

WORLD EDUCATION REFORM

**Rie Kijima, Ph.D., Munk School of Global Affairs &
Public Policy at the University of Toronto**

**Patricia Bromley, Ph.D., Stanford Graduate
School of Education**

Symposium: Exploring the Global Scripts of Development

Partners: Comparative Retrospective Analyses

May 9, 2024

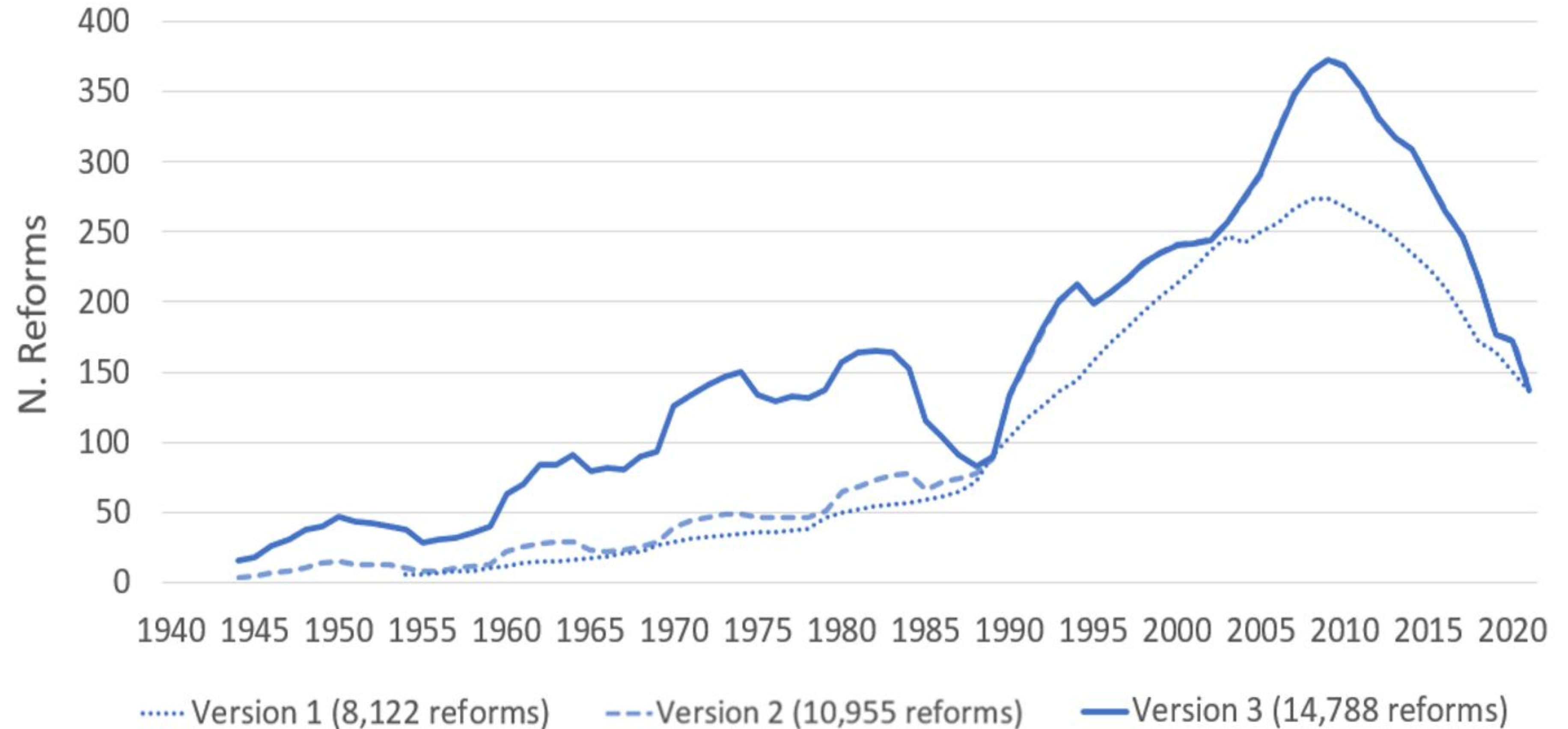


WORLD EDUCATION REFORM DATABASE

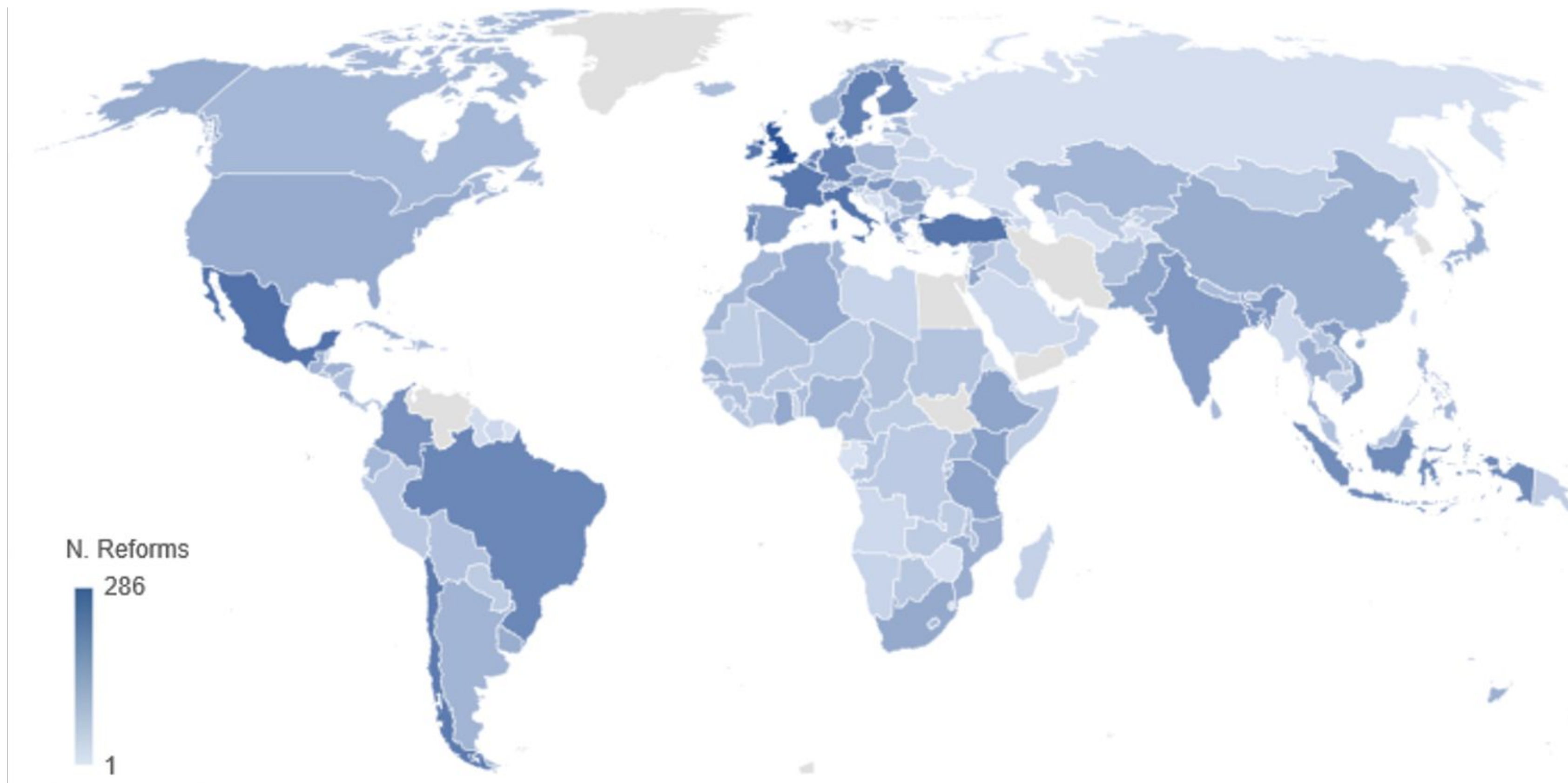
It contains over 10,000 policy changes reported by 189 countries, mainly since the 1970s.



COUNTS OF EDUCATION REFORMS



REFORMS IN 219 COUNTRIES AND TERRITORIES



DATA SOURCES

World Data on Education
Données mondiales de l'éducation
Datos Mundiales de Educación

VII Ed. 2010/11

IEE2010/DCPWDE/UG

Albania

EARLY CHILDHOOD DEVELOPMENT

SABER Country Report 2015

Policy Goals	Status
<p>1. Establishing an Enabling Environment Albania has a well-developed set of laws governing sectoral policy and service delivery for all children (0-18 years old). However, an enabling environment specifically for early childhood development (ECD) is not streamlined. Limited mechanisms are in place to align multi-sector policymaking to promote holistic development of children younger than 6 years old. An institutional anchor to coordinate ECD across sectors does not exist. The education sector reports expenditures on pre-primary education, but the government cannot accurately report public ECD expenditures in the health, nutrition, or child and social protection sectors.</p>	Emerging
<p>2. Implementing Widely A wide scope of ECD services exists in Albania, including maternal and child health care, pre-primary education, and programs for vulnerable children. However, levels of coverage vary. For example, prenatal care and childhood immunizations are close to universal, yet roughly one in three pregnant women have anemia and nearly one in five children suffer from malnutrition. Stunting, suggesting limited access to nutrition interventions. Only one-third of children have access to pre-primary education. While some ECD services are provided equitably, such as birth registration and prenatal care, inequities exist for some essential ECD services, particularly in the education sector. The net pre-primary enrollment rate for the richest quintile of children is twice as high (48 percent) than the poorest quintile (25 percent).</p>	Developing
<p>3. Monitoring and Assessing Quality The government collects administrative data related to access to most ECD services, but individual children's development outcomes are not tracked. Standards for early learning have been developed, and a new early childhood education curriculum framework is under development. The inspection process for ECD facilities is in the process of reform. It would be useful for the government to institute a streamlined inspection process to ensure compliance with quality standards.</p>	Emerging

Systems Approach for Better Education Results

WORLD BANK GROUP

International Encyclopedia of Education

Volume 1

Reviews of National Policies for Education

Polytechnic Education in Finland

OECD

EDUCATION POLICY OUTLOOK SPAIN

OECD

BETTER POLICIES FOR BETTER LIVES

April 2014

YEAR, TITLE, BRIEF DESCRIPTION

The challenge: Eliminating system-level policies that hinder equity, such as grade repetition, and preventing early dropout.

Recent policies and practices

The Organic Law for the Improvement of Educational Quality ([Ley Orgánica para la Mejora de la Calidad Educativa](#), LOMCE, 2013), aims to increase flexibility in lower secondary education and improve the transition into upper secondary vocational programmes (see Spotlight 1).

Several national plans aim to improve equity in education and social inclusion: the National Strategic Plan for Childhood and Adolescence 2013-2016 (*Plan Estratégico Nacional de Infancia y Adolescencia*) and the National Action Plan for Social Inclusion 2013-2016 (*Plan Nacional de Acción para la Inclusión Social*), and the Programmes for Reinforcement, Guidance and Support ([Programas de Refuerzo, Orientación y Apoyo](#), 2005, modified in 2010), which provide resources to education institutions to address inequalities and social exclusion.

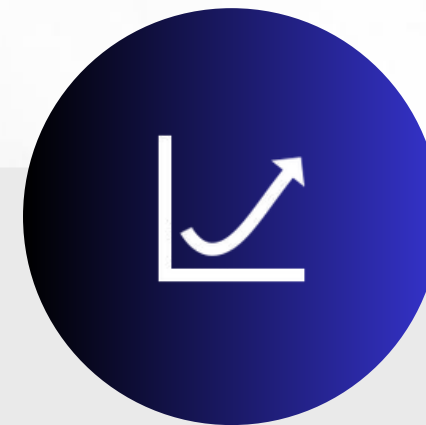
Efforts to reduce early school leaving have been ongoing. The Programme to reduce early dropout in education and training ([Programa para la reducción del abandono temprano de la educación y la formación](#), 2008) which provides funding for preventive measures, has [shown a small impact](#) on reducing dropout. More recently, the National Reform Plan 2013, which lays out objectives to meet the European Union 2020 strategy, proposes to reduce dropout rates to 15% by 2020.

STANDARDIZED DEFINITION OF REFORM



PLANNED

an intentional
act rather than
unplanned
change



NON-ROUTINE

change,
something new or
different rather
than routines



SYSTEMIC

involving collective
administration of a
policy depicted as
portable or
generalizable

APPLICATIONS

AMOUNT OF
REFORM &
CAUSES

Bromley et al on
global and
national
influences of
reform

TYPES OF
REFORMS &
CAUSES

Woo, LeTendre et al on
teachers; Overbey on
quality and access;
Choi on human rights
& human capital; Uno,
Yagi, and
Steiner-Khamsi on
governance,
accountability, and

IMPACT OF
REFORMS

Kijima et al on how
reforms shape
access and
achievement

COMPARISON
WITH LOCAL

Steiner-Khamsi et
al on Iceland and
Switzerland

WHAT WE HAVE LEARNED SO FAR

- Reform efforts have declined more recently, due to backlash against neo-liberal education policies (Bromley, Overbey, Furuta, Kijima, 2020; Bromley et al, 2021)
- The number of quality-focused reforms have risen while access-focused reforms have declined then stabilized (Overbey, 2022)
- There is a decline of reforms in recent decades with changing influence of global organizational actors (Bromley et al, 2023)
- Countries with human rights discourse are more likely to adopt human capital discourse (Choi, 2024)
- Data and information reform have increased, due to the rise in datafication of knowledge (Bromley, Nachitgal, Kijima, in press)
- Articulation of quality reforms are associated with positive learning outcome (Kijima and Bromley, under review)



DECLINE IN EDUCATION REFORMS OVERTIME

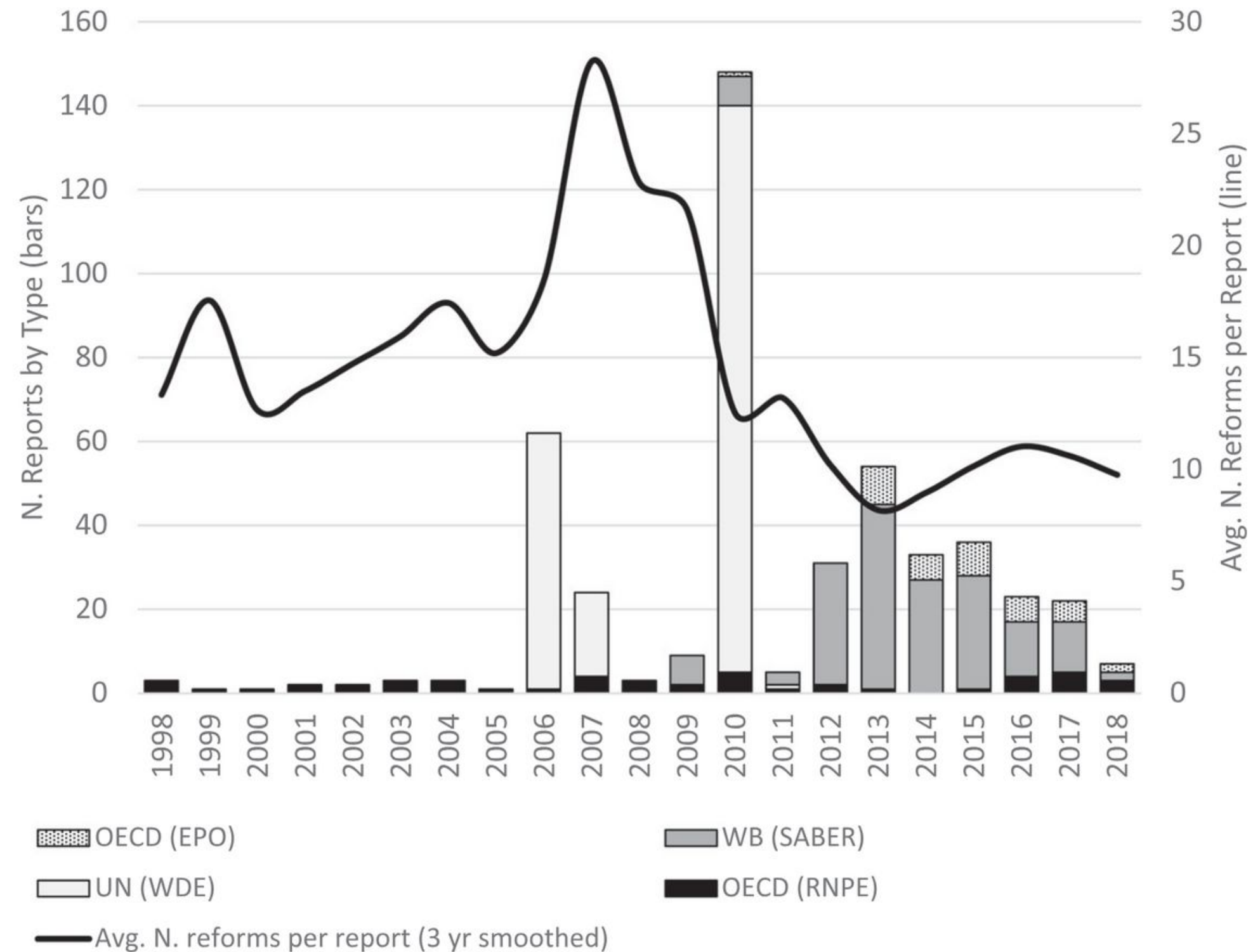


Figure 3. Number of reports by type over time and average number of reforms per report (n = 473)

Source: Bromley, P., Furuta, J., Kijima, R., Overbey, L., Choi, M., & Santos, H. (2023). Global Determinants of Education Reform, 1960 to 2017. *Sociology of Education*, 96(2), 149-167.

PATTERNS OF REFORMS

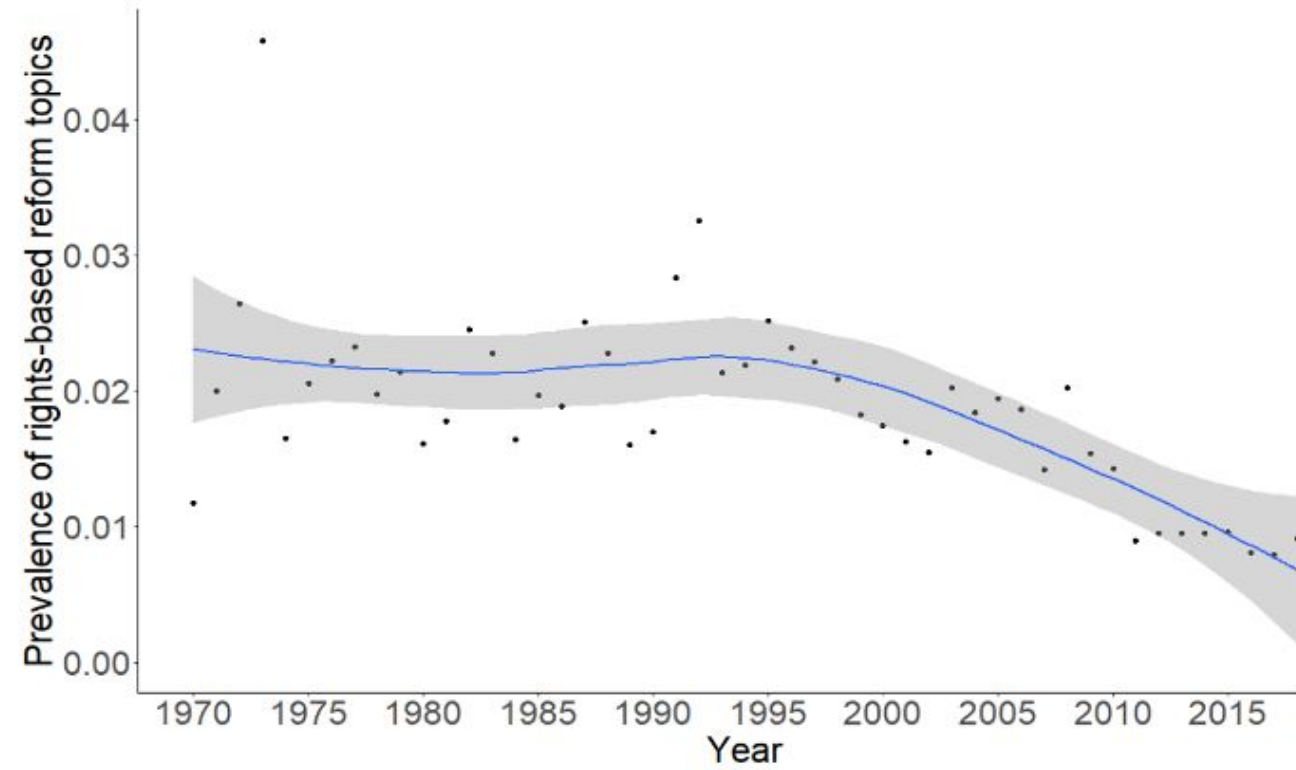


Figure 2. Decline of Rights-based Access and Inclusion

Note: The Rights-based Reform theme includes the following three topics: civic and democratic principles, legal right to education, and equal opportunity. All three topics decline roughly in the same pattern as the average trend.

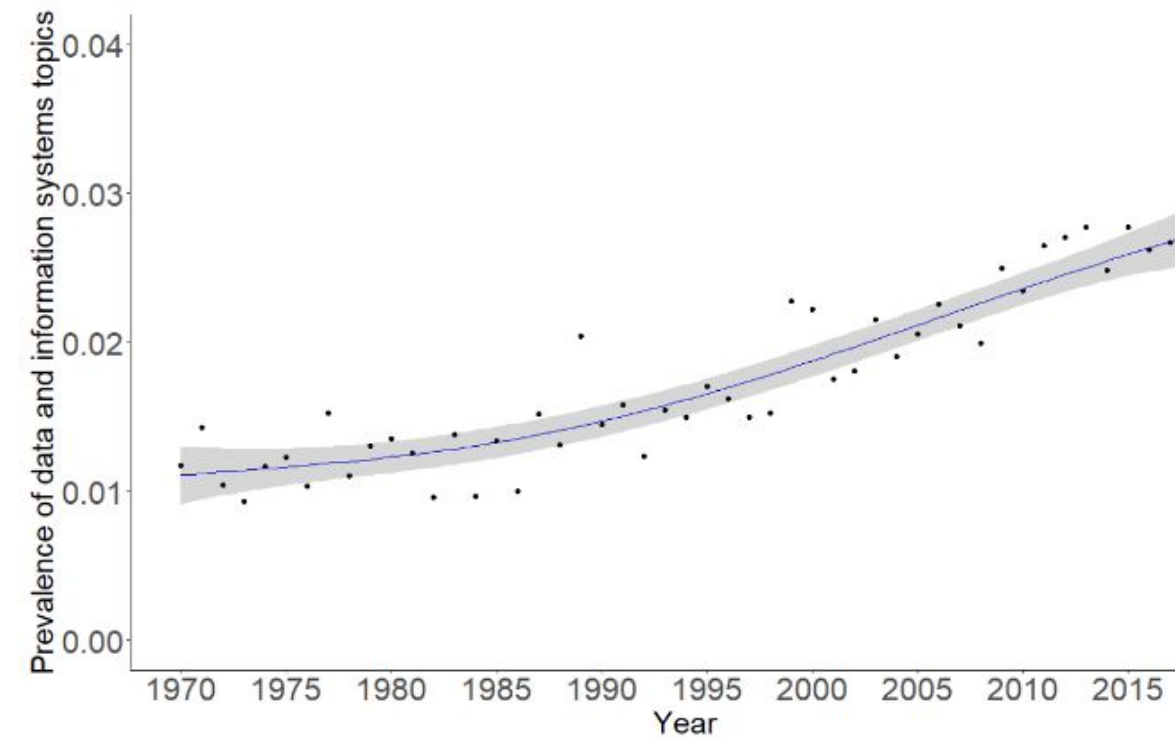


Figure 4. Rise of Data-driven Management and Organization

Note: The Data and Information Systems theme includes the following four topics – reporting outcomes, assessment for evaluation and monitoring, higher education evaluation and measurement, and information systems. All four of these topics increase over time in line with the average.

Source: Bromley, P., Nachtigal, T., Kijima, R., (2024). Data as the New Panacea: Trends in Global Education Reforms, 1970-2018. Comparative Education (in press).

STRENGTHS



1

wide geographic and longitudinal coverage

2

standardized definition of reform tested for inter-rater reliability

3

can be adapted for many uses; covers all kinds of reform

4

gives insight into globally legitimate narratives

5

straightforward to expand and augment

LIMITATIONS

- a database, not a representative sample or whole population of reform
- no measure of size of a reform, could code scale but not dollars
- no measures of implementation or effectiveness, captures discourse
- does not represent nature or extent of domestic discourse
- national reporting process undercounts local level reforms, though decentralized systems still high (e.g. UK)

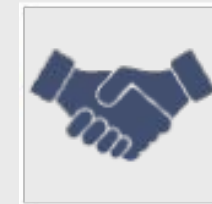
CURRENT AND FUTURE DIRECTIONS



continue coding
1970s & 1980s, and
update to present
in 2024



new collaboration
with the International
Bureau of Education
to code historical
reports (from
1920s-1940s)



exploring
partnerships for
country case
studies



exploring potential for
dynamic data
visualization and
possible uses for global
and national
policymakers

THANK YOU!

WERD Website

Co-PIs: Patricia Bromley and Rie Kijima

Postdoctoral Scholars: Jared Furuta and Lisa Overbey

Doctoral Scholars: Minju Choi, Tom Nachtigal, Heitor Santos,

Jieun Song, Marcia Yang

Research Assistants: University of Toronto and

Stanford University

