

COMPARATIVE EDUCATION POLICY

Teacher: Béatriz PONT

Academic year 2017/2018: Spring Semester

SHORT BIOGRAPHY

Dr. Beatriz Pont has worked on education policy reforms internationally throughout her career. At the OECD Directorate for Education and Skills, she leads OECD countries schools policy and implementation reviews, working with individual countries such as Japan, [Mexico](#), [Norway](#), [Sweden](#) or United Kingdom ([Wales](#)) in their [school improvement](#) reform efforts, and has particularly focused on [school leadership](#), and [equity and quality in education](#). She has published and presented internationally on these topics. She also teaches [comparative education policy](#) (MA) at the School of International Affairs, Sciences Po, Paris.

At OECD, she launched and led a comparative series on education reforms [Education Policy Outlook](#), producing country profiles, a report [Making Reforms Happen](#), and [Reforms Finder](#) data base and also developed an organisation wide research project on the political economy of reform. Previously, Beatriz was researcher on education and social policies in the Economic and Social Council of the Government of Spain and also worked for Andersen Consulting (Accenture).

Beatriz holds a Phd in Political Science from Universidad Complutense de Madrid, a Masters in International Relations from Columbia University, and a BA in political science from Pitzer College, California. She has been visiting researcher at the Laboratory for Interdisciplinary Evaluation of Public Policies (LIEPP, Science Po, Paris) and at the Institute of Social Sciences (Tokyo University). She is member of the advisory board of the European Foundation Society and Education, *Participation Educativa*, *EDUCAR* and *Save the Children Spain* and the *European Journal of Education*. She has been awarded an Honorary Doctorate from Sheffield Hallam University.

COURSE OUTLINE

Across OECD countries, education policy reforms have become a priority, with over 12% of public expenditures invested in education annually. Our fast changing knowledge economies and technologies, social cohesion, growth and development rely on the capacity of education systems to prepare students for their future. How are OECD education systems facing this challenge? What types of education policy reforms can be implemented? How to develop analysis on the types of policy reforms required for our quick evolving environments?

- This course aims to introduce students to comparative education policy and to develop their skills to deliver education policy analysis and communicate effectively for international, national institutions or NGOs related to education. It is divided in 3 parts:
- Education policy in a comparative perspective. Students learn and review theory of education policy and policy making, educational change, actors and contextual factors that influence education policy

and its success. It reviews different policy areas as well as global trends and challenges of education policy.

- Knowledge of the main comparative analytical tools available. Students learn about and research education policy issues building on quantitative data such as OECD's PISA, TALIS or Education at a Glance or qualitative sources and how to best deliver the information to policy makers.
- Responding to concrete education policy challenges: Students examine challenges countries face as they seek to reform their education systems to respond to changing skills needs. They review the types of policy responses countries are developing or deliver analysis on the types of education policies and reforms which can be delivered in the future. To this end a number of case-studies are analysed and discussed during the course.
- Workload: Class readings, group case studies and individual paper. Voluntary blog.
- Skills developed: education policy analysis, drafting, team work, effective presentations, communication.

Part 1: Education policy in a comparative perspective

Lesson 1: Introduction

This lesson will present a general introduction to the topic: an overview of comparative education policy, the context and current challenges and issues that education policy makers face. It will also introduce the course objectives, structure and methodology.

Readings:

- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Chapter 1, Chapter 6.

Additional voluntary reading (also for lesson 2):

- Bell and Stephenson (2009), Education Policy, Process, Themes and Impact. Routledge Press: London and New York. Part 1. Pp. 1-74.
- Rizvi, F., and Lingard, B., (2010), Globalising education policy. Routledge: London and New York.
- Heck, R., (2004) Studying Educational and Social Policy: Theoretical Concepts and Research Methods, Laurence Erlbaum Associates. Also available as an E-book. Chapter 1.

Lesson 2: Trends in education policies: towards equity, quality and well being

This lesson will focus on the main areas or policy levers which evidence demonstrates can make a difference in improving school outcomes from a whole system change perspective. It will review trends in and across OECD education systems in the past 10 years.

Readings:

- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Section 2: Trends. + p. 29-37.
- Hargreaves, A. and Shirley, D. (2012), The Global Fourth Way: The Quest for Educational Excellence, Corwin, Sage Publications (Ch 1-2).

Additional voluntary readings:

- Hanushek, E., Link, S. and Woessmann, L. (2013), Does school autonomy make sense everywhere? Panel estimates from PISA, *Journal of Development Economics* 104, 212–232.

Lesson 3: Education policy in action: policy making and stakeholders

This session will review approaches and theories of policy making, education governance and national and international actors involved in education policy making. Invited guest speaker.

Readings:

- OECD (2015), *Education Policy Outlook 2015: Making Reforms Happen*, OECD Publishing. Chapter 10 and Chapter 11.
- Van Zanten, A., (2014), *Les politiques d'éducation. Que sais-je ? 2396. 3ème éd.. Paris: Presses Universitaires de France (Chapter 3 ; 58-62).*
- Sources on International Organisations available on course site.

Additional voluntary readings:

- Datnow, A., and Park, V., (2009), *Conceptualizing Policy Implementation: large-Scale Reform in an Era of Complexity*, Chapter 28 in Sykes G., et al., (2009), *Handbook of Education Policy Research: London and New York*, Routledge.
- Mundy, K. and Ghali, M., (2009), *International and Transnational Policy Actors in Education: A review of the research*, Chapter 56 in Sykes G., et al., (2009), *Handbook of Education Policy Research: London and New York*, Routledge.
- Reimers, F. and McGinn, Noel (1997), *Informed dialogue: using research to shape education policy around the world*. Praeger Publishers: Connecticut. (Science Po Bib 379-REI-1997). Chapter on stakeholders.

Part 2: Using comparative analytical tools for analysis and policy making

Students learn about and research education policy issues building on examples, quantitative data such as PISA, TALIS or Education at a Glance or qualitative policy reform analytical sources.

Lesson 4: Education policy advice and recommendations: from policy to practice

This lesson will present and discuss a country analysis example building on statistical and research sources to deliver analysis and recommendations. It will focus on an individual country such as Sweden or Japan. It will review the context, main challenges and types of recommendations which could be possible to develop for the country.

At the end of the class, students will select a country for their team country case studies.

Readings:

- OECD (2015), *Education Policy Outlook 2015: Part 3. Country Snapshots* (selected countries be determined in previous session). <http://www.oecd.org/edu/policyoutlook.htm>.
- European Union Education and Training Monitor, http://ec.europa.eu/education/library/publications/monitor15_en.pdf.
- OECD (2015), [Improving Schools in Sweden: An OECD Perspective](#), OECD Publishing, Paris.

Additional voluntary readings:

- OECD (2014) [Improving School in Wales: An OECD Perspective](#) , OECD Publishing, Paris.
- Y. Wang (ed.), Education Policy Reform Trends in G20 Members, DOI 10.1007/978-3-642-38931-3_18, Springer.
- OECD (2011), Draft Action Plan for Better Lower Secondary Education in Norway, <http://www.oecd.org/education/school/50507688.pdf>.

Lesson 5: Main Statistical Data Sources for Education Policy Analysis

This lesson will review the characteristics and evolution of the education profession and the different factors that influence their practice. It will focus on the analysis of different countries' policies and practices aiming to raise the standards and quality of the profession and the factors that contribute to reform.

Suggested guest speakers: A Hargreaves or John Bangs (EI).

Reading

- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Part 1: Trends.
- Schleicher, A. (2012), Ed., Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World, OECD Publishing. <http://dx.doi.org/10.1787/9789264xxxxx-en>

Additional voluntary readings

- Hattie, J. (2009). Visible learning. London: Routledge.
- Visible learning into action: <http://visible-learning.org/2015/02/new-book-visible-learning-into-action/>
- Teacher Policy Research: <http://cepa.stanford.edu/tpr/publications-and-reports>

Part 2: Using comparative analytical tools for analysis and policy making

Students learn about and research education policy issues building on quantitative data such as PISA, TALIS or Education at a Glance or qualitative policy reform analytical sources.

Lesson 6 : Using quantitative and qualitative data for effective education policy communication

Much research does not reach the education policy arena because the policy analysis and data messages do not reach the appropriate audiences. This lesson will focus on how to use available data (qualitative and quantitative) to develop messages that can reach concrete audiences, including education policy makers in different levels of government. Students will come to class ready to discuss the challenges for their case studies.

Readings:

- Smith, C.F. (2013), Writing Public Policy: A practical Guide to Communicating in the Policy Making Process. (BIB 320.6-SMI-2013)

Part 3: Responding to concrete education policy challenges

Students examine challenges countries face as they seek to reform their education systems to respond to changing skills needs. They review the types of policy responses countries are developing or deliver analysis on the types of education policies and reforms which can be delivered in the future. To this end a number of case-studies are analysed and discussed during the course.

Lesson 7: How to drive education system reform for improvement?

This lesson will focus on different approaches to education reform building on evidence and comparative analysis. What are some global trends in education reform? What are the different strategies towards education change and improvement? What is system improvement?

Readings:

- Pont, B. (2017), "A comparative view of system reform: policy, politics and people," in Future Directions of Educational Change: Social Justice, Professional Capital, and Systems Change Eds. Malone, H.J., Rincón-Gallardo, S. and Kew K., Routledge, Taylor & Francis. Pp 171-188.
- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Part 2: Chapter 9.
- Fullan, M. (2011). Choosing the Wrong Drivers for Whole System Reform. Melbourne: Centre for Strategic Education. <http://www.edsource.org/today/wp-content/uploads/Fullan-Wrong-Drivers1.pdf>

Additional voluntary readings

- Y. Wang (ed.), Education Policy Reform Trends in G20 Members, DOI 10.1007/978-3-642-38931-3_18, Springer.
- Elmore, R. (1995). Getting to scale with good education practices. Harvard Educational Review, 66(1), 1–26.
- Reimers, F. Chung, C.K (Eds.) (2016). Teaching and Learning for the Twenty-First Century, 304. Cambridge, MA: Harvard Education Press. <http://hepg.org/hep-home/books/teaching-and-learning-for-the-twenty-first-century>
- David Hopkins, Sam Stringfield, Alma Harris, Louise Stoll & Tony Mackay (2014) School and system improvement: a narrative state-of-the-art review, School Effectiveness and School Improvement, 25:2, 257-281. <http://dx.doi.org/10.1080/09243453.2014.885452>

Lesson 8: Lessons on education system reform: selected countries

This lesson will focus on individual country policy analysis and advice using the skills developed throughout the seminar. What are the strengths and challenges the country faces? What types of policy approaches have they implemented and what further actions can contribute to respond to their challenges? Presentation of student case studies.

- OECD (2015), Education Policy Outlook 2015: Country Profiles. <http://www.oecd.org/edu/policyoutlook.htm>
- European Union Education and Training Monitor, http://ec.europa.eu/education/library/publications/monitor15_en.pdf
- Y. Wang (ed.), Education Policy Reform Trends in G20 Members, DOI 10.1007/978-3-642-38931-3_18, Springer.

Lesson 9: Lessons on education system reform: selected countries

This lesson will focus on individual country policy analysis and advice using the skills developed throughout the seminar. What are the strengths and challenges the country faces? What types of policy approaches

have they implemented and what further actions can contribute to respond to their challenges? Presentation of student case studies.

- OECD (2015), Education Policy Outlook 2015: Country Profiles. <http://www.oecd.org/edu/policyoutlook.htm>
- European Union Education and Training Monitor, http://ec.europa.eu/education/library/publications/monitor15_en.pdf
- Y. Wang (ed.), Education Policy Reform Trends in G20 Members, DOI 10.1007/978-3-642-38931-3_18, Springer.

Lesson 10: Lessons on education system reform: selected countries

This lesson will review the characteristics and evolution of the education profession and the different factors that influence their practice. It will focus on the analysis of different countries' policies and practices aiming to raise the standards and quality of the profession and the factors that contribute to reform. Presentation of student case studies.

Readings:

- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Part 1: Trends.
- Schleicher, A. (2012), Ed., Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World, OECD Publishing. <http://dx.doi.org/10.1787/9789264xxxxxx-en>

Additional voluntary readings:

- Hattie, J. (2015). Visible learning into action: <http://visible-learning.org/2015/02/new-book-visible-learning-into-action/>
- Teacher Policy Research: <http://cepa.stanford.edu/tpr/publications-and-reports>

Lesson 11: Policy focus: school leadership and teachers

This lesson will review the characteristics and evolution of the education profession and the different factors that influence their practice. It will focus on the analysis of different countries' policies and practices aiming to raise the standards and quality of the profession and the factors that contribute to reform.

Readings:

- OECD (2015), Education Policy Outlook 2015: Making Reforms Happen, OECD Publishing. Part 1: Trends.
- Schleicher, A. (2012), Ed., Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World, OECD Publishing. <http://dx.doi.org/10.1787/9789264xxxxxx-en>
- Pont, B. (2017), "School Leadership for Equity: A Comparative Perspective," in Wiseman, A.W., Taylor, C.S. (ed.) The Impact of the OECD on Education Worldwide (International Perspectives on Education and Society, Volume 31) Emerald Publishing Limited, pp. 99 – 124 DOI [10.1108/S1479-367920160000031007](https://doi.org/10.1108/S1479-367920160000031007)

Additional voluntary readings:

- Hattie, J. (2015). Visible learning into action: <http://visible-learning.org/2015/02/new-book-visible-learning-into-action/>
- Teacher Policy Research: <http://cepa.stanford.edu/tpr/publications-and-reports>

Lesson 12: Education policy: into the future

This seminar will end with an exploration of common trends and different factors that influence education policy reforms in a comparative perspective, including context, policies, actors and processes. Can we apply

this analysis with a forward looking approach to This seminar will end with an exploration of common trends and different factors that influence education policy reforms in a comparative perspective, including context, policies, actors and processes. Can we apply this analysis with a forward looking approach to ensure that education policy can effectively plan for the future?

Readings:

- Viennet R., and Pont, B, (2017), A literature review on education policy implementation and a framework for action.

Suggested voluntary readings:

- Zhao, Y (2012), World Class Learners, Educating Creative and Entrepreneurial Students, Corwin Press.
- Partnership for 21st Century Learning: Framework for 21st Century Learning. <http://www.p21.org/our-work/p21-framework>.
- Hargreaves, A. (2010) "Leadership, change, and beyond the 21st century skills framework". In J. Bellanca and R. Brandt (Eds.), (2010). 21st century skills: Rethinking how students learn. Bloomington, IN: Solution Tree Press.