Unit 1 - Conceptualising Education Systems

Education systems are comprised of actors and the relationships of accountability, feedback and governance that bind them. Systems are effective if these relationships are aligned, and the various actors and components that make up a system work coherently to achieve broader goals. A systems approach to education reform, identifies where, how and the ways in which relationships malfunction to diagnose which parts of the system become misaligned. This unit will contrast the systems approach with other approaches to education reform.

After completing the unit, students should:

- Understand different system framework(s) in education (including education production function, SABER, RISE)
- Understand that systems are more than the sum of their parts;
- Have knowledge of the rationale for systems thinking in education, and be able to contrast it with other approaches to education reform;
- Students should have a high-level understanding of the different constituent parts of education systems (i.e. relationships between actors)
- Students should have a high-level understanding of the multiple potential goals of education systems (i.e. learning, access, equity, selection), and the different potential interests these goals serve

Required Readings

Further Readings


- Crouch, L. 2020. Systems Implications for Core Instructional Support Lessons from Sobral (Brazil), Puebla (Mexico), and Kenya. RISE Insight Series. 2020/020. https://doi.org/10.35489/BSG-RISE-RI_2020/020 (Links to an external site.)