I. General Introduction

1.1 Background

The course treats a number of themes and research areas in both the theory and practice of educational planning from an international and comparative perspective, namely: strategic planning, human resources development planning, educational diagnosis, and education simulation model, school mapping, educational administration and management, financing of education, and monitoring and evaluation of educational quality.

1.2 Approach

The course combines lecturing, workshops, discussions, and group work. Individual work and reading is required from the students in preparation for the sessions. A minimum of 80 percent attendance in course sessions is required. Assessment is based on (a) presentation and defence of a course paper, (b) critical examination of at least one other course paper and active participation in the course examination sessions and (c) active participation in discussions and literature seminar(s).

II. Course Requirements and Examination

2.1 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:

(1) to 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) to develop one’s own capacity and skills for diagnosis of educational systems, school mapping and educational financing, and simulation analyses; (3) to be able to carry out basic practical simulation exercises and analyses using real education data and statistics from a number of countries.

2.2 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.

2.3 Activity

The course participant shall actively participate in group work and exercise, seminar discussions, literature reviews sessions and in discussion of course paper themes with a view to making important and relevant contributions.

2.4 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.

2.5 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.

2.6 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.

2.7 Opponent and opposition of another course paper

The same applies as above, i.e. points 2.1 through 2.6.
III. Main Readings


Further Readings


### IV. Preliminary schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Time</th>
<th>Activity</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, September 10, Room 2511</td>
<td></td>
<td>10:00 – 12:00</td>
<td>General Introduction; What is Educational Planning? : Yesterday, Today and Tomorrow</td>
<td>Bray &amp; Varghese (2011); Chang (2006); Coombs, (1970)</td>
</tr>
<tr>
<td>Monday, September 17, Room 2503</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Educational Planning: The International Dimension</td>
<td>Bray &amp; Varghese (2011)</td>
</tr>
<tr>
<td>Monday, September 24, Room 2503</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Group work and presentations</td>
<td></td>
</tr>
<tr>
<td>Monday, October 1, Room 2503</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Educational Planning: UNESCO Strategy</td>
<td>Bray &amp; Varghese (2011), UNESCO (2006)</td>
</tr>
<tr>
<td>Monday, October 8, Room 2503, 2431, 2436</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Educational Planning: Making School Successful</td>
<td>ANTRIEP, NUEPA, UNESCO, &amp; IIEP (2011).</td>
</tr>
<tr>
<td>Monday, October 22, Room 2503</td>
<td></td>
<td>10:00 – 13:00</td>
<td>Practical exercises</td>
<td></td>
</tr>
<tr>
<td>Monday, October 29, Room 1511</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Educational Policy Analysis and Planning within the New Context of international development Cooperation</td>
<td>UNESCO IIEP (n.d.)</td>
</tr>
<tr>
<td>Monday, November 5, Room 1511, 2431, 2436</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>Monday, November 12, Room 2511</td>
<td></td>
<td>10:00 – 13:00</td>
<td>Group work - presentations</td>
<td></td>
</tr>
<tr>
<td>Monday, November 26, Room 2511, 2436, 2431</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Practical Exercises</td>
<td>UNESCO IIEP (n.d.)</td>
</tr>
<tr>
<td>Monday, December 3, Room 2511, 2519, 2503</td>
<td></td>
<td>10:00 – 12:00</td>
<td>Practical Exercises Conclusion</td>
<td>UNESCO IIEP (n.d.)</td>
</tr>
<tr>
<td>Write-up and Finalization of Course Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline - Course Paper Submission: Thursday, January 3, by midnight</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, January 14, Rooms 1511, 1503, 2519</td>
<td></td>
<td>10:00-15:00</td>
<td>Course Paper - Presentation, Discussion and Examination</td>
<td></td>
</tr>
</tbody>
</table>