

The policymaking process



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IEA and Policy

- IEA, founded in 1958
- IEA Headquarters in Amsterdam
- IEA DPC in Hamburg, Germany
- Independent, international cooperative of national research institutions and governmental research agencies
- 70 member country institutions (100 in IEA studies)
- More than 30 research studies on cross-national comparative studies of educational achievement



IEA and Policy

Mission statement

The IEA DPC, **together with the association's membership**, carry out comparative research studies in education. Through its comparative research and assessment projects, IEA aims to:

- provide international benchmarks to assist **policymakers** in identifying the relative strengths and weaknesses of their education systems;
- provide high-quality data to increase **policymakers'** understanding of key school- and non-school-based factors that influence teaching and learning;
- provide high-quality data that will serve as a resource for identifying areas of **concern and action**, and for preparing and **evaluating educational reforms**;
- develop and improve the capacity of education systems to engage in national **strategies** for educational monitoring and improvement;
- contribute to the development of a worldwide community of researchers in educational evaluation.

IEA and Policy

- # IEA and Policy

What is a policy?

Education Policy

- Values, concepts
- Political attitudes
- Overall directions and aims, etc.

Initiative

Concrete operational procedures

Program

Concrete operational procedures

Action

Concrete operational procedures

Service

Concrete operational procedures

Project

Concrete operational procedures

What is a policy?

Education policies can be shaped differently, and can:

- **Contain a vision** (e.g. Peeraer & Petegem 2011)
- **Focus** on specific educational areas/topics (e.g. Numano, Nagata, & Abumiya 2002)
- **A framework** for standards, procedures, and approaches for action (e.g. Chand, Joshi, & Dabhi 2003)
- **Contain** the desirable **outcome**
- **Show** outcomes of **contradicting** value **concepts** (e.g. Apple 2004)

What is a policy?

Education policies can **follow different concepts**, e.g.
Incrementalism, evidence-based policy-making

Education policies are also **influenced** by:

- Political agendas
- (hidden) long-term goals
- Power relations
- The conditions of its development (emergency, economic crisis)

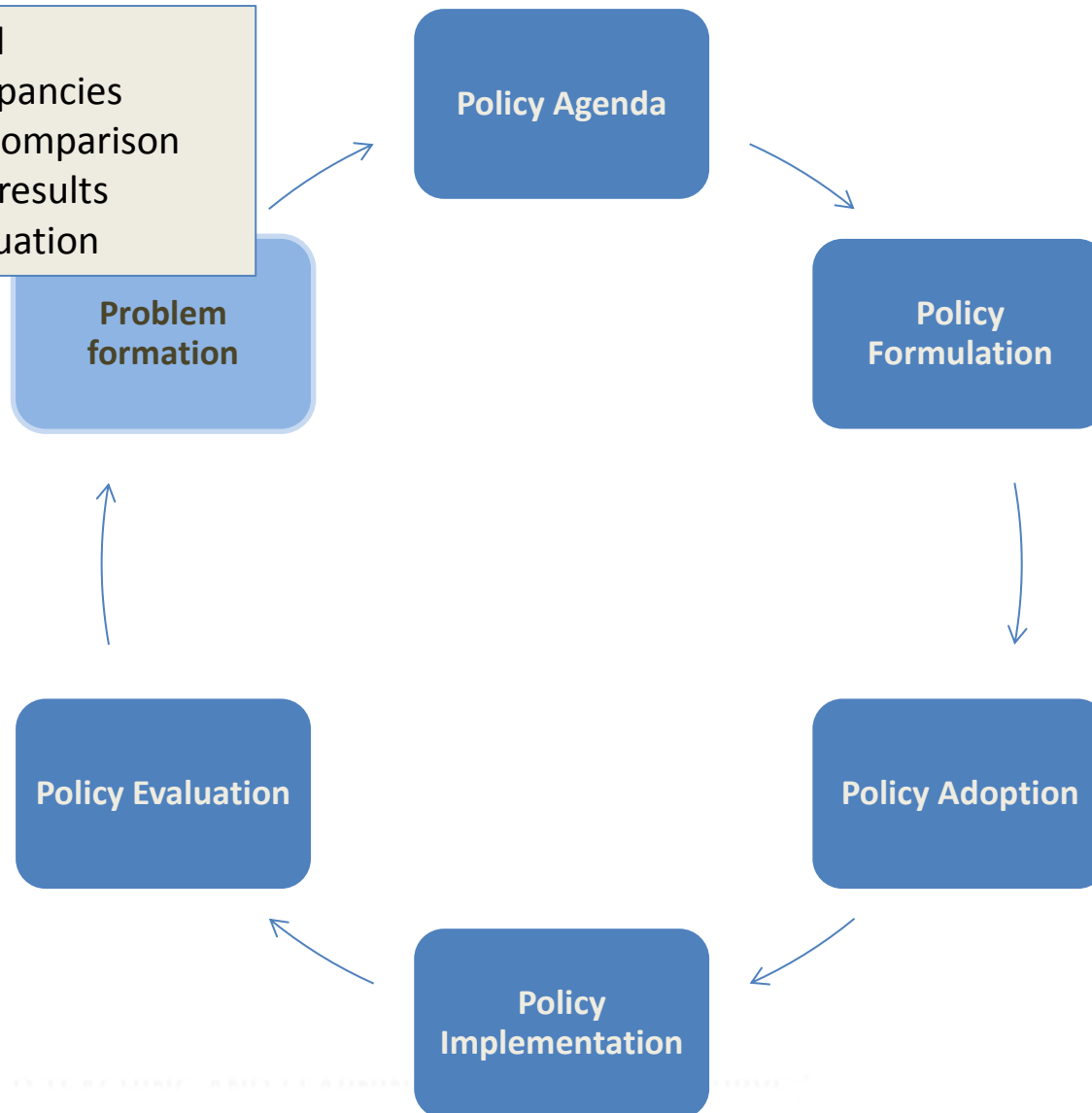
What does policy-making look like?

In general: **struggle** between **groups following different interests** (e.g. education personnel, NGOs, ministries, companies), with more or less power and thus ability to influence outcome of policy-making

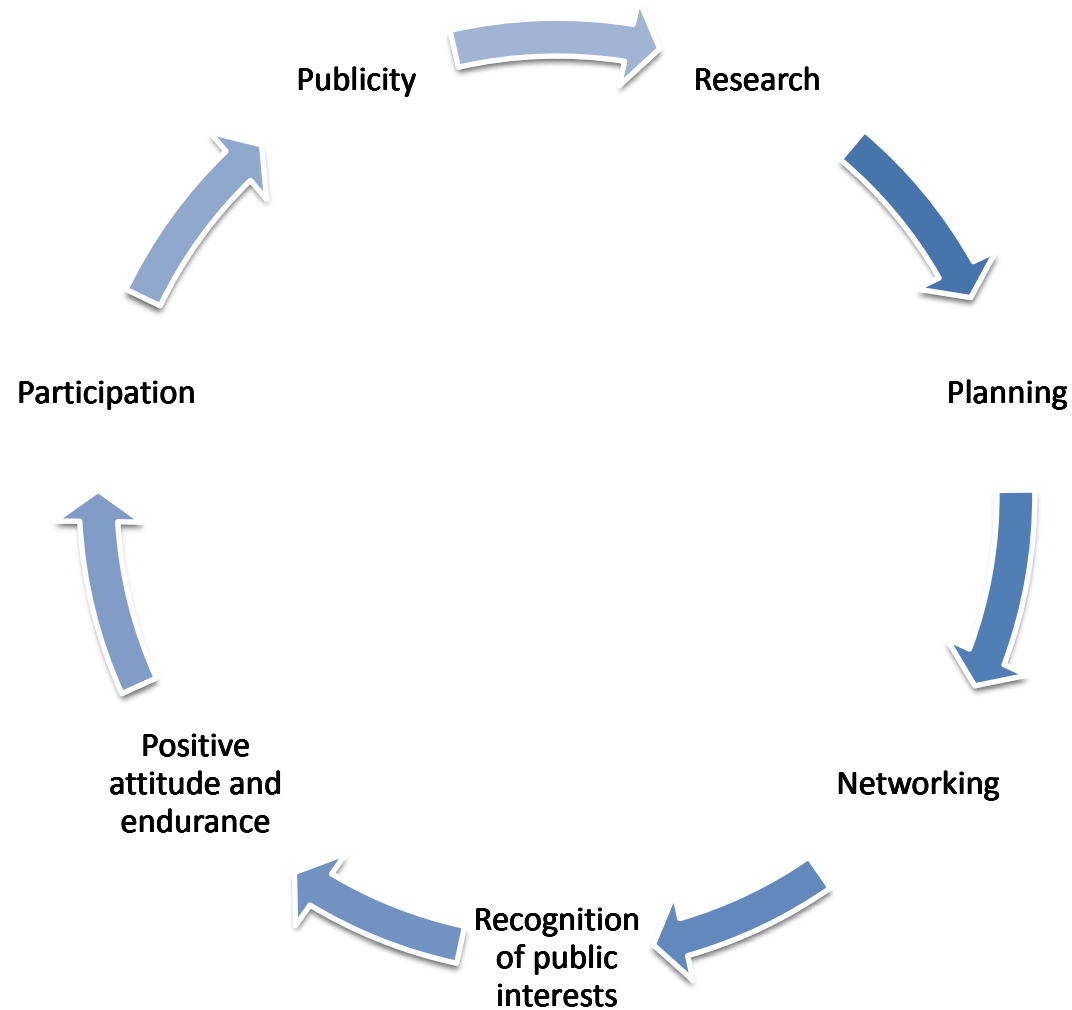
Process not necessarily linear, but circular or even redundant

What does policy-making look like?

- Public demand
- Political discrepancies
- International comparison
- New research results
- Emergency situation



So we want to change a policy



- Suggestions, demands based on facts, prior research, calculations

- Who to involve, when, which information to distribute to what end

- Party members, government representatives, experts, community members & representatives, etc.

- Change of policy can be supported by public, if interests align

So we want to change a policy

Positive attitude and endurance

- Long-term project, positive formulation of results, demands receive better recognition

Participation

- Involve as much as possible, for strategic planning and action, especially community figures, leaders
- Use participatory approach

Publicity

- Media, internet, network

So we want to change a policy

- Where do you see the chance in the process, and based on your competencies, to access the policy-making cycle and possibly influence the process?

ANY QUESTIONS?

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