



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

The IIEP Specialized Courses Programme

in educational planning and management

EPA 304 EPA 303 EPA 302 EPA 301
EPM 314 EPM 313 EPM 312 EPM 311



The information provided in this brochure is subject to change.
Please consult our website for any modifications in our training offer:
<http://www.iiep.unesco.org/specialized-courses.html>

The International Institute for Educational Planning (IIEP) is a centre for advanced training and research in educational planning and management. For 50 years, the Institute has prepared education sector professionals in responding to the challenges of educational development in their own countries. Set up by UNESCO, the main mission of IIEP is to strengthen capacities in educational planning and management in the UNESCO Member States. A key task of the Institute is to train educational planners and managers in formulating and implementing relevant educational policies and strategies; in drawing and implementing plans; and in managing education systems as well as educational programmes and projects efficiently. Through different learning modes, the Institute offers a variety of training programmes ranging from short, tailor-made courses at the regional or sub-regional levels to its long-term Advanced Training Programme delivered in Paris, and from face-to-face learning in the classroom to distance learning. To date, more than 5,000 professionals from all regions of the world have been trained by IIEP.

The IIEP Specialized Courses Programme (SCP)

The IIEP Specialized Courses Programme (SCP) responds to the needs of professionals interested in intensive, short-term, specialized training in specific areas of educational planning and management.

Seven specialization courses are offered from April to June this year. The courses are organized and delivered in two separate specialization streams.

1. The Educational Planning and Analysis (EPA) stream, concentrates on concepts, tools and techniques related to educational planning.
2. The Educational Planning and Management (EPM) stream, concentrates more on concepts and skills in the area of management of educational systems, programmes and projects.

Participants who complete one stream can thus acquire an integrated knowledge either in educational planning or in educational management.

Participant's Profile:

- i. Educational planning and management professionals working in ministries of education or other ministries related to education development in the UNESCO Member States;
- ii. Specialists from training institutions and universities who exert a multiplier effect on national capacity building in the planning and management of education;
- iii. Professionals from NGOs and bilateral and multilateral agencies involved in the design, implementation and management of educational programmes and projects.

The SCP particularly encourages candidatures from countries engaged in education reforms, EFA plans, poverty reduction strategies and plans, and sector-wide and inter-sectoral approaches to educational programmes and human resource development.

The Institute also grants special attention to training of professionals from UNESCO Headquarters and field offices, as well as from other UN and cooperation agencies.

Training environment

The working languages are English and French; an expert team of interpreters ensure simultaneous interpretation during teaching sessions. Group work is usually organized in linguistic groups. Teaching-learning activities span a variety of modes ranging from lectures, seminars and discussions to practical exercises, simulations and individual as well as group work. The working methods call for active involvement of and contribution from each participant.

The teaching staff of the Institute has a unique profile. Courses are taught by professionals actively engaged in research and operational activities as a result of participation in the reforms, educational policies and the design of educational plans and programs in different countries.

The Institute has a particularly rich Library with over 42,000 resources, a collection of 1,800 documents on education plans, policies and strategies, large databases, and more than 500 periodicals and journals devoted to educational planning, management and various areas of socio-economic

development. Participants are also ensured free access to other libraries and documentation centres in Paris, notably those at UNESCO headquarters.

Course options and dates

For the 2015 session, the Institute will offer the seven following courses:

Specialization Stream 1 Educational Planning and Analysis (EPA)	Specialization Stream 2 Educational Planning and Management (EPM)
Monday 13 – Friday 24 April 2015	
EPA 301: Educational Management Information System (EMIS)	EPM 311: Organization and Management of the Education Sector: Systems and Institutions
Monday 27 April – Friday 8 May 2015	
EPA 302: Projections and Simulation Models: Methods and Techniques	EPM 312: Teacher Management
Monday 11 – Friday 22 May 2015	
Only course offered during this period: EPA 303: Micro-planning and School mapping	
Monday 25 May – Friday 5 June 2015	
EPA 304: Quantitative Methods for Monitoring and Evaluating the Quality of Education	EPM 313: Education Budgets and Financial Management

Trainees participate on a full-time basis in one or several courses offered in the programme. However, since the programme runs **TWO COURSES SIMULTANEOUSLY (except during 11-22 May)**, candidates have to **CHOOSE ONE OF THE TWO COURSES** running parallel to each other. Candidates can therefore choose a maximum of four courses in one SCP session.

Assessments, credits and certification

The performance of the participant in each course is assessed through one or a combination of the four modes: test, written assignment, group work, and participation. Performance is marked on a scale ranging from 0 to 20, and the pass mark is 10/20.

A participant taking a specialization course and fulfilling stipulated assessment requirements is granted the full number of credits defined for the course. The credits obtained through the specialization courses can be transferred to IIEP's Advanced Training Programme (ATP). To qualify for the ATP, a candidate has to take **three specialization courses in the same stream**. Admission to the full ATP is conditional to the submission of a separate application and the acceptance of the candidature by IIEP's ATP Selection Committee.

On completion of the course or courses taken within the framework of the SCP, the trainee receives a certificate of participation delivered by the IIEP indicating the title of each course attended and the date. The scores obtained in the assessments are communicated separately.

Course fees, cost of participation and funding

The fee for each course offered in the SCP is €1,800. In addition to course fees, participants are required to make arrangements to cover: (i) return air fare (ii) accommodation and living expenses in Paris (estimated at a minimum of €100 per day); and (iii) subscription to a health/accident insurance policy, which is estimated at approximately €55 for a two-week to one-month subscription period.

The Institute is not in a position to provide grants covering any of the above-mentioned costs. Participants, or the institutions sponsoring their training, must therefore meet all costs, or obtain an appropriate grant for this purpose from national, bilateral or multilateral funding agencies.

Application and admission process

Applicants must meet the following requirements:

- Academic qualification: a university degree or equivalent (minimum three years of undergraduate studies) preferably in a field related to educational planning and management.
- Professional experience: a minimum of three years' professional experience as a practitioner, trainer or researcher in the planning or management of formal or non-formal education.
- Language proficiency: a good working knowledge of English or French.
- Computer literacy: very good knowledge of Word and Excel (according to the course pre-requisite).
- Funding: the candidate's application must specify how the course fees and other participation costs will be met.

Deadline for application

Applications should be submitted at the latest by **1st December 2014**. Applications must indicate **all** the courses the candidate wishes to take.

Please note that you may require several **months** to obtain funding and complete visa formalities. We therefore encourage you to send us your application as soon as possible. **DO NOT WAIT FOR THE DEADLINE.**

How to apply

SCP Application forms must be completed and submitted **online with the required documents** uploaded onto your application.

To apply online, please go to <http://www.iiep.unesco.org/specialized-courses.html>

Read the instructions carefully before completing the form.

In case of difficulties encountered in submitting the applications online, send your queries to scp@iiep.unesco.org

Documents to be sent with application

The following documents should be assembled electronically prior to filling out the Application form in order to facilitate uploading onto your e-application:

- A copy of a language certificate if your mother tongue is not English (unless you have done your higher studies in English).
- A copy of the certificate of each degree you have mentioned in your application.
- The authorization of participation from your employer duly completed (you can [download the form](#) from the IIEP Specialised Courses Programme webpage).
- A scanned copy of the page of your passport which indicates your full name and address.
- A scanned copy of a passport size photo.

APPLICATIONS SENT WITHOUT THE REQUIRED DOCUMENTS WILL NOT BE PROCESSED

Admission

All applications are processed by the Training and Education Programmes Team (TEP) and reviewed by a Selection Committee. Applications are processed **on a first-come-first-serve basis**. The decision of the Selection Committee is communicated to the applicant **within three weeks** following the receipt of the application.

Applicants admitted to the requested course(s) receive an admission letter and an invoice corresponding to the course fees.

The number of places available for the SCP is limited and the demand is very high. Admitted candidates are required to **confirm their participation within 15 days following the receipt of the admission letter**. In the absence of this confirmation, IIEP offers the place to another candidate.

Payment of course fees

Admitted candidates are required to **transfer funds** covering the course fees **within 30 days** following the receipt of the admission letter and the invoice.

If the funds are not received in time, your admission will be **automatically cancelled**.

Accommodation

The Institute does not provide accommodation for participants. It can however inform all admitted candidates about the options available in and around Paris. Requests for such information should be made well in advance to TEP. Please note that bookings for hotels and other accommodations have to be done by the participants themselves.

Should you wish to explore alternative rental possibilities, you can consult the following websites:

Student Housing in Paris:

<http://www.estudines.com/uk/residence-housing-student-paris-13-46.html>

Centre international d'études pédagogiques, Sèvres (French only):

<http://www.ciep.fr>

English/Guide for foreign residents/Housing and accommodation:

<http://www.paris.fr/english/english/guide-for-foreign-residents/p8140>

Service aux étudiants/vous loger (French only):

<http://www.crous-paris.fr/>

Studyrama website:

<http://www.studyrama.com/international/etudiants-etrangers/english-version.html>

Living in France/Housing:

<http://www.campusfrance.org/en>

Coordinator

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Information

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Pre-requisite

Good command of Excel and a basic knowledge of database methodology

Profile of participant

In addition to the criteria mentioned in the introduction, actors engaged in information management

Course objectives

To provide participants with the necessary knowledge and skills associated with the building and use of information systems in educational planning and management, in order to support relevant decision-makers.

At the end of the course, participants should be able to:

- Explain the characteristics of an Educational Management Information System (EMIS);
- Plan the different steps involved in a school census;
- Design the data collection tools for a school census;
- Identify the education related data to be included in EMIS;
- Develop an indicators system for follow-up, evaluation and monitoring.

Structure

1. Characteristics of the EMIS

This component explains the meaning and scope of EMIS and its use for educational planning and management decision-making and how is important the step of identifying information and data needs. (1 day)

2. Methodology and tools for school census

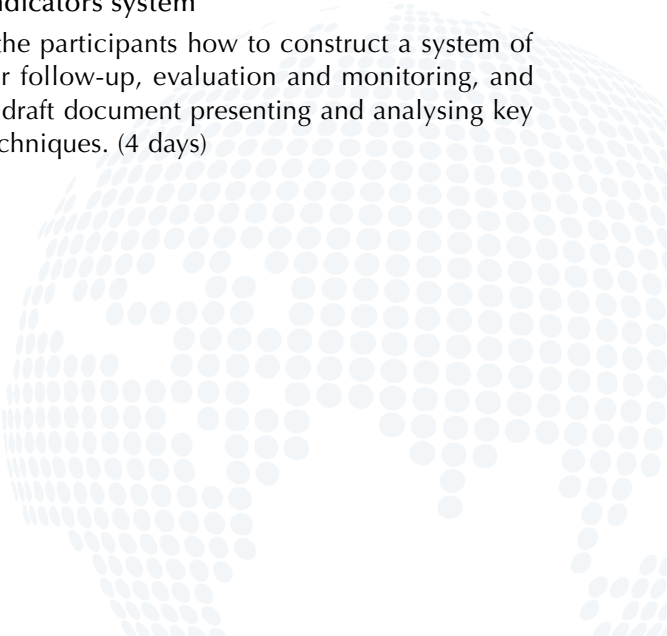
The component presents how to design instruments to collect school census data from educational institutions; to plan the different steps involved in the process of school census data collection and structuring a database, and ; to recognize the basic procedures for database management. (4 days)

3. Specific data and techniques

The component addresses issues related to two specific types of education data: expenditures for education and measurement of learners leaving the school system. (1 day)

4. Construction of an indicators system

The component teaches the participants how to construct a system of educational indicators for follow-up, evaluation and monitoring, and brings them to prepare a draft document presenting and analysing key indicators, using graph techniques. (4 days)



Coordinator

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Pre-requisite

Master Excel workbook environment

Profile of participant

See criteria mentioned in the introduction

Course objectives

To offer an advanced level of specialization in projection and simulation models techniques in order to support educational planning and formulation of educational strategies.

At the end of the course, participants should be able to:

- Explain the different concepts and projection techniques commonly used in educational planning;
- Use techniques and methods required to construct simulation models containing the basic data, the projection framework and the functions needed to calculate projection;
- Revise simulation models according to various changes of the education policies.

Structure

1. Key concepts and use of projections and simulation models in educational planning

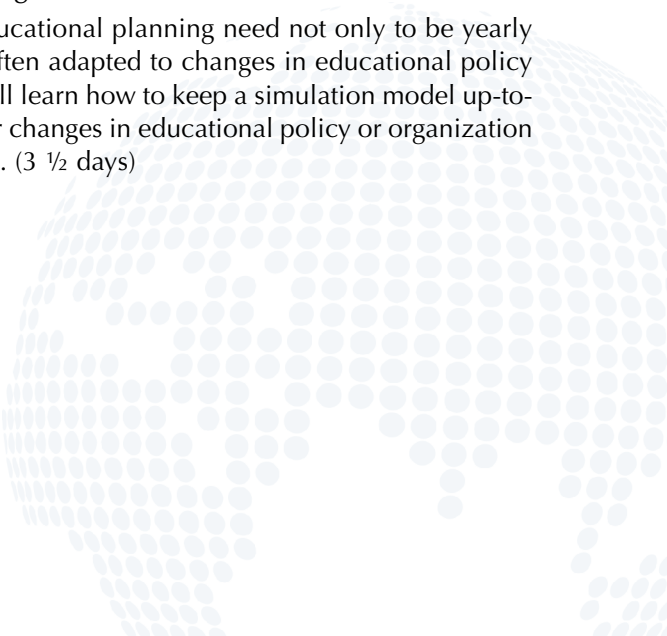
This component explains the usefulness of projections and simulations for educational planning and management and in informing policy dialogue; and discusses the current concepts and different simulation models. (1 day)

2. Building a simulation model: projecting enrolment and human, physical and financial requirements

The component presents how: to organize the essential steps of projection of future enrolments and of the human, physical and financial needs at all the levels of education; to build and manage the simulation model, based on an Excel file, containing the basic data and the projection framework; to make and apply calculation formulas and use the computerised functions needed to calculate enrolment projection and human, physical and financial needs. (5 ½ days)

3. Modifying and updating a simulation model

Simulation models in educational planning need not only to be yearly updated, but to be also often adapted to changes in educational policy objectives. Participants will learn how to keep a simulation model up-to-date and still relevant after changes in educational policy or organization of the educational system. (3 ½ days)



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No required pre-requisite

Profile of participant

In addition to the criteria mentioned in the introduction, authorities involved in school mapping at the local or central level; development partners or members of NGO's involved in the development of education systems at the local level

Course objectives

To provide participants with the skills and tools required to apply school mapping techniques to the case of their own country.

At the end of the course, participants should be able to:

- Explain the main concepts and approaches concerned with micro-planning and school mapping;
- Define the various methodological stages involved in the school mapping process, from the diagnosis to the establishment of the prospective school map;
- Evaluate and identify alternative strategies for organizing educational provision and their application in accordance with the context of the country considered;
- Use Geographical Information Systems (GIS) for supporting the development of school mapping at each of its stages.

Structure

1. Micro-planning and school mapping: definition, concept and process

The component explains the concepts of micro-planning and school mapping, their usefulness in the current context and identifies the main stages involved in the process of implementing school mapping. (½ day)

2. Diagnosing the education system at local level

The component consists in identifying the main criteria that should be used to select the pilot area in which school mapping will be prepared and calculating and interpreting the main indicators used for diagnosis of the local education system, as regards its coverage as well as its internal efficiency or quality. (2 ½ days)

3. Projection and simulation methods and techniques

While this component does not elaborate in detail on these techniques which are considered in other ATP courses, it provides an opportunity to introduce their main features, and demonstrate their helpful contribution to sound decision-making in school mapping. (2 days)

4. Norms, standards, catchment areas and reorganization of the school network

The component discusses the norms, standards and catchment areas and their application to school mapping. Supported by GIS, it reviews the various strategies for reorganizing the school network in order to improve its cost-effectiveness. (4 days)

5. General extension and institutionalization of school mapping

The component analyses the different stages and resources needed for the general extension of school mapping. It deals also with the issue to predict and respond to the main problems likely to appear during the phase of general extension. (1 day)

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Pre-requisite

Basic knowledge in descriptive statistics and good command of computer skills

Profile of participant

In addition to the criteria mentioned in the introduction, planners/researchers involved in large-scale surveys aimed at guiding education policies on the quality of education

Course objectives

To present quantitative/empirical methods to measure the quality of education, in particular those used in the international and sub-regional initiatives, such as PISA, TIMSS, PIRLS, SACMEQ, PASEC, and LLECE.

At the end of the course, participants should be able to:

- Review international debates on concepts, terms, and indicators that are associated with the educational policy research in order to monitor and evaluate the quality of education;
- Explore existing data collection instruments that could be used to collect and prepare data on learning achievement of students and the enabling school conditions;
- Critically examine techniques that are used to draw a scientific sample for a large-scale national survey to measure the quality of education, as an alternative to a census method;
- Develop analytical skills that are required to process and interpret data about quality and equality of education in order to translate research results into policy suggestions.

Structure

1. Steps in educational policy research cycle and the concept of the quality of education

The first component addresses the key steps involved in the educational policy research cycle to monitor and evaluate the quality of education, the meaning and the concept of the “quality of education”, and some key indicators of the “quality of education”. (2 ½ days)

2. Critical analysis of data collection instruments and data preparation

The techniques of constructing data collection instruments are covered in this component to measure the educational achievement of students as well as the conditions of schooling. (2 ½ days)

3. Sampling for large-scale surveys of the quality of education

How many students and schools need to be selected in the large-scale studies to have reliable results? How can we ensure that the results from the sample can be generalized to a larger population? This component addresses the sampling techniques in order to constitute the “scientific samples”. (1 day)

4. Processing, interpreting, and analyzing data to make policy suggestions

The last component covers the computerized data processing (using software such as SPSS) of a set of data, including the construction of new composite variables (for example, indices and test scores). This work aims to respond to the concerns on the quality of education through transforming the graphical and tabular data summaries into meaningful messages that can be applied back to the policy. (4 days)

Coordinator

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No required pre-requisite

Profile of participant

In addition to the criteria mentioned in the introduction, actors involved in education management

Course objectives

To impart the necessary knowledge and skills to enable participants to contribute actively to the design of reforms of structures and processes of educational management which are favourable to the delivery of equitable quality education for all.

At the end of the course, participants should be able to:

- Explain the main underlying concepts, approaches and trends in educational management;
- Analyse existing instruments for the regulation of an education system;
- Advise the Ministry on the design and implementation of a decentralization policy;
- Suggest reforms aimed to improve the effectiveness of educational institutions;
- Use appropriate information tools for the monitoring of the quality of an education system;
- Communicate effectively orally and in writing on major reforms to improve educational management.

Structure

1. Introduction to the concept of educational administration and management

The first component discusses the main underlying concepts and approaches and the major trends of education management. (1 ½ day)

2. Decentralization: options, implementation and system monitoring

After explained the concept of decentralization and different related approaches to it, this component describes how critically to analyse the arguments for and against different decentralization policies, to design a decentralization policy to improve equity and quality in education, to identify the core roles that the State has to play in a decentralized education system and to suggest mechanisms to monitor the implementation of decentralization policies. (3 days)

3. System-level regulation: issues, actors and tools

This component discusses both traditional and more recent instruments for the regulation of an education system, and will discuss how they can be used for educational reform. (2 days).

4. Institutional and local-level management: approaches and tools.

Why the institutional level is crucial in overall educational effectiveness, how to suggest reforms aimed at improving the effectiveness of educational institutions, how to identify factors which facilitate the implementation of change at the institutional level? are the main questions discussed during this component. (3 ½ days)

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Pre-requisite

Basic knowledge of Excel workbook environment

Profile of participant

In addition to the criteria mentioned in the introduction, human resources managers, planners and researchers

Course objectives

- Equip participants with the necessary knowledge to contribute to informed debates on current teacher policies and management issues in a comparative perspective;
- Promote the participants' understanding of the key characteristics and major tools of human resource management and their meaning for teacher management;
- Enhance the participants' skills to apply selected major human resources management (HRM) tools to deal with teacher management issues in their specific context.

Structure

1. Challenges in teacher management, human resources management concepts and forward-planning

The first component provides a general overview of current challenges relating to the management of teachers, basic concepts of human resources management and their evolution, and proposes a concrete exercise of forward planning of teacher numbers. (1 ½ day)

2. Recruitment and training of teachers: issues and options

This section deals with the objectives of teacher recruitment and training. It underlines the importance of these two key elements of teacher management and details major aspects of their organization. (1 ½ day)

3. Tools and information systems for teacher management

Weak planning and monitoring tools and techniques often lead to a lack of adequate information required for decision-making. This component of the course will allow the participants to become familiar with some key indicators and use of databases for efficient teacher management. (1 ½ day)

4. Teacher appraisal and career: implications and options

The discussion will focus on teacher appraisal systems and career structures adopted in different countries. A practical exercise helps to understand concretely the costs associated with different policy choices and their applicability in the long term. (2 days)

5. Allocation and use of teaching staff

Participants will be invited to use diagnostic techniques to measure imbalances in terms of deployment and use of teachers and discuss strategies adopted in different contexts to optimize the deployment and use of teachers. (2 days)

6. Organizational and social aspects of teacher management

Teachers management problems can be linked to a lack of rules and procedures or to their non-application, that results in wastage of resources, unfair practices or corruption. The latter can only be addressed by effective regulatory mechanisms, such as 'codes of conduct'. (1 ½ day)

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Pre-requisite

Experience in financial management and budget services

Profile of participant

In addition to the criteria mentioned in the introduction, managers from ministries of Education, Finance and Planning (centralized, regional or local departments/services), and institutions involved in financial management and budget planning

Course objectives

To reinforce the operational and analytical expertise of the participants with regards to public sector Financial Management and budgeting and more specifically in the field of education.

Beneficiaries will be able to actively participate in the preparation of Medium Term Expenditure Frameworks (MTEF); in their own Government's budget as well as that of their education department, for better integrating national policies and plans, with the aim of reaching development goals.

Structure

The program is a combination of field experience; theoretical and practical concepts applied to the realities of education sectors.

1. Macro-economic and Educational Financing

This section presents the funding mechanisms of education systems in the context of economic and fiscal constraints in national budgets. Participants will be able to identify the main macro-economic indicators which permit measuring the amount of readily available public resources in Education. (1 day)

2. Medium Term Expenditure Frameworks (MTEF)

This section will present MTEF development techniques. Participants will be able to estimate revenue projections and annual budgetary expenditures for implementing medium term education plans. (1 ½ day)

3. National and Education Budgets

This section presents the different stages involved in the preparation and execution of national budgets. Participants will be equipped with the techniques to develop program-based education budgets. (4 days)

4. Budget Expenditures Analysis

This section presents the evaluation of the impact of education costs in the educational sector, while applying a series of performance indicators, analyzing education expenditure by category, function, program and level of education. (1 ½ day)

5. Financial Management

This section outlines the techniques and procedures of financial management within public education sectors as they continuously modernize their management methods. The section will introduce multi-fund accounting which enables education institutions (schools, universities, etc.) to keep an account of their financial resources from various financial sources in accordance with the different conditions of use. (2 days)

