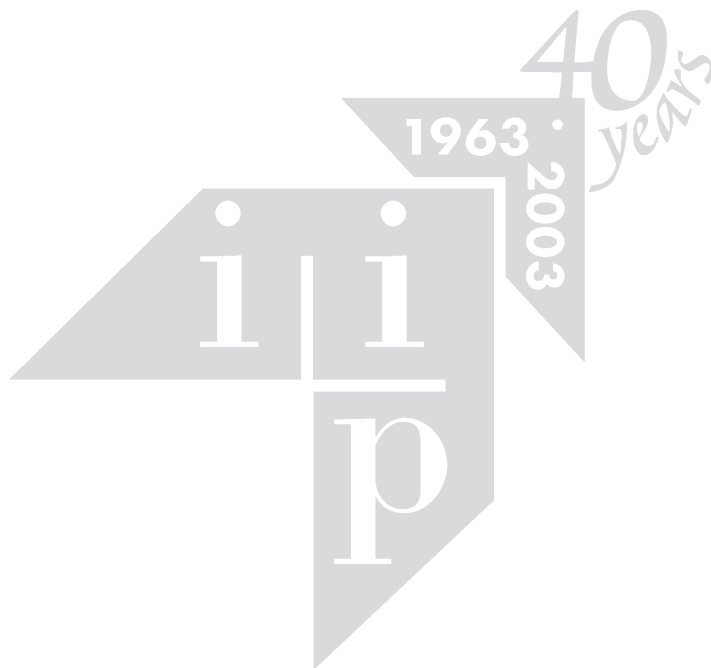


┌
Since its creation in 1963,
the Institute has demonstrated
the importance of educational planning,
and has shown that it has
a vital contribution to make...

On the eve of IIEP's 40th anniversary
in 2003, I would like to emphasize
the important role that
the Institute is playing in
the pursuit of UNESCO's goals,
and reiterate UNESCO's continued
support of the Institute. └



Koïchiro Matsuura

Director-General of UNESCO

Address on the occasion of
the 41st IIEP Governing Board
meeting, 10 December 2002

This brochure is dedicated to all the IIEP staff, trainees and Governing Board members, past and present, to the UNESCO Member States, to the donor countries and funding agencies, to the friends of IIEP who have helped the Institute, over these years, in working towards fulfilling its mission.

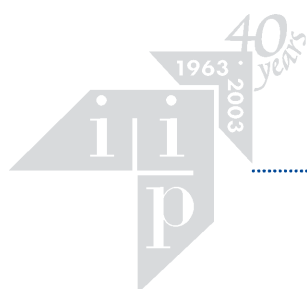
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Speech by
C.E. Beeby
on the occasion
of IIEP's first
Governing Board
meeting

“The Executive Board of Unesco finds double satisfaction in the meeting you are holding today – in the first place because the Institute is so well and quickly launched, and in the second place because we have been able to shift the responsibility for it from our shoulders to those of an independent Governing Board. I know of no human activity that is much more important at this moment in the world’s history than research and teaching in educational planning, and I know none that is more difficult. For it involves the marriage of two social sciences, economics and education, each, we must admit, a bit uncertain in itself, and each traditionally somewhat suspicious – or at least neglectful – of the other. To make a love-match between that pair is not going to be simple.

But it involves much more than the wedding of two techniques; it demands deep wisdom to advise any country on the planning of its education system, wisdom and a profound respect for social purposes and human values that may be very different from our own. And, more than anything else, I think, it demands humility, for, in all truth, we know little as yet about the planning of education on the scale, at the speed and in the economic conditions that now face many of the countries we set out to advise. Few of us have had to face problems as complex as these that now beset the Ministers of Education in developing countries.

It is for this reason that I am happy at the emphasis you are placing on research as well as on teaching. There is, as yet, no ready-made body of knowledge to impart, and the Institute must learn as it teaches. It is for this reason, too, that the Executive Board welcomes the creation of this Governing Board of the Institute with its rich combination of disciplines, its wide experience, and, if we may judge from the backgrounds of its members, with the wisdom and fundamental humility so essential for this job.

The Executive Board of Unesco wishes you well in your work, and I can assure you of its loyal and enthusiastic support in the heavy and responsible task you have so generously undertaken.”

C.E. Beeby,
Chairman of UNESCO Executive Board,
First session of the IIEP Governing Board,
18 July 1963





A pioneering institution

“Education is not of course the only factor, but it is the most direct means of intervening positively in the human element in development. It provides the individual with the means of personal development, and the nation with the opportunity of integrating the individual into society... its objectives are social, cultural and moral as well as vocational.”

UNESCO. 1961. *“The role of education in economic and social development”*. Executive Board document, 59 EX/16

A climate of change

The creation of the International Institute for Educational Planning, in July 1963, took place in a climate of unprecedented educational expansion and change. The 1950s and 1960s witnessed sweeping transformations in all fields of human endeavour: science and technology, economic development, politics and culture. In the industrialized countries, this corresponded to a period of reconstruction, subsequent to the devastating consequences of the Second World War. In developing countries, many of which had only recently gained independence, considerable efforts were being made to try to catch up with the advances of the more developed nations.

These new developments and aspirations had far-reaching implications for education around the world.

Education had already been recognized as a fundamental human right for all by UNESCO and the international community at large. This recognition flowed from the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations in 1948, which stated that: *“Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”* (Article 26)

1963

Creation of IIEP

1965

First Annual Training Programme

1967

Williamsburg Conference on the world educational crisis

‘Fundamentals of Educational Planning’ series launched

1973

IIEP moves to its new permanent Headquarters

First Medium-Term Plan

1981

IIEP Newsletter first published

1982

Creation of the International Working Group on Education (IWGE)

1989

The network of depository libraries is set up

1992

IIEP hosts ADEA (then DAE)

1993

IIEP formally launches its operational activities

1994

First distance education course

1995

IIEP establishes the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ)

Establishment of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)

1997

Creation of IIEP Buenos Aires

2002

IIEP launches a Master’s in Educational planning and management

“In a broad sense the Institute’s establishment at this time expresses the growing recognition by economists, educators, general planners and national leaders that more emphasis must be placed on the **human factor** in economic and social development. Shortages of competent manpower, reflecting educational inadequacies, have become in many countries a serious handicap not only to economic growth, but to the strengthening of crucial social institutions and advancement generally.”

Philip Coombs, Director’s first report to the Governing Board, July 1963. 1GB/5 §4

“The **Karachi Plan** for the eventual provision of not less than seven years of universal and compulsory schooling embodies national desires to create the necessary conditions for full democratic growth. Such schooling provides the true base for the location and selection of a nation’s talent and as such is the foundation of the educational pyramid. It also provides the literacy and knowledge necessary for the full exercise of democratic rights and responsibilities and has been recognized as a basic right in the Universal Declaration of Human Rights. In addition such schooling makes a major contribution to economic growth permitting a more rapid spread of understanding and application of science and technology.”

Meeting of ministers of education of Asian member states participating in the Karachi plan, Tokyo, 2-11 April 1962. Final report.



Education and development

In the post-war years the importance of education was further enhanced as governments and the international community began to recognize the strong nexus between education and national economic development. Education therefore came to be seen not just as a ‘right’, but also as an investment in economic growth, and the primary tool for preparing and shaping the workforce required by society. This view of the role of education tended to focus on its capacity to match student intakes and outputs to the manpower requirements defined by economists, and to fine-tune curricula accordingly.

Many educators feared that this new ‘instrumental’ interpretation of education was too mechanistic and might undermine the humanistic ideals of education. Rather, they argued for a clearer concentration on each child’s right to live and learn as an individual. Over time, these different perspectives tended to become reconciled, and educators conceded that meeting manpower needs was not necessarily in contradiction with individual development.

A period of unprecedented expansion

These debates were played out against the back-drop of an overwhelming increase in popular demand for education, in both developed and developing countries. Suddenly, parents from all social strata began to realize the importance of education for their children’s social and economic advancement.

The expansion in demand for education posed particular problems in the non-industrialized countries, whose education systems were poorly equipped to deal with rapidly increasing enrolment levels. At first, ambitious targets were set for educational expansion, but it soon became clear that these could never be reached unless optimal use was made of all-too-scarce resources.

Educational planning – a new discipline

These tensions eventually gave birth to the field of educational planning. Ministries of education across the world quickly developed high expectations of this new field – especially with respect to identifying more rational and cost-effective means of expanding access to education in a way that would lead to both individual and national benefits.

“... educational planning is not an isolated activity ... it must be undertaken in the framework of comprehensive development planning, and must be viewed in the larger context of all the steps required for effective educational development.”

UNESCO Working Party Report. 1963. 12 C/PRG/32 §8

In the early 1960s a number of UNESCO-sponsored conferences, in Karachi, Santiago de Chile and Addis Ababa, brought together educators and economists to look more closely at the linkages between education and development. From this point on education was considered a key component in any strategy aimed at the social and economic development of a nation. And whatever its general objectives, it was seen as a central element to be integrated into wider economic plans. This in turn implied the necessity of designing specific strategies appropriate for the planning of education systems. Such planning had already been undertaken in certain countries, but only now was it to become generalized.

The IIEP is created

A Consultative Committee met at UNESCO in June 1962, in order to discuss the establishment of an international institute that would undertake research and training in the increasingly important field of educational planning.

The committee was made up of government representatives (from Brazil, France, Germany, Italy, Nigeria, Sweden, the United Kingdom, the USA and the USSR), and agency representatives (from the Food and Agriculture Organization, the International Labour Organization, the World Bank, the World Health Organization, and the United Nations).

The committee discussed the mission, structure and management of the institute and came to agreement that the new institution should be:

- > **multi-disciplinary in character**, bringing together well-known experts in the field of educational planning, whether educators, economists or sociologists;
- > a place that enabled experts **to work and teach together**, and **to discuss new ideas**;
- > a place for practitioners and potential practitioners in educational planning **to take courses and gather useful experience**;
- > **a truly autonomous institution**, seen as a prerequisite for attracting the high level experts and students needed to make the institute a success.

The Committee's work was continued in late 1962 by the Working Party on the International Institute for Educational Planning. At the Working Party's first meeting, the Director-General of UNESCO, René Maheu, reiterated the proposed Institute's need *"for a high level of intellectual and administrative autonomy if it was to achieve the intellectual stature which was expected of it."* (C12/PRG/32, 1962).

"The Institute's officials recognize and value the right of every nation to choose its own political philosophy, its own kind of economy and its own type of educational system. Hence the Institute will view various systems impartially and will not seek to promote or impose any one kind of educational plan or system..."

Planning must not be confused with control; planning is simply the application of human intelligence and scientific methods to the efficient pursuit of any nation's chosen goals, within the framework of its own particular system of values and institutions."

Report of the first session of the IIEP Governing Board, July, 1963. IGB/9 §12-13

First Governing Board meeting with René Maheu, Director-General of UNESCO, and Sydney Caine, first Chairman of the Governing Board.



IIEP was initially housed in a villa and another two-storey construction, both provided by the French government, in Rue Eugène Delacroix in Paris' 16th arrondissement.

The Institute is still at the same address today, although the building itself has since changed.

At the beginning of 1965, the French government constructed a prefabricated building on the same site, which it put at the disposal of the Institute.

However by the end of the 1960s, these premises were overflowing, and IIEP's trainees could no longer be adequately catered for.

A new building was constructed, which IIEP began occupying in 1973, as it was progressively completed.

This building is still home to the IIEP today. Its 4,500 sq. metres house some 100 permanent and temporary staff members, as well as around 35 trainees for eight months of the year.

The facilities include four conference rooms, a printshop, a cafeteria and a library.

Philip Coombs,
first IIEP Director,
at the third anniversary
of the Institute,
25 July 1966



A special institutional status

The Working Party viewed the issue of autonomy as providing a mechanism by which the IIEP could bridge gaps among international institutions concerned with the field of educational planning, and at the same time enhance UNESCO's leading international role in education. The preservation of a subtle and productive balance between independence and serving the goals of its parent institution, has given the IIEP a unique status. It has conferred the necessary blend of flexibility, agility and strength to carry out its mission.

The formalization of this special institutional status was warmly welcomed among educationalists. Amongst them, Philip Coombs, who was the first to be entrusted with directing the IIEP, hailed the Institute as a *"most ingenious organizational invention, whose creators deserve great credit for both their imagination and their courage."* ("IIEP". 1966. In: *International Review of Education*, XII (3)).

UNESCO created the Institute as a quasi-autonomous body – within UNESCO's legal framework yet outside the UNESCO Secretariat. The Institute was given its own Statutes and a Governing Board with authority over the Institute's policies, programmes and budget. In addition, a set of rules was prepared to address the IIEP's specific needs and circumstances. The Institute was given the authority to receive financial support from any appropriate source, and wide latitude to manage its own administrative affairs in accordance with UNESCO's rules and procedures.

The IIEP's past 40 years of sustained and excellent contributions to UNESCO's goals and the needs of Member States have clearly validated the courage and imagination of the visionaries who launched the Institute.





A flexible structure

The governance of the IIEP

A board of international experts

It was decided from the beginning of the Institute that a small, effective and representative governing board would be the best means of ensuring a balance between autonomy and accountability to the mother organization.

IIEP's Statutes, approved by the General Conference of UNESCO, stipulate that this Governing Board should consist of: eight members from amongst economists, educators and other recognized specialists in fields relevant to IIEP's mission, with at least one member from each of Latin America, Asia, Africa and the Arab States; and four members designated respectively by the United Nations, the World Bank, a UN Agency and a UN Economic Commission.

Thanks to this unique composition of the Board, the IIEP has benefited from a wealth of individual knowledge and experience, and maintains close contacts with many international bodies and specialized agencies. The wide geographical distribution of board members ensures that the IIEP's programmes correspond as far as possible to the needs of UNESCO's Member States.

(from left to right)
Federico Mayor, Director-General of UNESCO,
Victor Urquidi, Chairman of the IIEP Governing Board,
and Colin Power, Assistant Director-General for Education, in the early 1990s.



Effective decision-making

The technical competence of board members means that decisions can be taken quickly and effectively within the framework of UNESCO's general policy. The IIEP provides an excellent example of UNESCO's commitment to decentralization: in accordance with the principle of subsidiarity, decisions are taken by the Governing Board in those areas that it is capable of managing most effectively itself. A report on IIEP's activities is submitted every two years to the ordinary sessions of the UNESCO General Conference. Furthermore, these arrangements minimize costs and workload for UNESCO's General Conference and Executive Board.

"I have come to appreciate that IIEP, while enjoying its institutional autonomy, can act with loyalty, imagination and vigour to serve the overall goals of UNESCO and, in a cooperative spirit, contribute to realizing UNESCO's Medium-Term Strategy... UNESCO's key standard functions are to act as a laboratory of ideas, a standard-setter, a clearinghouse, a capacity-builder and a catalyst for international co-operation. IIEP has an exemplary record in fulfilling each of these functions within its specialized field of educational planning and administration."

Address by Koichiro Matsuura, Director-General of UNESCO, on the occasion of the 41st IIEP Governing Board meeting, 10 December 2002

Financing IIEP's activities

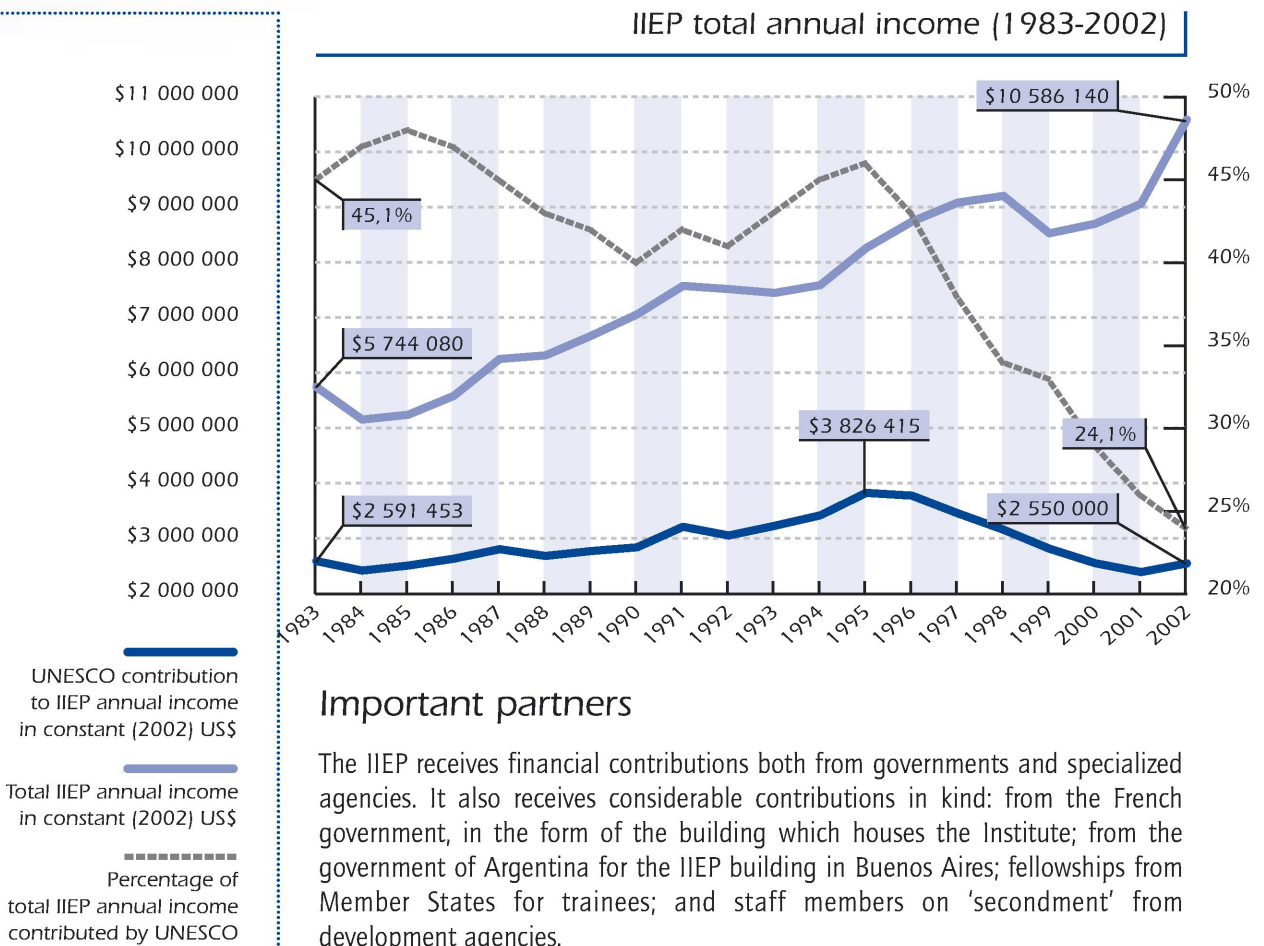
The core contribution

UNESCO's financial contribution to the IIEP represents the bedrock of the IIEP's annual total income. It is voted every two years by the General Conference on the basis of recommendations brought forward by UNESCO's Director-General.

Over the past twenty years, UNESCO's biennial contribution has increased from 4.3 million US dollars in 1984-1985 to 5.1 million in 2002-2003. Expressed in constant (2002) dollars, the annual amount represented by UNESCO's contribution in IIEP's 2002 budget is at around the same level as in 1983 (2.6 million), as shown in the graph below.

Voluntary contributions and contracts have increased significantly over this same period. As a result of this, the percentage of the IIEP's total annual income contributed by UNESCO has dropped by around one half over the past 20 years, from 45.1 per cent to 24.1 per cent.

As can be seen from the graph, the IIEP almost doubled its total annual income in constant (2002) US dollars between 1983 and 2002.



Important partners

The IIEP receives financial contributions both from governments and specialized agencies. It also receives considerable contributions in kind: from the French government, in the form of the building which houses the Institute; from the government of Argentina for the IIEP building in Buenos Aires; fellowships from Member States for trainees; and staff members on 'secondment' from development agencies.



Donor agencies 1983-2002

African Development Bank
Agence Internationale de la Francophonie (AIF)
Commonwealth Secretariat
Danish International Development Agency (DANIDA)
Economic Commission for Europe (ECE)
Education Development Centre
Eduplus (Canada)
European Union
French Ministry for Foreign Affairs
Food and Agricultural Organization of the United Nations (FAO)
Ford Foundation
Fundación Antorchas (Argentina)
FUNDES Argentina
German Foundation for International Development (DSE)
German Organisation for Technical Cooperation (GTZ)
Inter-American Development Bank
International Development Research Centre (IDRC) (Canada)
Italian Episcopal Conference
Japan International Cooperation Agency (JICA)
Kellogg Foundation
Ministry of Education of Argentina
Norwegian Agency for Development Cooperation (NORAD)
Organization of American States (OEA)
Organization of Ibero-American States for Education, Science and Culture (OEI)
Pan-American Health Organisation (PAHO)
Swedish Agency for Research Cooperation (SAREC)
Swedish International Development Agency (Sida)
Swiss Development Cooperation
UK Department for International Development (DFID)
UNAIDS
United Nations Children's Fund (UNICEF)
USAID
World Bank

Donor countries 1983-2002

Argentina
Australia
Brazil
Brunei
Cameroon
Colombia
Denmark
Dominican Republic
Finland
France
Germany
Grenada
Iceland
India
Ireland
Italy
Japan
Luxembourg
Malaysia
Mauritius
Mexico
Netherlands
New Zealand
Norway
Sweden
Switzerland
Tunisia
United Kingdom
USA

“IIEP’s achievements have also depended very much on the confidence shown in it by governments. They have furnished IIEP with essential resources. Their contributions have been crucial not only to the scale of operations, but also from a qualitative point of view, by feeding important perspectives into IIEP’s work and helping to expose it to the professional thinking among donor agencies. Their voluntary contributions give IIEP a measure of flexibility and a degree of autonomy that it could not enjoy if it was entirely dependent on UNESCO for its funding. The diversification of its sources of revenue has been one precondition of whatever IIEP has been able to achieve.” (p. 90)

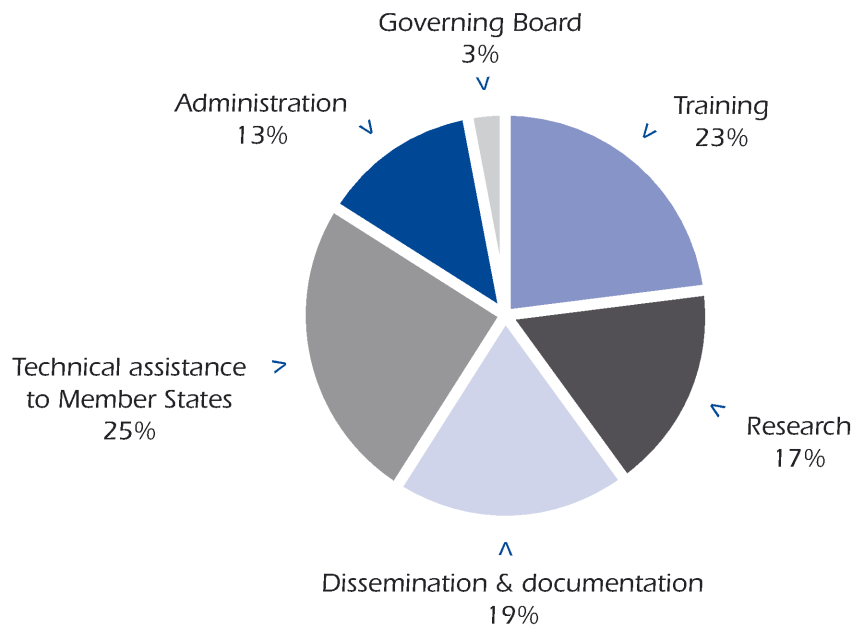
Williams, P.; Maxey, K. 1996. Sida support to the International Institute for Educational Planning, IIEP: Sida Evaluation 96/49. Department for Democracy and Social Development. Stockholm: Sida.

Respecting priorities

The bulk of the IIEP’s expenditure is directed towards its training and research activities, both those that are conducted at the Institute itself, and those that are conducted in the form of technical assistance to Member States.

The IIEP also devotes a significant amount of resources to disseminating its publications, developing its documentation base, and facilitating access to its information services.

IIEP expenditures by area of activity (1996-2001)





IIEP's main functions

A multi-facetted institution

The IIEP's mission, from its very beginning, has focused on building capacity and expanding knowledge in educational planning.

The Institute has addressed both tasks in an integrated manner by ensuring that its research initiatives have practical relevance for UNESCO Member States, and that they contribute directly to IIEP training programmes. Research and training also come together in IIEP's operational activities, which are not only a means of providing technical assistance, but also provide the basis for continued research.

This 'applied' emphasis in the IIEP's research and training programmes has always been firmly anchored in the belief that educational planners can develop their skills more rapidly and effectively by working together, sharing their experiences, and learning from each other.

Research – a springboard for action

The foundation years

At the outset of its activities, in order to set priorities, the IIEP consulted widely. It notably held a seminar of 'producers' and 'consumers' of research at Bellagio, Italy in 1964 (courtesy of the Rockefeller Foundation), and the findings of this seminar were published as an *Inventory of research needs* (Coombs, 1965). These helped to shape the Institute's subsequent research in the areas of planning the quality of education and manpower planning, thus providing the basis for its first training courses.



Seminar on 'Major research needs in educational planning', July 6-18, 1964, Bellagio, Italy.

"One of the strengths of IIEP's programmes is their closeness to developing-country realities and this is a reflection both of the intensive contact IIEP maintains with UNESCO member countries, the increasing involvement of IIEP staff members in technical assistance work for UNESCO and others, and the fact that in its research and studies the Institute is mostly working with and through developing-country nationals and institutions. In general the training and studies programmes are firmly rooted in the actualities of developing countries and are related to real-life situations rather than to abstractions. IIEP courses are a good deal more practical in both content and in pedagogical approach than those in most universities and colleges teaching educational planning and management elsewhere." (p. 91)

Williams, P; Maxey, K. 1996. Sida support to the International Institute for Educational Planning, IIEP: Sida Evaluation 96/49. Department for Democracy and Social Development. Stockholm: Sida.

“The recognized shortage of high level personnel establishes an immediate priority for its training function; in addition however, the present unsatisfactory state of knowledge and the long-range interests of the studies of educational planning and development require that adequate attention be given to research activities from the start.”

UNESCO. 1962.
Report of a working Party
on the International Institute of
Educational Planning.
12 C/PRG/32

Case studies were undertaken in countries such as the USSR and France, where educational planning had been established relatively early, as well as in certain Latin American and African countries. The results of these studies were also shared with other researchers and used to develop training materials, both for the IIEP and other institutions working in the area.



“According to one’s disposition, it is possible to view this pattern of forces in one of two ways. One way would be to see it... [as] the final cataclysmic confrontation between science’s ability to assimilate and master them. The second way is to see in it one of those great moments in history when germinating forces leap to life, challenge man’s ingenuity, and evoke from him a stirring response which makes civilization jump upward. Those who would build strategies of educational development must, perforce, be imbued with the latter view.”

Coombs, P.H. 1968. *The world educational crisis*. London: OUP.

The world educational crisis

A turning point in the Institute’s history, and in the development of educational planning in general, was the publication, in 1968, of Philip Coombs’ visionary and influential work, *The world educational crisis*.

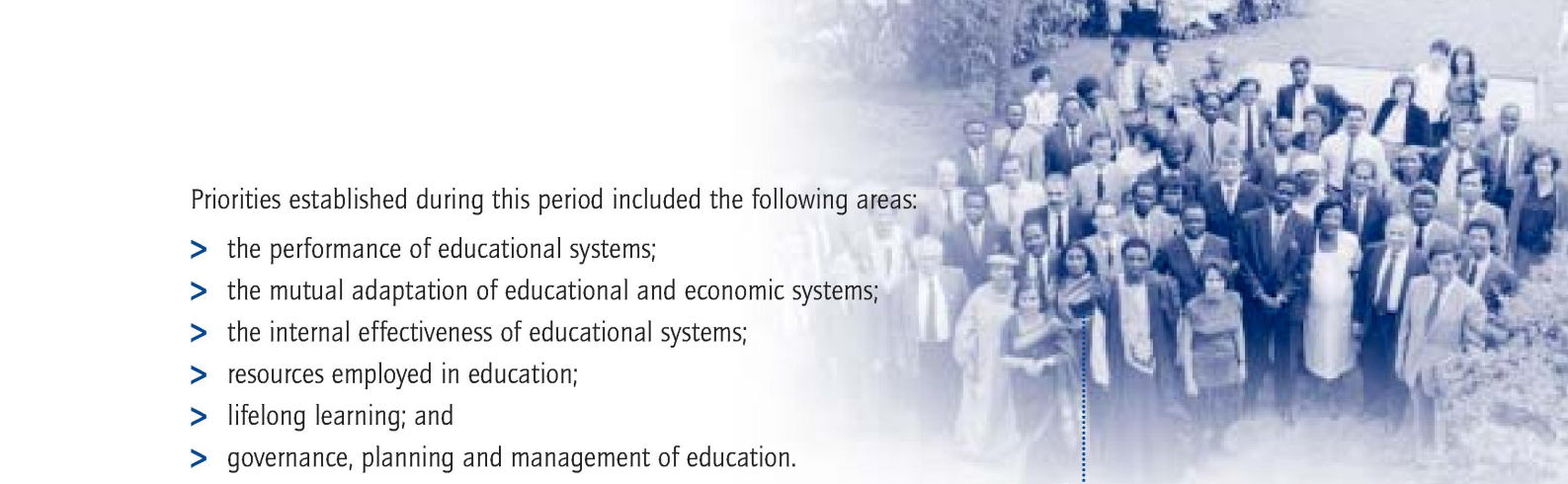
According to Coombs, in many countries, the process of educational expansion that had begun in the 1950s, coupled with a parallel demographic explosion, had brought both education systems and society itself to the brink of disaster. However, his reaction was energetic and optimistic, and his words set the tone for the subsequent development of IIEP’s programmes:

“Educational innovations... will not come about automatically. Even if they did, they would not be quickly assimilated. ... If the strategy is to succeed, innovation must become what it has not been before. It must become a way of life for education.”

Coombs, P.H., 1968. *The world educational crisis*. London: OUP.

An interdisciplinary field

It was at this time that the interdisciplinary nature of educational planning became more and more apparent. It was increasingly appreciated that not only economists, but also sociologists, psychologists and political scientists, had important contributions to make. The coverage of educational planning was also expanding, and in the 1970s began to encompass regional planning, and microplanning, as well as alternative forms of educational delivery.



Priorities established during this period included the following areas:

- > the performance of educational systems;
- > the mutual adaptation of educational and economic systems;
- > the internal effectiveness of educational systems;
- > resources employed in education;
- > lifelong learning; and
- > governance, planning and management of education.

These priorities have since been revised, expanded and built upon in the spirit of innovation that characterizes the Institute, and in accordance with UNESCO's priorities. Since 1973, IIEP's programme has been designed on the basis of 6-year medium-term plans, coinciding with UNESCO's medium-term strategy.

Responding to needs

No study is undertaken unless it reflects a real concern on the part of a group of practitioners and/or researchers in a Member State or group of Member States. For each research activity, appropriate methodologies and analytical techniques are elaborated and tested – usually with additional input from IIEP's worldwide network of specialists and consultants. Data are then collected, processed and reported. It is also a priority to ensure that the conceptual and methodological results of studies are disseminated specifically, at the earliest possible opportunity. Findings are disseminated in three distinct forms:

- > as documents published by the Institute;
- > at public seminars, generally at national level but also often attended by regional specialists, to provide a forum for the discussion of results, problems and possible solutions;
- > through training activities, which may either focus exclusively on the research, or else incorporate the 'fruits' of this research.

Training – the Institute's primary activity

Educational planning is a fast-evolving discipline that has demanded that the Institute be able to constantly review, revise, and enrich its programmes. It is the IIEP's unique blend of training, research and technical assistance in the field that allows it to provide comprehensive and up-to-date training courses.

The Advanced Training Programme

The ATP (Advanced Training Programme in Educational planning and management) is the cornerstone of IIEP's training activities. It was launched in 1965, and has been held at the Institute in Paris every year for the past 38 years. The programme covers 9 months and brings together participants from around the world for the duration of the training.

Advanced Training
Programme participants
1989-1990

“While regional centres and national courses can significantly enhance the competence of national officials to undertake their educational planning responsibilities, a central institution is also required for the training of certain categories of personnel along interdisciplinary lines and upon a basis wider than the experience of a single region.”

UNESCO. 1962.
Proposal for training
personnel in educational
planning in relation
to economic development.
61 EX/8

“Quite a unique characteristic of the ATP – it brings together people from all continents, some of the countries you’ve either never heard of, or have never imagined what kind of people come from those countries. The group is not too large, and allows for very close interaction among the participants ... When you start the training you are such strangers from all corners of the world with different behaviours and cultures, but by the time you are leaving you are a closely-knit family, with one culture and talking the same language – you do not want to part.”

Juliana NZOMO,
ATP Chairperson 1993/1994
Regional Programme Officer
(East Africa), Education,
Aga Khan Foundation

As defined in IIEP’s First Medium-Term Plan, the ATP has a dual purpose:

- to familiarize participants with the concepts, analytic tools, and techniques necessary for developing competence in the field of educational planning;
- to enable participants to take advantage of their stay at the Institute in order to think more deeply about their country’s educational problems and the ways in which improved planning and administration could help to solve them.

These objectives are still valid, even though the programme has evolved in order to take into account the changing educational environment. The current IIEP Medium-Term Plan also puts the emphasis on elements such as fostering comparative perspectives, and on preparing participants for leadership roles.

In 2002, the IIEP completed a major revision of the ATP course content and structure, and participants now have the opportunity to graduate with a Diploma or a Master’s degree in 12 months.

The trainees

Over 1300 trainees have attended IIEP’s Advanced Training Programme during the past 40 years.

Numbers of ATP participants have varied over time, with just 20 in 1970/1971 and an all-time high of 51 in 1984. In 1990 it was decided that numbers should be limited to 40, and they are currently closer to 30, making it possible to provide each trainee with more individualized attention.

Number of trainees and percentage female trainees (1984-2003)



The trainees are generally experienced senior and middle-level education professionals at the national, regional or provincial level. Even before their arrival, most have been involved in strategic management of education and have participated in reforms. Most return to their home countries after their studies, remaining in educational planning and management and advancing to higher positions. Some have become ministers, many more have advanced to top administrative posts.

One of the qualities of the ATP is that it brings together participants from many different countries, thus exposing each of them to a variety of ways of thinking about educational planning questions in different social and cultural contexts. Most participants come from Africa, Asia and the Arab states, with (since 1998) IIEP's regional office in Buenos Aires catering for Latin American participants. These participants may come to Paris to pursue further training if they have successfully completed the core courses in Buenos Aires.

Over 150 countries have been represented since the ATP was launched in 1965. Since 1979, special priority has been given to the least developed countries (LDCs).

Female participants in the ATP are unfortunately still under-represented, amongst other reasons due to the low ratio of women working in educational planning in many countries. Nevertheless, the gender balance has gradually improved over the years.

Training options for specific needs

Since it was established, one of IIEP's priorities has been to create a multiplier effect, by training planners who will themselves carry out training in their home countries. In addition to the ATP, which can only take a limited number of trainees, the Institute has developed other training activities, including shorter options, courses given *in situ*, and distance courses.

The Visiting Trainees Programme

The Visiting Trainees Programme was launched in 1979, to offer more flexible options for professionals eligible to attend the ATP, but whose commitments prevent them from doing so. Visiting trainees can follow specialized modules of the ATP that correspond to their specific requirements. Over the last decade, some 25-30 trainees have participated in this programme each year.

Intensive Training Courses

Specialized courses were offered for the first time in 1974, and developed rapidly to become an important training activity. The programmes are conceived and undertaken in close collaboration with national authorities, and take local conditions and problems as their point of departure.

These courses are also adapted to officials who do not have the time to spare for long periods of training. They may be held in Paris, in particular countries, or at locations that are easily accessible for participants across a whole region.

"Looking back I have no doubt that IIEP training has had a remarkable impact in my professional performance. It is recognized that a team of 4 former trainees at the Ministry of Education in Mozambique, has been instrumental in building solid foundations for a shared long term vision on education in the country. This team has led the Ministry of Education in the process of reconstructing education after the war; formulation of a Education National Policy and a comprehensive sectoral strategy in consultation with various domestic and external stakeholders..."

Twelve years after my training at IIEP, I still consider this institution my school and have good reason to be proud as member of this international family."

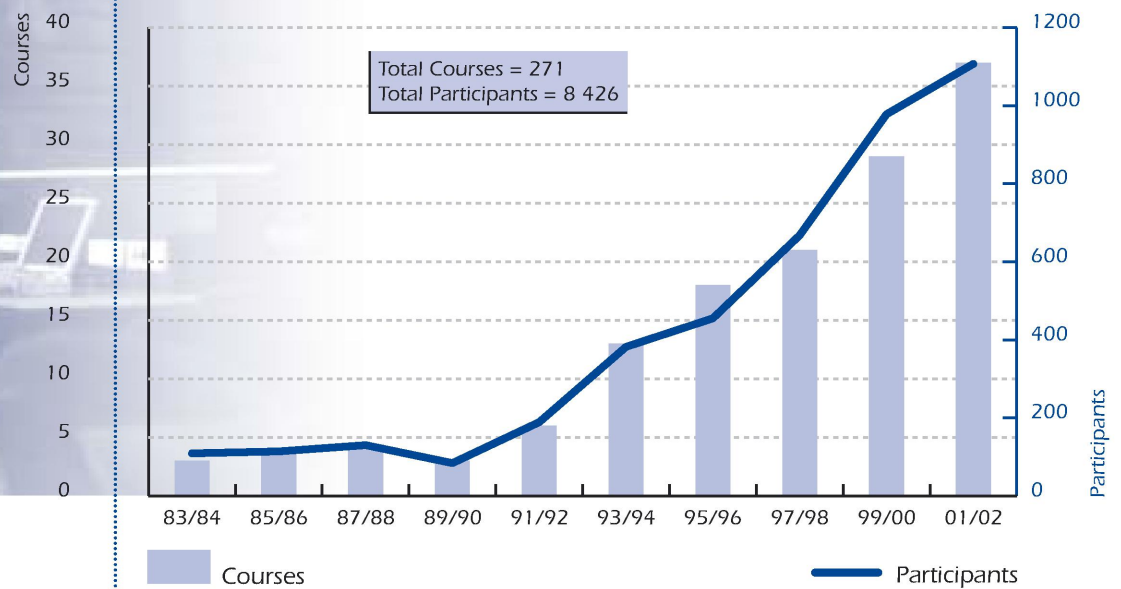
Virglio Zacarias Juvane,
ATP 1990-1991
Planning Director, Ministry
of Education, Mozambique

Intensive Training Course
on educational costs
Nepal, 1999





Number of Intensive Training and Distance Courses and number of participants



IIEP Intensive Training Courses are in high demand, and numbers of both courses and participants have increased considerably over the past decades (see chart).

Distance education

The first IIEP distance education course was held by radio in 1994 in the Caribbean, and was followed by two correspondence courses in 1995 and 1996 respectively. Since then, the IIEP has been developing its distance education courses using electronic delivery, as an increasing number of educational planners and administrators have access to the Internet.

The IIEP is profoundly convinced that these training courses in the various methods and techniques of preparing and implementing educational plans and programmes can only work effectively if they are based on deep familiarity with, and take into consideration, the particular socio-economic, cultural and politico-administrative context to which the planning techniques and methods are applied, and in which the trainees will actually have to operate.

Analysing an educational planning problem in its real context has therefore become both a precondition and a substantive basis of the Institute's training activities. Consequently, the IIEP's research work, which also covers the practice of educational planning in Member States and is conducted in co-operation with local research teams, represents not only contributions to the study of various aspects of the educational field and educational planning, but also an original form of assistance in building up the capabilities for research and action of those countries that request the Institute's co-operation.

IIEP Medium-Term Plan 1979-1983 Report, p.3

Operational activities – applying knowledge

Specific funding for key projects

IIEP's focus on capacity building has always included both in-house training and work in the field. The Institute has regularly been entrusted with specific projects by donor agencies and governments involved in providing assistance to developing countries.

The wide recognition of the IIEP as a reliable source of technical assistance to Member States stems both from the valuable services that it provided to many developing countries during their first years of independence, and from its continuing programme of delivering assistance on a case-by-case basis in response to specific requests for assistance.

An important link in IIEP's activities

IIEP's applied approach means that many of its activities include an 'operational' aspect. This involves identifying critical issues in Member States' educational systems, and providing specific recommendations to be discussed in national forums.

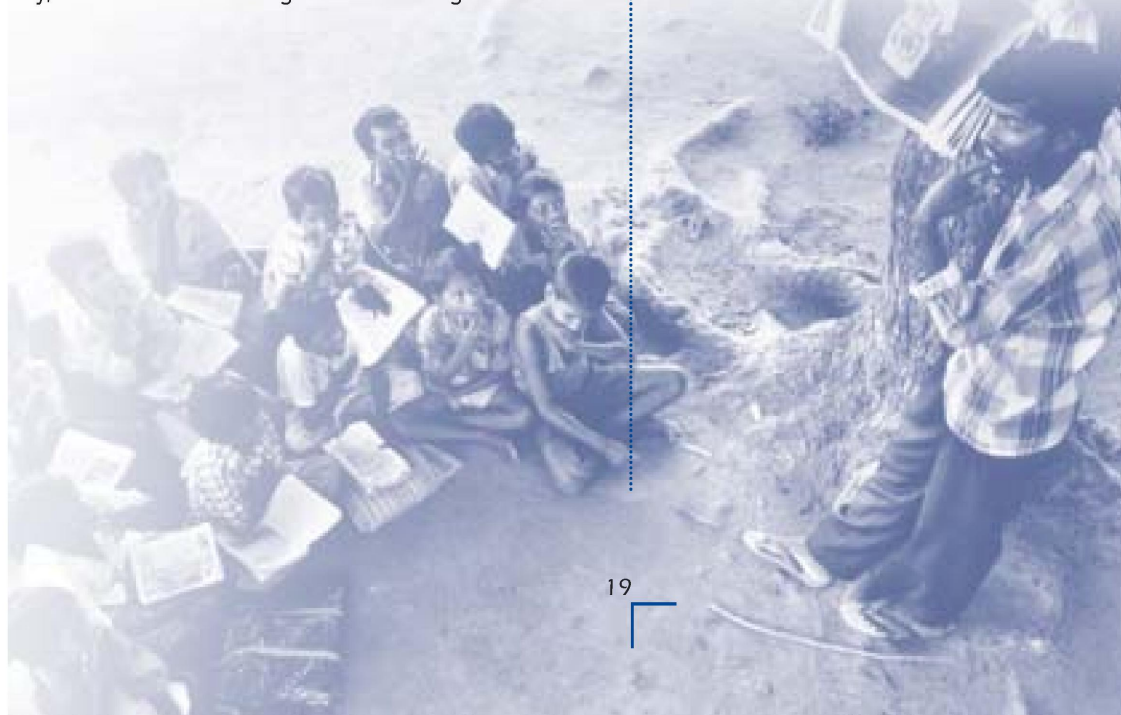
It was in 1993 that a decision of the UNESCO Executive Board specifically recommended that the IIEP should pursue operational activities. As these activities were developing quickly, an Operational Activities Unit was created within the Institute in 1997 to co-ordinate this aspect of IIEP's work.

A landmark project — assistance to the Palestinian Authority

One of IIEP's milestones in this area has been its series of activities in co-operation with the Palestinian Authority, thanks to the funding of the Italian government.

"The Institute.. intends to serve Member States directly in a number of practical ways: by supplying them with useful research results and other advisory materials, by involving their leading scholars and senior Government experts and policy-makers in the training and research activities of the Institute, and by co-operating with their universities and other training and research institutions. The Institute expects, in reverse, to draw help from individual Member States, especially by learning from their first-hand development experience. From the more advanced countries especially, the Institute hopes also to receive financial and other practical support for carrying out specific training and research projects which can benefit many countries."

Report of the first session of the IIEP Governing Board, July, 1963. IGB/9 §17



IIEP's services to and operational activities in Member States typically have the following characteristics:

▼
They respond to requests from Member States, donor agencies or project implementation institutions in IIEP's domain of competence;

▼
They pertain to a specific policy intervention to improve, reform or evaluate part of the education system or to train officials for such tasks;

▼
They are supported in such a way that they can gradually be taken over by the Member States themselves;

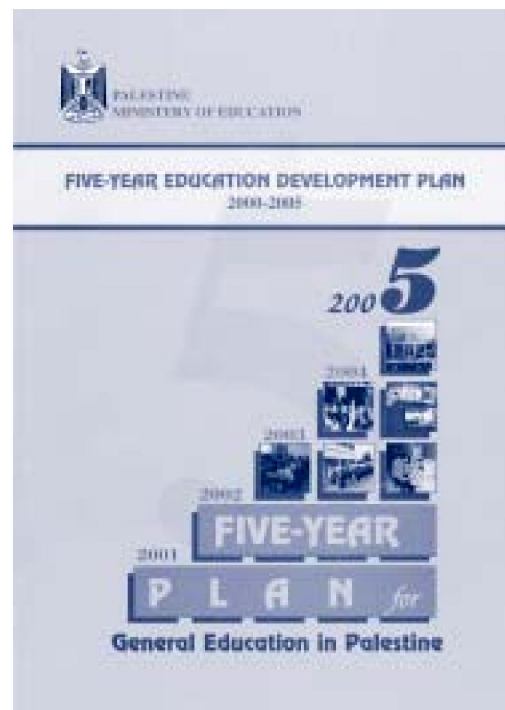
▼
They are complementary to UNESCO's activities at the headquarters or in the regions;

▼
They are externally funded.

IIEP 7th Medium-Term Plan
2002-2007

Launched in 1995, its first activity made it possible to renovate over 1000 classrooms in 172 disadvantaged schools spread throughout the territories. In addition to this, a number of school and district resource centres were created, assigned with the task of reproducing teaching materials for primary-school pupils. Relevant training was provided for inspectors, counsellors, principals and teachers.

A subsequent activity, on 'Policy analysis and formulation for the development of the Ministry of Education', contributed to the drawing up of the Five-Year Plan for education, and a Ministry of Education audit at the central, regional and school levels.



Rebuilding education in Cambodia

Following the devastation caused by the civil war in Cambodia in the 1970s, educational services were slowly restored as of 1980. The Swedish International Development Cooperation Agency (Sida) has been a major contributor to the successful educational reform process led by the Cambodian Ministry of Education, Youth and Sport.

In 2001 Sida contracted IIEP to act as technical advisor in its support to Cambodian education. In this capacity, IIEP has made recommendations that have been strongly and widely accepted by both the Ministry and UNICEF, which manages Sida's assistance. The policy issues tackled include: mainstreaming gender in education, child-friendly schools and quality issues, community participation in education, the need for systematic capacity building, the SWAp approach and budget support. Furthermore, the eight Cambodian graduates from IIEP's Advanced Training Programme represent a 'critical mass' of relevant knowledge and skills to support the education reform process.



Innovation and continuity

The IIEP has always striven to maintain continuity whilst remaining receptive to new trends and circumstances.

The Institute has explored many different areas over the past four decades. Among the newer cross-cutting themes that have been addressed in recent years, the Institute has been a pioneer in areas such as: the impact of HIV/AIDS on education systems; educational planning in conflict, emergencies and reconstruction; and ethics and corruption in education.

Longer-standing IIEP research themes have included a number of fundamental areas such as: education and the needs of the labour market; education in rural areas; administration and evaluation of educational reforms; and demography and education.

Several major themes stand out as fields in which the Institute has played a groundbreaking role, and continues to develop. Four of these are presented below:

- > *educational financing;*
- > *school mapping and microplanning;*
- > *planning the quality of education; and*
- > *higher education.*

These themes not only have an important place in IIEP's research activities, but are also key elements in the Institute's training programme and operational activities.

Educational financing

Everyone has the right to education

In 1948, the Universal Declaration of Human Rights stated that every person had the right to education, that education should be free, at least in the elementary and fundamental stages, and that elementary education should be compulsory (Article 26, Paragraph 1).

Although far from being realized, this aspiration is widely shared. And yet the concept of compulsory and free public education is relatively recent. In Europe and the rest of the Western world, governments have been taking responsibility for education only since the late nineteenth or early twentieth century. In the case of many developing countries, this became the case only in the decades following the Second World War.

"IIEP as a Laboratory of Ideas, Methods and Knowledge"

IIEP served as a laboratory of ideas, both for UNESCO and Member States, on such issues as monitoring educational quality (through support for SACMEQ), HIV/AIDS..., financial and budgetary techniques (through integrated research and training, and policies and strategies for secondary education... The Observation programme, Operational Activities and Research on topics such as school supervision, teacher management, monitoring of quality, education for underprivileged groups, institutional management of higher education and costs and finance all helped to keep IIEP training up-to-date, in terms of knowledge, methods and techniques, while publication of the Fundamentals series was an important way of disseminating up-to-date knowledge and skills on educational planning."

Woodhall, M.; Malan, T. 2003. External evaluation report on the IIEP Medium-Term Plan 1996-2001.

“One of the paradoxes of the problem of economic and social development which is of such universal concern in the world today is that only a well educated population can achieve the levels and basis of development which we all desire, but that only a highly developed and wealthy country can afford the education which seems to be necessary... most careful thought is needed as to the priorities of education, the choice of emphasis to be placed on the different levels of education and the best use of the always inadequate resources of teaching.”

Sir Sydney Caine,
first Chairman of
the Governing Board,
speech delivered
at the first session of the
IIEP Governing Board,
18 July, 1963. IGB/9.



Finding the resources

Most countries were ill-prepared to deal with the sudden explosion of enrolments that took place around the world in the 1960s. Resources were scarce, and governments were searching for new approaches to financing the development of education.

The IIEP first entered this field in the 1960s and early 1970s by studying a large sample of countries in order to analyze the expansion of their educational systems and the various financial measures taken in order to keep pace with this expansion.

In this initial phase, the Institute looked at student loans, private financing of technical and vocational training, the decentralization of financing, and community contributions. These models were studied in light of their impact on equity and effectiveness. More recent research has extended this work into areas such as the financing of community schools and private schools.

Studying costs

The question of financing education inevitably carries with it the question of cost analysis.

One of the main findings of the Institute's early studies was that unit costs and the use of resources in individual establishments varied significantly from one establishment to another, from one region to another, and over time. These variations were found to depend on a number of factors, many of which were not easy to identify and measure.

Better information

A major hindrance in studying financing mechanisms and costs has been the general lack of comprehensive and reliable data available for analysis. Therefore, in the late 1970s and early 1980s, the IIEP sought to extend and expand the body of information available. It proved necessary to define carefully the nature of the data required, especially the characteristics of the inputs to education (for example, number of pupils per class, average teacher's teaching load, number of hours teaching per class, teachers' salary scales etc.), and the characteristics of the mobilization and allocation of real and cash resources (for example, information used, allocation mechanisms, resources collected directly by the establishment, and the involvement of school heads).

In the early 1990s, the Institute commenced a programme to provide support to countries in setting up information systems on expenditure. This has involved assessing both public and private costs at different levels of education so as to provide as complete a picture as possible of expenditures. Benin, the Dominican Republic, Madagascar, Mali and Mauritania have benefited from this technical support.

Managing a budget

The IIEP has put increasing emphasis on studying budgetary procedures and simulation models. Financial and budgetary procedures have been changing rapidly in many countries over the past decade, reflecting evolving relationships between ministries of education and finance ministries, and a trend towards greater decentralization of budgets and medium-term budgeting.

In order to keep abreast of these new developments, the IIEP has organized a regular programme of research workshops on the theme of budget management, each time gathering together specialists from a small group of countries within a region.

A holistic approach

IIEP's recent work in Mauritania provides a good example of the Institute's current activities in the area of financing. IIEP experts and staff from the Ministry of Education have been working together to analyze costs and financing mechanisms, create simulation models to project expenditures, and develop a statistical information system. In addition, the team has elaborated training materials and provided training for officials at central and decentralized levels.

This type of initiative integrates training, research and direct technical assistance, and has become a hallmark of IIEP's work with Member States. It is a means both of providing high-level assistance, and of stimulating countries to become autonomous with respect to the design and management of their own financial procedures.

School mapping and microplanning

Optimizing access

Rapid expansion of education in a context of limited resources, which many countries were experiencing during the 1960s and 70s, posed the problem of planning access. It became imperative that any new school be located in a position that would optimize access for ever-growing student numbers.

ECD SERIES IN ECONOMIC DEVELOPMENT

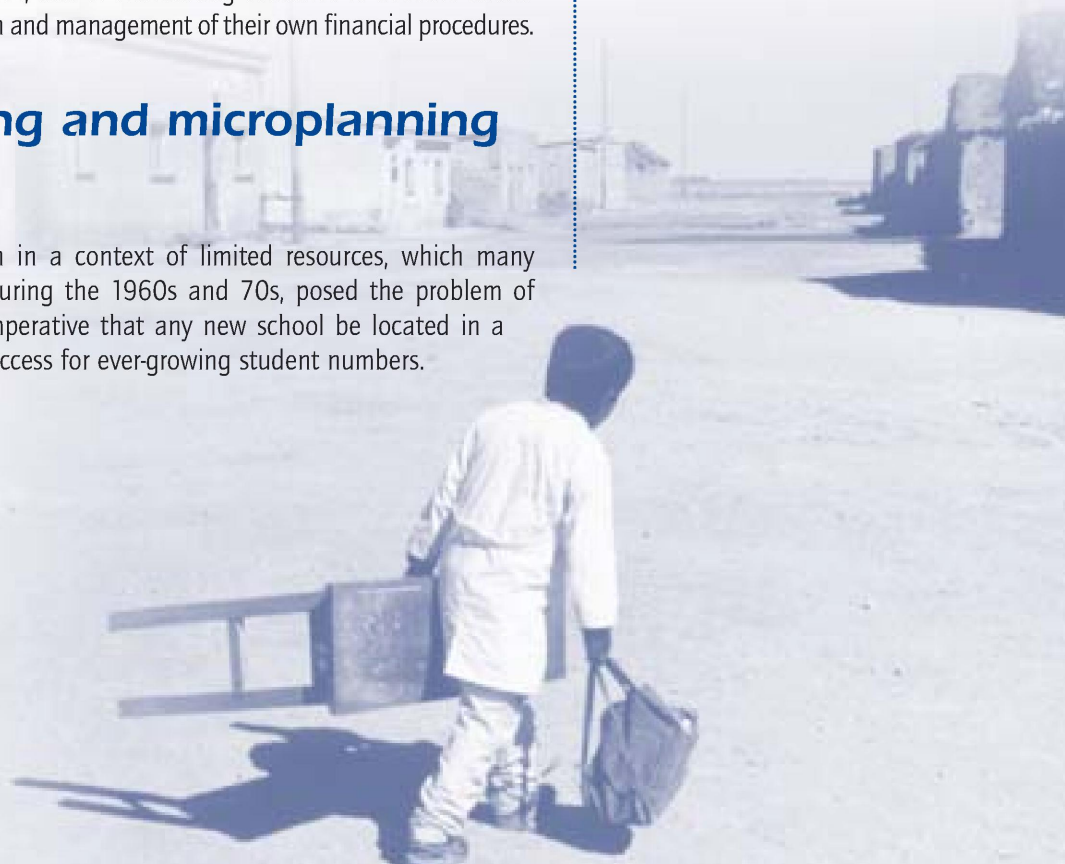
COST ANALYSIS IN EDUCATION



A Tool for Policy and Planning



Philip H. Coombe • Jacques Hallak



IIEP Intensive Training Courses on microplanning and school mapping

More than 1440 people in 35 countries have participated in the 46 ITCs organized on the topic.

1974

IIEP, Paris

1975

IIEP, Paris

1976

Cali, Colombia

1977

Bogor, Indonesia

1978

Yaoundé, Cameroon

Sana'a, Yemen

Bangkok, Thailand

1979

Caracas, Venezuela

Mexico City, Mexico

1980

Rabat, Maroc

Ibadan, Nigeria

1981

Muscat, Oman

Quito, Equador

Lisbon, Portugal

1982

Arusha, Tanzania

Bujumbura, Burundi

1983

Ochos Rios, Jamaica

Khartoum, Sudan

1984

Bujumbura, Burundi

1985

Sana'a, Yemen

La Paz, Bolivia

1986

Mutare, Zimbabwe

... these courses have continued on a regular basis ...

Creating new instruments

Success in this area demanded the development of new planning tools that would permit the systematic study of school catchments (or school maps), in order to guide the placement of new schools, or the expansion of existing schools.

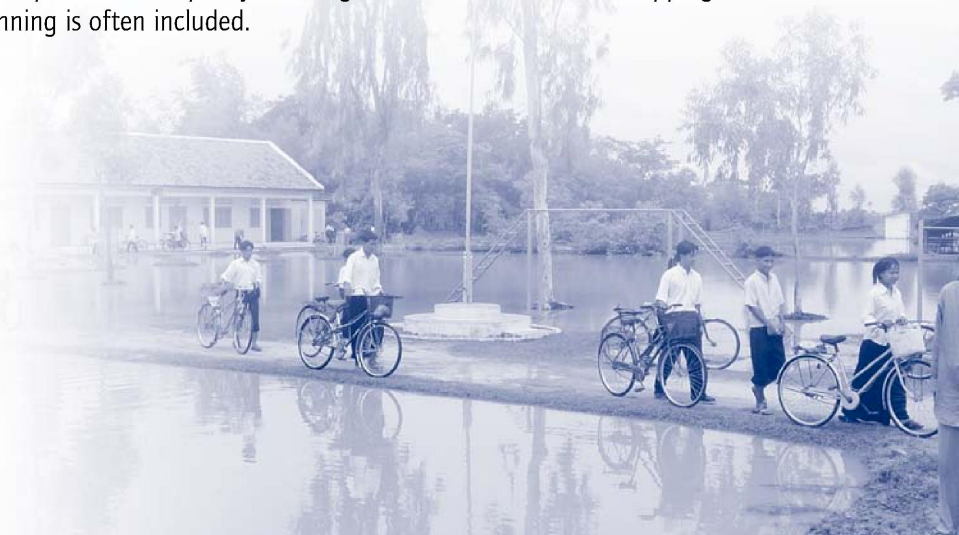
Against this background, the IIEP launched a research project that sought to determine the methodological foundations for plotting school maps. It was recognized that the basis for this work needed to be sufficiently practical in order to take into account the specific conditions of each country. At the same time it needed to acknowledge all of the relevant educational, administrative, economic, demographic and social factors that would ensure maximal student access to schooling.

Applied research

A series of applied studies were carried out, in close liaison with national authorities, on urban and rural school districts in various countries in Africa, Asia, Latin America, and Europe. The scope of the investigations varied according to the specificities of each country and the particular problem studied. Yet all of the case studies included an assessment of existing school maps and prospective studies for the rationalization of future networks of schools in the light of developing needs. A number of methodological rules emerged from the case studies, and were synthesized in the book, *Planning the location of schools: an instrument of educational policy* (Hallak, 1977), which became the foundation of more than three decades of training activities provided by IIEP.

Providing training

Since the mid-seventies, the IIEP's annual Advanced Training Programme has included a module of about two weeks' duration on the methodology of school mapping. Over the years, the IIEP has also organized around 50 intensive courses involving some 1500 participants from 35 countries. In a number of countries, school mapping units have been established, often within the educational planning directorates of ministries of education. Co-operation agencies – particularly the World Bank and UNDP – have also applied the approaches developed by IIEP, as a tool for preparing and testing the feasibility of the education projects they finance. At the same time, in many education projects a special component for capacity building in the area of school mapping and microplanning is often included.



A fundamental planning tool

IIEP alumni often identify school mapping as one of the most important techniques acquired during their training at the Institute. Many reasons explain the long-standing popularity of the IIEP programme in this area. The most significant is the continuous adaptation of the methodologies to ensure that they are kept relevant to the demands of planners and policy-makers. In the early days, both the assessment and the recommendations were very much dominated by 'supply' concerns, and based on centralized ('top-down') planning perspectives. Gradually, however, more attention has been paid to 'demand' concerns and to the requirements of decentralized planning and school-based ('bottom-up') planning frameworks.

A very strong illustration of this is the use of the school map as a tool for the empowerment of communities, including the female members of these communities, thus enhancing demand for schooling, and ensuring better attendance and broader coverage. The IIEP has also gradually integrated into its methodology the rich tools offered by computer-based geographical information systems (GIS).

Supporting Education for All

Capacity-building programmes for school mapping remain at the core of IIEP's commitment to the international agenda on Education for All. Since 1996, the IIEP has undertaken a wide range of capacity-building programmes in the area of school mapping and microplanning. These programmes have included training programmes for education ministry staff in Ethiopia (1996-1998), Argentina (1997-2001), Vietnam (1998-1999), Mauritania (2000-2001), and the Dominican Republic (2002-2003). Each programme included an initial needs assessment, followed by the preparation of teaching materials, a pilot workshop to establish a diagnosis in one district, and an implementation phase with each district carrying out its own diagnosis. Final workshops were then held to produce projections and proposals for reorganizing school networks.

All in all, school mapping is regarded nowadays as an essential tool, not only for planning, but also for the implementation and management of education policies.

Planning the quality of education

When the IIEP was launched, most educational planners were focusing their attention on how to provide the human and material resource inputs required to cater for the growth then taking place in education systems.

Philip Coombs, the IIEP's founding Director, sensed however the need for a broader vision of educational planning. He was concerned that planners should extend their approaches beyond a mechanistic concentration on projections and inputs, and instead view education systems as dynamic networks of interacting parts.

1996

Castries, Saint Lucia
Kourikoro, Mali

1997

Addis Ababa, Ethiopia

1998

Beirut, Lebanon
Curaçao, Netherland Antilles
Hanoi, Vietnam

1999

Hanoi, Vietnam

2000

Buenos Aires, Argentina

2001

Amman, Jordan

2002

Nouakchott, Mauritania
Boghé, Mauritania
Kribi, Cameroon



“...access to quality teaching and learning must be a pre-eminent concern. There is little point in expanding access unless there is reasonable quality. If people are not gaining the knowledge, skills and values they need, resources invested in teaching and learning are wasted... Quality is the key to achieving the imperative for the new millennium – an educated, skilled population who can operate in democratic societies and meet changing labor market needs.”

World Bank, 1999,
Education Sector Strategy
document

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- Nzomo, J.; Kariuki, M.; Guantai, L. 2001. *The quality of education: some policy suggestions based on a survey of schools in Kenya*. Paris: IIEP-UNESCO.
- Ross, K.N.; Mählick, L. 1990. *Planning the quality of education: the collection and use of information for informed decision making*. Paris: IIEP-UNESCO.

A new focus

He developed this theme through two landmark events. The first was the 1966 IIEP international seminar (attended by leading philosopher R.S. Peters and the economist and Nobel Prize winner Arthur Lewis) on ‘The qualitative aspects of educational planning’. This seminar aimed to make a philosophical analysis of the concept of the ‘quality of education’ and to emphasize its linkages with the field of educational planning (Beeby, 1969).

The second event was the IIEP’s important contribution to the 1967 Williamsburg conference, and the resulting publication of Coombs’ milestone work on *The world crisis in education* (1968). The book challenged the field of educational planning to adopt new planning techniques that would examine the impact that schooling structures, curriculum content and teaching methods had on the success of educational plans.

By the 1980s, the question of quality had come to the forefront of the educational debate worldwide. The IIEP revisited the theme via two major invitational conferences that were spaced a decade apart (Adams, 1978; Ross and Mählick, 1990). These conferences sought to adjust the interpretation and application of the concept of the ‘quality of education’ to new social and economic environments, emerging trends in research, and new technologies. The 1990 meeting also came forward with a research and training agenda aimed at forging synergistic connections between information and fully-costed proposals for educational reform.

Monitoring quality

This increasing emphasis on quality brought with it a realization that attempting to improve educational inputs made little sense if one did not also monitor and evaluate outcomes. As the new millennium dawned, the IIEP was firmly engaged in the search for cost-effective approaches to educational planning that could reasonably be expected to translate into detectable gains in the knowledge, skills, and values acquired by students.



The Dakar World Education Forum held in 2000 reaffirmed the importance of the IIEP view by emphasizing that Education for All must move beyond increased participation rates to include improved and measurable learning outcomes for students.

Innovative training courses

All of these IIEP initiatives were supported through workshops and seminars for building the capacities of education ministries to monitor and evaluate the quality of their school systems. Much innovative work in this area was accomplished in the 1970s when Torsten Husén, Chairperson of the IIEP Governing Board, as well as of the International Association for Evaluation of Educational Achievement, joined forces with IIEP staff, led by Neville Postlethwaite to launch intensive training courses at IIEP and in the field.

Arguably the most important of these initiatives was the 6-week course on curriculum evaluation held in Lagos, Nigeria and attended by large teams of African planners and researchers from 14 African countries. The faculty members for this course included two world-renowned curriculum evaluation specialists, Ralph Tyler and Benjamin Bloom.

Sharing experience

Over the past decade IIEP Directors Jacques Hallak and Gudmund Hernes have consolidated these achievements by working with 15 ministries of education in Southern and Eastern Africa to establish the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ). SACMEQ's mission is to build the capacity of ministries to undertake studies of the quality of education systems by working in a co-operative manner that encourages the sharing of experiences and mutual learning.

This consortium has now completed two large-scale educational policy research projects. Its national policy reports (for example, Nzomo et al, 2001) have been widely acclaimed by ministries of education, international agencies, donor organizations, and prestigious bodies such as the International Academy of Education. In addition, many education ministries around the world have employed computer-based research techniques developed by the IIEP for SACMEQ (notably the SAMDEM and IIEPJACK sample design and data analysis software). In 2003, following a request received from the World Bank, the IIEP was invited to bring forward proposals to indicate how 'the SACMEQ model' of educational policy training and research might be implemented in other regions of the world.



Torsten Husén, Chairman of the IIEP Governing Board, 1970-1980, with Hans N. Weiler and Michel Debeauvais, past IIEP Directors.



(from left to right) Bikas Sanyal, Senior Programme Specialist at IIEP, Armoogum Parsuramen, Minister of Education of Mauritius, Jacques Hallack, IIEP Director, and Ioannis Antoniadis, Coordinator of Administration and Finances, IIEP, in 1994.

Building capacity in the field

IIEP's programme on higher education has also involved technical assistance. The first activity began in 1994 in Mauritius with a World Bank project on capacity building in institutional management. Amongst other activities, IIEP also implemented projects on capacity building in higher education management for the Government of Tunisia, and has organized policy forums on higher education in Iran and China.

Since 2002 IIEP has been involved in the reconstruction of the Afghan higher education system, through a series of workshops and training programmes.

Reference

IIEP, 1974. *Planning the development of universities, III, Final Report of Project*, Paris IIEP-UNESCO.

Higher education

When university campuses all over the world were burning in the 1960s, IIEP responded to the alarm by launching an investigation into the management of universities.

Comprehensive groundwork

The first research project on higher education was launched in 1969 with the title 'Planning the development of universities', in order "to work out a system of tools and methods of university planning and management to be used by heads of universities" (IIEP, 1974). The methodology involved a large-scale questionnaire survey of 85 universities around the world, collecting first-hand data to be analyzed by the newly installed computer at UNESCO.

This study led to two new projects that focused on the relationship between higher education and the world of work. The first focused on the mechanisms necessary for the planning and management of continuing higher education, in order to keep high-level manpower up to date with new knowledge in relevant fields.

The second was concerned with problems of employment of higher education graduates. This was becoming a serious issue around the world, subsequent to the first petrol crisis in the early 1970s. National teams from twenty countries worked on data collection and analysis within the framework of this project, which was carried out over a period of eleven years.

Higher education and technology

Towards the end of the implementation of this project the effects of technological development and automation were being observed on society at large and the world of work in particular. The need for higher education systems to intervene was being felt.

In 1984 the IIEP set out to address the issue of scientific and technological development and its implications for educational planning. The research was chiefly concerned with investigating the relations between the various scientific and technological development policies on the one hand and the content of educational policies and educational planning processes, methods and techniques on the other.

New approaches to management

The diversification of the providers of higher education and the control and role of the private sector were other important issues. The fall of the Berlin wall coincided with a growing view of education as a commodity. At the same time, public demand for 'value for money', calling for increased accountability and transparency, obliged higher education institutions to become more management conscious. These challenges arose in a period of financial crisis where state funds for higher education were diminishing.

Focusing on the institution

By the late 1980s it had become apparent that the institution itself was the critical actor of reform. Thus, as two decades earlier, IIEP focused its research on the institutional level. In 1989, the project 'Innovations in university management' was launched, with the objectives of identifying effective methods of institutional management. It placed special emphasis on managing resources more efficiently, at the same time as identifying income-generating activities for higher education institutions so as to reduce state burden. Based on success stories from around the world, practical methods of managing resources were formulated for use by the institutions. In 1996 a comprehensive set of training modules was published by IIEP on this subject, and in 1998 a series of distance learning programmes were launched via the Internet.

The challenges ahead

Now, at the beginning of the twenty-first century, the IIEP has continued its emphasis on higher education in two directions:

- > one focusing on institutions – managing university-industry relationships in view of the increasing role of industry in higher education; and methods of institutional quality management in view of diversified providers;
- > the other focusing on systems exploring new strategies to face financial crisis.

An evolving research programme

In the identification of its research agenda in higher education, the IIEP has always taken into consideration the emerging social needs: starting with the identification of institutional information gaps for effective planning in the 1960s, moving forward to the formulation of employment-oriented strategies and strategies for facing scientific and technological development in the 1970s and 1980s, and finally moving back to strategies for effective institutional management in the 1990s. The twenty-first century is already setting a new agenda for IIEP's higher education programme. Fresh challenges will have to be met, with new structures and new methods of providing and managing higher



A set of 10 training modules, published in 1996.

IIEP-Buenos Aires



An IIEP programme in Latin America

On 14 April 1997, the Argentine Ministry of Education and Culture and UNESCO signed an agreement for the creation of a regional branch of IIEP in Argentina.

At the time many Latin American countries were going through a period of profound changes to their educational systems, characterized by structural reforms and extensive decentralization. IIEP-Buenos Aires was created at a timely moment to build capacity, not only within ministries, but also at other decision-making levels concerned by these processes of change.

Since 1998, IIEP-Buenos Aires has been providing an annual Regional Training Course in educational planning and management. This course corresponds to the common core of the Advanced Training Programme held in Paris, adapted to the Latin American context. For a continent characterized by glaring inequalities, the question of equity, for example, is a priority issue. Leadership, communication, conflict resolution and negotiation are also high on the agenda of the Buenos Aires Institute's training programmes.

IIEP-Buenos Aires' programmes cater primarily to an audience of educational planners and managers. However certain courses and seminars are also addressed to other actors considered to be of key importance, such as education journalists and political leaders.

"During the Sixth Plan there was a significant development affecting the regional balance of IIEP training.

Since 1998 the Regional office of IIEP has held an annual three-month Regional Course on Educational Planning in Buenos Aires...

The success of this course means that far more Latin American participants have received training in educational planning than before 1998..."

Woodhall, M.; Malan, T. 2003,

External evaluation report on the IIEP Medium-Term Plan 1996-2001



(from left to right) Ignacio Hernaiz, Françoise Caillods, then IIEP Coordinator of Decentralized Activities, Jacques Hallack, then Director of IIEP, and Juan Carlos Tedesco, Director of IIEP-Buenos Aires, at the opening of the IIEP-Buenos Aires office.



Partnerships and networking

“One of the unique opportunities facing the new Paris Institute, therefore, in addition to the training and research it undertakes itself, is to provide central leadership in forming a world-wide community of all such institutions concerned with educational planning and development, and to help them where possible to strengthen their activities...”

Coombs, Director's first report to the Governing Board, July 1963. I GB/5 §12

Networking is a crucial strategy for enhancing the capacity-building potential of national institutions. The IIEP has always invested considerable effort in networking activities, but has been particularly active in recent years.

Through its various networks, the IIEP maintains contact with institutions and individuals working in educational planning and administration around the world.

Close working relations are also maintained with UNESCO network of National Commissions, which play a key role in the selection process for the Advanced Training Programme, in the negotiations for the funding of fellowships for candidates admitted to the course, in organizing study visits, and in organizing intensive training courses at regional and national levels.

IIEP networks

IIEP's networking takes different forms, from providing support to training institutions (ANTRIEP and ForGestión), to assisting ministries of education (SACMEQ), linking up donor agencies (IWGE), hosting other institutions (ADEA), collaborating with other organizations (over 27 institutions internationally) and maintaining its alumni network.

The Southern Africa Consortium for Measuring Educational Quality (SACMEQ)

Since 1991, the IIEP and a number of education ministries in the southern Africa sub-region have been working together to build capacity in the area of monitoring and evaluating educational quality.

In order to extend the reach and formal status of this work, SACMEQ was launched in 1995, with the generous assistance of the governments of Italy and the Netherlands.

“...IIEP's adaptability and a strong emphasis on strengthening national capacities through membership of consortia and networks and joint research involving national teams... are strengths that we believe should be maintained as representing IIEP's comparative advantage. Certainly we hope that the promising progress achieved... through development and support of consortia and networks such as ANTRIEP and SACMEQ, as well as the creation of the Alumni Network, will be maintained and increased.”

Woodhall, M.; Malan, T. 2003.

External evaluation report on IIEP's Medium-Term Plan 1996-2001

SACMEQ member countries



Botswana
Kenya
Lesotho
Malawi
Mauritius
Mozambique
Namibia
Seychelles
South Africa
Swaziland
Tanzania (Mainland)
Tanzania (Zanzibar)
Uganda
Zambia
Zimbabwe

The first stage of this project commenced in 1995 when the IIEP trained educational planners from Zimbabwe to undertake a large-scale national study of the quality of education. This was then replicated during 1996-1999, with seven ministries and the IIEP working as equal partners. The main issues explored were: baseline indicators for educational inputs and the conditions of schooling, equity, and the study of outcomes.

In 2002, SACMEQ extended this research on educational quality to cover 14 ministries of education in eastern and southern Africa. Over 45,000 pupils in some 2,500 schools were covered by the study, which aimed to provide ministries with practical information and help them define the areas most in need of attention.

Membership of SACMEQ currently includes the education ministries of 15 countries.

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)

IIEP helped to create this network in 1995, and continues to provide support. From 13 original members, the network now counts 17 institutions from 10 countries, all within the Asian region as well as the IIEP. The overall objective is to create synergy to enable participating institutions to address the needs for skills development in educational management in the region.

ANTRIEP member institutions

- > National Academy for Educational Management (NAEM), Dhaka, Bangladesh
- > Campaign for Popular Education (CAMPE), Dhaka, Bangladesh
- > BRAC (previously: Bangladesh Rural Advancement Committee) Dhaka, Bangladesh
- > Shanghai Institute of Human Resource Development (SIHRD), Shanghai, People's Republic of China
- > National Council of Educational Research and Training (NCERT), New Delhi, India
- > National Institute of Educational Planning and Administration (NIEPA), New Delhi, India
- > Centre for Multi-Disciplinary Development Research, (CMDR), Dharwad, Karnataka, India
- > State Institute of Educational Management and Training (SIEMAT), Uttar Pradesh, India
- > Office for Educational and Cultural Research and Development (Balitbang Dikbud), Jakarta, Indonesia
- > Korean Educational Development Institute (KEDI), Seoul, Republic of Korea
- > Institut Aminuddin Baki, Pahang, Malaysia
- > National Centre for Educational Innovation and Development (CERID), Kathmandu, Nepal
- > Research Centre for Educational Development (NCED), Kathmandu, Nepal
- > Academy of Educational Planning and Management (AEPAM), Islamabad, Pakistan
- > Institute for Educational Development, Aga Khan University, Karachi, Pakistan
- > Centre for Education Management Development (CEMD), National Institute of Education (NIE), Maharagama, Sri Lanka
- > Regional Centre for Educational Innovation and Technology, South East Asian Ministers of Education Organization (SEAMEO-INNOTECH), Quezon City, the Philippines
- > International Institute for Educational Planning (IIEP), UNESCO, Paris

Activities since its launching include a number of regional seminars on school management, supervision, quality monitoring, decentralization and school effectiveness. Several members have worked together on research and training programmes on school supervision and successful school management.

ForGestión

ForGestión is a network that was launched by IIEP-Buenos Aires in 1999 with the support of the Ford Foundation. Its aim is to improve the training provided by higher education institutions in Latin America on educational policy and management.

Several institutions from all over the continent have collaborated on developing a set of training modules in this field, a number of which have already been used for training activities.

The ForGestión network has also been developing services such as a calendar of academic activities, a bibliographical database, and a database of relevant training experiences. Around 600 education professionals now receive this information on a regular basis, and can consult the ForGestión web site.

Alumni network

In 2001, an Internet discussion group was created for former ATP (Advanced Training Programme) participants. The objective is to reinforce the strong links formed during the period of study – with the IIEP and with colleagues. Since its creation, several activities have been organized to share information and develop specific competencies, such as a forum that was held in 2002 on indicators for Education for All.



IIEP alumni – Many advance to top administrative posts, some become ministers...

A. Kouros (Cyprus)
Minister of Education
ATP 1968/69

R.A.H. Mayagila (Tanzania)
Minister of Agriculture
ATP 1968/69

Faiza Kefi (Tunisia)
Minister of the environment
Minister of vocational training
and employment
ATP 1973/1974

Kufi Kilanga (Democratic
Republic of the Congo)
Minister of Education
ATP 1973/74

Omar R. Mapuri (Tanzania)
Minister for home affairs
ATP 1979/80

Sylvain Adekpedjou Akindes
(Benin)
Minister of relations with
institutions
ATP 1980/1981

Jean-Marie Atangana Mebara
(Cameroon)
Minister of higher education
Minister of state
ATP 1980/1981

Samuel C. Mumbengegwi
(Zimbabwe)
Minister of industry and
international trade
ATP 1980/1981

Mohamed Latheef (Maldives)
Minister of education
ATP 1981/82

Arnaldo Valente Nhavoto
(Mozambique)
Minister of education
ATP 1981/82

Ramón Morrison
(Dominican Republic)
Vice-minister of education
ATP 1988/89

Ana Maria Ribeiro Agostinho
Guimarães (Angola)
1997-2002 Vice-Minister of
post and communication
ATP 1994/95

Mohamed Ould Tolba
(Mauritania)
Minister for foreign affairs
and co-operation
ATP 1996/1997



The International Working Group on Education (IWGE)

The IWGE is an informal group of aid agencies and foundations. The aim of the network is to enable donor agencies to exchange information and work closely together on education issues. For the past two decades, it has devoted itself to the development and promotion of basic education. The work of this group played a catalytic role in initiating the 'Education for All' process, and the first EFA Conference that was held at Jomtien.

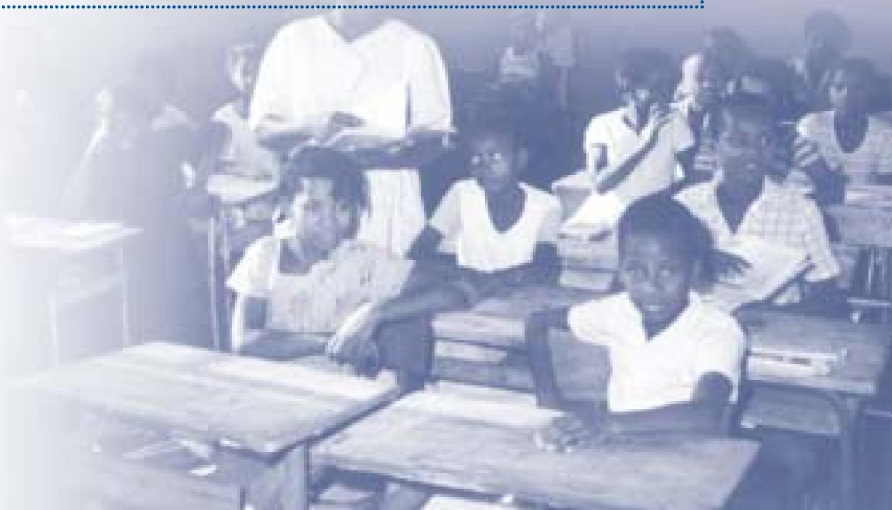
IWGE is the oldest network of its kind. It was created in 1972 as the 'Bellagio Group', at the instigation of the Ford and Rockefeller Foundations. Membership is open to all aid agencies and foundations involved in education development work, either multilateral or bilateral, governmental or non-governmental. Current members of the group's planning committee include: the Aga Khan Foundation, the IBRD, Swedish Sida, UNICEF, UNESCO, USAID, and DFID. IIEP was chosen to host the secretariat as of 1983, and organizes meetings of the group on average once every 18 months.

ADEA

What is now known as the Association for the Development of Education in Africa (ADEA) was set up under the auspices of the World Bank in 1988. Initially created as the secretariat of the Donors to African Education (DAE), its purpose was to provide co-ordination and exchange of information among donor agencies and to generate international support for education in African countries.

At the beginning, it was made up of a range of development agencies. However, it soon became obvious that to operate effectively, it required the involvement of the African ministers of education. It was therefore expanded to include these education ministers, and in 1992 the secretariat was moved away from the World Bank to foster a greater sense of ownership amongst the ministers. The IIEP was chosen to house the association, and in 1996 the name was changed from DAE to ADEA.

The IIEP Director is the ex officio vice chair of ADEA and the IIEP participates in ADEA's management.





Dissemination & documentation

Sharing information

Dissemination of information, experience and the results of studies is an essential part of IIEP's mandate, closely linked with its other core activities, training and research. The Institute's approach depends on effective dialogue with the environment and generating the all-important feedback that enables the Institute to innovate and adapt, to be an effective learning organization.

Since its establishment in 1963, IIEP has published some 1,200 titles, mainly in the form of individual research reports and case studies, but including reports of the Institute's seminars and intensive training courses. This output has included several series of titles which have been developed over the years, including IIEP's flagship series *Fundamentals of Educational Planning* with more than 70 titles.

IIEP publishes principally in English or French with many of its titles available in the two languages. In recent years, a growing number have been published in Spanish. Titles with a broad appeal are issued in the form of publications by UNESCO or through co-editions with commercial publishers; the more specialized or technical documents are produced by the Institute alone. Local translations of certain IIEP titles have been published independently in various countries, in a range of languages including Arabic, Chinese, Indonesian, Portuguese, Russian and Thai.

An expanding audience

A constant effort is made by the Institute to take account of the respective needs of the different categories of clientele for its publications and documents. This clientele presently includes the 'traditional' audience (decision-makers, planners and administrators; researchers and training specialists; teachers), but it is continually expanding. IIEP's publications are increasingly read by specialists and practitioners in the many branches of the social sciences.

The broad objective is to ensure that the audience is informed of the evolution of ideas, concepts, practices and techniques of planning and management; that practitioners are kept up to date on important research concerned with their specialties; and that the results of significant national experiences in the field of planning and administration are brought to their attention.

"By forming interdisciplinary staffs and achieving a fair measure of continuity, and by linking themselves closely to the countries where pertinent experience was being generated, the regional centres and the IIEP gradually became storage and retrieval centres for new knowledge as it emerged from fresh research and experience.

The IIEP in particular sought to collect, create and disseminate this new knowledge through a wide-ranging publications programme which included research reports and instructional materials aimed at bridging the communications gap between researchers and practitioners and at remedying the world-wide shortage of good training materials. By 1969, six years after the Institute's creation, a large number of such publications, translated into various languages, were in wide circulation and use throughout the world."

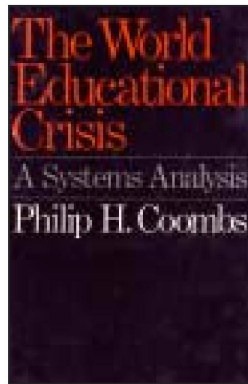
Coombs, P.H. 1970.
What is educational planning?
Paris: IIEP-UNESCO.

IIEP's publications 1963-2003

key titles



1967



1968



1969



1969

Some 35 new series over 40 years

1966
African research monographs

1967
Fundamentals of educational planning

1971
Planning the development of universities

1973
Planning the location of schools: national case studies

1975
Higher education and employment: country case studies

1975
IIEP seminar papers

1980
Education, work and employment

1987
IIEP contributions

1989
Workshops for the IIEP 25th anniversary: a series of booklets

1966
IIEP lecture-discussion series

1968
IIEP occasional papers

1972
Financing educational systems: country case studies

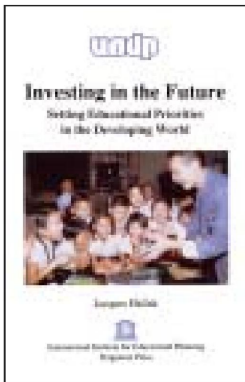
1974
Financing educational systems: specific case studies

1975
IIEP research reports

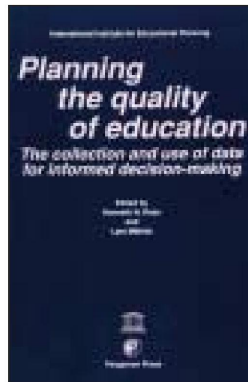
1977
Reports of IIEP seminars

1983
Reports of IIEP sub-regional workshops

1988
Reports on IIEP intensive training courses



1990



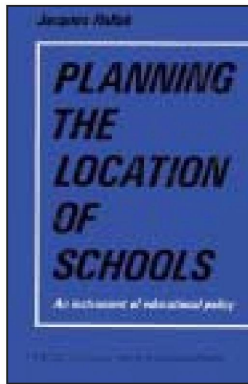
1990



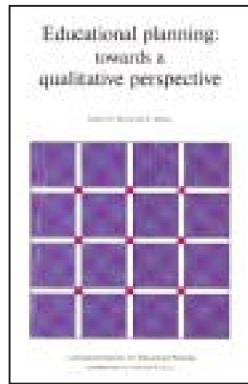
1991



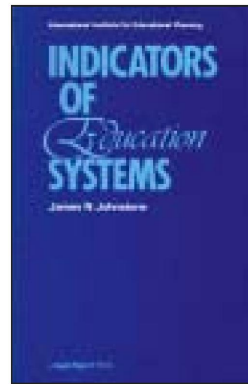
1995



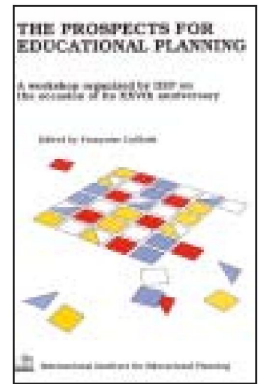
1977



1978



1981



1989

1991 Increasing and improving the quality of basic education

1992 The provision of science education in secondary schools

1994 IIEP teaching materials Series: The management of teachers

1995 IWGE (International Working Group on Education) Reports

1998 School mapping and local-level planning

1998 SACMEQ National Policy Research Reports

2000 Policies and strategies for secondary education

2002 Education in the context of HIV/AIDS

2003 Quality education for All

1990 Educational forum series

1991 Issues and methodologies in educational development

1993 New trends in technical and vocational education series

1994 Improving the managerial effectiveness of higher education institutions

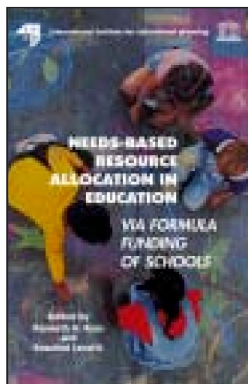
1995 Financial management of educational systems

1997 Trends in school supervision

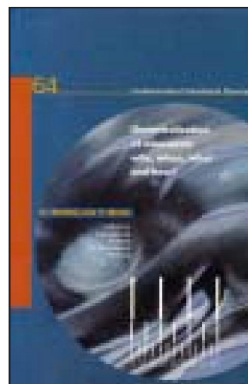
1998 Strategies of education and training for disadvantaged groups

1999 Mechanisms and strategies of educational finance

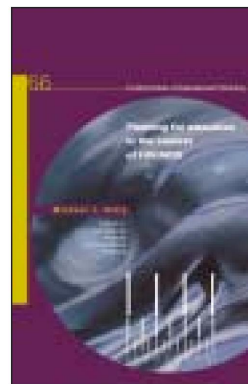
2002 New trends in higher education



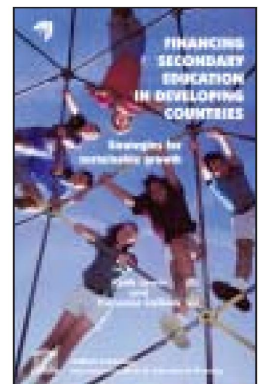
1999



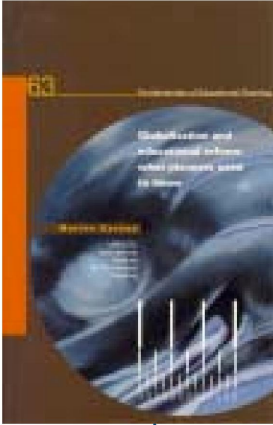
1999



2000



2000



As part of IIEP's objective of encouraging institutional development, special emphasis has been paid to the needs of developing countries, and in this respect an important part of the dissemination programme is the designation of selected documentation centres in developing countries as *IIEP depository libraries*, which are supplied with extensive collections of IIEP publications and documents.

In 1981, the Institute launched a quarterly *IIEP Newsletter*, which is now published in English, French, Russian and Spanish editions to keep people informed of current activities, including new IIEP publications. It is recognized as a primary source of information and communication in educational planning and management and reflects the wide scope of activities undertaken by the Institute. Since 1996 it is freely available on-line to subscribers and newcomers alike.

The Fundamentals of Educational Planning series

The IIEP's series on the Fundamentals of Educational Planning is the most prominent of IIEP's collections. It is also the longest-standing. The series was launched in 1967, just a few years after the establishment of the Institute itself, at the instigation of Philip Coombs, founding Director of the Institute, and Clarence Edward Beeby, a renowned education specialist, then Chairman of UNESCO's Executive Board.

Meeting a need

Beeby considered at the time that there was an acute need for a body of literature that planners, particularly from other disciplines, could use for guidance on educational issues. In his own words "...we were too deeply absorbed in solving practical problems to have time to draw the lessons from our own findings... we were so busy saving souls that we neglected our theology." (Beeby, 1966: 2)

The aim of the series was to provide an overview of the basic principles and practices of educational planning, as well as the various diverging trends. Beeby, who went on to edit the first 22 titles of the collection, and the editors who followed, stressed the importance of reflecting a diversity of experiences and opinions.

An Editorial Board of international experts

In order to identify the most topical issues and trends in educational planning, an Editorial Board was appointed in 1990. The two General Editors, Françoise Caillods, currently Deputy Director of IIEP, and Neville Postlethwaite, Professor Emeritus, University of Hamburg, have over the years led the board in its task. A number of associate editors from different regions serve on the board, all professionals of high repute in their own field.

Growing demand

Three to four issues of the series are currently published each year, in English and in French. Due to growing international demand, a certain number have also been translated into Spanish, Portuguese, Chinese and Arabic. Since 2001 all Fundamentals publications have systematically been made available in full-text versions on-line.

To date, 73 booklets have been published in the Fundamentals series, many of which are now considered as classics in their field. They have a wide readership, and are used as textbooks in training institutions around the world.



New modes of communication

The dynamic nature of the Organization, the intensification of scientific progress in an era of constant change, and the need for flexibility in disseminating information throughout the world as rapidly, efficiently and economically as possible – all these suggest that consideration will have to be given to the use of other forms of publication and graphic media in the near future.

IIEP Basic Texts, 1996. Directives on UNESCO's publications policy §5

Dissemination is no longer limited to the distribution of the printed word. Electronic publishing, in its widest sense (research studies, statistical data, software, data archives, catalogues, etc.) has proved its potential to support great advances in the dissemination and the use of information. The advent of new telecommunications technology and its impact on the evolution of knowledge have provided the Institute with new opportunities for communicating with its clientele and extending its capacity-building activities.

The first IIEP web site was set up in 1996. It developed rapidly and by 2001 the main IIEP web site contained a wealth of information in three languages (English, French and Spanish) about IIEP training, research and other activities, networks, publications. It incorporates a search function to allow visitors to find relevant information quickly and easily. A related web site for IIEP Buenos Aires was established in 2000. Based on the principle of 'flexibility in disseminating information throughout the world rapidly, efficiently and as economically as possible', a policy was adopted in 2001 of making available, free of charge, electronic, full-text versions of the Institute's publications and documents.

IIEP's Documentation Centre

Training and research can not be carried out adequately without access to the relevant literature.

The Documentation Centre at the IIEP was set up in 1963, the same year as the Institute itself. In 1965 it already housed some 4,000 publications, and it now maintains a comprehensive collection of over 28,000 books, reports, journals, videos and CD-ROMs on education systems and educational planning from all over the world. Many of the documents held by the centre were prepared for specialized educational planning purposes and then later provided by ministries of education from all over the world, thanks to their special ties with the Institute.

The aim of the Documentation Centre is not only to store this information, but to share it as widely as possible with educational planning professionals, particularly from developing countries. The centre is making increased use of new technologies, and its main database is now available on the IIEP web site.

"Only a few decades ago, most education managers – school-board presidents, university chancellors and head teachers – would hardly have thought it relevant to learn of managerial innovations from outside their domestic environments, but much has changed... British and Chilean voucher experiences are interesting to school authorities in Louisiana; Colombian mechanisms of financing vocational education are of interest in the United Kingdom; and American school-board democracy is interesting to regional officials in the Russian Federation."

Heyneman, S.P. 1998. "Educational co-operation between nations in the twenty-first century". In: Education for the twenty-first century. Paris: UNESCO.

Depository libraries network

A mission organized in 1989 pointed out that the IIEP's publications were almost completely unavailable in African documentation centres. Since this date, the IIEP has invested considerable effort in setting up a network of 'depository libraries', which receive IIEP's publications free of charge. These include libraries within ministries of education, universities and partner institutions.

Initially around 40 depository libraries, there are currently about 180, mostly located in developing countries. Ten new depository libraries were set up in 2001, in Cameroon, the Dominican Republic, Ethiopia, Gabon, Lebanon, Mauritania, Mexico, Santa Lucia, South Africa and Viet Nam.

IIEP's staff & collaborators

A unique staff profile

"... educational planning is ... a task which requires the services of persons with a range of disciplinary skills who must work together in teams in order to achieve the balance required in the plan."

UNESCO Working Party Report. 1963.12 C/PRG/32 §9

"A multidisciplinary and competent staff, with the capacity of combining the transmission of knowledge with human relations..."

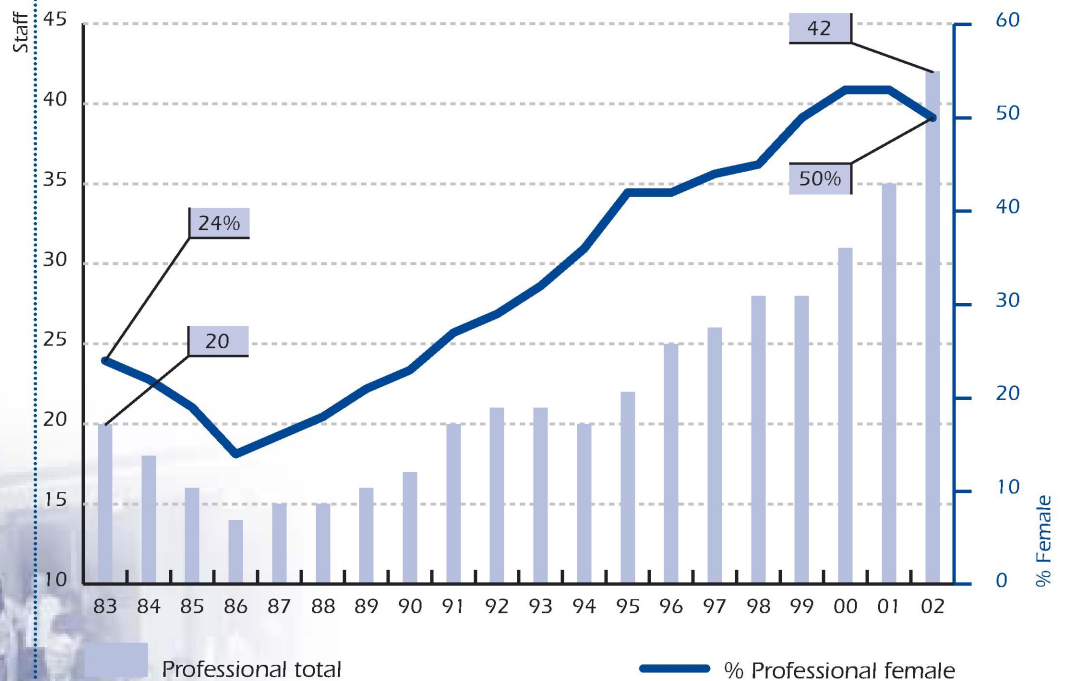
Simon Kayoyo Umbela, ATP 1995-1996, Chef de Travaux, Faculty of Psychology and Educational Sciences, Kinshasa University

IIEP's staff currently represent some 21 nationalities, and a diverse range of professional profiles. Economists, sociologists, statisticians, demographers, policy analysts and planners are all vital actors in drawing together the threads that make up the complex field of educational planning and management.

Members of the programme staff not only provide training, but are also actively involved in research and operational activities.

When the IIEP was established in 1963, it was recommended that there should be 13 staff members, including programme specialists, support staff and secretaries. In 1983, there were 20 professional staff members, and currently there are over 40 professional staff members, with almost as many support staff. Since the mid-1980s, the gender balance of the staff has gradually moved from around 15 per cent to the current figure of 50 per cent female.

Professional staff (1983-2002)



IIEP Director Gudmund Hernes addresses the Institute on the occasion of its 40th anniversary.

IIEP Directors

Expertise and vision

In selecting and appointing IIEP directors, the IIEP Governing Board and UNESCO have always sought to ensure that the Institute is guided and managed by professionals who have the vision to meet the many challenges associated with the Institute's international training and research programmes.

Over the past 40 years, the Institute has been led by seven different directors, all of whom have contributed both personal dedication and unique professional expertise to the development of the Institute.

“ [An] important impact on me was attitudinal as a result of intense interaction with Philip Coombs, Raymond Poignant, Raymond Lyon, Jacques Hallak and the many personages ... who were invited. My writings reveal an indebtedness to these pioneering thinkers of educational reform... I developed my own philosophy of educational service to developing nations”.

Ananda Gurugé, ATP 1967-1968, Dean of Academic Affairs, Director of Academy of International Academy of Buddhism, His Lai University, USA

Philip H. Coombs (USA, 1963-1968) was a Professor of Economics at the renowned Amherst College, USA, before becoming Executive Director of Education for the Ford Foundation and then being appointed as Assistant Secretary of State for Education and Cultural Affairs under President John F. Kennedy.

As founding Director of IIEP, Coombs looked upon training as the *raison d'être* of the Institute and quickly set up the 'IIEP Annual Training Programme in Educational Planning and Administration'.

In the area of research, he was particularly concerned with the lack of congruence in many countries between educational systems and their rapidly changing environments – “a crisis of maladjustment”, he called it. Using a broad new analytic and diagnostic method – “systems analysis” – he identified many of the major problems facing education systems and suggested priorities in dealing with them through concerted action. On the basis of this, Coombs was invited to write the keynote paper for the International Conference on the World Crisis in Education, held at Williamsburg, Virginia, USA, in October 1967. The paper, afterwards published in several languages, became a reference document for capacity building in educational planning in developing countries.

Coombs later became Vice-Chairman of the International Council for Educational Development that was established in New York, USA to identify and analyze key problems facing education around the world.





Raymond Poignant (France, 1909-1974) is a member of the French Conseil d'Etat – the supreme court of administrative law in France which also has additional consultative functions. He participated in the important reform of schools initiated in France in 1956 and was the general reporter of Commissions instituted by the French Commissariat au Plan from 1958 to 1965.

During his period as Director of IIEP, Poignant paid particular attention to centralized planning techniques (based on his experience in French educational reforms). He also gave special consideration in the Institute's research programme to the issue of financing education, underlining its importance to the International Commission on the Development of Education during the preparation of their report 'Learning to be', published by UNESCO in 1972.



Hans N. Weiler (USA, 1914-1977) was Deputy Director of the Arnold-Bergstraesser Institute, Freiburg, Germany, from 1963 to 1965. He was then Professor of Education and Political Science at Stanford University, USA, 1965-93, including Chairman of the Stanford International Development Education Center (SIDECE), 1968-1991, and Director of the Center for European Studies, 1991-93.

He was appointed Director of IIEP in 1974 (on leave of absence from Stanford University). During his period at IIEP, Weiler set about broadening the scope of educational planning beyond economic and financing issues by highlighting the roles of both sociological and political influences. The interface between macro and micro planning was established during this period.

Hans Weiler is currently Professor Emeritus of Education and Political Science at Stanford University and Professor Emeritus of Comparative Politics at Viadrina European University.



Michel Debeauvais (France, 1917-1982) held various positions in the field of education and development in French Universities (including the Institut d'Etudes Politiques, Paris) and Ministries (including the French Ministry of Foreign Affairs) before joining the IIEP. He contributed to many conferences and seminars held worldwide as well as missions organized by OECD and UNESCO.

Appointed Director of the IIEP in 1977, Debeauvais revived the importance of quantitative indicators and forecasting in educational planning. He also took action to increase the direct involvement of researchers from developing countries in IIEP's work. Debeauvais is currently Coordinator of the Study Group on education in sub-Saharan Africa (GRETAFA), based in Paris.

Sylvain Lourié (France, 1982-1988) began his career in the United Nations as an interpreter. He joined UNESCO in 1965 as a specialist in the Educational Financing Division and carried out research work on alternative systems of schooling in developing countries. He also worked on the implementation of human development policies in Africa and Asia and on the extension of basic education in Latin America. From 1973 to 1978 he was UNESCO's Regional Advisor for Education in Central America and Panama.

Appointed Director of IIEP in 1982, Lourié refocused attention on the need for broadening the scope of educational planning through the creation of an articulation between formal and non-formal education and the diversification of education. Action-oriented research became a priority of the IIEP during this period.

On his departure from IIEP, Lourié was appointed Assistant Director-General for Planning, Budgeting and Evaluation and subsequently Deputy Director-General of UNESCO. Following his retirement, he became Professor in the Economics of Education at the University of Paris X (Nanterre). Sylvain Lourié passed away on 28 June 1998.



Jacques Hallak (France, 1988-1999) carried out various functions in France in the field of economics and planning, notably at the Ministry of Finance. He joined the IIEP in 1965, where he worked as Programme Specialist until 1980, making a major contribution in the field of school mapping. From 1980 onwards he successively occupied posts in the Bureau of Studies and Programming and the Division of Financing of Education in UNESCO. From May 1987 to September 1988, Jacques Hallak was Senior Educational Planner and Senior Economist for the Latin America and Caribbean Region of the World Bank. He became Director of IIEP in October 1988.

During his 11 years as Director, Jacques Hallak continued to support the development of school mapping, which had become one of the cornerstones of educational planning, as well as other areas, such as educational management. At the same time, he launched IIEP's operational activities, thus expanding the scope of IIEP's action, and enriching its practical foundations.

In July 1994, he was promoted to the position of Assistant Director-General of UNESCO, and in March 1998, Director of the International Bureau of Education (IBE), Geneva. Before retiring, Jacques Hallak served as Assistant Director-General of Education of UNESCO.



Gudmund Hernes (Norway, 1999-) held, between 1980 and 1997, several ministerial posts in Norway including Under-Secretary of Planning, Minister of Health, and Minister of Education, Research and Ecclesiastic Affairs. In his capacity as Minister of Education, he was responsible for the implementation of a large-scale programme of education reforms. He has also held several academic positions, namely at the University of Oslo, Stanford University, and Harvard University.



IIEP's Council of Consultant Fellows has counted many renowned experts in different fields...

Samir Amin (Egypt, 1931-), Economics Director, Forum du tiers monde, Dakar

Raymond Aron (France, 1905-1983), Philosophy, sociology, Ecole nationale d'administration, Sorbonne, Collège de France

Clarence Edward Beeby (New Zealand, 1902-1998), Educational planning and management, New Zealand Council for Educational Research

Benjamin Bloom (U.S.A., 1913-1999), Educational psychology, University of Chicago

Pierre Bourdieu (France, 1930-2002), Sociology Ecole des hautes études en sciences sociales, Collège de France

Torsten Husén (Sweden, 1916-), Educational psychology, comparative education, University of Stockholm

Clark Kerr (U.S.A., 1911-), Higher education President, University of California

Joseph Ki-Zerbo (Burkina Faso, 1922-), History, political science, University of Ouagadougou

Ruth Lerner de Alméa (Venezuela, 1926-), Educational planning and management, Minister of Education, Venezuela

Arthur Lewis (St Lucia, 1915-1991), Economics, 1979 Nobel Prize winner, Princeton University

G.K. Menon (India, 1928-), Science, Secretary, Dept. of Science and Technology, Government of India

Trevor Neville Postlethwaite (U.K., 1933-), Comparative education, educational evaluation, University of Hamburg

Jan Tinbergen (The Netherlands, 1903-1994), Economist, 1969 Nobel Prize winner, Netherlands School of Economics

Victor Urquidi (Mexico, 1919-), Economist, Bank of Mexico, World Bank, Economic Commission for Latin America

Gudmund Hernes was appointed Director of IIEP in December 1999. Since his arrival at the Institute, he has committed himself to developing IIEP's training programme, and launched IIEP's first Master's programme in 2002. He also introduced the IIEP Summer School. He led the staff in elaborating the Institute's 7th Medium-Term Plan, with a renewed focus on the integration of IIEP activities with UNESCO's major programmes in education. Under his guidance, the IIEP has become a leader in several crosscutting fields. Education in emergencies and for reconstruction is one of these. HIV/AIDS and education is another, and since 2001 Gudmund Hernes has also been the co-ordinator of UNESCO's action in this field.

A Council of Consultant Fellows

At the first session of IIEP's Governing Board, it was agreed unanimously to set up a council of eminent scholars who could assist the Institute in carrying out its programme. The selection criteria for the Council of Consultant Fellows' and the functions of the council are still the same today:

"In selecting candidates the Director shall... ensure that such candidates are widely regarded as having eminent professional standing and competence, that candidates have made or are making significant intellectual contributions relevant to the field of educational planning and development, that they have outstanding professional and academic backgrounds, and that they will contribute to the disciplinary, geographic and general diversity of the Council as a whole..."

... members of the Council will contribute importantly to the work of the Institute by giving advice on the programme generally, by appraising specific research and training projects, by participating directly in the Institute's research and training activities, by helping establish effective working relations with leading academic and research organizations, by identifying promising young scholars who might work at the Institute, and in other ways contributing to the successful conduct of the Institute's activities..."

Report of the first session of the IIEP Governing Board, July 1963. Resolution 2, IGB/9.

Towards a future of Education for All



A challenging task

Forty years ago, education systems across the world were bursting at the seams, and in need of strategies to deal with the unprecedented expansion of demand. Much progress has been made, and more and more children now benefit from an education. And yet, due to a parallel increase in world population, in the year 2000 alone, more than 113 million children had no access to primary education. This is more than ever before.

The World Education Forums of Jomtien (1990) and Dakar (2000) have therefore striven to ensure that Education for All (EFA) is high on the agenda, for governments, international organizations, NGOs and donor agencies alike.

IIEP has an important role to play

At the IIEP's first Governing Board meeting in 1963, René Maheu, then Director-General of UNESCO, observed that "No doubt, planning does not create development, but development demands planning. In addition, planning is an intellectual discipline that requires governments to think of the present in terms of the future and to think of the future in terms of deliberate choices."¹

To be able to provide Education for All in their countries, governments need qualified planners and administrators. The IIEP was created to develop this capacity.

Training planners for tomorrow

IIEP, through its Advanced Training Programme, plays a key role in training educational planners and managers involved in preparing and implementing national EFA plans. In order to remain at the cutting edge of the discipline, the Institute completed, in 2002, a thorough revision of all of its course material, and launched the new option of obtaining a professional Master's Degree in Educational planning and management.

In addition to its annual programme in Paris, the IIEP provides a variety of courses, including intensive training courses held on specific subjects, and a wide palette of distance courses. New technologies are used not just for distance education, but have been integrated into all of the Institute's training options.

One institute cannot train all the world's planners. The IIEP therefore provides support to other training institutions, and 'trains trainers' to create a much-needed multiplier effect. The IIEP is also diversifying its audience, to include important actors such as education journalists.

Direct support to countries

As all educators know, training does not just take place in the classroom – it is important to be confronted with the nitty-gritty of finding solutions to real-life

Gudmund Hernes,
Director, IIEP

problems and overcoming unexpected obstacles. In addition to its training programmes at its Paris headquarters, the Institute therefore provides direct support to Member States in all of its areas of competency. Monitoring different types of information, from budget processes to educational quality to education management, is an area in which the IIEP has increasingly provided technical support over the past years.

No institution is an island. In the case of IIEP, it may be seen rather as a bridge. Through its networking activities and partnerships IIEP not only provides training and support, it is itself continually enriched, and, not least, it serves as a catalyst, allowing a flow of information and know-how between the Member States that it serves.

A rapid reaction force

In addition to IIEP's sustained commitment to building the capacity of institutions and individuals, the Institute must also be able to react quickly to new challenges. In today's world of globalization, increasing disparities, and threats to health and social stability, these challenges are multiple, for society as a whole and education systems alike.

IIEP was quick to recognize the import of the HIV/AIDS epidemic for education, and first tackled the subject in a seminar held in 1993. Today, the Institute is a key actor in UNESCO's fight against the spread of the epidemic. The IIEP also recently launched a programme on the planning and management of education in emergencies, another of UNESCO's flagship programmes.

Breaking new ground

IIEP has an extensive research programme on basic education. Yet, EFA concerns not only young children, but also adolescents and adults. It refers not only to basic competencies but also to higher knowledge and skills. IIEP has therefore forged ahead in its research into the higher levels of education, as well as alternative modes of delivery. Its recent work on secondary education, for example, has opened many eyes to the current explosion that is bringing millions of qualified adolescents to the doors of secondary schools, as well as to technical and vocational training.

Looking ahead

What are the forces likely to impact on education over the next decades? How can education contribute to national development and individual fulfilment? These questions were posed in 1963 by those responsible for setting up the International Institute for Educational Planning. They must be posed again and again, for the answers change over time. Great strides have been made in education, but much remains to be done. The IIEP is committed to providing sustained support to UNESCO Member States, and to seeking fresh solutions for the development of education for everyone.

Gudmund Hernes,
Director, IIEP

¹ UNESCO Press release 2397, Paris 18, July 1963

List of IIEP Governing Board members 1963-2003

(in alphabetical order)

Malcom Adiseshiah (India)

Chairperson, Madras Institute of Development Studies

Torkel Alfthan (Finland)

Head, Training Policy and Employability Unit, Skills Development Department, International Labour Office (ILO), Geneva, Switzerland

Candido Mendes de Almeida (Brazil)

Director, President of Foundation Sociedade Brasileira de Instrucao, Rio de Janeiro

Isao Amagi (Japan)

Special Adviser to the Minister of Education, Science and Culture, Tokyo

Samir Amin (Egypt)

Director, African Institute for Economic Development and Planning, Dakar

K. Y. Amoako (Ghana)

Director, Education and Social Policy Department, The World Bank

Pekka Aro (Finland)

Director, Skills Development Department, International Labour Office (ILO), Geneva, Switzerland

Dato' Asiah bt. Abu Samah (Malaysia)

Corporate Advisor, Lang Education, Land and General Bread, Kuala Lumpur

Duncan S. Ballantine (USA)

Director, Education Department, International Bank for Reconstruction and Development and International Development Association

Henri Bartoli (France)

Professor, University of Paris I Pantheon-Sorbonne

Helmut Becker (Federal Republic of Germany)

President of the German Federation of Adult Education Centres and subsequently Honorary Professor at the Free University of Berlin

Gabriel Betancur Mejia (Colombia)

Minister of Education as elected member and subsequently, as designated member, Assistant Director-General for Education, representing the Director-General of UNESCO

Alain Bienayme (France)

Professor of Economic Science, University of Paris Dauphine

Francis Blanchard (France)

Assistant Director-General, ILO, representing the Director-General of the International Labour Organization

Charles Boelen (Belgium)

Chief Medical Officer for Educational Planning, Methodology and Evaluation, Division of Health Manpower Development, WHO

Ernani Braga (Brazil)

Director, Division of Education and Training, World Health Organization (WHO)

José Joaquín Brunner (Chile)

Director Education Programme, Fundación Chile, Santiago, Chile

Sydney Caine (United Kingdom)

Director, London School of Economics and Political Science

Roberto Campos (Brazil)

Former Minister of Economic Planning and Development

David Carney (Sierra Leone)

Director, African Institute for Economic Development and Planning

Ricardo Cibotti (Colombia)

Representing the Director-General of the Latin-American Institute for Economic and Social Planning

Tito Egargo Contado (Philippines)

Chief, Agricultural Education and Extension Group, Human Resources, Institutions and Agrarian Reform Division, Food and Agriculture Organization (FAO)

Alfredo Costa-Filho (Brazil)

Director-General, Latin American and the Caribbean Institute for Economic and Social Planning

Carlos Cueto Fernandini (Chile)

Former Minister of Education

Richard Demuth (USA)

Director, Development Services Department, the World Bank, representing the President of the World Bank and subsequently designated by the President of the World Bank

P.N. Dhar (India)

Assistant Secretary-General for Research and Analysis, United Nations

Eduardo A. Doryan (USA)

Vice-President, Human Development Network (HDN), The World Bank, Washington D.C., USA

Mohamed Dowidar (Egypt)

Professor and President of the Department of Economics, Law Faculty, University of Alexandria

Jean-Claude Eicher (France)

University of Dijon; Director, IREDU

Mohy El Din Saber (Sudan)

Director, Arab League Educational, Cultural and Scientific Organization (ALECSO), Dokki-Cairo

Abdul-Aziz El-Koussy (Arab Republic of Egypt)

Director, Regional Centre for Educational Planning and Administration in the Arab Countries

Raymond Etchats (USA)

Representing the Secretary-General of the United Nations

Mme Michèle Fardeau (France)

Director, Laboratory of Social Economy, University of Paris-I Pantheon-Sorbonne

David de Ferranti (USA)

Director, Human Development Department (HDD), The World Bank

Carlos Fortín (Chile)

Deputy to the Secretary-General, United Nations Conference on Trade and Development (UNCTAD), Geneva, Switzerland

T. Fulop (Hungary)

Director, Division of Health Manpower Development, WHO

W. Gibson Parker (United Kingdom)

Director of the United Nations Information Centre, in Paris, representing the Secretary-General of the United Nations

Jean Guiton (France)

Director p.i. of the Department of Education, UNESCO, representing the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

H.G. Gurran (USA)

Assistant to the Special IBRD Representative in Europe, representing the President of the World Bank

Harka Gurung (Nepal)

Director, Asian and Pacific Development Centre (APDC), Kuala Lumpur

Aklilu Habte (Ethiopia)

President, Haile Selassie I University, Addis Ababa and subsequently Director of the Education Department at the World Bank

Miriam J. Hirschfeld (Israel)

Chief Scientist for Nursing, Division of Analysis, Research and Assessment, World Health Organization (WHO), Geneva, Switzerland

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Secretary-General of the Committee of Maine, Alliance for Progress, representing the Director-General of the Latin American Institute for Economic and Social Development

Klaus Hüfner (Germany)

Professor, Freie Universität Berlin, Berlin

Torsten Husén (Sweden)

Professor of Education and Director, Institute of Educational Research, School of Education, University of Stockholm

Mohamed Shahari Ahmad Jabar (Malaysia)

Director, United Nations Asian and Pacific Development Centre

Mrs. G. Jouhaux (France)
Chief of the ILO in Paris, representing the Director-General of the International Labour Organization (ILO)

George Kanawaty (Egypt)
Chief, Training Department, ILO

James Keen (United Kingdom)
Representing the Secretary-General of the United Nations

Zeineb Faïza Kefi (Tunisia)
Ambassador Extraordinary and Plenipotentiary of Tunisia to France and Permanent Delegate of Tunisia to UNESCO

Michael Kinunda (Tanzania)
Commissioner for National Education, Ministry of National Education

Kabiru Kinyanjui (Kenya)
Senior Program Officer, Social Sciences Division, International Development Research Center, Nairobi

J. Ki-Zerbo (Burkina Faso - then Upper Volta)
President of the National Commission for UNESCO

D.S. Kothari (India)
Chairperson, University Grants Commission

Tamas Kozma (Hungary)
Director-General, Hungarian Institute for Educational Research

Cristobal Lara (Bolivia)
Director, representing the Director-General of the Latin-American Institute for Economic and Social Planning

Abdoulaye Ly (Senegal)
Ministry of Education and National Commission

Richard Lyman (United Kingdom)
Representing the Director-General of ILO

Wajih D. Maalouf (Lebanon)
Chief, Agricultural Education and Extension Service, Human Resources, Institution and Agrarian Reform Division, FAO

René Maheu, (France)
Director-General of UNESCO

Alexei N. Matveyev (USSR)
Dean, Department of Physics, Moscow State University

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Deputy Director, Centre d'études et de recherches sur les qualifications (Céreq), Marseille, France

Teboho Moja (South Africa)
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Georges Ngango (Cameroon)
Head of Economics Department, University of Yaoundé, subsequently Minister on Special assignment to the Presidency of the Republic and finally Minister of Information and Culture

Arturo Nunez del Prado (Bolivia)
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Director, Projects and Investment Programming, Latin American and Caribbean Institute for Economic and Social Planning (ILPES), Santiago, Chile

Cristian Ossa (Chile)
Director, Development Policy and Analysis Division, Department of Economic and Social Development, United Nations

David Owen (United Kingdom)
Director of the Technical Assistance Board and subsequently Co-Administrator of the United Nations Development Programme, representing the Secretary-General and subsequently designated by the Secretary-General of the United Nations

Hon. Waldo S. Perfecto (Philippines)
Assemblyman, Republic of the Philippines; Former Director, EDPITAF

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Asian Institute for Economic Development and Planning

Raul Prebisch (Argentina)
Director-General of the Latin-American Institute for Economic and Social Planning

Horst W. Quednau (Federal Republic of Germany)
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Visvanathan Rajagopalan (India)
Vice-President, initially Sector Policy and Research Policy, Planning and Research and later Special Adviser to the President, the World Bank

V.K.R.V. Rao (India)
Member of Parliament, Former Minister of Education

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Joggan C. Senghor (Senegal)
Director, African Institute for Economic Development and Planning, Dakar

Philippe de Seynes (France)
Under-Secretary-General for Economic and Social Affairs, United Nations

S.A. Shumovsky (USSR)
Head of the methodological Administration Department, Ministry of Higher and Secondary Specialized Education. Acting Chairperson of the Board at its 5th session

Mrs. Helvi Sipilä (Finland)
Assistant Secretary-General for Social and Humanitarian Affairs, United Nations

Ketudat Sippanondha (Thailand)
Minister of Education, subsequently Director of the Department of Physics at the Chulalongkorn University in Bangkok and finally President of the National Petrochemical Corporation Ltd.

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Michel Vernières (France)
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Vinyu Vichit-Vadakan (Thailand)
Director, United Nations Asian Institute for Economic Development and Planning

Alexandre P. Vladislavlev (USSR)
initially Vice-President All-Union Soviet Society "Znanie" (knowledge) and then First Secretary of the Union of Scientific and Engineering Societies of the USSR

Fergus B. Wilson (United Kingdom)
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Assistant Director-General, Swedish International Development Agency