

Implementing education policies: Why and how do countries address the issue of education policy implementation?

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Part 1: Why focus on education policy implementation at OECD?

Achieving educational equity, quality and well being



LEARNING

Equity with quality: all students learning
Curriculum: knowledge, skills & values
Student agency



PROFESSIONALS

Professional capital: human, social & decisional
Schools as learning organisations

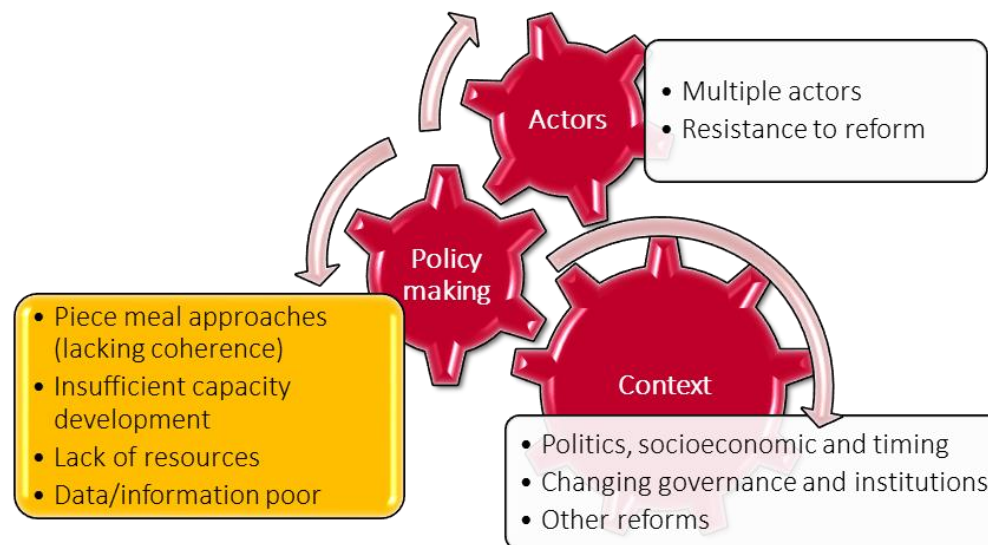
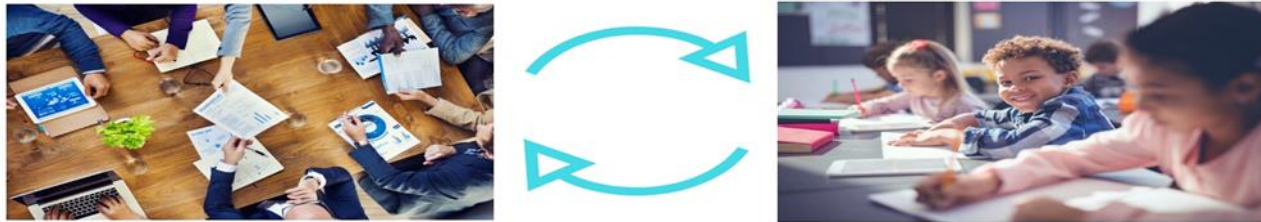


SUPPORT

Governance
School organization
IT, AI & data
Evaluation
Families, Communities

Wellbeing and efficiency

Need to bridge the policy – practice gap



Part 2: A comparative view

Selected country approaches to education change and implementation

A wide range of education systems and policies across OECD (I)

- Development of an education monitoring system

Austria (1)
2019-2021



- Development of education indicators for Education strategy 2035

Estonia (1)
2019-21



- Education Strategy 2030 implementation

Iceland
2020-21



- Review of Senior Cycle (upper secondary education)

Ireland 2019-20



- Review of education strategy implementation

Mexico 2018



- Decentralised competence development for schools implementation

Norway
2018-20



- Curriculum for Excellence implementation assessment

UK Scotland
2019-21



- Curriculum for Wales 2023 implementation
- SLO 2018

UK Wales
2019-20



Policy assessment



Strategic advice



Stakeholder consultation seminars

1. Supported by European Commission DG Reform.

A wide range of education systems and policies across OECD (II)

	Ireland	Mexico	Norway	Wales	Austria	Estonia	Iceland	Scotland
Smart policy design	Upper Sec review	Curriculum, teacher profession & evaluation reform	Decentralised model for competence development	The Curriculum for Wales & assessment arrangements	Monitoring system for data driven governance	New monitoring system to align to vision 2035	Education Policy Strategy	Curriculum for Excellence (4 purposes)
Inclusive stakeholder engagement	Shift from top down consultation to greater engagement; 40 pilot schools	Top down; state engagement; ad hoc consultations	Norwegian Directorate; Regional direction networks and local ownership. Many actors involved	Co-construction (Pioneer schools, consultation, working gp) Communication	Lack of consultation	Consultation for vision, new survey in process	Ad-hoc consultation via committees (front-loaded)	Wide stakeholder participation
Conducive context	Political stability; jr cycle reform; align with high stakes exam	Change in government; reactions against reforms	Curriculum reform, evaluation, restructuring	Evaluation and Assessment; SLOs; ITE and CPD reform	New data driven governance policy alignment	Aligned to EDU 2030 strategy	Lack of implementation culture or institutional process	Institutional and policy alignment needed
Coherent implementation Strategy	shaping vision, stakeholder engagement, leadership	Implemented with realignments	Requires focus, targeted actions and communication	Adopting a school's perspective for the next steps	IT tool	In process of development	Currently being drafted; expected Fall 2021	Sequenced roll out, ad hoc approach

Shaping a policy: vision, policy actions and resources



Is the vision **defined**? **Clear**? **Justified** and **motivational**?
related to education **outcomes**?

How to implement the vision



5-year National Education Plan: Japan
(2018-2022)





White Paper “Desire to Learn”: Norway
(2017-)



Our National Mission: Wales (2017-2021)



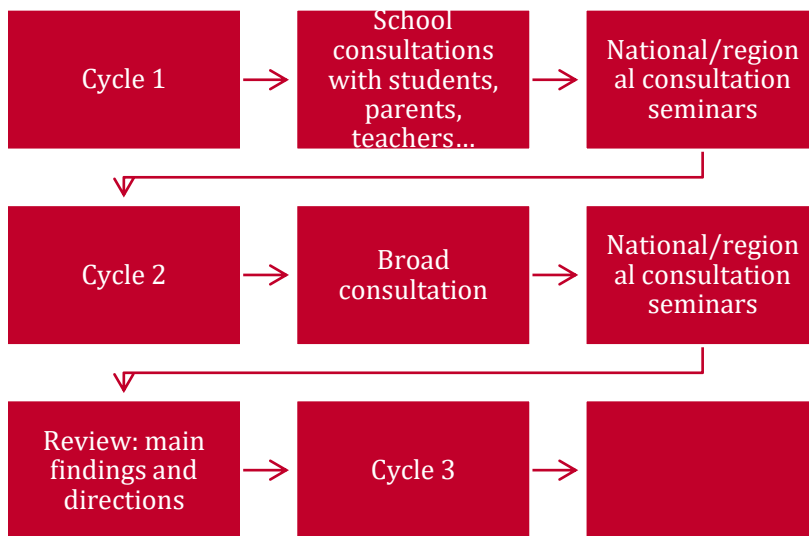
Estonia Education Strategy (2020-2035)

- 
- State the vision to guide stakeholders
 - Establish objectives necessary to achieve the vision
 - Define strategic indicators to follow-up on achievement progress
 - Policy actions
 - Resources
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Stakeholders engaging in the process

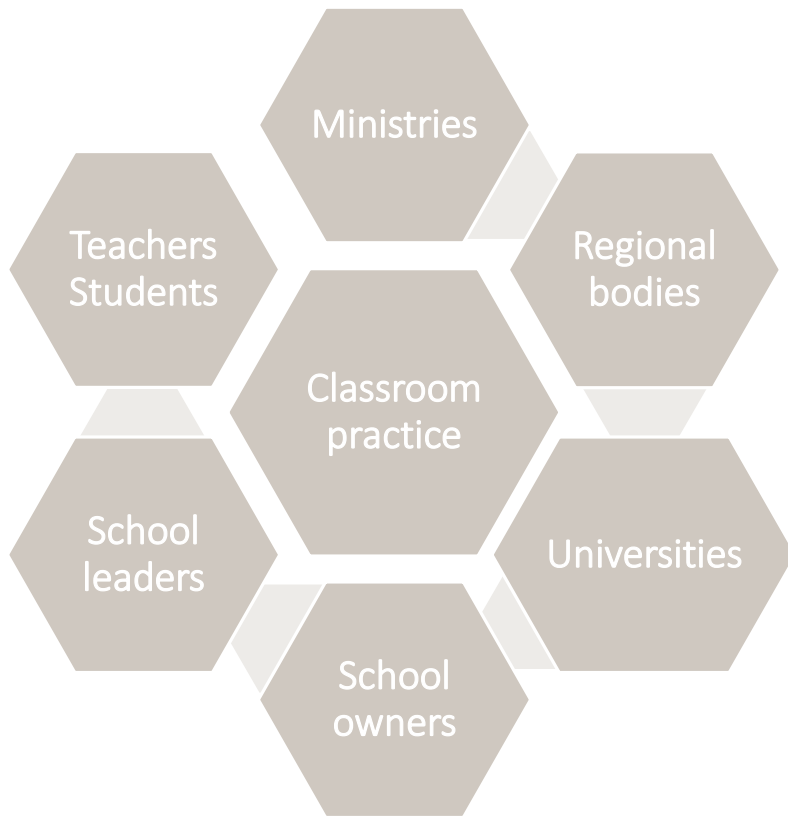
Different engagement approaches

- **Co-construction:** including key SKs in key decisions made about the vision, policy design, detail of initiatives (Wales)
- **National debates/consultations:** systematic discussions with large number of stakeholders across the jurisdiction (ICE, IRE, MX). Not enough if no feedback on propositions.
- **Piloting with selected schools/groups** (pilot/pioneer schools IRL, JP/Wales)
- **Working/steering groups:** Implementation Group in Wales; Norway Steering Group.



Ireland Senior Cycle Review (Upper Secondary Consultation)

Stakeholders roles and responsibilities



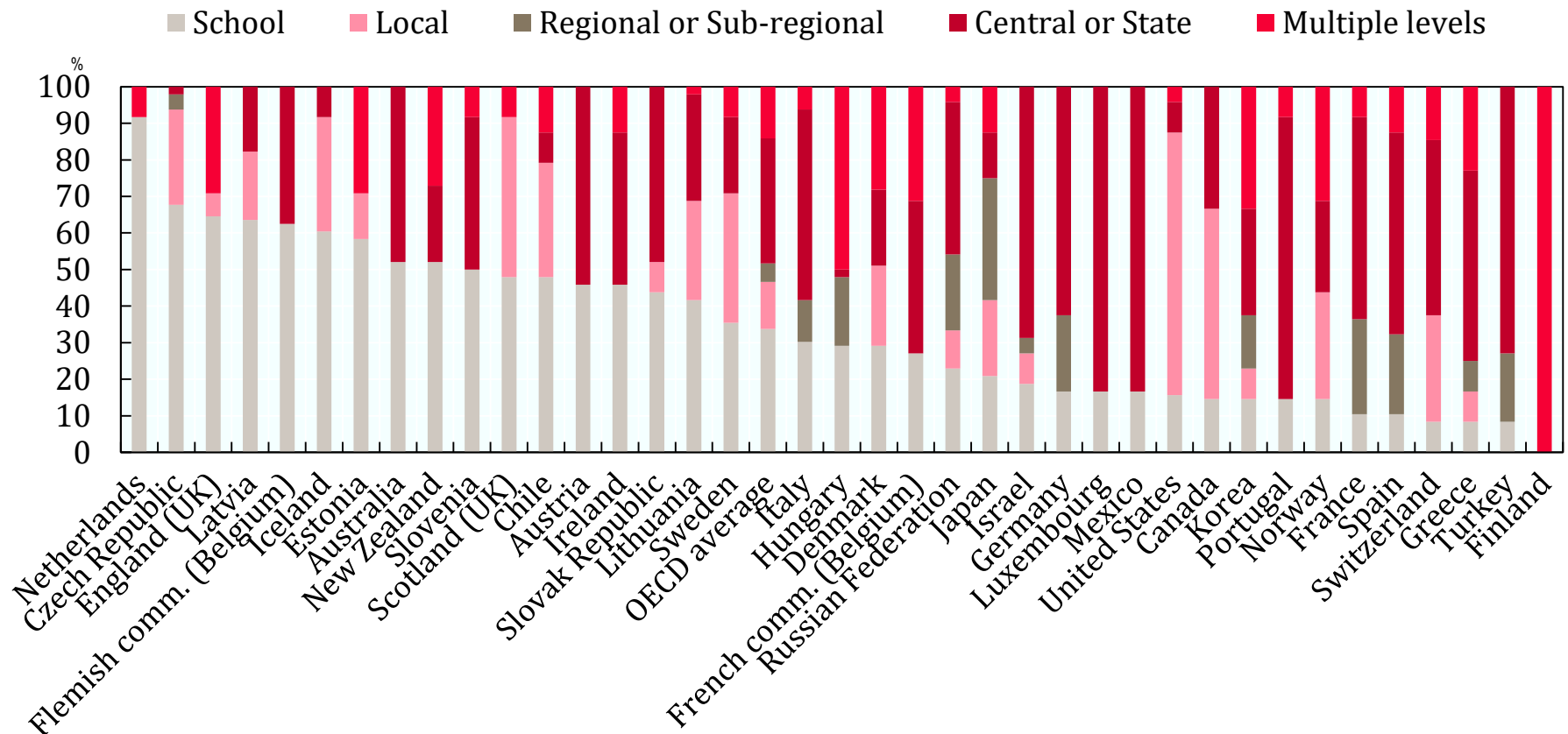
Norway Competence Development Model

How to define stakeholder involvement and responsibility

- Define roles and responsibilities
- Support stakeholders' capacity to use data to adjust during implementation
- Transparency: data to understand progress

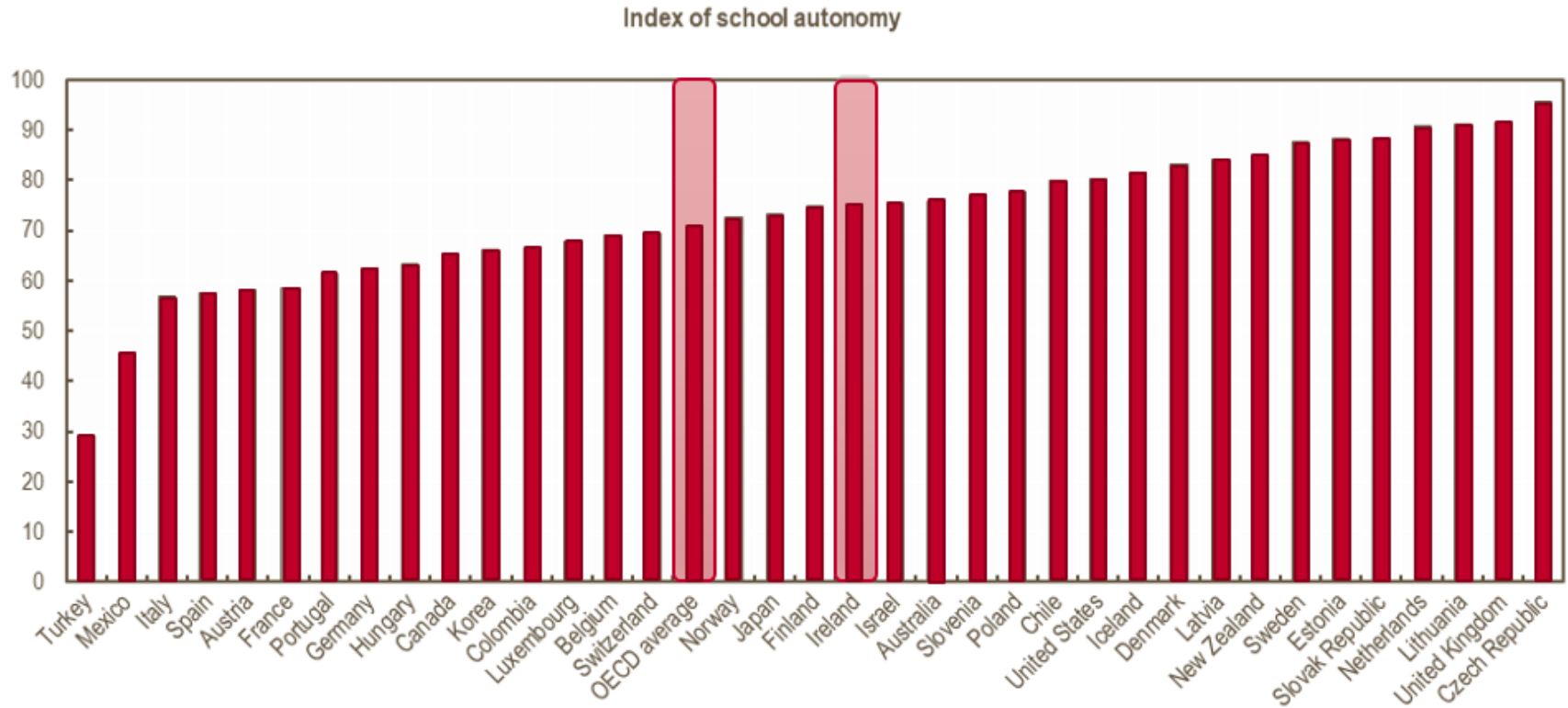
Context matters: governance and trust

Governance: decision making



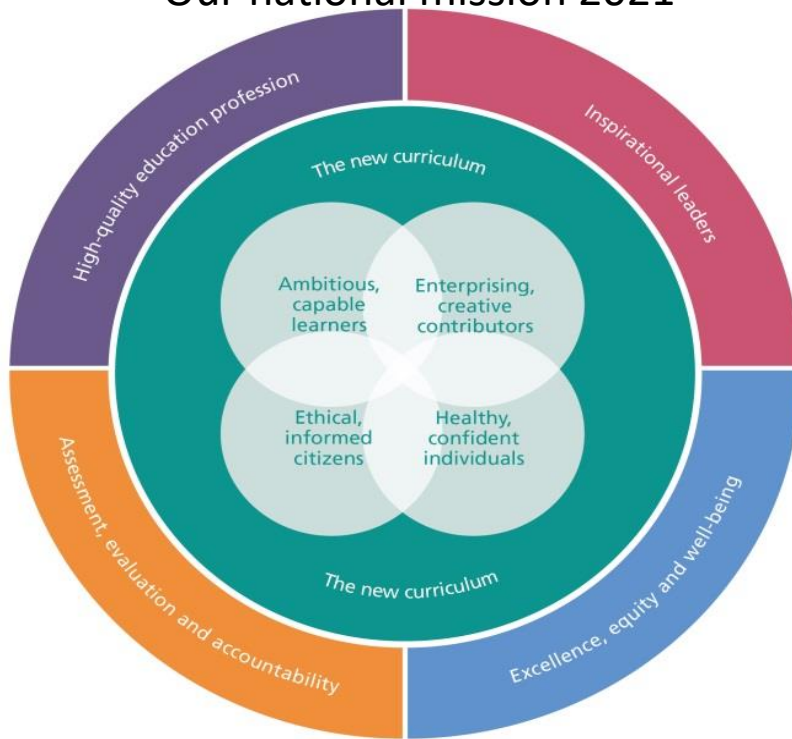
Context matters: school autonomy and capacity for change

Governance: Percentage of tasks for which the principal, the teachers or the school governing board have considerable responsibility.



Context matters: policy coherence

Wales: Curriculum reform
Our national mission 2021

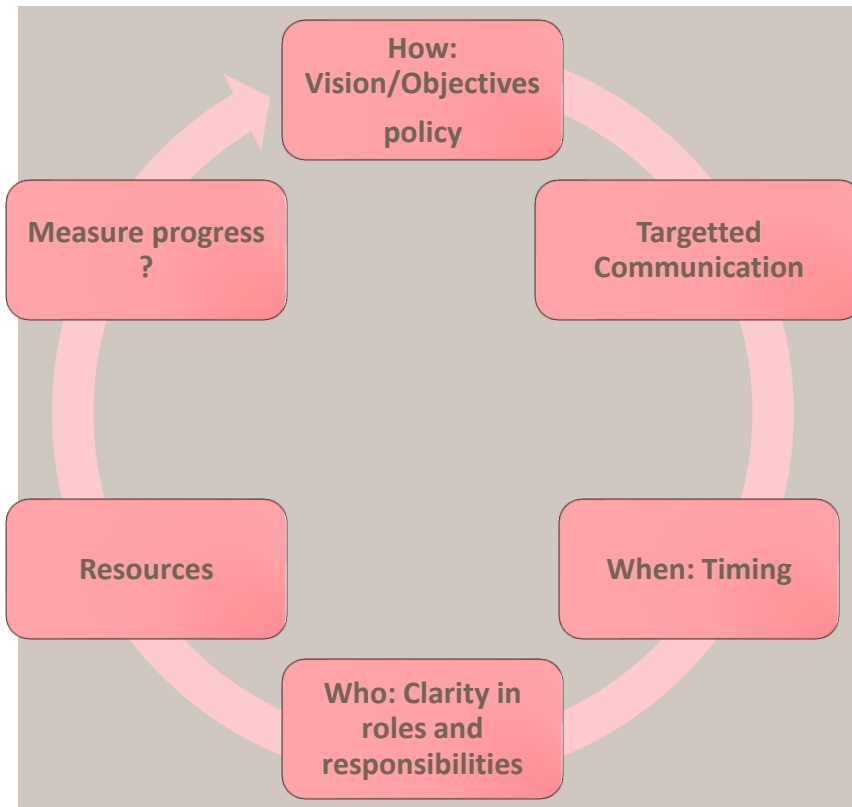


Search for institutional reform approaches

Policy alignment: education policies integrated into the policy for systemic change.

Implementation strategy: actionable to ensure change

Implementation strategy



Clear communication across the country with strong leadership and regular co-construction meetings

Flexible action plan accommodating stakeholders' needs and challenges, including delaying and sequencing policies

Openness to reviewing action plan to approach the next steps of implementation coherently

Fig I.4.4

Part 3: Some lessons

Implementation challenges

Responding to common implementation challenges

Weak policy design

- Can lack concrete description of vision, goals or policy actions or indicators.

Lack of knowledge

- Tacit knowledge on how to "translate" policy into practical actions. Weak evidence / capacity.

Resistance to reform

- Actual / perceived resistance by those in field or collective ownership, or to sustain reform.

Implementation strategy gaps

- New complex governance approaches not taken into account: top down / bottom up.

Thank you for your attention

BEATRIZ PONT