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of educational planning. Expected learning outcomes: Upon completion of Module 1 you should be able to:

- Master key concepts, characteristics and main stages of education sector planning;
- Identify the main contextual factors affecting educational planning;
- Discuss the main challenges facing educational planning;

Educational Planning: approaches, challenges and ... - UNESCO
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national educational priorities, such as curriculum reform, teacher policies, and ICTs in education. Page 8/29

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Unesco educational planning is about and (ii) to provide insight into the major challenges that educational planners face, particularly those in developing countries. Planning can be defined as a practice aimed at preparing the education system to address the future Educational Planning: approaches, challenges and ...

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Education policy and planning -
UNESCO

The meeting will bring together

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member cities of the UNESCO GNLC Cluster on Educational Planning, Monitoring and Evaluation; it is open to other interested cities and stakeholders. In a context of increasing decentralisation, educational and the monitoring of lifelong learning are key elements for effective integrated urban governance systems.

UNESCO learning cities ' meeting on educational planning ...

Using assessment to improve the quality of education. Paris: UNESCO: International Institute for Educational Planning. [National assessments of learning are effective for the monitoring of performance and improvement of quality. This IIEP booklet reviews the

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Policy, Planning and Management in
Educational Systems

The educational planning implies frequent assessment of past and current trends, and of strengths and weaknesses. Strong statistical tools and rigorous analyses are thus essential for an efficient educational planning. They allow us to create a review and monitor the progress achieved.

Statistics for educational planning -
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training for youth Youth transition
from school to work, and from
childhood to adulthood, is a major
challenge for both families and

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education authorities. Securing the dividends from educational progress and demographic

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Education system management; Plan for learning. Effective plan preparation; Education sector analysis; Policy formulation ; Plan costing and financing; Action plan and implementation; Education sector plan appraisal; Monitor learning. Quality and learning indicators; Learning assessments; Designing a national assessment; Developing a monitoring framework

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The mission of the International Institute for Educational Planning

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(IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems through training, research, and technical cooperation. Additionally, IIEP has developed expertise in the field of education in

How will we know what we have done? - UNESCO

Educational planning generally is understood to be the identification, development, and implementation of strategies designed to attain, efficiently and effectively, the educational needs and goals of students and society. The practice of educational planning is not a new phenomenon and, according to some, can be traced to the writings of Plato, to Renaissance scholars, and more recently to post-Second World

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War experts.

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A Signing Ceremony took place at the
UNESCO office in Paris on Thursday,
12th November 2020 to formally
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UNESCO ' s International Institute for Educational Planning (IIEP) is the only institute in the world providing a winning combination of training in educational planning, cutting-edge research, and in-country capacity development to support educational bodies. All three elements work together and are core components for making the

IIEP Training Offer - IIEP-UNESCO | Planning education ...

UNESCO ' s Futures of Education global initiative aims to reimagine how knowledge and learning can shape the future of humanity and the

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planet. The initiative is designed as a co-construction process that activates broad public engagement, expert inputs, as well as the work of the International Commission on the Futures of Education.

Background Papers | Unesco Futures of Education

These elements pertain to the development goals that guide the key outcomes of an education system, desired outcomes of an education system, the core processes and core resources that produce those outcomes and support mechanisms that enable the production of outcomes.

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This volume offers a conceptual justification and methodology for comparative studies of education matching developments in the social sciences and other comparative disciplines. It also relates comparative studies of education to the practical

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business of policy formulation at all levels. Thus it bridges the widening gap between the purely academic world and the world of decision for development. The author draws illustrations from educational reforms, but goes further in suggesting suitable procedures or institutions which might achieve soundly based policies and secure their implementation. He takes account of the planning techniques and achievements of UNESCO, OECD and other international organizations, and examines the activities and aims of national planning for education in a wider perspective of world re-orientation.

First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

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