IMPLEMENTING EDUCATION POLICIES: LEADING FOR EFFECTIVE CHANGE IN EDUCATION

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A changing world ............... leading to education change

**Globalisation**

**Technology**

**diversity**

**Skills**

**Inequalities**

**Education reforms, OECD, 2008-2014**

## Complexity between design and implementation of reforms

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Context of reforms</th>
<th>Weaknesses</th>
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</thead>
<tbody>
<tr>
<td>Reforms on key policy areas</td>
<td>Don't consider current/other policies</td>
<td></td>
</tr>
<tr>
<td>Large reform activity (+455)</td>
<td>Reform fatigue/lack of sustainability</td>
<td></td>
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<tr>
<td>Centered around policy design</td>
<td>Need to focus on implementation</td>
<td></td>
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<tr>
<td>Need to create school learning cultures</td>
<td>Low understanding of school capacity</td>
<td></td>
</tr>
<tr>
<td>Evaluation research abound</td>
<td>only 10%</td>
<td></td>
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</tbody>
</table>

Education policy implementation is a **purposeful** and **multidirectional change process** aiming to put a **specific policy into practice** and which may affect a given education system on several levels.

How to ensure policies reach schools, students and classrooms?
The process of policy making in education is no longer linear

From theory…

Problem definition
Agenda setting
Policy options
Policy development
Policy implementation
Policy evaluation

Policy making ........a complex web of human interactions influenced by the context...

... to practice

**Policy making**
- Piece meal approaches (lacking coherence)
- Insufficient capacity development
- Lack of resources
- Data/information poor

**Actors**
- Multiple actors
- Resistance to reform

**Contextual factors**
- Politics, socioeconomic and timing factors
- Changing governance and institutions
- Other reforms
Education reform is not only for policy makers from the top down, but a balancing act beyond evidence-based policy making.

Design of the policy: coherent

Implementation: aligned and planned

Focus on all student learning
Develop capacity
Assess account/improvement
Support

Favorable context
Sustainable strategy
Stakeholder engagement

Not much research evidence on education policy implementation.

Very context based.
For policy success, both the content and the policy process are important.

A framework for policies to reach schools and classrooms

**Smart policy design**
- The policy at least partially defined before implemented. Its justification, validity of its causal theory and goals, complementarity with other policies and feasibility affect whether it can be effectively implemented.

**Inclusive stakeholder engagement**
- Actors can interpret, react and influence implementation. Including them throughout the process facilitates long term success and prevent reactions against reforms.

**Conducive context**
- The process’ features are adapted to the structures and governance of its system at a given time, to the particular actors, and around the specific educational policy.

**Coherent implementation strategy**
- A coherent plan outlines concrete measures to make the policy design operational, with sufficient resources, capacity building, communications, and engaging stakeholders.
The policy at least partially defined before implemented. Its justification, validity of its causal theory and goals, complementarity with other policies and feasibility affect whether it can be effectively implemented.

<table>
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<tr>
<th>Equity and Quality</th>
<th>Preparing Students for the Future</th>
<th>School Improvement</th>
<th>Evaluation and Assessment to Improve Student Outcomes</th>
<th>Governance</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantaged students</td>
<td>Investing early on</td>
<td>System-level policies that promote or hinder equity</td>
<td>Quality of secondary</td>
<td>Quality of tertiary</td>
<td>Transition between school and work</td>
</tr>
<tr>
<td>8.8%</td>
<td>6.1%</td>
<td>1.9%</td>
<td>5.5%</td>
<td>8.1%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>
Defining roles and attributions

Inclusive stakeholder engagement

- **Actors** can interpret, react and influence implementation. Including them throughout the process facilitates long term success and prevent reactions against reforms.
Conducive context

- The process’ features are adapted to the structures and governance of its system at a given time, to the particular actors, and around the specific educational policy.

**Political environment**

**Governance and institutions**
- Central/decentralised
- External institutions

**Complementary policies**
- Assessment policies
- Curriculum reform
- Initial teacher education

**System and school leadership**
Conducive context

- The process’ features are adapted to the structures and governance of its system at a given time, to the particular actors, and around the specific educational policy.

Public confidence in education system, 2005, 2013

Source: World Gallup Poll 2013
Coherent implementation strategy

- A coherent plan outlines concrete measures to make the policy design operational, with sufficient resources, capacity building, communications, and engaging stakeholders.
Dimensions of effective policy implementation

- **Smart policy design**: Clarify objectives related to Wales development; PISA consultation; co-construction Pioneer schools.
- **Inclusive stakeholder engagement**: Political moment Consortia; school improvement plan.
- **A conducive context**: Co-construction Plan w/resources OECD.
- **A coherent implementation strategy**: Every 10 years Update curriculum For 2030 consultation; Pioneer schools.
- **Japan**: Political moment? Governance. Resources/capacity.
For policy success, both the content and the policy process are important.
Implementing education policies: supporting effective change in education

OECD education policy implementation support from a comparative perspective
Tailored OECD *Implementing Education Policies* Support: Selected examples

**Wales**
- 3 years
- Schools as Learning Organisations (SLO) model
- 2 Policy Assessments
- Strategic advice and Implementation Seminars
- SLO survey, School self-evaluation toolkit

**Norway**
- 2 years
- Competence development model for schools
- Policy assessment
- Participation in meetings, doc. review, reference group
- Implementation Seminars

**Ireland**
- 1 year
- Senior Cycle Review
- Policy Assessment
- Participation in national consultation meetings, steering group
Publications and other deliverables: selected examples

Frameworks
Highlights
Policy Assessment Reports
Briefs
Seminars

The School as Learning Organisation model in Wales
FOR FURTHER INFORMATION

www.oecd.org/education/implementing-policies

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