**Syllabus**

***Readings:***

Eugene Bardach: The Eight Step Path to Policy Analsyis
Carol Weiss:  Evaluation
UNICEF (The MONEE Project): Education for All?

Additional readings will be assigned from a course reader. Readings will include case studies from Central/Eastern Europe and Central Asia.

Session 1:  Introduction: Education policy systems and the political context of education policy making

        Large-group discussion topics:
Understanding the political context of education policy making: the structural and functional features of policy.

         What are the main components of national/state education systems?
\* Governing the system
\* Mobilization and allocation of resources
\* Delivery of educational services
\* Monitoring, evaluation, and accountability

What political factors shape the policy environment?
What are the determinants for policy decision making?

    Small group discussion: How has policy decision making in your country changed over the past 10 years? How has the political context changed?  In what ways have the main components of the educational system in your respective countries changed?

Session 2: Policy analysis and system change: Identifying problems and finding solutions
Reading:    Eight-Step Path to Policy Analysis: Introduction (pages 1-5), Define the Problem (pages 6-14),  Assemble Some Evidence (pages 13-19), Part II: Gathering Data for Policy Research
        Large-group discussion topics:
        Defining the problem
\* What evidence do we have about the size and nature of the problem?
\* Who cares about the problem-who are the constituents?
\* What kind of information do we need to fully understand the problem and develop solutions?

Small group: Select three problem for educational policy analysis. Define the problems. What do you know about the causes, nature, and magnitude of the problem? What evidence do you have and what further evidence do you need to get?

Session 3: The relationship between problem definition and solutions
Reading:
Eight-Step Path to Policy Analysis: Construct the Alternatives (pages 19-25);  Appendix B: What Governments Can Do?
        Kirp:  Professionalization As A Policy Choice
        McDonnell and Elmore:  Getting the Job Done: Alternative Policy Instruments
Large-group discussion topics:
Defining policy objectives, selecting criteria, and projecting outcomes

Small group activity: Identify three significant problems related to education that would benefit from policy intervention. Discuss at what level within the system these problems should be addressed and by whom. Define the problem, its scope, nature and causes. Identify the information that is needed to better understand and solve the problem. Identify three alternative solutions to the problem.

Session 4:  Selection of alternatives and implementation
        Readings:
Bardach: The Eight-Step Path of Policy Analysis:  Select the Criteria (page 25-35), Projecting The Outcomes (page 35 - 49)
Timar: A Theoretical Framework for Local Response to State Policy
Janet Weiss:  Control in School Organizations
Discussion topics:
How do we know what works?
Decision making with imperfect information
Consequences for implementation

Small group: From the list of problems defined in previous session and possible solutions identified, discuss how such solutions might be most effectively implemented. What are options for implementation. What kinds of infrastructural requirements does implementation pose?

Session 5: Applying the tools of policy analysis

Reading:  Eight-Step Path of Policy Analysis,  Confront the Trade-Offs (page 49-55);  Decide (page 55-57); Tell Your Story (page 57-67)

Small groups: For the three policy problem you have selected, discuss the trade-offs for the various policy alternatives. Select alternatives and discuss the criteria for doing so. Discuss the costs and benefits of each of the alternatives.

Session 6: Telling the story
        STUDENT GROUP PRESENTATIONS OF POLICY ANALYS PROBLEMS

Session 7: Evaluating policy: Assessing policy outcomes
        Approaches to policy and program evaluation
How to do policy evaluation

Small group: Develop an evaluation design for one of the policy problems that your group presented.

Session 8:  Organizing for policy: the infrastructure for policy making
Discussion topics:
Information utilization and policy making
The role of ministries of education and policy institutes/think tanks
Connecting policy analysis and research with policy decision making/   political processes
Institutionalizing policy analysis

Small group: Develop and assessment of the policy making infrastructure in your countries. What would you recommend for improving policy making capacity? Develop a strategy for improving the policy analytic infrastructure in your country.

Session 9: The role of non-government organizations (NGOs) in education reform:  EU integration and its implications for Eastern/Central Europe
Reading:
UNESCO and World Bank documents to be distributed in class
Discussion topics:
The role of the supra-national level in education policy
The role and impact of the EU as a supranational actor in the area of education
The instruments of EU to influence national level education policy
The use of supranational initiatives in national level education -policy
        The role of the World Bank

Session 10: Participant presentation of policy analysis
        WRAP-UP SESSION

Please refer to the web site (above) for further information regarding course information.

**Application requirements**
Participants are required, as a condition of participation in the program, to submit a brief paper (5 to 10 pages in length) discussing the major changes that have occurred in education in their respective countries over the past 10 years. The paper should include a discussion of what new problems have emerged and how government has attempted to deal with them.