

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

CENTRE FOR HIGH-LEVEL EDUCATIONAL RESEARCH AND TRAINING

1963

Creation of IIEP

1965

First annual training programme

1967

- International Conference on the World Crisis in Education, Williamsburg, Virginia, United States
- 'Fundamentals of Educational Planning' series launched

1969

Publication of Qualitative Aspects of Educational Planning

1973

IIEP moves to its new permanent Headquarters

1981

IIEP Newsletter first published

1982

Creation of the International Working Group on Education (IWGE) for which IIEP provides the secretariat

The International Institute for Educational Planning (IIEP) was established in Paris in 1963 by UNESCO. Modelled along the lines of a small university institute, with complete intellectual freedom, the Institute immediately became a focal point for research and planning not only by virtue of its academic studies, but also through its outreach work and its training activities. Year by year, it gradually built up a worldwide network of individuals and institutions involved in educational planning and administration. The Institute's activities match UNESCO's priorities and reflect the evolution of political, economic, social and cultural conditions in its Member States.

THE BEGINNINGS: FOSTERING THE EXPANSION OF EDUCATION

Within the framework of the United Nations Development Decade (1961-1970), and given the importance, as underlined by the United Nations General Assembly, of planned development of education, co-ordinated with social and economic development, in 1963 UNESCO founded the International Institute for Educational Planning (IIEP) in Paris, with the support of the World Bank, the United Nations and the Ford Foundation.⁽¹⁾ The French Government provided premises and equipment. At that time educational planning was at its beginnings and had, until then, been practised by just a few countries. So, the creation of the Paris Institute satisfied the need for an international centre which could elaborate, validate and disseminate theories, concepts and methodologies in a relatively unknown sphere. An international institute, rounding out the activities of a network of regional centres created at the beginning of the 1960s,⁽²⁾ IIEP was entrusted with the dual mission of research and training.

The very first task of the Institute was to draft a state-of-the-art review,⁽³⁾ to travel to some of the Member States, in particular the then USSR, France and the United States, to study their experiences and to draw conclusions about educational planning based on what had been learned from the Major Project for Latin America. Concluding very rapidly that planning had to build on problems which Member States actually encountered, IIEP launched surveys on the development of education, especially in the newly independent countries of Africa. The Institute also organized training seminars for directors and staff of regional planning centres each year.



First Meeting of the Governing Board of the Institute, UNESCO Headquarters, 18 July 1963. (From left to right: Sir Sydney Caine, Chairman, Philip H. Coombs, Director and Stéphane Hessel, representative of the French Government).

(1) This link with the international community was given concrete expression with the composition of the IIEP Governing Board: eight members, including the Chair, are elected from amongst top-level educators and economists of international renown; four other members are designated representatives of the United Nations system.

(2) In Beirut, Dakar, New Delhi, and Santiago. See also the section on 'Educational Planning', p. 182 et seq.

(3) The first publications were a bibliography and a directory of training and research institutes.

(4) According to a three-tier system of training, the first two, basic training and practice in planning, with individual support being provided by the regional centres.

(5) Estimates indicate that more than 5,000 managers have been trained during the last thirty years.

(6) 'Textbooks for All', a distance education course for educational planners and policy makers organized in 1994 with the University of West Indies, Jamaica.

(7) Number 1, What is Educational Planning was published in 1967. No. 52 issued in 1996 is devoted to basic education. From the 1980s onwards, IIEP produced a series of self-training modules.

(8) Systems analysis studies education considering teaching as a series of elements whose interaction can be assessed and deemed effective or otherwise using indicators which are characteristic of each of them.

(9) Qualitative Aspects of Educational Planning, C. E. Beeby, UNESCO-IIEP, 1969.

The first nine-month Annual Training Programme⁽⁴⁾ was inaugurated in October 1965. During the last thirty years, more than 1,100 specialists from 145 countries have participated in the programme, some of whom have since been called to high office in their countries. In addition to the annual training course, IIEP organizes a number of intensive training courses, as well as seminars on current issues, which are held either at Paris Headquarters or in Member States, close to the practical problems these countries must come to grips with.⁽⁵⁾ In recent years, IIEP has taken advantage of the possibilities offered by distance education, which enables seminar participants to stay in their own countries.⁽⁶⁾ The dissemination of instructional materials, such as the 'Fundamentals of Educational Planning' series first published in 1967,⁽⁷⁾ has broadened the scope and impact of training activities. In 1969, and for several years after, the Institute was also entrusted with training and further training of UNESCO staff as well as of specialists of other national or international organizations working in educational development.



1973. New IIEP Headquarters provided by the French Government.

SOME THOUGHTS ON THE OVERALL ISSUE OF EDUCATION

The preparation of the International Conference on the World Crisis in Education (Williamsburg, United States, 1967), and above all the publication of its report, triggered off an expansion of the Institute's work, with particular emphasis on the analysis of education systems.⁽⁸⁾ Faced with the shortcomings of linear development strategies, quality⁽⁹⁾ became a subject of concern for both educators and economists. This was to be the era of innovation and reform. Whilst delving deeper into the methodologies of planning, elaborating and disseminating new instruments, such

CREATION OF THE INTERNATIONAL WORKING GROUP ON EDUCATION (IWGE)

IWGE is an offshoot of the Bellagio Group, the latter named after a town in Italy where, in the 1960s, the Rockefeller Foundation and Ford Foundation convened a meeting of educators, economists and managers to examine the economic aspects of education in Europe. The Bellagio group quickly became a club where the main multilateral, bilateral and private development agencies met every year. In 1982 it established itself as an international working group on education and entrusted its Secretariat to IIEP. [The Bellagio group, with the support of the Rockefeller Foundation, continues some of its activities, especially publishing]. Ever since, IWGE holds regular meetings during which senior officials from development agencies can take an informal look at the problems of educational development. It was IWGE that instigated the idea of holding a world conference on education for all which resulted in the organization of the Jomtien Conference. The latest meeting of IWGE was held in Nice in 1994 on educational aid policies and practice, and a report was published by IIEP.* The November 1996 meeting looked at the Education for All programme launched in Jomtien, which is now at the halfway mark.

* Education Aid Policies and Practices. A Report from IWGE, 1995.

Ruth Lerner de Almeida (Venezuela)

IIEP first graduating class, Minister of Education of Venezuela from 1984 to 1985

This means that educational planning is both an art and a science, but more of an art than a science. There is no doubt that educational planning integrated with the general planning of each country must become an exercise in careful and considered thought, and which should deliver a greater return from investment in education.

La diversificación de la educación, Dissertation, IIEP, 1965

Raymond Poignant (France)

Director of IIEP from 1969 to 1974

The choice between the main alternatives in an economic and social plan must be based on considerations immediately relevant to each country and on the image each society has of its future. [...] Who better than the teachers should be able to help define what this image is to be?

The Relation of Educational Plans to Economic and Social Planning, UNESCO/IIEP, 1967

Philip H. Coombs (United States)

Founding Director of IIEP, from 1963 to 1968

The assumption is that the educational system will produce the kinds and amounts of human resources required for the economy's growth, and that the economy will in fact make good use of these resources. But suppose the opposite happens? Suppose the educational system turns out the wrong 'mix' of manpower? Or suppose it turns out the right mix, but the economy does not use it well? What then? Doubts then arise about education's productivity and the efficacy of the investment made in it.

The World Educational Crisis, Oxford University Press, 1968

1988

Twenty-fifth Anniversary Workshop

as cost analysis or school mapping, the Institute became involved in problems of a more specific nature: the use of new technologies by developing countries, reforms likely to reduce regional or social inequalities, planning school curricula, etc. Much of the Institute's time was taken up in providing direct assistance to programmes implemented by UNESCO, especially in the fields of literacy, education and work, non-formal education, education in rural zones, higher education, or the overall process of innovation in general.

During the 1980s, the Institute's reputation as an international research and training centre was well established. At the same time, planning became the mainstay of the conception and management of educational policies. The IIEP Newsletter for former trainees of the Institute was first published in 1981.⁽¹⁰⁾ The Institute began to organize forums where researchers were able to brush shoulders with political decision-makers. In 1982, IIEP was requested to head the International Working Group on Education, a rather informal, but nonetheless influential club where senior members of the top international and bilateral agencies and foundations interested in the development of education could meet (see box on previous page).

1992

The Secretariat of DAE, which became ADEA in 1996, moves to IIEP Headquarters

DOES EDUCATION NEED STRATEGIC PILOTING?⁽¹¹⁾

Towards the middle of the 1980s, the world economic crisis overrode the certainties of rational planning. In difficult situations, the role of the planner is to find solutions and propose alternatives. IIEP identified institutional capacity⁽¹²⁾ as the key (and bottleneck) of educational development. The World Conference on Education for All, which advocated a shift in priority in favour of the most disadvantaged groups (out-of-school youth, women, illiterates) also emphasized the importance of each stakeholder in the planning process and the need for each nation to embark upon political dialogue regarding the development of education.

THE ASSOCIATION FOR THE DEVELOPMENT OF AFRICAN EDUCATION (ADEA)

Established in 1988 under the auspices of the World Bank as a mechanism to foster collaboration and exchange of information among development agencies ADEA* is today an association which groups together African ministers of education and the main development agencies. In order to strengthen ADEA's autonomy, an independent Secretariat was established in Paris in 1992, hosted by the International Institute for Educational Planning. Since then, ADEA has continued to place the highest emphasis on becoming a joint partnership between African ministers of education and funding agencies.

The main components of ADEA are the Caucus, composed of all African ministers of education who elect a Bureau composed of seven of their peers to serve, with representatives of the funding agencies, on ADEA's Steering Committee. The Secretariat of ADEA co-ordinates activities of nine working groups, each devoted to a specific theme, such as female participation in education, educational statistics, books and learning, or higher education, each one led by a development agency or a different NGO, and fusing African partners and agencies.

ADEA publishes baseline information documents on the status of education in Africa as well as a quarterly ADEA newsletter. It organizes biennial plenary meetings which bring together ministers of education and senior officers from the development community in a relaxed and informal manner. The 1995 meeting, held in Tours, France, on the theme of 'the processes of educational policy formulation' brought together 233 participants, including 36 African ministers of education, 56 senior officers from the African education community and 103 representatives from development agencies.

* at that time called Donors to African Education (DAE).

(10) Published in four languages and today printed in 11,000 copies.

(11) Title of S. Lourié's article in *Prospects for Educational Planning* edited by F. Caillods, UNESCO-IIEP, 1989.

(12) Institutional capacity designates a series of internal and external factors which govern the expansion of education, such as regulations and legislation, the role of the state and its financial capacities, the administrative system and the way it works, the level of training, the status or the salaries of teachers, etc.

1993

Network of IIEP depository libraries and documentation centres established

1994

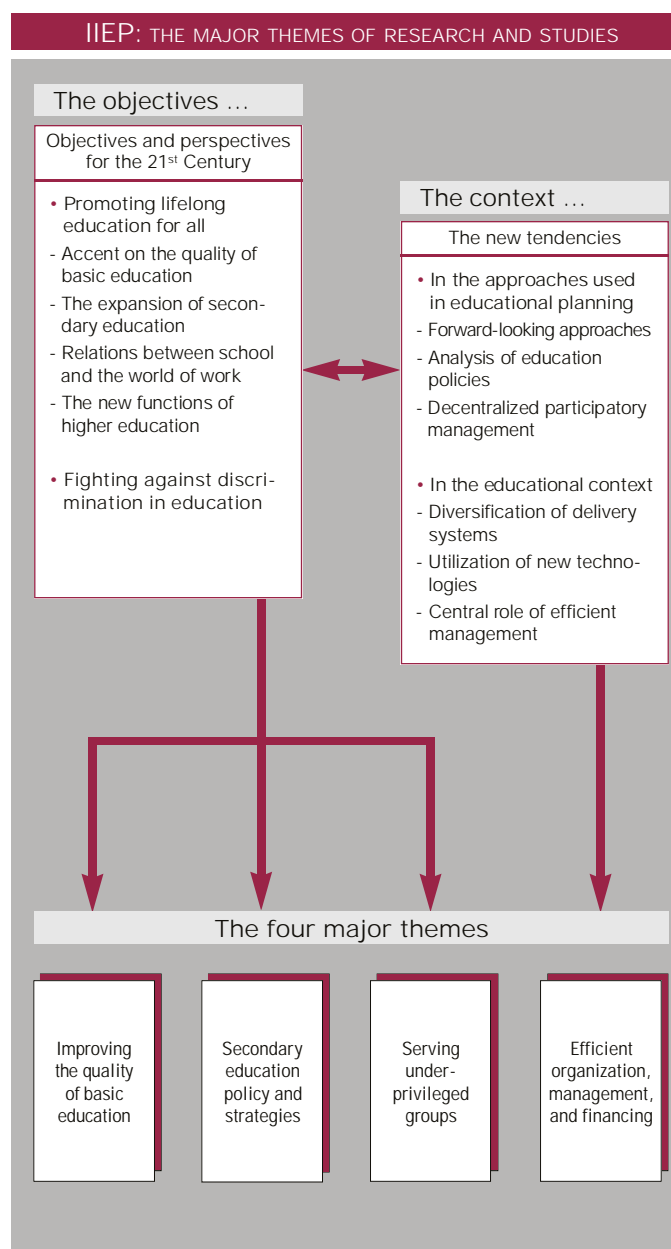
First time distance education techniques used for a seminar

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

The Institute adapted to the rapidly changing political environment at international level: new initiatives were launched for Southern Africa and for countries in a state of economic transition in Eastern Europe; research and training programmes placed more emphasis on management capacities, whether at the level of universities or school textbooks, or in respect of partnership arrangements.

The Interregional Project on the Improvement of Basic Education Services, which comprises several in-depth national case studies, confirms the central role of the national capacities of these countries in planning and the importance of monitoring and data management mechanisms.⁽¹³⁾

IIEP harnessed itself to the task of drawing up indicators for monitoring and managing basic education.⁽¹⁴⁾ It also became involved, with UNESCO, in the implementation of operational projects, financed by other agencies, aimed at strengthening educational planning and management systems at different levels.⁽¹⁵⁾



M. Aref Ghaussi

IIEP second graduating class, former Minister of Education, then of Trade, of Afghanistan

The process of educational planning is not immune to the influence of different sorts of pressures and changes. During the course of a plan period, a plan may be revised for sound planning reasons.

Criteria for Appraising Educational Planning in Underdeveloped Countries, Occasional papers, IIEP, 1967

Clarence E. Beeby (New Zealand)

Assistant Director-General of UNESCO's Department of Education from 1948 to 1949, Editor of the 'Fundamentals of Educational Planning' series published by IIEP between 1967 and 1972

An educational system, even more than other institutions, develops a life and set of principles of its own, and can, over the years, cease to be responsive to the needs of a society in a state of rapid change. What was once a conscious effort to reach a social goal becomes a mere institutional habit.

Qualitative Aspects of Educational Planning, UNESCO-IIEP, 1970

Joseph Fontanet

Minister of Education of France in 1973

It is essential that in the same way, even more than other men, those in charge of training and those responsible for education throughout the world should have the advantage of this life-long training of which they are to be the initiators and the planners.

Ceremony for the formal handing over of the new IIEP Headquarters

(13) See for example, From Data to Action: Information Systems in Educational Planning, D. W. Chapman and L. O. Mähick, UNESCO-IIEP, 1993.

(14) Des indicateurs pour la planification de l'éducation: un guide pratique, C. Sauvageot, UNESCO-IIEP, 1996 (French only).

(15) Algeria, Argentina, Brazil, Brunei, Chad, Dominican Republic, India, Madagascar, Malaysia, Mali, Mauritius, Mexico, Mozambique, the Palestinian Authority and South Africa.

STRENGTHENING PARTNERSHIPS, CONSORTIA AND NETWORKS

1995

Consortia and sub-regional networks organized

1996

The start of IIEP's Sixth Medium-Term Plan (1996-2001)

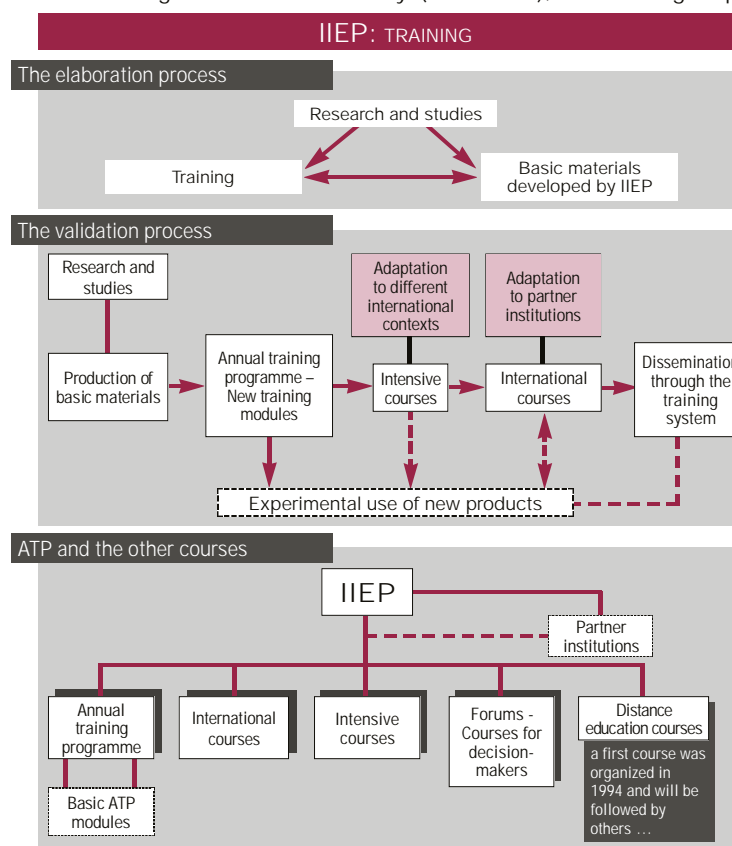
1997

Establishment of a branch of IIEP for Latin America and the Caribbean, Buenos Aires

The decentralization of activities, the strengthening of partnerships and inter-institutional co-operation, such as the creation of consortia and new regional and sub-regional networks, became a focus of action in IIEP's approved Sixth Medium-term Plan (1996-2001). As well as continuing to develop the worldwide network of national associations of former trainees and its publications distribution network created in 1993 in close co-operation with the relevant services in UNESCO, IIEP reinforced its professional co-operation with international organizations, bilateral agencies and foundations interested in its spheres of activity and enhanced its support to international co-operative groups, such as the aforementioned International Working Group on Education (IWGE), the Southern Educational Research Initiative (SERI)⁽¹⁶⁾ and the Association for the Development of African Education (ADEA) whose Secretariat is located at IIEP Headquarters. ADEA provides a partnership framework for African Ministers of Education and the main training and development agencies.

The Southern Africa Consortium for Monitoring Educational Quality (SACMEQ),⁽¹⁷⁾ which groups Ministers of Education and Culture from several countries in Southern Africa, was launched in 1995, following training programmes which had been jointly organized with IIEP in this sub-region. SACMEQ is a network of ministers which functions like an NGO and which advises key decision-makers on general policy. Its research programme is drawn up by consensus.

Following the holding of a regional workshop on the decentralized management of primary education (Kathmandu, Nepal, 1994), the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)⁽¹⁸⁾ was created in 1995. Its purpose is to share experience among Asian institutions working in the region and to create synergy among them.



More than 1,100 managers trained since the Institute was created.

(16) This initiative, which encompasses Africa, Asia, Latin America and the Caribbean, came into being in 1993 in co-operation with the Institute of International Education at the University of Stockholm.

(17) SACMEQ, Southern Africa Consortium for Monitoring Educational Quality, receives financial subventions from Italy and the Netherlands.

(18) ANTRIEP at present groups together planning institutions in eight Asian countries.

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

Chairmen of the Governing Board

Sir Sydney CAINE (United Kingdom)	1963-1970
Torsten HUSÉN (Sweden)	1970-1980
Malcolm S. ADISESHIAH (India)	1980-1990
Victor L. URQUIDI (Mexico)	1990-1994
Lennart WOHLGEMUTH (Sweden)	since 1995

Directors of IIEP

Philip H. COOMBS (USA)	1963-1968
Raymond POIGNANT (France)	1969-1974
Hans N. WEILER (USA)	1974-1977
Michel DEBEAUVAIS (France)	1977-1982
Sylvain LOURIÉ (France)	1982-1988
Jacques HALLAK (France)	since 1988

Torsten Husén (Sweden)

Chairman of the Governing Board of IIEP from 1970 to 1980

The training programme of the Institute was aimed at young civil servants over a period of an academic year and was, on the whole, very successful. During my time as Chairman, IIEP trained some 400 individuals, among whom quite a number later became Ministers of Education in their home countries.

Message for the Fiftieth Anniversary of UNESCO, 1996



Participants at the XXXI Annual Training Programme (1995/96) with some of the Institute's staff.

TO KNOW MORE (see also CD-ROM, Vol. I)

- IIEP Newsletter. UNESCO-IIEP, 1983. (English, French, Spanish)
- Educational Planning in Practice. XXVth Anniversary Workshop, UNESCO-IIEP, 1989. (Booklet 5). (English, French)
- The Prospects for Educational Planning. Françoise Caillods, UNESCO-IIEP, 1989. (English, French)
- IIEP Basic Texts. UNESCO-IIEP, 1989. (English, French)
- Investing in the Future: Setting Educational Priorities in the Developing World. Jaques Hallak, Paris, UNESCO-IIEP/Oxford/Pergamon Press, 1990. (Arabic, Chinese, French, Russian, Spanish)
- Education Policy-planning Process: An Applied Framework. Wadi D. Haddad, UNESCO-IIEP, 1995. (English, French)
- Searching for Relevance: The Development of Work Orientation in Basic Education. Wim Hoppers, UNESCO-IIEP, 1996. (Fundamentals of Educational Planning, 52). (English)

Malcolm S. Adiseshiah (India)

Deputy Director-General of UNESCO from 1963 to 1970, Chairman of the IIEP Governing Board from 1980 to 1990

First, the International Institute for Educational Planning will be UNESCO's intellectual home of the future; second, the Institute will be a means of assistance to the educational systems of Member States in performing the impossible tasks now facing them.

Twenty-fifth Anniversary of the Institute, 1988

Federico Mayor (Spain)

Director-General of UNESCO since 1987

Although the Institute forms an integral part of UNESCO, it has its own statutes and enjoys great intellectual freedom. Its Governing Board is composed of representatives of the principal bodies concerned in the United Nations System and the World Bank and of high-level international figures, and it determines the nature of the Institute's training, research and publication activities.

Twenty-fifth Anniversary of the Institute, 1988

Michel Debeauvais (France)

Director of IIEP from 1977 to 1982

What has planning to offer in the face of the unresolved world crises: problems of unemployment for graduates, exclusion from school and the labour market, female inequalities, regional disparities [...] etc? Without claiming to be in a position to solve the problems alone, using more complex techniques, planning can nevertheless, albeit modestly, contribute to social dialogue by providing information to all those concerned.

'Les évolutions de la planification de l'éducation dans le Tiers-Monde depuis 1960'.

In: La construction des politiques d'éducation et de formation, PUF, 1995