



IIEP/UNESCO Online Course on 'Transparency, accountability and anti-corruption measures in education'

21 September – 6 November 2020

COURSE OVERVIEW

Dates: Monday 21 September to Friday 6 November 2020 (7 weeks).

Objective: To strengthen the skills of participants in assessing corruption risks and in designing adequate tools and strategies to address the lack of transparency and accountability in the education sector.

Participants: Teams of professionals (5 to 6 members) from ministries of education, public regulatory and control bodies, civil society organizations (CSOs) and multilateral organizations concerned with improving transparency and accountability and reducing opportunities for corruption in the management of the public education sector.

Language: English.

Workload: 5 to 7 hours per week.

Fees: USD 550 per participant.

Registration Deadline: 26 June 2020.

INTRODUCTION TO THE COURSE

Embezzlement, ghost teachers, rigged calls for tender, illegal registration fees, academic fraud – there is ample evidence of the prevalence of corruption in education. Surveys suggest that leakage of resources – from education ministries to schools – contributes to reduced educational opportunities and increased social inequalities. Bribes and payoffs in teacher recruitment and promotion tend to lower the quality of teaching. Illegal payments for school entrance and other hidden costs contribute to low enrolment and high dropout rates. In other words, improving access and ensuring equity, quality and efficiency in the education sector cannot be achieved without due attention being paid to transparency and accountability issues. This course aims to enable planners to better assess the nature and extent of the problem, and to identify good practices and solutions to address it. It will build on IIEP's comprehensive capacity building programme on 'Ethics and corruption in education'.

COURSE OBJECTIVES

The objective of the course is to strengthen participants' skills in assessing corruption risks and designing adequate tools and strategies to address the lack of transparency and accountability in the education sector.

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

- define key concepts related to transparency, accountability and corruption issues in education;
- map major corruption risks in selected areas of educational management – namely, financing, teacher management, public procurement, and academic fraud;
- describe the main characteristics and uses of public expenditure tracking surveys (PETS), quantitative service delivery surveys (QSDS), audit methods, and report cards to diagnose and assess corruption problems;
- formulate adequate policies and strategies for improving transparency and accountability in selected domains of educational management.

■ PARTICIPANTS' PROFILES

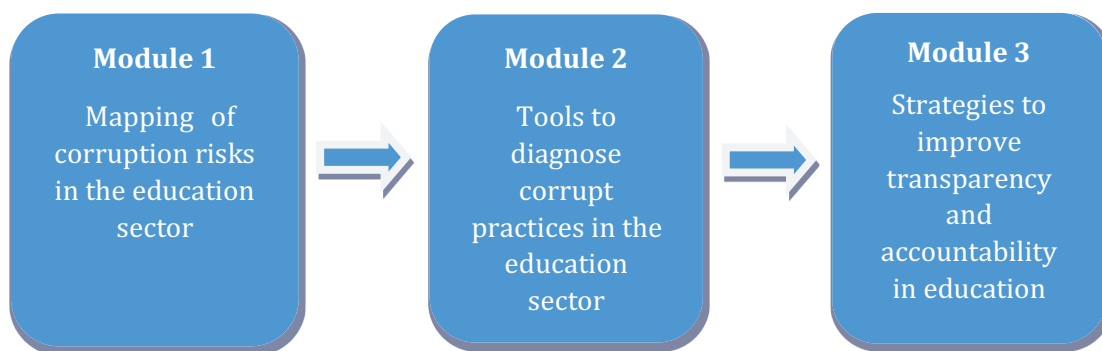
This course is designed for planners and administrators from ministries of education worldwide. It is advised that each country team includes ministry staff involved in planning, statistics, budget and finance, evaluation and/or legal affairs. Individual applications from other ministries (finance, civil service, planning), national statistics offices, anti-corruption commissions, inspection/audit agencies, offices of general auditors, teacher unions, civil society organizations and multilateral organizations will also be accepted.

The participation of female professionals is highly encouraged.

Please note that participants must have a reliable access to the internet and meet the requirements described in the Annex "Technological requirements".

■ COURSE STRUCTURE AND CONTENT

The course will be organized in three modules:



Module 1: Mapping of corruption risks in the education sector

Module 1 will emphasize the strategic role of the education sector in the fight against corruption, on account of its size and its contribution to development. It will help participants to map out the major corruption risks in education, with a particular focus on four areas: financing, teacher management, public procurement, and examination. Finally, it will encourage participants to reflect on the impact of corrupt practices on the international agenda and goals.

Module 2: Tools to diagnose corrupt practices in the education sector

Module 2 will provide an overview of various tools that can be used to diagnose corruption in the education sector, including public expenditure tracking surveys (PETS), quantitative service delivery surveys (QSDS), audits, and report cards. It will analyse the conditions for their implementation and success. It will also provide advice on how to make the best use of them as part of a broader sectoral diagnosis.

Module 3: Strategies to improve transparency and accountability in education

Module 3 will review successful strategies to improve transparency and accountability and fight corruption in the four areas identified in Module 1. It will highlight the need for a holistic approach, combining the fine-tuning of regulatory mechanisms, the development of management capacities, and the promotion of social mobilization and accountability. It will also invite participants to discuss the role of public access to information in this context.

Participants will work for two weeks on each module. One additional week will be devoted to the finalization of their country project proposal.

COURSE CALENDAR

The course will run from **Monday 21 September to Friday 6 November (7 weeks)**, with a **ten-day preliminary phase** for testing communications on the course e-learning platform. Participants should spend an average of **5 to 7 hours per week**.

TEACHING METHODS

The course will rely on an interactive and practice-oriented learning approach. Throughout the course, country teams will be asked to prepare a project proposal that will allow them to directly apply the skills acquired.

More specifically, the three teaching modalities for this course will be as follows:

- Individual autonomous study of reading materials, videos and interactive presentations made available on the virtual platform and participation in individual quizzes;
- Participation in group meetings (residential, virtual or both), during which country teams will collectively develop a joint project proposal based on their reflections and discussions;
- Contribution to online exchanges and sharing of experiences, allowing interaction with IIEP instructors and also with participants from other institutions and countries.

One member from each team will be appointed 'group coordinator'. That person – preferably someone who works in a key position in the planning, statistics, budget and finance, evaluation or legal department – will be responsible for reminding participants of the work schedule and tasks to be completed, scheduling and organizing group meetings, and ensuring that the project proposal is submitted on time.

ASSESSMENT AND CERTIFICATION

The course will combine two assessment modes:

Group assessment: Country teams will be asked to prepare a project proposal to improve transparency and accountability in one selected area of educational management. Its outline will closely follow that of the course modules. Country teams will submit their project proposal to IIEP course instructors, who will comment and mark it. The lowest passing mark will be 10 out of 20.

Individual assessment: In order for the course to be validated, participants must attend at least 75% of the group meetings and actively contribute to the group work. In addition, they will be required to regularly participate in online discussions and complete individual self-assessment quizzes.

Participants who meet the above-mentioned requirements will receive an IIEP-UNESCO certificate of participation.

PARTICIPATION FEES

The tuition fees are USD 550 per participant. If a team's application is accepted, its related ministry and/or organization must transfer the required tuition fees to IIEP's bank account to validate their registration. It is imperative that participation fees be transferred at least two weeks before the beginning of the course. Delay in this regard will result in the cancellation of the registration.

If need be, once the team's application is accepted, international agencies could be approached for funding of participation costs at Regional or Country Offices. These agencies might include, among others, the World Bank, the Asian Development Bank, the African Development Bank, the European Union, bilateral donors, UN agencies such as UNICEF, and private foundations.

■ REGISTRATION

IIIEP will send out an invitation letter to ministries of Education and other concerned institutions. These institutions will select a group of participants (5 to 6 members) who will work together for the entire duration of the course.

National teams will take precedence for enrolment in the course. However, individual applications from education professionals will also be accepted (up to 20% of enrolments).

Applications must be filled online by clicking on the following URL link: <https://training.iiep.unesco.org/faces/AccessDirectNonAuth.xhtml?ir=45912&rio=> before 26 June 2020.

The selected teams will be informed of their registration status soon after submitting their application.

■ CONTACTS

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TECHNOLOGICAL REQUIREMENTS

The IIEP Virtual Campus platform is based on the Moodle learning management system. IIEP courses delivered on the platform provide participants with a variety of training materials and interactive resources and tools, such as discussion forums, videos, instructional presentations with audio, quizzes, individual and group assignments, etc. In order to participate in the course, learners must make sure they meet the following technical requirements:

Browser	<p>The IIEP platform (Moodle) is compatible with the majority of browsers:</p> <table border="0"> <tr> <td data-bbox="483 510 820 544">Desktop or laptop computer</td> <td data-bbox="1002 510 1166 544">Mobile device</td> </tr> <tr> <td data-bbox="483 555 740 734"> <ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge </td> <td data-bbox="1010 555 1246 622"> <ul style="list-style-type: none"> • MobileSafari • Google Chrome </td> </tr> </table> <p>NOTE: The following older versions of these browsers have been known to have issues with Moodle – please avoid them:</p> <ul style="list-style-type: none"> • Internet Explorer 10 and older • Safari 7 and older <p>To ensure optimal security and user experience, it is recommended to use the most recent version of your browser.</p>	Desktop or laptop computer	Mobile device	<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome
Desktop or laptop computer	Mobile device				
<ul style="list-style-type: none"> • Internet Explorer • Mozilla Firefox • Google Chrome • Safari • Edge 	<ul style="list-style-type: none"> • MobileSafari • Google Chrome 				
Pop-up windows	Configure your browser so that it allows pop-up windows from the IIEP platform. If necessary, consult the Help for your browser, or contact us if you need help.				
JavaScript	JavaScript should be activated in your browser. If everything is working fine, it probably is activated. If problems come up, activate JavaScript or contact us for help.				
Sound card, headset, speakers	In order to listen to videos, etc., your computer must have a sound card and you will need a headset, earphones or speakers.				
Microsoft Word and Excel	Several courses require you to download and work with Word, Excel or PowerPoint documents. If you don't have Microsoft Office, you can download Open Office, a free suite of software which will allow you to open and edit MS Office files.				
Adobe Reader	You will need a PDF viewer to open and view PDF files. You can download Adobe Reader for free.				
Flash Player	If a resource in a course requires you to install Flash, you can download this for free.				
Internet connection	<p>If you have a high-speed Internet connection, it will be easier and more enjoyable for you to take the course and benefit from all available resources.</p> <p>Minimum recommended connection speed: 500 Kbps</p>				

Ensuring optimal streaming speeds is especially important for videos. Make sure to close as many other tabs, browsers, and programmes as possible while streaming your content. It may also help to hardwire your Internet connection, rather than using a wireless network connection.