

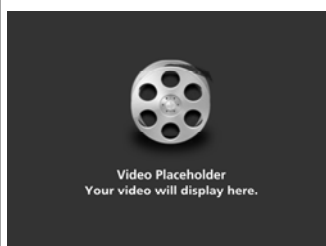
Welcome to the First LESN e-Lecture



Current Issues and Comparative Policy Analysis

Dr. Fernando Reimers
 Ford Foundation Professor of International Education
 Director, International Education Policy Program
 Harvard Graduate School of Education

Overview



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

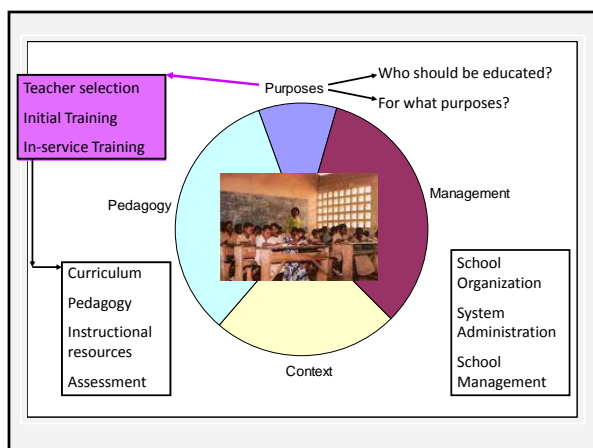
Individual & Government Decisions

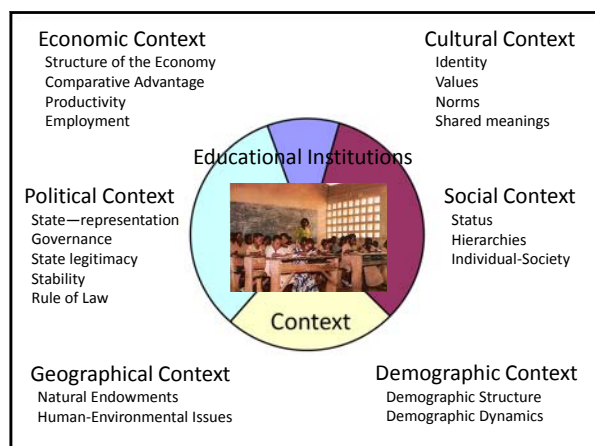


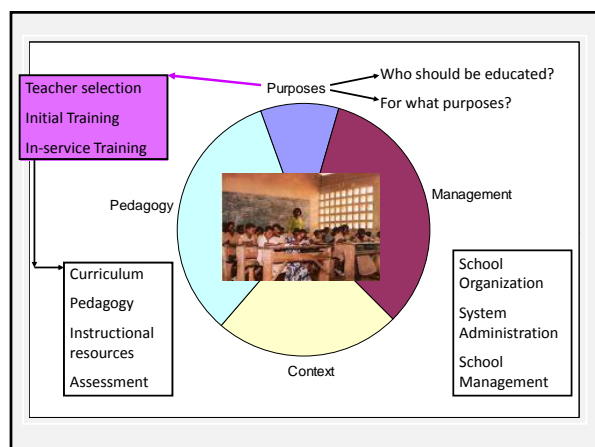
- Individual Decisions
- Government Decisions
 - Availability of schools
 - Content of curriculum
 - Availability of instructional resources
 - Characteristics of teachers
 - Duration of the school day

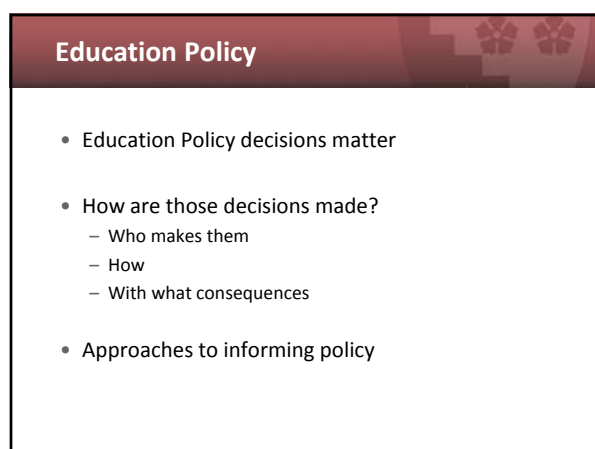
Key Policy Questions

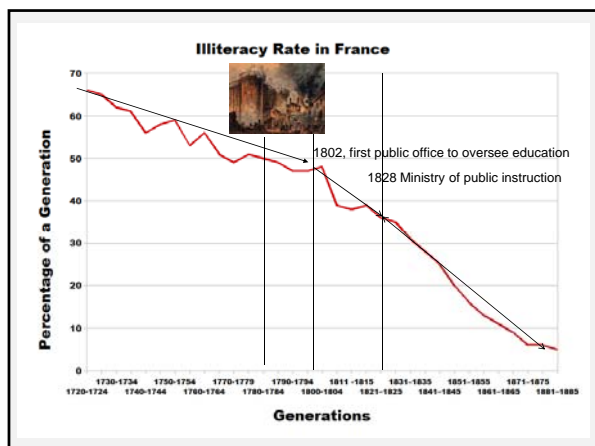
- Who should be educated
- For what purpose
- In what way
- With what methods
- At what cost
- Who should pay

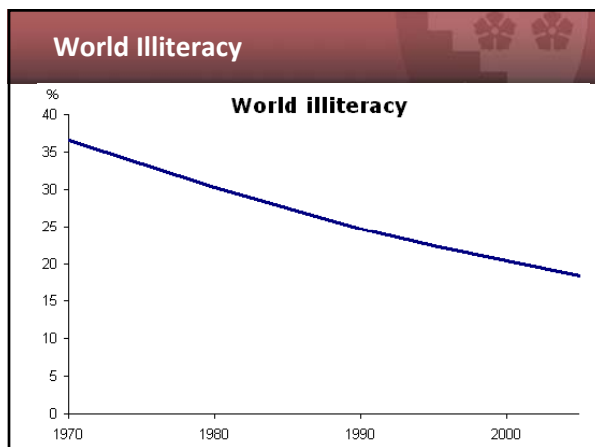


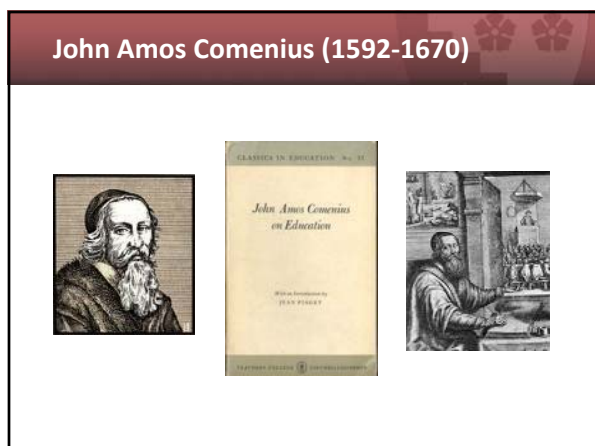




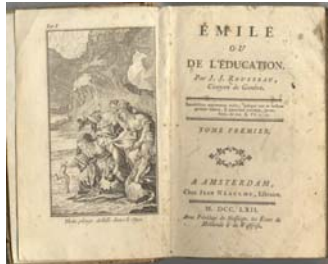




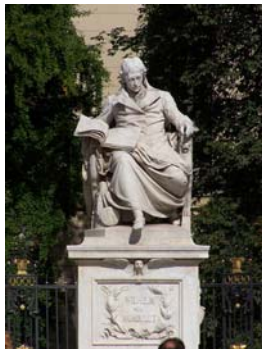




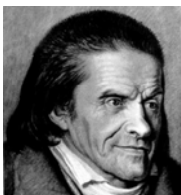
Jean Jacques Rousseau (1712-1778)



Wilhelm von Humboldt (1767-1835)

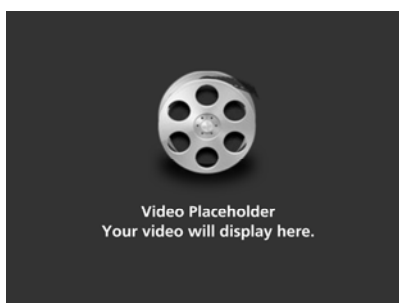


Johann Heinrich Pestalozzi (1746-1827)



Joseph Lancaster (1778-1838)



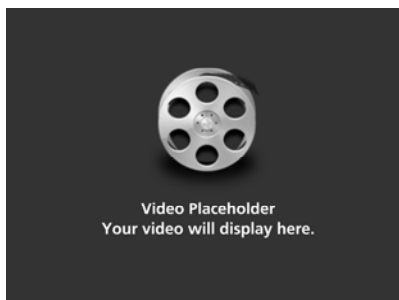


Systematic Comparisons are More Recent

- 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

McKinsey Study



[Click here to read the McKinsey study](#)

OECD-PISA Studies

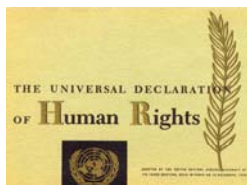
Programme for International Student Assessment

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
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.

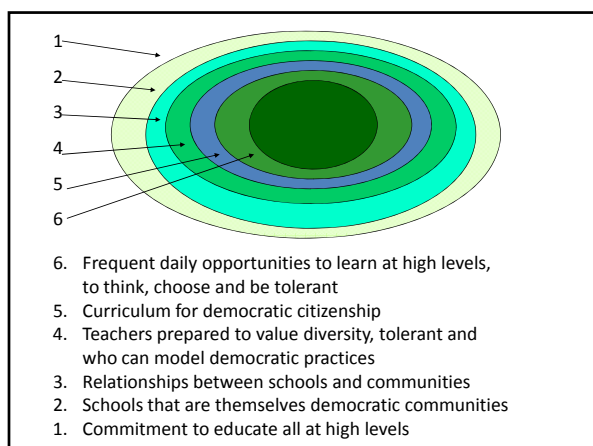


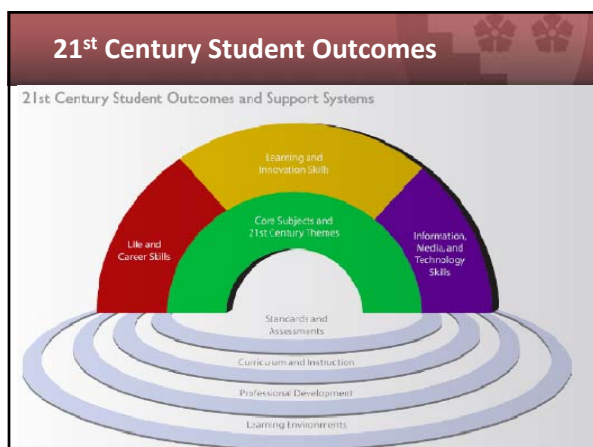
Policy and Effects

Logic Theory, If → Then

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









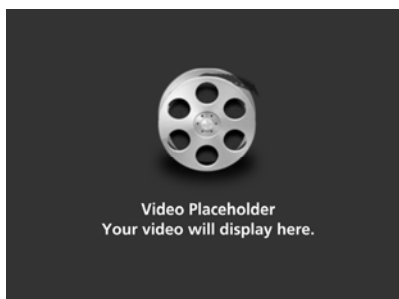
Equality of Inputs

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

Equality of Processes

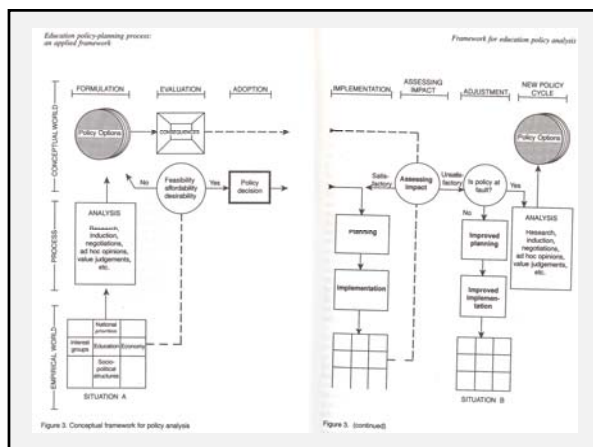
- Instructional Practices
- Teacher responsiveness
- Time on task
- Fit between curriculum and student background
- Language of instruction

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

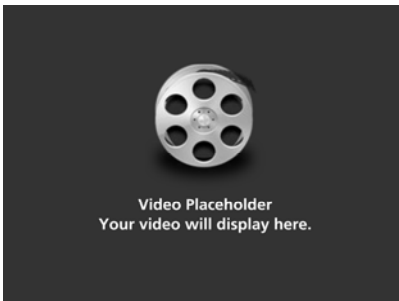


The Eightfold Path

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



Video Placeholder
Your video will display here.

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

