HARVARD
GRADUATE SCHOOL OF EDUCATION

Current Issues and Comparative Policy Analysis

Dr. Fernando Reimers

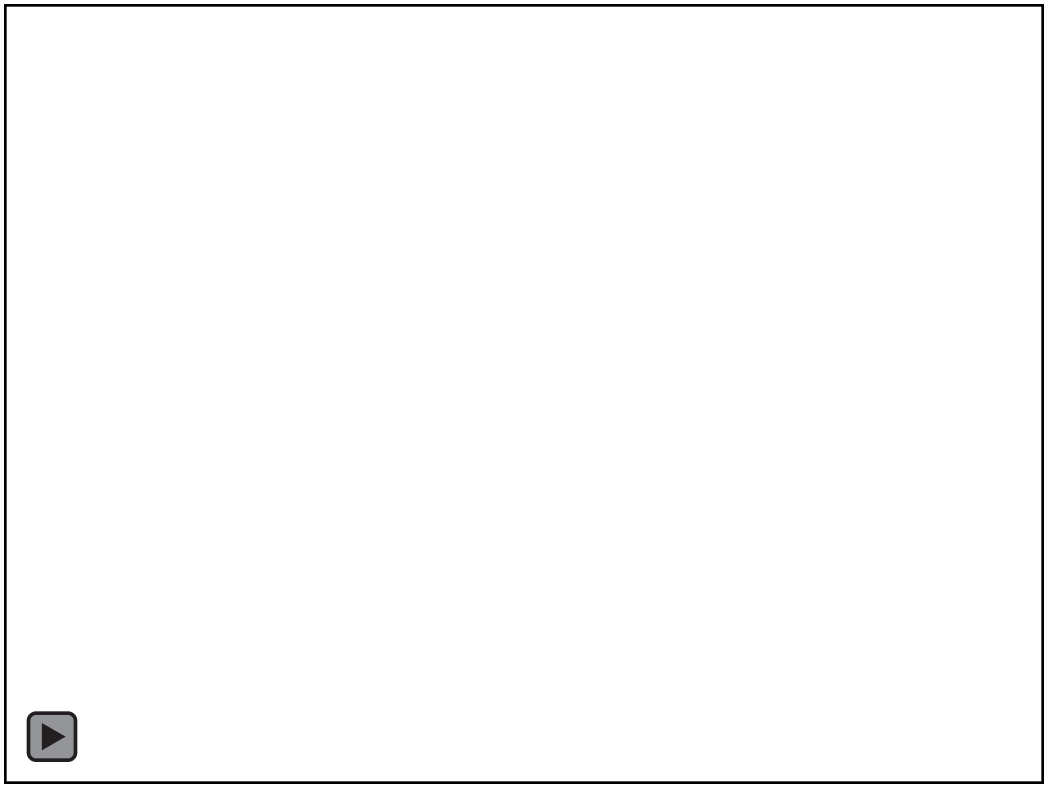
This presentation includes audio. The transcript is available to the left. A print version is available in the [Resources] tab above.

Duration: 53 minutes

© President and Fellows of Harvard College

Introduction and Overview

Overview



- What is education policy
- The logic theory of education policies
- The role of transfer in making education policy
- Policy analysis

Individual & Government Decisions

- Individual Decisions
- Government Decisions
  - Availability of schools
  - Content of curriculum
  - Availability of instructional resources
  - Characteristics of teachers
  - Duration of the school day

Key Policy Questions

- Who should be educated
- For what purpose
- In what way
- With what methods
- At what cost
- Who should pay

Teacher selection

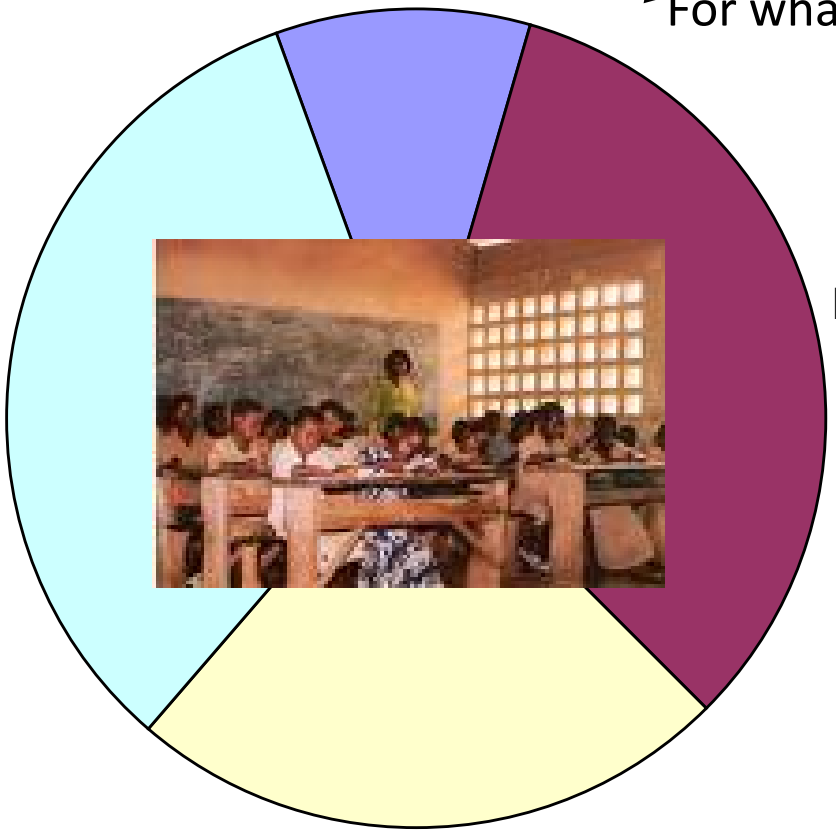
Initial Training

In-service Training

Purposes

Who should be educated?

For what purposes?



Curriculum

Pedagogy

Instructional resources

Assessment

School Organization

System Administration

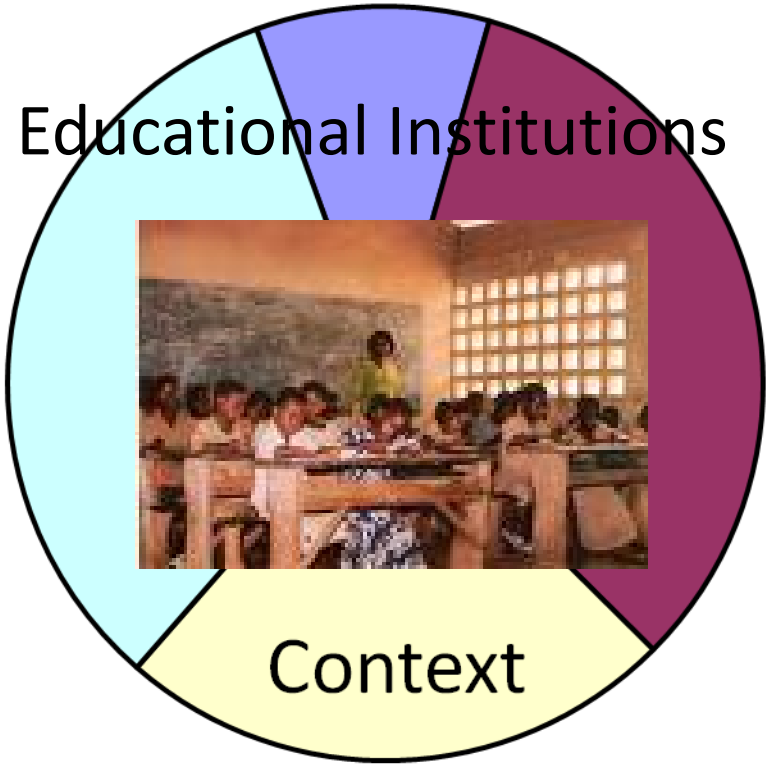
School Management

Economic Context

- Structure of the Economy
- Comparative Advantage
- Productivity
- Employment

Cultural Context

- Identity
- Values
- Norms
- Shared meanings



Political Context

- State—representation
- Governance
- State legitimacy
- Stability
- Rule of Law

Social Context

- Status
- Hierarchies
- Individual-Society

Geographical Context

- Natural Endowments
- Human-Environmental Issues

Demographic Context

- Demographic Structure
- Demographic Dynamics

Teacher selection

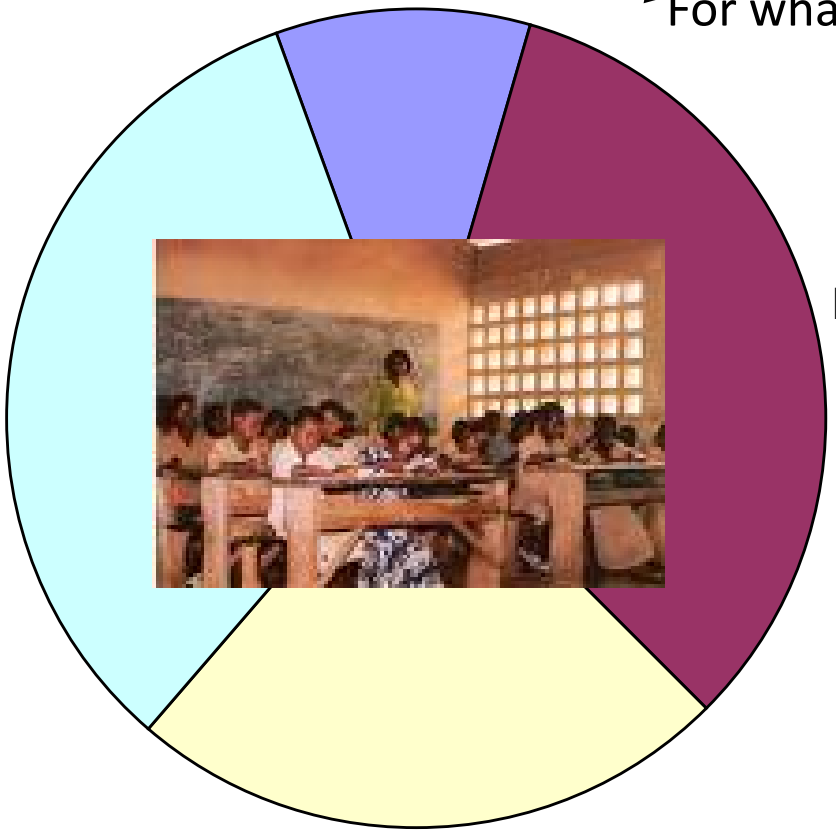
Initial Training

In-service Training

Purposes

Who should be educated?

For what purposes?



Curriculum

Pedagogy

Instructional resources

Assessment

School Organization

System Administration

School Management

Education Policy

- Education Policy decisions matter
- How are those decisions made?
  - Who makes them
  - How
  - With what consequences
- Approaches to informing policy

Historical Development of Education Policy

Illiteracy Rate in France

1802, first public office to oversee education

1828 Ministry of public instruction

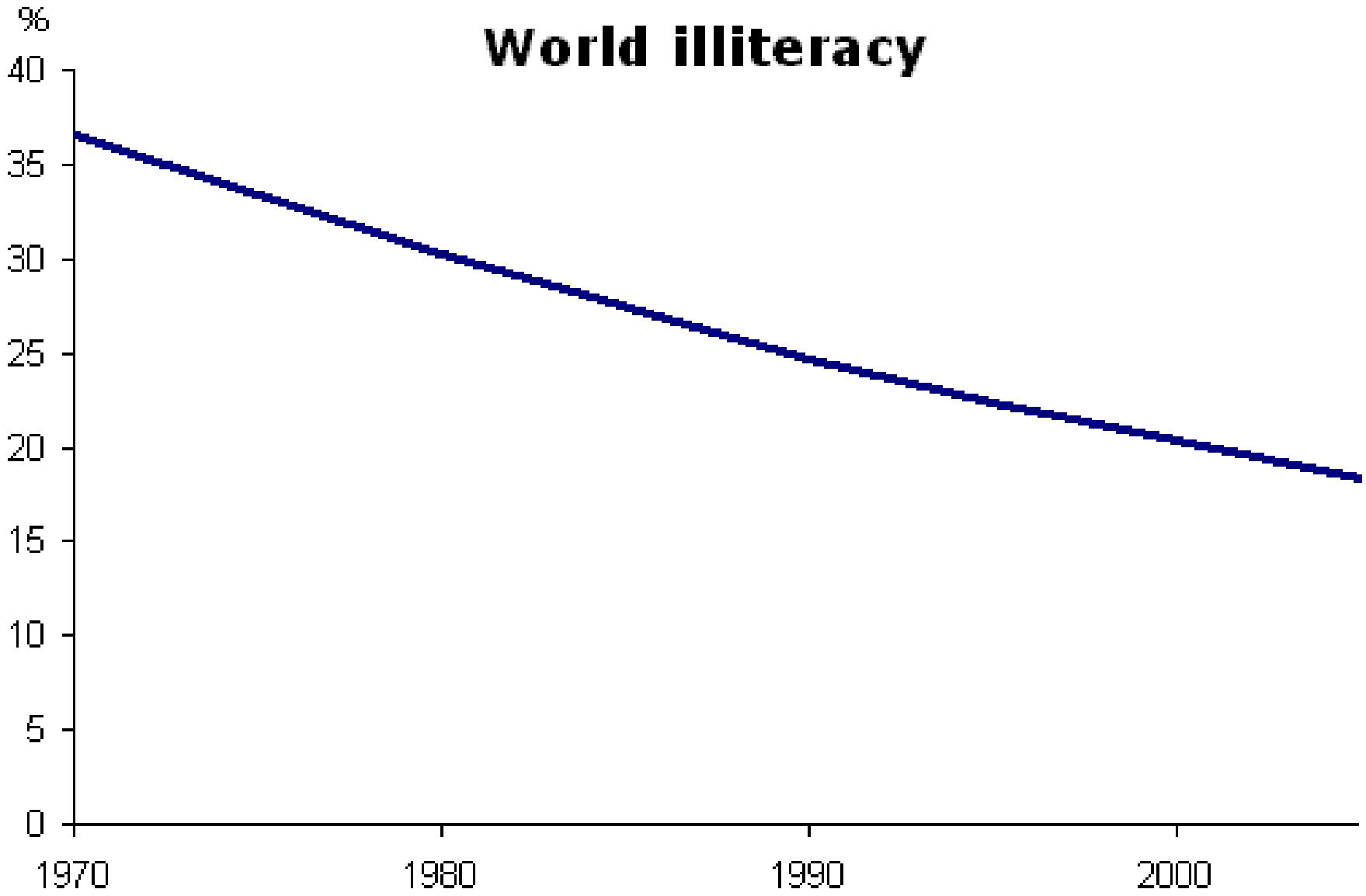
Percentage of a Generation

70
60
50
40
30
20
10
0

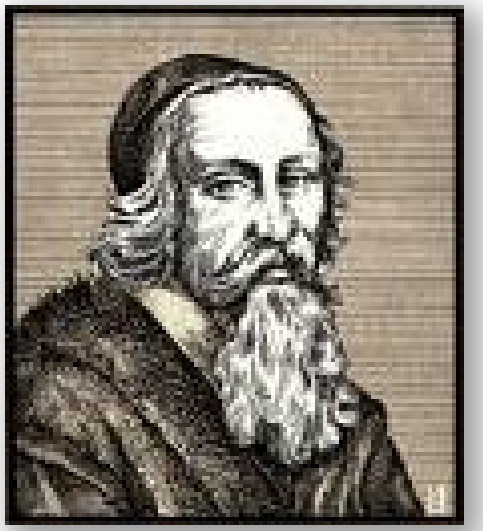
1720-1724
1730-1734
1740-1744
1750-1754
1760-1764
1770-1779
1780-1784
1790-1794
1800-1804
1811 -1815
1821–1825
1831–1835
1841–1845
1851–1855
1861–1865
1871–1875
1881–1885

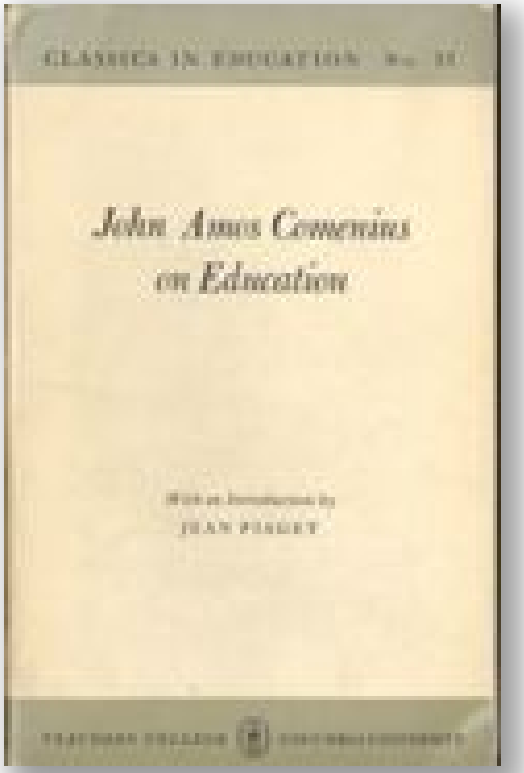
Generations

World Illiteracy

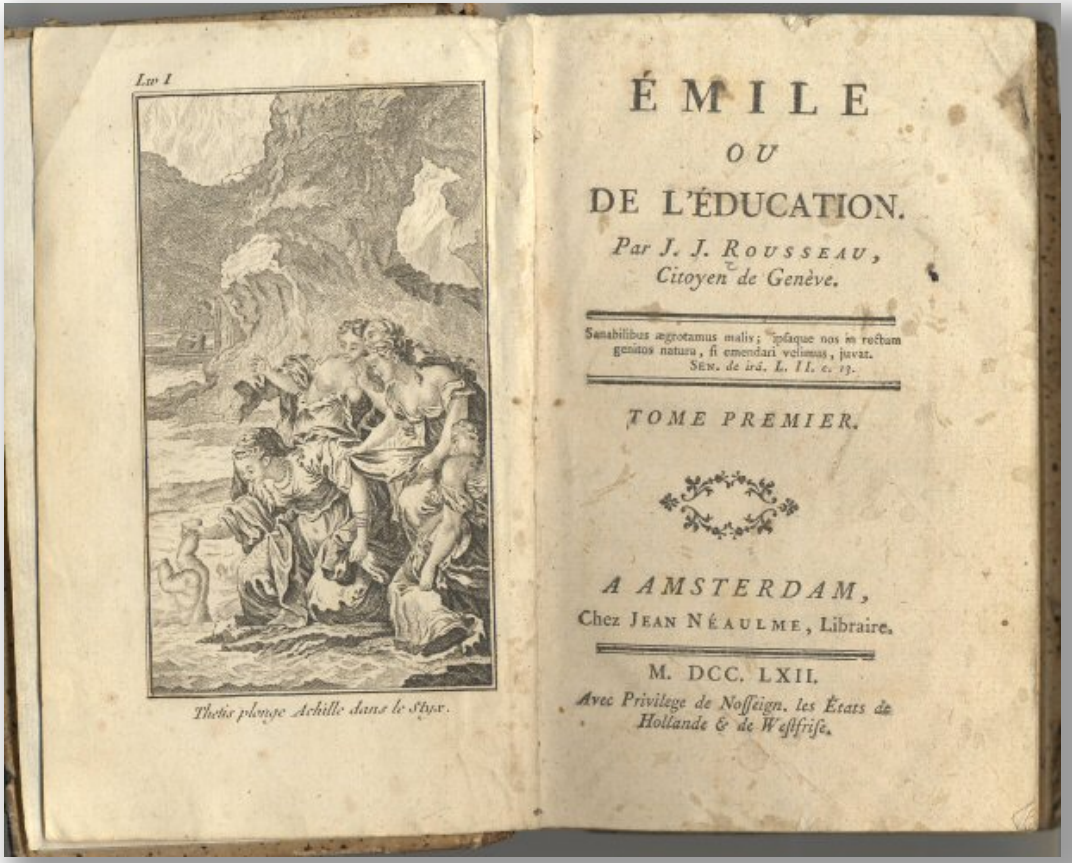


John Amos Comenius (1592-1670)



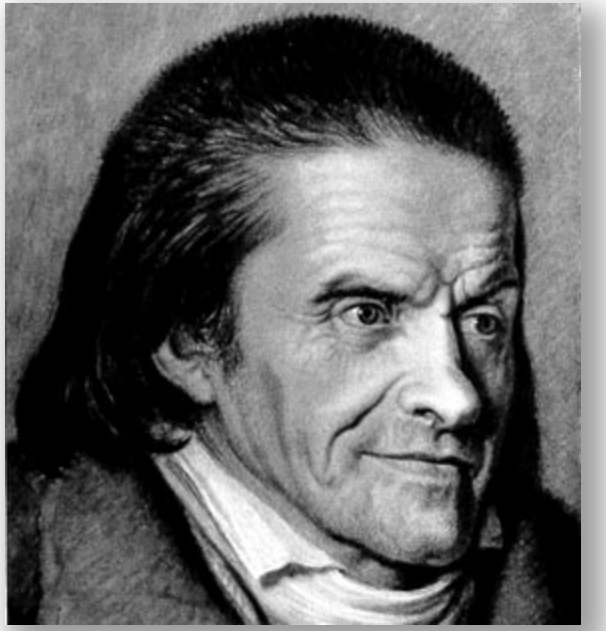


Jean Jacques Rousseau (1712-1778)

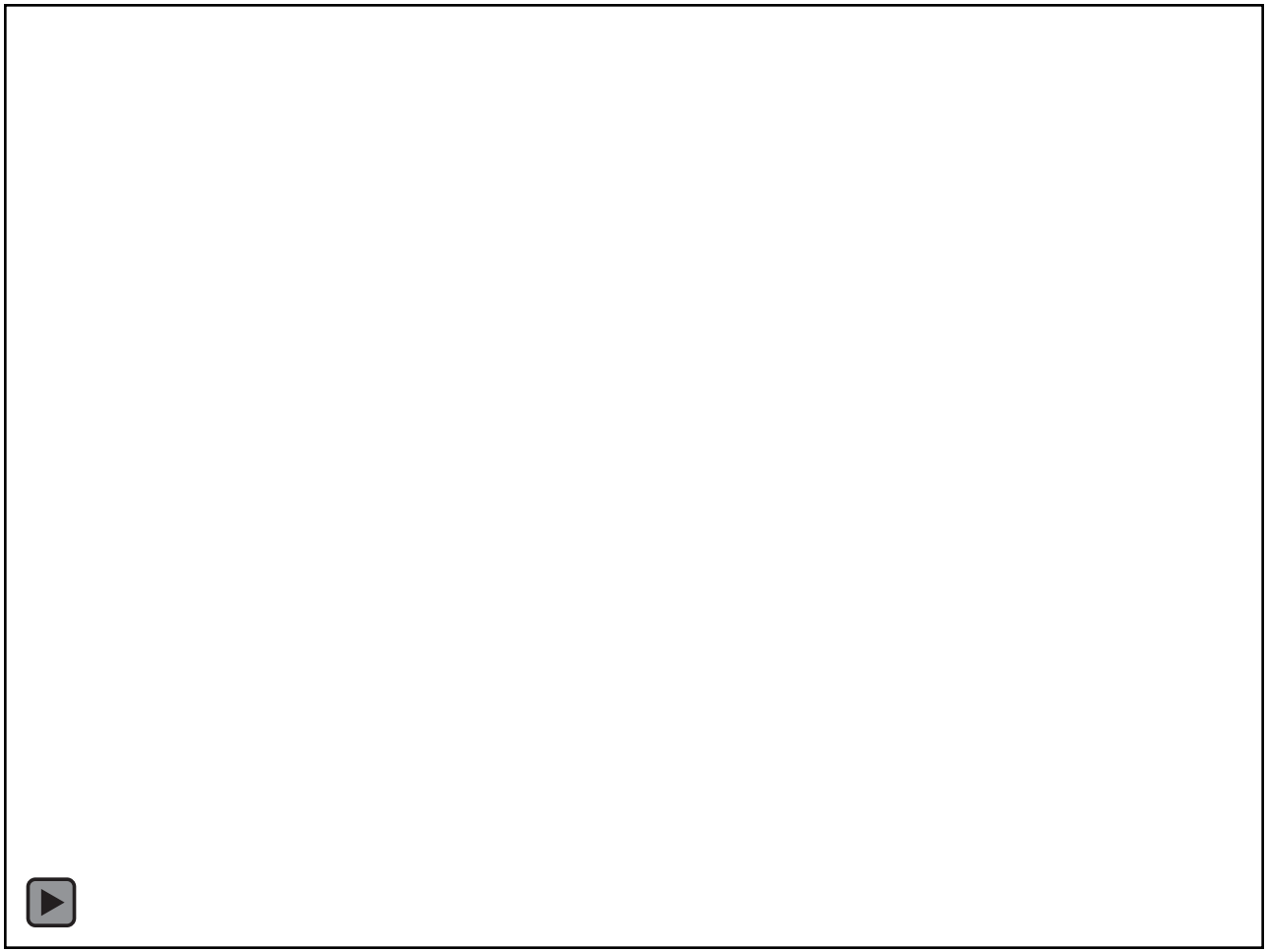


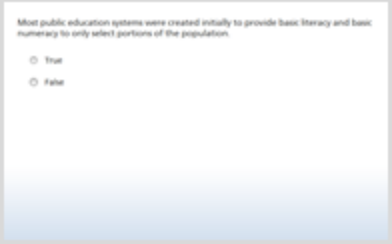
Wilhelm von Humboldt (1767-1835)

Johann Heinrich Pestalozzi (1746-1827)



Joseph Lancaster (1778-1838)





Quiz1

Quiz - 3 questions

Last Modified: Apr 09, 2015 at 04:12 PM

PROPERTIES

On passing, 'Finish' button:	Goes to Next Slide
On failing, 'Finish' button:	Goes to Next Slide
Allow user to leave quiz:	At any time
User may view slides after quiz:	At any time
Show in menu as:	Multiple items

Edit in Quizmaker

Edit Properties

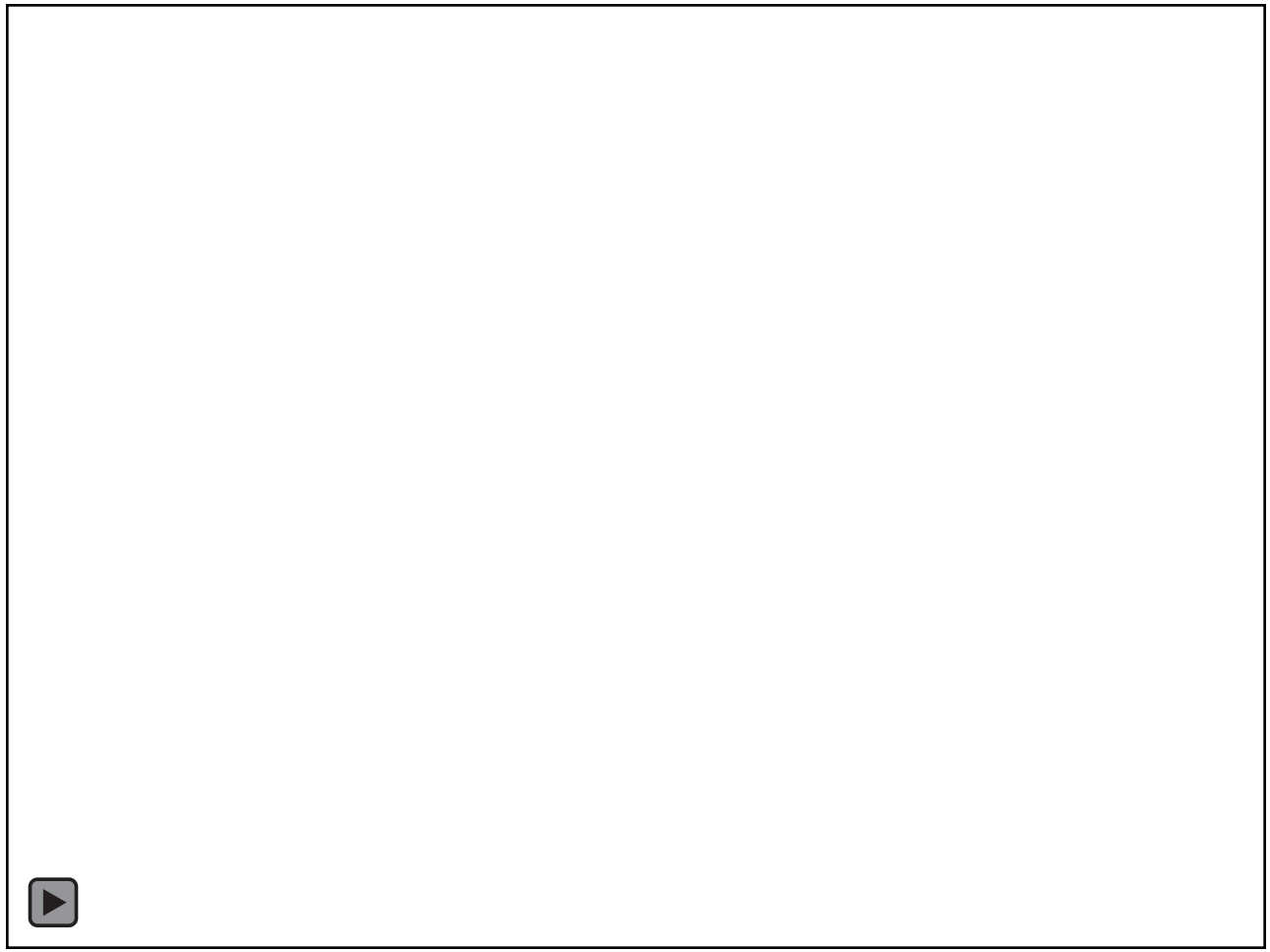
Systematic Study of Education Systems

Systematic Comparisons are More Recent

- What is the number of students in the primary schools in the commune or district?
- What is the proportion of the total number of these students to the total population?
- Approximately how many students are grouped under a single director or teacher?
- At which age are children admitted to the primary schools?
- Are children of both sexes admitted to the same school and until what age?
- How are students assessed and for what purpose?
- How are students streamed?
- Is there peer education?
- How much time is devoted to literacy and math instruction?
- At what age do children leave primary school?

Marc Antoine Jullien in 1816

Recent Studies



OECD-PISA Studies

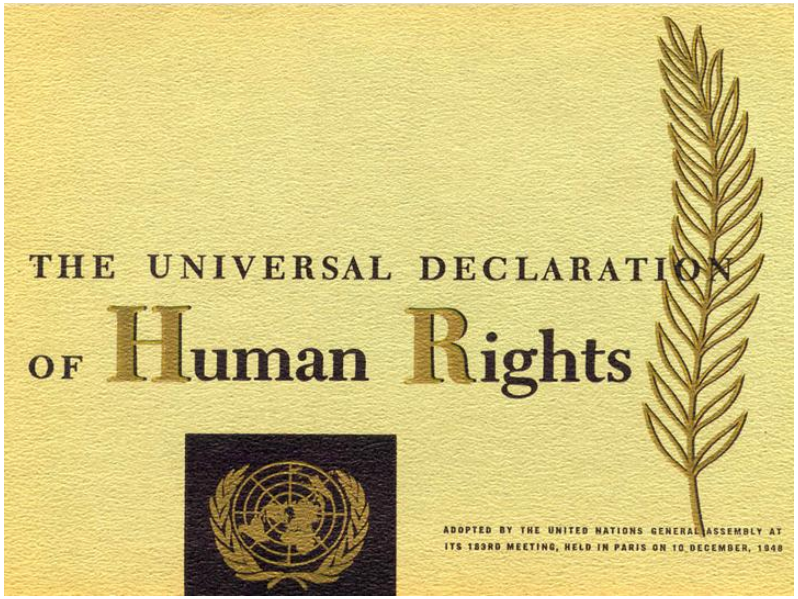
Programme for International Student Assessment

Assessment year	2000	2003	2006	2009	2012	2015
Subjects assessed	**Reading** Mathematics Science	Reading **Mathematics** Science Problem solving	Reading Mathematics **Science**	**Reading** Mathematics Science	Reading **Mathematics** Science	Reading Mathematics **Science**
Students' self-assessment	Approaches to learning, engagement with reading	Approaches to learning, attitudes to mathematics	Approaches to learning, attitudes to science	To be defined	To be defined	To be defined
				+ One developmental assessment per survey		

Table 2: Approaches to civic and citizenship education in curriculum for lower secondary education in ICCS countries

Country	Approaches to Civic and Citizenship Education						
	Specific subject (compulsory)	Specific subject (optional)	Integrated into several subjects	Cross-curricular	Assemblies and special events	Extra-curricular activities	Classroom experience/ ethos
Austria			●	●			
Belgium (Flemish) [1]			●	●	●	●	●
Bulgaria			●	●	●	●	●
Chile			●	●	●	●	●
Chinese Taipei	●			●	●	●	●
Colombia [1]	*	*	●	●	*	*	●
Cyprus			●	●	●	●	●
Czech Republic	●		●	●			
Denmark [2]			●	●			●
Dominican Republic	●		●	●	●	●	●
England	●		●	●	●	●	●
Estonia	●		●	●			
Finland			●	●		●	●
Greece [1 3]	*		●		●		●
Guatemala			●	●	●	●	●
Hong Kong SAR				●	●	●	
Indonesia	●						
Ireland	●		●	●	●	●	●
Italy			●	●	●	●	●
Korea Rep. of	●		●	●	●	●	●
Latvia			●	●	●	●	●
Liechtenstein			●		●	●	●
Lithuania	●		●	●	●	●	●

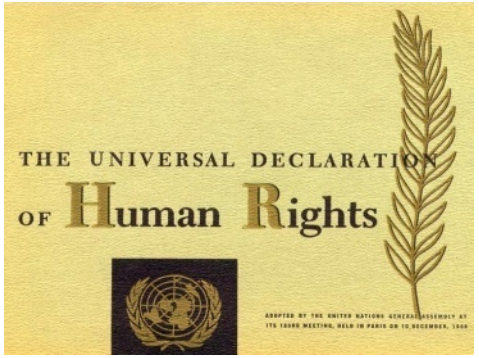
Universal Declaration of Human Rights



- Universal Declaration of Human Rights
- Human Capital
- UNESCO

Declaration, Article 26

Article 26 http://www.un.org/Overview/rights.html



1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Quiz2

Quiz - 1 question

Last Modified: Apr 09, 2015 at 04:12 PM

PROPERTIES

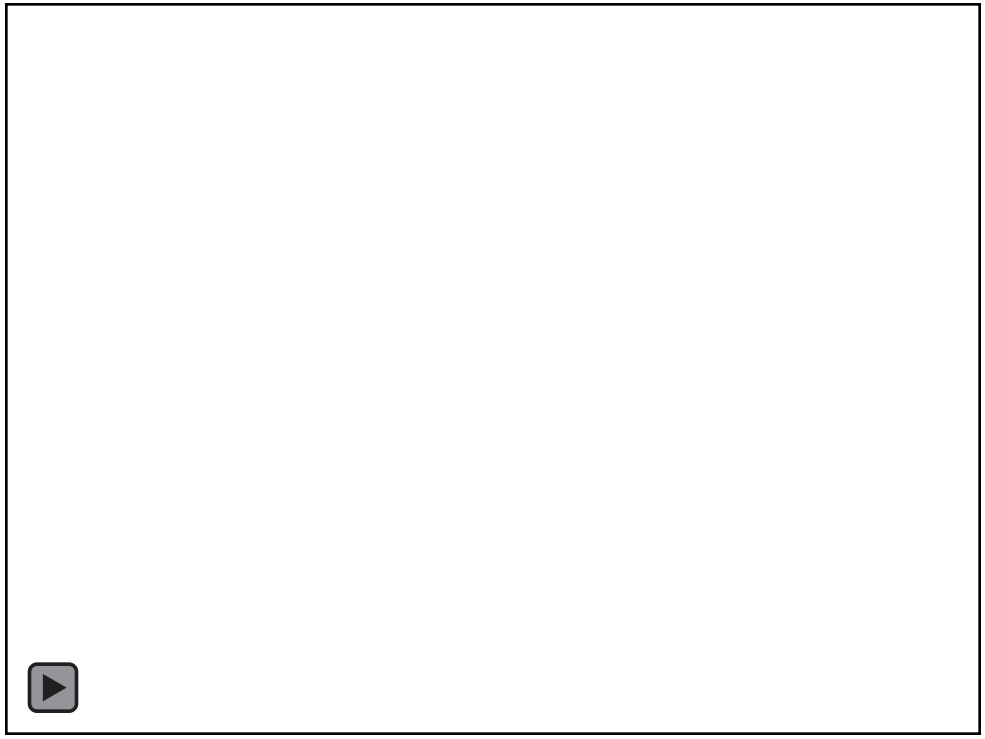
On passing, 'Finish' button:	Goes to Next Slide
On failing, 'Finish' button:	Goes to Next Slide
Allow user to leave quiz:	At any time
User may view slides after quiz:	At any time
Show in menu as:	Multiple items

Edit in Quizmaker

Edit Properties

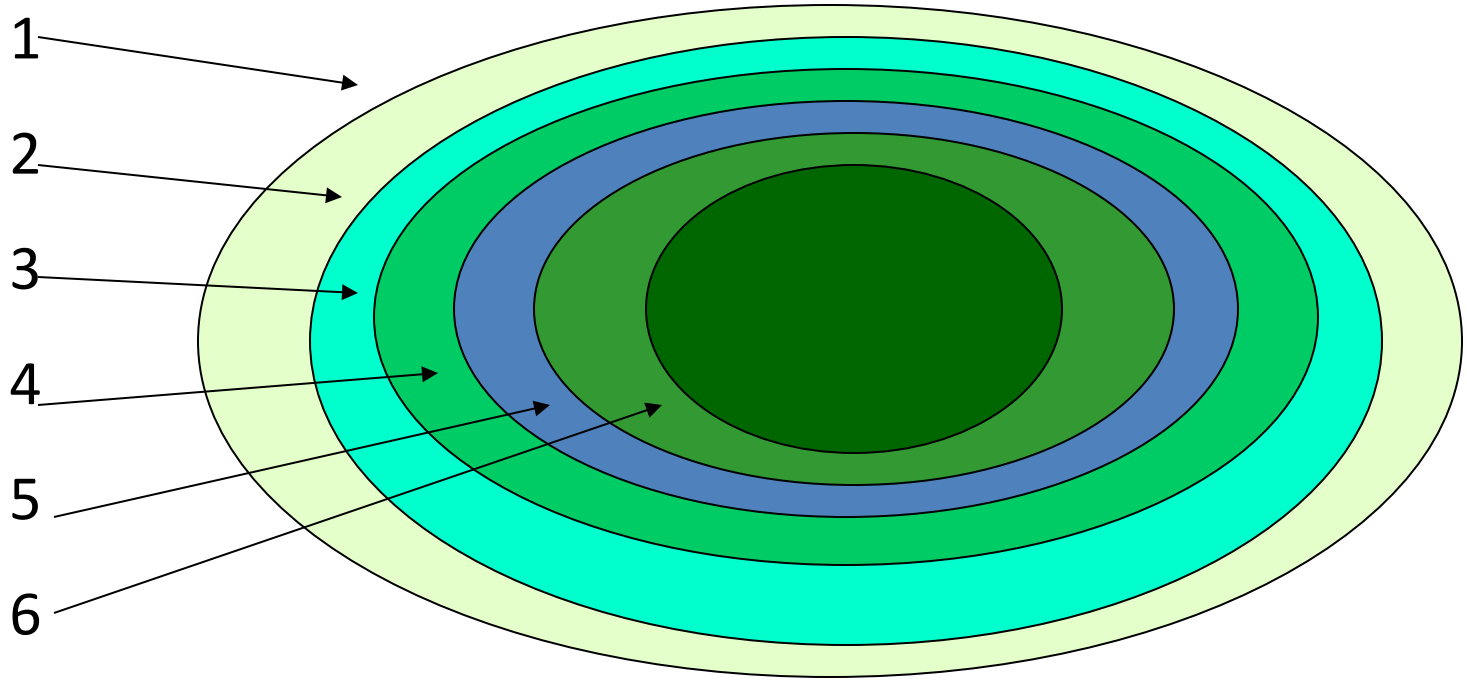
Policy and Effects

Policy and Effects



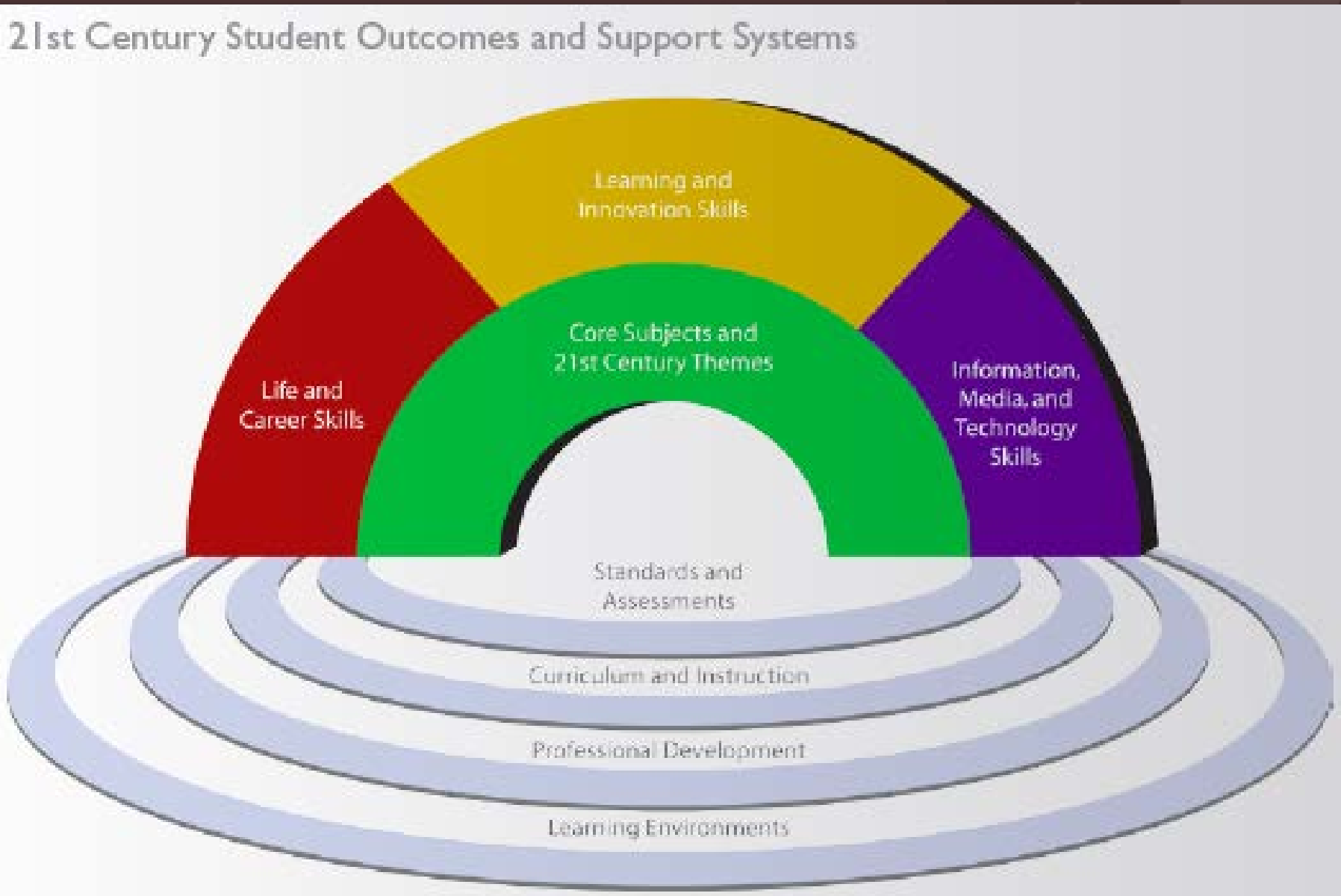
Logic Theory, If→ Then

- Inputs
  Per pupil Spending
- Processes
  Structures, Curriculum
- Outputs
  Educational Attainment, Literacy
- Outcomes
  Employment and Productivity, Political Participation, Social Capital



6. Frequent daily opportunities to learn at high levels, to think, choose and be tolerant
5. Curriculum for democratic citizenship
4. Teachers prepared to value diversity, tolerant and who can model democratic practices
3. Relationships between schools and communities
2. Schools that are themselves democratic communities
1. Commitment to educate all at high levels

21st Century Student Outcomes



Equality of Educational Opportunity

- Equality of Access
- Equality of Inputs
- Equality of Processes
- Equality of Learning Outputs
- Equality of Outcomes (Social and Cultural Capital), Options in Life

Equality of Inputs

- Per-Pupil expenditures
- Teacher characteristics
- Instructional Resources
- Physical facilities
- Learning outputs and outcomes from prior levels
- The role of school segregation

Equality of Processes

- Instructional Practices
- Teacher responsiveness
- Time on task
- Fit between curriculum and student background
- Language of instruction

Quiz3

Quiz - 1 question

Last Modified: Apr 09, 2015 at 04:12 PM

PROPERTIES

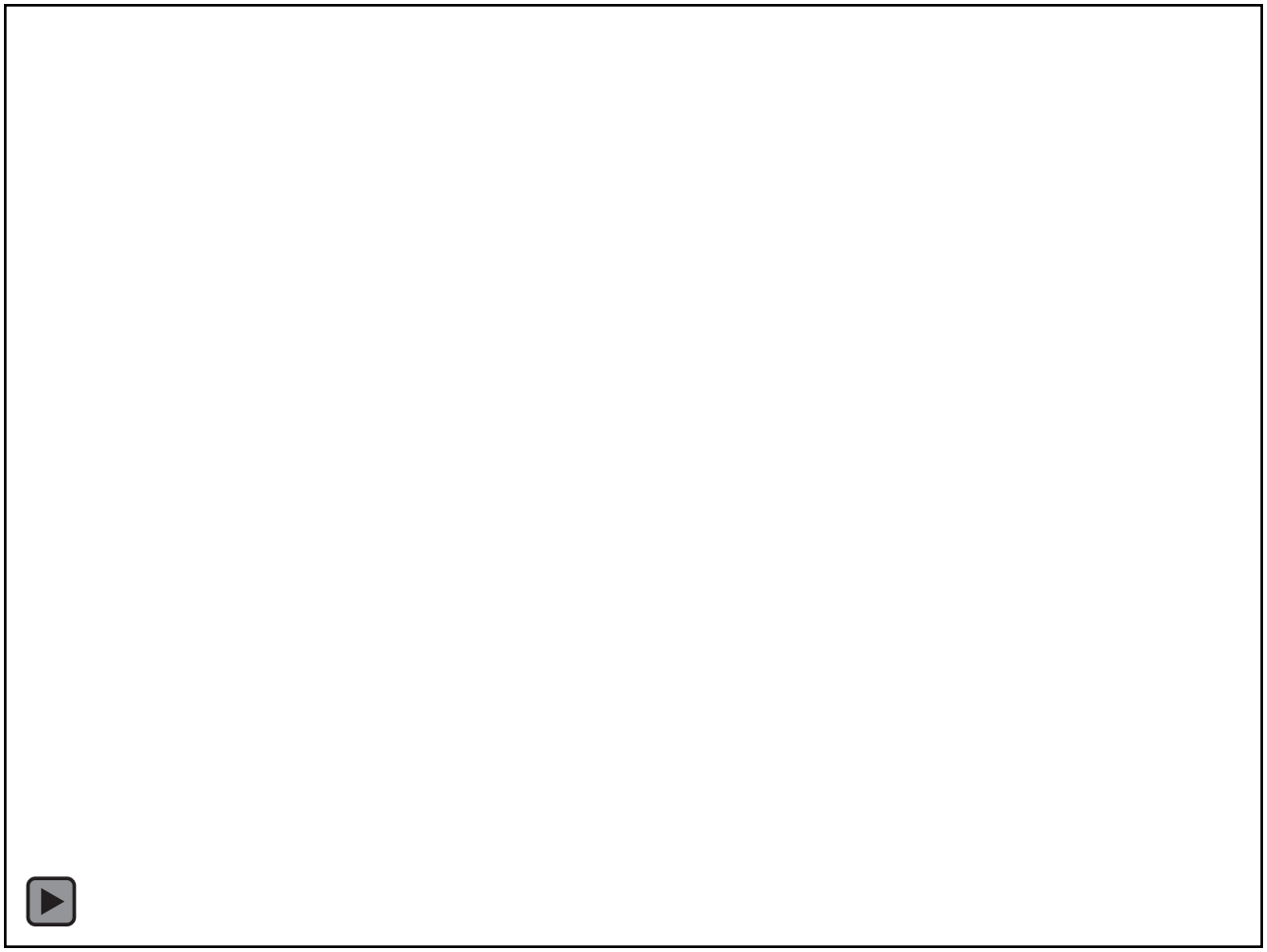
On passing, 'Finish' button:	Goes to Next Slide
On failing, 'Finish' button:	Goes to Next Slide
Allow user to leave quiz:	After user has completed quiz
User may view slides after quiz:	At any time
Show in menu as:	Multiple items

Edit in Quizmaker

Edit Properties

The Making of Education Policy

The Making of Education Policy



Steps to Policy Making

1. Formulate Policy
2. Assess Alternatives (Ex-Ante)
3. Make the Decision
4. Implement
5. Evaluate Impact
6. Make Adjustments
7. New Policy Cycle

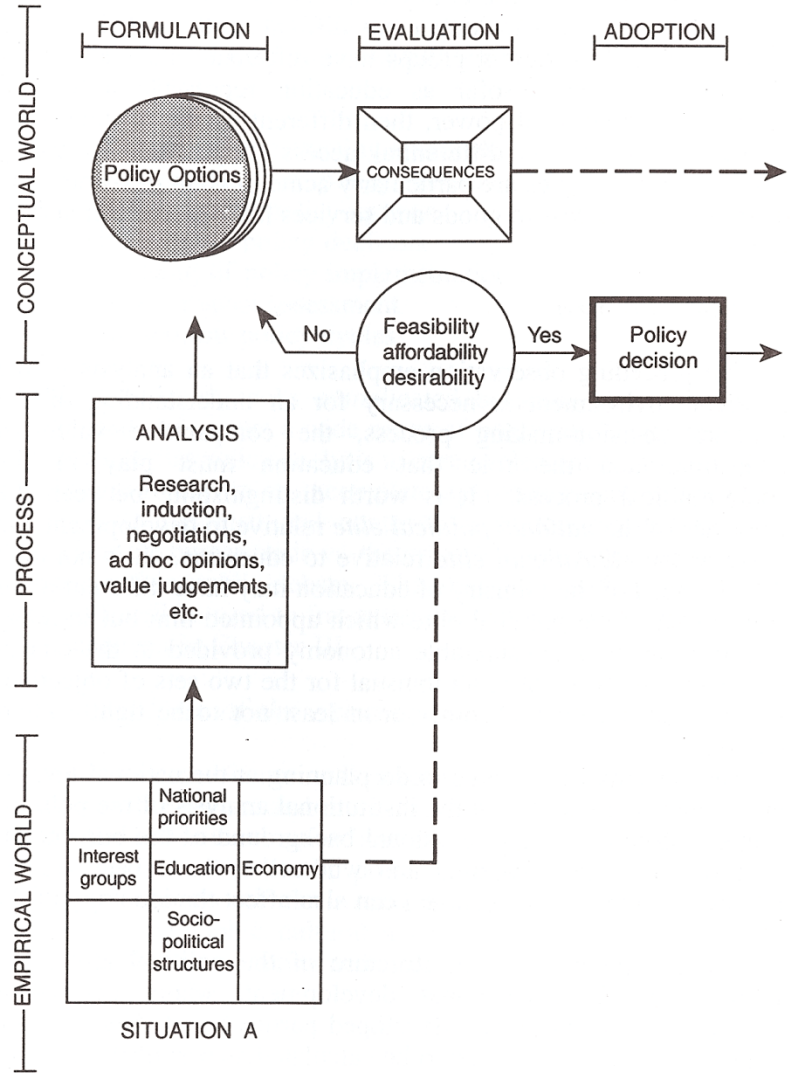


Figure 3. Conceptual framework for policy analysis

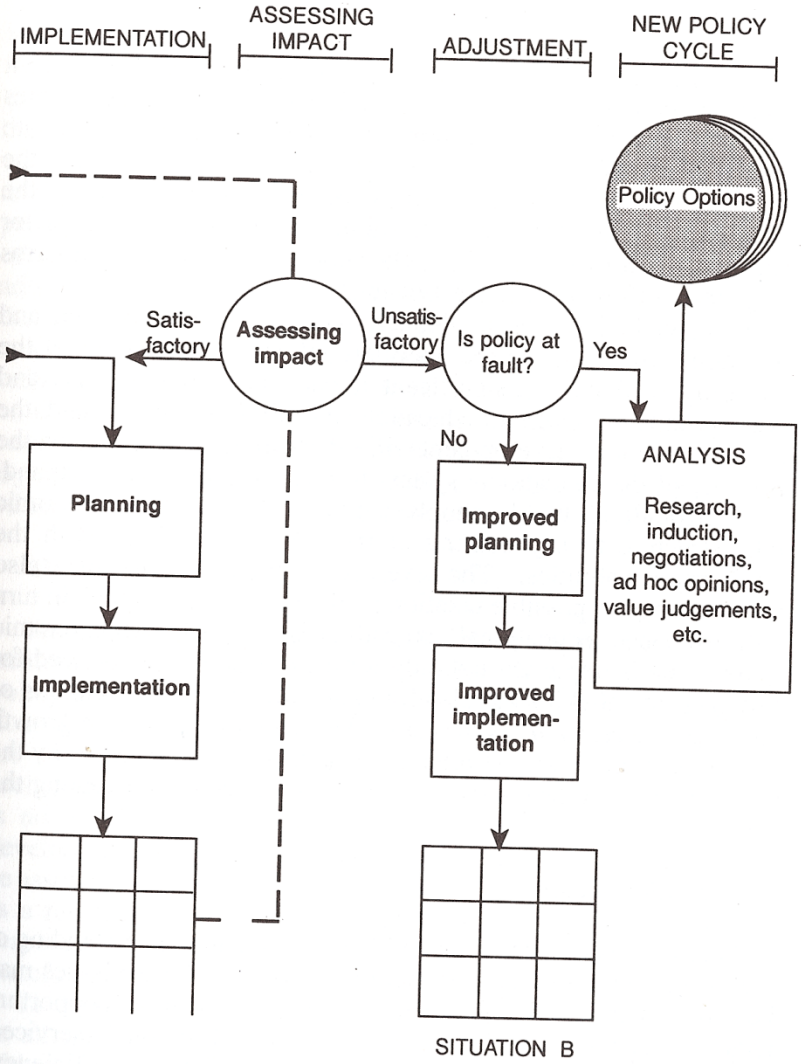


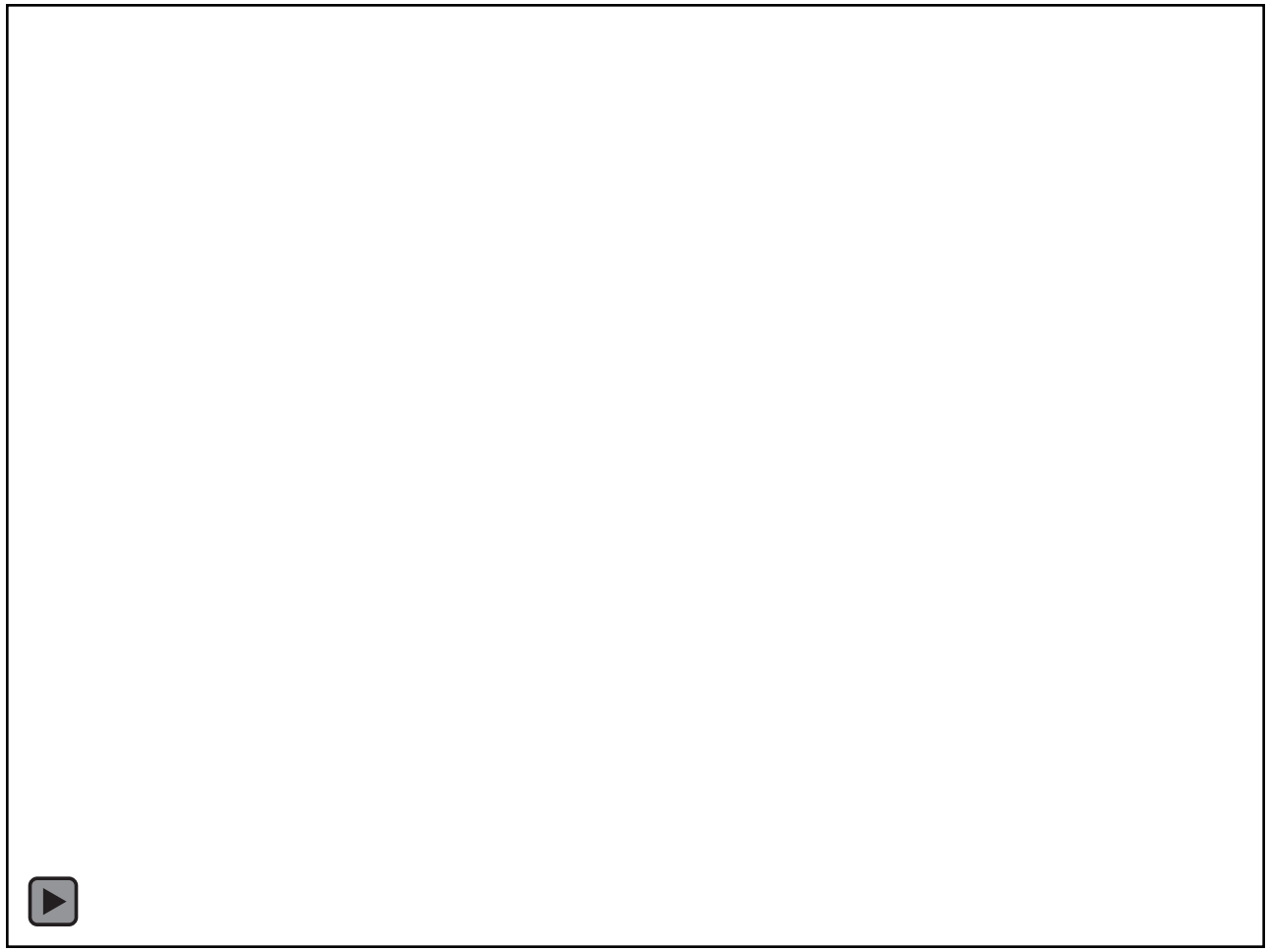
Figure 3. (continued)

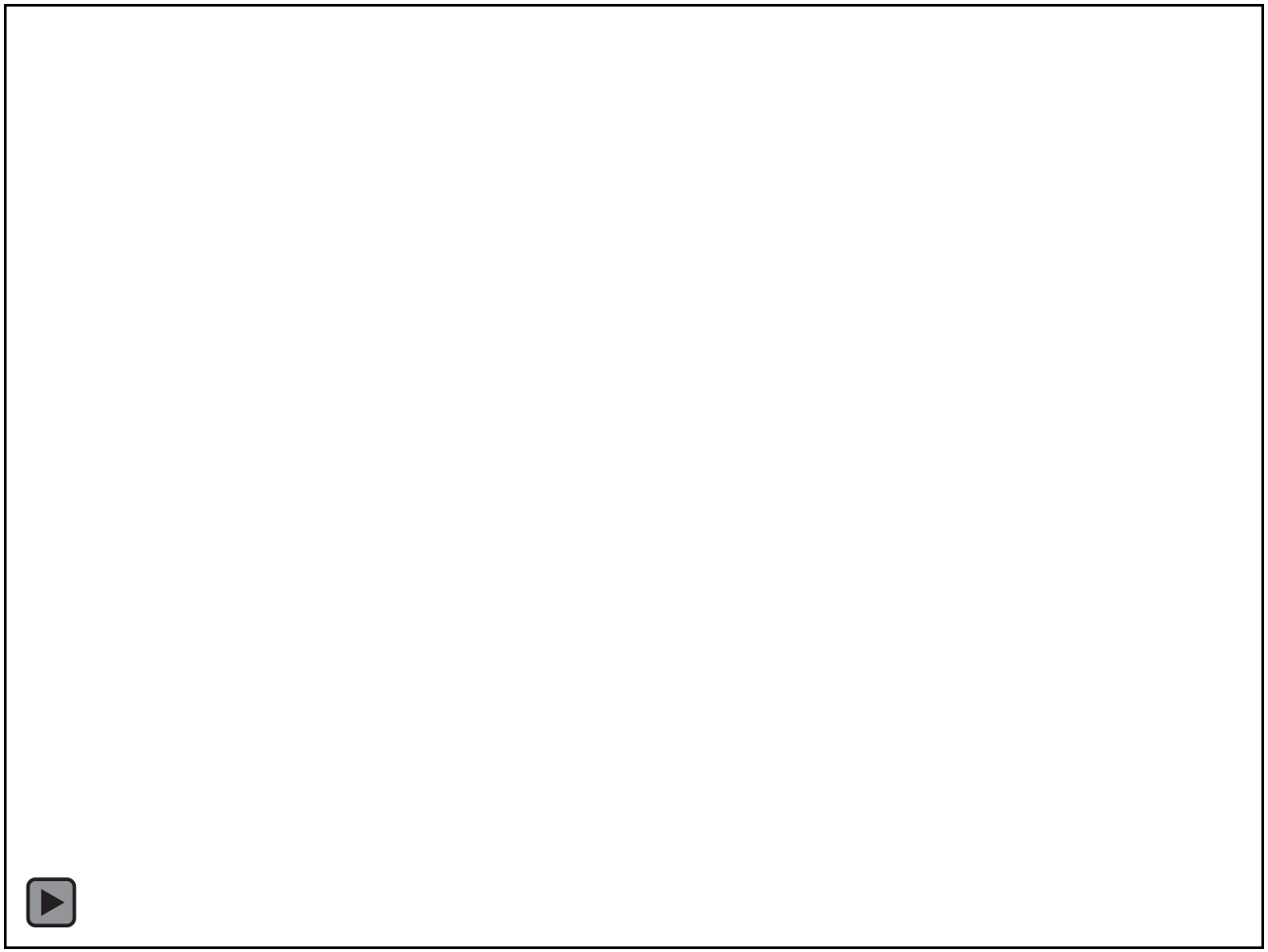
The Eightfold Path

1. Define the Problem
2. Assemble some Evidence
3. Construct the Alternatives
4. Select the Criteria
5. Project the Outcomes
6. Confront the Tradeoffs
7. Decide
8. Tell your Story

Narrative summary	Performance indicators	Monitoring and evaluation	Assumptions and risks
Goal More and better trained students enroll and graduate from secondary schools			
Objective More and better trained students graduate from primary schools at reduced costs with more gender equity			Students have support from their families to enroll in secondary schools and to continue their education Secondary schools have excess capacity to provide education from an increased number of enrollments
Output Adequate, quality classrooms are used by students in the target groups			Transportation system allows children to get to schools in less than one hour Children are well fed when they arrive at school
Component activities 1.1. Determine school needs for construction and rehabilitation 1.2. Construct schools 1.3. Equip schools	**Inputs** Classroom renovation US$ xx M Administration US$ xx M		Weather does not hinder building Political stability

Logical Framework Approach



Contextualized Transfer of Ideas

1. A clear identification of needs translated into a tractable problem
2. A thorough analysis of the context in which the problem exists
3. Taking stock of existing research on the determinants of the problem at hand and on the best practices to address it in other contexts
4. An analysis of the gaps between the extant research and the context
5. Design of innovation or transfer of practices to close the gap