

IIEP NEWSLETTER

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SACMEQ National Policy Reports launched at Ministers' meeting

Educational policy research was at the top of the agenda when national research coordinators from 12 countries involved in the Southern African Consortium for Monitoring Educational Quality (SACMEQ) held a major meeting in Durban, South Africa. The coordinators shared research findings generated by SACMEQ's initial project and commenced work on the design of a second major research initiative, known as *SACMEQ II*. This project, which is scheduled to run from late 1998 to 2001, aims to undertake cooperative cross-national research that can be used to guide government decisions aimed at improving the quality of education. The study will focus on an examination of reading literacy and mathematics achievement at Grade 6 level, and will also provide linkages to the first SACMEQ study so that changes in reading literacy levels can be monitored over a period of time. The research methodologies and cooperative working arrangements used for the second study will follow the already successful SACMEQ tradition of providing educational planners with advanced technical training by involving them as key partners in a high quality research programme that provides useful policy guidance.

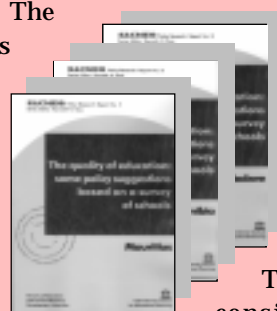
During UNESCO's Conference for African Ministers of Education (MINEDAF) held in April 1998 in Durban, South Africa, a special "SACMEQ Policy Forum" was organized. This forum was attended by ministers of education, senior ministry officials, representatives from major agencies, and 20 educational planners from 12 countries in the Southern African sub-region. All were impressed by the substantial contributions that SACMEQ has been making in the field of educational policy research.

SACMEQ presents Five National Policy Research Reports

The SACMEQ national policy research reports have been designed to be accessible to a wide cross-section of readers and also to be used by decision-makers at all levels of ministries of education. The highlight of each report is the final chapter where some 40 policy suggestions based on the main research findings have been classified into five categories: consultations with staff, community, and experts; reviews of existing policies and procedures; new data collections for planning purposes; needed research studies; and investment in infrastructure.

The authors of the reports recognized the economic realities of SACMEQ countries by assigning a priority to each policy suggestion according to the time-frame and costs that would be involved in implementation. This key feature of the SACMEQ reports has placed them at the centre of realistic policy debates within ministries of education.

The reports are now considered to be essential documents by agencies seeking to facilitate productive educational reforms based on sound research evidence.



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At this meeting of SACMEQ national research co-ordinators, a trial version of a very large computer-stored data archive developed for SACMEQ's initial project was used to provide training in how to explore cross-national policy issues related to the conditions of schooling, equity in resource allocation, and reading literacy levels in primary schools. The participants accessed and analysed data from the archive in order to compare national and regional reading literacy levels across the SACMEQ countries, and to examine some of the impacts of various school resources on these levels. The final version of this data archive will be available on CD-ROM towards the end of 1998.

This first SACMEQ II meeting was held in Durban at the same time as UNESCO's MINEDAF Conference for African Ministers of Education. The SACMEQ national research co-ordinators were asked to prepare a formal presentation for this very important ministerial meeting in order to share their experiences concerning the launching of SACMEQ as an African-controlled international non-governmental organization based in Harare, Zimbabwe. A special SACMEQ Policy Forum for ministers of education from the ten Member Countries was also organized to discuss progress achieved by the initial project and to officially launch the first five National Policy Reports prepared in Mauritius, Namibia, Tanzania (Zanzibar), Zambia, and Zimbabwe (see box on page 1).

The SACMEQ Policy Forum was chaired by the Minister of Education, Zimbabwe, who is also Chairperson of the SACMEQ Assembly of Ministers. During the forum, the SACMEQ national research co-ordinators discussed their policy reports and provided information concerning the policy impact of their research programmes.

It was pointed out that the Zimbabwe report was currently being used as part of the deliberations of the Presidential Commission for Education, and that the Zanzibar report was being used by the Office of the Commissioner for Education to guide the implementation of reforms related to the conditions of schooling. It

was also noted that the Namibia report had been included as part of an on-going Ministry review of efficiency and effectiveness and plans had been made in Namibia for a large number of SACMEQ policy reports to be distributed to senior ministry officials and school heads. The initial draft of the Mauritius report had figured prominently in an earlier review of progress linked to their Education Master Plan

The ministers, senior ministry officials, and representatives from major agencies who attended the SACMEQ Policy Forum enjoyed and appreciated the frank and thoughtful manner in which SACMEQ national research co-ordinators presented their 'Agendas for Action' based on hard research evidence. Their presentations were strengthened by the SACMEQ approach of designing and implementing data collections that enable direct comparisons to be made across countries in terms of the conditions of schooling and the educational achievements of pupils.

SACMEQ represents a unique innovation in African education that has outgrown its 'experimental' stage and has started to integrate its general approach to high quality educational policy research into the daily operations of planning and research units in ministries of education in Southern Africa. In this sense, SACMEQ's contribution has moved beyond fostering excellence in research and training programmes that are aimed at improving the quality of education. SACMEQ's success has now formed an operational 'model' to be emulated for achieving sustained capacity building through genuine ownership.

FRIEDHELM VOIGTS
SACMEQ NATIONAL RESEARCH
CO-ORDINATOR, NAMIBIA

The IIEP would like to thank the Governments of Italy and the Netherlands for their generous support of the SACMEQ network over the past five years. For further information about the IIEP's programme of co-operation with SACMEQ, please contact Dr. Kenneth N. Ross at the IIEP (e-mail: k.ross@iiep.unesco.org).

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Spotlight on education in Portuguese-speaking Africa

*Among all the Member States of sub-Saharan Africa, the five Official Portuguese-speaking African Countries (PALOP), namely Angola, Cape Verde, Guinea-Bissau, Mozambique and São Tomé, appear to have been left by the wayside when it comes to exchanging and disseminating information on education systems. While this situation can be explained by the fact that Portuguese is not widely spoken in Africa, there are, nonetheless, communication problems even between the Portuguese-speaking countries, as a recent IIEP course in Maputo on **The use of indicators in planning basic education** revealed ...*

THE sub-regional intensive course on *The use of indicators in planning basic education: methodological aspects and technical instruments* which took place in Maputo, Mozambique from 6 to 16 July 1998 not only revealed the difficulties of disseminating information among the PALOP countries, but also unveiled a very high demand for the exchange of information from the different officers working in units involved in educational planning and statistics in the five countries.

Organized in close co-operation with the Mozambique Ministry of Education, the course (an adaptation of courses already given in Burkina Faso, Kenya and India – see *‘Activities’* in *IIEP Newsletter, Vol XVI, No. 2, April-June 1998*) was given to 18 participants, including ten women, from Angola, Cape Verde, Mozambique, São Tomé and Príncipe. The work served to review the status of information systems in the countries concerned.

Emphasis on the analysis and communication of information

The PALOP countries currently dispose of a considerable amount of data. Non-response, always conun-

drums for statisticians, are especially prevalent in Angola. The other countries all have a fairly effective communication system between district officers and the central and provincial levels. This makes it possible to go back to source to find missing information or check questionable data. Training for data-collection officers is under way or planned in all four countries in order to improve the data quality.

The main difficulties lie in the analysis and the communication of information. They primarily derive from a lack of resources and qualified personnel. Furthermore, Mozambique apart, since data analysis is done only at the central level, the regions are only very slightly involved in data processing and by the same token in the use of information.

This raises several questions which were covered by the course:

- ▶ how can this profusion of data be transformed into a select set of usable and useful indicators, in other words: how to identify the appropriate information to decision-makers?;
- ▶ how can the interpretation of data on the functioning of the system, its trends and disparities, be facilitated?;
- ▶ how can an appropriate system of indicators be set up by regularly publishing and updating a report containing aggregate information,

along with the traditional statistical yearbooks?

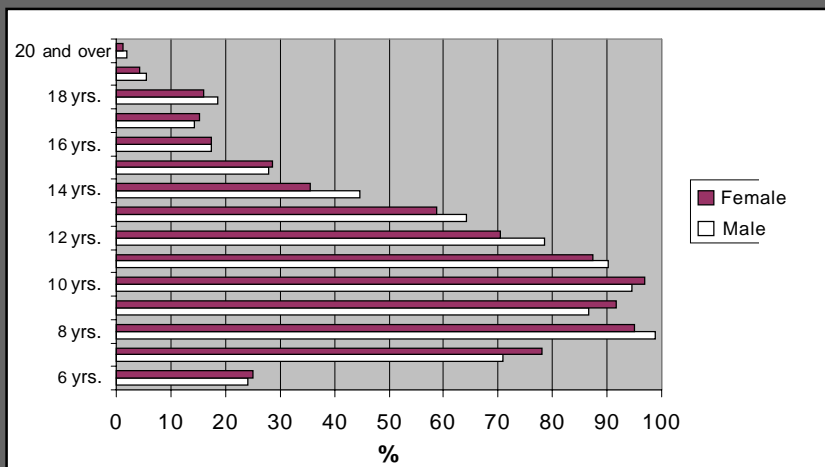
With the exception of Angola, which is experiencing serious difficulties in its information system provoked by the current situation of the country, participants were able to produce previously unavailable indicators on how the education system was operating. This array of indicators is the first step towards the development of a true education management information system.

Education in the PALOP countries through a few indicators

The course gave participants the opportunity to analyze the education system in their countries in the light of the objectives set out in the education policy. Using available data, they were able to develop specific indicators with emphasis on the communication of information to decision-makers. Those aspects chosen by trainees were essentially access, coverage, internal efficiency, and teaching conditions. The choice of indicators (calculated by region, but also by gender) expressed a marked concern with disparities.

As to coverage, in 1995/96 Angola showed a gross enrolment rate of 58 per cent. The rate had slipped from 140 per

Graph 1. Enrolment rates by age and gender, São Tomé and Príncipe (1996/97)



cent in 1980. In 1994/95, net enrolment rates ranged from 8 per cent (Uíge province) to 78 per cent (Namibé province). These figures must be taken as approximate since population data were estimated from the partial census carried out in 1983-85.

São Tomé and Príncipe showed a net primary school enrolment rate which could have been the envy of many countries in the region even though there had been a decline from 69 per cent (1993/94) to 60 per cent (1996/97). Graph 1 shows enrolment rates by age and gender for 1996/97. The decrease is more pronounced from 12 years of age (when children enter secondary school).

With a net rate of 40 per cent and a gross rate of 70 per cent for the first cycle of primary education (EP1) in 1998, Mozambique is between the two preceding countries.

Flow indicators also got special attention given the policy aims of improving internal efficiency. Thus, the São Tomé and Príncipe team found fairly high repetition rates in the four years of primary education in 1996/97, which went from 21 per cent (in 4th Grade) to 32 per cent (in 2nd Grade). There were large disparities in these rates depending on the districts (from 12 per cent in Pagué district to 44 per cent in Caué) and gender (from 19 per cent for boys and 28 per cent for girls taken on average over the four years of primary school). Mozambique also showed high repetition rates: between 20 per cent and 30 per cent depending

on region and gender.

Working from flow rates for 1994/95, the Angolans showed that a mere 3.1 per cent of primary pupils graduated after four years of primary schooling. About one quarter of all pupils reached 4th year (whether they had repeated or not).

Concentrating on the improvement of the quality of education, the Cape Verde team endeavoured to work out the pupil/teacher and pupil/classroom ratios in each region for the 1997/98 school year. The objective set for each of these indicators was 35. While the pupil/teacher ratio was always lower than the target figure, classroom availability was still a problem, with

an average of 54 pupils per classroom and 15 regions (*concelhos*) out of 17 above the target (see Graph 2).

A point of interest was that of the four countries' policy objectives one of those chosen by the team from São Tomé was to "halt the deterioration of the education system". They identified several indicators to monitor the measures taken to reach that goal, including one on the participation of parents in their children's schooling.

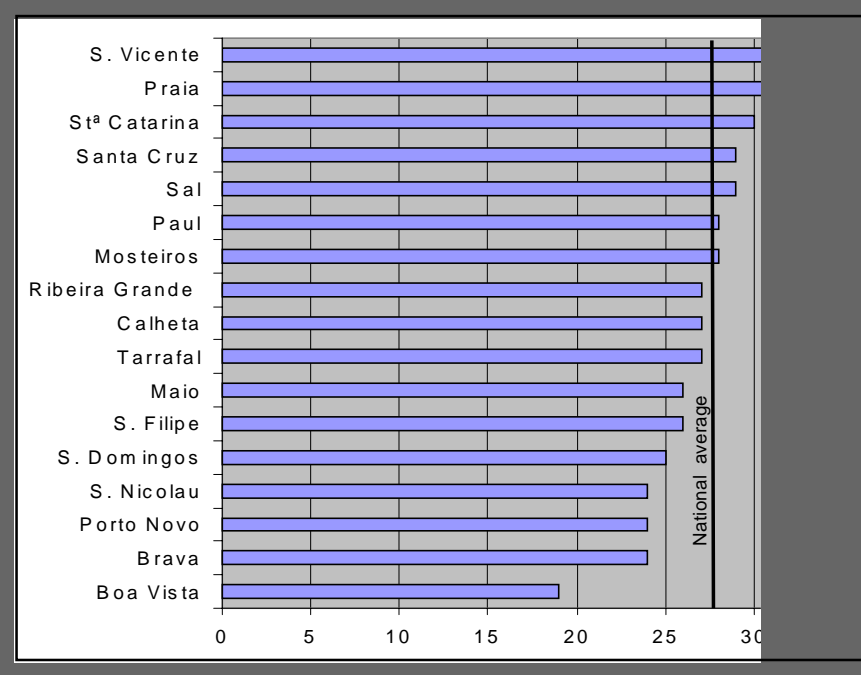
After the training

National and regional teams parted company having gained much from the exchange of experiences and the pilot work which went into a document giving a few key indicators with analyses, tables, and graphs. Such was the participants' enthusiasm, and the work done during the course, that we hope there will be concrete follow-up and co-operation between the IIEP and the PALOP countries, so that a complete document with all the key indicators can be assembled to monitor the education policy of the countries concerned.

In the longer term, this work should give rise to the yearly publication by those countries of a national indicators report, by province for Mozambique.

PATRICIA DIAS DA GRAÇA

Graph 2. Pupil/teacher ratio in primary school, Cape Verde, 1997/98



The Mozambican experience: towards a system of indicators for each province

THE indicators from Mozambique presented in the article come in part from a 1997 publication by the Ministry of Education. They should be updated within a few months. They are the first fruit of one of the many co-operation activities between the IIEP and the Mozambique Ministry of Education. The course conducted in July 1998 in Maputo tightened up that co-operation on indicators, with the participation of 12 statisticians from the different provinces of Mozambique. The meeting showed the importance attached by the ministry to the installation of an information system in each province. The determination to decentralize is also evident in the re-location of the different co-operation and funding agencies to the various provinces; hence, all provinces should derive greater benefit from the technical and financial support afforded by the various projects.

The provinces have taken on the task of data entry and verification. They are producing several statistical documents. They have computers and **EDUCSTAT**, a programme for data entry and management which ensures data quality by automatically checking consistency between several entered variables. The provinces should soon be linked to the Ministry of Education's network which is already operational at central level. They will then be able to transmit their data and have access to the information on other provinces. It must be underlined that the central level has always striven to maintain contact with the provinces and ensure data collection even throughout the war. This remarkable feat has made it possible to calculate a chronological series of several indicators for all regions.

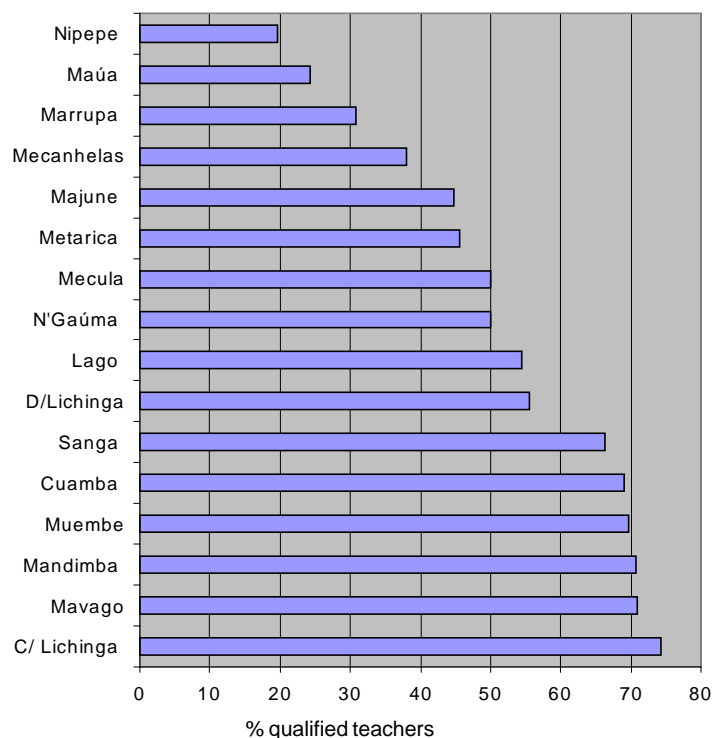
The IIEP course served to put the provinces in the limelight once again by helping them prepare for the first time the outline of a document containing indicators which can be used to monitor basic education at

regional level. To meet the challenge, participants developed numerous indicators which met the regional educational objectives of Mozambique.

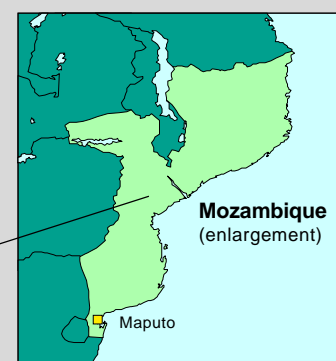
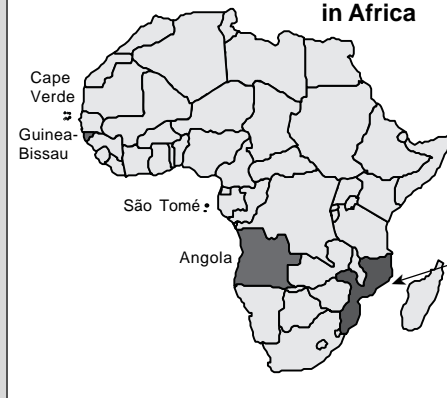
PATRICIA DIAS DA GRAÇA

Indicator to monitor quality in Niassa Province: Percentage of qualified teachers per district in the first cycle of primary school (EP1)

Graph 3. Percentage of qualified teachers, EP1, 1997.



Portuguese-speaking countries in Africa



The Newsletter on-line

How you can now get your copy of the IIEP Newsletter in English, French, Russian and Spanish through the Internet – no need to wait for the post

SINCE the launching of its web site in May 1996, an integral part of the site has been the on-line availability of the *IIEP Newsletter* to existing subscribers and to newcomers discovering the *IIEP Newsletter* for the first time through the Internet.

The six most recent issues of the *IIEP Newsletter* are available to our readers in English, French and Spanish in the HTML format and since the October-December issue, 1997 in the PDF (Acrobat) format. For those readers wishing to access the electronic versions of the *IIEP Newsletter*, the HTML format provides quick and easy downloading of individual articles, whereas the heavier PDF files have the advantage of maintaining the original presentation of the printed version of the *Newsletter*.

The electronic versions of the *IIEP Newsletter* are produced and 'up-

loaded' on to our web site simultaneously with the printing of the paper version so as to be as newsworthy as possible.

The Russian version of the *IIEP Newsletter* can be obtained electronically through a link, situated on our homepage, to the Russian web site (created and maintained by our partner Institute in St. Petersburg, the Institute of Management, Economics and Law in Education' [formerly IEM]). This year has seen the introduction of the Portuguese language version of the *IIEP Newsletter*, existing for the moment in a paper form. In the near future the IIEP hopes to make available in an electronic format this version of the *IIEP Newsletter* for our Portuguese-speaking readers.

If you wish to obtain more information about the way the Newsletter functions on Internet or if you have comments or suggestions, please do not hesitate to contact us by e-mail (newsletter@iiep.unesco.org) or by writing directly to the Editor.



NEWS FROM FORMER TRAINEES

Arnaldo Valenge Nhavoto

1981/82 ATP trainee from Mozambique

Arnaldo, now Minister of Education in Mozambique, is currently trying to set up a Panafrican Network of Former IIEP-Trainee Associations.

Khalijah Mohammed

1990/91 ATP trainee from Malaysia

In a recent letter to the Institute, Khalijah informs us that after her training at IIEP she went to the University of Pennsylvania, USA, to do a Masters Degree in *Policy research, evaluation and measurement* from 1994-1996. On her return to Malaysia, Khalijah worked with the Ministry Data Unit on educational management information

systems. Currently Khalijah is the National Co-ordinator for a UNESCO/OECD Joint Project on the *Development of world education indicators*. She is also trying to set up a Former Trainee Association in Malaysia.

Maribel Alves Fierro Sevilla

1996/97 ATP trainee from Brazil

Maribel is participating in a study sponsored by the Spencer Foundation on Choice in Public Systems in the USA. In particular she is studying the impact of choices on parents in the District of Lansing, Michigan. In the Autumn she will be working with an American team for the TIMSS (Third International Mathe-

matics and Science Study). Her work will include not only an analysis of the examination data, but also classroom observation.

NOTE TO ALL FORMER TRAINEES

If you are connected to e-mail, could you please inform k.lezeau@iiep.unesco.org as soon as possible of your exact address.

In the near future, IIEP hopes to be able to keep in touch with you, and possibly send you new material via e-mail.

The IWGE examines new forms of development co-operation

The International Working Group for Education, (IWGE), an informal working group of donors, met in June 1998 in Munich, Germany. The main part of the discussions centered around the education needs of disadvantaged groups and new strategies to ensure improved donor co-ordination.

THE IWGE meeting was hosted in Munich, Germany, this year by the German Foundation for International Development (DSE) and attended by 43 participants representing 28 different multilateral, bilateral and non-governmental organizations.

As usual, part of the working sessions was devoted to an informal exchange of views on recent trends in Official Development Assistance (ODA). The fact that official bilateral development aid has constantly decreased over recent years in favour of private capital flows was a cause for serious concern. According to the latest Development Assistance Committee (DAC) figures, official bilateral aid, as a percentage of GNP, has fallen from 0,33 per cent in 1992 to 0,22 per cent in 1997, which is the lowest level ever reached. This is mainly due to severe cuts in the ODA budget of the G7

countries, while aid from non-G7 countries has broadly remained stable. At the same time, the share of social sectors in total bilateral aid has steadily increased over the same period, reaching 30.5 per cent of the ODA budget in 1995 (latest figure available).

The main theme examined during this particular session of the IWGE meeting concerned strategies and policy options for addressing the education needs of the disadvantaged groups. Several experiences were presented and discussed relating to specific target groups such as disadvantaged girls, street children, or the disabled. More global issues such as education in multilingual societies, and providing quality education services to the marginalized, were also examined. The new education aid strategies for poverty alleviation of the World Bank and the Department for

International Development (UK) received special attention.

Finally, an important debate took place on new forms of development co-operation. Two trends, in particular, which are affecting most agencies today were discussed at length. *Firstly*, the move away from project support to sectoral programmes in order to ensure more coherence between policies and resources, better donor co-ordination, and stronger government ownership. *Secondly*, the growing use of consultancy, competitive tendering, the increased involvement of the private-sector and the consequences this might have on the quality and efficiency of development co-operation.

A full report of this meeting is currently being prepared by the IWGE Secretariat and will be published by the IIEP towards the end of 1998.

GABRIEL CARRON

NEWSFLASH

Inauguration of IIEP-BUENOS AIRES

THE new premises of IIEP-BUENOS AIRES, made available to the IIEP by the Ministry of Culture and Education, Argentina, were inaugurated by the Minister, Ms. Suzana Decibe, and the Director of IIEP, Mr Jacques Hallak, on Friday 19 June 1998.

Prior to the ceremony, a meeting was organized with five Mercosur Ministers of Education (Argentina, Uruguay, Paraguay, Chile and Bolivia), the representative of the Minister of Brazil, the Director of IIEP, the Director of IIEP-BUENOS AIRES, Mr

Tedesco, and the Co-ordinator of IIEP Decentralized Programmes, Ms Caillods, to discuss the future activities of IIEP's new regional office. A number of suggestions were made, including that of ensuring, mainly through distance education, a follow-up of the IIEP training received for trainees once they have returned to their home countries. It was also emphasized that secondary education should be given priority in both research and reform.

A cocktail was offered on the new premises for around a hundred persons,

including Education Ministers of the Mercosur countries, Ministry of Education officials, personalities from both the national and international education communities, as well as a number of former IIEP trainees.

The address of this new IIEP regional office is as follows:

IIEP-BUENOS AIRES
Agüero 2071
Capital Federal
Republic of Argentina
Tel.: +54.1.806.93.66
Fax: +54.1.806.94.58

Planning and managing distance learning – meeting challenges for the future

THE third annual IIEP Workshop on 'The planning and management of distance learning' will be held on 14-18 December 1998. This year's workshop will be organized in co-operation with Sukhothai Thammathirat Open University (STOU) and held at the University's campus located in the suburbs of Bangkok, Thailand.

Those engaged in educational and training policy and its implementation at national and institutional levels cannot afford to ignore distance learning. Its use should be a matter of extensive debate. Are large-scale distance learning systems really effective, or are small-scale, more flexible initiatives to be preferred? What media mix is appropriate for a given system size or educational level? How best can distance learning elements be incorporated in conventional structures or combined with traditional education? How is system size related to unit cost? There are many misconceptions about distance learning and the complexity of its systems: they readily lead to wrong policy decisions and wasted resources.

This five-day workshop has been designed to give educational administrators, policy-makers and managers an overview of the skills and techniques essential for the planning and

management of distance-learning systems and an insight into the potential and limitations of these systems. It will address the needs of senior civil servants, chief executive officers, senior administrators of large institutions, and those likely to take charge of departments or institutions where distance learning is being considered as an element of the education delivery system.

The workshop format

This intensive workshop will focus on the development of skills that relate to such areas as curriculum design, product delivery and quality control, while at the same time insights will be developed on questions concerning system design and optimization.

Interactive workshop techniques and group seminars will be used to explore the experiences of those who have applied the concepts of distance learning in a wide variety of educational and social contexts at different educational levels. This format will allow participants both to learn something of the formal structure of distance-learning institutions and to question the validity of the structural models now in use, thus enabling them to make policy judgements which can then be applied to their own situations.

How to apply

As the workshop will be conducted in English only, without interpretation facilities into other languages, participants are expected to have a good working knowledge of this language.

The participation fee for the five-day workshop is US\$450, payable in advance. Participation fees should be funded by employers or by a fellowship from an international or bilateral development agency – neither the IIEP nor Sukhothai Thammathirat Open University (STOU) provide financial assistance in this respect. Participants are also responsible for their travel and accommodation costs, and as regards the latter, they can, if they wish, stay at STOU's Seminar and Training Center.

In order for participants to obtain maximum benefit from the workshop, the number of places is limited. Early application is therefore strongly recommended.

For further information on the workshop, please contact:

*John Hall, IIEP Adviser in Distance Education Programmes,
e-mail: j.hall@iiep.unesco.org
Tel: +33 (0)1.47.72.04.05 (Direct line)
Fax: +33 (0)1.45.06.49.17*

STAFF CHANGES

Jacques Hallak, IIEP Director, was sworn in as Member of the Presidential Commission of Education in Zimbabwe, and nominated Director a.i. of the UNESCO IBE office.

Bikas C. Sanyal retired as Senior Advisor in June 1998, but has become a member of the IIEP College of Consultant Fellows.

Kenneth N. Ross will take over the organization of IIEP's Monthly *Seminars on Current Issues in Educational Planning*, and

Gabriel Carron now co-ordinates IIEP's research programme on Higher Education.

Françoise Caillods has been nominated Co-ordinator of Decentralized Programmes.

Claudia Jacinto has been appointed as a research fellow to implement from Buenos Aires the research programme on education and training for disadvantaged groups in Latin America.

Dialogue with the 1997/1998 ATP trainees and elements for change

Like their predecessors the participants of the 1997/1998 Annual Training Programme, which ended on the 25 May 1998, were invited to evaluate the usefulness of the content of the programme and the adequacy of its working methods, not only at the close of the programme but throughout its duration. The purpose of this article is to show some examples of how suggestions by the trainees, on selected aspects of the programme, resulted in subsequent changes taking place.

GLOBALLY speaking, the extent to which the participants considered the five main programme objectives 'very well' or 'well achieved' varied between 100 % ('acquaint participants with the processes of policy analysis and formulation in the sector of education') and 95 % ('enhance knowledge and practice of planning and management methods and techniques'). The results obtained in quantitative terms are, of course, important but often the qualitative assessments are more interesting and enlightening. Then why not let the comments of individual trainees speak for themselves?

The first example comes from a Francophone trainee who underlines the importance of the In-country phase and the documents sent for the initial preparation. *"On the whole the programme was very rich and of a comprehensive nature, and gave answers to questions which bothered me before my arrival and which incited me to put forward my candidature for admission to the IIEP. However, this brought to light other questions for which answers became necessary. At first, due to ignorance, some frustrating points of the country's education system became evident. Summing up, preparation documents should be more explicit, especially concerning fields to be covered and indicators"*.

Comment: Two measures concerning the In-country phase of the 1998/1999 ATP have now been taken, namely:

i) to make the guidelines for preparing the country diagnosis more clear and simplify data collection and reporting, and ii) revision and provision of more illustration in one of the self-learning modules (Costs and financing of education).

Another issue frequently raised both by individual participants and in group evaluation reports concerned the sequence of the programme during the specialization phase of the programme. The changes envisaged for next year's programme take this into account by having the two streams on *Basic education for all* and *Education and training for development* followed immediately by a revised module on *Design of educational development projects*. This will ensure that integrated training packages of **both** streams can be offered, especially to Visiting Trainees, since the revised module on *Projects* will allow participants to prepare projects related to either basic education or technical and vocational training as well as higher education.

A third point, raised in a comment by an English-speaking trainee but which reflects a more general concern relating to the assistance given to trainees in using the micro-computers: *"Overall, I think that the training programme is well structured, with well-prepared learning materials. The modes of delivery are also excellent, as they take into account the principles of adult learning. However, I felt that the computer assistance we received during*

Structure of the IIEP Annual Training Programme		
In-country Phase		
Initial Orientation		
Common Core		
Basic Education for All	Two Streams	Education and Training for Development
Specialized Modules		
Terminal Paper		

the common core period was insufficient because we had varied skills with regards to the use of micro-computers. Those of us who were really computer illiterate could not cope".

Comment: In spite of a significant reduction, in recent years, of disparities in the mastery of basic computer skills among trainees, discrepancies still remain. This is the only area in which the Institute organises sessions where trainees are grouped according to their level of mastery. The 1998/99 trainees will benefit from more stable, continuous support in the use of computers for elementary softwares at predetermined hours each week, outside the regular teaching hours.

This year was no exception as regards trainees' perception of their workload illustrated by the comment of one French-speaking trainee: *"The programme is too loaded and the trainees do not have the necessary time to devote themselves to individual learning; which is a pity as the learning material, on the whole, is very good"*. Another colleague adds: *"it is one of the*

elements of the programme which is very difficult for the trainees to handle as some have lost the reading habit acquired when studying at university”.

Comment: It is obviously not enough to devote a few days to individual work between modules. Consequently, in the 1998/99 programme and subsequent sessions of the ATP, the IIEP teaching staff will build on the experience tried out in the two parallel streams namely to lighten the programme by reducing the number of formal teaching sessions and stimulating more individual reading

and learning by the trainees. Also more individual assignments will be given and adequate time in the programme will be allocated for staff feedback to participants.

The issues briefly described above are only a few of those raised by trainees and staff during the 1997/98 ATP. In the forthcoming *IIEP Newsletters* we intend to return to other issues which have more long-term implications, such as the question of course certificate versus diploma and the general question of equivalency.

To end this brief report, the last word is given to one of the trainees: “*The course has been a very important eye-opener. In my case I feel that it has enabled me to realise that nothing is impossible provided you try. Many of my Ministry’s functions have been made so clear that given the proper working environment, it is my firm belief that I will be able to positively contribute to the process of Human Resource Development which is the prime goal of my Ministry*”.

LARS O. MÄHLCK

EXTRACT

Education: a system of values or a social function?

“**W**HEN a philosopher develops a concept to the point of realizing the action which is tended to sanction it, it ceases to be what it was in the mind, the imagination or the vision of its author at the moment of its first expression. In the realm of education, identified by Plato with Virtue, as in all human endeavour, it has always been so: between the thought and the action distortion and contradiction flourish.

To the same extent that the phenomenon of ‘learning’ (not solely to acquire a trade, but to acquire knowledge in its widest sense) has become a communal activity, this aim, characteristic of mankind at all times and in all places, has been channelled, organized, structured, and – perhaps – devitalized.

Undoubtedly, if education is part of the system of values of the society which has engendered it, it cannot escape the fate that awaits every human undertaking: to be ‘taken in hand’ by those who are in control of society. Admittedly, in the 19th and early 20th centuries, especially in Europe and America, there were deep-seated movements to make education a means (a function?) which would lead to the rise of ‘the working classes well above the level

of the bourgeois and aristocratic classes’ as Marx put it, and to the ‘enlightenment of the masses from below and from within’, in the words of Alain.

Similarly, José Martí, one of the most remarkable humanists of Latin America, reminded us that ‘to be educated is the only way to be free’, starting from the conviction that ‘man grows only when he learns something’.

... In the Central American context, then, what is the real nature of this education which, as Martí said, aims at liberation, but for which we have

just foreseen a more coercive role? In the pages that follow we shall try to find a possible answer to the question. We shall then see more clearly, perhaps, whether education in Central America is essentially part of a system of values – for man – or whether it is (equally, or even more) an instrument which by-passes man in order to better serve ‘society’.”

SYLVAIN LOURIÉ

Extract from: *Education and Development: Strategies and Decisions in Central America*, by S. Lourié. UNESCO/IIEP/Trentham Books. 1989.

Sylvain Lourié

It is with great regret that we inform our readers of the death of Sylvain Lourié on 28 June 1998, after a long illness.

Mr Lourié first entered UNESCO in 1965 as a specialist in the Educational Financing Division, but perhaps he will be most remembered for his period in Latin America as Regional Advisor for Education in Central America and Panama (1973-78). In 1982 he was nominated Director of the IIEP, where he remained in office until 1988. Just after his departure, the IIEP published his book, *Education and Development: Strategies and*

Decision in Central America (see above extract). Though based on events in Central America at the time of publication, the analysis is more than ever relevant today to all countries developing education systems.

On his departure from IIEP, Mr Lourié was Assistant Director-General for Planning, Budgeting and Evaluation and subsequently Deputy Director General of UNESCO. He retired from his functions in 1989.

The Chairman and members of IIEP’s Governing Board, the Director and staff of IIEP all offer their sincere condolences to his family and friends.



“An institution in touch with its environment”

□ **Two intensive training courses on “Educational costs, finance and budgeting”**

(1. Suva, Fiji – 17-28 August 1998
2. Vientiane, Lao PDR – 7-18 Sept. 1998)

These two intensive training courses on educational costs, finance and budgeting are being organized in Suva, Fiji for the islands of the South Pacific, and in Vientiane, Lao PDR, for four South-East Asian countries (Lao PDR, Cambodia, Myanmar and Viet Nam). The recent financial crisis in Asia has seriously affected all the countries participating in these two courses and brought their attention to the urgent need for sound financial management in education. Each course will be attended by 25 to 30 participants, all civil servants working in ministries of education.

□ **National course on “Management of higher education institutions”**

(Buenos Aires, Argentina
25 August – 4 September 1998)

Within the framework of the IIEP-Argentina co-operation, *La Secretaría de Políticas Universitarias* requested the IIEP to organize a course on *Trends in the management of contemporary universities: evolution and perspectives*, comprising a series of three workshops for the senior staff of the Secretariat and the public universities of the country. The first two workshops, attended by senior university managers, will deal with the trends of institutional management in the international context, as well as financial and academic staff management. The third workshop, attended by senior officials from the Secretariat, will deal with two topics:
i) current problems and

international experience in institutional management; ii) financial management of higher education and the use of performance indicators for decision making at the central level.

□ **Two national courses on “Management of higher education institutions in Tunisia”**

(Tunis, Tunisia
12-17 October and 19-23 October 1998)

As part of a capacity building project concluded between the IIEP and the Tunisian Ministry of Higher Education, the Tunisian Advanced Institute for Accountancy and Business Administration (ISCAE) has been collaborating with the IIEP in the preparation and implementation of two national training courses for the administrative heads of Tunisian higher education institutions. These two training courses deal with the financial management, the management of student flows and the evaluation of higher education institutions.

□ **Third ANTRIEP meeting and seminar on “Improving school efficiency”**

(Colombo, Sri Lanka
December 1998)

The third meeting of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) will take place on 18 December 1998 at the National Institute of Education in Colombo, Sri Lanka. ANTRIEP brings together 17 institutions, including the IIEP. The meeting will be preceded by a three-day seminar on *Improving school efficiency*, from 15 to 17 December 1998¹, hosted by the

¹ Date subject to confirmation by the Sri Lankan National Authorities

Ministry of Education and Higher Education, Sri Lanka.

The seminar’s overall objective is to contribute to the development of policies that will improve the efficiency of schools in a climate of increasing institutional autonomy. The discussions will start with a general examination of the trends towards school autonomy in the region, with examples from several countries. The seminar will then concentrate on three specific management functions, which have a key role to play in monitoring school efficiency, namely supervision, evaluation and assessment, and teacher management.

Participants will include top-level decision-makers from ministries of education, members of ANTRIEP institutions and regional and international experts.

*For further information on the ANTRIEP meetings, please contact the IIEP or the National Institute for Educational Planning and Administration (NIEPA), New Delhi:
tel: +91.11.66.54.72
fax: +91.11.68.53.041
e-mail: niepa@del2.vsnl.net.in*

□ **Meeting on “Training educational personnel for management”**

(IIEP-Buenos Aires, Argentina
11-13 November 1998)

Organised at the IIEP regional office in Buenos Aires, this meeting will be attended by about 20 high-ranking officers from the Ministries of Education in Mercosur countries, donor agencies and educational researchers. The aim of the meeting is to discuss the implementation of training programmes in management for educational personnel.

RECENT PUBLICATIONS

NEW BOOKS

(Price: US\$ 26/FF130.00)

Innovations dans la gestion des universités by Bikas C. Sanyal. UNESCO/IIEP. 1997, 287 pages. ISBN 92-803-2156-0 (Already published in English.)

La qualité de l'école primaire dans des contextes de développement différents by Gabriel Carron and Ta Ngoc Châu. 1998, 342 pages. ISBN 92-803-2159-5. (Already published in English.)

RESEARCH AND STUDIES PROGRAMME

(Distribution charge: US\$3/Frs. 15.00)

□ TRENDS IN SCHOOL SUPERVISION

Supervision for teacher development: a proposal for Pakistan, by Mehruunissa Ahmad Ali. 1998, 35 pages.

□ THE DEVELOPMENT OF HUMAN RESOURCES: NEW TRENDS IN TECHNICAL AND VOCATIONAL EDUCATION

La partenariat dans l'enseignement technique et la formation professionnelle: le concept et son application by David Atchoarena. 1998, 70 pages.

□ STRATEGIES OF EDUCATION AND TRAINING FOR DISADVANTAGED GROUPS

La evaluación de programas de capacitación de jóvenes desempleados - Una ilustración de los enfoques evaluativos en los países del Cono Sur by Claudia Jacinto and María Antonia Gallart. 1998.

BOOK ABSTRACT

Physical facilities for education: what planners need to know by J. Beynon. IIEP Fundamentals of Educational Planning Series No. 57 IIEP/UNESCO, 1998, 100 pages.

ARE educational buildings a waste of money, better spent on teachers and textbooks, or do they convey an important message of government commitment to education? How do they contribute to facilitating teaching, learning, and retention? Aren't

IIEP CONTRIBUTIONS

(Distribution charge: US\$3/Frs. 15.00)

Education and globalization by Jacques Hallak. IIEP Contributions No. 26. 1998, 25 pages.

New strategies for financial management in universities: the experience of OECD member countries and Latin American countries by Bikas C. Sanyal and Michaela Martin. IIEP Contributions No. 27. 1998, 33 pages.

Management of higher education with special reference to financial management in African countries by Bikas C. Sanyal and Michaela Martin. IIEP Contributions No. 28. 1998, 46 pages.

Strategies for higher education in Asia and the Pacific in the post-Cold War era by Bikas C. Sanyal. IIEP Contributions No. 29. 1998, 40 pages.

Diversification of sources and the role of privatization in financing of higher education in the Arab States region by Bikas C. Sanyal. IIEP Contributions No. 30. 1998, 43 p.

Education strategies for disadvantaged groups: some basic issues by Françoise Caillods. IIEP Contributions No. 31. 1998, 26 pages.

EDUCATIONAL FORUM SERIES

(Distribution charge: US\$3/Frs. 15.00)

The reform and policy of decentralized management of higher education by Bikas C. Sanyal. Educational Forum No. 8. 1998, 119 pages.

buildings the responsibility of architects and engineers and therefore something educators and educational planners can avoid dwelling on?

These are some often asked questions addressed in the recently-published IIEP Fundamental **Physical facilities for education: what planners need to know** by John Beynon.

Since physical facilities are the second largest user of funds for education (after teacher salaries) this is an issue that planners cannot ignore. This booklet aims to orient planners to the importance

SACMEQ NATIONAL POLICY RESEARCH REPORTS

(Distribution charge: US\$3/Frs. 15.00)

The quality of education: some policy suggestions based on a survey of schools - Mauritius by Dhurumbeer Kulpoo. SACMEQ Policy Research: Report No. 1, 1998, 95 pages.

The quality of education: some policy suggestions based on a survey of schools - Namibia by Friedhelm Voigts. SACMEQ Policy Research: Report No. 2. 1998, 77 pages.

The quality of education: some policy suggestions based on a survey of schools - Zimbabwe by Thomas Machingaidze, Patrick Pfukani and Sibangani Shumba. SACMEQ Policy Research: Report No. 3. 1998, 95 pages.

The quality of education: some policy suggestions based on a survey of schools - Zanzibar by Sebtuu Nassor and Khadija Ali Mohammed. SACMEQ Policy Research: Report No. 4. 1998, 87 pages.

The quality of education: some policy suggestions based on a survey of schools - Zambia by Manasseh Nkamba and Joe Kanyika. SACMEQ Policy Research: Report No. 5. 1998, 95 pages.

Any of these publications, can be obtained directly from:

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of furniture and buildings in the education process and to provide sound technical information that will enable planners to have a meaningful dialogue with the architects and engineers responsible for their realization. The booklet draws on world wide experience including that of UNESCO, the development banks, OECD and many governments. This makes it a compendium of experience, much of which is presented with practical examples that governments can use directly or adapt to their specific needs.