



Implementing Education Policies SUPPORTING CHANGE IN EDUCATION

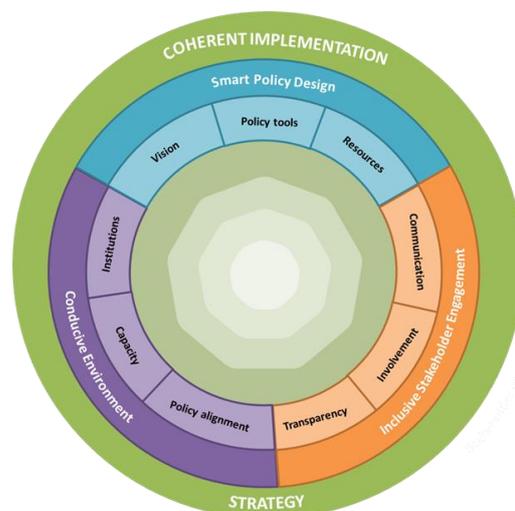
The OECD's project *Implementing Education Policies* offers comparative knowledge, peer learning and tailored support for countries to help them ensure policies are successfully implemented and bring about effective educational change.

Education policies often do not reach the classroom, failing to achieve their intended outcomes, because of lack of focus on how to move forward with the implementation process. Education policy implementation relates to different concepts such as realisation, delivery, effective change, and change management. The project analyses the different dimensions of education policy implementation and aims to help policy makers and education stakeholders through the analysis of the different dimensions required for an education policy to move from paper to action. It proposes actions to consider when designing education policies to reach schools effectively and improve student learning.

It has defined a change framework that recognises that education policy has become more complex. It requires balancing traditional top-down implementation processes with more bottom-up approaches that leave room for co-construction and local adaptation. To accomplish education change in schools, policy makers need to consider how to shape an actionable and well-communicated implementation strategy that engages stakeholders early on and takes into account the environment as part of the policy design process. The framework suggests that an effective implementation strategy needs to align and communicate the following key dimensions in a coherent way:

- Smart policy design
- Inclusive stakeholder engagement
- Conducive environment
- An actionable strategy

The framework also recognises that implementation in education policy is not fixed but evolving, which requires constant revision and adaptation of an implementation strategy. The full paper on the framework can be found here: [An implementation framework for effective change in schools](#).



What can the OECD offer to support education implementation efforts?

The *Implementing Education Policies* project develops knowledge, peer learning and country support. It aims to respond to the following questions:

- ✓ How can education policy implementation processes be designed to ensure that policies bring about effective educational change in schools?
- ✓ What types of implementation strategies can be pursued for school improvement policies?
- ✓ What kind of information/data can help policy makers understand progress with implementation of their reforms?

The activity comprises two complementary strands in which countries can engage voluntarily.

Comparative knowledge and peer learning

This strand of work aims to provide value to all countries with comparative analysis on implementation dimensions. The analysis is presented and discussed in an education change series that delivers:

- Targeted education change briefs on specific policy areas or dimensions of implementation such as: [Education responses to COVID-19: Implementing a way forward](#); [Curriculum reform: A literature review to support effective implementation](#).
- Peer learning webinars with policy implementers to discuss concrete education policy implementation challenges such as: [Education responses to COVID-19: An implementation strategy toolkit](#); [Let schools decide: the Norwegian approach to school improvement](#).

Tailored country support

At the request of individual countries, OECD can provide tailored support for the analysis and implementation of concrete education reforms. The approach combines three complementary strands of support to ensure impactful changes in schools and classrooms:

- **A policy assessment** takes stock of the country reform or change strategy. It results in a report analysing strengths and challenges and providing recommendations for enhancing and ensuring effective education implementation of the policy, following a [tested methodology](#).
- **Strategic advice** on the specific policy by reviewing policy documents (e.g. white papers or action plans), or contributing to specific implementation discussions.
- **Implementation seminars** are organised to bring together education stakeholders involved in the specific reform process to discuss and shape the development of implementation strategies.

Examples of our country work:

Norway: [Progress with the Competence Development Model](#);

[Improving School Quality in Norway: The Competence Development Model](#)

Ireland: [Education in Ireland: An OECD Assessment of the Senior Cycle Review](#)

Wales: [Achieving the New Curriculum for Wales](#)

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