

# EDUCATION MICRO-PLANNING

WORKING TOGETHER FOR  
EDUCATIONAL CHANGE

*A NEW APPROACH TO EDUCATIONAL  
PLANNING AT THE LOCAL LEVEL*

**Panel**

**Gwang-Choi Chang (Chair)**

**Le Tu Huong**

**Kwok Tung Tsui**

**Kerry Kennedy**

# PURPOSE

- To review a newly developed toolkit designed to support education micro-planning as a local level strategy to support educational change



# STRUCTURE OF THE SESSION

- **Introduction** to Education Micro Planning Toolkit
- **Q & A** on the Toolkit
- **Key Questions**



# WHAT IS EDUCATION MICRO PLANNING?

- Part of a holistic planning process
- Focused on actions at the local level but linked to wider policy directions (e.g. state/provincial and national)
- Multiple purposes, especially:
  - efficiency with regard to the use of resources
  - quality in relation to improving the outcomes of schooling and
  - equity to ensure that all young people and their families benefit from agreed educational interventions.



# WHAT KIND OF ISSUES CAN EDUCATION MICRO PLANNING ADDRESS?

## Examples:

- school enrolments are not meeting national or state/provincial targets;
- children are not enrolled at the proper age;
- pupils' attendance is low;
- the numbers of out-of-school children in the community are increasing;
- literacy rates for girls are very low;
- the school curriculum may not be preparing young people for modern day challenges;
- there is a lack of early childhood education and care facilities in the local community.



# POSSIBLE ISSUES

- the performance of local students on national tests is below an acceptable standard;
- teacher attrition is very high;
- teaching is not leading to learning;
- learning environment is not conducive to schooling and learning
- school buildings and facilities are not keeping up with demographic changes;



# PLANNING PROCESSES

- analyse and diagnose local problems;
- identify local needs;
- collect data & information;
- exploring possible solutions; and
- developing plan for local action

## TAKING INTO ACCOUNT LOCAL CONTEXTS



# PARTICIPATION! PARTICIPATION! PARTICIPATION!

- At the heart of education micro planning:
  - There is involvement and participation of the local community
  - Buy-in and capacity building is key
- Common processes in which the community can be involved:
  - Understanding the current context;
  - Identifying areas for improvement;
  - Developing interventions that can facilitate such improvement; and
  - Monitoring progress and evaluating outcomes.





# THE TOOL KIT

## Module 1

**Principles of  
Decision Making:  
Working with  
Communities**

## Module 2

**Getting Started:  
Initiating a n  
Education Micro  
Planning Exercise**

**Introductory Module  
Introduces  
Education Micro  
Planning and its  
Purposes**

## Module 3

**Conducting a Needs  
Assessment:  
Instruments, Data  
Collection & Analysis**

## Module 4

**Enhancing  
Learning in and  
Out of School**

## Module 5

**Data and  
Information for  
Decision Making  
& Planning**



# MODULE 1: WORKING WITH COMMUNITIES

- Issues for engagement and commitment of community members in decision making processes
- Understanding the changes that are being planned
- Communicating about the change
  - a two way process
- Providing support for change
- Training teams and communities in decision making skills
- Transparency in decision making



## MODULE 2:

# INITIATING AN EDUCATION MICRO PLANNING EXERCISE

### ○ **Team Training**

- Developing a shared understanding of the exercise
- Developing skills in participatory planning

### ○ **Community Preparation**

- Communicating the idea, building trust and relationships
- Identifying and training community members

### ○ **Developing Structures**

- Identifying existing social and political alliances
- Creating a new structure to take the responsibility for the exercise

### ○ **Diagnosing Needs**

- Documenting local characteristics
- Reconciling different sources of information



## MODULE 3:

# CONDUCTING A NEEDS ASSESSMENT – INSTRUMENTS, DATA COLLECTION AND ANALYSIS

### ○ **Initiate**

- Identify the problem/issue
- Discern primary and secondary stakeholders

### ○ **Collect Information**

- What additional information needed to help resolve the problem, how can it be accessed, who is in the best situation to do this, how long will it take and what will be the expected outcome.

### ○ **Analyse**

- How will the information collected be analysed, who has the skills for analysis, how can it be presented and who will do this?

### ○ **Report**

- How will the results be prepared, who will be the audience, what feedback mechanisms will be included and what will be the timeline for action?



## **MODULE 4:**

# **ENHANCING LEARNING IN AND OUT OF SCHOOL**

### **○ Curriculum**

- Planning
- Implementation
- Evaluation

### **○ Student learning and teaching**

- Teaching process
- Student assessment, feedback and follow-up
- Learning process

### **○ Teacher Quality, Autonomy, and Management**



## MODULE 5:

# DATA AND INFORMATION FOR DECISION-MAKING AND PLANNING

- The purpose of data and information needed for the management of education at the local level
- Different education data systems that can exist at the local level
  - either as a unified system or
  - separate, fragmented systems;
- How can data and information be used for?
  - making decisions, planning and
  - monitoring actions for education development at the local level.



# Q & A

Participants to raise any questions  
or issues about the Toolkit.



# QUESTIONS TO PARTICIPANTS

- *Can you see a role for the Toolkit in your context?*
- *Can you suggest any improvements?*
- *Can you see any possibility for trailing the Toolkit?*

