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Education and the economic crisis

The current global economic crisis may result in a decline in investments in education. Yet now is the time that it is vital to strengthen support to education in order to help the economic recovery.

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The current economic crisis started in the USA during the last quarter of 2008, but has now spread worldwide. Economic growth has halted, economies have shrunk, and trade has diminished, leading to job and income losses. According to estimates by the International Labour Organization, 51 million people will lose their jobs, and according to the World Bank, an additional 46 million will be pushed below the poverty line.

Poor people are the most vulnerable

While industrialized countries were the first victims, developing countries have been most vulnerable to the effects of the global



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meltdown, primarily due to their dependence on external financial flows from export earnings, remittances and aid.

The crisis has resulted in lower demands for exports and as a result, a loss from export earnings. The crash in commodity prices has led to income losses. Those who have lost their jobs in cities are leaving, increasing the unemployment rates, loss of income and debt among those in rural areas.

Remittances are an important source of income for many developing countries. According to World Bank estimates, sub-Saharan Africa received US\$19 billion from remittances in 2007, which was higher than foreign direct investment and aid flows.

At the same time, many developing countries are dependent on aid, especially the countries recovering from conflict. Crises of this sort are often associated with cuts in aid. Aid has been on the decline, and may be reduced further in 2009 by an estimated US\$20 billion.

Income from tourism is declining in Asia and Africa. Similarly, due to a fall in oil prices, incomes have fallen in oil-exporting countries, which are reducing their budgets (p. 7). Estimates of the impact of the crisis show that more people will be thrown into poverty.

Education financing

According to the 2009 Education for All (EFA) Global Monitoring Report (GMR), nearly 75 million children are out of school. Governments and the global community will fall short of the goal of universal primary education in 2015 by around 30 million children. Most of these children will be from poor families in poor countries (p. 4).

Poor countries were already investing less than the required amount in education and health and the crisis is eroding their ability to maintain even these levels. Many countries depend on aid for basic education, and this dependence is increasing, even though aid flows are not showing signs of increase.

Aid to education was on the rise at the beginning of the 2000s, before it fell from US\$5.5 billion in 2006 to US\$4.3 billion in 2007, according to the OECD's Development Assistance Committee. This aid may further drop by US\$1.1 billion by 2010. According to the GMR, US\$11 billion is needed in aid annually to attain EFA in poor countries, with the 2007 provision totalling a mere US\$2.5 billion – less than four times the required amount (p. 10).

In higher education, some countries are less affected by the crisis than others. The economic crisis has led to reduced public funding in the sector,



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with reprioritization in favour of primary education (p. 8). Due to fewer students being able to pay fees, private universities may struggle to survive. However, one factor which may increase demand would be the decision by young people to gain more education in order to improve their prospects of securing jobs. The crisis may be felt more in the area of research than in enrolment and teaching because research provides less tangible and immediate economic and social returns.

Political prioritization

Poor people in poor countries are not responsible for the crisis, although they suffer the consequences most (p. 5). Political prioritization and financial support must favour them more than others and education must

be strengthened to support economic recovery.

Governments need to be pressurized to prioritize investment in education, communities to support education efforts (p. 11), bilateral donors to increase their contributions, multilateral agencies to maintain their support, and institutions to use available resources efficiently (p. 6 and p. 12). Education is an integral part of recovery plans in many countries (p. 9), including the stimulus package devised by the US government to revive the economy through public expenditure and tax measures.

Unlike in earlier crises, at least some recovery plans include investment in education and training. This is highly desirable, and requires support, protection and extension where the education sector is threatened. ■

Web focus on higher education

To coincide with the UNESCO World Conference on Higher Education and the IIEP Policy Forum on Tertiary education in small states in July 2009, IIEP held a web focus on the topic. The challenges faced around the world were divided into six main themes:

- Globalization
- Privatization
- Quality assurance
- Research and development
- Governance and management
- Rural development and poverty alleviation

www.iiep.unesco.org/focus-on-higher-education.html

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New complexities in a changing world

IIEP's mandate requires the Institute to pay special attention to those living in poverty. During the economic crisis, since late 2008, the number of people living in poverty has increased. IIEP therefore, now has increased responsibilities and new challenges.

When the global economic crisis hit, the IIEP leadership reviewed its *Eighth Medium-Term Plan (2008-2013)* to see what reorientations were needed. Although it was agreed that the basic structure and focus of the Plan remain robust and pertinent, it is clear that various adjustments are necessary. Low-income countries, which IIEP particularly aims to serve, have been affected through no fault of their own, and some of the high-income countries with which the Institute has collaborated have had to reorient their economic and social approaches as well as restructure their external assistance. Like many of its counterparts around the globe, IIEP has found that the context in which it functions has changed considerably.

IIEP has formulated various responses to these changing circumstances:

- We have stressed the value of education as a long-term investment and are highlighting the dangers that can arise from short-term cuts.
- We have emphasized the need for strategic planning that takes account of risks as well as opportunities in the volatile environments in which we work.
- We are monitoring the impact of the crisis through studies on household costs of education in countries in West Africa, on international aid flows, and on states which were already fragile prior to the crisis.
- As an intellectual as well as practical organization, IIEP is analysing the conceptual implications of the crisis on planning itself.

The events since the onset of the crisis have also changed the nature of social inequalities. Relatively rich countries, such as Iceland, have found themselves in severe difficulty. At the other end of the scale, economies based on subsistence agriculture have been largely untouched: they were poor before the crisis and they will be poor after the crisis. The previously well-off oil-based economies have suffered a blow and consider themselves worse-off – but only relative to their earlier income levels. Many societies which had depended on remittances from migrant workers – such as Cuba and Tonga – have had to make major adjustments.

These changing patterns have made it necessary for IIEP to shift the focus of its work. Member States can be assured of our ongoing commitment to partnerships for devising ways to cushion the impact of crises and for drawing on lessons learned to implement long-term plans. Among the greatest of these lessons is that it is becoming harder to predict the future in an increasingly globalized world. ■

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International Institute
for Educational Planning



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Learning from history

Since the Second World War, political and financial efforts have permitted considerable improvements in people's lives. Investing in education and training is essential for long-term economic recovery, and must not be overlooked in the current crisis.

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The World Digital Library (www.wdl.org), launched at UNESCO in April 2009, includes an iconic photograph by Dorothea Lange of a destitute mother with two of her seven children, taken in the USA at the time of the Great Depression of the 1930s.

Today's global economic crisis is the worst since the Great Depression. But we should be cautious in drawing too many parallels. The current crisis has erupted in a very different world – a globalized world that leaves no country untouched. The problems in the mortgage market and the collapse of investment banks transformed at lightning speed into a fully-fledged economic crisis that threatens to drive between 50 and 90 million people into extreme poverty. An additional 200,000 to 400,000 infants could die each year between now and 2015. In just a few months, export-dependent countries registered steep job losses. We are faced with a global human crisis of untold proportions – what the World Bank has described as a development emergency.

This calls for a global response initiated by the world's industrialized countries, even in the context of negative or stagnant economic growth forecasts. The experience of the Great Depression is invoked with the reinforced role of the state through a massive fiscal stimulus package aiming to revive the economy. But the comparison should stop there.

Today's world is built on the ruins of the Second World War and on the conviction that international cooperation and understanding are a defence against extremist ideologies, oppression and tyranny. It is built on the conviction, in the words of the 1948 Universal Declaration of Human Rights, that "*all human beings are born free and equal in dignity and rights*". The Declaration establishes education as one of these fundamental rights.

We have multilateral institutions that are now over 60 years old. Whatever their shortcomings, the UN and others have helped to shape a global conscience, promote peace, defend human rights and improve people's lives around the world. The fact that 190 countries rallied in 2000 around a set of goals (the Millennium Development Goals) to halve extreme poverty and hunger, reduce child and maternal mortality, get all children into school, and ensure environmental sustainability, is a sign that a collective will exists to reduce the intolerable gap between rich and poor and give every person a more dignified existence. The Education for All (EFA) goals adopted the same year in Dakar, Senegal, further highlight the importance of learning opportunities as a right and a development imperative.

We have information and communication technologies that spread news and knowledge at unprecedented speed and permit networking and mobilization on a global scale. We have electoral democracies, however imperfect, in two thirds of the world's states, and influential civil society movements.

We have witnessed the rise of a middle class in several of the world's largest emerging economies, and since 2000 we had experienced sustained economic growth – growth that has been partly responsible for Africa's rapid progress towards universal primary education.

Recent economic crises from Peru to Russia give us insight and warnings. Poverty increases and the most vulnerable are hardest hit. Child mortality and malnutrition rise. An IIEP study of the Asian crisis of the late 1990s found that health and education budgets declined in several countries (Malaysia, Indonesia, Thailand and Philippines).¹ Parents withdrew older children from school, and delayed the entry of the youngest. Child labour increased in several countries. But paradoxically, demand for the public provision of education rose in Asia as parents pulled children out of private schools.

Dependence on aid makes low-income countries all the more vulnerable. Evidence suggests that a 1 per cent drop in donor country gross domestic product (GDP) is associated with a 1 per cent drop in aid flows.

The lessons from this are clear:

- Policies must protect those who are most vulnerable. Several East Asian countries introduced social safety nets in the 1990s, including transfers of funds to families to keep children in school. Singapore pledged not to cut its research and development budget in order to maintain its competitiveness.
- Donors must maintain aid commitments. A combination of increased national spending and aid led to the historic gains in education across Africa in the past eight years. The 22 per cent drop in aid to basic education in 2007 seriously jeopardizes future progress towards Education for All. And this was before the crisis.
- A fiscal stimulus package has to be directed to the poorest countries,

focusing on the poorest people. It should provide cash transfers to families to prevent an increase in child labour, include provisions for school meals and resources for hiring more teachers.

Investing in education and training is essential to economic recovery. In the USA, the Obama administration's stimulus package includes US\$150 billion for education. We need to promote long-term synergies: public employment schemes for teachers, scaled-up technical and vocational education, with inclusion as the backbone of all policies. ■

¹ Varghese, N.V. 2001. *Impact of the economic crisis on higher education in East Asia: country experiences*. Paris: IIEP-UNESCO.

The impact on poverty

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Media attention around the economic crisis has focused mainly on the richest few countries, yet the most devastating effects are on those living in poverty in developing countries.

We are all aware that the world economy is dealing with the aftershock of a financial crisis which began in the US housing and money markets. However, less attention is being paid to the ramifications for four fifths of humanity in developing countries.

For poor people, the global slowdown will translate into fewer opportunities for income generation, major job losses, and lower remittances. Progress towards poverty reduction will slow down, and may even go into reverse. Financial pressures will put government budgets under increasing strain, and spending in health care and

education could be an early casualty.

In many of the poorest countries, the financial crisis comes against the backdrop of high food prices. Over the past two years, according to the World Food Programme, child malnutrition has increased by 77 million.

Gains in education built up since 2000 are also now under imminent threat.

Governments and international agencies – including the specialized UN agencies, the World Bank and the International Monetary Fund (IMF) – have so far failed to shape an effective response. Although there are plenty of ambitious promises, only

around US\$3 billion a year in new finance is channelled through the IMF. It is too little, and the IMF is not the right institution to lead a poverty-focused fiscal stimulus.

What is needed is a scaled-up international aid effort. The World Bank should be providing new support through the International Development Association, and bilateral donors should be delivering on old aid promises. The transfers should come without conditionality strings. And they should start now. Waiting for 'evidence' in the form of increased dropout, heightened malnutrition, and deteriorating health is a luxury that vulnerable people in developing countries cannot afford. ■



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Protecting education budgets in difficult times

At times when developing country governments are forced to cut spending, the education sector must be protected and prioritized.

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The impact of the current economic and financial crisis on developing countries is catastrophic, especially in respect of stunted economic growth, unemployment and cuts on government spending. Education is a prime target for cuts in times of fiscal strain, given its large share in national budgets. It is difficult for developing countries to raise additional aid to cover shortfalls in education-related activities, unlike humanitarian emergencies that can arouse a global sense of solidarity on short notice. Yet, the negative impact of under-spending in education on future generations would be irreversible.

The financial crisis has heightened the need to address two closely-related policy challenges. The first is to protect, in the short term, current levels of social spending in general, and education in particular. The second, in the medium to long term, is to protect future budgetary allocations in education against global and national economic volatility.

What are the options?

For the short term, policymakers face three options:

- ▶ to reduce spending in education
- ▶ to reallocate funds from other sectors in favour of education, which is not likely to yield significant amounts in the context of large fiscal deficits and given the political backlash that would almost certainly ensue
- ▶ to seek external funding through additional aid or foreign borrowing.

None of these options would entirely rescue education, and the best approach would be a combination.

Debt payments

The international community should also consider other measures. One bold approach would be performance-contingent external debt service payments. Poor countries would be allowed to postpone part or all of their scheduled external debt service payments if their economic growth falls below an agreed threshold. Savings from lower external debt service payments could be earmarked for education. Given the high debt-to-gross national product (GNP) proportion of 50 per cent and above in many African countries, the savings could be considerable.

Considering that this scheme would make international lenders contingent financiers of education in developing countries, external debt contracted to finance education would be suitable for this arrangement, and concessionary lenders could take the lead in assuming the shifted risk. However, it would be necessary to ensure that the reform provides aid additionally rather than as a substitute, and that developing countries do not pay a risk

premium to their creditors to protect their education sectors.

Education funding

The second option for global reform rests on the view that economic growth and development are based on, and also serve, the enhancement of human capital. Therefore social spending, including spending on education, must be targeted as a priority in national policy and aid programmes. Externally-funded development

programmes, particularly in the social sector, could be managed by a broadly inclusive Aid Council under the auspices of the UN through a scheme of pooled donor resources. Unconditional funding for education in developing countries would shield from crisis-related financial shortfalls and facilitate long-term planning in skills training.

These reforms could apply to other sectors as well. But the key challenge is to design and implement them now. ■



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Oil and education in the Gulf States

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With the fall in oil prices in the Gulf States, education budgets have been directly affected.

In mid-2008, the price of oil was at an all-time high of US\$147 a barrel, and so were the export revenues of oil-producing countries, including the six Gulf States of Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates. With the plummeting global economic growth rates during the recession, the demand for oil has declined. Oil prices fell as low as US\$37 per barrel, and the corresponding fall in income affected various sectors in the Gulf States, including education.

According to the IMF Director for the Middle East and Central Asia, the economic growth of six Gulf States will decline to 3.5 per cent in 2009 from 6.8 per cent in 2008. Some of these states, such as Oman and Saudi Arabia, will experience a record budget shortfall this year. Fortunately there are some economic cushions. Some have diversified their economies to reduce their dependence on oil, and some have built large reserves. These countries may be less affected by the

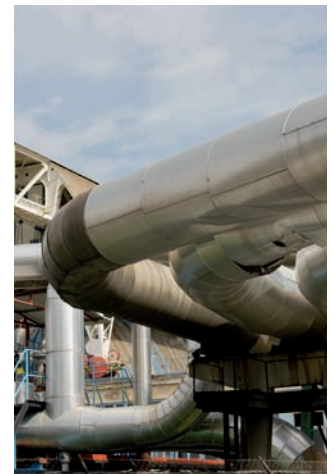
crisis in the short term. However, some countries, such as Bahrain, are planning to reduce their education budget over the coming years.

Senior government officials in these states are voicing more strongly the need for prudent management of education financing. At a March 2009 seminar, Bahrain's Minister of Education stressed that Arab Gulf States should take a fresh look at ways to improve the management of education finances and to reduce wastage.¹ Though universal primary education has been achieved in almost all the Gulf States, and secondary enrolment is around 70 per cent, improvement is needed in the quality of education. Expansion in private higher education will continue to be encouraged since government support to public universities cannot keep pace with the increasing demand.

A fall in the oil prices will negatively impact education budgets and may adversely affect capacity development efforts to diversify

the economy. Further, quality improvement programmes may be more affected than those of expansion. However, this financial crisis may also provide the opportunity for governments to introduce reforms to improve efficiency in the management of educational financing. ■

¹ Seminar on the Economics of Education in Arab Gulf States, organized by the Gulf Arab States Education Research Centre (GASERC) and IIEP, 3-5 March 2009.



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The impact on higher education in India

What is the role of the Indian Government in protecting higher education from risks?

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When the economies around the world began to feel the impact of the global financial crisis, official sources claimed that India would not be too badly affected. But in no time, rates of economic growth began dropping in all sectors. Companies outside India reduced their outsourcing and laid off many of their overseas workers, which could result in a return of migrants back to India. All of this indicates that despite rapidly becoming more globalized, India has not remained untouched by the crisis.

What will be the effects of the crisis on higher education? India's *Eleventh Five-Year Plan (2007-2012)*, provides a significant

increase in budgetary allocations to higher education in order to achieve a number of 'world class' universities and institutions. It aims to raise the gross enrolment rate from 11 to 15 per cent. The Plan envisages support for expansion from public-private partnerships.

What will then happen to these goals? The short- and long-term effects of the crisis have yet to unfold, but some results are clear.

Effects on higher education

The government's reduced fiscal capacity may lead to cuts in allocations to higher education. And the recent hike in pay scales of teachers in the sector, which cannot be reversed, may eat into the bulk of increased allocations, leaving very little for expansion and improvement in quality.

Much of the recent growth in higher education, especially higher professional education, has taken place in the private sector. There may be a significant decline of growth in private institutions. Therefore, plans that depend upon public-private partnerships may stagnate. The fall in employment and incomes would mean a reduced demand for higher education in general. Supply already exceeds demand in some specializations. Slowed growth in the information technology sector has drastically reduced the demand for engineering education. However, it is too early to expect an equally dramatic shift in favour of social sciences, though there has been an increase in the demand for commerce, economics and sciences.

A large inflow of foreign direct investment in higher education is expected following the approval of regulations for the entry of foreign institutions. However, the economic crisis may delay the process and these foreign institutions may end up competing to attract Indian students.

The role of the government is important in protecting higher education from the global crisis, as this sector can provide effective and sustainable solutions. The stimulus package that the Indian Government has considered should include boosting investment in human capital. ■

Latin America and the crisis

Latin America has already come through economic crises with little effect on the education sector. How can we learn from the region?

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Economic crises are not new to Latin America. When the external debt crisis broke out in 1982, public expenditure on education declined in 12 out of 18 countries studied in the region.¹ However, enrolments continued to increase at the school level. The 1990s brought economic revival, education reforms and gradual recovery of expenditures on education. Although economists state that the world will not be the same after the current crisis, they feel it is too risky to forecast its sectoral impact in the region. The general tendency is to argue that the crisis will accentuate poverty and will have a negative impact on enrolments. However, such a situation did not arise in Latin America during the earlier crises, and may not happen in the current crisis.

A 2007 IIEP study shows that 19 of the countries studied increased the percentage of expenditure on education as a share of GDP during recent years, and that in some cases, such as Bolivia and Chile, the increase was



more than two percentage points.² With regard to fiscal impact, the negative impact may not be felt in public expenditure in 2009. However, the possibility of an interruption in the gradual growth process of education investment, which has been increasing in the last 15 years, cannot be ruled out.

Lessons can be learned from the experience of Argentina, which faced a crisis at the beginning of this century. The government took immediate steps to alleviate the predictable negative effects on school attendance. It increased scholarships by 50 per cent, funded school refectories from the national budget, and declared other areas of the education budget as 'protected expenditures' which could not be reduced. Argentina's challenges at that time may provide useful lessons to other governments today. ■

¹ Reimers, F. 1990. *Deuda externa y financiamiento de la educación: su impacto en Latinoamérica*. Santiago de Chile : OREALC-UNESCO.

² Morduchowicz, A. and L. Duro. 2007. *La inversión educativa en América Latina y el Caribe. Las demandas de financiamiento y asignación de recursos*. Buenos Aires: IIEP-UNESCO.



Education and aid dependency in sub-Saharan Africa

What are the risks posed by the current economic crisis to education funding and aid in sub-Saharan Africa?

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Urgent, determined and coordinated actions by governments and donors are needed to ensure that the hard-won progress towards Education for All (EFA) in sub-Saharan Africa (SSA) is not jeopardized by the worldwide economic downturn.

Public funding

Between 1999 and 2006, the two factors that contributed to increased domestic public education funding in SSA were the increased political priority for education and the economic growth of 5.3 per cent. The share of GDP allocated to education increased from 3.6 per cent to 4.4 per cent, resulting in a

yearly growth in public education spending of 9.3 per cent. About 60 per cent was attributed to the resumption of economic growth.

Between 1980 and 1999, the annual growths of GDP and of education budgets in SSA were low at 2.3 per cent and 1.1 per cent respectively, leading to a long-term decline in public spending per pupil. Many countries introduced school fees to replace lost revenues at a time when household income was declining. This contributed to a fall in gross enrolment rates from 80 per cent in 1980 to 72 per cent in 1992, with rates only again reaching the 1980 level around 2000.

Education aid

There has been a welcome growth in aid to SSA since 2000. Measured in 2006 US dollars, total education aid disbursements rose from \$878 million in 1999 to \$2.5 billion in 2006, or 16 per cent annually. However, the annual growth between 2003 and 2006 was only 4 per cent, and global aid commitments for education declined sharply in 2007.

Possible impact of the crisis

The future growth in public education budgets depends principally on the level of economic growth. The latest growth projections for SSA suggest a decline from 6.4 per cent in 2008 to 2.4 per cent in 2009. This could mean stagnation or cuts in education budgets. Combined with a projected 5 per cent decline in remittances for 2009, this will also decrease household income, and therefore the ability to pay for education.

Between 1992 and 1997, in a much milder economic slowdown, aid fell from 0.33 per cent of donor nations' GNP to 0.22 per cent. If something similar were to happen this time, this would have devastating consequences because the share of aid in the education budget of the 'median' SSA country has increased to about 25 per cent. Rather than cutting, donor nations should be increasing their aid and using it to mitigate the impact of the crisis on domestic funding. Meeting their 2005 Gleneagles aid pledges would by itself go a long way. It would help preserve hard-won education gains that aid has facilitated

over the last decade and avoid a return to the stagnation of the early 1990s.

Aid dependency risks

The crisis serves as a reminder that more attention needs to be given to providing aid in ways that avoid creating harmful dependencies. This is not because more aid is not desirable

if well used, but because this may help both recipient and donor countries to better cope with dependency risks. These risks depend on many factors, including aid predictability and how strategically the aid is used to help build capacity, promote innovation and complement domestic funding in areas where such funding is not easily available. ■

Strengthening alternative education in times of decreasing state funding

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Is it possible 'to do more with less' in education?

In December 2008, the EFA High-Level Group met in Oslo and stressed that *"the global financial crisis makes sustained investment in education more important than ever"*. And Koïchiro Matsuura, UNESCO's Director-General, noted at the UNESCO Futures Forum in March 2009 that *"times of the crisis are also times of opportunity"*.

The education sector is traditionally characterized by its large staff, enrolment, infrastructure, and expenditure. It is also known for considerable inertia and conservatism. Reforms face numerous stumbling blocks.

Crises imply more constraints on funding and demand more accountability and results-based management to reduce unit costs, enhance efficiency and diversify resourcing.

They also provide an opportunity to review performance, to streamline bureaucracy, to cut the 'deadwood', and to prioritize the 'irreducible'. They promote low-cost solutions, such as the use of local materials and grassroots initiatives, for example involving communities in school financing. In many parts of the world, parents unite during crises to build school extensions, fences, playgrounds and other facilities. Many people in developing countries still believe in the state as the sole source of school funding. Yet community initiatives have an enormous potential in helping to achieve the EFA goals.

Many examples can be found of schools set up by communities, with volunteer community teachers and non-cash support in the form of labour or materials. In Ethiopia, for example, expert advice is commonly sought from elders, which is considered a valuable input for school management.

Income-generation is another option, where schools operate farms and gardens, lease space for weddings and cultural events, cook meals, and manufacture souvenirs. Schools organize dancing

competitions not only at the Rio Carnival in Brazil, but also in diverse locations in India and Botswana. In Kampala, Uganda, a school jazz band collected enough money to buy a school bus. In South-East Asia, educators have proposed to replace conventional educational components with alternative programmes, student and community volunteers, and instructional supervisors.

While more funds for education may be difficult to obtain during a crisis, a better and more rational use of available resources, or their re-allocation, can bring good results. Further, the resources can be channelled to targeted programmes.

Expanding conditional cash transfer programmes that link aid or subsidies to education can be an effective way to address potential losses in human capital. Examples of such programmes include the Primary Education Stipend Programme in Bangladesh, Bolsa Familia in Brazil, Education Sector Support Programme in Cambodia, Programa de Asignación Familiar in Honduras, Oportunidades in Mexico, and Atención a Crisis and Red de Protección Social in Nicaragua. ■

The Tanisandra Pilot Project

This recent award-winning school extension project in Tanisandra, Bangalore, India, shows how local and robust materials and technologies can lead to cost-effective, durable, aesthetically-rewarding, and environmentally-compatible school buildings. The project was initiated by the local population and managed by community officials. The easily-transferable and innovative strengths of this project are the convincing demonstration of low embodied (grey) energy, carefully engineered natural stone foundations and rammed earth walls for the building, a systematic integration of closed water and waste cycles, and a new visual identity to the previously rather dull school compound.

www.holcimfoundation.org/Portals/1/docs/A08AP/08_APAC_%20Awards_Ackn_C_A4.pdf



Innovative investments in education in OECD countries

Crises result in cuts to education budgets. Yet these are the times when more investment is needed.

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Government expenditure on education is vulnerable, and systems sometimes have to compromise on quality. Public funding for higher education has been cut in several countries, and many universities fear that private investment will fall in the near future. Firms hit by the recession find it harder to finance training, while apprenticeship offers are declining because of bankruptcy and a decline in business activity.

Yet some members of the Organisation for Economic Co-operation and Development (OECD) are investing more in education to address the challenge. Indeed, support for education and training that enables

the transition to new jobs and emerging opportunities is recognized as important in economic stimulus plans. Improving education facilities is a core component in the recovery plans in Australia, Austria and Canada. Similarly, the US stimulus package proposes new funding for school districts, a new school modernization and repair programme, and a technology programme to improve higher education and expand fellowships for science.

Related initiatives can be seen in Europe. Hungary has launched new training programmes for teachers with resources of 70 million Euros. Spain is creating new school places for children under the age of three. Portugal is reinvigorating its higher education institutions. And Germany is seeking a balance between investments in school buildings and teachers.

Recommendations

The restructuring brought about by the crisis will accelerate changes: new sectors will appear, while old ones will fade away; new work organizations will be introduced under new rules and regulations; new skills will be needed, while the demand for others will abate. Competencies such as entrepreneurial skills and creativity will be crucial in an economy that needs to be enriched by more adaptive and innovative education and training systems. In particular, there is a need to address youth who leave school with few or no qualifications and who are hit the hardest.

Educational infrastructure can be an important element of public investments to support economic recovery. In many countries, there are huge challenges regarding school buildings. It is crucial that this opportunity be used to renovate the school infrastructure, including through the construction of ecologically-friendly schools. Investment in information and communications technologies in schools and homes can also support education and training.

Support to individuals' investments in education should also be considered. In particular, the backing of student loans might be necessary to prevent a decrease in investment in higher education. ■

Multi-sectoral training on Public Expenditure Tracking Surveys

Kampala, 9-13 March 2009

Muriel Poisson and Jacques Hallak
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In 1995, Uganda was the first country in the world to launch a public expenditure tracking survey (PETS). This successful experience has been documented carefully,¹ and many countries² have implemented similar surveys in the education and health sectors.

Nearly 15 years later, Uganda is about to launch new tracking surveys in several sectors. The Economic Policy Research Centre of Makerere University in Kampala has called on IIEP's experience

in training cross-sectoral teams for PETS. In a March 2009 workshop, 25 specialists from education, health, energy, agriculture and road maintenance joined representatives from several non-governmental organizations (NGOs) in a practical training course to familiarize them with the tools needed for the surveys.

The discussions, which were opened by the Advisor to the Minister of Finance, focused on the preparation and implementation of tracking surveys. They paid particular attention to each of the sectors concerned, the mobilization

of those implicated at both political and technical levels, and the importance of information for transparent financing mechanisms. Participants drew up a calendar to launch the tracking surveys in their sectors, and they asked IIEP to provide continued support. ■

¹ Reinikka, R. and Smith, N. 2004. *Public expenditure tracking surveys in education. Ethics and corruption in education*. Paris: IIEP-UNESCO. <http://unesdoc.unesco.org/images/0013/001362/136267e.pdf>

² Cambodia, Cameroon, Chad, Ghana, Kenya, Mongolia, Mozambique, Papua New Guinea, Peru, Rwanda, Sierra Leone, Tanzania and Zambia.



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Teachers and HIV and AIDS: reviewing achievements and identifying challenges

Web forum
18-29 May 2009

Ciara Goldstein
hiv-aids-clearinghouse@
iiep.unesco.org

"I feel that most teachers need a proper training, teaching materials/resources and support from the school administration to deliver the 'education vaccine' to the learners. By having an institutional policy developed by the school's stakeholders, [...] silence towards HIV/AIDS can be broken." (participant from Kenya)

Teachers play a critical role in school-based HIV prevention efforts. However, they face significant challenges, including difficult working environments and limited training. In many contexts, teachers are profoundly affected by HIV. Stigma and discrimination, gender inequality, cultural issues,

and relationships between teachers and students can make school-based AIDS education highly complex.

In order to review progress and identify ways forward, IIEP and the UNAIDS Inter-Agency Task Team (IATT) on Education organized a web forum on teachers and HIV and AIDS. The outcomes then fed into the IATT Symposium in Limerick, Ireland, in June 2009.

Designed and moderated by IIEP staff, the interactive forum brought together educational planners, policymakers, teachers' unions, teachers, networks of people living with HIV, civil society, donors, UNAIDS Cosponsor

organizations, and multilateral agencies. The forum attracted 447 participants from 78 countries in all regions of the world. It provided a thought-provoking platform for participants to exchange experiences and share perspectives on the role of teachers in HIV prevention and in child protection, the coverage and content of pre- and in-service training, and the creation of supportive environments for teachers affected by HIV. ■

A Forum report is available at: <http://hivaidsclearinghouse.unesco.org>
Forum discussions may be consulted at: <http://forum.hivaidsclearinghouse.unesco.org>

2008/2009 ATP study visit to India



2008/2009 trainees on a school visit

Where are they now?

News of former IIEP trainees

Career changes

Katherine GRIGSBY, Nicaragua (1985-1986). Director of the UNESCO Office in Mexico City (Mexico).

Joe Iautim IAUAUSIM, Vanuatu (2005-2006). Director for the Ministry of Youth Development, Sports and Training.

Narciso Damasio DOS SANTOS BENEDITO, Angola (1991-1992). Vice-Minister of the Ministry of Technical and Vocational Education.

Marie-Ange Akoua Badou KOUASSI, Côte d'Ivoire (2007-2008). Assistant Director of Statistics & Evaluation, Department of Informatics, Planning, Evaluation & Statistics, Ministry of Education.

Deceased

Eric RANOZINAULT, Gabon ATP 1997/1998
Died 1 April 2009.

Former colleague

Juan Carlos TEDESCO, former Director at IIEP Buenos Aires, and until recently Minister of Education of Argentina, has been nominated to be in charge of coordinating Educational Planning and Evaluation, for the Presidency. The new Minister is the former Vice Minister of Education, Alberto Sileoni.

Natalie Frederic
n.frederic@iiep.unesco.org

Participants of the 44th Advanced Training Programme (ATP) went to India between 6 and 17 April 2009. After a long flight to New Delhi, we were welcomed by our hosts Raju Vetukuri, an ATP graduate, and Pranati Panda from the National University of Education Planning and Administration (NUEPA).

To structure our focus, working groups were created on governance and decentralization, labour market issues, and quality and equity. The first week was spent in New Delhi and Uttar Pradesh, India's most populous states. We spent time with NUEPA colleagues and with personnel from the National Council of Educational Research and Training (NCERT), the Ministry of Human Resources Development (MHRD), and the Planning Commission.

As our bus snaked through the streets, we became eye witnesses to the fantastic scenes of 'Incredible India'! Our time in New Delhi included a light and sound show at the Red Fort which vibrantly recounted the city's glorious and tumultuous centuries of history. Of course we also made time for the Taj Mahal, the infamous UNESCO World Heritage site.

The second leg of our study visit took us to Bangalore, Karnataka State. There we met

state education officers and personnel from leading companies in information technology. We also visited rural areas, which helped us to understand a very different dimension of education. We learned from NGOs, private colleges and polytechnics, and spent time with children, who generously shared with us their local cultures through vibrant displays of song and dance.

For all of us, the Indian study visit was an unforgettable experience. We contrasted what we learned in India with what we had learned in France and what we knew of our own countries. We felt privileged to benefit from the hospitality of our Indian hosts, and our minds were truly opened to new dimensions and possibilities. ■



Incredible India!

For information on all IIEP training activities:
www.iiep.unesco.org/index.php?id=73

Forthcoming activities

August

31 August-4 September

Working Meeting for SACMEQ National Research Coordinators on *Accessing and analysing national data files from the SACMEQ III Project for reporting purposes*
IIEP, Paris.
Contact: k.ross@iiep.unesco.org

September

16-19 September 2009

ANTRIEP Policy Seminar on *Successful education systems for a changing world: monitoring and evaluating the effectiveness of education systems*
Shanghai, China.
Contact: a.de-grauwe@iiep.unesco.org

October

1-2 October 2009

International Seminar on *Education and work. Inter-relations and policies.*
Buenos Aires, Argentina.
Contact: emilio@iipe-buenosaires.org.ar

3-4 October 2009

Eleventh Session of the SACMEQ Managing Committee and Seventh session of the SACMEQ Assembly of Ministers
IIEP, Paris.
Contact: d.makuwa@iiep.unesco.org

6-23 October 2009

UNESCO General Conference

26 October-18 December 2009

IIEP/UNESCO Distance Course on *Cost analysis in education. Key concepts and statistical tools* (French)
Deadline for applications : 7 September 2009
For more information: www.iiep.unesco.org/index.php?id=75
Contact: p.dias-da-graca@iiep.unesco.org

28-30 October 2009

Workshop on *Caminos hacia transparencia e integridad en el sector de la educación en Perú*, in collaboration with the Anti-Corruption Resource Centre and CIDA (Canada).
Lima, Peru.
Contact: m.poisson@iiep.unesco.org

19-23 October 2009

Study Visit of *Regional Course, Paraguay*
Contact: cursoregional@iipe-buenosaires.org.ar

Obituaries

Juliana Nzomo

8 May 1960 - 16 March 2009

Juliana was recently employed by the Aga Khan Foundation. Before that she worked for Kenya's Ministry of Education. She was a graduate of IIEP's 1993/1994 ATP and worked as a technical consultant for IIEP projects concerned with the institutional management of higher education.

Juliana was Kenya's National Research Coordinator for the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) from 1997 to 2001, and wrote for several of the project reports. She was a member of the SACMEQ Scientific Committee, and was always insistent on the need for policy and planning decisions to be based on high quality data.

IIEP and SACMEQ has lost one of its most talented colleagues and friends.

Neville Postlethwaite

2 February 1933 - 12 April 2009

Neville contributed significantly to a variety of areas in educational planning, management, evaluation and policy development, and was recognized worldwide for his work on quantitative cross-national comparative educational research.

Neville was Co-Editor for IIEP's Fundamentals of Educational Planning series. In 2005, he also started the highly successful Education Policy Booklets series. In addition, he found time to work with IIEP staff and with many African professionals on the establishment of SACMEQ.

Neville will be remembered as one who dedicated his life to the improvement of the quality of education worldwide. We are infinitely thankful to have had the privilege to benefit from his life's work.

Torsten Husén

1 March 1916 - 30 June 2009

Torsten made an indelible mark on the field of education both in his native Sweden and internationally. He is especially known for his work on the longitudinal study of pupils born in Malmö in 1928. He was Chairman of the International Association for the Evaluation of Educational Achievement from 1962 to 1978. Torsten co-edited the monumental International Encyclopedia of Education with Neville Postlethwaite.

Torsten also made a major contribution to IIEP. He was the second Chairperson of its Governing Board, from 1970 to 1980, and with great dexterity and dedication guided the Institute at a critical period in its history.

IIEP pays tribute to a great educator and international statesman.

IIEP Publications

All IIEP publications can be downloaded free of charge at:
www.iiep.unesco.org/index.php?id=426

Education in emergencies and reconstruction

Promoting participation: community contributions to education in conflict situations

by Joan Sullivan-Owomoyela & Laura Brannelly, 2009, 159 p.



This publication explores the roles communities play in providing education in both emergency and reconstruction settings. It recommends that building trust and healing relationships is the first step to ensuring effective implementation of humanitarian or development activities. It suggests that traditional authorities and structures should be revised to ensure that communities are at the centre of the cultural and social dimensions of education activities.

To order: info@iiep.unesco.org Price: 12€

Donors' engagement: supporting education in fragile and conflict-affected states

by Laura Brannelly, Susy Ndaruhutse & Carole Rigaud, 2009, 257 p.



This book gives an overview of the policies, strategies and financial commitments of the 23 donors that constitute the OECD/DAC in relation to education in fragile and conflict-affected states. Recommendations are presented for deeper engagement. Suggestions are also made to advise governments how to create an enabling environment for external stakeholders to support service delivery.

To order: info@iiep.unesco.org Price: 12€

Ethics and corruption in education

Écoles corrompues, universités corrompues : que faire ?

by Jacques Hallak & Muriel Poisson, 2009, 352 p.
IIEP-Éditions UNESCO/Banque mondiale



This publication draws conclusions from six years of research conducted by IIEP on ethics and corruption in education. It refers to the experiences of over 60 countries, on the basis of information collected in partnership with ministries, development agencies and national research institutions.

The English edition was published in 2007:
Corrupt schools, corrupt universities. What can be done?

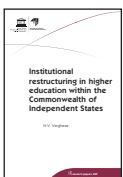
To order: info@iiep.unesco.org Price: 20€

IIEP Research Papers

Institutional restructuring in higher education within the Commonwealth of Independent States

by N.V. Varghese, 2009, 28 p.

Electronic publication



The expansion of the market economy has led to various reforms in higher education. This paper argues that although institutional restructuring can be necessary for financial reasons or to improve the quality of education, the restructuring process in CIS countries was aimed more at improving the relevance of higher education institutions to compete in an increasingly globalized world. Case studies are provided from universities in Armenia, Belarus, Kazakhstan, Kyrgyzstan and the Russian Federation.

Series on 'Indicators'

Construire un tableau de bord pour l'enseignement supérieur. Un guide pratique

by Michaela Martin & Claude Sauvageot

Project coordinated by Bertrand Tchatchoua, 2009, 91 p.
IIEP-Institut de Statistique de l'UNESCO



Higher education systems are expanding rapidly and becoming more diversified in order to meet social demand. Institutions have been granted increased autonomy and are expected by public authorities to develop their own policies and strategic plans and to show results. They therefore need to improve capacity management and put more effective information systems in place. This guide constitutes a methodological tool designed to assist educational planners to formulate a system of indicators.

To order: info@iiep.unesco.org Price: 7€

Educational costs and financing

The challenges of free primary education in Ethiopia

by Jeilu Oumer, 2009, 96 p.



This book describes the abolition of school fees in Ethiopia at primary level – a long smooth experience compared to other developing countries. Fees were previously used for expenses other than salaries, and once abolished, enrolments increased substantially and extra government funding compensated schools. The abolition of school fees was integrated into the Poverty Reduction Strategy Paper, and gradually rolled out across the country.

To order: info@iiep.unesco.org Price: 12€

IIEP Buenos Aires

Abandono escolar y políticas de inclusión en la educación secundaria

IIEP Buenos Aires & UNDP (Eds.), 2009, 206 p.



This book is the product of two case studies, based on research carried out by IIEP Buenos Aires and the UNDP in Argentina. The first qualitative study analyses the process of redefining school inclusion programmes in secondary schools in the states of Tucumán and Gran Buenos Aires. The second quantitative study analyses indicators on the behavioural patterns of students who have left secondary school, in relation to the diverse characteristics of the institutions they attended.

De relaciones, actores y territorios. Hacia nuevas políticas para la educación en América Latina

Néstor López (coord.) et al., 2009, 325 p.



This book presents the findings of the third stage of research carried out on educational equity and social change, with support provided by the Ford Foundation. The emphasis is placed upon proposing recommendations, in particular on social and educational policies, to further enhance and achieve quality education for all.