

# 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

- Pritchett, L. 2015. Creating Education Systems Coherent for Learning Outcomes. RISE Working Paper Series.15/005.[https://doi.org/10.35489/BSG-RISE-WP\\_2015/005](https://doi.org/10.35489/BSG-RISE-WP_2015/005) (Links to an external site.)
- Glewwe, P., Kremer, M. and Moulin, S. 2009. Many children left behind? Textbooks and test scores in Kenya. In: American Economic Journal: Applied Economics 1 (1) (January 2009), 112-35. <https://www.aeaweb.org/articles?id=10.1257/app.1.1.112> (Links to an external site.)
- World Bank. 2013. The What, Why, and How of the Systems Approach for Better Education Results (SABER). The World Bank. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/867151468180272110/the-what-why-and-how-of-the-systems-approach-for-better-education-results-saber> (Links to an external site.)
- Hanushek E.A. 2018. Education Production Functions. In: Macmillan Publishers Ltd (eds) The New Palgrave Dictionary of Economics. Palgrave Macmillan, London. [https://doi.org/10.1057/978-1-349-95189-5\\_1930](https://doi.org/10.1057/978-1-349-95189-5_1930) (Links to an external site.)
- Glewwe, P., Lambert, S. and Chen, Q. 2020. Education Production Functions: Updated Evidence from Developing Countries. Ed(s): Steve Bradley, Colin

Green, The Economics of Education (Second Edition), Academic Press, Pages 183-215, ISBN 9780128153918,  
<https://doi.org/10.1016/B978-0-12-815391-8.00015-X> (Links to an external site.)

## Further Readings

- Crouch, L. 2020. How to rapidly improve learning outcomes at system level? Global Partnership for Education. [blog] accessed via <https://www.globalpartnership.org/blog/how-rapidly-improve-learning-outcomes-system-level> (Links to an external site.)
- 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](https://doi.org/10.35489/BSG-RISE-RI_2020/020) (Links to an external site.)