



Stockholm
University

Institute of International Education
Department of Education

Educational Planning – Theory and Practice

MA and PhD Course

Autumn Semester 2013 (15 ECTS)

General Introduction, Course Requirements and Grading

I. General Introduction

1.1 Course content

The course contains a number of themes connected to educational planning from an international and comparative perspective. It contains theoretical perspectives as well as examples of what planning means in practice at both national and local levels. The themes covered are strategic planning, analysis of education systems and financing, planning related to placement and development of personnel, the analysis of different measures taken, school mapping, questions about leadership and management at school and sub-system levels and the follow up and evaluation of quality-related issues.

1.2 Learning outcomes

The course participant shall be able to demonstrate knowledge of the theory and practice of educational planning.

After having completed the course, the student will:

- demonstrate knowledge of educational planning and its development, in theory and practice, from the 1950s to present day,
- demonstrate understanding of the role of planning and issues related to policy analysis at national and local level from a comparative and international perspective,
- demonstrate skills and abilities to make analysis of education systems, where to locate schools and how to finance education, and
- conduct a simulation analysis with help of authentic information/data and statistics from a number of countries.

1.3 Activity

The course combines lectures, workshops, discussions, and group work. Individual work and reading is required from the students in preparation for the sessions. In view of making important and relevant contributions for the field of educational planning, the course participant shall:

- participate actively in the course, discussions and seminars,
- present and defend of a course paper, and
- critically examine a course paper written by another student and active participation in the course examination sessions.

II. Course Requirements and Examination

The course participant shall present a course paper that shows her/his abilities and capacities in critically doing an Educational Sector Analysis (ESA) by combining theory with practice.

Assessment is based on:

- active participation in the course, discussions and seminars,
- presenting and defense of a course paper,
- critical examination of one other course paper and active participation in the course examination sessions.

2.1 Course paper

In the course paper, the course participant should be able to demonstrate the following:

Theoretical understanding

The course participant shall be able to demonstrate knowledge of the theory and practice of educational planning since its inception in the 1950's and up to present date. More specifically to:

- (1) have deeper understanding of the roles and functions of educational planning in policy analysis across educational systems and sub-systems from a comparative and international perspective;
- 2) develop one's own capacity and skills for diagnosis of educational systems, school mapping and educational financing, and simulation analyses;
- 3) be able to carry out basic practical simulation exercises and analyses using real education data and statistics from a number of countries.

Methodological understanding

The course participant shall be acquainted with the most important methodological approach designs and strategies used in educational planning. Further, she/he shall be able to judge what are the most appropriate design and methodology for different studies in educational planning and what type of findings different designs are able to yield.

The essence of the contents

The paper covers relevant description of the problem area/phenomenon related to theory and practice of education planning under investigation which is then supported by analyses. The scope and analysis of the paper has an international and comparative perspective.

Conclusion

Conclusion, generalization and interpretation have support in the description and analysis made in the paper. There should be appropriate and relevant discussion of questions and issues regarding the validity and reliability of the paper. The scope for generalization of the findings presented in the paper is well discussed.

Formalia

The content of the paper corresponds to its title. The chapter titles cover the contents of the respective chapters. The same applies to sub-titles. There is a logical order between different levels of titles. Citations and references are correctly used in the paper with valid list of references. Tables and figures are correctly presented in the paper. The language of the paper is clear, concise and comprehensible.

III. The Grading System

Grading Scale	
A	The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in an excellent way and that the requirements described in section 2.1 are met.
B	The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a very good way. The requirements described in section 2.1 are met, but it <i>needs to make minor revisions of the paper.</i>
C	The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a good way. The requirements described in section 2.1 are met, but it <i>needs to make more essential revisions of the paper.</i>
D	The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a satisfactory way. Most of the requirements described in section 2.1 are achieved, but it <i>needs to make some more essential revisions of the paper than in C above.</i>
E	The course participant shall demonstrate that all the learning outcomes of the course have been fulfilled in a sufficient way. Most of the requirements described in section 2.1 are achieved, but it <i>needs to make some more essential revisions of the paper than in D above.</i>
Fx	The course participant does not fulfil the requirements. Missing or failing in whole components of the learning outcomes and/or section 2.1 or important aspects of one or several of these components. <i>Major revision of the paper.</i>
F	The course participant does not fulfil the requirements. Missing or failing in most of the learning outcomes and/or 2.1 above. <i>Has to rewrite the paper.</i>

Course Leader: Professor Vinayagum Chinapah

IV. Main Readings

- Bray, M., and Varghese, N.V. (2011) (eds.). *Directions in Educational Planning: International Experiences and Perspectives*. Paris: IIEP/UNESCO/IIEP/UNESCO. **Main textbook for the course. Available at <http://unesdoc.unesco.org/images/0021/002137/213735e.pdf>**
- Chang, G.C. (2006). *Strategic Planning in Education: Some Concepts and Steps*. IIEP/UNESCO, Paris. **Available at <http://unesdoc.unesco.org/images/0014/001480/148002e.pdf>**
- Coombs, P.H. (1970). *What is Educational Planning?* IIEP/UNESCO, Paris. **Available in PDF format at IIE.**

Further Readings

- ANTRIEP, NUEPA, UNESCO, & IIEP (2011). *Making School Successful*. (Synthesis Report and Modules 1-5). New Delhi: NUEPA.
- Bray, M., and Varghese, N.V. (2010). *Directions in Educational Planning: Report on an IIEP Symposium*. IIEP/UNESCO, Paris.
- Caillods, F. (ed.) *The Prospects for Educational Planning – A Workshop Organized by IIEP on the Occasion of its XXVth Anniversary*. Paris: IIEP.
- Chapman, D.W. and Mählck, L. O. (eds.). *From Data to Action: Information Systems in Educational Planning*. Paris: UNESCO, IIEP and Pergamon Press.
- Chinapah, V., Löfstedt, J-I, and Weiler, H (1989). Integrated Development of Human Resources and Educational Planning. *Prospects*, Vol. XIX, No. I.
- Hallak, J., and Caillods, F. (eds.) (1995). *Educational Planning: The International Dimension*. International Bureau of Education, Geneva. **Available at <http://www.eric.ed.gov/PDFS/ED386802.pdf> once you are registered as student at the Stockholm University.**
- McGinn, M. and Welsh, T. (1999). Decentralization of Education: Why, When, What and How? *Fundamentals of Educational Planning 64*. Paris: UNESCO, IIEP.
- MoE (n.d.) National Strategic Plan For Pre-University Education Reform in Egypt: Towards an Educational Paradigm Shift 2007/08 – 2011/12. MoE, Arab Republic of Egypt.
- Mbamba, A. M. and Chinapah, V. (1985). Training in Educational Planning – Report on a Course in Livingstone, Zambia, January 1985. *Institute of International Education 67*. Stockholm: Stockholm University.
- UNESCO (2006). Building a UNESCO National Education Support Strategy (UNESS) Document: 2008-2013. Guidance Note. *Education Policies and Strategies 11*. Section for Education Support Strategies, Division of Country Planning and Field Support. Paris: UNESCO.
- UNESCO IIEP (n.d.). Education Policy Analysis and Planning within the New Context of International Development Cooperation. Paris: UNESCO IIEP

V. Course Schedule

NOTE: There could be some changes of time and date in view of room situation

Monday, November 11, Room 2411		
11:00-13:00	General Introduction; What is Educational Planning? : Yesterday, Today and Tomorrow	Bray & Varghese (2011); Chang (2006); Coombs, (1970)
14:00-16:00	Educational Planning: The International Dimension	Bray & Varghese (2011)
Wednesday, November 13, Rooms 1508, 1503, 2503, 2527		
10:00 – 12:00	Group Work	
Thursday, November 14, Room 2511		
10:00 – 13:00	Group Presentations	
Monday, November 18, Room 2511		
10:00 – 12:00	Educational Planning: Making School Successful	ANTRIEP, NUEPA, UNESCO, & IIEP (2011).
14:00-16:00	Educational Planning: UNESCO National Education Support Strategy (UNESS)	Bray & Varghese (2011), UNESCO (2006)
Tuesday, November 19, Rooms 1508, 2531, 1511, 2527		
10:00-12:00	Group Work	
Thursday, November 21, Room 2419		
10:00-13:00	Group Presentations	
Monday, November 25, Room 1503		
10:00-12:00	Educational Policy Analysis and Planning within the New Context of international development Cooperation	UNESCO IIEP (n.d.)
14:00-16:00	Practical Exercises: An Introduction	ANTRIEP, NUEPA, UNESCO, & IIEP (2011). Bray & Varghese (2011), UNESCO (2006)
Wednesday, November 27, Room 1508, 2531, 2503, 2527		
10:00-12:00	Group Work	
Thursday, November 28, Room 2511		
10:00 – 13:00	Group Presentations	
Monday, December 2, Room 2411		
10:00-12:00	Conclusion	
Write-up and Finalization of Course Paper		
Deadline - Course Paper Submission: Friday December 27th, by midnight		
Friday, January 17, Rooms 1503, 2503, 2511, 1511		
10:00-18:00	Course Paper - Presentation, Discussion and Examination	