

CALL FOR PAPERS

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Monographic Section

Large-scale educational reforms and policies

Reformas y políticas educativas a gran escala

Thematic Editors:

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Approach

Improving the quality of education and doing so on a large scale is an ongoing challenge for school systems. This has led governments worldwide to make efforts in recent decades towards systemic educational change and research to try to understand the factors that contribute to the success or failure of policies and reforms. The evidence is strong regarding the complexity of large-scale change, although little is known about some of the dimensions involved in this type of processes (Fullan, 2007; Hargreaves and Shirley, 2009; Cohen and Mehta, 2017; Reimers, 2020).

In Latin America, research on large-scale reforms, their effects and associated factors is scarce (Rivas and Sánchez, 2020), especially regarding their implementation cycles and the ability of these policies to translate their objectives into concrete practices at the base of the educational system, a topic widely studied in other countries (Spillane, Reiser & Reimer, 2002; Honig, 2006; Viennet and Pont, 2017).

Descriptors

The case study will focus on the following thematic lines, although these represent only a reference and can be extended by means of the proposals.

- Large-scale educational reforms and their results according to the evidence
- Role of different actors (national and international) in policy design and implementation
- Cases of educational policy, specially the Ibero-American context
- Evaluation of educational policies implemented in the last decade
- National and local policies on digital literacy in both formal and non-formal settings

- Design, evaluation and implementation of teaching policies

Issues


The main questions raised in this monograph are the following:


- Are there common and/or shared characteristics among educational policies in Latin American countries? What are the differential aspects or features between these policies?
- Which educational and institutional agents are involved in the planning of the various educational policies in Latin America? Who finances the implementation of these policies?
- Which dimensions of educational policies are evaluated and which methodologies or strategies are used? Who funds such assessments and for what purposes?
- What are the dominant or most widespread models in relation to the design, development and evaluation of educational policies aimed at digital literacy in Ibero-American countries?
- What are the most notable effects or evidence of both initial and ongoing teacher training policies implemented in the last decade? To what extent have these policies favored the professional development of teachers?
- Are there successful cases, local, national or regional, in the design and implementation of educational policies? What are its unique characteristics and the factors that have influenced the results obtained in these cases?

About the Thematic Editors

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Instructions and submission of proposals

“Alteridad” preferentially edits results of empirical research, written in Spanish, English or Portuguese; studies and selected state-of-the-art are also admissible. For the **Miscellaneous section** there are permanent contributions regarding the educational subject.

Articles must be sent exclusively through the journal's website. The procedure requires all authors to register, but only one will be responsible for correspondence. Two files must be submitted simultaneously:

- 1) The article in accordance with author's guidelines in “Alteridad”.
- 2) Cover page and cover letter according to the attached model.

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Important Dates

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