UNESCO/IIEP Distance Training Programme on

Education Sector Planning

Participating Countries: Indonesia, Vietnam and Thailand

4 June 2012 – 3 May 2013

Information Note
1. Context and rationale

Globalisation, rapid economic growth and socio-cultural change have engendered new challenges for human resource development in many parts of Asia, especially South-East Asia. While the countries of this region have achieved remarkable progress in terms of access to basic education for all and to the subsequent educational level, their education systems in the region are currently confronted with increasing expectations to expand education and training at post-basic levels; improve the quality of the education provided at all levels; and increase the relevance of education and training programmes for employment and life in general.

In order to respond to these challenges in a consistent and sustainable manner, education systems need careful planning, programming and budgeting, as well as mid-term reviews with the aim to keeping on track and achieving the set educational development goals. However, national capacities for the preparation and implementation of educational sector strategies and plans often remain rather weak in many Asian countries.

Although senior and middle-level staff in ministries of education typically have experience in their specific areas of work, many of them often lack the necessary comprehensive and technical knowledge and skills to contribute in an optimal way to policy preparation, planning and monitoring. Staff turnover in educational planning and management positions also tend to erode the existing pool of specialists and experienced staff in these areas. In addition, pressing training needs in educational policy analysis and planning are often not addressed by the existing national training institutions (national staff training institutes and university departments), whose capacities are often insufficient or inappropriate to provide specialised training in related areas.

In order to help address this gap, the UNESCO International Institute for Educational Planning (IIEP) is launching, in partnership with the University of Hong Kong and with the financial support from the JP Morgan Chase Foundation, the third edition of its Training Programme on Education Sector Planning (ESP).

The central objective of this programme, which combines online and face-to-face learning, is to train ministry staff and trainers as well as staff from other concerned institutions in three Asian countries namely, Indonesia, Vietnam and Thailand in the techniques required for education sector plan/strategy preparation, review and monitoring, and to thus reinforce the participating countries’ capacities in this field.

2. Objectives

IIEP’s programme on Education Sector Planning aims at providing participating educational planners and managers operating at central or provincial levels, as well as trainers and researchers with the necessary knowledge and techniques for the preparation and monitoring of sector plan/strategy documents. After having completed this training programme, participants will be able to effectively analyse and contribute to the preparation and review of education sector plans/strategies in their respective countries.
More specifically, the programme contributes to capacity-building at several levels:

- **Individual:** Through this programme, a total of 60 to 75 educational planners, managers and trainers working at national and regional levels in three Asian countries (Indonesia, Vietnam and Thailand) will receive training in relevant areas and acquire techniques for educational plan preparation and review.

- **Institutional:** In each of the three participating countries, two teams of 10 to 15 persons will be trained. A majority should come from different departments and ministries concerned with educational planning policy and monitoring so as to build capacity at the central and regional levels of educational administration. Long-term interaction throughout the ESP programme will also create institutional links among the different participating national and regional participating entities.

- **National:** The involvement of staff from national training institutions, as participants and local team leaders, will develop national training capacities in the thematic areas covered in the ESP programme.

- **Sub-Regional:** The programme will also offer opportunities for both face-to-face and on-line knowledge and experience-sharing on educational planning among the participating country teams; it thus lays the ground for better sub-regional cooperation and capacity-building in this field.

3. **Target audience and admission criteria**

The ESP training programme targets in particular senior and middle-level ministry staff working at the central level and regional/provincial level - predominantly from ministries of education, but also from ministries of social affairs, finance, etc., involved in education sector planning - who have some experience but need to consolidate and expand their knowledge and skills to contribute more effectively to the preparation and review of education sector plans or strategies.

As mentioned above, the participation of some staff members from universities and other national institutions in charge of training in educational planning, policy and management is also encouraged.

Participants who apply to this programme should meet the following criteria:

- **Professional experience:** Candidates should have a minimum of 3 years’ work experience in a post of responsibility (at the central or regional level), or be in charge of training in the field of educational planning and/or management.

- **Academic qualifications:** Candidates should hold an undergraduate degree or equivalent (three years of higher education), preferably in a field related to educational planning and/or management.
• **Language proficiency**: Candidates should be proficient in English (read, write, and speak fluently).

• **Age**: Candidates should be between 30 and 45 years of age.

4. **Working modalities**

The *teaching and learning* during the programme will:

• *Associate renowned national training institutions* with the local organization and delivery of the teaching-learning processes; in each of the participating countries IIEP will associate two partner institutions with the implementation of the ESP programme;

• Follow a *team-based approach* that IIEP has practised successfully in its previous distance education programmes. In each participating country two groups of participants will be constituted, each of them working under the guidance of a team leader/coordinator and with the support of one of the selected IIEP partner institutions;

• *Mainly use a blended approach* combining distance education provided by IIEP and face-to-face weekly meetings organised at the local partner institution. Interactions at a distance will mainly occur via a virtual platform (or “virtual classroom”) and e-mail. The weekly meetings will be organised at the selected partner institutions. The team leaders/coordinators will serve as the main local instructor and coordinator of group work throughout the programme. In most cases the coordinators are senior staff members/lecturers of the training institution and have confirmed expertise in the area of educational planning and policy analysis;

• Adopt a *practice-oriented and collaborative approach*. Learning during the programme combines *individual work* on IIEP training materials with *interactive exchanges* among participants, IIEP specialists and national coordinators, most of which is centred around practical exercises, using case studies and country data;

• Involve *organizational and professional support from the development partners of the participating countries and from UNESCO offices* at different stages of the programme.

5. **Study programme**

The programme includes training on the *context* within which national processes of educational planning and policies are currently operating and on the review of major *policy options* for the formulation of new educational development targets and strategies. The emphasis however will be placed on the mastery of the technical and analytical skills required for the preparation and review of education sector plans/strategies (statistics and data analysis; situational diagnosis, trend projections and policy simulation; expenditure estimates; etc.)
The programme will be comprised of the following main modules and components:

### Module 1: Educational Planning: approaches, challenges and international frameworks

Module 1 provides participants with an introduction to educational planning. Upon completion of this module, participants will be able to:

- Define key concepts, characteristics and main stages of education sector planning;
- Identify the contextual factors affecting the practice of educational planning in the countries;
- Discuss the influence of international goals and commitments on educational planning;

### Module 2: Statistics for educational planning

Module 2 presents and discusses the basic indicators and quantitative techniques for analysing and describing the state of an educational system. At the end of this module, participants will be able to:

- Define, calculate and explain the meaning of selected relevant basic indicators for planning and monitoring access, internal efficiency/pupil progress, equity;
- Define and use education expenditure indicators;
- Analyse different statistical measures for descriptive, trend evolution and disparity analyses;
- Select relevant tables and graphs to assess the situation and trends in education.

### Module 3: Education sector diagnosis (ESD)

Module 3 aims to provide participants with the knowledge and technical competency required to participate effectively in future diagnoses of the education sector (situational analyses). After completion of this module, participants will be able to:

- Analyse the concept, role and usefulness of an ESD;
- Use the analytical tools and indicators commonly applied in an ESD;
- Identify and interpret relevant data and information;
- Synthesize and discuss the main results of an ESD;
- Identify the main problems for the development a country’s education sector.

### Module 4: Selecting and formulating policy objectives and strategies for improving access, equity and quality in education

In Module 4 participants gain relevant knowledge of the process of formulating education policy targets and of possible strategies to overcome specific challenges emerging from the sector diagnosis, especially those to improve equity and quality in education. After having completed this module, participants will be able to:

- Identify the steps to formulate policy objectives, targets and strategies;
Define the concept of participation and analyse the main advantages and risks of a participatory approach in the process of policy formulation;
Discuss different strategies to improve access, equity and quality in education.

**Module 5: Projections and scenario-building**

Module 5 introduces participants to the use of projection techniques and simulation tools to build quantitative scenarios for a national education development plan. After completion of this module, participants will be able to:

- Master basic projection techniques;
- Assess the possible impact of different education policy targets and options on student enrolment trends and the necessary human, material and financial resource requirements;
- Use simulation models for planning and policy dialogue.

**Module 6: Monitoring and evaluation (M&E) of the education sector plan**

This module will familiarize the participants with the main aspects and techniques of sector plan monitoring and evaluation of plans and projects. At the end of this module, participants will be able to:

- Analyse the concepts of monitoring and evaluation (M&E) and the political context in which M&E systems are currently discussed;
- Contribute to the design of an organizational structure and process for M&E of an education sector plan;
- Identify a set of key performance indicators for an M&E system in line with the currently common technical and political criteria;
- Make a critical assessment of systems for M&E of sector plans.

**Preparation of a sector plan or review document**

Parallel to modules 1 to 6, the participating country teams will have worked on country-related data and prepared a draft sector plan or review document. The last phase of the ESP programme will be devoted to the finalization, presentation, and discussion of the country documents prepared by the participating teams.

### 6. The team of instructors

A group of IIEP international experts will act as core instructors throughout the programme. The IIEP instructors will interact with the national teams, providing feedback on practical activities and assignments, and assessing the achievements of the participants. Additional professional and organizational support will be provided to the participants locally by a coordinator designated by IIEP. The coordinator is a local expert with established professional teaching and research experience in the area of educational planning. He/she will be in charge of organizing working sessions at regular intervals, monitoring and assisting the participants, and ensuring effective communication between the IIEP instructors and the programme participants.
7. **Evaluation and certification**

Participants will be assessed through regular group assignments related to the specific modules; by two written individual tests (in the middle and towards the end of the programme); and by way of cross-cutting group work on the preparation of an education sector plan document. The IIEP *International Certificate of Advanced Studies in Education Sector Planning* will be awarded to all participants who have successfully completed the programme. Participants attaining high scores in the assessments can have this Certificate validated within the framework of the IIEP *Advanced Training Programme in Educational Planning and Management (ATP)*, and thus enrol eventually in further training at IIEP, leading to the IIEP Diploma or Master’s Degree.

8. **Funding**

No fees will be charged for participation. All programme expenses are covered thanks to the sponsorship of the JPMorgan Chase Foundation.

9. **Registration**

IIEP invites your authorities to kindly circulate among all possibly interested staff within and outside the Ministry. The complete application forms of all candidates should be returned by fax or scanned by mail to IIEP **no later than Monday 30 April 2012** and addressed to Gabriele Gottelmann ESP General Coordinator, and Head of the IIEP Training and Educational Programmes Unit.

| Ms Gabriele Gottelmann  
| 7-9, rue Eugène Delacroix  
| 75116 Paris  
| France  
| Tel : +33 (0) 1 45 03 77 39  
| Fax: +33 (0) 1 40 72 83 66  
| E-mail : g.gottelmann@iiep.unesco.org (cc : j.pereyra@iiep.unesco.org) |