

EDUCATION 332

SEMINAR IN EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC DEVELOPMENT

I. PURPOSE:

Viewing education as a process with direct bearing on the social and economic conditions of societies, this seminar intends to involve the student in the theory and practice of educational planning for social and economic development. On the theoretical side, consideration will be given to the interplay between the educational system and the social, economic, political and cultural forces bringing into relief the imperatives and constraints of planning. Attention will be given to contrasts between underdeveloped countries (with particular reference to countries of the Middle East), and the advanced ones, and on the role that education may play in bridging the gap.

On the practical side, this seminar will endeavor to acquaint the student with procedures and techniques of assessing social and economic needs, and translating these needs into educational plans. By way of illustration, plans developed and adopted by some Arab and Middle Eastern countries will be examined and evaluated. New emphases in planning focusing on market forces will be elaborated particularly in as much as they have to do with the concept of quality. In the context of this, a new emphasis planning as an activity may merge with reform.

II. REQUIREMENTS:

1. Doing all the readings cited under the various units.
2. Leading discussions in class on major books and/or articles assigned for readings.
3. Submitting a term paper along one of the two following outlines:
 - a. Choosing a specific case study of a plan already adopted by a country or a state, and submitting a written critique of it with particular reference to underlying approach or methodology, and assessment of extent of achievement by target date.
 - b. Preparing a reform proposal or plan (for funding) giving in it: the rationale, the needs, the targets, a time frame, and requirements for implementation.

III. TEXTBOOKS:

The seminar has no one textbook, though a number of books and articles will be relevant. Required readings are cited under each unit; these are to be considered as minimum.

IV. SEMINAR:

Some of the units may take only one session; others may take two or three. We will progress in our discussions consecutively moving from one unit to the next according to our satisfaction. Readings for each unit are to be done before coming to class.

UNIT NO. 1- INTRODUCTION: HISTORY, THEORY AND ISSUES

370.11 1. UNESCO, Educational Planning, "Introduction" (pp.9-23) and Ch. 1, "Trends of Educational Planning", (pp. 27-34).

370.11 2. R.G. Davis, Planning Education for Development. Education for Development: Basic Issues", pp. 1-15, and Ch. 2, "Planning Education for Development: Additional Central Issues" pp 16-39.

3. Don Adams, "Extending the Educational Planning Discourse: Conceptual and Paradigmatic Explorations", in Compo Educ. Review, Vol. 32, No.4, Nov. 1988 (pp. 400-415).

UNIT NO. II - THE MANPOWER = REQUIREMENTS APPROACH

370.956 1. H. Parnes, Forecasting Educational Needs for Economic and Social Development, O.E.C.D. Paris 1962.

370.11 2. R.G. Davis, "The Manpower Requirements Approach to Educational planning", in R.G. Davis, Planning education for Development, vol. I: Issues and Problems in the Planning of Education in Developing Countries, (pp.41 – 59).

UNIT NO. III - SOCIAL DEMAND APPROACH

1. R.G. Davis, "The Social Demand Approach to Educational Planning" in R.G. Davis, Planning Education for Development, Vol. I cited before, (pp. 41-59).

UNIT NO. IV – THE RATE OF RETURN APPROACH (Cost-Benefit Approach)

1. M. Barrios and R.G. Davis, 'The rate-of-Return Approach to Educational planning;', Ch. 5 in R.G. Davis, Planning Education for Development, Vol. I cited above, (pp. 81-103).

2. G. Psacharopoulos, and W. Woodhall, Education for Development, Washington, The world Bank, 1985, Ch. 3, "Cost-Benefit Analysis of Educational Investment", pp. 29-71.

UNIT NO. V – THE ALL-INCLUSIVE APPROACH

THE COMPREHENSIVE APPROACH THE HUMAN RESOURCES
DEVELOPMENT APPROACH
THE APPROACH THAT IS DIFFICULT TO LABEL - OR PIN DOWN

1. F. Harbison, "The Strategy of Human Resources Development in Modernizing Economies" (pp 9-33); A. Lewis, "Priorities for Educational Expansion" (pp.35-49), in part III of the Conference convened by the O.E.C.D. in Washington, October 1961, and published under the title: Policy Conference on Economic Growth and Investment in Education.

UNIT NO. VI. – Planning for Quality

370.9

B414Q

1. C.E. Beeby, The Quality of Education in Developing Countries, Harvard U. Press, 1966.
2. C.E. Beeby (Ed.), Qualitative Aspects of Educational Planning, UNESCO, IIEP, 1969 (particularly chapters by Lewis, "Economic Aspects of Quality in Education" (pp. 71-88). Peters, "The Meaning of Quality in Education" (pp 149-168) and Beeby "Educational Quality in Practice", (pp 39-68).
3. TQM - W.E. Deming.
The following readings:
 - (a) Educational Leadership, March 1992. (articles by Bonstingl 66-70), Blankstein 71-75, Rhodes 76-80).
 - (b) Educational Leadership November 1992, (articles by Bonstingl 4-9, Abernethy & Serfass 14-17, and Brandt, 28 - 31).
 - (c) Ehi Delta Kappa January 1993 (Articles by Gray 370-374, Holt 382-388, and Schmoker and Witson 389-395).
4. UNESCO, Final Report of an Int'l Symposium in China, 1989.
"Qualities Required of Education Today to Meet Foreseeable Demands in the Twenty First Century".

5. M. Bashshur, "Quality Education as a Catalyst for National Unity (in Lebanon). 1992, (9 pages)

UNIT NO. VII - SOME ILLUSTRATIONS QE PLANS

I. Country Development Plans

1. Saudi Arabia:

- 2nd plan 1975 - 80
- 3rd plan 1980 - 85
- 4th plan 1985 - 199;
- 5th plan 1990 - 1995

2. Jordan:

- Seven year plan 1964 - 1970
- Five year plan 1976 - 1980
- Five year plan 1980 - 1985

3. Syria

- Fourth 5 year plan 1976 - 1980
- Fifth 5 year plan 1981 - 1985

4. Yemen

- Project for 5 year Education plan 1969 - 1974
- First 5 year plan 1976/77 - 1980/81.
- Comprehensive plan for wiping out illiteracy, Aug. 1981.

5. Sudan

- Six year plan 1977/78 - 1982/83.

6. Lebanon

- Five year Development plan 1965-;969

II. Overall Comprehensive Plans (and Reports)

1. UNESCO, Learning To Be (E. Faure) 1972.

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.1990 _____

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- 6. World Conference for Education For All, Meeting Basic Learning Needs: A New Vision for the 1990's., Jomtien, Thailand, March 1990.
- 7. The National Commission on Excellence in Education, A Nation M Risk. April 1983.
- 8. (A Special Phi Delta Kappan issue on the above, with the title: A Nation at Risk 10 Years Later. Phi Delta, April 1993).
- 9. America 2000: An Education Strategy (Washington, D.C., U.S. Department of Education 1991).
- 10. (A Special Phi Delta Kappan issue on the above. with the title: American 2000, November 1991).

Other Reports (Soft). On Educational Reform:

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- Hariri Foundation: Lebanon at present and its Needs for Rehabilitation and Development, 1987.

.1991

- UNESCO: Needs Assessment Mission, May 1991.
UNESCO/UNDP, Human Resources Sector Analysis - May 12, 1993

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.1990 "