

## Course Description

### **MEDD8916 Public Policy in Early Childhood and Primary Education**

<b>Course description and objectives</b>	
<p>This course examines public policies in early childhood and primary education in the local and global context. Focusing on government policies aimed at children aged between birth and up until the start of secondary education, it uses a comparative perspective by examining and critically evaluating both early childhood policy and primary education policy in several different high-income countries or jurisdictions, including Hong Kong, and also considers the differing context and recent policy developments in low- and middle- income countries. The course considers the policy, curricula, and pedagogical challenges of transitioning from pre-primary to primary education. The course discusses different models of early childhood and primary service provision, trends and patterns in differences in rates of service participation and enrolment globally, policies designed to ensure a high quality of service provision, and similarities and differences in child outcomes across the countries studied.</p>	
<b>Course objectives</b>	
<p>To comparatively examine public policies in early childhood and primary education in high-, middle- and low- income country contexts. To understand how policies differ across countries, what the key types and models of service provision are, and how child outcomes can be influenced by the type, quality, and effectiveness of public policies.</p>	
<b>Course learning outcomes (CLOs)</b>	<b>Aligned programme learning outcomes (PLOs)</b>
1. Comparatively examine and critically evaluate early childhood and primary public policies in several high-income countries/jurisdictions	PLOs 1, 2, 4
2. Comparatively examine and critically evaluate recent policy developments and trends in low- and middle- income country contexts	PLOs 1, 2, 4
3. Understand the roles of different major types of policies – including early childhood education and care, parental leave, child benefits, and transition from pre-primary to primary – and differing models of service provision	PLOs 1, 2, 4
4. Examine differences in child outcomes between countries and critically evaluate the contribution of public policies focusing on birth to end of primary stage towards those outcomes	PLOs 1, 2, 4
<b>Course assessment methods</b>	
<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• In-class and end-of-course quiz</li> <li>• Individual essay</li> </ul>	
<b>Course content and topics</b>	
<ul style="list-style-type: none"> <li>• Globalisation of education policy; and trends in early childhood policy</li> <li>• Globalisation of education policy; and trends primary policy</li> <li>• Early childhood and primary policy in Hong Kong</li> <li>• Education policy in low- and middle-income countries</li> <li>• Policies for equity and inclusion</li> <li>• Models of educational service provision: the marketisation and privatization debate</li> <li>• Policy lessons for educational service provision</li> </ul>	
<b>Required / recommended readings and online materials</b>	
<ul style="list-style-type: none"> <li>- Britto, P. R., Engle, P. L., &amp; Super, C. M. (Eds.). (2013). <i>Handbook of early childhood development research and its impact on global policy</i>. Oxford University Press. [Available in hard copy in the library].</li> <li>- Alexander, R. (2012). <i>Policy and practice in primary education</i>. Routledge.</li> </ul>	

- Pollard, A., & Triggs, P. (2001). *What pupils say: Changing policy and practice in primary education*. A&C Black.
- Cooper, K., & Stewart, K. (2013). Does money affect children's outcomes?.
- Bertram, T., & Pascal, C. (2016). *Early Childhood Policies and Systems in Eight Countries. Findings from IEA's Early Childhood Education Study*. IEA. Available from: [https://www.iea.nl/sites/default/files/2019-04/ECES-policies\\_and\\_systems-report.pdf](https://www.iea.nl/sites/default/files/2019-04/ECES-policies_and_systems-report.pdf)
- Boissiere, M. (2004). Determinants of primary education outcomes in developing countries. *World Bank, Independent Evaluation Group (IEG), Washington, DC*.
- Kagan, S. L., (2019). *The Early Advantage: Early Childhood Systems That Lead by Example*. Teachers College Press. [includes case studies of 6 high-income countries]
- Kagan, S. L., (2019). *The Early Advantage 2: Building Systems That Work for Young Children*. (Vol 2). Teachers College Press.
- OECD (2017). *Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care*. OECD. [Freely available online: <https://www.oecd.org/education/starting-strong-2017-9789264276116-en.htm>]
- Berlinksi, S. & Schady, N. (2015). *The Early Years: Child Well-Being and the Role of Public Policy*. Palgrave Macmillan, New York. [Freely available online: <https://link.springer.com/book/10.1057%2F9781137536495#toc>]
- UNESCO (2015). *Education for All 2000 – 2015: Achievements and Challenges*. [Especially Chapter 1, p. 44 - 74. Freely available online: <https://unesdoc.unesco.org/ark:/48223/pf0000232205>]

#### **Other additional course information**

Nil