

Inside...

Ethics and
transparency:



Tracking surveys
page 4

Teacher codes in
Indian schools
page 6

Education for All:

Literacy in PRSPs
Contract teachers

Education for
rural people
pages 8-10

Pakistan: emergency
standards put
to the test
page 11

HIV/AIDS and
education
page 12

Latin America:
Student scholarship
programmes

New technologies
pages 13-14



International Institute for
Educational Planning

www.unesco.org/iiep
ISSN 1564-2356

Ethics and transparency: challenges for school systems

Educational decision-makers and planners need to give more weight to anti-corruption measures in their daily work. How does corruption affect the resources allocated to schools, the way they are managed and the effects on school results? These are issues which IIEP's project on 'Ethics and corruption' has been studying since 2002 in order to identify promising approaches for promoting a more transparent and accountable management of school systems.

SEVERAL current trends in the education sector are contributing to the intensification or revival of certain corrupt practices. These developments include decentralization, of finances in particular, the autonomy of schools, the emphasis placed on teachers in efforts to improve quality, the privatization of parts of educational provision, and the globalization of the education market, particularly in higher education.

Decentralization

In a number of countries, the decentralization of the education system has also decentralized opportunities for corruption, extending them to a larger number of individuals. A study conducted in Zambia shows, for example, that funds allocated to schools at the discretion of local authorities have less chance of reaching schools than funds allocated according to a single allocation formula, particularly in the case of the poorest schools. However, even a single allocation formula can be abused. Local authorities (or schools) may be tempted to falsify certain data (on enrolments, pupils' socio-economic profiles, academic performance) in order to obtain more funding. Studies conducted in the United Kingdom, Brazil, Australia and Poland show that such formulae function properly only if the calculation method used is simple and known to all; if the information collected from schools is accurate; and if the administration of funds in each school follows clear rules and is subject to regular internal or external audits.

School autonomy

The more administrative levels involved in the financing of education systems, the greater the risk of fund leakages (see article page 4). For this reason, some projects seek to give the funds directly to schools in order to by-pass administrative hierarchy.



continued page 3

In this issue

Ethics and transparency: challenges for school systems	1
Editorial	2
Welcoming IIEP's new Director	2
Ethics and transparency:	
■ Tracking surveys: the power of information	4
■ Transparency in education in former communist countries	5
■ Accountability in Indian schools: teacher codes of practice	6
■ Preventing corruption in the education sector. The work of Transparency International	7
■ Utstein Anti-Corruption Resource Centre. An essential web site on anti-corruption	7
Education for All:	
■ Literacy in Poverty Reduction Strategy Papers (PRSPs)	8
■ Contract teachers: Are they the solution to teacher shortages?	9
■ Ministerial Seminar on Education for Rural People in Africa	10
■ IIEP 2005 Summer School on Education in Poverty Reduction Strategy Papers	10
Education in emergencies:	
■ Minimum standards put to the test in Pakistan	11
HIV/AIDS and education:	
■ Qualitative research counts	12
Secondary education:	
■ Student scholarship programmes in Latin America	13
IIEP-BA:	
■ New technologies in education – Recent trends in Latin America	14
The Virtual Institute	15
IIEP and IIEP-BA Activities	16
SACMEQ International Research Conference	16



The IIEP Newsletter is published quarterly in English, French, Russian and Spanish.

All correspondence should be addressed to:

The Editor,
IIEP Newsletter,
International Institute for
Educational Planning,
7-9 rue Eugène-Delacroix,
75116 Paris,
France
Telephone: +33.1.45.03.77.00.
Fax: +33.1.40.72.83.66.
E-mail: newsletter@iiep.unesco.org
Web site: <http://www.unesco.org/iiep>



editorial

Knowledge of bad practices is a good thing

Good ideas can have bad consequences. Reforms can have snags that subvert their purpose.

Over the past decade important new policy changes have swept the education sector, encapsulated in political catchwords such as decentralization, budget support, privatization, teacher autonomy, globalization. But, as they say, the way to hell is paved with good intentions. What is designed for particular impacts can have unintended side effects or, as the military say, produce collateral damage.

Clearly it is desirable that decisions are adapted to local conditions and that local officials and teachers aware of those conditions have a say in the choices made – so decentralization is good. But the more levels and actors that can make discretionary decisions, the more decision points that can be corrupted or misused.

Clearly it is desirable that the resources information technology provides for worldwide access to the best learning materials are globally shared. But when degrees are sold over the Internet, this can result in diploma-mills and bogus certificates.

It is generally agreed that the provision of education and training of students should be governed by universal criteria such as *performance* for grading and certification, *compensation* for poverty or other disadvantages, *equality* as regards availability of textbooks and trained teachers, and *validity* of information on

students in schools or their teachers. But all these universal criteria can be subverted; for example, when teachers pass those who pay, when administrators siphon off money intended for schools, when subsidies for textbooks are pocketed by private publishers or public procurers, when data are falsified to obtain unjustified funding.

The impact of such corruption goes beyond education. It is a drag on development, hits the poor hardest, produces social discontent, undermines faith in institutions and the legitimacy of governments. A culture of corruption also translates the injustices produced into disillusionment and consternation.

To act one needs knowledge – concretely about the many forms corruption can take and the extent to which it takes place. More than that: one needs to map what specific countermeasures can be taken and how they can be made to work.

Hence providing education for all is not just about educating teachers and training planners. It is also about making institutions work by improving administrative routines and changing organizational culture. Indeed, it is about moulding the broader institutional environment to ensure administrative transparency, accountability and integrity. To achieve education for all, we have to educate ourselves about how this can best be accomplished.

Gudmund Hernes
Director of IIEP

Welcoming IIEP's new Director

On 1 January 2006, Mark Bray will become Director of IIEP. Currently Dean of the Education Faculty at the University of Hong Kong, Mark Bray has a long and distinguished academic career and is a prolific writer on education, administration and leadership. He has worked in Papua New Guinea, Nigeria and Kenya, as well as on consultancies spanning from Georgia to Thailand and from Indonesia to Azerbaijan. Secretary General of the World Council of Comparative Education Societies, he was elected its President last year. Mark Bray has also had a long association with IIEP, which has published a number of his works.

It is with great pleasure that I welcome Mark Bray as the new Director of IIEP. I also take this opportunity to bid a personal farewell to readers of the *IIEP Newsletter*, many of whom I have gotten to know through their feedback to this page over the past six years.

Gudmund Hernes

An international project of this type conducted in Indonesia did effectively help to significantly increase school budgets, but only when reliable, easily accessible information systems were created; resource allocation and use were controlled by an independent body carrying out regular checks and audits; local stakeholders were made aware of the problem and their responsibility enhanced by encouraging them to exercise genuine 'social control' over the use of funds; school principals and school governors were involved in the process. Where these conditions were not met, cases of corruption were observed. The experiment with 'report cards' in Bangladesh also argues in favour of having education system users exercise some control over resources.

Focus on teachers

UNESCO's 2004 EFA Global Monitoring Report emphasized the key role of teachers in improving the quality of education. But the wide variety of measures considered did not always take account of certain facts, such as teacher absenteeism, which according to a World Bank study may exceed 25 per cent. They also failed to consider a number of unethical practices, such as teachers' illegally charging fees for admitting children to the schools, moving to the next grade or passing their university entrance examinations. The fact is that, in the education sector, ethics and corruption are strongly linked: teachers' attitudes are key to instruction in ethical rules and behaviour. As experience in Canada has shown, adopting codes of conduct for teachers can help to change their behaviour, as long as teachers are involved in designing and implementing these codes and effective enforcement procedures are established (see article page 6).

Privatization

The integrity of the school accreditation process, which is essential in a context of privatization of secondary and higher education, is being compromised in various ways: accreditation based on non-

transparent criteria, payment of bribes to obtain accreditation, circumvention of the rules for accreditation (particularly through franchising), schools giving false information on their accreditation, creation of fake accreditation bodies, etc. A review of the policies adopted to cope with these problems in various countries, including Australia and the United States, shows that certain measures can help to prevent such abuses, such as ensuring the independence of accreditation bodies, in order to avoid collusion of interests, or allowing public access to the list of authorized accrediting agencies and of properly accredited schools¹.

Globalization

The development of new technologies is encouraging the emergence of new, large-scale forms of academic fraud. Many web sites now offer the possibility of buying diplomas on-line. At the same time, the internationalization of student flows and of job markets makes it difficult to check on the authenticity of diplomas. As a result, the market for false certificates and diplomas is booming. Some higher education institutions, in their efforts to increase reduced resources by admitting more and more foreign students (who are charged high enrolment fees), turn a blind eye to such practices. A number of on-going initiatives are proving essential to containing these problems. They include: entrusting the organization of exams to independent bodies, establishing centralized databases on university degree-holders, sanctioning both the companies that sell fake diplomas and their customers, and developing codes of good practice in transnational education.

¹ See Hallak and Poisson at: www.unesco.org/iiep/eng/research/highered/polforum/Papers/Day2/HallakPoisson.pdf

Lessons learnt

First, monopoly situations and the lack of competition foster corruption. *Second*, the scarcity of information and its inaccessibility to the general public create opportunities for corruption, as they prevent any social control. *Third*, good governance requires both suitable accounting and auditing tools and the capacity to use them. *Fourth*, it is essential to ensure the independence and neutrality of regulatory and supervisory mechanisms, notably where quality assurance is concerned. In certain contexts, such as countries in emergency situations and those in transition (see article page 5), these problems are particularly acute and press for urgent action.

There are several possible strategies for encouraging the adoption of 'good practices'. One consists of widely disseminating the information available, as the IIEP does via its ETICO information platform. Training decision-makers and educational planners is also important, in order to help them better assess and fight against corruption problems in education – IIEP has already organized seven training activities on related issues. Lastly, it is essential to promote the development of networks of stakeholders or institutions, at the local as well as the national and international levels to fight against corruption. The initiatives taken by the IIEP in conjunction with the International Group for Anti-Corruption Co-ordination (IGAC), the U4 group of donors (see page 7), the Open Society Institute and the NGO Transparency International (see page 7) are all directed towards this goal.

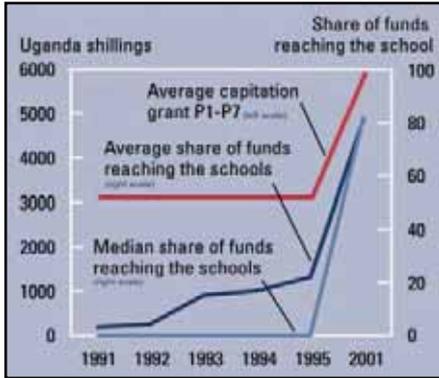
Jacques Hallak and Muriel Poisson
m.poisson@iiep.unesco.org

The IIEP Ethics and corruption project in figures

- Nearly 300 references available on the ETICO information platform;
- 8 publications on a variety of topics (e.g. transparency in financing, teacher management, textbooks, academic fraud and private tutoring);
- 7 training courses designed for decision-makers and planners, as well as representatives of civil society, journalists, teachers and aid agency representatives;
- 5 key partners: the Open Society Institute, Transparency International, the U4 group, the International Group for Anti-Corruption Co-ordination (IGAC) and the World Bank.

For further information: www.unesco.org/iiep/eng/focus/etico/etico1.htm

Tracking surveys: the power of information



Ugandan schools received more funds after a newspaper campaign

Source: World Bank. 2003. *2004 World development report: Making services work for poor people*. Washington D.C. Available on-line at: www.worldbank.org/

THE surveys have shown that the leakage of non-wage funds is a matter of serious concern: between 87 per cent (Uganda) and 49 per cent (Ghana) of non wage funds never reach the school level.

Uganda was the first country to do a PET survey in 1996. Conducted in 250 government primary schools, 18 local governments, and three central government ministries, the results of the survey provided a stark picture of public funding on the front line. On average, only 13 per cent of the annual capitation grant (per student) from the central government reached the school between 1991 and 1995. Put differently, 87 per cent was used by local officials for purposes unrelated to education, and yet there was no evidence of increased spending in other sectors. Anecdotal evidence suggests that these funds were largely used for private gain, patronage politics or the funding of political activities, as indicated by numerous newspapers articles about indictments of district education officers after the survey findings were made public.

The surveys also showed that leakages occurred at specific levels within the government hierarchy – mainly at the local government level – and that, although, in a given year, the majority

Public expenditure tracking surveys, or PETS, now implemented in a number of countries including Cambodia, Ghana, Peru, Tanzania, Uganda and Zambia have proven to be key instruments in determining how much of education resources originally allocated actually reach the schools.

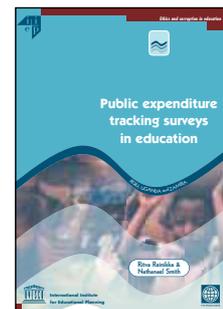
of schools did not receive funding, there were large variations in leakage across schools. In fact, poor students suffered disproportionately: a 1 per cent increase in income meant that, on average, the amount of public funding reaching the school increased by 0.3 per cent. Analysis established that a large part of these variations could be explained by the interaction between local officials and schools. Rather than being passive recipients of flows from the government, schools were using their bargaining power vis-à-vis other parts of the government to secure larger shares of funding.

Following the publication of the findings from the first PET survey in 1996, the Ugandan central government made a swift attempt to remedy the situation. It began publishing the monthly intergovernmental transfers of capitation grants in the press and asked primary schools to post information on in-flows of funds for all to see. The evaluation of the impact of the information campaign revealed a great improvement (see Graph above). Although, on average, schools were still not receiving their entire grant (and there were still delays), leakages were reduced from an average 78 per cent in 1995 to 18 per cent in 2001. Interestingly, the reduction in leakage was significantly higher for schools with access to newspapers; on average, these schools increased their funding by 14

per cent more than schools which did not receive newspapers. Furthermore, the information campaign had a positive effect on enrolments and learning outcomes (primary school leaving certificate) at the school level.

In short, with a relatively inexpensive policy action – provision of mass information through the press – Uganda succeeded in dramatically reducing leakage of public funds allocated to primary education. Poor schools who were less able to claim their entitlement from district officials before the campaign, benefited most. This positive experience suggests that corruption can be effectively tackled when the reform of the political process and the restructuring of the regulatory systems are complemented by a systematic effort to inform citizens of their entitlements, and increase their ability to monitor and challenge abuses of the system.

Ritva Reinikka
Country Director, World Bank



Reinikka, R. and Smith, N. 2004. *Public expenditure tracking surveys in education*. Ethics and corruption in education Series. Paris: IIEP-UNESCO.



Transparency in education in former communist countries

Recently, an increasing number of cases of dishonest and corrupt behaviour have been reported in the media. Most of the cases concern higher education and involve student admissions to universities, passing university exams or buying university diplomas without attending the courses.

NEVERTHELESS, dishonest practices are also observed at the primary and secondary school levels. These corrupt practices are observed in many former communist countries and the phenomenon itself could be damaging for strengthening new democracies purportedly based on principles of accountability and transparency.

The transition countries have low corruption perception indices,¹ meaning that society believes that in their countries corruption exists among public officials and politicians. In a recent publication, Rasma Karklins² mentions that the stiff repression under Soviet-type regimes made people living in these countries feel that good practice was to not obey the law. During the Communist Party era, there was little or no understanding that public institutions exist to serve the public and as such are therefore accountable to the public for their activities. With the collapse of the communist regime, this mentality opened the way for dishonest practices to grow much more easily in the transition countries than in Western democracies.

Corrupt practices in education are particularly damaging, as young generations learn that they can succeed in life not through hard work, but rather through bribery, personal contacts, and fraud. Corruption threatens the delicate balance of educational quality, quantity and equal access.

At the secondary level, corruption can take various forms. It includes: purchasing good marks for entrance examinations to secondary schools, selling answers to exams, additional tuition fees requested by schools but unaccounted for, teachers forcing pupils to hire them as private tutors – to name just a few. It is estimated that, in Russia, 30 billion roubles (about US\$ 1 billion) are spent each year on bribes to enter university or fees to entrance courses ‘requested’ by student selection committees.³

Often, these phenomena are explained by difficult social and ethical contexts, such as the low salaries of teachers. One factor is the low prestige of the teaching profession and the fact that these countries are now unable to attract the best graduates for teacher training colleges – only those who cannot find better paid jobs elsewhere. Frequently, teachers have to take on second jobs or find other means of supplementing their low income. It is therefore not unusual for them to offer private tutoring. This is not necessarily a bad thing, except when teachers pursue the parents of their pupils and tell them that their child will fail in a subject unless he/she is given private tuition. This puts a burden on poor families and increases inequality in school environments. Only those who can afford to pay succeed.

The questions remain unanswered. By whom and how can these phenomena be fought? How to ensure that the delivery of public education is transparent, undiscriminatory and uncorrupt? Some countries such as Poland, Lithuania, Armenia and Georgia have recognized this

problem and launched various anti-corruption programmes. One of the options is to create public monitoring mechanisms which ensure that the decision-making process is transparent and public officials are held accountable for the spending of public money.

More transparency could also be achieved through co-operation between local and

international education networks and associations. NGOs can act as bridges between the general public and the government to ensure the transparent administration of state funds allocated to education and open access to information, thus preventing malpractice and the enforcement of ‘hidden’ costs in education.

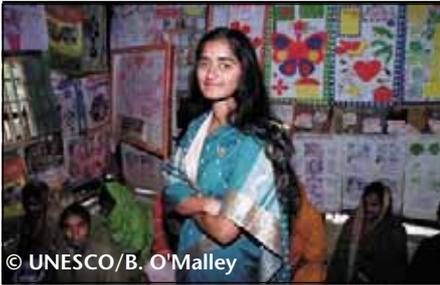
Indra Dedze
Open Society Institute,
Budapest, Hungary

¹ Transparency International. 2004. *Corruption Perceptions Index 2004*. Available on-line at: www.transparency.org

² Rasma Karklins. 2005. *The system made me do it. Corruption in post-communist societies*. M.E. Sharpe: Armonk, New York.

³ Rosijskaja Gazeta. 2005.

Accountability in Indian schools: teacher codes of practice



How teachers and school staff behave as development interventions are being implemented, and in their professional lives in general, is essential to ensuring the delivery of quality education in any country. In India, for example...

In India, the fact that nearly a quarter of teachers working in government-controlled primary schools are absent every school day has a significant impact on the schooling process.¹ Teachers are expected to perform a crucial job, including the personality development of their pupils and the transmission of society's core values. Improving teacher quality therefore matters.

A study undertaken in Uttar Pradesh (UP), as part of an international comparative study with special focus on South Asia, centred on the 'Education code' of UP, namely a set of rules, regulations and departmental orders aimed at ensuring equity, efficiency and quality education in UP. It relied on how a cross-section of stakeholders (including teachers, administrators, policy makers, teacher union representatives, parents and community members) individually perceive accountability, transparency and corruption in school education and it concentrated on the design, implementation and impact of teachers' codes of practice.

The potential areas of unethical practice involving teachers was found to be human resource management, private tuition, procurement of materials, school examinations and qualifications, embezzlement and mismanagement of school funds, and attendance and absenteeism, with varying degrees of seriousness. Part of the problem can be attributed to the process through which the 'codes of practice' are developed and implemented, as this is highly centralized and involves only limited stakeholder

participation. Most teachers have little or no knowledge of the codes because they do not have easy access to copies of the 'Education code'; and those who do have access to it do not know how to use it effectively.

Existing codes are generally felt to be useful and relevant, although the capacity to enforce them is limited. They are usually not integrated into teacher training and, consequently, most teachers and staff are unfamiliar with the procedure for lodging complaints, and when complaints are made, they are not taken seriously in most cases. Several social, economic, political, administrative and institutional constraints linked to systemic corruption and transparency issues handicap the effective implementation of the codes.

The impact of codes on ethics and the professional behaviour of teachers and staff is largely influenced by the external environment – i.e. the level of systemic corruption; general awareness of civil rights; the political willingness to improve transparency and accountability; the capacity and willingness of civil society organizations to participate in development programmes; effective and transparent media; and above all, the emergence of pressure groups at grassroots level. In UP, the codes have been primarily used as instruments of governance to serve the interests of administrators and managers.

Using the codes to improve the ethical and professional behaviour of teachers, and consequently the quality of education, has always been

less emphasized. Nevertheless, they do have a significant positive impact on the professional conduct of teachers and the degree of transparency and accountability in education: malpractices in examinations are on the decrease; ethical dilemmas in the work place are being solved; management of school funds is improving; and human relations in schools are getting better. The codes however have had little impact on human resource management or private tuition.

The ethical behaviour of teachers largely depends on the nature and quality of political and educational governance, as well as institutions. Merely formulating codes does not ensure effective implementation. The codes should be used to improve values and professional commitments, rather than as administrative instruments. Efforts to improve the professional and ethical conduct of teachers should include reforms which focus on the accountability of middle-level bureaucrats and educational administrators, transparent information sharing, simplifying administrative procedures, improving the ethical and professional conduct of citizen representatives, strengthening social and political institutions, creating databases on the enforcement of codes, and capacity building of major stakeholders.

B.P. Khandelwal, Former Director, and
K. Biswal, Associate Fellow,
National Institute for Educational Planning
and Administration (NIEPA), India

¹ Kremer, M. *et al.* 2004. *Teacher absence in India*. Working Paper, Department of Economics, Harvard University.



Preventing corruption in the education sector The work of Transparency International

TRANSPARENCY INTERNATIONAL (TI) is an international advocacy non-governmental organization dedicated to fighting corruption. While its international secretariat in Berlin works at a global level, TI's more than 90 independent member organizations around the world carry out projects and campaigns at national level. Many of them work in education, training and public mobilization. TI believes that the education sector is of particular importance to the fight against corruption. Corruption in education impacts on the quality and equity of education, and is incompatible with one of the major aims of education; that is, producing citizens that respect the law and human rights.

Since 2004, TI member organizations in 14 countries have been carrying out micro-projects to assess the extent and forms of corruption in education. Projects include opinion polls on corruption perceptions in basic and higher education, monitoring of textbook procurement and school building contracts, assessing the effectiveness of public participation in school management, expenditure tracking surveys for basic education, etc. Countries involved are Argentina, Bosnia

Herzegovina, Brazil, Burundi, Georgia, Kazakhstan, Nepal, Mexico, Nicaragua, Niger, Sierra Leone, Uruguay, Venezuela and Zambia. The project reports reveal frequent ineffective and corrupt use of education resources, but also provide examples of civic engagement and involvement which have improved the delivery of education. The results of the projects will be published in November 2005.

In continuation to this programme, TI plans to carry out an 'Africa Education Watch' project in the next years, aimed at increasing citizen participation in monitoring education expenditures in some African Fast-Track Initiative countries. TI believes that EFA cannot be achieved without addressing the issues of corruption and mismanagement in the education sector. The project will be carried out by TI member organizations with support from the TI Secretariat.

Bettina Meir
Transparency International, Berlin

For further information, please go to Transparency International's web site: www.transparency.org

Utstein Anti-Corruption Resource Centre An essential web site on anti-corruption

THE U4 UTSTEIN ANTI-CORRUPTION RESOURCE CENTRE is a web-based resource centre established by the Utstein Group (UK, Sweden, Germany, Canada, Norway and the Netherlands) to strengthen their partnership for international development. The purpose of the Centre is to be an internal tool for co-ordination and learning among members of the Utstein Group (U4) and their international development agency staff, as well as to facilitate the exchange of information and thinking in the field of anti-corruption and share lessons and experiences with the outside world.

For non-Utstein agency staff, the web-based Centre serves as a counterweight to the information overload on the Internet. After three years of dedicated operations, the Resource Centre presents the best and most relevant information on a great number of related issues on its theme pages and focus areas.

The Resource Centre team has learnt that the dynamics which create and uphold corruption are unique not only for each country, but also for each sector. Targeted interventions are, therefore, more likely to be effective and produce

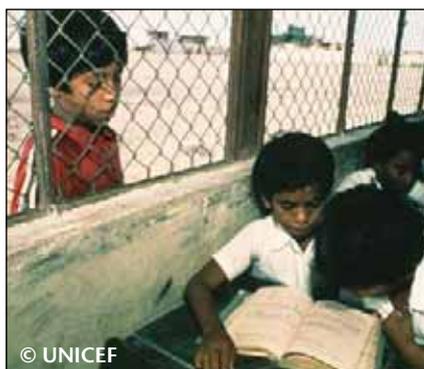
sustainable results. Contrary to this analysis, it has emerged that development agencies direct most of their resources towards conventional approaches to tackling corruption – through new laws and institutions, and supporting anti-corruption campaigns. So far, these methods have more often failed to reduce corruption levels in any considerable way.

Significant gains to development outcomes can be made by fighting corruption on a sector-by-sector approach. Through its strategic partnership with the International Institute for Educational Planning (IIEP), U4 wishes to facilitate renewed action on corruption in the education sector by publishing the latest lessons learned and best practices on corruption in the education sector. In addition, the U4 plans to hold advanced training sessions on the topic – starting in Fall 2005.

Harald Mathisen, U4 Co-ordinator

Visit the Resource Centre at: www.u4.no
Pages on education: www.u4.no/themes/education/main.cfm

Literacy in Poverty Reduction Strategy Papers



POVERTY reduction strategies (PRS) view poverty as a multidimensional issue. The human development component of such strategies is important, not only because the social sectors are integrated into the fight against poverty, but also because they introduce a more holistic approach to a multidimensional problem.

Literacy is a broad concern...

In the poverty diagnoses found in most PRSPs, a parallel is drawn between illiteracy and the various dimensions of poverty: low income, lack of empowerment and little access to social services including education. The highest illiteracy rates cut across the most vulnerable portions of the population: women, youth, rural populations and ethnic minorities. Illiteracy is considered problematic in different chapters of the PRSPs (education, health, agriculture, governance, employability, etc.). Illiteracy is therefore a multidimensional, cross-sector issue.

In spite of this, barely one PRS paper out of five actually defines literacy. Seven PRSPs describe literacy as the ability to read and write, two characterize it in terms of schooling years, and two others introduce the notion of numeracy. A small group of countries, mostly from Eastern and Central Europe, refer to e-literacy.

Despite the fact that illiteracy is a broad concern in PRSPs, the documents reviewed tend to provide few detailed strategies to curb illiteracy. Among the range of strategies proposed, the most frequently mentioned solution is to offer primary education. In this context, the EFA

In preparation for the *EFA Global Monitoring Report 2006 "Literacy for Life"*, IIEP was asked to conduct a review of literacy in Poverty Reduction Strategy Papers (PRSPs). The aim was to document the extent to which literacy is considered a significant factor in achieving Education for All and Millennium Development Goals (MDGs). Fifty-six papers were examined and the main findings are summarized below.²

objectives of quality, access, equity and relevance would improve youth literacy. Thirty-six countries refer to non-formal education programmes targeting adults, youth and drop-outs. However, these non-formal education programmes are not detailed, which makes it difficult to fully grasp the measures proposed. Literacy campaigns are only envisaged by a few countries (12) where illiteracy rates are very high – around 80 per cent. While Chad recognizes the urgency of launching a full-scale literacy campaign, other countries foresee campaigns of a more limited scope that focus on specific target populations (e.g. shepherds or ethnic minorities). Only four countries envisage post-literacy programmes; this raises questions as to how countries intend to provide a literate environment to their newly literate population. At the other end of the scale, countries with high literacy rates – in Eastern Europe and Central Asia – seem to take no account of residual illiteracy.

that requires better monitoring...

From the above, one can conclude that insufficient scope is given to effectively eradicating illiteracy in PRSPs. Added to this are poor monitoring and elusive funding. Literacy rates are not systematically reported by gender or by location (rural/urban). Thus, the progress of literacy among the two main target groups of the PRSPs (women and rural populations) often cannot be monitored. Benchmarks are not systematically provided and when they are, the underlying hypotheses are

not explained. Lastly, there is the issue of reliability of the sources of data: most countries obtain their literacy data from household surveys – in other words, individuals assessing their own proficiency. Only one country undertook a literacy survey as such.

...and improved costing

Funding of literacy programmes is another problem area: 38 out of the 56 PRSPs examined do not cost their literacy programmes. Only 12 explicitly allocate funds from their regular budgets. While the main implementation agent remains the ministry of education, a number of countries have shared the responsibility with other ministries (women affairs or agriculture). A number of PRSPs also mention partnerships with NGOs or community-based organizations to implement and finance literacy actions. This is coherent with illiteracy being a cross-sector issue.

Literacy is not a priority objective of the MDGs. However, the emphasis on quality primary education should raise youth literacy rates. The Dakar Framework for Action, on the other hand, specifically aims at literacy. The weaknesses underlined as regards monitoring, financing and the choice of strategies lead to some doubt as to the achievement of the Dakar goal to halve illiteracy by 2015.

Emmanuelle Suso
e.suso@iiep.unesco.org

¹ UNESCO. 2005. *Education for All Global Monitoring Report 2006. "Literacy for Life."* Paris. Available on-line at: www.unesco.org/

² See also *"IIEP 2005 Summer School"* on page 10.



Contract teachers: Are they the solution to teacher shortages?



In order to shed some light on this complex issue, IIEP undertook a review of three countries with recent experience on the matter: Cambodia, India and Nicaragua. To complement the analysis, recent teacher policy trends in Sweden and England were also examined. A synthesis of this work will be published by IIEP shortly. The article below is a brief summary of the findings.

THE practice of hiring contract teachers, usually for lower salaries, in place of regular teachers for a public service position has become quite dominant in West African countries, with several countries currently employing over half of their teachers under contract. In some countries, it has become the only doorway to a regular teaching position.

While the logic of making schooling available to more students at a lower cost makes contract teachers an attractive alternative to governments with limited funds and a commitment to meeting the EFA goal of universal primary education by 2015, the importance of ensuring quality learning for all implies that this policy should be fully assessed on the ground.

Some of the difficulties in assessing this policy are that many different types of teachers fall under the label 'contract teachers' (para-teachers, volunteers, community teachers) and the fact that contract teachers have been used to address different objectives. Generally speaking, contract teachers are employed under different terms to regular teachers. They are not considered civil servants and their contracts are usually limited to one year. Their salaries are lower and they rarely have other benefits associated with the job. The minimum education required for contract teachers varies from one country to another, as do the training and support they are given, the number of times their contracts can be renewed and who is responsible for hiring them.

Contract teachers are recruited for

a variety of reasons: to increase access in remote areas; to provide schooling in post-conflict situations where no teachers are available; to serve ethnic minority populations where local people can communicate more effectively with the pupils and their parents; to improve student-teacher ratios in state schools; to provide employment for educated youth; and as a low-cost strategy to rapidly increase access to primary education.

From the country experiences studied by the IIEP, it was clear that contract teachers had not only contributed to increasing access, particularly in remote rural areas where regular teachers were not available or interested in being appointed, but had also improved equity by meeting the education needs of ethnic minorities. However, there was less evidence of their impact on quality. Given the wide variety of teacher qualifications and training, and the overall low quality of education in these countries, it was difficult to elucidate the specific contribution of contract teachers in this respect. Impromptu efforts to eliminate contract teachers have, nevertheless, resulted in a sharp decline in the quality of learning, with more overcrowded classrooms and less teaching-learning time.

The presence of contract teachers in a system implies additional management challenges. The usual lack of clarity in accountability together with ineffective deployment practices have, at times, resulted in the emergence of corrupt practices and abuse in the appointment of contract teachers. Finally, the social

impact of these diverse groups of teachers under different contracts and employment conditions also has to be taken into account.

The experiences reviewed showed that the impact of contract teachers on education systems could be enhanced if their training, recruitment and careers were managed as part of a coherent and integrated teacher policy framework. In the process of developing such a framework, some of the policy initiatives and experiences of developed countries also suffering from a shortage of competent teachers could prove helpful. The move towards a more flexible and diversified teaching profession is evident in recent reforms undertaken in Sweden and England. Sweden has introduced a policy of different salaries associated with different teacher competences and performances. England has restructured the school workforce, making better use of support staff in order to ensure that teachers can devote the best part of their time and attention to meeting their students' learning needs.

The lessons learned from these experiences may stimulate the development of a more flexible and effective teaching profession in other parts of the world and a more effective way of dealing with teacher shortages.

Yaël Duthilleul
y.duthilleul@iiep.unesco.org

For more detailed information:
www.unesco.org/iiep/eng/research/basic/teachpols.htm

Ministerial Seminar on Education for Rural People in Africa

Addis Ababa, Ethiopia, 7-9 September 2005

MINISTERS of education, agriculture, fisheries and rural development from 11 African countries¹ met at a ministerial seminar on *Education for Rural People in Africa: policy lessons, options and priorities* hosted by the Government of Ethiopia, and jointly organized² by the Food and Agriculture Organization (FAO), IIEP-UNESCO and the Association for the Development of Education in Africa (ADEA). The ministerial seminar aimed to raise education for rural people to a top priority within national EFA plans, and as a key aspect of efforts towards the Millennium Development Goals.

Despite being in the majority of the population of sub-Saharan Africa, rural people experience higher levels of poverty, hunger, malnutrition and illiteracy than their urban counterparts. Ministers, senior officials, representatives of co-operation agencies and other delegates observed that, while significant progress and impact has been achieved, much more needs to be done to improve access to education, and its quality and relevance for rural people and communities. Delegates stressed the diversity of rural populations and emphasized that education policies should address the inequalities between rural and urban areas. Whilst priorities and

strategies for schooling, non-formal education and vocational skills development differ, participants agreed that rural people with the greatest needs should be targeted, to enable them to address their social, cultural and economic development aspirations.

The ministers agreed to join efforts to improve education in rural areas. They issued a communiqué with specific recommendations for follow-up actions, including greater inter-ministerial and intersectoral co-ordination and additional resources for Education for Rural People³. It was agreed that the results and recommendations of the ministerial seminar be presented to the High-Level Group on EFA, meeting in Beijing from 28 to 30 November 2005.

Keith Holmes
k.holmes@iiep.unesco.org

¹ Burkina Faso, Ethiopia, Guinea, Kenya, Madagascar, Mozambique, Niger, Senegal, South Africa, United Republic of Tanzania and Uganda.

² With financial support from the Italian Development Cooperation, the Norwegian Education Trust Fund and the World Bank.

³ See www.fao.org/sd/erp, www.adeanet.org and the October-December 2005 issue of the *ADEA Newsletter* (forthcoming).

Education in Poverty Reduction Strategy Papers

2005 IIEP Summer School, Paris, 29 August to 9 September 2005

OVER the past ten years, a new discourse in international co-operation has emerged. It focuses on poverty reduction strategies which are country-driven, owned by nationals and outcome-oriented. Stakeholders from the public sector and civil society are invited to play a bigger role in the formulation, monitoring and evaluation of these strategies, which aim to improve the lives of the poorest segments of the population. Debt relief and development assistance are increasingly provided within the framework of strategies outlined in a Poverty Reduction Strategy Paper, or PRSP, through which government, civil society and donors are expected to co-ordinate their actions, focus on results and be mutually accountable.

Human development, health and education are central components of the PRSP for two reasons. First, better performance in these two sectors helps to increase the productivity of the poor, and consequently their income. Second, low access to education and health services indicates deprivation in the poorest sectors. In short, education and health are both an end and a means to poverty reduction. Although an approved PRSP is one of the conditions for eligibility under the Fast Track Initiative, many ministries of education are not fully aware of what a PRSP is.

The 2005 IIEP Summer School, organized jointly with the World Bank Institute, focused on *Education and poverty reduction strategies*. The course aimed to strengthen the skills of those working in the education sector and involved in formulating the education chapter of a PRSP. There were 38 participants from 20 countries – officials from the ministries of education in Africa and

Asia, representatives from aid agencies, NGOs and UNESCO field offices.

The course was organized in four phases: the relationship between education and poverty, the process of preparing a PRSP, the design of the education chapter, and, finally, planning and monitoring the PRSP's implementation. Two video conferences were organized, one with the World Bank country director in Ethiopia and another with their Chief Economist for South Asia.

Discussions focused on the need to develop a sound macro-economic framework, as poverty cannot be reduced sustainably without economic growth. The need to target the poorest segments of society (women, rural areas, HIV/AIDS orphans, and refugees) was also highlighted, as was the need to find the right balance between investing in infrastructure, on the one hand, and the social sectors, on the other.

What is a pro-poor strategy in general, and in education in particular? What are the most effective measures to encourage the participation of the poor: supply-driven (creating more schools and literacy centres) or demand-driven (midday meals, cash conditional transfers and scholarships)? How to ensure that quality does not deteriorate as enrolments increase rapidly? How can both the feasibility of a programme and the implementation capacity at national and sub-national levels be checked? These were some of the questions raised.

A similar course will be organized for French-speaking participants in the summer of 2006.

Françoise Caillods
f.caillods@iiep.unesco.org

Minimum Standards put to the test in Pakistan

A week before the devastating earthquake struck South Asia, the UNESCO Office in Islamabad hosted IIEP's first pilot training course on the *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE)*. In current relief efforts, education is again a neglected need.

A few days ago, I received sad news. One of our colleagues at the NGO Ockenden International in Peshawar had lost his son and grandmother when the roof of their house collapsed in the devastating earthquake of 8 October. The news gave a personal dimension to almost incomprehensible numbers. At the time of writing, the United Nations estimates that more than 48,000 have died in the earthquake in Pakistan and Kashmir. Death tolls are rising each day as more destroyed villages are discovered and debris is being cleared away.

Education as a humanitarian response

The hundreds of thousands of children traumatized by injuries, the loss of close family members or their homes will need more than blankets and high-protein survival bars to get back on their feet. Unfortunately, for many, that will be all they are offered. In parts of the international community, humanitarian relief is still considered a predominantly physical endeavour. In the chaos following a natural disaster or in the turmoil of a civil war, education is considered a luxury. "You cannot invest in development for tomorrow, when people are dying today", some argue. They are wrong! For children who survived the earthquake, school, even if it is held in a makeshift tent, can be a vital source of stability in the midst of chaos. It can be the place to learn about the hazards of water contamination, landmines or unsecured buildings. Most importantly, through play and regular,

constructive activities, it can provide hope for the future, and a way of coming to terms with the unimaginable.

Global minimum standards

The week before the earthquake, 45 representatives from NGOs, UN organizations and the Pakistani government participated in a pilot testing of training materials on the 'Minimum Standards', facilitated by UNESCO Islamabad, IIEP and the Inter-Agency Network for Education in Emergencies (INEE). Through its programme for 'Education in Emergencies and Reconstruction', IIEP has been an active contributor to the development of the 'Minimum Standards'. The contacts and the experience gained through INEE, and training activities such as the course in Pakistan, complement the programme's other activities: development of training materials and case studies, delivery of training to ministries and their partners in or recovering from conflict and natural disasters.

Active learning

The 'Minimum Standards' cover areas from community participation and assessment to pedagogy, educational policy and co-ordination. They apply equally to all types and phases of an emergency. Most of the trainees at the MSEE course in Pakistan work with education for Afghan refugees, but will have acquired skills that are highly relevant in the aftermath of the earthquake. In an interactive simulation exercise, trainees used the 'Minimum Standards' to carry out an initial needs assessment



amongst refugees in the imaginary state of *Zamborra*. In small groups, they grappled with which standards to prioritize when designing an education programme after a mudslide in *Xandia*. In another scenario, they negotiated with authorities and agencies on how to ensure formal recognition of the emergency education for the children of *Islandia*. The training furthers timeless and universal skills. In the context of education for Afghan refugees, lack of co-ordination amongst international agencies and rigid certification policies on the part of the Pakistani and Afghan governments are complicating the return of the refugees. Following the recent earthquake, issues of inter-agency co-ordination and territorial squabbles are hampering the relief efforts in politically disputed Kashmir.

Commitments unfulfilled

One course participant, working for an international NGO but not in the education sector, declared that on his return to office he would insist that education be included in his agency's emergency programmes. The agency, and the humanitarian community at large, should have done so long ago. The report of the 2005 World Summit and the recent Humanitarian Response Review (HRR) affirm the commitment of nations to including education in their humanitarian relief efforts. Still, two weeks after the earthquake in Pakistan, pledges for the education sector represent only 4 per cent of the total amount requested in the UN-administered flash appeal and none of these pledges have yet been committed. That is less than a minimum.

Eli Wærner Rognerud
e.rognerud@iiep.unesco.org

Qualitative research counts

“Not everything that can be counted counts, and not everything that counts can be counted” (Albert Einstein)

KNOWING how many teachers are living with HIV/AIDS or how many children have dropped out of school as a result of the epidemic is critical if educational planners and managers are to achieve Education for All goals. But these data don't help us to understand why people become infected or what factors put teachers, learners – and ourselves – at risk. Nor do they help us to understand the impact of stigma and discrimination or the emotional distress of watching colleagues and loved ones fall ill and die. Gaining insights into these areas requires asking such questions as: ‘Why?’ ‘How come?’ and ‘What does it mean?’ – questions which may best be investigated through a qualitative approach.

In quantitative research training, the emphasis is often placed on designing the data collection instrument, such as a survey, to obtain objective data about a population. In qualitative inquiry, the researcher *is* the research instrument. Therefore, the credibility of qualitative research findings hinges to a great extent on the interpretative skills used by the researcher to make sense of the social world.

To get to grips with some of these issues and to hone up on their qualitative research skills, 16 researchers from the Education Research Network for West and Central Africa (ERNWACA) and four regional trainers gathered together in Ouagadougou (Burkina Faso) for a training workshop organized by IIEP and with support from the Association for the Development of Education in Africa (ADEA). Over the five days, 4-8 July 2005, a variety of qualitative methods useful in

researching the impacts, causes and the attitudes to HIV/AIDS were presented.

Clearly, getting anyone – and especially adolescents – to express themselves candidly about traditionally taboo subjects, such as those associated with the sexual transmission of HIV, is highly challenging. One promising approach is the use of writing as a method of qualitative data collection. Researchers may, for example, ask participants to keep a journal or a log of certain activities. Odile Akapaka, an experienced trainer and researcher from Benin, presented a session on the use of essay writing as a data-collection tool. The basic principle is to get the research participants to react spontaneously ‘on paper’ to a simple theme (see box below).

The researcher presents exactly the same scenario to each participant and the essays are anonymous, in order to encourage greater freedom of expression. This method is not only cost-effective, requiring only pens and paper, but is also very efficient in that a large amount of data can be collected from several participants in a short space of time. But the real advantage of this technique is



that participants often reveal attitudes and meanings that would be hidden in quantitative data and would require considerable interviewing skills and time to obtain. This method is particularly suited to secondary-school students who are used to writing exercises.

Quantitative and qualitative research are not mutually exclusive – both have their strengths and weaknesses. In the case of HIV/AIDS, with its range of complex interactions, combining both approaches can aid decision makers to design and implement more effective programmes. It is when beliefs, values and attitudes play a significant role in social behaviour that qualitative research counts.

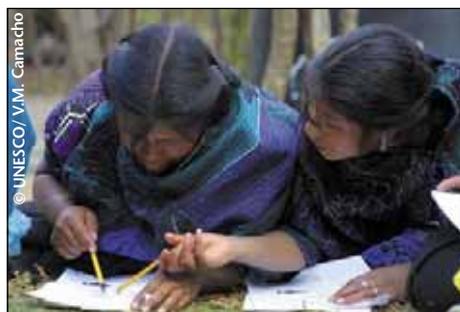
Lucy Teasdale
l.teasdale@iiep.unesco.org

Proposed essay writing topics

Imagine one of the pupils in your school regularly misses lessons. It is rumoured that s/he has AIDS. Imagine the reactions of his/her classmates?

On a rainy day, a girl from your class accepts a lift to school from a man. That same evening, the girl is pleased to see that the man is waiting for her in his car. Before she gets in, he says “I have a present for you, but I've left it at home. Come with me and I'll give it you. My wife is out.” What do you think the girl will do and what advice would you give her?

Student scholarship programmes in Latin America



During the 1990s, various strategies were developed in Latin America to reduce inequalities in national education systems. One of these strategies were programmes granting scholarships to low-income students attending public secondary schools to ensure that they remained in school. Below are the findings of an IIEP review of existing scholarship programmes in Argentina, Chile, and Mexico.¹

In Argentina, the National Student Scholarship Programme (*Programa Nacional de Becas Estudiantiles*) is the mainstay of the Social Education Plan which aims to keep teenage students in school by addressing the social and economic obstacles which affect their achievement and cause them to drop out of school. In 2003, the programme covered 327,055 pupils enrolled in the last two cycles of basic general education and in the final, three-year, multi-modal cycle, which prepares students for work or higher education.

In Chile, three secondary school scholarship programmes exist: the so-called *Beca Indígena*, open to pupils in basic, secondary and higher education (in 2003, 28,301 scholarships were granted, 8,952 of which to secondary students); the High School for All scholarships (*Beca Liceo para Todo*) granted to pupils in the country's most vulnerable grammar schools who risk dropping out (in 2003, there were 13,000 such scholarships issued); and the Presidential Scholarship (*Beca Presidente de la República*) which enables outstanding pupils from low-income families to continue their secondary and higher education (in 2003, 40,694 Presidential scholarships were awarded, of which 22,475 to secondary school students).

In Mexico, the *Progresá Education, Health and Nutrition Programme* has existed since 1992 and has continued under the name *Oportunidades* since 2002. Initially

a multi-faceted programme intended to reduce extreme poverty, *Oportunidades* provides an integrated package of health, education and nutrition services to the poorest families. The education part provides cash to families experiencing extreme poverty. During the 2002/2003 academic year, 4,355,927 scholarships were granted: 1,330,589 to secondary school students and 436,751 to students in the final years of secondary education.

All of these programmes have grown more important in recent years, increasing their coverage and budgets. The success of the *Oportunidades* programme, in particular, has resulted in the creation of similar programmes in other countries in the region.

After reviewing these programmes closely, the study found that:

- Each programme operates through the education system and aims to increase school retention rates by ensuring that children from the poorest families remain in school. The financial aid granted per pupil each year varies from US\$ 138 in Argentina, to US\$ 214-267 in Chile and US\$ 285-367 in Mexico.

- Requirements and conditions differ. In some cases, families must guarantee minimum attendance, while in others, students are required to graduate or achieve specific results.

- Despite their increasing prestige and coverage, these programmes use up a very small portion of state budgets, either as education expenditures or as a portion

of the education ministry's budget. Their impact is, therefore, limited.

- All programmes have tried to establish suitable target and selection criteria to ensure that the funds do in fact reach the intended beneficiaries.

- Data currently available is insufficient to determine the impact of these programmes on school achievement. There is an urgent need for this information. Nevertheless, several programmes have achieved higher retention rates among pupils at risk.

- There is a need to link scholarship programmes to pedagogical support provided by the education ministries.

Imposing conditions and requiring that programme beneficiaries take on a certain amount of responsibility for their scholarship benefits marks a new approach in allocating resources, unprecedented in Latin America. Traditionally, scholarship programmes addressed basic needs and had a paternalistic slant. Today, scholarship allocation policies demonstrate that it is possible to develop innovative strategies to support public policy by targeting and focusing resources on those most in need, thereby increasing the effectiveness of social spending.

Ana María de Andraca
Sociologist, Chile
amdeandraca@preal.org

¹ Based on De Andraca, A.M. 2004. *Programas de beca estudiantiles: experiencias latinoamericanas*. [Student scholarship programmes: the Latin American experience], UNESCO-IIEP, Paris. Forthcoming.

New technologies in education – Recent trends in Latin America



Information and Communication Technologies (ICTs) are fundamental for today's economies and should be a priority when formulating educational policy. ICTs are not a quick-fix solution for educational quality, but they can constitute a 'window of opportunity'. This article presents a set of policies which should be taken as an integrated whole.

ICTs are fundamental to any society's economic development and should be a priority for education policy makers. Beyond a sectoral approach, governments should be highly committed to promoting e-citizenship. However, the spread of ICTs has also generated a digital divide – a new form of inequality which requires active national commitment to promote equal opportunity. ICTs are not a quick-fix solution to ensure quality, but they can serve as a 'window of opportunity'. This is particularly true for medium-income countries, which have made progress with respect to lower levels of education, but which need to invest more at a higher level.

The involvement of the private sector is crucial, not only because it can be a key partner for the state, but also because it can fill the vacuum where no clear official guidelines exist. Another important factor is the need for transparency. ICTs require considerable investment, in which the private sector has much to contribute and much to gain.

ICTs in schools

ICTs play an important role in motivating students, although there are doubts as to their influence on scholastic achievement and cognitive development. Everyone must know how to use new technologies, but not everything can be taught through them. At first, it seemed to be a choice: whether to equip classrooms or laboratories. Now this dilemma has been

overcome and international experience seems to show that laboratories were the first to be equipped. Another option is to have equipment which rotates from one classroom to another, with wireless technologies offering hitherto unsuspected solutions.

Learning skills or vocational training

Complete integration of ICTs in the school curriculum is dependent on their effective use in the classroom, and this, in turn, depends on teachers' attitudes and computer know-how. Tailor-made training courses have given way to tailoring the training of teachers and school principals to meet their specific needs. The school principal is the person who makes the greatest difference, and should use ICTs in school management.

Problems with implementation

The first problem with implementation is the lack of continuity, which is essential over the long periods of time during which this process takes place. Another problem lies in resource allocation. Significantly, the scarcest resource is not the money, but the expertise. Young people are often more knowledgeable than adults when it comes to new technologies and are able to achieve sufficient levels of expertise more quickly and easily than their teachers.

In some countries, particularly the less developed countries, money is also

a problem. An interesting example is given by countries which legally require companies buying new equipment to donate their old equipment to schools.

A third problem, which is serious and widespread, is the reluctance to use ICTs in the classroom. Teachers and school principals claim that material problems, such as not enough computers, not enough copies of software, insufficient technical assistance, are behind this resistance. These declared reasons serve to hide deeper reasons, since there are studies which show that, even in cases where the computer/student ratio is ten to one, 50 per cent of respondents complain that there are not enough computers.

Making ICT more widely available

This challenge does not solely consist in extending coverage. It also means ensuring that what is established does not widen the digital divide. Therefore, there is a need for the state to render heretofore voluntary programmes compulsory. The dissemination of innovations will not be successful unless it is done creatively and solutions are tailored to the needs of each educational unit.

Finally, implementing a set of policies and the concomitant production of knowledge must be taken as an integrated whole.

Inés Aguerrondo
iaguerrondo@iiep-buenosaires.org.ar

The Virtual Institute

Activities for 2006

DISTANCE EDUCATION COURSES

Planning has begun for our activities in 2006, and it is expected that four courses will be offered:

- *Education Sector Diagnosis for English-speaking African countries;*
- *Using indicators to plan basic education for French-speaking countries;*
- *Management of university-enterprise partnerships for the Caribbean region;*
- *Organizational and methodological options in external quality assurance in higher education for English-speaking countries.*

The latter course will be offered for the first time in 2006. It is based upon two studies of IIEP and is intended to reinforce Member States' capacities in quality assurance and accreditation, as

well as help them establish frameworks for quality assurance. The course will present best practices and options for educational quality assurance.

As in previous years, the courses will be offered on invitation only, so that IIEP's distance education service to Member States may be balanced over time.

INTERNET DISCUSSION FORUMS ON OPEN SOURCE

IIEP is currently supporting two forums related to the Open Source movement and education:

- *Free and Open Source Software and e-learning* (operating since June 2004 with 276 participants from 57 countries);

- *Open Educational Resources: open content for higher education* (beginning in October 2005 with an initial group of 410 from 81 countries).

The forums are intended to support the exploration of the potential of Free and Open Source Software (FOSS) and open content for education. They benefit from expert discussants and a very wide range of participants – from East and West, North and South – who work together in a virtual community of interest, sharing information and learning from one another.

Contact for the forums:

Susan D'Antoni

s.dantoni@iiep.unesco.org

or on IIEP's web site

www.unesco.org/iiep/eng/training/virtual/virtual.htm

IIEP's 41st training session begins

THE 2005/2006 Advanced Training Programme (ATP) in Educational Planning and Management organized by IIEP opened its doors on Monday 3 October 2005 with a new cohort comprising 32 participants from 29 countries. Nineteen participants come from Africa, eight from Asia and the Pacific, three from the Arab States, one from Latin America and the Caribbean and one from Europe. For the first time, the IIEP is pleased to welcome an ATP participant from Timor-Leste.

After a brief series of initial seminars introducing participants to a few key issues touching educational planning and management, the group was taken to Plailly, a French town 30 kilometres north of Paris for a two-day orientation seminar, organised in co-operation with the French National Commission for UNESCO. An afternoon was spent in Ermenonville, well-known for its garden named after Jean-Jacques Rousseau. On the first day of the orientation seminar, sessions were organized for participants to share their views on the main approaches and current strategies adopted for educational planning and management in their countries. A good number of participants talked about their involvement in the adoption of a Sector-Wide Approach (SWAp), in preparing EFA plans, PRSPs as well as planning implementation frameworks and medium-term

expenditure frameworks, thus underlining recent trends and practices in educational planning in UNESCO Member States.

The discussion on the management of education centred mainly on the way in which education systems are organized in each participant's country, and on the issue of decentralization. Participants also underlined an increasing interest in school autonomy and school-based management in their countries. The second day of the orientation seminar was devoted to providing participants with a detailed view of the ATP, its structure, contents, the course options for the specialization phase, the Master's option and the modes of evaluation and certification. Group discussions were also held on the skills required by participants in their jobs and their expectations of the training programme they are here to attend.

We wish all the participants a very happy and successful year in Paris.

Yasmin Haq, Gabriele Göttelmann and N.V. Varghese
nv.varghese@iiep.unesco.org



IIEP Activities

□ Workshop on 'Strengthening school-community partnerships'

Cotonou, Benin
28 November-6 December 2005

Organized in co-operation with the NGO Plan for participants from Benin, Niger and Senegal, its objective is to launch pilot research on how community structures can demand accountability from schools.
Contact: a.de-grauwe@iiep.unesco.org

OPERATIONAL ACTIVITIES

□ Capacity building in Angola

January 2006

Technical advice and training to the Angolan Ministry of Education to assess existing school mapping capacities in selected provinces and make recommendations for developing these capacities sustainably.
Contact: d.gay@iiep.unesco.org

□ Capacity building in Ethiopia

January 2006

In collaboration with the Ethiopian Ministry of Education, the IIEP is implementing a series of seminars and workshops with intensive follow-up, for federal and regional education staff.
Contact: a.de-grauwe@iiep.unesco.org

□ Technical assistance in Liberia

January-April 2006

In collaboration with UNICEF, IIEP will continue to support the running and expansion of the school clustering system piloted in the fall of 2005.
Contact: c.talbot@iiep.unesco.org

□ Capacity building in Sierra Leone

January-April 2006

IIEP will assist the Ministry of Education, Science and Technology with the development of its teacher payroll system.
Contact: c.talbot@iiep.unesco.org

IIEP-BUENOS AIRES

□ Training programme in 'Educational policy and management'

Mexico DF
26-27 January 2006

National closure session of the course for government officials working in the state education systems in Mexico.
Contact: p.scaliter@iipe-buenosaires.org.ar

□ @LIS INTEGRA Project on 'Integrating new technologies in schools in Argentina, Chile and Uruguay'

IIEP-Buenos Aires, Argentina
February 2006

A meeting of all partners involved in the project in order to discuss the problems encountered as the innovations were extended to more schools in the countries concerned.
Contact: info@iipe-buenosaires.org.ar

SACMEQ International research conference

ONE of the key features of the worldwide debate on the need to provide 'Education for All' has been a broader interpretation of this challenge in order to ensure that increased participation in education is associated with improvements in the quality of schooling conditions and student achievement levels. This intense focus on quality has been accompanied by a growing interest of developing countries in setting up mechanisms for monitoring and evaluating the quality of education.

An excellent example of this may be seen in the co-operative education policy research and training programmes conducted by the 14 countries (Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania (Mainland), Tanzania (Zanzibar), Uganda, Zambia and Zimbabwe) that comprise the Southern and Eastern Africa Consortium for Monitoring the Quality of Education (SACMEQ). For over a decade, the IIEP has worked with the SACMEQ network to build the capacities of these countries to design, implement and manage their own monitoring and evaluation systems.

From 28 to 30 September 2005, the SACMEQ Consortium organized its biennial SACMEQ International Invitational Research conference at the IIEP Headquarters in Paris. This Conference attracted contributions from around 50 senior professors and researchers located in the SACMEQ countries, Australia, China, Japan, United Kingdom, United States, Uruguay, and Viet Nam.

The conference aimed to provide an opportunity for educational researchers to exchange their experiences in working with the SACMEQ's extensive data archives, to share and discuss the policy implications of their SACMEQ research results, and to enhance the policy impact of the SACMEQ research reports.

At the end of the conference a jury of three senior professors selected the best research papers. The criteria for selection were: the importance and relevance of the research issues addressed, the use of appropriate statistical procedures, and the potential for policy impact. The authors awarded the 2005 SACMEQ Research Medal for their papers were:

- Saul Murimba (Zimbabwe)
- David Ratsatsi (Botswana)
- Andre Leste (Seychelles)
- Njora Hungi (Kenya)
- Florence Thuku (Kenya)
- Yanhong Zhang (China)
- Servaas Van der Berg (South Africa)
- Rebecca Allen (United Kingdom)
- Yaël Duthilleul (Uruguay).

Laura Paviot
l.paviot@iiep.unesco.org

For further information on SACMEQ and its activities, please consult its web site at: www.sacmeq.org