for Education, but also as a colleague who has long been familiar with IIEP and its work.

IIEP's mandate in educational planning and management makes it as relevant today as when it was founded in 1963. The Institute occupies a strategic niche, since plan preparation, implementation and monitoring are at the core of the education systems that are themselves major instruments for national development.

In discharging its mandate, IIEP benefits from its comparative advantage and its track record. It is truly international in focus, and a 2006 external evaluation described IIEP as "world-class", adding that it was well governed and managed.

The evaluators also noted that IIEP was "very relevant to UNESCO's education programme and to the needs of Member States". This is indeed the case. IIEP's global and regional networks, its country-centred approach and its professional style are unique among the actors which assist governments with their planning and management. IIEP demonstrates in its Medium-Term Plan for 2008-2013 that it remains attuned with the emerging and continued needs of both industrialized and less developed contexts. Countries worldwide relate to issues of quality, equity, governance, management, and improved budgeting and financing. As the IIEP Plan points out, some countries need more support than others, and the Institute rightly makes them a priority.

The challenge to achieve the United Nations' Education for All and Millennium Development Goals by 2015 is huge. It is also a collective promise that must be kept. IIEP is mindful of the limitations of its size, and has therefore positioned itself to contribute in the most strategic way through capacity development. The Institute has earned the trust of financial partners who have given it extra-budgetary resources that significantly expand the UNESCO allocation.

In the area of education, for which I am responsible, I intend to enhance UNESCO's capacities to provide technical expertise and policy advice to its Member States. I know that IIEP will continue its valuable and expert contributions in these domains. The Institute will receive my strong support as it proceeds to implementation of the goals set out in its Medium-Term Plan.

In this issue

Training:
expanding and diversifying

© Nathanael Holland

For over 40 years, the Paris-based Advanced Training Programme (ATP) in educational planning and management has been a core activity for IIEP. Demand for IIEP training courses remains high, as many fragile states still struggle to achieve Education for All (EFA) and others have new objectives to reach with regard to the provision of education at the post-primary level.

FURTHER INFORMATION

- Information on IIEP training in Paris and around the world can be found on the web site at: www.unesco.org/iiep/training

- Information on IIEP training in Latin America can be found on the IIEP Buenos Aires web site at: www.iipe-buenosaires.org.ar

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Capacity development usually relates to the abilities of individuals and institutions to implement their missions in accordance with objectives. It is the process through which these abilities are strengthened, adapted and maintained over time. The acquisition of knowledge and expertise at both individual and institutional levels is therefore the key determinant of capacity development. IIEP's training strategy serves this broader aim.

At the individual level, the skills and competences acquired by educational planners and managers through various IIEP training activities have contributed to capacities to improve education systems and thus achieve national development objectives. Capacity development also takes place through informal learning. Collaboration with partner countries within the framework of IIEP operational activities and research contributes to the acquisition of knowledge and applied skills through experience.

Capacity development also relates to the institutional level. Whenever possible, and particularly in training programmes offered in the field, IIEP programmes group individuals into country teams. Through this approach, IIEP works to create a threshold effect leading to a stronger impact on management systems and decision-making processes. One of the remaining challenges is to develop training programmes as part of broader capacity development efforts, linking teaching, research and technical assistance to ministries of education.

TOWARDS AN INTEGRATED LEARNING SYSTEM

IIEP training has undergone fundamental changes, in particular with the introduction of the Master's degree, the emergence and consolidation of the Regional Training Course in Buenos Aires as a full and sustained component of IIEP's core offerings, the expansion of the Visiting Trainees' Programme in Paris, and the growth of the distance education portfolio. Further development and consolidation of training requires greater articulation between these various elements as well as with our intensive training programmes.

The introduction of an IIEP credit accumulation framework will constitute a major innovation towards achieving this goal. It will facilitate the development of an integrated learning system, linking the Master's Programme, the Visiting Trainees' Programme, a selection of courses delivered at distance, in-country training programmes and the RTC. The system will increase flexibility in training provision and in establishing lifelong learning pathways for educational planners and managers.

The diversity of training will be maintained in order to reach different categories of learners. Credit accumulation will provide the cement linking the different programmes to the ATP. However, as training provision needs to be adapted to specific country needs, IIEP's training will continue to include tailor-made courses in specialized fields that are not necessarily part of the core training on educational planning and management.

SCALING UP THROUGH DISTANCE LEARNING...

Over the years, distance learning has proven to be an important delivery mechanism for IIEP. Using this mode of delivery for ATP courses will contribute to expanding access and increasing our capacity to serve educational planners and managers. Credits obtained through distance learning will eventually be recognized as equivalent to those from face-to-face programmes in Paris or Buenos Aires. A major step in this direction will be the launch in 2008 of a 10-month distance education programme on education sector planning, equivalent to the first part of the ATP (the common core).

This course will first be offered to English-speaking countries in Africa, and has financial support from the Education Program Development Fund (EPDF) of the Fast Track Initiative (FTI). It will eventually be delivered to other regions. The course will target senior and middle-level educational planners and managers who need to expand and enhance their knowledge and skills to contribute more effectively to educational planning in their respective countries but who cannot participate in the Paris-based ATP due to their professional obligations and/or the lack of funds. Its central objective is to enable the participants to prepare and review education plans. The course therefore stands on its own. At the same time, participants will be offered the possibility to complement their training at IIEP with certain specialised modules and to complete the Master's programme.

... AND PARTNERSHIP

Another powerful tool for scaling up is the development of partnerships with other training institutions in different regions. Already, the publication and dissemination of training materials to the public at large has contributed to the widespread use of some IIEP courses. Partnerships with training institutions that are willing and able to use training programmes developed by IIEP could pave the way for a global network of training institutions in educational planning and management. Such a network would help to address the challenges of capacity development through training for achieving EFA goals and thereby contribute to sustainable educational development, particularly in the most vulnerable countries. ■

One of the main objectives of IIEP's Eighth Medium-Term Plan is to generate new knowledge in educational planning and management. But new knowledge is only useful if shared with the right people. IIEP must therefore focus on knowledge management and make the most of its community of planners.

TOWARDS A COMMUNITY OF PRACTICE

Communities of practice are *"groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly"*[1]. They should have a shared domain of interest and competence, strong relationships enabling them to engage in joint activities and discussions, help and learn from each other, and finally, experience as practitioners allowing them to share tools, strategies and techniques.

IIEP fosters a worldwide professional network of over 500 members based in 107 countries which shares information and provides support to educational planners, especially valuable for South-South co-operation. In some countries, former trainees have established national *IIEP alumni associations* which provide mutual support and inspiration to fellow planners.

PLANNERS WITHOUT BORDERS

Among the strengths of IIEP's existing network of planners is its international focus. Core messages are distributed in both English and French, and the technology allows members to log in from anywhere and at any time. A *listserv* is available to members, and the IIEP is currently developing a user-friendly electronic platform with easy access and animation by a moderator.

One major vehicle for exchange will be the Net forum on 'Planning issues' starting in September 2008. IIEP will also be organizing technical and policy face-to-face seminars in order to identify new research themes as well as disseminate planning experiences and innovations.

Such communities can benefit from additional support on a regional basis. The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) is one possibility. Others can be channeled through UNESCO's field and regional offices. The network of planners will help to produce knowledge through research, and share experience and practices through dissemination.

Knowledge is only useful when it is applied. The large diversified IIEP network of planners will encourage closer interactions over the years ahead. ■

Alumni Network

Developing a community of planners

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[1] Etienne Wenger. 2008. *Communities of Practice: A Brief Introduction.* See: www.ewenger.com/theory

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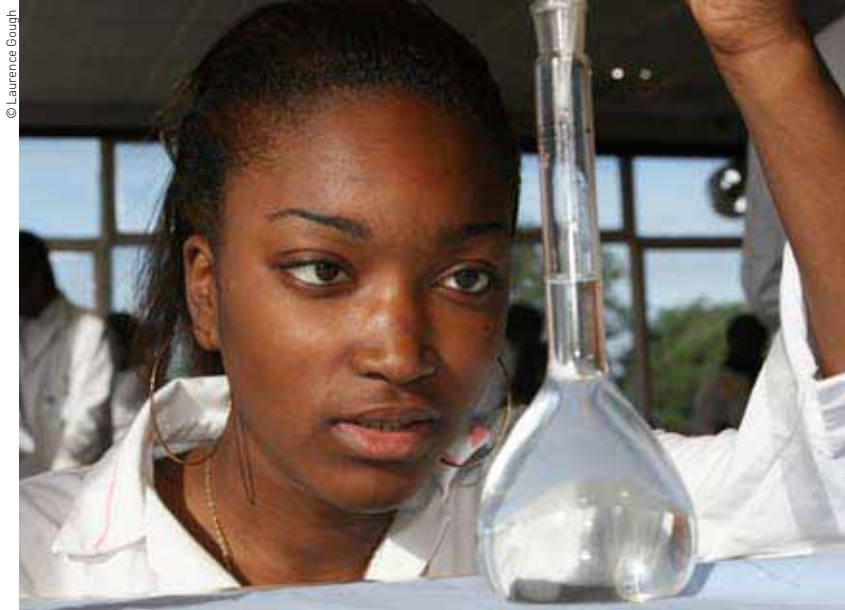
Research:
ensuring impact and relevance

Research is a way to improve human endeavours. The commitment between knowledge producers and users produces solutions which can be contextualized and applied.
The relevance of research is defined by its value in use.

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IIEP's research focuses on issues which have practical relevance at the national and sub-national levels. The research raises fundamental questions and produces 'on-the-spot' evidence from varying contexts. IIEP's research is also closely linked to training. Most of the research feeds into training-based capacity development, which in turn raises questions and exposes domains needing more research.

Focus on the relevance and applicability of IIEP research necessitates collaboration with the users from the outset – when the research question is posed, methods are elaborated, and investigation is planned and implemented. This 'user-focussed' view distinguishes IIEP research from research normally undertaken in universities. The guiding theme is 'partnered implementation'.

Partnership in research, to be meaningful in focus and impact, needs to be defined in advance. It is part of long-term relationships between the Institute, its research partners and the users. Given IIEP's mission to strengthen national and institutional capacities, and its strategy of using research findings to support policy and planning, much of its research is designed and implemented in close collaboration with national and international partners.

NATIONAL TEAMS AND DISSEMINATION OUTLETS

IIEP conducts most of its research through national teams working on common frameworks to make the research findings comparable across countries. When teams are located in national institutions, the work helps to institutionalize the capacity development efforts. It also helps improve the impact of the research since the teams are usually available at the country level to extend support to other staff if and when needed.

IIEP has a very valuable and active alumni network (*see article page 5*), many of whose members occupy positions of authority as ministers of education, directors of planning, etc. Continual interaction with these alumni increases the possibility of better and wider use of research in policy and planning in the country context.

Disseminating research findings is crucial to improving its use, influence and impact, and should be an integral part of the research process. This requires an effective communication strategy to make research findings available to a wide audience. Target groups include national ministries, research and training institutions, university departments offering teacher training, civil society organizations, and international communities.

To influence policy, communication must be effective and timely. Today, websites and on-line forums are faster modes of communication than the traditional print media. Research should use more of this mode of communication, alongside the IIEP newsletter, which is regularly published in four languages. Short articles in other newsletters, and national newspapers can also attract public attention very easily.

However, websites and newspaper articles have short life-spans, and printed materials have a more durable impact and reach the academic community more effectively. The policy-makers of tomorrow are the students of today, studying for Master's degrees and doctorates and with time to read the full versions of IIEP research studies. Very often the academic supervisors of these students are also important members of the international education community. IIEP's links with the academic world not only widen the Institute's influence but also strengthen its credibility as a research organization.

USING THE NETWORKS

IIEP has its own networks to communicate and to improve the use of research at the national level: the Alumni network; the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP); other regional and national institutions, and perhaps most important of all, nearly 200 depository libraries in developing countries around the world. Each of these networks disseminate IIEP's research findings.

While dissemination is largely within the Institute's control, use of the research findings needs more effort and persuasion, even when the findings are relevant. The possibility for research findings to be reflected in policy is greater when the members of the national research teams are also members of decision-making bodies.

IIEP research findings are natural inputs to its own training programmes. Based on new evidence, the Institute produces training materials which are widely used, not only in IIEP training activities but also in programmes organized by other institutions. Through these and other channels, IIEP will continue to support improved policy-making and planning in UNESCO Member States. ∎

Researching in IIEP's Documentation Centre

On 12 and 13 February 2008, the Afghan Ministry of Education captured the attention of both the national and the international education communities by convening the first Education Development Forum (EDF) in Kabul. More than 200 participants met under the patronage of Afghan President Hamid Karzai and Minister of Education Mohammad Haneef Atmar to review progress towards the targets of the National Education Strategic Plan 2006-10 (NESP) over the past year.

This review meeting between the Ministry of Education and its partners provided an opportunity to acknowledge noticeable progress with regards to access (over 600,000 new admissions since 2005: +14%), quality and management of education (600 new schools; 10,000 new teachers). But the huge challenges still facing education in Afghanistan were also analyzed, and existing policies and strategies to overcome them were reviewed. A promising example is the Ministry of Education –conducted 2007 Schools Survey – a comprehensive set of educational data that constitutes the first step towards the development of the education management information system so much needed in Afghanistan.

Beyond its technical aspects, EDF was also a political event where commitment to education and outstanding leadership were demonstrated at the highest level. Under the impulse of the Minister of Education, EDF witnessed an important revival of the "Coalition for Education"[1]. New partnership mechanisms were introduced to all stakeholders, namely a New Partnership Agreement calling for improved aid effectiveness through increased pledges to education and better harmonization of external support under MoE leadership; and the creation of an Education Development Board to improve alignment of externally funded programmes to NESP.

A strong message of national ownership and commitment to reaching the goals of NESP and consequently those of the Afghanistan Compact and the EFA goals was sent out by the Afghan educational authorities. Despite a strained security situation, the Ministry of Education demonstrated remarkable technical capacity in organizing a standard-setting first review meeting. It is hoped that such a sector review will become annual and will play a catalytic role in laying the groundwork for a sector-wide approach in support of MoE and around the national plan. ∎

Afghan Education Development Forum

Towards equal access to quality education for all

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[1] EDF Final recommendations

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In 2000, the World Education Forum in Dakar set an ambitious agenda for education. Good planning for credible discussion among education partners is essential if the EFA goals are to be met.

Partnering
to achieve common goals

FURTHER READING

⬜ Draxler, A. 2008. *New partnerships for EFA: Building on experience. UNESCO/IIEP.*

See article IIEP in Davos on page 13 of this issue. The electronic version can be downloaded free of charge *at*: www.unesco.org/iiep/eng/publications/recent/recent.htm

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Demand for the types of support that IIEP can offer exceeds the Institute's direct capacity to respond. IIEP must therefore operate through strategic partnerships. These partnerships may leverage synergies for capacity development, amplify IIEP's voice in promoting sound educational planning and management, and provide resources to expand IIEP's reach.

IIEP'S PARTNERSHIPS

Over the decades, IIEP's traditional partners have been within the United Nations system and among bilateral agencies. During the period of IIEP's Seventh Medium-Term Plan (2002-2007), association with these partners allowed the Institute to:

▲ assist the Ministry of Education in Afghanistan to design its first education plan;

▲ assist the Ministries of Education and Higher Education in Egypt to design their plans and set up strategic planning units; and

▲ fund ground-breaking research and pursue the creation of knowledge in more traditional domains of educational planning.

During the period of the Eighth Medium-Term Plan, IIEP will continue to enhance working relations with its traditional partners in multilateral and bilateral agencies. It will also seek new partners among non-governmental organizations (NGOs), foundations, and the private sector. Concerning the latter, IIEP is already gaining leverage through its collaboration with the World Economic Forum (WEF), and was proud to launch its publication on public-private partnerships in Davos, Switzerland, in January 2008 (*see article p. 13*). Another form of partnership is with the CfBT Education Trust (**www.cfbt.com**), a not-for-profit body in the private sector based in the United Kingdom with which IIEP is undertaking research in fragile states. Diversifying partnerships is necessary because much activity in the education sector is beyond the immediate realm of ministries of education and their traditional allies.

Expanding its range of partnerships will require IIEP to remain mindful of several core questions. One concerns ways to interest non-traditional partners in educational planning and management. Another concerns the need to keep focusing on priorities, and in this respect the Institute stresses that the agendas of national governments are the guiding frame.

STRATEGIES FOR SUCCESS

To strengthen existing partnerships and form new ones, IIEP will pay particular attention to:

▲ *Improved communication*: The achievements and impact of IIEP's partnerships must be shared more effectively. This will demonstrate more widely the value of these partnerships, and will help attract new actors.

▲ *Proactive partnering*: IIEP will be more proactive in seeking out partners, whether as relays, as implementation partners, or as financial contributors to IIEP's work in Member States.

▲ *Occupying a strategic space*: As a high-quality provider of training, a reliable guide for in-country technical assistance, and a producer of reliable policy-related research in educational planning and management, IIEP will continue to focus on

these areas in order to retain the synergies from the different components of its work.

Working under the umbrella of UNESCO, IIEP's overarching objective is to help achieve the EFA targets and the Millennium Development Goals. The scale of the tasks ahead requires all stakeholders to work together according to their own strengths and mandates. IIEP sees partnerships as a key strategy for every aspect of its work. ■

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Adult literacy class on a fishing boat in Cape Verde

Rising to the EFA challenge together

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Sida provides strong support for the work of IIEP. The Swedish agency's new Director-General gives his vision of development co-operation in the education sector, and invites strategic communication around it.

For more information on the Swedish International Development Cooperation Agency (Sida), see:
www.sida.se/?language=en_us

Education is fundamental to economic, social and political development. The right to education for all is not only a desired outcome but also a process that must be characterized by democratic principles such as non-discrimination and equality, participation, transparency and accountability. It involves the creation of new knowledge and thinking, as well as breaking up old practices. Sida's vision of education as a tool for the extension and deepening of democracy is not shared by everyone. The strategic use of education for empowerment of marginalized people and the cultivation of democratic culture threatens traditional power structures at the national and international levels.

Sida has decided to strengthen focus on three areas within its development co-operation in the education sector: human rights and democracy, inclusive education, and education for sustainable development. These themes provide a strategy to focus on issues that have traditionally been advocated by Sweden.

Education is frequently reduced to an issue of economics. When the creation of human resources is the main objective of national education systems, potential values such as social skills, ability to cooperate, personal development and democratic culture are often

overlooked. In Sweden, schools are actively promoting democratic values through education, and we want to make the links between education and democracy much more visible through our development co-operation.

As our policy is to support countries' own sector plans, earmarking of funds to subsectors is generally avoided. This does not mean that we cannot promote targeted initiatives and prioritize our attention: innovations can be made if they are handled within national planning processes and in agreement with partners. In this area, as development co-operation partners, we need to improve and develop our thinking and practice in a sector-wide context – how to handle them, but also how to learn from them and make sure that lessons learned from innovative projects are fed into development of the sector. This is a fundamental difference between the old and the new aid architecture.

The *EFA Global Monitoring Report 2008* shows that the global net enrolment ratio increased from 83 to 87 per cent between 1999 and 2005 but that huge disparities remain. Unless actors involved in education development increase their attention to excluded groups, the EFA goals will be missed. The focus in many of our partner countries must therefore be on developing systematic

responses to the fact that at least 10 per cent remain outside the education system. At the same time, the quality of education remains a huge challenge. As the Global Monitoring Report puts it, Education for All should mean **all** - not some or most.

Sida advocates development partner collaboration and mechanisms to support equitable access to, and participation in, quality education for all, with an increased focus on marginalized groups. Education for All is seen as a set of interventions to remove barriers to learning, with the ultimate aim of promoting equity and inclusion. Sida also highlights the links between the right to education and sustainable social, economic and environmental development. Throughout our work, we underline that education is crucial to the development of democratic cultures, and emphasize that commitment and participation of the people are central both to democracy and sustainable development.

My experience as Assistant Director-General at the World Health Organization is that the UN system has a vital role to play in providing global leadership, formulating norms and offering technical support. I invite new and old partners to make effective use of Sweden's strengths and to work jointly with us towards achieving EFA. I look forward to rising to the challenge – together with you. ■

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Communication: Reaching the world

As a clearinghouse of ideas on planning and management of education, IIEP aims to ensure that the information it produces is just one click away from planners and policy-makers.

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IIEP's overall objective in its eighth Medium-Term Plan (MTP) is to further develop the capacities of UNESCO Member States to formulate education policies, prepare plans, and design and implement education programmes that aim to reduce poverty, improve national competitiveness and reach the EFA goals. In other words, IIEP will organize its interventions to ensure that education services function well and reach the poorer segments of the population. One of IIEP's objectives will be to translate knowledge into action by supporting evidence-based decision-making.

This calls for effective communication on the production of new knowledge, and harnessing IIEP's accumulated knowledge to produce timely and relevant tools for practitioners.

Building on experience, IIEP will adopt a three-pronged approach to ensure that it is a key resource centre for UNESCO Member States and development partners. It will produce quality, reader-friendly printed material, develop web-based services, and enhance its role in the international community of development partners. The aim is to share information and knowledge in a timely, relevant, and authoritative way.

IIEP will customize its printed publications and training materials, which are a strong vehicle for sharing knowledge and practical know-how. This tailoring will bear in mind that not all stakeholders in educational planning and management need the same types of information. Based on IIEP's knowledge-base, training materials, research and policy briefs will provide specific input and guidance to stakeholders in educational planning and management.

IIEP will harness information technologies to communicate further and faster, and the use of alternative vehicles will be constantly explored. Search modules, web links and interactive tools will be systematically included in IIEP publications and training materials in order to enhance their relevance and extend their reach. Also, in an effort to render the expanding volume of information more accessible to all, IIEP will structure information in web-operated databases related to its fields of competence.

The opportunities to foster dialogue, exchange ideas, and help shape international and national agendas will be multiplied, and accumulated knowledge will be communicated through messages targeted to local actors, the media, and other key information nodes. The Institute will convene expert group meetings, seminars and policy fora, and will participate in international and regional meetings to support evidence-based decision-making.

Keep abreast of these developments in the subsequent editions of the IIEP newsletter! ∎

New image for a new era

IIEP's two main mass-communication tools, the website and newsletter, have been redesigned to reflect the new era.

www.unesco.org/iiep

The IIEP web site is currently undergoing a complete overhaul – not only in design, but also in content and management – to reflect the IIEP Medium-Term Plan, 2008-2013.

The new site will open new opportunities for sharing information in a more effective way with users, and will provide greater flexibility for distance courses and other on-line communication tools. Navigation of the site is clearer, and visitors can search the entire site with ease. Closer interaction with the UNESCO sites will mean easier access to the right information from the right source – fast! The new management tool allows for rapid updating, a better service to our international clients, and the merit of speed for those who can access it.

Over the years, the IIEP newsletter has become a much-valued vehicle for disseminating professional discussion on educational planning to developing countries.

With the advance of technologies, some organizations have abandoned paper editions of their newsletters and replaced them by electronic versions, thereby reducing paper, printing and mailing costs, and sometimes offering additional web-site facilities. When launching the electronic version of the newsletter in January 2007, IIEP considered this possibility. However, as many readers do not have easy access to the Internet and feedback indicates that the paper version is still greatly valued, it was decided to retain a paper version but reduce from four to three annual issues, and print on recycled paper. Recent advances in printing technologies allow us to print in full colour at no extra cost. ∎

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A Regional Centre for Educational Planning in the Arab States

Wednesday 14 November 2007 brought a new member to the UNESCO family. It was the day for inauguration of the Regional Centre for Educational Planning (RCEP) in Sharjah, United Arab Emirates (UAE). This was the next historic step in development of an institution which will partner closely with IIEP.

As a UNESCO Category 2 centre, RCEP is not legally part of the organization, but is associated with it through formal arrangements approved by the General Conference. Category 2 centres are not normally headed by UNESCO staff members, and do not apply UNESCO's rules and regulations. UNESCO's Director-General is represented on the governing boards of Category 2 Centres, and in RCEP's case, IIEP's Director has an additional seat.

RCEP's history dates from 2001, when UNESCO's Director-General informed the Executive Board of the request from UAE to create the Centre. The General Conference in 2003 granted its approval.

RCEP is specifically designed to serve the members of the Gulf Co-operation Council (GCC), all of which also have seats on the Governing Board. In addition to UAE, the GCC States are Bahrain, Kuwait, Oman, Qatar and Saudi Arabia. Yemen has applied to join the GCC, and already collaborates actively in the field of education.

The inauguration ceremony was a remarkable occasion, presided over by the Ruler of Sharjah, His Highness Sheikh Dr. Sultan Bin Mohammed Al Qassimi. IIEP's Director, Mark Bray, was among the guests, and in his speech stressed the fact that IIEP looks forward to collaborating with RCEP. He noted that RCEP can play a very important role not only within the GCC countries but also more broadly within the Arabic-speaking community and beyond.

IIEP has already sent a large consignment of publications to RCEP, and looks forward to partnership in training, research and technical assistance. ∎

unesdoc.unesco.org/images/0013/001318/131886e.pdf
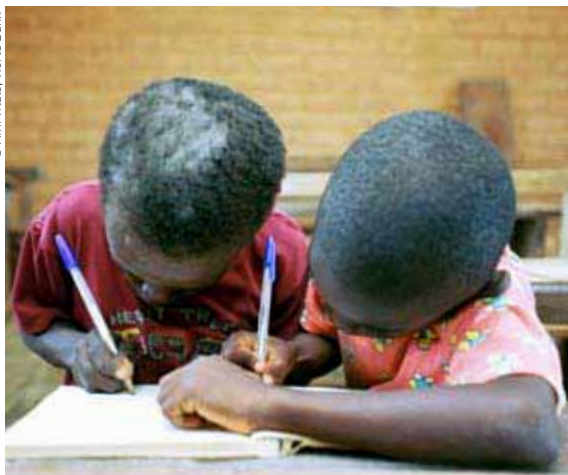
Evolving thoughts on quality education and how it links to IIEP's mission over the next six years.

Quality education

IIEP GOVERNING BOARD

The IIEP Governing Board is composed of 12 specialists of international repute who meet annually to review IIEP's past activities and set the agenda for the forthcoming year. Mr Wanner has been Chairman of IIEP's Governing Board since 2005.

For more detailed information see: www.unesco.org/iiep/eng/about/govbd.htm

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From kindergarten through graduate school, I had the privilege of quality education. Classrooms were safe, well designed and well equipped. Textbooks were available, and libraries accessible. Teachers were qualified, if uneven in performance. Neither my peers nor I thought our situation exceptional, but a comparative look around the globe later made me realize how exceptional it actually was.

Such was the baggage that I brought to the debate about quality education for all where the quality of education provided to the unschooled seemed a distant second to the overriding goal of getting them into school.

Over the years, my views have changed. With the drafting of IIEP's Medium-Term Plan, 2008-2013, and in particular its perspectives on access and retention of poor and vulnerable children, I found that by substituting "credible education" mentally for "quality education", the discussion made sense. Providing credible education, or education of a minimum quality, became a fundamental right.

Insisting on a credible product for the unschooled took on a new perspective during a recent United States congressional briefing by the Basic Education Coalition[1]. As one educator summed up: "the quality of the teaching is a real mess", and the experiences he and others described were not even credible education. One needed to ask "Is providing education that lacks credibility really better than providing no education at all?"

I still answer "Yes" to that question, certainly at the level of basic education. But how can education be made credible? The educator in the congressional briefing believed that teacher pre-service and in-service training is crucial, and documented it with student achievement data before and after in-service training programmes. Yet all educators recognize that many factors have to be identified. Even training is only useful if trainees can be found in sufficient number and with sufficient motivation, and if support is provided to retain good teachers once they have been recruited and trained.

The problem of quality or credibility in education reaches across societies and touches even the best-financed school systems. In the US, for example, the schools of Washington DC are among the most generously funded and staffed, but they are also amongst the most dysfunctional and provide neither quality nor credible education. The current mayor has admitted this publicly and staked his career and reputation on rectifying the situation. It is an exciting political process to observe as it unfolds.

IIEP is a unique institution which serves all of UNESCO's 193 Member States – rich and poor, large and small. As an institution, it is dedicated to learning from comparing. It is also a body with demonstrated capacity to cross conceptual boundaries which focus on the quality as well as the quantity of education. By definition, Education for All cannot mean elite education. However, it must necessarily mean credible education. ∎

[1] A consortium of non-governmental organizations working to raise public and private support for quality basic education.

Senegal

A new impulse to school mapping

School mapping is a key tool for planners. A former ATP graduate shows how it can be used effectively to meet expanding education.

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School mapping is a pillar of educational planning, since it ensures that available resources are used appropriately to meet educational needs. With the expansion of the Senegalese education system, and an increase in costs, it has become urgent to ensure that decisions to open new schools, and extend or renovate existing ones, will meet community needs effectively. Efficient school mapping requires a method adapted to local realities, and a framework for consulting the schools, local authorities, development partners and representatives of civil society.

In Senegal, the Ministry of Education has launched an innovative project in the Louga region to set up a geographical information system and promote a participative approach by sharing information.

The implementation process will include the following activities in 2008:

▲ **A training workshop on geographical referencing:** Educational planners will learn how to use global positioning systems (GPS) receivers, how to collect spatial data, and how to computerize GPS data.

▲ **Updating geographical referencing data:** This activity will update the school map by integrating spatial data for 2006, 2007 and 2008, as well as information on Franco-Arab schools, modern and traditional *daara* schools, community basic schools, functional literacy centres, early learning centres, and crèches.

▲ **Training education officers to use software.** Local and regional officers will become familiar with the Arc View software so that they can prepare school maps using spatial data gathered during the geographical referencing of schools.

▲ **Training in school mapping techniques:** This activity will strengthen planners' capacity to assess the education system at the local level, to project education needs, and to rationalise school networks in accordance with goals, standards and benchmarks of the Ministry.

▲ **Drawing up school maps proposed by local actors:** The technical team for each region will assess the education system at the local level and make projections for population and school enrolments. It will then propose new schools or modification of existing ones for the next three to four years. The demographic and socio-cultural characteristics of each community will be taken into account.

▲ **Workshop to validate the proposals:** The proposals for change will be discussed by all parties and validated on the basis of a general consensus.

This process will allow the Ministry of Education to perfect a new way of preparing school maps. It will also provide Louga with a prospective school map based on general consensus and aimed at developing harmoniously the supply of education within the region. ■

IIEP in Davos

Each January, the World Economic Forum convenes a prestigious and influential event in the mountain village of Davos, Switzerland. Participants include heads of state and top leaders of business and industry, and the proceedings are widely reported in the international media.

IIEP was part of the proceedings of the January 2008 meeting. UNESCO's Director-General, Koïchiro Matsuura, launched an IIEP publication entitled *New Partnerships for EFA: Building on Experience.* Written by Alexandra Draxler, an IIEP Consultant Fellow, it focuses on public-private partnerships within the context of Education for All (EFA).

The book resulted from collaboration between UNESCO and the World Economic Forum in the domain of multi-stakeholder partnerships for education. An agreement for this collaboration was signed in 2006, and the book is among the first tangible products.

Mr Matsuura underlined the potential of multi-stakeholder partnerships, adding that "our Partnerships for Education initiative is making a real difference for EFA". Explaining the way forward, he stated that "there are a number of areas which require special focus. These include: identification of needs; ownership by stakeholders; focus on impact and impact measurement; strong regulation, accountability and transparency; sustainability; capacity development; monitoring and evaluation; and strong advocacy". ■

To order or download this book, see page 16 of this issue

2007/08 ATP
Trainees visit Bordeaux

Yet again this year, the traditional visit to study the French education system was one of the highlights of the first term of IIEP's 43rd Advanced Training Programme (ATP).

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Biarritz, St Jean de Luz, the Basque country and the Atlantic Ocean were the first to welcome IIEP's ATP participants to Aquitaine. The icy cold weather, exceptional for this part of Southern France, was beaten off with revigorating food and hot drinks. Above all, it was an opportunity to discover some beautiful mountain- and sea-scapes in this part of France and appreciate the region's very specific cultural identity.

The second stage of our visit focussed on the Gironde department, around Bordeaux.

On arrival in Arcachon, our group was greeted by Mr Marois, Rector of the Gironde Academy and responsible for education in the region. He gave the trainees an introduction to functioning of pre-school, primary and lower secondary education in the area. The ensuing presentations by local education officers and subsequent visits to several primary and secondary schools helped trainees to better understand the subtleties of decentralization *à la française*.

In Bordeaux, the visit continued with an overview of the higher levels of education and of the Rectorate administrative offices. Discussions with the regional education officers, school heads, teachers as well as the pupils were very enriching, and always accompanied by a warm welcome, despite the inclement weather.

The study visit was also an opportunity to reflect collectively on topics such as decentralization, the fight against school

2007/08 trainees during Bordeaux visit

failure, educational quality, and relationships between the school and the world of work. On the last day of the visit, four group reports prepared by IIEP trainees on the aforementioned topics were presented to the rectorate officials.

We extend our warmest appreciation and thanks to the UNESCO French National Commission for yet again mobilizing a large number of institutions and education officials who each year guarantee the success of the French study visit. ∎

Forthcoming activities

April

26 March-4 April

Study visit of 2007/08 ATP trainees to Madrid and Sevilla, Spain
Contact:tep@iiep.unesco.org

7-9

"Enhancing transparency and accountability in the education sector of Sierra Leone". Intensive training course
Freetown, Sierra Leone
Contact: m.poisson@iiep.unesco.org

May

"Using indicators to plan and manage education"
Distance Education Course
IIEP Buenos Aires, Argentina
Contact: tlugo@iipe-buenosaires.org.ar

14-15

Meeting of Working Group for International Co-operation in Skills Development
UIED, Buenos Aires, Argentina
Contact: info@redetis.iipe-ides.org.ar

19-23

"Educational quality and equity". Course for Education Officers in Macao Special Administrative Region (SAR), China, under IIEP technical assistance programme to Member States
IIEP, Paris
Contact: m.saito@iiep.unesco.org

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Closing ceremony of IIEP 2007/08 Advanced Training Programme
IIEP Headquarters, Paris
Contact: tep@iiep.unesco.org

June

10-11

Meeting of International Working Group on Education (IWGE). Hosted by UNICEF, the meeting is open to bi- and multilateral agencies and foundations
Long Island (New York), U.S.A.
Contact: f.caillods@iiep.unesco.org

19

"Research, knowledge and educational policy in Latin America". Panel discussion to celebrate 10th anniversary of IIEP Buenos Aires
IIEP Buenos Aires
Contact: info@iipe-buenosaires.org.ar

July

3-4

"Directions in educational planning". Symposium to honour the work of Françoise Caillods at IIEP
IIEP Headquarters, Paris
Contact: f.appere@iiep.unesco.org

21-25

"Institutional restructuring in higher education in Asia". Regional workshop organized in collaboration with SEAMEO RIHED
Myanmar
Contact: nv.varghese@iiep.unesco.org

14 July-7 November

11th Regional Course in "Educational Policy Planning"
Phase 1: 14 July-8 August. Phase 2: 11 August-7 November 2008
IIEP Buenos Aires, Argentina
Contact: pscaliter@iipe-buenosaires.org.ar

INEE launches new Minimum Standards Toolkit for Education in Emergencies

The *Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards* present a global framework for co-ordinated action to enhance the quality of educational preparedness and response, increase access to safe and relevant learning opportunities, and ensure humanitarian accountability in providing these services. They provide good practices and concrete guidance to governments and educationists to enhance the resilience of education systems and can be used for sector planning. Currently implemented in over 80 countries around the world in a wide range of contexts, including fragile states, acute emergencies, protracted crises and post-crisis recovery and development, they are used for programme and policy planning, assessment, design, implementation, monitoring and evaluation as well as advocacy and preparedness in order to reach the Education for All goals.

The recently launched *INEE Minimum Standards Toolkit* is a response to the growing need for tools to guide humanitarian aid workers, government officials and educationists to implement the *INEE Minimum Standards*. The Toolkit contains the handbook, training and promotional materials, as well as clear, practical tools and resources to aid in the local contextualization of the Minimum Standard indicators and guidance notes. It also includes a pull-out reference guide.

The Toolkit contains the practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific standards in: community participation, analysis, access and learning environment, teaching and learning, teachers and other education personnel, education policy and co-ordination.

There are also a set of tools for disaster preparedness and risk reduction as well as for the cross-cutting issues of human and children's rights, gender, HIV/AIDS and disability.

The Toolkit is available online at: www.ineesite.org/toolkit, and in CD format. A launch guide can be consulted at: www.ineesite.org/implementation, and to join INEE's global, open network of educationalists, please see: www.ineesite.org/join.

IIEP Publications

Education in emergencies and reconstruction

Staying power: struggling to reconstruct education in Burundi since 1993
Anna Obura
2008. 316 p.

This study analyzes a decade of education survival strategies during a period of conflict and the attempts made to salvage and rebuild the school system in Burundi. Its interesting historical perspective re-examines the most common assumptions about being Hutu, Tutsi or Twa, essential to understanding the experience of schooling in Burundi today.

To order: info@iiep.unesco.org   Price: 12€
www.unesco.org/iiep/eng/publications/recent/recent.htm

New trends in higher education

Cross-border higher education: regulation, quality assurance and impact – Vol. II
Michaela Martin (Ed.)
2008. 351 p.

The challenges of cross-border higher education are important in all countries. This volume of case studies on Argentina, Kenya and Russia analyzes the features and impact of cross-border provision. It focuses on institutional and programme mobility, and the main challenges to national authorities. The book complements Vol. I (2007) which focuses on Chile, Oman, Philippines and South Africa.

To order: info@iiep.unesco.org   Price: 12€
www.unesco.org/iiep/eng/publications/recent/recent.htm

Globalization of higher education and cross-border student mobility
N.V. Vargese
2008. 29 p.
Electronic publication

Cross-border higher education has become an important mode for globalizing higher education. It occurs when a provider, programme, course material, teacher or student goes beyond the national boundaries. Based on student mobility data, the paper discusses the pattern of cross-border student flows and provides some explanations for the observed trends.

www.unesco.org/iiep/eng/publications/recent/recent.htm

Education in the context of HIV and AIDS

The impact of HIV and AIDS on higher education institutions in Uganda
Anne R. Katahoire and Edward K. Kirumira
2008. 259 p.

This book examines ways in which HIV and AIDS affect higher education institutions in Uganda. A review of literature and a nationwide survey among staff and teachers in such institutions was undertaken in order to identify some of the predisposing factors to HIV-infection. It proposes measures to help mitigate its spread.

To order: info@iiep.unesco.org   Price: 12€
www.unesco.org/iiep/eng/publications/recent/recent.htm

Partnerships for education

New partnerships for EFA: building on experience
Alexandra Draxler
2008. 110 p.

This study helps lay the groundwork for the "Partnerships for Education" (PfE) programme launched by UNESCO and the World Economic Forum. It defines the basic concepts and expectations, needs and pitfalls behind education partnerships. Intended for development actors at the international and country levels, it provides recommendations for action and avenues for reflection. *See pages 8 and 13 of this issue.*

To order: info@iiep.unesco.org   Price: 12€
www.unesco.org/iiep/eng/publications/recent/recent.htm

Administration of education

Electronic publications available at:
www.unesco.org/iiep.publications.recent/recent.htm

École et décentralisation: le cas du Bénin
D. Odushina and M. Moustapha *et al*. 2008. 170p

École et décentralisation: le cas de la Guinée
Djénabou Baldé *et al*. 2008. 187 p.

École et décentralisation: le cas du Mali
Denis Dougnon *et al*. 2008. 129p.

École et décentralisation: le cas du Sénégal
Cheikh Diakhaté, *et al*. 2008. 217p.

Reviews of IIEP publications

Corrupt schools, corrupt universities: what can be done?
Jacques Hallak and Muriel Poisson. 2007, 319 p.   Price: 20€
www.unesco.org/iiep/eng/publications/recent/etico.htm

"Education is normally seen as a preserve for the innocent, and a domain that is unlikely to be contaminated by the virus of corruption [...]. Whatever considerations led the authors to choose this sensitive theme, or have influenced the Institute to launch the research project on 'Ethics and corruption in education' out of which this publication grew, the truth is that this publication is a major contribution to educational planning and management that can assist in the attainment of Education for All and the Millennium Development Goals, as the Director of the IIEP brilliantly noted in his Foreword."
International Review of Education, Vol. 53, No. 4, 2007
Reviewer: Michael Omolewa

The Virtual University: Models and messages. Lessons from case studies
Susan D'Antoni (Ed.) 2006, 451 p.   Price: 14.50€
www.unesco.org/iiep/eng/publications/recent/ict.htm

"The case studies that make up this book have the potential to inform policy and practice in many different settings. The lessons shared raise important questions about how to maximize resources and provide quality assurance. Understanding these messages and the contexts in which they are constructed will further the dialogue to realize the vision of the virtual university."
Comparative Education Review, Vol. 52, No. 1, 2008.
Reviewer: Rosita Tormala-Nita