

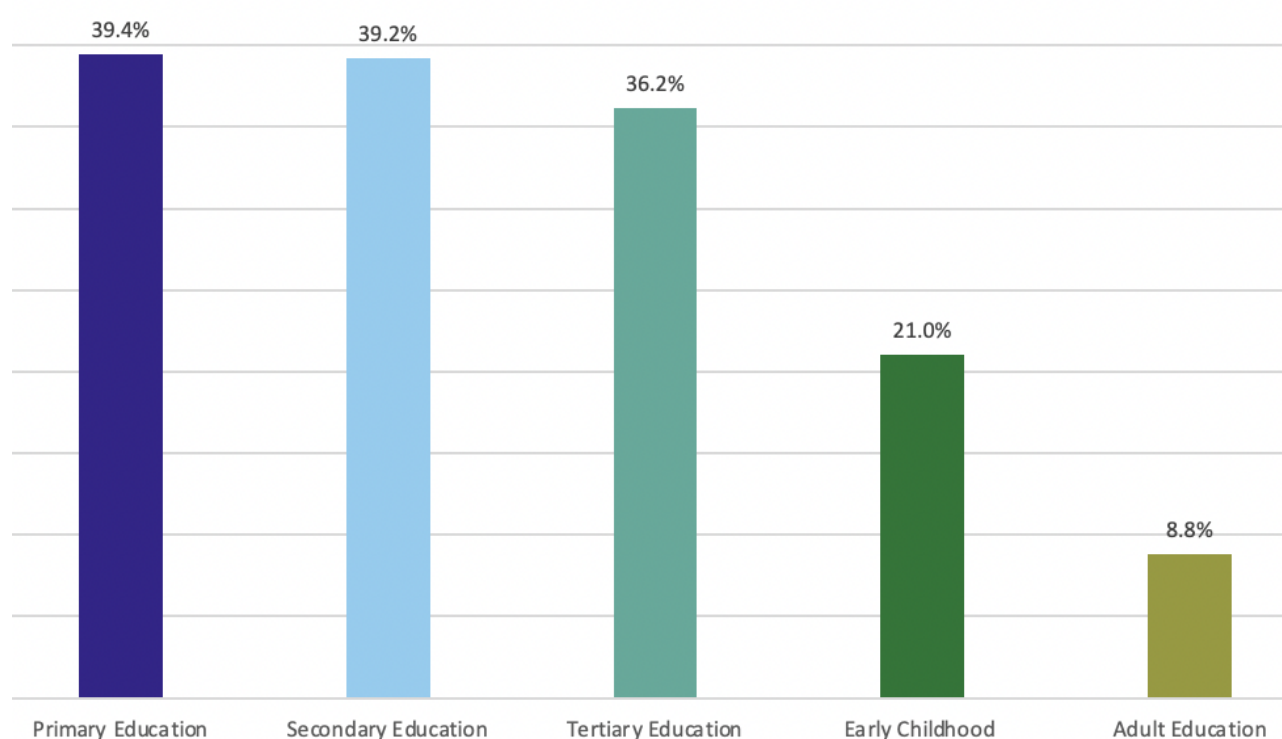
World Education Reform Database

Education Level Reforms

Background

Many education reforms from around the world specify which levels of education would be affected by the intended changes. While some reforms target all education levels for a wider systemic change, other reforms target specific levels of education. Around 60 percent of reforms in the World Education Reform Database discuss at least one education level, with primary and secondary levels being the most frequently mentioned.

Percentage of Reforms by Education Level



Note: Education level categories are not mutually exclusive. Percentages are calculated out of the total number of reforms with at least one education level identified. This figure represents a total of 6,100 reforms from 185 countries.

The **World Education Reform Database** is a collection of more than 10,000 changes to school systems reported by 189 countries and territories, mainly since the 1970s. Reforms are defined as planned, systemic, and non-routine changes to education. Examples include laws, acts, policies, plans, strategies, and other self-identified changes related to education. This brief was produced using version 1 of the data.

For more details and data see: <http://werd.stanford.edu>

Research Team

Patricia
Bromley, Ph.D.

Rie
Kijima, Ph.D.

Lisa
Overbey

Minju
Choi

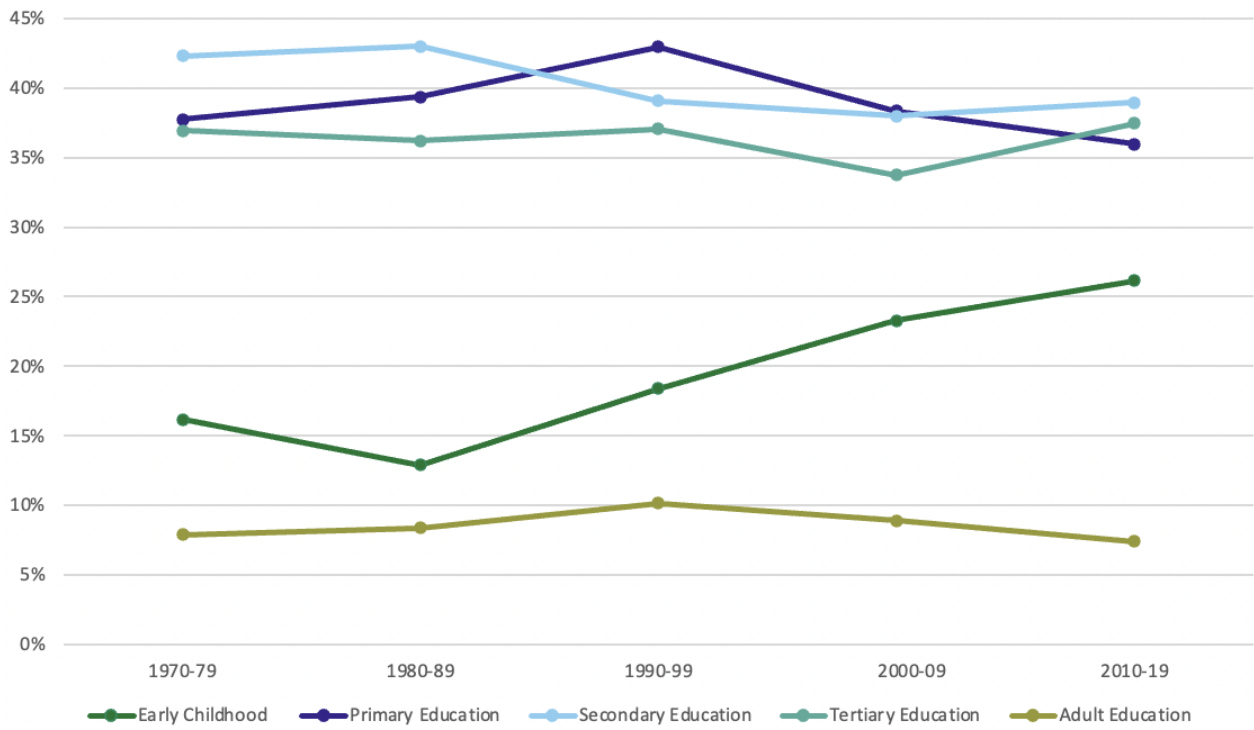
Heitor
Santos

Jieun
Song

Tom
Nachtigal

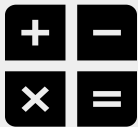
Brief compiled by Jigme Garwang

Percentage of Reforms by Education Level Per Decade



Note: Education level categories are not mutually exclusive. Percentages are calculated out of the total number of reforms with at least one education level identified (per decade). This figure represents a total of 5,331 reforms from 185 countries.

Historical Trends



Steady rise in **Early Childhood** reforms since 1980s, with 13 percentage point increase

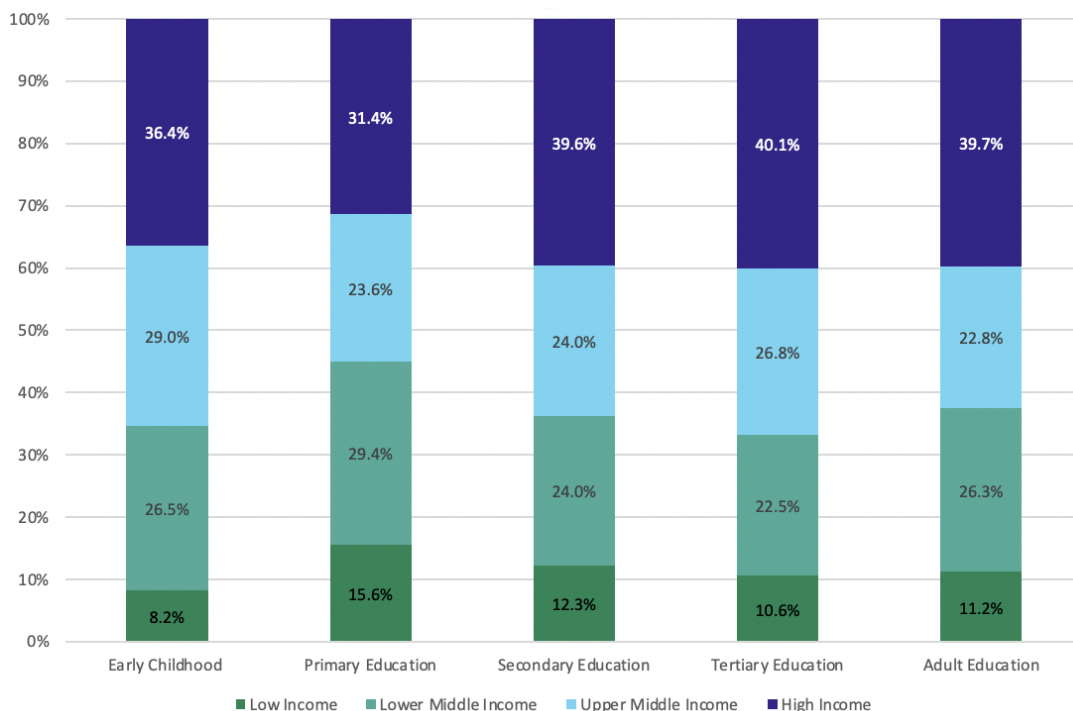


7 percentage point decrease in **Primary Education** reforms since the 1990s



A slight decline of nearly 3 percentage point in **Adult Education** reforms since the 1990s

Country Income-Level Analysis



Note: Education level categories are not mutually exclusive. Percentages are calculated out of the total number of reforms with at least one education level identified. This figure represents a total of 8,820 reforms from 185 countries. Income-level classifications are based on World Bank country classifications.

Examples of Reforms by Education Level

Early Childhood Education



Belarus: The First Steps program led to the systemic transformation of preschool and elementary education in Belarus by creating a system that developed and introduced new forms of cooperation between the kindergarten, family and social environment, and tried to develop and support new alternative methods of teaching and bringing up infants. The program includes four key components: education (of children, parents and teachers); involvement of parents in the education and instruction process; health (physical and mental); and the provision of socio-psychological services to all participants in the pre-school education system (children, parents, teachers).

Primary Education

Tanzania: In 2001, the Government of Tanzania initiated the Primary Education Development Program (PEDP) which assisted in improving enrollment numbers and increasing retention at primary level through eliminating tuition fees and expanding schools throughout the country. As a result, primary school enrolment increased from 4.8 million to 8.4 million between 2001 and 2010. Tanzania increased its primary net enrolment ratio from 49 percent in 1999 to 95 percent in 2011 and added more students in the primary education system than any of its eight neighboring countries.



Secondary Education

Brazil: Brazil implemented the National Pact for Strengthening of Secondary Education (Pacto Nacional pelo Fortalecimento do Ensino Médio) in 2013, a strategy to redesign the secondary education curricula and improve the standard of Brazilian Secondary Education. Under this plan, two strategic actions have been articulated: Innovative Secondary Education Program – ProEMI, and the Continuing Education of Secondary Education teachers. These actions are aimed at improving the quality of education and implementing the National Curriculum Guidelines for Secondary Education.



Tertiary Education

Mexico: The Programa Nacional de Educación (PNE) is an integral part of Mexico's National Development Plan 2001-2006. The program defines three strategic objectives for tertiary education in Mexico: (i) increase coverage with equity; (ii) increase quality; and (iii) promotion of improved integration, coordination and governance of the tertiary education system. In order to increase coverage with equity, the program aims towards expanding tertiary education with active participation of all actors: federal government, state government, tertiary education institutions, private sector and the students and their families.



Adult Education

Bulgaria: The National Employment Strategy (2008-2015) of Bulgaria focuses on (i) improving the match between education and training, on the one hand, and the changing needs of the labor market on the other, and (ii) encouraging participation in lifelong learning, the activation of inactive and discouraged people, and the effective integration of vulnerable groups in the labor market.

