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SANTOTOMAS

Policies in Bilingualism and Learning Environment

Education policies: Understanding
the past to reconstruct the present

Module 1



Oficina de Educación
Virtual USTA



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Education policies:
Understanding the past to reconstruct the present

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Module 1: Education policies: Understanding the past to reconstruct the present
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Education policies:
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Problematization

Learning Context: Problematization

Paola is a pre-service teacher who is in the last year of a bachelor's program. She decided to study a major oriented to teaching and learning languages. Now, as she is finishing her major, she must complete her degree project and meet with her advisor to be guided on the topic of her research. At this meeting, Paola's advisor asks her about the context in which she would like to carry out her research. Paola tells her tutor that she has been applying for different job opportunities, but that she has encountered a problem: educational institutions are requiring her to certify her knowledge with international examinations, which she finds quite contradictory since she obtained the highest score in the state exams that all pre-service teachers must take in her country. Additionally, Paola tells her advisor that the school to which she is applying requests a series of knowledge tests, which the students also take every two years; and finally, you must certify knowledge in at least 4 foreign languages, including Spanish. Paola has started to study Portuguese since she did her internship in the Colombian Amazon region and was able to develop certain communication skills in this language. At the end of the year, she will take the exams to certify her communication skills in other languages.





Core Questions

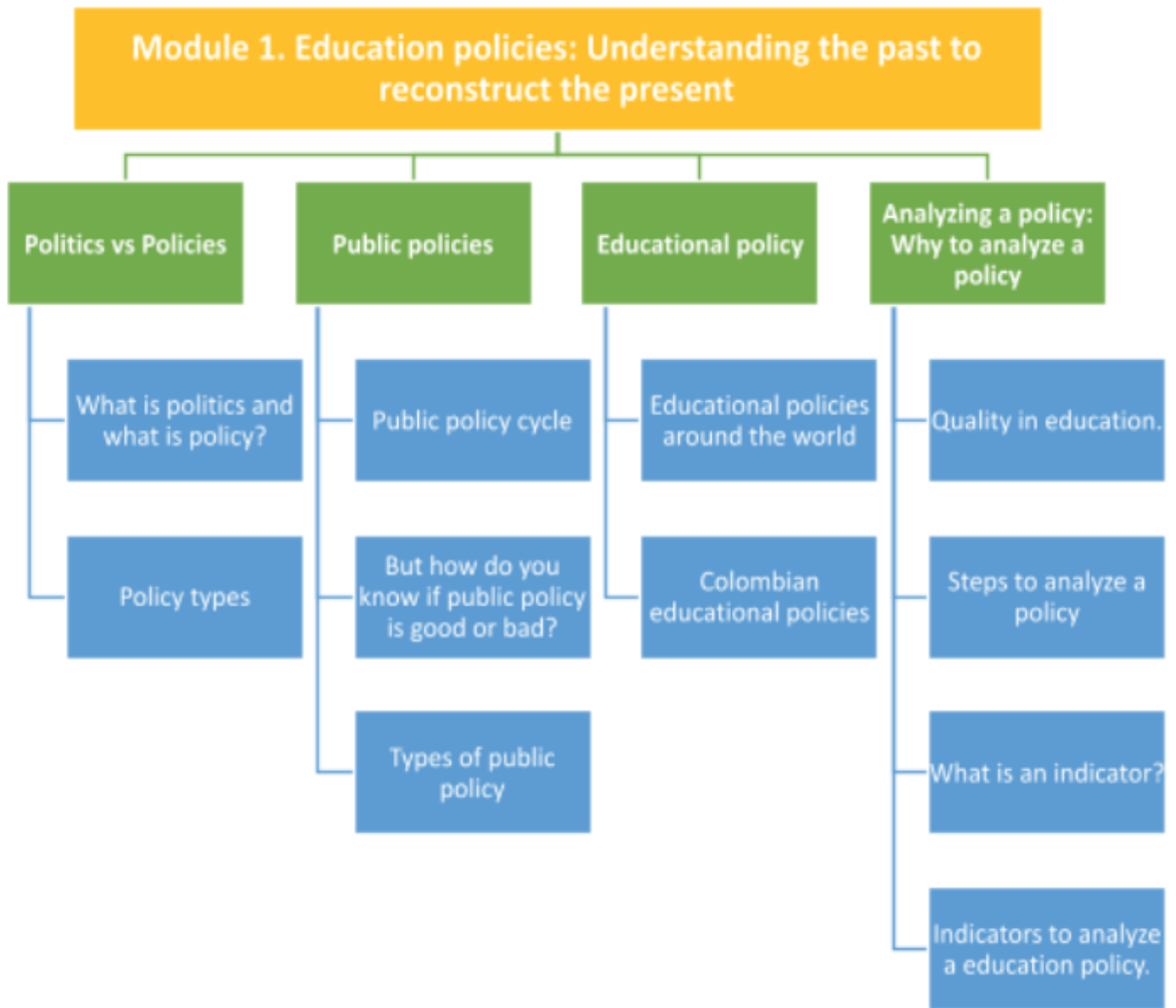
- How can we understand the concept of policy and address the analysis of an education and language policy so we can identify their relevant aspects and implications on a particular education system?



Instructional Analysis

(Content Synthesis)

Module 1: Education policies: Understanding the past to reconstruct the present





Methodology

This module uses problem-based learning as the didactic strategy to achieve the learning purposes evidenced by the learning outcomes suggested in the course syllabus.





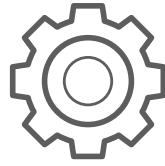
Introduction

Welcome to the course ‘Policies in Bilingualism and Learning Environments’!

This course belongs to the second semester of our master’s program. We estimate that you should dedicate around 6 hours per week to complete all the course’s activities, including the graded evaluation activities (approximately 12 weeks in total).

The module Education policies: Understanding the past to reconstruct the present, aims at the process of introducing students to educational policy analysis. Thus, it is necessary for the student to address the basic concepts of politics, policy, public policy, and educational policy.

In the end, it is intended that the student can understand the initial steps in the analysis of a public policy that arises from the different bilingual or multilingual learning contexts.



Education policies: Understanding the past to reconstruct the present

Challenge one

Reflect! Before exploring the module, reflect on the following questions.

Do I know the policies that influence my job as a teacher or educational leader?

What are the main policies that determine the teaching practices of my region or city?

Now, let us begin our journey to analyze some factors that can influence our previous answers.

What is politics and what is policy?

Although politics has its origins in ancient Greece, its relationship and its influence on education is quite recent. Today's societies are constituted in a defined way as a result of the policies that have been created previously. These have overseen defining guidelines, contributions, and economic and social measures that have sought the evaluation of society and each of its inhabitants. Likewise, educational policies have also sought to guarantee the healthy coexistence of the inhabitants in every corner of the world, be it in a continent, a country, a city, or an institution.

In English, there are several words related to the concept of politics: on the one hand, we have “policy” and on the other, we find “politics”. A policy cannot be seen only as of the conglomerate of actions and programs, but it is also necessary to analyze policies and observe the power relations or exercise of power that become manifestations of politics. Power dynamics is a central conception of politics and the political scientist Harold Lasswell (1936, as cited Wolfgang) has affirmed that politics could be defined in terms of who has the power to decide who gets what, when, and how.

Policy types

The policy can be divided according to who exercises it, its scope, its main purpose, its designers, the stakeholders who intervene in it, and those who are involved during its implementation, results, and evaluation. The most important policy division concerns public and private policy. However, we can also find:

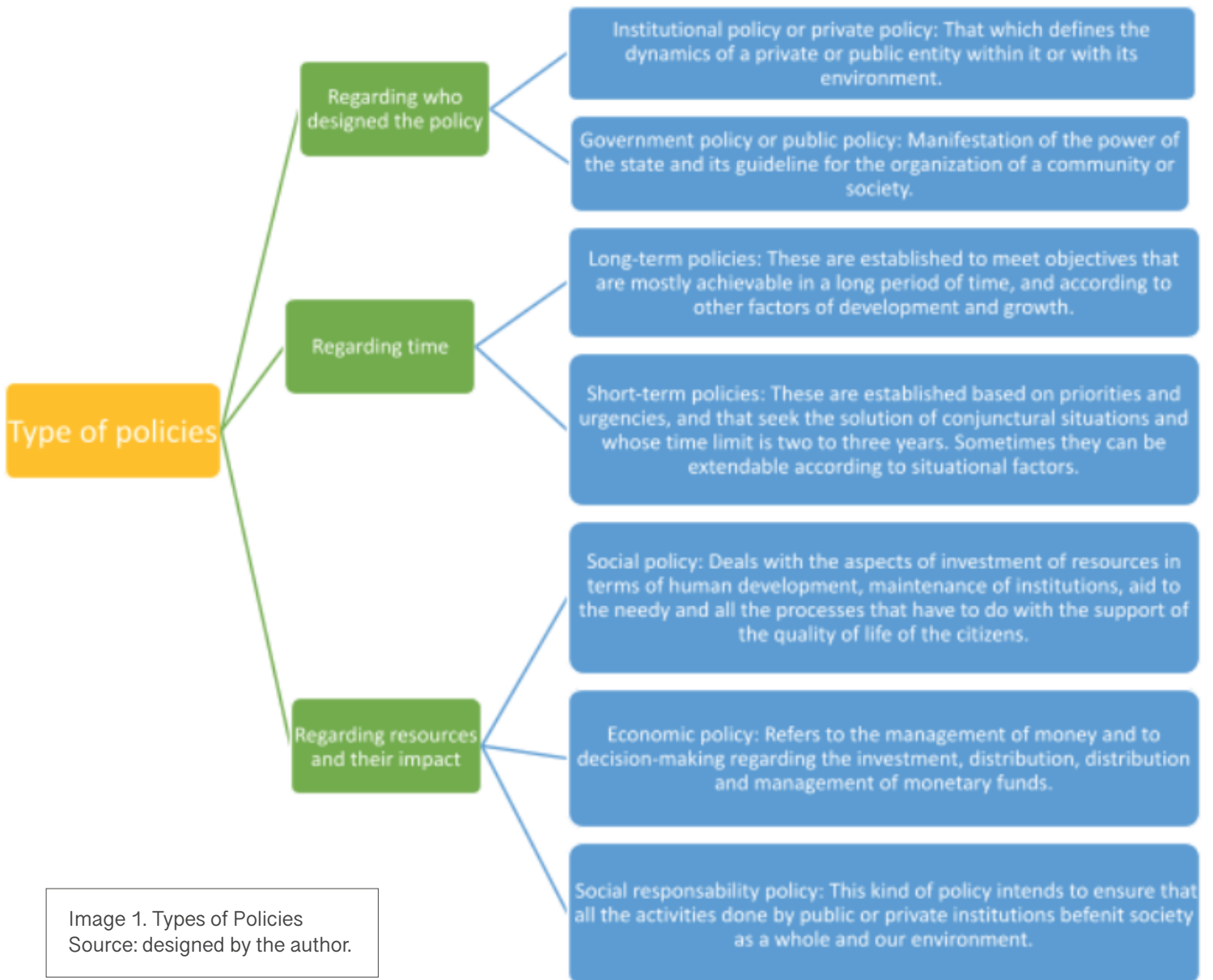


Image 1. Types of Policies
Source: designed by the author.

In politics, those who have power can do, intervene, invest, change and improve different aspects, always aiming at improving the current reality. The results of these exercises of power are what will later determine the moral value of each of the actions carried out about the results achieved and processes to achieve the common good. Throughout this course, we will focus on public policies and their impact on institutional educational policies on a large and small scale.

Public policies

Defining public policy is not an easy task since many factors and types of decisions are involved in it. However, for this course we will take the definition of Knoepfel, Larrue, Varone, and Hinojosa (2007) who establish a public policy as “A concatenation of decisions or actions, intentionally coherent, taken by different stakeholders, public and occasionally private, whose resources, institutional links and interests vary in order to solve in a timely manner a problem politically defined as a collective” (p. 12)

This is how public policy becomes projects and activities that are designed and executed by a State, as part of the activities carried out by the government which were defined within its proposed development plan. Likewise, a fundamental part of government is the analysis, evaluation, and design of public policies. It is the responsibility of governments to be accountable for the results and impacts of public policies and this has been achieved through different accountability actions.

Both politics and public policies have to do with social power. But while politics is a broad concept, relative to power in general, public policies correspond to specific solutions of how to manage public affairs. The English language clearly captures this distinction between politics and policies.

According to Lahera (2004), the analysis, study, and evaluation of public policies allow making decisions regarding the realization of the public agenda, the elections of candidates to different branches of power, evaluating candidate development programs, and analyzing each one of the government actions that must be established for the benefit of society.

Modern society requires us to have public policies for the proper functioning of the nation. However, the existence of politics without public policies is not viable, just as the existence of public policy without politics is not viable.

Public policy cycle

Analyzing policies, we can find the following cycle:



Image 2: Cycle of the public policy
Source: Designed by the author

Definition of the problem: at this stage of public policy construction, consideration should be given to including the legal framework, conceptual framework, ethical framework, disciplinary and the ethical delimitation, population and temporal delimitation and its scope, community conditions and population issues, policy justification, the purpose that this policy would fulfill, the different stakeholders, means of verification, risks and assumptions, and finally, the resources they intend to use, both in its distribution and in its allocation.

This cycle may or may not be sequential, but its starting point will always be the public problem. The administration of public policies is susceptible to being improved during their implementation.

These decisions must be based on public information that is available from reliable sources and that is both qualitative and quantitative with statistical regulations. This is achieved through the creation of categories of analysis that allow us to justify the policy.

Likewise, spaces for debate should be provided so that the different stakeholders present their options towards the design and execution of this public policy. Finally, this process must identify the risks where both the government, society, and the private sector analyze the different ways to comply with this policy, which need to be inclusive, holistic, and responsible.

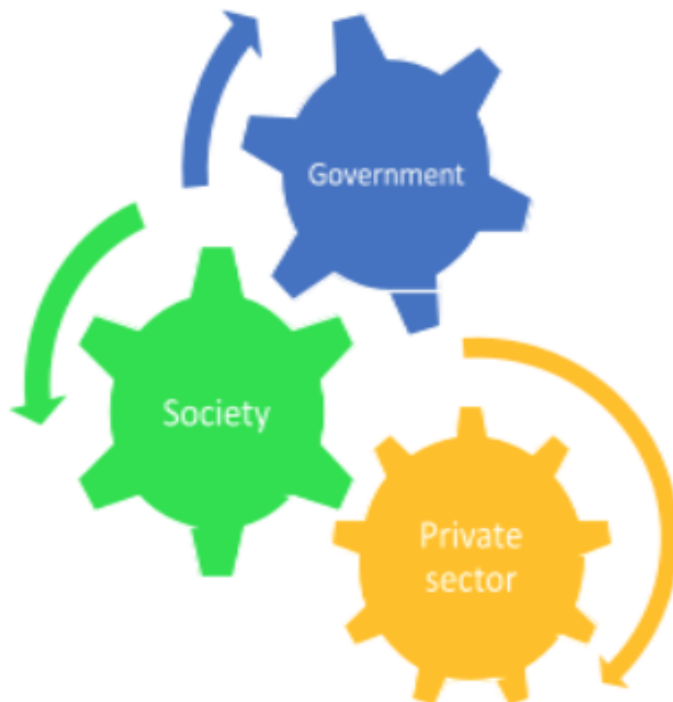


Image 3: Stakeholders who intervene in the design of a public policy.
Source: Designed by the author

But how do you know if public policy is good or bad?

Various aspects can be considered in the design of public policy that determines its value in achieving the common good. In principle, a public policy goes through four fundamental phases, the origin and its justification, the design, the management or implementation, and its evaluation. Its origin and justification must be framed within the design process. Different stakeholders from both the public and private sectors intervene in the design of the public policy. These stakeholders represent the interests of their different communities, but they also make decisions according to current information and the objectives that have been defined within politics in a democratic way.

To ensure that the policy meets the interests of the community, it is necessary to guarantee the participation of various experts from the main areas that will be impacted in the implementation of the educational policy, as well as the dissemination of the design process that allows the people of a nation to find out about government plans and give their point of view through surveys, interviews, and/or social media.

This is how we can determine that a good quality public policy must have the origin and justification of the policy, guidelines, foundations, and essential issues to substantiate its existence. Also, it must establish the results, goals, and objectives it seeks to achieve, include the mechanisms and instruments of its implementation and the future measurements that will be made of its results, understanding the indicators that will be included in its design. Along with that, it must consider the national budget that is available and that will be used in its implementation, it must consider that its results benefit the greatest possible part of the population of a country, relationship opportunities that the policy opens with the internal and external sector, feasible and achievable implementation plan according to the time and available resources, and finally, it must refer to laws, decrees, international and national references that allow you to improve the current state of the situation or define it.



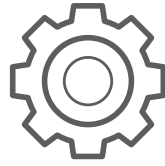
Types of public policy

According to different criteria, Pastor Albaladejo (2014) makes a classification of public policies as shown in the following table

Table 1. Types of public policy

Policy according to the authority that issues it.	<ul style="list-style-type: none"> •Internacional policy •National or governmental policy •Regional or local policy
Policies according to the intervention sector	<ul style="list-style-type: none"> •Education policy •Economic policy •Environmental policy... Etc.
Policy according to the citizens benefited	<ul style="list-style-type: none"> •Senior policy •Youth policy •Policy for people with disabilities, etc.
Policy regarding to how it is designed	<ul style="list-style-type: none"> •Authoritarian or technocratic politics •Participatory policy
Public policies according to the degree of foresight and planning of the public powers	<ul style="list-style-type: none"> •Anticipatory policy •Reactive policy
Public policies according to coercion	<ul style="list-style-type: none"> •Distributive policy •Redistributive policy •Regulatory policy •Constitutional policy

Retrieved and adapted from: Pastor Albaladejo, G. (2014). "Elementos conceptuales y analíticos de las políticas públicas". En Pastor, G. Teoría y Práctica de las Políticas Públicas. Valencia: Tirant Lo Blanch.



Second challenge

Using the following Likert scale, define your grade of agreement regarding the following statements:

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All the students of my country have access to high-quality education.					
In our society, we value the work of teachers and professors.					
Students can finish school and have access to further education.					
The population receives financial support to guarantee the education of students.					

educational policy

In the words of Puelles (2006), we could define educational policy as one that "studies the relationships between education and politics" (p.23). This is how we could see the educational policy as a part or a fraction of general policy, which is coordinated with other perspectives, positions, and opinions.

The educational reality as we know it today is the fruit of previous educational realities and policies, which continue to influence educational processes both in institutions, national entities, and supranational instances.

Educational policies are guidelines designed by national governments within the framework of their national policies, development plans, budgets, laws, regulations, and other government guidelines. This determines the purposes, structure, organization, times, resources, and contents at each level of the educational system. From economists' point of view, education contributes to the development of human capital and increases their productivity, employability, and incomes.

An educational policy also considers those postulates and recommendations made by national and international governmental organizations and all this is materialized through resolutions issued, reviewed, and approved by the different branches of the executive, legislative and judicial powers.

Regarding educational institutions, they have the autonomy to create their own educational policy, but this must be in accordance with that of national governments.

There are different aspects that have an influence on the way policymakers approach the educational system of a nation, such as the ideological position of political parties, the position of pressure groups such as unions, associations, social and business unions.

Capella (1977) establishes that educational policy “focused on the study of the educational political phenomena of society” (p.18), while Kogan (1978) affirms that by its nature, in the creation of educational policy, it is necessary for different groups and individuals to intervene. During the different phases of policy creation, the different agents must learn to identify and negotiate how that policy will affect them in the future. In fact, there is a type of analysis focused on results, where a great analysis is devoted to seeing how educational policies affect the lives of each citizen of a nation.

Politics can create new limitations, new agents, new expectations, or modify values of tangible or intangible resources. Therefore, it is important to analyze and know-how educational policies are made and their relationship with the different educational and social aspects.

In recent years, there have been many attempts to promote the creation of new policies that break with educational traditions that do not meet current educational needs and that advocate for equity and compliance with sustainability features over time.

Educational policies around the world

World conferences and the work of different non-governmental institutions have been the starting point for global educational policies inside the international and national scenarios. Some of the most important ones are related below:

World Forum on Education for All - Dakar (2000): As a result of this meeting, the United Nations released the document named The Dakar Framework for Action: Education for All which presents six regional frameworks for action and retook the World Declaration on Education for All (Jomtien, 1990) in which institutions are invited to work together in preserving the human rights and rights of the child. Also, its purpose is to promote strong government action to guarantee and establish the Basic Learning Needs and rights presenting goals and strategies set out to “establish a Framework for Action that is designed to enable all individuals to realize their right to learn and to fulfill their

responsibility to contribute to the development of their society” (UN, 2000, p. 15) for Sub-Saharan Africa, The Americas, The Arab States, Asia and the Pacific, Europe and North America and E-9 Countries. To review the document, refer to the link below: <https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20for%20Action.pdf>

United Nations Educational, Scientific and Cultural Organization – UNESCO (Created in 1946): It is a non-governmental institution that works through international cooperation strategies to improve education, research in science and culture. Also, UNESCO works in alliance with the United Nations to help different countries achieve and fulfill the agenda of the Sustainable Development Goals 2030. Further information can be found here: <https://en.unesco.org/>

United Nations (Created in 1945): Although the UN is established as an organization that works at the global level, within its mission, it is proposed to carry out tasks that focus more on meeting the needs of nations at the local and regional levels. However, the UN is not an organization that works in isolation but establishes alliances with other private and public organizations within the different countries. Typically, their work targets five main regions: Africa, the Americas, Asia, and the Pacific, Europe and Central Asia, and the Middle East. Further information can be found in the following link: United Nations | Peace, dignity and equality
on a healthy planet

Sustainable Development Goals: In 2015, leaders from different countries created a group of global goals that seek joint actions to conserve the planet, eradicate hunger and poverty, and seek progress for all nations. This agenda was projected for 15 years until 2030, with a total of 17 objectives. Among them, the fourth objective is directly related to Quality Education, specifically to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, 2019). However, Covid-19 has upended our lives, so the UN and UNESCO have been working together to monitor students around the world who are out of school, and although schools are offering distance education, this is not available to everyone, not only because of the internet and connection supplies but for the lack of good nutrition which was provided by the school, for the domestic violence they could witness or suffer especially girls, ignorance of parents or lack of time to monitor what students find on the internet and so they could be exposed to sexual abuse online or cyberbullying. Further information can be found using the following link: <https://unesdoc.unesco.org/ark:/48223/pf0000245656.locale=es>

World Bank: it is a global partnership with 5 big institutions working together to promote the prosperity of developing countries, reducing poverty and improving sustainable practices. The five institutions that are part of this organization are IBRD - The International Bank for Reconstruction and Development, IDA - The International Development Association, IFC - The International Finance Corporation, MIGA - The Multilateral Investment Guarantee Agency, and ICSID - The International Centre for Settlement of Investment Disputes. Currently, the World Bank counts 189 member



countries that received support and funding.

PISA - Program for International Student Assessment: It is important to evaluate the accessibility of education, but also to evaluate what our students are learning in schools. Unfortunately, there are two aspects that are coming out of this data, the first one is that Latin American countries have scored lower than countries around the world, just two countries are among the best 50 nations; and the second one, throughout time, developing countries seem to be located further on the ranking than developed countries. For further information, use the following link: [PISA - PISA \(oecd.org\)](https://www.oecd.org/pisa/)

Inter-American Development Bank - IDB: this institution was founded in 1959 with the purpose of supporting and leading the development processes in Latin America and the Caribbean. They work to contribute to the economic and social advancement of the member countries in the region. Among their main goals are to reduce poverty, reduce inequality, improve management and governance of countries and their resources, work on climate change mitigation, and offer support in cases of crisis, natural disasters, and social and economic challenges. For further information, you can check the following website: [OVERVIEW | IADB](https://www.idb.org/)

Organization for Economic Cooperation and Development – OCDE: The slogan of this organization is summarized in building “better policies for better lives” in a pursuit of well-being for all citizens in the different member countries. Part of the standards that we have nowadays to evaluate the efficiency and effectiveness of policies have been created by the OCDE because it is defined as an institution that works to create solutions to the social, environmental, and economic problems that nations face every day. This institution serves as one of the main advisors in the creation of the public policies in a country and provides a knowledge hub that is frequently consulted by the policymakers: Further information can be found using the following link: [About the OECD - OECD](https://www.oecd.org/)

These educational current policies are stated by the previous institutions in different informs and documents, permeate educational projects and curricula of all levels and modalities as transversal axes and sectors including the social, academic, private, public, and international sectors. In addition, they are taken by policymakers as the basis of their proposal and goals.

Colombian educational policies

By the constitutional and legal provision, the Ministry of National Education is responsible for generating the sectorial policy and the relevant regulations for the organization of the various forms of provision of the public service of education, in order to guide Education in Pre-school, Basic, Secondary, and Higher Education levels for Work and Human Development. With this authority, the Ministry can make regulatory proposals (reforms of the Constitution of the law), issue regulations (decrees and

resolutions), and guidelines (directives, circulars, and concepts). Those who are mainly responsible for this service are The Office of the Minister, the General Secretariat, the offices of the vice-ministers of Preschool, Basic and Secondary Education and of Higher Education, and the Office of Legal Counsel.

For the Ministry of Education is important that the policies and rules generated from the entity are relevant, applicable, clear, timely, accessible, and consistent with the constitution, the law, and the government plan.

Accessibility is one of the characteristics of this service that seeks the participation of stakeholders as required and has various mechanisms for dissemination; in this sense, the website of the Ministry of Education is one of the technological supports of this service.

In the Legal Advisory section, users can participate in the construction of rules, in the spaces created to receive inputs of the draft decree.

Below, you will find the most relevant laws and decrees that regulate education in Colombia:

Law 115: Decreed on February 8, 1994, and established as the General Education Law. It is a regulation of the public service of education as a fundamental right of the political constitution. Likewise, it regulates formal, non-formal, and informal education, its financing, and the inclusion of specific social groups at the national level.

Decree 1330 of July 25, 2019. This decree was issued to guarantee Quality Assurance and Qualified Registration of Higher Education Programs. This establishes quality assurance through the qualified record of higher education programs, graduate programs, the concept of academic credit. It involves a major change in the way learning is evidenced through learning outcomes.

Decree 1075 of May 26, 2015. This decree was issued in order to carry out an organic compilation of the national regulatory system. Among its functions, it oversees structuring the education sector going from the central sector represented by the Ministry of National Education, the special funds, the advisory and sectoral coordination bodies, the boards, and the forums. Likewise, it establishes the institutions of the decentralized sector, stating the affiliated entities and those linked to the education sector. For more information, you can consult the following link: <https://www.mineducacion.gov.co/portal/normativa/Decretos/351080:Decreto-No-1075-del-26-de-mayo-de-2015>

Bases Del Plan Nacional de Desarrollo 2018- 2022: Throughout the development plan, education is seen as an articulating axis among the other objectives of the plan, and which in turn are proposed to meet the sustainable development objectives. Education is then perceived as a tool for closing educational gaps and for achieving equal



opportunities in the country. Likewise, it seeks to expand the coverage of basic, secondary, and higher education, expand investment, and integrate the different stakeholders of education, both from the private and public sectors, in the establishment of educational strategies that seek the common good and the process of the nation at the social, political and economic level. Likewise, it is shown as a plan that considers the multiculturalism and diversity of the nation. For more information, click on the following link: <https://colaboracion.dnp.gov.co/CDT/Prensa/BasesPND2018-2022n.pdf>

Colombia, la mejor educada en el 2025: This document was created in 2015 and presents the Strategic Lines of the educational policy of the Ministry of National Education. It establishes and defines strategies proposed by the national government to close the educational gap. Among the main strategies that are still being implemented are: Single Day, Teaching excellence programs establishing the policy, evaluation, and incentives for teachers, binding networks, bilingualism program, ICETEX funds to promote higher education in the regions, program of "Ser Pilo Paga" scholarships and the Tertiary education system. Click on the following link for more information: https://www.mineducacion.gov.co/1759/articles-356137_foto_portada.pdf

Analyzing a policy: Why?

There are different approaches to public policy analysis, but one of the most widely used in our nation today is the sequential approach. However, the analysis of public policy must be confused with its evaluation.

Among the different approaches we can find: Network approach, Institutional approach, Neo-institutional approach, Prospective Approach: Analysis of policies that are not yet executed or finalized, Narrative approaches, etc.

The researcher who performs the public policy analysis can form her work team and usually focuses on public policies that are already executed and finalized. In policy analysis, as well as in its design, the public problems that led to this policy must be considered, as well as all legal and governmental aspects. Likewise, the national development plan must be considered, which according to our National Constitution, must be presented 6 months after the presidential inauguration. The latter will always be approved by Congress and must be accompanied by the budget for its execution. All public policy must include the intervention and support of the different stakeholders of the nation, be these economic, political, and social; who must always attend to the general and not particular interests.

The purpose of analyzing a policy goes beyond a critical discourse or to establish resistance. On the contrary, the analysis process provides reliable, truthful, and comparative information on educational systems so that they serve well in the planning and administration of educational policy. A policy is not only impacting teachers,

students, or schools, but it is contributing to the whole society and the improvement of a country. Identifying the effective practices of others, will provide guidance in knowing what is best for us, our context, not adopting, but taking the aspects that will improve our specific situation considering its particularities, being aware that we are also important stakeholders in this context.

In addition, we must be aware that most of the policies we have in education, started with an initial idea, a research process, and a proven program developed in a place of the world. But it does not mean that it is completed and finished, or it is not susceptible to improvement. On the contrary, analysis, evaluation and research must be done continuously to prove that the proven program or policy is working on the current conditions of the society.

Quality in education.

Quality in education is often confused with accessibility to it, and although this is one of the aspects to consider, it cannot be the only one. Education is one that actually prepares children, adolescents, and adults to face life and its challenges, in order to guarantee and improve their quality of life; then we could say that this is actually measured in terms of what each one learns and knows.

To measure the quality of education, we must look inside schools and various aspects. One of them is time. The time that a student can dedicate to learning throughout her life is an essential factor, and if we analyze past situations, we can see a great advance in it. However, time is not everything and today it is observed that although a student invests at least 12 years of his life in education, not all graduate with the expected skills. Many students are still finishing high school having problems in analyzing situations where simple arithmetic operations must be applied or the comprehension of written texts, inferences, or conclusions must be performed.

On the other hand, although most students in large cities have access to technological devices of various kinds, a much smaller percentage know or apply these tools for their learning throughout their lives.

Then, when talking about quality in education, it is important to consider the strategies teachers, managers, and parents are applying to improve the instruction students receive in the classroom. Schooling is very important, but the kind of information and the motivation that teachers must teach, and learners must learn are also fundamental in constructing that quality in education. A curriculum that is based on local knowledge, and not on centralized standardized education, is also an alternative strategy to contribute to the quality and autonomy of the school to attend to the real needs of its students, who are living in a multicultural and diverse context every day. Improving the pedagogical skills of teachers becomes a strategy to solve many problems in school, so promoting excellence



for teachers and pre-service teachers is mandatory. Nevertheless, this process is achieving proper technical support from the government and its different networking planning.

Finally, quality in education cannot be guaranteed without funding. Investment in teachers, students, the school, and even parents is fundamental. For this reason, the Ministry of National Education cannot work alone in achieving quality in education, but this becomes a partnership job between other Ministries and entities associated and related to primary, secondary, higher, and tertiary education.

Steps to analyze a policy

To analyze a policy, it is important to determine, as a first step, the need to establish a framework of documents and standards that will provide reliability to the process, as to consider the relevant outcomes that researchers can observe and monitor. It means, that we need to define if we want to analyze aspects related to coverage, quality, efficiency, and other characteristics of the education system, which can be influenced by supply and demand of academic programs, enrollment, completion, and survival rates, test scores, etc.

For that reason, it is important to establish grade-specific indicators which make possible the analysis of the current situation, monitoring what is happening, and offering effective information to promote effectively and enhancing interventions. Many countries are in the process of defining the statistical collection of indicators that allow them to strengthen their education management system, through permanent measuring, assessing, and monitoring tasks and projects.

The process of analyzing a policy is always based on the process of creation of the policy. Therefore, we can determine the following phases on the designing of the analysis process:

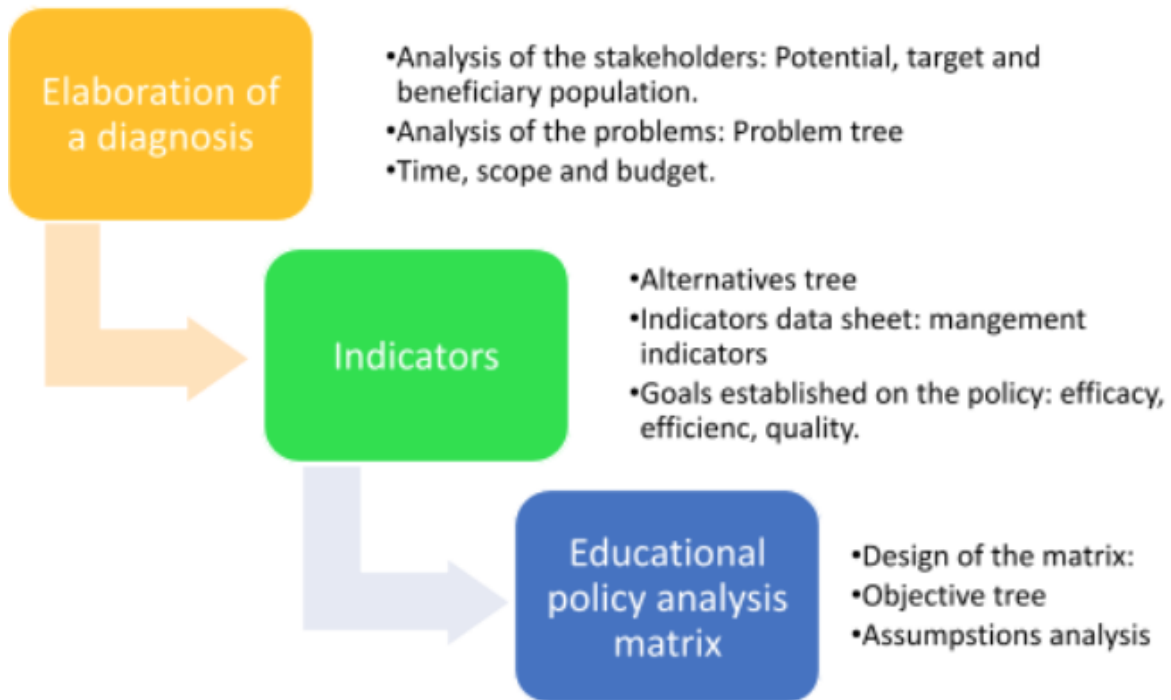


Image 4. Process of Analyzing a Policy
Source: designed by the author.

What is an indicator?

As we saw previously, the public policy cycle must include the capacity to be evaluable and measured, from the moment of its design, until after its implementation. This is how the indicators become the resource to measure and analyze in time the deviations that the objectives and goals of the policy are suffering at the time of implementation, and that also allows the design of strategies that foresee non-compliance with themselves.

The indicators are present throughout the policy cycle, in the diagnosis, in the actions that are implemented, and when evaluating the programs and projects that originated from it.

This is how the indicators become the basis for the decision-making of the different stakeholders, since they present a holistic vision of the educational problem, becoming new goals or a point of reference for future policies.

Designing an educational policy without quantifiable support can lead to the presentation of unrealistic objectives, truncated planning processes, and a waste of public resources.

UNESCO's indicators to evaluate the quality of education

UNESCO has been one of the institutions that have worked hard on the consecution of these indicators in its project of Education for All and its UNESCO Institute for Statistics. Through this work, they offer information to different countries to compare the performance of their students with those in other countries. In the case of Latin American countries, there is a project called Regional Education Indicators Project. Two characteristics of this project are the possibility of having updated indicators, reliable information, and indicators which serve well to make comparisons among nations with similar education systems, considering for example the length of the schooling cycles, expenditure, enrollment, completion, and survival rates, options after the schooling cycle, primary, secondary and higher education level coverage, internal efficiency, cost-effectiveness, test scores or educational achievements, labor opportunities, among others.

This can be complex if the characteristics of the nations and each of their regions and educational institutions are considered, for which reason tables of indicators can be used. The following charts illustrate some of the indicators we can use during our analysis:

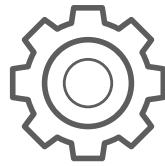
Coverage and Internal Efficiency

- Gross Enrollment Rates
- Out-of-school population rates
- Age-specific enrollment rates
- Net Enrollment Rates
- Percentage of Repeaters
- Graduation rates
- School-Life Expectancy
- Cost-effectiveness indicators
 - Education expenditura as a % of GDP
 - per student
 - per graduate
 - per region etc.
- Gender Disparities

Image 5. Indicators to analyze a policy according to UNESCO

Quality

- National Standarized Assessment Scores
- International Standarized Assessment Scores
 - Pisa
 - Association for the Evaluation of Educational Achievement (IEA)
 - Third International Mathematics and Science Study (TIMSS)
- Performance in school or regional standarized student assessment.
- Curriculum quality
 - Learning strategies
 - Use of evaluation in learning processes
 - Quality of instructional methods
- Finacial resources
- Human Resources
- Physical and material resources
- Educational monitoring:
 - Teacher attendance rate
 - Teacher punctuality
 - Classroom monitoring



Final Challenge

Choose a policy at random, it could be public or private. Look at the following chart and make a previous analysis of the aspects, considering the indicators presented:

Analyzing policies	Name of the policy:
Make a general description of the policy	
How this policy is related to the national education system	
How this policy is related to other foreign policies	
How does this policy reform educational practices?	
What are the new education guidelines?	
Can you identify aspects of Quality on the policy?	
What is the role of different stakeholders?	
Conclusions	

Suggested research and websites:

What works Clearinghouse: On this website, you will find research and review of programs products, and policies that have worked in different contexts. WWC | Find What Works! (ed.gov)



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