

The IIEP Advanced Training Programme in Educational Planning and Management 2010/2011 Session

(1 September 2010 - 30 June 2011)
Deadline for receipt of applications: **15 February 2010**



THE ADVANCED TRAINING PROGRAMME: A PROFESSIONAL PROGRAMME AT THE MASTER'S LEVEL

The mission of UNESCO's International Institute for Educational Planning (IIEP) is to strengthen the capacity of Member States to plan and manage their education systems. To this end, the *Advanced Training Programme (ATP)*, offers educational planners and managers the possibility of strengthening their knowledge and skills in areas related to the analysis of education systems, formulation of policies, plans and strategies and management of their implementation.

The ATP is a bilingual programme delivered in French and English. It thus enables knowledge sharing among Anglophone and Francophone participants and across diverse cultures and traditions.

After completion of the ATP, participants can obtain a Diploma or a Master in educational planning and management.

The programme follows the recommendations of the Bologna Process, thus facilitating its international recognition.



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PROGRAMME OBJECTIVES

The Advanced Training Programme (ATP) has a unique identity. It is based on wide experience in the training of education planners and managers in research activities and lessons learned from numerous operational activities around the world.

The programme:

1. enhances knowledge of theories and approaches in educational planning and management;
2. strengthens competencies in sector diagnosis and plan and policy formulation;
3. develops skills for strategic management and leadership in education;
4. provides tools for building and using information systems for decision-making and educational policy analysis; and
5. fosters personal development.

PROGRAMME DURATION, STRUCTURE AND CONTENT

The ATP is a ten-month study programme from September to June. The courses are intensive and modular. The programme includes two study visits, as well as a series of specialized seminars.

The overall programme has four components: preparatory work in the participant's country, a common core, specialization courses and the writing of a memoir/dissertation.

In-country preparatory work

During this month-long phase, participants undertake preparatory work prior to their training. This self-learning has the following components:

- a review of basic concepts and techniques of quantitative analysis applied to educational planning and management;
- preparing a paper on the education system of the participant's country; and
- the selection of a topic and collection of necessary data and documents for the memoir/dissertation that the participant will write in Paris.

Common core

The overall objective of the common core is to help participants develop certain core competencies necessary for educational planning and management. This phase begins with an introductory course on theories and practices in the field of planning and management. It is followed by an introduction to key statistical skills and courses on sector diagnosis and on educational planning, policies, strategies and plans. The participants are also offered a course on methodology to help them in the writing of their memoir/dissertation.

The common core covers the following themes:

- Educational planning: contexts and approaches;
- Statistical tools for educational planning;
- Education sector diagnosis;
- Educational strategies and policy options; and
- Formulation, preparation and implementation of educational policies and plans.

Specialization courses

The specialization courses are delivered in the form of two parallel streams. The first stream focuses on key educational planning and monitoring tools and techniques. The second stream reinforces skills in organization and management of education systems and institutions, as well as in implementation of educational plans, programmes and projects. The courses offered in these two streams include:

- Educational management information system;
- Projections and simulations: tools for policy dialogue and educational strategies;
- School mapping and micro-planning;
- Quantitative methods for monitoring and evaluating the quality of education;
- Organization and governance of the education sector: systems and institutions;
- Planning and management of human resources;
- Education budgets; and
- Education sector programmes and projects.

Memoir/dissertation

Participants have to write a memoir/dissertation on a theme that concerns *policies, strategies, tools or techniques* in an area related to educational planning and management.

The memoir/dissertation offers candidates an opportunity to consolidate skills and knowledge acquired through the training and to undertake an enquiry into an area specifically relevant for their countries. To this end, admitted candidates have to identify their area of interest in consultation with their employers and prior to the start of the programme.

STUDY VISITS

Study visits constitute an integral part of the programme. They are designed to familiarize participants with the economic, social and political characteristics of the countries visited and allow them to study the education system and the educational planning and management of the host country. During these visits, participants discover different institutions and meet a variety of actors of the education system. The training programme includes two study visits of which one takes place within France.

SEMINARS

During their stay at IIEP, participants are expected to attend the *Strategic Seminars*, which are given by academics and experts of international repute, on issues concerning educational planning and management and other related areas.

EVALUATION AND CERTIFICATION

The participant's level of achievement is evaluated through various types of assessments. The assessment criteria are stipulated in the ATP assessment rules and regulations.

Assessment plays a dual role. It is both formative, strengthening the learning process, and summative, providing the elements that determine the type of degree awarded to participants.

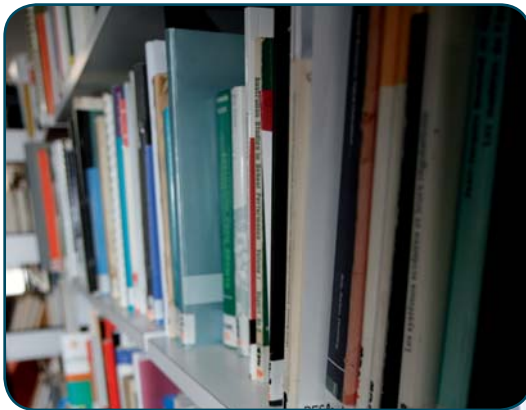
Depending on the results obtained in the various assessments, participants can obtain a Master's or a Diploma degree.

TEACHING AND LEARNING ENVIRONMENT

Members of the IIEP teaching staff are *professionals* involved in *research and operational activities*. Authors of many publications, they have also contributed significantly to educational reforms and design of educational programmes in different countries. Some sessions are delivered by guest lecturers, practitioners or academics from universities.

Participants benefit from individually-guided research work, and have access to the Institute's large database. The IIEP possesses a particularly rich **Documentation Centre** with over 30,000 publications and more than 500 specialized periodicals devoted to educational planning, educational management and related areas. Participants are also ensured free access to several other libraries and documentation centres in Paris.

During their stay at IIEP, participants progressively form a working community. Once they are back in their country, these links are maintained through the **Alumni Network**, which constitutes a true global network for educational planning.



SELECTION CRITERIA

Applications are welcomed from candidates working in:

- Ministries and government organizations in charge of education;
- Training and research institutes and university departments involved in educational planning and management;
- NGOs working in education; and
- International and bilateral agencies.

Candidates have to meet the following criteria:

- **Age:** Candidates should be between 30 and 45 years of age.
- **Professional experience:** Candidates should have a minimum of 3 years' work experience in a post of responsibility (at the central or regional level) in the field of planning and management of education.
- **Academic qualification:** Candidates should hold at least an undergraduate-level degree or *equivalent* (three years of higher education) preferably in a field related to educational planning and management.
- **Language proficiency:** Candidates should be proficient (read, write and speak fluently) in English or French. Candidates whose mother tongue or working language is neither English nor French must provide a certificate of proficiency in one of these languages.
- **Computer skills:** Candidates should have good knowledge of basic computer tools (Word and Excel).

Particular consideration will be given to applications received from female candidates and applicants from the least developed countries.

ADMISSION PROCEDURES

Candidates have to be officially presented by the Ministry of Education or the UNESCO National Commission of their country. The candidate's current employer must sign the official statement in the application form and undertake that the candidate will be allowed to resume the same, or a similar post on completion of the training at IIEP.

Application forms can be obtained from the UNESCO National Commission or downloaded from the IIEP web site at: www.iiep.unesco.org

Completed applications must reach the Institute by 15 February 2010, accompanied by i) certified copies of diplomas and certificates and ii) a statement on the steps foreseen to secure appropriate funding.

A Selection Committee reviews all applications. Candidates are notified in writing of the outcome of their applications through the National Commission of their country.

COSTS AND FELLOWSHIPS

IIEP covers the major part of the cost of the programme, in particular all costs related to teaching, support staff and facilities. However, specific contribution to cover the costs of the training materials, study visits and interpretation is requested from the participants. In addition, admitted candidates must make provisions to bear the living costs, travel expense to and from France, and an optional amount for language courses and a portable computer. Details of the costs to be borne by the candidates are provided in the Financial Appendix. All documents including an Information Note on possible funding sources are available online.

Candidates do not have to secure funding before applying, since the Selection Committee does not take this factor into account when processing recruitment files. In order to avoid delay, candidates are strongly advised to apply for a fellowship to cover the costs of their participation as soon as they have submitted their candidature to IIEP.

ACCOMMODATION

IIEP cannot provide accommodation for its admitted candidates. However, the Institute assists them in finding suitable accommodation at the Cité internationale universitaire de Paris (www.ciup.fr).



INFORMATION

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Official application forms can be obtained from IIEP, or downloaded from the IIEP web site at: www.iiep.unesco.org

A FEW OBSERVATIONS FROM FORMER PARTICIPANTS

It is a very good programme for me personally; it is very helpful for my career path.

Thank you.

(2008-2009)

The training provided at IIEP within the framework of the ATP is both of quality and extremely useful. We leave IIEP better informed about questions related to education and better equipped to give responses. It was an immense pleasure to have participated in the ATP.

(2007-2008)

Job well done by competent, committed and professional staff at IIEP. Live long and carry on with the good work of improving education systems in the world.

(2006-2007)

This is a very good programme that everyone in a decision-making position in education should attend. It provides direction in the implementation of programmes for increased success.

(2004-2005)

The ATP has increased my competencies and enriched my knowledge. It has boosted my confidence in dealing with and contributing to educational planning and management in my country.

(2003-2004)

My training at IIEP was the basis for my involvement in various research projects that constituted the framework for important ministerial decisions.

(2001-2002)

After my training at IIEP, I was equipped with relevant knowledge and skills that enabled me to do my work competently. I have secured higher responsibilities and was put in strategic positions in the Ministry of Education.

(2001-2002)

After my graduation from IIEP, I became an internationally recognized professional and have participated in the formulation of a number of national policies. International organizations fully recognize the importance of IIEP's training programme.

(2001-2002)

Through the ATP, I have acquired practical skills in education and have gained a large network. I believe that the ATP is one of the best programmes in education administration and planning.

(2000-2001)



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