

## Elective course Spring 2019: Education policy processes in Greenland

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5 ECTS (BA)/ 10 ECTS (Cand) , 20 hours teaching

Assessment: Take-home essay

Curriculum: 500 p

Week 11-18, Mondays 13-16

### Course description (*tentative*)

When following the public debate on reforms in public policy, the economic arguments are very often particularly prominent. Less prominent is that political reforms - whether it concerns fiscal, welfare, or education policy - involves redistribution of both economic and political resources. Reforms implemented in political processes, with well-organized groups are fighting fiercely to maintain and preferably increase their share of resources. The many reforms that are implemented thus have major consequences for the way in which economic resources and political power are distributed. The purpose of this course is to analyze reforms as political phenomena. What are the political drivers of the reforms? Who achieves political influence in the reform process, how is this influence achieved and what are the consequences? These questions will be answered by reading and discussing theoretical, empirical and practical literature.

The course reviews the application and critically reflects on relevant theories and methods that makes it possible to understand the policy process. Although the examples mainly deals with educational policies, most theories, methods and problems discussed in the course, may be useful in general. The course introduces historical and current developments, opportunities and challenges in Greenlandic education policy and analyzes the current reform work.

### Learning objectives

After following the course, the student must be able to:

- Explain the subject's relevant issues
- Make relevant theoretical choices in the explanation of the subject's problems
- Assess strengths and weaknesses of different research designs during the analysis of reform policy
- Discuss the subject's issues in relation to more general political issues
- Reflect on the subject's issues in relation to terms and conditions for political governance of liberal democratic societies.

### Prerequisites

Active participation is expected, ie. students meetings well prepared and ready to attend classes.

### Readings

The curriculum includes a number of scientific articles and book chapters, as well as official documents from the Government and the EU

Preliminary reading list:

Naalakkersuisuts Uddannelsesstrategi (2015) og Plan (2018)

Camilla Addey, Sam Sellar, Gita Steiner-Khamsi, Bob Lingard & Antoni Verger (2017): The rise of international large-scale assessments and rationales for participation, *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2017.1301399. To link to this article: <http://dx.doi.org/10.1080/03057925.2017.1301399>

Brincker og Lennert (forthcoming 2019). Building a nation in the class room – Exploring education policy in post-colonial Greenland.

Carrie R. Leana (2011). *The Missing Link in School Reform*

DUIT, ANDREAS and GALAZ, VICTOR (2008). Governance and Complexity—Emerging Issues for Governance Theory. *Governance: An International Journal of Policy, Administration, and Institutions*, Vol. 21, No. 3, July 2008 (pp. 311–335).

Elmore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Press.

EVA (2015). *Grønlands folkeskole*. Danmarks Evalueringsinstitut. ISBN: (www) 978-87-7958-811-0

Fullan, M. (2011). Choosing the wrong drivers for whole system reform. Centre For Strategic Education. Seminar Series Paper No. 204, April 2011.

Fullan, M., Rincon-Gallardo, S., & Hargreaves, A. (2015). Professional capital as accountability. *Education Policy Analysis Archives*, 23(15).  
<http://dx.doi.org/10.14507/epaa.v23.1998>.

*Handbook of Public Policy Analysis – Theory, Politics, and Methods*

Lennert, Mitdlarak (2018). Coherence in the Greenlandic education system? Educational planning and evaluation in Greenland from a complexity theory perspective. *Arctic Yearbook*.

Levin, B. (2010). Governments and education reform: some lessons from the past 50 years. *Journal of Education Policy*. 25(6): 739-747.

Maroy, C. (2008). “The New Regulation Forms of Educational Systems in Europe. Towards a Post-bureaucratic Regime”, in Jaccard, P. & Soguel, N.C (eds). *Governance and Performance of Education Systems 2008*. 13-33. Springer.

Patton (2007). *Evaluation for the way we work*

Snyder, S. (2013), “The Simple, the Complicated, and the Complex: Educational Reform Through the Lens of Complexity Theory”, *OECD Education Working Papers*, No. 96, OECD Publishing.

Wilkoszewski, H. and E. Sundby (2014), “Steering from the Centre: New Modes of Governance in Multi-level Education Systems”, *OECD Education Working Papers*, No. 109, OECD Publishing.

World Bank (2018). *Learning to realize education’s promise*. World Development Report.

## **Additional/background readings**

Inerisaavik (2004). "Parat til Atuarfitsialak? Rapport af undersøgelse af læreres og skoleleders parathed til skolereformen." Evalueringsafdelingen.

Inerisaavik (2011). Midtvejsevalueringen af folkeskolen november 2010 i Ilulissat Rapport samt status på opfølgningen og initiativer.

European Commission (2014). Programming Document for the Sustainable Development of Greenland 2014-2020.

[https://ec.europa.eu/europeaid/sites/devco/files/signed\\_programming\\_document\\_for\\_sustainable\\_development\\_of\\_greenland\\_2014-2020\\_colour.pdf](https://ec.europa.eu/europeaid/sites/devco/files/signed_programming_document_for_sustainable_development_of_greenland_2014-2020_colour.pdf)