

A-801
Education Policy Analysis and Research Utilization
In Comparative Perspective
Fall 2015

Course Information:

Course Website: <https://canvas.harvard.edu/courses/5130>

Class meets Thursdays, 1:00pm-4:00pm in Longfellow 319/320

Discussion sections meet Mondays 2:00-4:00pm* in rooms TBD

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Shopping Sessions :

Session A. Thursday, 08/27/2015 : 10:30 a.m.-11:10 a.m

Session B. Thursday, 08/27/2015 : 11:15 a.m.-11:55 a.m

Overview:

What are some of the core global educational policy challenges? What should students learn in the 21st century? What can we learn from comparative educational research? How can governments, non-government organizations and international institutions throughout the world support the work of teachers and school leaders in ways that foster the academic success and development of all students? How can comparative education inform education policy reform? What do policy advisors do and which are the institutions that engage their services? This course examines these and related questions about the theory and practice of education policy and international and comparative education.

This introductory course to education policy analysis and comparative and international education reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. The course is divided into three parts:

1. The first section is an introduction to the field of comparative and international education in which we examine contemporary education challenges and the factors that influence educational opportunity.
2. The second section of the course reviews the process of education policy analysis, evaluation and research as avenues to inform policy choices. We discuss how education policy is shaped and review alternative ways to conceptualize the role research and analysis play in policy formation.
3. The last section of the course reviews comparative and international research on selected areas of policy to improve opportunity to learn, and examines how to integrate this knowledge into policy analysis.

Participants in the class will develop their skills as policy analysts, writing two short policy memos and a final policy analysis paper that uses research-based knowledge to improve education in a specific country. Alternatively, students will also have the opportunity to work on assignments that serve the needs of an education specialist in UNICEF, participating in a leadership development program for senior education officers of UNICEF led by the course instructor.

We will use several teaching cases in the course, designed to engage participants in simulations in the kind of decision making in the social and political contexts in which policy analysis typically takes place.

Each week students will meet first in a lecture and discussion addressing the central issues covered in the readings. The lecture will take place on **Thursdays from 1.00pm-4.00pm**. Students will also participate in a **mandatory** weekly discussion section led by teaching fellows.

Enrollment:

This is a limited enrollment course. *Interested students should attend one of the shopping sessions on August 27 and send a one page petition statement to the instructor by 8 pm on August 27th. They will be notified of admission into the course by 5pm on August 28th.* The statement should briefly outline their professional goals and experience, explain why taking this course would advance those goals, and summarize their prior knowledge and experience in the field of international development, and indicate what school and program they are enrolled in. This course requires a higher than average work load and is an introductory survey course, with a focus on the development of professional skills in policy analysis. It is a course focused on the pragmatics of education policy problem definition and solution, and on knowledge utilization for decision-making.

Objectives:

This course is designed to help students develop policy analysis skills and learn to use the results of comparative and international education research to inform policy analysis. Specifically the course will:

1. Familiarize course participants with the field of comparative and international education and with contemporary global education challenges and policy alternatives to improve education internationally.
2. Develop an understanding of the process of policy formation, and of methodologies to assess education needs, analyze policy alternatives to address those needs, and make recommendations.
3. Develop course participants' skills to draw policy implications from comparative educational research on school purposes and curriculum, teacher quality, school leadership and system reform.

Requirements:

Students are expected to attend all classes and be fully prepared to participate in class discussions, having done the assigned readings. To participate in the discussion of a teaching case students should have carefully prepared, which might involve reading the case a couple of times. Students will write several papers appropriate to the assessment track they choose – independent research or consult for UNICEF education officer.

When citing or paraphrasing the work of other authors you should follow appropriate rules of citation. Plagiarism is a very serious breach of academic conduct at GSE and it is sanctioned severely. For guidance on what constitutes plagiarism please refer to the online tutorial on the Principles of Plagiarism (<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>) or reach out to a member of the Teaching Team.

On the course management platform there is **an open link for questions and suggestions** that occur to you as you do the readings. Submit these questions and suggestions by the end of Sunday of each week and the teaching team will consider them in preparing the lecture and discussion sections for the subsequent week.

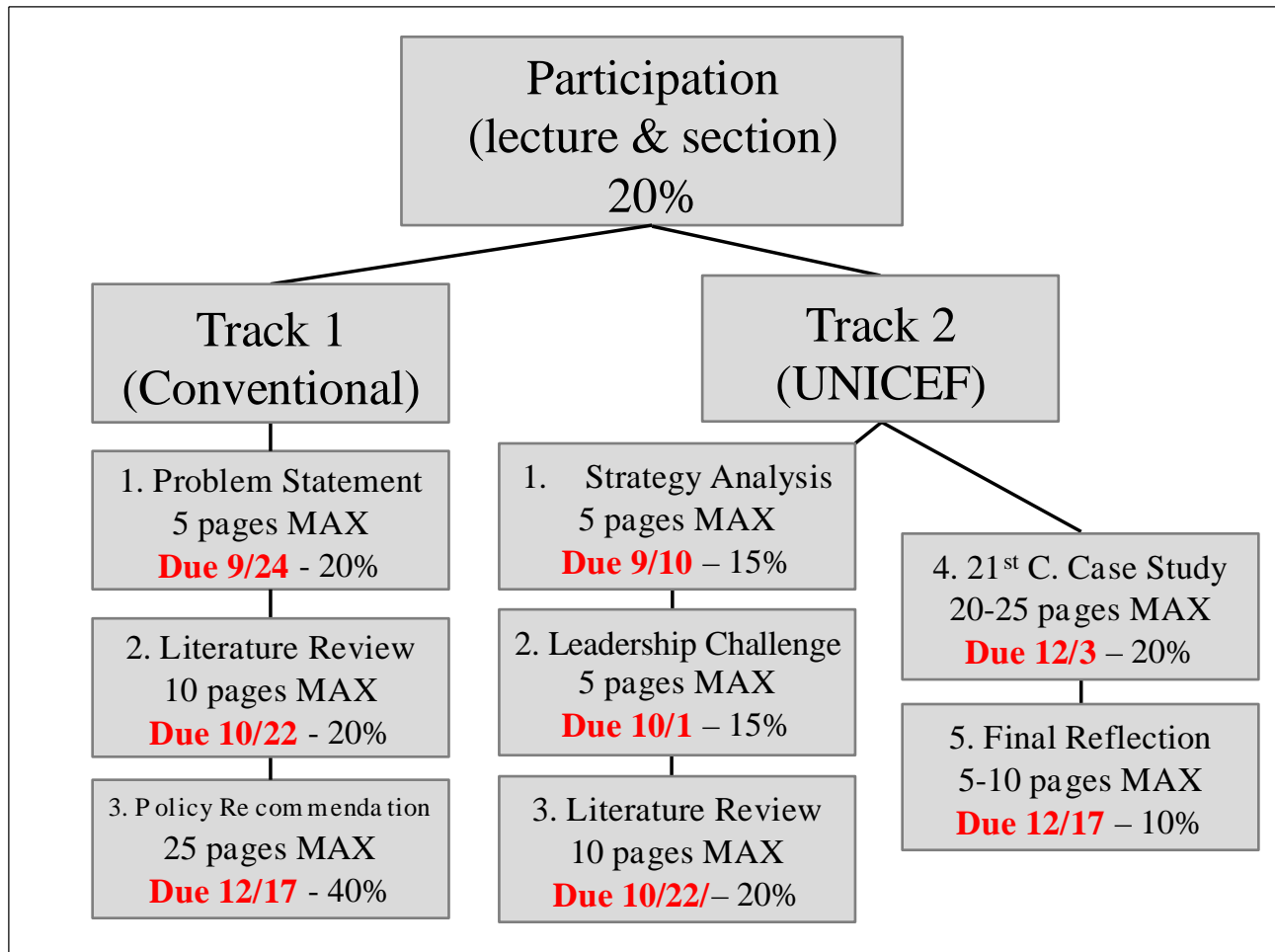
All papers are due in the course dropbox on the dates indicated below. Please note that assignments have been planned for specific dates to follow the sequence of the course and to allow the instructor to provide prompt feedback. Late papers will not be read and will carry a grade of zero.

Class participation is expected both as a way to enrich the discussion with the broad range of diverse experiences and perspectives brought by each student to the course and also as a way to help each student integrate new concepts and ideas with past knowledge and experience. Class participation includes contribution to discussions and activities during the weekly lectures, participation in case discussions, sections and other fora that the teaching team may create.

In the past, students in this course have found it useful to **form a study group** to discuss the readings prior to class. To maximize your potential learning gains from these discussions, you are encouraged to form a team with fellow students who have different professional experiences and backgrounds from your own – if possible, people who have lived and worked in places other than those in which you have lived and worked. Working with people of different cultural, disciplinary and professional backgrounds will help you develop awareness of the influence of these factors in our views of education problems and in our approaches to solving them. This awareness and the repeated practice in negotiating differences with your colleagues will help you become a more effective policy analyst in an international, multicultural and interdisciplinary setting, essential for those interested in careers in international development.

Assignments:

Students will choose one of two tracks of assignments to develop their skills and to be evaluated by the teaching team. Track 1, for those who wish to independently pursue a research topic, provides students with the freedom to work individually doing a policy analysis on a topic of their choosing. Track 2, the UNICEF track, engages students with a partner in the course and with a UNICEF senior education specialist as a ‘client’, as they develop their policy and advisory skills serving that particular client. **Once students choose one of these tracks they must commit to it for the duration of the course. Students cannot switch between tracks once they have committed to a track at the start of the semester.**



All assignments should be submitted using APA format (learn about APA [here](#)), including using APA citation rules. Assignments should be double-spaced, in size 12 black Times New Roman font with 1" margins on all sides. Please include a title page, page numbers, and a complete bibliography.

Please see the end of the syllabus for a detailed description of each assignment.

Final Conference

We will organize a final conference at which the best papers will be presented (paper 3 for track 1 and paper 6 for track 2). We will invite as discussants outstanding practitioners in the development field. Students will be invited to present their papers and all students will be invited to attend the conference. The conference will take place at the start of the spring term. In the past this final conference has proven to be a valuable opportunity to learn from the work of other students in the course, to develop presentation skills, and to receive feedback and network with development practitioners. Participation in the conference is optional and not graded, and the opportunity to present is by invitation of the teaching team.

Office Hours

Sign-up sheets for individual or group meetings with the Professor and Teaching Fellows are posted online on the course website several weeks in advance. You are encouraged to make an appointment with Professor Reimers at the beginning of the semester to discuss your professional interests and goals.

Communications with Teaching Team

Email is the most effective way to communicate with the teaching team. We will make every effort to respond to your queries within 48 hours. If addressing those questions requires a brief phone or Skype conversation provide a phone number and we will propose a few options to a quick phone call. This has proven in the past to be a more effective and timely approach to address specific questions than scheduling weekly office hours.

Reading List and Schedule

The following books are available for consultation in Gutman Library and for purchase at the Coop and in Amazon and other online vendors.

Required supplemental articles and handouts are contained on the website, under iPa© tab; students are charged \$25 per course for access to these copyrighted articles.

A number of the readings are freely available on-line.

Required books available at the Coop and Gutman library

- Bardach, Eugene. 2000. *A Practical Guide for Policy Analysis*. CQ Press. Fourth Edition.
- Carter, J. 2014. *A Call to Action. Women, Religion, Violence, and Power*. New York. Simon and Schuster.
- Fowler, Frances. 2013. *Policy Studies for Educational Leaders. An Introduction*. Pearson.
- Pascale, R., Sterning, J. and Sterning, M. 2010. *The Power of Positive Deviance. How Unlikely Innovators Solve the World's Toughest Problems*. Cambridge, MA: Harvard Business Review Press.
- Reimers, F. and N. McGinn. 1997. *Informed Dialogue. Using research to shape education policy around the world*. Praeger. ISBN. 0-275-95443-9.
- Weiss, C. 1998. *Evaluation. Methods for Studying Programs and Policies*. New Jersey. Prentice Hall.

A Note on Readings:

Because this is an introductory survey course we have made an effort to include readings that help you survey an extensive literature, as a way to help you become familiar with key themes, arguments, perspectives. We suggest that you approach these readings with detailed attention to key arguments and to the basic thesis of the readings, and with less attention to the details of some of these reports, for example the OECD Pisa reports. You are not expected to memorize any of the ideas or figures contained in the readings. As you approach the readings keep your eye on the big picture, the big themes addressed in the week. The study questions should help you identify those larger themes. In addition, to help you in deciding what to read with attention to detail and what to read more cursorily we have included short notes suggesting an approach and sequence to the readings for each week.

Class Schedule and Reading List

Part I. Introduction. Comparative and International Education

In this first part of the course we examine the comparative approach to study education and review the status of educational opportunity around the world, identify some of the key factors that constrain the opportunity of children to learn, and examine what goes on in schools and classrooms around the world.

Week 1: The purpose of comparison: What is comparative education? What is international education?

Thursday, September 3: Lecture

Monday, September 7: Labor Day. University Holiday. No Discussion Section on Monday, groups will reschedule to another day.

Readings: 173 pages + website

The readings and lecture this week introduce the field of comparative education, the institutions involved in international development assistance, and the various modalities and impact of that work. With a case study we discuss how governments use education policy to advance education and social objectives, and examine how international organizations work with governments to advance education policy reform. We examine also the role of cross-national studies of educational achievement in supporting education policy. We also begin to read the book 'A Call to Action' by former US President Jimmy Carter, an analysis of the many ways in which women's rights are denied around the world.

Study questions:

- What are the key ideas contained in the Inchun and Oslo Declarations of 2015? How can those ideas be expected to influence national policy priorities?
- In what ways do frameworks that allow for comparative analysis of education needs, such as education needs in emergency and conflict situations, influence national policy priorities and efforts?
- How can comparative education research inform our understanding of how schools can improve?
- What are some of the contributions and limitations of cross-national studies of achievement, such as PISA, to inform policy?
- How can we assess whether an education policy is successful?

A Note on Readings:

Here's a suggested plan to approach the readings. Begin reviewing the online sites of the international organizations involved in policy and look to understand what kind of work they do, what their priorities are at the moment, and how they relate to each other. Read then the Reimers

chapter (Educating the children of the poor), for an overview of the global education movement and its results. Read then the Nicolai et al background paper, as an example of how policy can benefit from cross-national and international research, practice and development efforts.

Read the OECD report to understand what this cross-national study is measuring, what are the outcomes that it measures, and what are the key results of the study?

Read the case study carefully, it will be the basis of a class discussion.

The chapters in Jimmy Carter's book can be read at any time, they are very personable and engaging.

Required books:

Carter, J. 2014. *A Call to Action. Women, Religion, Violence, and Power*. New York. Simon and Schuster. Pages 1-31. [30 pages].

Case study:

- What makes a policy intervention successful. Part A. Harvard Kennedy School. Case Number 1928.1 (iPa©) [8 pages]

Course website:

- OECD. 2012. PISA 2012 Results: What Students Know and Can Do. Student Performance in Mathematics, Reading and Science. Volume 1. Pages 1-78 [78 pages]
- Reimers, F. (2015). Educating the Children of the Poor. A Paradoxical Global Movement. In Tierney, W. (Ed). Rethinking Education and Poverty. Johns Hopkins University Press. In press [26 pages]

Online:

- Nicolai, S., S. Hine and J. Wales. 2015. Education in Emergencies and Protracted Crises. Towards a Strengthened Response. Overseas Development Institute. [27 pages]

<http://www.osloeducationsummit.no/pop.cfm?FuseAction=Doc&pAction=View&pDocumentId=63312>

- Review the website of the Oslo Education Summit <http://www.osloeducationsummit.no/>

Read the Oslo declaration [2 pages]

<http://www.osloeducationsummit.no/pop.cfm?FuseAction=Doc&pAction=View&pDocumentId=63448>

- Review the website of the World Education Summit in Korea <http://en.unesco.org/world-education-forum-2015/>
- Read the Incheon Declaration [2 pages] <https://en.unesco.org/world-education-forum-2015/incheon-declaration>
- Review the website of the Global Partnership for Education.
<https://www.globalpartnership.org/>
- Review the website of US International Assistance <http://beta.foreignassistance.gov/> and compare USAID funding in two countries and think about the reasons for the differences.
- Review the website of Education lending of the World Bank
<http://www.worldbank.org/en/topic/education/brief/world-bank-education-lending-and-non-lending-activities>

Week 2: What is Education Policy?

Thursday, September 10: Lecture

Monday, September 14: Discussion Section.

Readings: 197 pages

This week we examine the process of policy analysis, from problem definition to making recommendations. We examine how research synthesis can inform policy recommendations, using research on barriers to the education of girls. We analyze education policy initiatives in Brazil.

Study questions:

- What are the key steps of the process of policy analysis?
- How can reviews of research and practice inform the process of policy analysis? In what way could the review by King and Winthrop be used in a specific country context you know well?
- As you think about the argument I develop in ‘How ideas matter for Equity’, how do the notions of studying positive deviants and creating improvement networks relate to Fowler’s discussion of power and education policy?
- In the case study about policy reform in Brazil, what were the sources that provided impetus for the reforms discussed? What sources of power were deployed by the reformers to advance their agenda?

A Note on Readings:

Read Bardach’s book carefully, his framework should help you write the final paper.

Read Fowler’s chapters, they provide a foundation to understand education policy.

Read the chapters in Carter’s book, they provide helpful context for the King and Winthrop reading.

Read King and Winthrop’s paper carefully, it’s an example of how to synthesize research to shape global policy conversations.

Read Reimers’ article, focusing on the notions of positive deviants and improvement networks.

Read the case study carefully, it will be the basis of a class discussion.

Required books:

- Bardach, E. 2000. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York. Chatham House Publishers. Part I. The Eightfold Path and Part II. Gathering Data for Policy Research. (Coop and Gutman Library). isbn: 1889119296. [90 pages]
- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 1. Policy: What It is and Where It comes From and Chapter 2. Power and Education Policy. [45 pages]

Carter, J. 2014. *A Call to Action. Women, Religion, Violence, and Power*. New York. Simon and Schuster. Pages 32-59. [27 pages].

Case study:

- Tackling Poor Performance, Extreme Inequality, Public Compliance: Brazil's Education Minister Forges a New Role for the Ministry. Kennedy School of Government. KHS 423. (iPa©)

Online:

- King, E. and R. Winthrop. 2015. Today's Challenges for Girls Education. Brookings Institution. [18 pages]
<http://www.osloeducationsummit.no/pop.cfm?FuseAction=Doc&pAction=View&pDocumentId=63347>
- Reimers, F. 2014. How Ideas Matter for Equity in Education. Unicef.
<http://sowc2015.unicef.org/stories/how-ideas-matter-to-advance-equity-in-education/>

Week 3: Comparative cross-national studies.

Thursday, September 17: Lecture.

Monday, September 21: Discussion Section.

Readings: 206 pages + websites

Assignments: **Track 2: Paper 1: Strategy Analysis Paper Due Thursday, September 17 at noon.**

This week we study the history and uses of cross-national education studies. We review some of the findings of regarding engagement and self-efficacy, and how they relate to student achievement, and discuss their implications for education policy. Finally, we discuss the concept of ‘transfer’ in education, and review what adaptations are necessary to appropriately transfer across contexts.

Study questions:

- How does student engagement and self-efficacy of 15 year olds differ across countries? What is the relationship between self-efficacy and academic achievement? Why are these various education outcomes of interest?
- How is educational opportunity modeled in Unequal Schools, Unequal Chances?
- Based on Saebones and colleagues’ paper, how can you use those ideas to shape education policy in ways that advances the opportunities of students with disabilities?

A Note on Readings:

Read Reimers, Cook and Hashmi’s chapter carefully.

Read Saebones et al. background paper, as an example of how comparative analysis can inform global policy dialogue and agenda setting.

Skim the OECD report, familiarize yourself with the non-academic outcomes measured and with the findings.

Skim Reimers chapter to familiarize yourself with the framework of educational opportunity as a series of transitions.

Skim the websites

Course website:

- OECD. 2012. PISA 2012 Results: Students’ Engagement, Drive and Self-Beliefs. Volume 3. Pages 1-104 [103 pages]
- Reimers, F. (2000). Unequal Schools, Unequal Chances. Harvard University Press. Chapter 4, Pages 55-111. [56 pages]
- Reimers, F., N. Cooc and J. Hashmi. 2011. Adapting Innovations Across Borders to Close Equity Gaps in Education. In: Heymann, J. and A. Cassola (Eds.) Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World. New York. Oxford University Press. Pages 315-339. (iPa©) [24 pages]

Online:

- Sæbønes, A.M., et al. 2015. Towards and Disability Inclusive Education. [23 pages]
<http://www.osloeducationsummit.no/pop.cfm?FuseAction=Doc&pAction=View&pDocumentId=63386>
- Study this website: <http://www.oecd.org/pisa/>
- Study this website: <http://saber.worldbank.org/index.cfm>
- Study this website: <http://www.iea.nl/home.html>

Week 4: Goals and Purposes of Education

Thursday, September 24: Lecture

Monday, September 28: Discussion Section

Reading: 234 pages

Assignments: **Track 1: Paper 1: Problem Identification Paper Due on Thursday, September 24 at noon.**

This week we examine varied purposes of schools which have been formulated over time and across countries, and in class examine how Singapore went about shifting education purposes over time towards a 21st century skills perspective. We examine the relationship between these education purposes and contemporary social science about knowledge and skills with valuable long term outcomes as synthesized in a recent National Research Council Report.

25-27 September the *Summit* for the Adoption of the Post-2015 Goals.

Study questions:

- How do the readings describe the process by which governments shift education goals and the instruments to support such shifts? How do those relate to values and ideologies?
- Compare and contrast the education goals proposed in ‘Learning, the treasure within’ with the synthesis presented by Pellegrino and Hilton.
- In the historical development of education in Singapore, the country has emphasized various goals over time. What various goals can you identify in different stages of this historical process?
- This week, the delegates meeting at the United Nations, have agreed on new development goals –the Post-2015 Goals. What are the education goals, how are they different from past UN goals, and how will the pursuit of those goals help students develop the competencies Pellegrino and Hilton describe?
- How have the discussion in the UN addressed the challenges to women’s rights that Carter describes in his book?

A Note on Readings:

Read Coh’s chapter carefully.

Skim the Delors Report and the Hilton and Pellegrino, pay particular attention to the tables that present a taxonomy of skills, synthesizing the Hilton and Pellegrino review.

Read Fowler’s chapter.

Read Carter’s chapter.

Required books:

- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 5. Values and Ideology.
- Carter, J. 2014. *A Call to Action. Women, Religion, Violence, and Power*. New York. Simon and Schuster. Pages 60-113 [53 pages]

Online:

- Coh, C.B. and S. Gopinathan (2008). [The Development of Education in Singapore Since 1965](#). Lee, S.K., C.B. Goh, B. Fredriksen and J.P.Tan (Eds). *Towards a Better Future. Education and Training for Economic Development in Singapore since 1965*. Washington, DC. The World Bank. Pages 12-38. [26 pages]
- Delors, J. et al. Learning, the Treasure Within. Report to UNESCO of the International Commission for Education in the 21st Century. Pages 1-46.
<http://www.insidelearning.net/wp-content/uploads/2010/09/treasures-within-summary.pdf> [46 pages]
 - Pellegrino, J. & Hilton, M. (Eds.) (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: National Research Council. Pages 1-67.http://www.nap.edu/catalog.php?record_id=13398 [67 pages]

Part II. The Process of Policy Analysis

In this second part of the course we review the process of policy formation and discuss alternative approaches to understand how policy is formulated and the role education research and evaluation can play in this process.

Week 5: Education policy making and implementation.

Thursday, October 1: Lecture

Monday, October 5: Discussion Section

Readings: 193 pages

Assignments: **Track 2: Paper 2: Leadership Challenge Analysis Paper Due on Thursday, October 1 at noon.**

This week we discuss the process of policy formation as a staged process. We discuss also alternative ways to conceptualize the relationship between policy and research and knowledge utilization.

Study questions:

- Can you identify examples of Agenda Setting in readings for previous classes.
- What are the key differences between the three ways to portray the relationship between research and policy in Informed Dialogue?
- How would you apply the model of 'Dialogue as Co-construction' to the process of textbook education reform in Kerala?

A Note on Readings:

Read Fowler carefully.

Read Reimers and McGinn, with particular attention to the three perspectives to conceptualize the relationship between research and policy.

Read the case study of Kerala, it will be the basis of a discussion in class.

Required books:

- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 6. The Major Education Policy Actors. Chapter 7. Setting the Stage and Getting on It: Issue Definition and Agenda Setting. Chapter 10. Policy Implementation: Getting People to Carry Out a Policy. [50 pages]
- Reimers, F. and N. McGinn. Informed Dialogue. (Pp. 3-126). (Coop and Gutman Library). ISBN: 0275954420 and 0275954439. [123 pages]

Case Study:

- Implementing Education Reform In India: The Primary School Textbook Debate and Resistance to Change in Kerala. Kennedy School of Government Case C15-00-1573-0 (iPa©) [20 pages]

Week 6: Assessing the performance of an education system.

Thursday, October 8: Lecture.

Monday, October 12: Columbus Day. Because Monday is a University Holiday the Discussion Section will take place on Thursday October 15th.

Readings: 198 pages

This week we discuss the methodology of education sector analysis and expand on the concept of policy formation as learning. We discuss the social context of policymaking and the approaches that can maximize opportunities for social learning, implementation and sustainability of reform. We will also have a conversation w Hans Brattskar, former Secretary of State of Norway, to discuss the Oslo Summit and the definition of international education development priorities in Norway.

Study questions:

- How can an education sector assessment contribute to the process of education reform?
- What role does Pratham play in education agenda setting in the various phases of its evolution? How does education policy analysis play a role?

A Note on Readings:

Read Fowler's chapter.

Skim the cases in Reimers and McGinn. The introductory section in each case describes which of the three perspectives is illustrated by the case.

Read the case study of Pratham, it will be the basis of discussion in class.

Read Kemmerer's book on sector analyses.

Required Book:

- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 9, Looking at Policies: Policy Instruments and Cost Effectiveness. [28 pages]
- Reimers, F. and N. McGinn. *Informed Dialogue*. Chapters 7, 8, 9, 10, 11 and 12. Pages 127-176. [49 pages]

Online:

- Kemmerer, F. *Utilizing Education and Human Resource Sector Analyses*. <http://unesdoc.unesco.org/images/0009/000959/095971e.pdf> [98 pages]

Case Study:

- Pratham—Every Child in School and Learning Well. Harvard Business School 9-111-001. (iPa©) [23 pages]

Week 7: Policy and Program Evaluation

[Note that this week the order is reversed, we begin with a discussion of the lecture on education sector assessments and workshops on evaluation, and then have the lecture on evaluation]

Thursday, October 15: Workshop Policy and Program Evaluation

Monday, October 19: Lecture.

Readings: 154 pages

This week we study program evaluation and its role in policy reform and implementation. We examine the issues involved in framing an evaluation, the key decisions involved in evaluation design and data collection.

Study questions:

- How is a program evaluation similar and different to an education sector assessment?
- What questions can a program evaluation answer? How are those relevant to reformulating an education policy? What decisions can be informed by program evaluation?
- In what ways can design support the establishment of causal inference about a program? Why is causal inference important?

A Note on Readings:

Read Carol Weiss' book and Fowler's chapter.
Skim the booklet by Anderson and Postlewhaite.

Required books:

- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 11. Policy Evaluation: Determining if the Policy Works. [22 pages]
- Weiss, C. 1998. *Evaluation. Methods for Studying Programs and Policies*. New Jersey. Prentice Hall. Chapters 1, 2, 3, 4. Pages 1-96. [96 pages]

Online:

- Anderson, L. and Postlewhaite, N. 2007. *Program Evaluation. Large Scale and Small Scale Studies*. http://www.iaoed.org/files/8_web_030407.pdf [36 pages]

Week 8: Learning from What works and from Grassroots innovators.

Thursday, October 22. Lecture (Track 1. Second Paper Due) (Track 2. Third Paper Due).

Monday, October 26. Discussion Section

Readings: 162 pages

Assignments: **Track 1: Paper 2: Literature Review Paper Due on Thursday, October 22 at noon**

Track 2: Paper 3: Literature Review Paper Due on Thursday, October 22 at noon

This week we discuss how educational innovation can be generated at the grassroots and examine an approach to learn from those ‘positive deviants’. We discuss also the notion of continuous improvement and the role of teachers integrated in improvement networks in generating knowledge to guide the improvement process. We also examine, the implications of a decentralized approach to innovation for the education work of a corporate social actor in Brazil.

Study questions:

- What is a positive deviant, and what processes can help us identify them and document them in a way that is valuable for future education policy analysis and programming.
- What is an improvement network in education? What role does the study of positive deviants play in improvement networks?
- In what ways can international development institutions support the growth and scalability of grassroots innovations, and in what ways can they stunt that growth?
- Think about the recommendations presented in Carter’s book to address gender inequalities. How could you build on the concept of positive deviants and improvement networks to advance those ideas?

A Note on Readings:

Read Bardach’s chapter.

Read chapters 1 and 6 in Pascale et al, and skim the appendix.

Read the case study about Itau in Brazil, it will be the basis of class discussion.

Read Carter’s book, with attention to the recommendations in the last chapter and particularly to the discussion of the role of education in addressing gender inequalities.

Required books:

- Bardach, E. 2000. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. New York. Chatham House Publishers. Part III. Smart (Best) Practices Research: Understanding and Making Use of What Look Like Good Ideas from Somewhere Else. (Coop and Gutman Library). isbn: 1889119296. [40 pages]

- Pascale, R., Sterning, J. and Sterning, M. 2010. *The Power of Positive Deviance. How Unlikely Innovators Solve the World's Toughest Problems*. Cambridge, MA: Harvard Business Review Press. Chapter 1. Against All Odds (pages 1-18), Chapter 6 Girl Soldiers in Uganda (pages 149-170), and Appendix. Basic Field Guide to the Positive Deviance (PD) Approach (pages 195-207). [12 pages]
- Carter, J. 2014. *A Call to Action. Women, Religion, Violence, and Power*. New York. Simon and Schuster. Pages 114-198. [84 pages].

Case Study:

- Education and Participation Award: Itau-UNICEF Partnership? Social Enterprise Knowledge Network. (iPa©) [26 pages]

Part III: Education Policy Options

Week 9: Curriculum, Standards and Assessment.

Thursday, October 29: Lecture.

Monday, November 2: Discussion Session.

Readings: 153 pages + website

This week we examine how notions of education for the 21st century translate into standards, curriculum and accountability systems. We discuss the logic of standards based reforms, its promise and shortcomings. We compare how the notions of education for the 21st century play out into policy frameworks in several countries.

Study questions:

- Compare and contrast Canada's and Massachusetts frameworks for 21st century education.
- What are the implications of 21st century education for education improvement in the developing world? What are the challenges? In the context of a setting you know, what recommendations would you make so that efforts to improve education also make it relevant to the 21st century.

A Note on Readings:

Read Fowler's chapter

Read Reimers and Villegas chapter on Evolving the US Reform Movement.

Read one of the remaining online readings, and skim the rest.

Books:

- Fowler, F. 2013. *Policy Studies for Educational Leaders*. Chapter 12. Education Policy in the United States: Retrospective and Prospective. [27 pages]

Online:

Reimers, F. and Villegas-Reimers, E. 2014. Getting to the Core and Evolving the Education Movement to a System of Continuous Improvement. *New England Journal of Public Policy*. Fall/Winter 2014. Vol26. Issue 1. Pp. 186-205. [19 pages]
<http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1663&context=nejpp>

- ACTS Draft White Paper. Defining 21st Century Skills. University of Melbourne.

<http://link.springer.com.ezp-prod1.hul.harvard.edu/book/10.1007%2F978-94-017-9395-7> [71 pages]

- Future Tense. Adapting Canadian Education Systems for the 21st century.
http://www.actioncanada.ca/en/wp-content/uploads/2013/02/TF2-Report_Future-Tense_EN.pdf [16 pages]
- Partnership for 21st century skills. Framework for 21st century learning.
<http://www.p21.org/>
School Reform in the New Millenium. Preparing all children for 21st century skill success. http://www.north-reading.k12.ma.us/pages/NRSDDistrict_C&T/21st%20century%20skills.pdf [30 pages }

Week 10: Teacher Education

Thursday, November 5. Lecture. Guest Speaker, Professor Eleonora Villegas-Reimers, Wheelock College

Monday, November 9. Veterans Day. No Discussion Section this day. Groups will reschedule to another day.

Readings: 190 pages

This week we review research and practice on the factors that influence the teaching profession. We discuss the process of induction into the profession, initial preparation and ongoing development. We examine how intentional policy initiatives can influence levers that shape the profession, and examine comparative evidence on how teacher education policies influence instructional quality in a range of different countries.

Study questions:

- What is the emerging wisdom from cross national and comparative studies on the role of the teaching profession in high performing countries?
- How can the policy initiatives undertaken in Singapore to influence the teaching profession inform efforts in different country settings? What ideas can transfer? What ideas should be adapted?
- What are the implications of the findings documented in the PISA studies for policies influencing the teaching profession?

A Note on Readings:

Read Lee and Low's chapter on Singapore.

Skim the PISA results.

Read Villegas-Reimers book.

Skim Cooper et al.

Required books:

Course website:

- Lee, Sing Kong and Ee Ling Low. 2014. Conceptualizing Teacher Preparation for Educational Innovation: Singapore's Approach. In Lee, S.K., W.O. Lee and E.L. Low. 2014. Educational Policy Innovations. Levelling Up and Sustaining Educational Achievement. Springer. Pages 49-70. (iPa©) [21 pages]
- OECD. 2012. PISA 2012 Results: What Makes Schools Successful? Resources, Policies and Practices. Volume IV. Pages 93-126 [33 pages]

Online:

- Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: International Institute for Educational Planning. Pages 11-18 and 67-144 [77 pages]
<http://www.oest.oas.org/iten/documentos/Investigacion/teacher%20ed%20lit%20review.pdf>
- Cooper, J. and Alvarado, A. 2006. *Preparation, Recruitment and Retention of School Teachers*. International Academy of Education.
http://www.iaoed.org/files/5_Cooper_web_151206.pdf [36 pages]
- Investing in Teachers in Investing in Learning. Background paper to the Oslo Summit.
<http://www.osloeducationsummit.no/pop.cfm?FuseAction=Doc&pAction=View&pDocumentId=63330> [23 pages]

Week 11: School Leadership

Thursday, November 12: Lecture

Monday, November 16: Discussion Section

Readings: 139 pages

This week we discuss the role of school and system level leaders in advancing the implementation of educational policy. We discuss leadership for maintenance and stability of effective performance as well as leadership to advance new school purposes. We review the implications of comparative research on education leadership.

Study questions:

- Identify the factors that the PISA study portrays as key to school effectiveness and trace how school leaders could influence those factors.
- In what way can leadership standards influence the practice of education leadership. Identify the standards for elementary school leaders in two different countries, and compare them and draw out the implications for school functioning and improvement.

A Note on Readings:

Read the OECD report

Read Chapman's book.

Read the case study of Chile, it will be the basis of class discussion.

Course website:

- OECD. 2012. *PISA 2012 Results: What Makes Schools Successful? Resources, Policies and Practices*. Volume IV. Pages 1-70 [70 pages]

Case study:

- Education in Chile: A Venue for Individual, Business, and Community Involvement.
(iPa©) [21 pages]

Online:

- Chapman, J. 2005. Recruitment, Retention and Development of School Principals.
International Academy of Education. <http://www.iaoed.org/files/Edpol2.pdf> [47 pages]

Week 12: System Reform

Thursday, November 19: Lecture

Monday, November 23: Discussion Section

Readings: 247 pages

This week we discuss the process of changing education systems, and the role of international development assistance in this process. We examine a number of country cases, and tease out common characteristics of the process of leading change.

Study questions:

- In what way does the South Korean educational change confirm or challenge the principles identified by Ben Levin, to characterize systemic improvement efforts?
- What role does international assistance play in the long term reforms described in ‘The Power of Persistence...’, what are common patterns across the various country case studies, and what differences across countries are interesting.
- Situate yourself in the position of advising an organization that can effect systemic change in a country you know well. What advice would you offer, based on the readings this week?

A Note on Readings:

Read Levin’s book.

Read Cho’s chapter.

Skim USAID’s book, read ONE of the case studies carefully.

Online:

- Levin, B. 2012. *System Wide Improvement in Education*. International Academy of Education. <http://unesdoc.unesco.org/images/0021/002180/218001e.pdf> [40 pages]
- Cho, Y. The Light and Shadow of Educational Achievement in South Korea with Suggestions for Levelling Up. In Lee, S.K., W.O. Lee and E.L. Low. 2014. *Educational Policy Innovations. Levelling Up and Sustaining Educational Achievement*. Springer. Pages 123-142. (iPa©) [19 pages]
- USAID. Equip 2. The Power of Persistence. Education System Reform and Aid Effectiveness. Case Studies in Long-Term Education Reform. http://www.equip123.net/docs/E2-Power_of_Persistence.pdf [188 pages]

Thursday, November 26. Thanksgiving

Track 2: Paper 4: 21st Century Skills Case Study due Thursday, December 3 at noon

Track 1: Paper 3: Policy Recommendation Research Paper due Thursday, December 17 at noon

Track 2: Paper 5: Final Reflection due Thursday, December 17 at noon

Assignments:

Participation in Lecture and Section. All participants in the course are expected to come prepared to discuss the readings in class sections (this will count for 20% of your final grade). For the classes in which cases are assigned, students should read and prepare the case, ready to engage in the case discussion. Participation in section provides the opportunity to develop the ability to present ideas effectively as well as the ability to listen to others and identify the main direction of a conversation and contribute in ways that advance it in constructive ways in contrast to the common, and less productive, experience of team members talking past each other or to themselves. In addition, each participant is expected to do the following:

Track 1: Individual Policy Analysis. This work can be done individually or in pairs.

Paper 1: Problem Statement/Identification of a Policy Issue. Write a five-page double spaced memo identifying an education policy issue that is relevant to the opportunities of children to learn in a country or region of your choice. Explain why this issue is important and provide appropriate *empirical evidence* to justify your claims. For example, you could talk about access issues—about the exclusion of particular groups from the opportunity to be schooled—or you could talk about quality issues, you could talk about the relevance of education for employment opportunities, you could talk about inequalities in accessing quality education, you could talk about efficiency issues in the use of education resources. In this paper, avoid identifying a “pseudo-problem” which is simply the absence of the solution (policy or program) that is of interest to you. Instead, push yourself to focus on an empirically documented need or problem. In this paper, you need not (and should not) attempt to provide a solution to the problem identified. You will explore alternative “solutions” in Paper 2.

This paper is due on **Thursday, September 24, 2015 by noon EST**. Students are encouraged to write about an issue that they wish to focus on for the rest of the semester. This paper must be done individually and will account for 20% of your final grade.

A note on empirical research: Empirical research is a particular form of discourse that differs from anecdotal observations or speculative argument; but a form of discourse where the claims made are supported by qualitative/quantitative/research evidence. Evidence is generated by systematic efforts to describe reality such as testing the competencies of students, their attitudes, assessing teacher practice, school organization, the implementation of curriculum and interventions and the like, and historical analysis. Research is generally published in specialized journals, and evaluation reports, it can include comparative education articles, journal articles, books or reports about single national education systems, synthesis of other research, etc.

Research differs from essays --arguments and claims not explicitly supported by evidence-- or from newspaper articles or on reflections from personal experience. Newspaper articles, materials from apocryphal sources, marketing materials or

speculative or fiction writing are not appropriate to substantiate your claims in policy analysis.

Paper 2: Literature Review and Implications for Policy. The minister of education a country or jurisdiction in which you are working has asked you to write a brief paper to guide her thinking on one of the key policy issues in education in that jurisdiction. In this paper you will identify the issue (which may be—but does not necessarily have to be—the same issue you identified in the first assignment), review the expert academic and professional literature regarding that issue, identify more than one policy alternative to address the issue, and you will conclude by making a brief recommendation (you will explore your recommendation more fully in the third (final) paper). It is important that you use literature to inform your analysis of these alternatives.

In order to fulfill the minister's requirement, your paper should:

- Identify the issue clearly
- Use evidence to explain why this issue is important
- Conduct a literature review which:
 - o Reviews pertinent *empirical* research on the issue (in the specific jurisdiction or internationally)
 - o Reviews the effects of policies, programs and practices which have been used to address it (policy or program alternatives)
 - o Discuss the key implications of the literature for policy decisions
- Make a brief recommendation
- Focus on telling a story that is consistent, articulate and crisp
- Be a maximum of 10 pages, double spaced.

This paper will comprise 20% of your grade and is due **Thursday October 22, 2015 by noon.**

Paper 3: Final Policy Analysis Paper. Write a policy analysis research-based paper which proposes a policy, program or other national level initiative to improve education in a specific country. In this paper, review pertinent research literature and formulate program or a set of policy recommendations to address the issue you have identified (similar to what you were asked to do in Papers 1 and 2). This paper should integrate research and analytic frameworks discussed in different sessions of the course (for example: Bardach's *Eightfold Path* or Logical Frameworks), but you are also welcome to go beyond the readings in this course to provide evidence for your paper.

This paper should have a maximum of 25 double-spaced pages and will count for 40% of the final grade. The paper is due **Thursday, December 17, 2015 by noon.**

NOTE: It may be possible to substitute the final research paper for a paper that reflects a project in which students are involved—a program or project evaluation, a policy analysis or a publication or for an analysis of a program, project or policy that is aimed at developing 21st century skills. The paper needs to provide evidence of knowledge gained in this course. Students interested in pursuing this option will submit a two-page proposal

outlining the paper, describing the proposed project and how it will provide evidence of the skills gained in this course. This proposal is due on Thursday, **October 8**.

Summary Schedule and Weight of Assignments for Track 1:

1. Class participation. Attendance and contribution to scheduled classes, sections and other opportunities. 20% of final grade.
2. Paper 1: Problem Statement/Identification of a Policy Issue (5 pages). Due Thursday, September 24th by noon. 20% of final grade.
3. Paper 2: Literature Review and Implications for Policy (10 pages) Due on Thursday, October 22 by noon. 20% of final grade.
4. Paper 3: Final Policy Analysis Paper (25 pages). Due on Thursday, December 17th by noon. 40% of final grade.

All papers must be submitted in the Assignment section on the course website by noon on the due date

Grading Rubrics For Papers 1-3 in Track 1

Track 1: Criteria for evaluating Paper 1: Problem Statement/Identification of a Policy Issue

| Grades | A | B | C | D |
|--------------------------------------|--|--|---|---|
| Content | <ul style="list-style-type: none"> - Clearly identifies an education problem that can be addressed through policy interventions - Focuses on one country or region and provides a brief description of that context - Provides a pertinent description of the problem, supported by empirical data - Articulates a clear argument regarding the importance of the issue for policy | <ul style="list-style-type: none"> - Identifies an issue for policy - Some arguments unclear or unsupported by evidence - Relies on conjecture, personal experience, or speculation rather than empirical data - Identifies a pseudo-problem which is merely the absence of the solution (policy or program) of interest to the author | <ul style="list-style-type: none"> - Policy issue is not clearly identified - Argument not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used parsimoniously | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 1: Criteria for evaluating Paper 2: Literature Review and Implications for Policy

| Grades | A | B | C | D |
|--------------------------------|--|--|--|--|
| Content | <ul style="list-style-type: none"> - Clearly identifies a policy challenge - Focuses on one country or region and provides a description of the policy challenge supported by relevant data sources - Synthesizes the central arguments and findings advanced by research literature on the selected policy challenge - Identifies original implications of this research for policy in the given context, suggesting specific policy alternatives - Provides a brief policy or program recommendation based on the research and arguments presented in the paper | <ul style="list-style-type: none"> - Satisfies the core paper requirements - Argumentation about the relevance of the policy challenge to selected country or region is underdeveloped - Weak use of research - May not reflect an original or unique analysis of the policy challenge | <ul style="list-style-type: none"> - Shows effort to respond to assignment but significantly lacking in key areas including: <ul style="list-style-type: none"> - Identification of policy challenge - Description of context - Use of evidence - Analysis | <ul style="list-style-type: none"> - Shows effort to complete assignment but fails to clearly identify a policy challenge - Fails to use research to support argument |
| Writing | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Contains a clear introduction, a conclusion, and arguments follow a logical sequence supported by evidence, and thoughtful transitions - Content is of appropriate range and depth - Sources are varied, research-based and cited appropriately - Contains an appropriately formatted reference page | <ul style="list-style-type: none"> - Contains writing and organizational errors - Missing or has weaknesses in one or two of the following: introduction, conclusion, and logic and flow of arguments - Errors in use and citation of sources - Reference page contains errors in formatting | <ul style="list-style-type: none"> - Writing errors prohibit comprehension - Missing or has weaknesses in: introduction, conclusion, and logic and flow of arguments - Errors in use and citation of sources and reference list | <ul style="list-style-type: none"> - Writing errors prohibit comprehension - Missing or has weaknesses in: introduction, conclusion, and logic and flow of arguments - Lacks citation of sources and references |
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 1: Criteria for evaluating Paper 3: Final Policy Analysis

| | A | B | C | D |
|--------------------------------|--|---|---|---|
| Content | <p>Identifies a problem in education that needs to be addressed</p> <p>Focuses on a specific country or region</p> <p>Provides relevant descriptive data on the selected problem</p> <p>Justifies the need for action to address the problem</p> <p>Critically summarizes pertinent research literature (from the course readings and elsewhere) related to the issue</p> <p>Proposes a detailed and systematic program to address the problem, informed by the research literature reviewed</p> <p>Applies one of the analytic frameworks from the course</p> | <p>Satisfies the basic requirements of the assignment</p> <p>Definition of barrier or other key aspects of the framing of the problem may be underdeveloped</p> <p>Makes only partial use of the pertinent research literature</p> <p>Program is incomplete or unfeasible</p> <p>Missing one or two key elements that hinders comprehension</p> | <p>Shows serious effort to define and respond to a policy issue</p> <p>Lacks evidence to define the problem and the proposed response</p> <p>Program is incomplete and infeasible</p> <p>Missing multiple key elements that hinders comprehension</p> | <p>Shows effort to complete assignment but is seriously deficient in multiple ways making it an insufficient response to the assignment</p> |
| Writing | <p>Is organized and written logically and clearly, without errors that may prohibit comprehension</p> <p>- Contains a clear introduction, a conclusion, and arguments follow a logical sequence supported by evidence, and thoughtful transitions</p> <p>- Content is of appropriate range and depth</p> <p>- Sources are varied, research-based and cited appropriately</p> <p>- Contains an appropriately formatted reference page</p> | <p>Contains errors in writing and organization</p> <p>- Missing or has weaknesses in one or two of the following: introduction, conclusion, and logic and flow of arguments</p> <p>- Errors in use and citation of sources</p> <p>- Reference page contains errors in formatting</p> | <p>Writing errors prohibit comprehension</p> <p>- Missing or has weaknesses in: introduction, conclusion, and logic and flow of arguments</p> <p>- Errors in use and citation of sources and reference list</p> | <p>Writing errors prohibit comprehension</p> <p>- Missing or has weaknesses in: introduction, conclusion, and logic and flow of arguments</p> <p>- Lacks citation of sources and references</p> |
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 2: Working in partnership with a UNICEF Education Officer and with another student in the course.

Paper 1: Strategy Analysis. Read UNICEF's Education Strategy. Synthesize it and compare with the education strategy of another Education Organization (5 pages). This paper is due on **Thursday, September 10th by noon** and will count for 15% of your final grade.

Paper 2: Leadership Challenge Analysis. Interview an education office participating in Harvard's Education Quality Leadership Development Program. Discuss with them the leadership challenge they have identified in carrying out UNICEF's strategy. Briefly summarize their challenge and in the remaining pages (the bulk of the paper) discuss and analyze what you think are the implications of this challenge for UNICEF's strategy. Discuss in what ways the solution of this challenge might help students gain 21st century skills and advance educational opportunity in the country where the UNICEF specialist works (5 pages). This paper is due on **Thursday, October 1st by noon** and will count for 15% of your final grade.

Paper 3: Literature Review. Conduct a review of research and best practices literature that is relevant to help address the leadership challenge identified by the UNICEF education officer. Present this review to the Education officer and discuss possible implications of that review for programmatic actions of UNICEF (10 pages). This paper is due on **Thursday, October 22nd by noon** and will count for 20% of your final grade.

A note on empirical research: Empirical research is a particular form of discourse that differs from anecdotal observations or speculative argument; but a form of discourse where the claims made are supported by qualitative/quantitative/research evidence. Evidence is generated by systematic efforts to describe reality such as testing the competencies of students, their attitudes, assessing teacher practice, school organization, the implementation of curriculum and interventions and the like, and historical analysis. Research is generally published in specialized journals, and evaluation reports, it can include comparative education articles, journal articles, books or reports about single national education systems, synthesis of other research, etc.

Research differs from essays --arguments and claims not explicitly supported by evidence-- or from newspaper articles or on reflections from personal experience. Newspaper articles, materials from apocryphal sources, marketing materials or speculative or fiction writing are not appropriate to substantiate your claims in policy analysis.

Paper 4: 21st Century Skills Case Study. Write a case study of a program that attempts to develop 21st century skills. Using the framework presented in Pellegrino and Hilton's book, discuss which skills are targeted by the program, what activities are intended to foster those skills, what evidence is there of impact, what scale has this program reached, what factors have supported the implementation and scaling of this program, what constraints have affected implementation. Propose a plan to evaluate this program. This

case study does not need to be related to the Leadership Challenge (20-25 pages). This paper is due on **Thursday, December 3rd by noon.**

Paper 5: Final Reflection. Share Paper 4 with UNICEF education specialist and discuss relevancy and feasibility of ‘transferring’ the innovation from Paper 4 to the context where this person works. Discuss what adaptations would be necessary to transfer this program and integrated it with UNICEF’s education strategy. Write a reflective memo that summarizes what you learned from this partnership with the UNICEF officer, including any final reflection on the literature review you conducted (5-10 pages). This paper is due on **Thursday, December 17th by noon.**

Summary Schedule and Weight of Assignments for Track 2.

Class participation. Attendance and contribution to scheduled classes, sections and other opportunities. 20% of final grade.

Paper 1: Analysis of UNICEF’s Strategy (5 pages). Due Thursday September 10th by 5pm. 15% of final grade.

Paper 2: Discussion of leadership challenge of UNICEF’s education specialist (5 pages). Due Thursday, October 1st by noon. 15% of final grade.

Paper 3: Literature Review (10 pages) and discussion of policy implications of research on a topic that is germane to the leadership challenge faced by UNICEF education specialist. Due on Thursday, October 22 by noon. 20% of final grade.

Paper 4: Case study innovation to foster 21st century skills (20-25 pages). Due on Thursday, December 3rd by noon. 20% of final grade.

Paper 5: Reflection paper on a discussion of both case study and literature review with the UNICEF officer (5-10 pages). Due on Thursday, December 17th by noon. 10% of final grade.

All papers must be submitted in the dropbox in the course website by noon on the due date.

Grading Rubrics For Track 2

Track 2: Criteria for evaluating Paper 1: Analysis of UNICEF Strategy:

| Grades | A | B | C | D |
|--------------------------------------|---|--|--|---|
| Content | <ul style="list-style-type: none"> - Clearly synthesizes the UNICEF Education Strategy document - Provides a thoughtful analysis of the strengths and opportunities of the UNICEF strategy in comparison to another organization's education strategy - Students' own thinking and analysis makes up the bulk of the paper - Analysis is logical, thoughtful, and well-researched | <ul style="list-style-type: none"> - Merely summarizes the UNICEF Education Strategy document; no analysis of strengths and opportunities. - Some arguments unclear; logic is flawed - Relies on conjecture, personal experience, or speculation rather than reasoned logic | <ul style="list-style-type: none"> - UNICEF Education Strategy document is summarized, but not thoroughly - Little or no independent thinking or analysis of the strategy by the student - Arguments are not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used parsimoniously | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus or clear outline | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | - Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 2: Criteria for evaluating Paper 2: Analysis of UNICEF Officer Leadership Challenge:

| Grades | A | B | C | D |
|--------------------------------------|---|--|---|---|
| Content | <ul style="list-style-type: none"> - Clearly and briefly summarizes the UNICEF officer's leadership challenge - Provides a thoughtful analysis of leadership challenge's connection to the UNICEF Education Strategy, and what the implications are of the strategy on the challenge (and vice versa) - Suggests ways that the leadership challenge could be used as an opportunity to promote 21st century skills - Explains how addressing the leadership challenge will advance educational opportunity in the UNICEF officer's country context - Students' own thinking and analysis are apparent - Analysis is logical, thoughtful, and well-researched | <ul style="list-style-type: none"> - Summarizes (but not fully or clearly) the UNICEF officer's leadership challenge - The leadership challenge's connection to the UNICEF Education Strategy is touched upon, but limited discussion of the implications of the strategy on the challenge (and vice versa) - Weak argument for ways that the leadership challenge could be used as an opportunity to promote 21st century learning - Weak argument for ways that the leadership challenge could be used to advance educational opportunity - Some arguments unclear or unsupported by evidence; logic is flawed - Relies on conjecture, personal experience, or speculation rather than empirical data and/or reasoned logic | <ul style="list-style-type: none"> - The summary of the UNICEF officer's leadership challenge is not at all clear - Fails to use the UNICEF Education Strategy effectively - Fails to mention the opportunity to promote 21st century learning - Fails to explain how addressing the leadership challenge will advance educational opportunity - Little or no independent thinking or analysis of the strategy by the student - Arguments are not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used parsimoniously | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | <ul style="list-style-type: none"> - Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |

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|--------------------------------|-----------------------|--|--|--|
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |
|--------------------------------|-----------------------|--|--|--|

Track 2: Criteria for evaluating Paper 3: Literature Review

| Grades | A | B | C | D |
|--------------------------------------|--|--|--|---|
| Content | <ul style="list-style-type: none"> - Reviews and discusses the critical academic and specialized literature related to the UNICEF officer's leadership challenge - Provides a description and analysis of the best practices that are suggested by your literature review - Discusses the implications of these best practices, incorporating the input from your talks with the UNICEF officer - Suggests potential programmatic actions that the UNICEF officer could undertake based on the above - Students' own thinking and analysis are apparent - Analysis is logical, thoughtful, and well-researched | <ul style="list-style-type: none"> - Weak use of research, including major gaps in literature reviewed - Best practices are general, impractical, and/or not rooted in the research evidence - Weak argument for the implications of the research - Weak argument for the programmatic options recommended - Some arguments unclear or unsupported by evidence; logic is flawed - Relies on conjecture, personal experience, or speculation rather than empirical data and/or reasoned logic | <ul style="list-style-type: none"> - Shows effort to respond to assignment but significantly lacking in key areas including: <ul style="list-style-type: none"> - Identification of leadership challenge - Description of context - Use of evidence - Analysis - Little or no independent thinking or analysis of the strategy by the student - Arguments are not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used parsimoniously | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | <ul style="list-style-type: none"> - Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |
| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 2: Criteria for evaluating Paper 4: 21st Century Skills Case Study

| Grades | A | B | C | D |
|--------------------------------------|--|--|---|---|
| Content | <ul style="list-style-type: none"> - Identifies and clearly describes an interesting and useful program, policy, or project for study - Uses the Pellegrino and Hilton framework to identify the 21st century skill(s) targeted by the program, and analyzes the extent to which the program is successful in developing those skills in students - Clearly identifies the activities that are intended to foster those skills, the evidence is there of impact, the scale that this program has reached - Analyzes and describes the factors which have supported the implementation and scaling of this program, what constraints have affected implementation - Proposes a realistic and appropriate plan to evaluation the program, project, or policy - Students' own thinking and analysis are apparent - Analysis is logical, thoughtful, and well-researched | <ul style="list-style-type: none"> - Identifies a program, policy, or project for study but the description is not thorough, not clear, or not useful. - Weak use of the Pellegrino and Hilton framework or unclear identification of the skill(s) developed by the program - Lacking in detail regarding the activities, evidence, and scale of the program - Weak analysis of the factors that have supported or constrained the implementation of the program - Some arguments unclear or unsupported by evidence; logic is flawed - Relies on conjecture, personal experience, or speculation rather than empirical data and/or reasoned logic | <ul style="list-style-type: none"> - The program, project, or policy chosen in poorly suited for this assignment - Does not use the Pellegrino and Hilton framework effectively - Little or no independent thinking or analysis of the strategy by the student - Arguments are not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | <ul style="list-style-type: none"> - Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |

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| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |

Track 2: Criteria for evaluating Paper 5: Literature Review

| Grades | A | B | C | D |
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| Content | <ul style="list-style-type: none"> - Discusses the relevancy and feasibility of implementing a program, project, or policy like the one described in Paper 4 in the UNICEF officer's context, based on discussion with that officer - Provides an analysis of any adaptations or other considerations that would need to be in place for the transfer of the Paper 4 case to be successful in the officer's context - Reflects thoroughly and thoughtfully on the strengths and weaknesses of the partnership between the students and the UNICEF officer - Provides a thoughtful reflection on what the students learned from their partnership with the UNICEF officer, the partnership with another student, and from the course assignments, especially the literature review | <ul style="list-style-type: none"> - Discussion of the feasibility or relevancy of transfer of the case is flawed - Analysis of adaptation and considerations is flawed - Provides a reflection on the collaboration, but not a thoughtful or substantive one | <ul style="list-style-type: none"> - Shows effort to respond to assignment but significantly lacking in key areas including: <ul style="list-style-type: none"> - Discussion of feasibility or relevancy of the transfer of case - Analysis of adaption and consideration - Reflection - Little or no independent thinking or analysis of the strategy by the student - Arguments are not fully developed or supported | Shows effort to complete assignment but fails to fulfill basic requirements |
| Writing: style, organization, | <ul style="list-style-type: none"> - Is organized and written logically and clearly, without errors that may prohibit comprehension - Ideas are explained clearly - Language is precise; words are used parsimoniously | <ul style="list-style-type: none"> - Is organized and written logically and clearly - Ideas need further development - Lacks focus | <ul style="list-style-type: none"> - Includes writing and organization errors that seriously prohibit comprehension | <ul style="list-style-type: none"> - Organization and presentation of the paper prohibits comprehension of the core argument of the paper. |

| Assignment Instructions | Fulfills instructions | Fulfills more than 75% of instructions | Fulfills less than 75% of instructions | Fulfills less than 50% of instructions |
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