

## AN OVERVIEW OF TRENDS AND THEMES IN EDUCATION POLICY RESEARCH 2017–2021: FINDINGS FROM SCOPUS DATABASE

### UMA VISÃO GERAL DAS TENDÊNCIAS E TEMAS NA PESQUISA DE POLÍTICAS EDUCACIONAIS 2017-2021: DESCOBERTAS DA BASE DE DADOS SCOPUS

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**Abstract.** Education policy has always received increasing attention from scientists around the world. This study clarifies the knowledge base system of education policy by using the bibliometric method for 107 articles published in Scopus in the period 2017–2021. The results show a year-over-year growth trend, with the United States leading the way. The research topic system shows the changes in society in education, which are about COVID 19, online, sustainability, online courses, digital transformation, and others showing the trend of the role of continuing education becoming increasingly important. It can be said that this study has outlined the overall picture of education policy research in the past period, and this is a reference source for scientists in determining future research directions.

**Keywords:** policy, educational policy, bibliometric analysis, digital transformation.

**Resumo.** A política educacional sempre recebeu uma atenção crescente por parte dos cientistas de todo o mundo. Este estudo esclarece o sistema de base de conhecimento da política educacional utilizando o método bibliométrico para 107 artigos publicados no Scopus no período de 2017-2021. Os resultados mostram uma tendência de crescimento ano após ano, com os Estados Unidos na liderança. O sistema de temas de pesquisa mostra as mudanças na sociedade em relação à educação, que têm a ver com COVID-19, ensino online, sustentabilidade, cursos online, transformação digital e outros, que mostram a tendência de que o papel da educação continuada se torne cada vez mais importante. Pode-se dizer que este estudo delineou o panorama geral da pesquisa sobre políticas educacionais no período passado e é uma fonte de referência para que os cientistas determinem as direções futuras da pesquisa.

**Palavras-chave:** política, política educacional, análise bibliométrica, transformação digital.

## 1. INTRODUCTION

The term "policy" is used with very different meanings in the scientific literature. In practice, managers often face policy issues and are directly or indirectly involved in policy formulation, implementation, and evaluation, but their interpretations are also very different. Thus, the concept of policy has not been consistently understood in theory and practice. Unifying a concept as complex as the concept of "policy" is difficult. However, in order to be able to use the term "policy" in a relatively consistent manner, it is necessary to discuss the content of this concept thoroughly before discussing the issues of policy formulation, policy implementation, evaluation, policy, policy adjustment, etc.

Pham & Pham, (2022), listed eight ways of understanding policy: (1) Policies are current decisions of management agencies based on which to operate, inspect, serve, and influence everything within their power; (2) Policy is a standard of conduct characterized by consistency and discipline in a number of material areas; (3) Policy is the direction of desired actions; (4) Policy is the way of conduct that has been recognized through official government decisions; (5) Policy is a statement of intents and purposes; (6) Policy is a statement of intents and purposes; ((7) Policy is the result of a system of planning and execution in management; (8) Policy is a strategy used to solve or make better a problem.

Hogwood and Gunn (1984) classified policy terms according to groups. (1) policy is used to name a field of activity. (2) Policy is seen as the expression of common goals or a desired state of affairs. (3) Policies are considered "special intentions." (4) policy is also a decision of the government. (5) The policy is considered a decision approved by the parliament or parliament; (6) The policy is also considered as an action plan; (7) The policy is also seen as the output of government activities; (8) Policy is seen as an outcome. (9) Policy can be viewed as a theory or model. (10) Policy as a process. In short, a policy is one or more activities with necessary conditions accompanied by a process or policy cycle of the regulatory agency that affects the managed object in order to achieve the set purpose.

There are varied researches into educational policies that have been interested by many scholars in the world, which are in the educational sector, that are Educational assessment – trends in research, policy and practice (Ydesen, 2023), Change and Innovation in the Educational Policies and Strategies for Human Resources Development (Marin, 2012), Impact of quality management systems in the performance of educational centers: educational policies and management processes (Díez et al., 2020), Educational Policy: Comparative Perspective (Heidenheimer, 2001), Educational Policy, Mechanisms for the Development of (Vergari, 2015), Analysing policy instruments feedback and interaction in educational research in England, 1986-2014 (Marques, 2021), The effect of central government grants on local educational policy.(Reiling et al., 2021), Game theory and educational policy: Private education legislation in China (Law & Pan, 2009), the role of educational accountability policies in international perspective(Han, 2018), the role of teacher stress and educational accountability policies on turnover intent (Ryan et al., 2017), interrogating Motivational Theory in the Context of Contemporary Educational Policy.(Carr, 2015), Creationism and intelligent design: Presence in the Brazilian educational policy.(Silva & Prado, 2010b), educational policies and interventions in primary and secondary education (Shi et al., 2022).

In the cultural area, unspoken dialogues between educational and family language policies: Language policy beyond legislations. (Kaveh, 2020), multiethnic Societies, Educational Policies, Citizenship (Contini, 2013), the roles of educational policy on cultural diversity (Cuc, 2014), its relations with intergenerational mobility (Kotera & Seshadri, 2017), Educational Policies to Promote Cultural Diversity (Cuc, 2015), The Multicultural Heritage between Romania and Serbia (Păcurar & Epure, 2014).

With regard to equality, educational policy and the economics of the family (Banerjee, 2004), a Complex Sociotechnical Systems Approach to Provisioning Educational Policies for Future Workforce (Richey et al., 2014), contesting the recognition of Specific Learning Disabilities in educational policy: Intra- and inter-national insights (Hardy & Woodcock, 2014), educational quality (Gajardo & Grau, 2019), educational inequality and public policy preferences (Lergetporer et al., 2020), group-based educational inequalities in India (Varughese & Bairagya, 2020), educational rights in educational policies for national integration (Jamil, 2010)

In terms of country, the Educational Policy of European Union (Cankaya et al., 2015), Educational policy for dynamic change in New Zealand (Mutch, 2004), the development of educational policy positioning on multilingualism in the Federal Republic of Germany -

Contradictory approaches towards ‘foreign’ and ‘heritage’ languages (Vogel, 2022), Education and National Identity. The Local Cultural Heritage and its Effects Upon Present Local educational Policies in Arad County from Romania. (Măduța, 2014), schooling for the future in United States of America: Educational policy at the crossroads (Cogan, 2004), educational policies and poverty reduction in Côte d’Ivoire (Grimm, 2005), inclusive National Educational Policies as Protective Factors for LGBTI Youth Adjustment: An European Cross-National Study (Ioverno, 2023), British and French language and educational policies in the Mandate and Trusteeship Territories (Wolf, 2008), the Educational Policy in Kazakhstan: Analysis Reflection and Modeling (Mynbayeva et al., 2015), Turkey’s educational policies in Central Asia and Caucasia: Perceptions of policy makers and experts (Akçalı & Engin-Demir, 2012), educational Policies for the First Nation Child: Impediments and Future Perceptions (Ghizan, 2013), reationism and intelligent design: Presence in the Brazilian educational policy(Silva & Prado, 2010a)

Educational policies, also, are relevant to teacher training, such as Educational Policy and Continuing Teacher Training (Cosmin & Elena, 2014), teachers and educational policies (Moreau & Brownhill, 2017), Educational Policies on Initial Training for the Teaching Career in Romania (Șerbănescu, 2013)

Education policy, as in other fields, is very important to education. It is the method by which governments, public authorities, and educators develop plans and regulations for education. Operating educational institutions. Education policy is the policy and measure of the State in order to develop national human resources so that each individual has the opportunity to develop comprehensively. Education is an investment for the future, ensuring sustainable socio-economic development. Education policy is institutionalized through the content of state management of education. Education policy development process, including design, planning, implementation, impact assessment, and adjustment. However, in this article, we only focus on studying data from the Scopus database with the following two research questions:

*RQ1: What are the research trends on education policies for the period 2017–2021? Which countries are interested in this field of study?*

*RQ2: What are the main research topics on education policy for the period 2017–2021? What are the new trends in education policy research for the period 2017–2021?*

## 2. METHODS

To answer the research questions, two approaches are used: descriptive analysis and graphical analysis. Through the statistics of the number of research articles, the trend of research publication, the most relevant authors, and the most relevant countries related to education policy, can be determined. Data analysis was performed with Microsoft Excel, Tableau, R and VOSviewer applications, in which Microsoft Excel and Tableau were used to visualize data; Microsoft Excel and R analyzed descriptive statistics; R and VOSviewer analyzed science mappings. Visualizing Bibliometric Networks (van Eck & Waltman, 2014)

The bibliometrics method first proposed by Pritchard (Pritchard, 1969), so far, this method has been widely used in many different research fields that are COVID-19 and sustainable development goals (Nilashi et al., 2023), research hotspot and frontier analysis of traditional Chinese medicine in asthma (Chen et al., 2022), entrepreneurship research (García-Lillo et al., 2023), Visualizing Bibliometric Networks (van Eck & Waltman, 2014), nudges and choice architecture in public policy (Victor et al., 2023), fire evacuation training in buildings (Menzemer et al., 2023).

In educational sector, the use of gamification in education (Martí-Parreño et al., 2016), higher education for sustainable development (Hallinger & Chatpinyakoop, 2019), management and organization (Zupic & Čater, 2015), critical thinking in primary education (Aktoprak & Hursen, 2022), education research in post-Soviet countries (Hernández-Torrano et al., 2021; Jamalpour & Derabi, 2023), Applying bibliometric review methods in education: rationale, definitions, analytical techniques, and illustrations (Hallinger & Kovačević, 2023), the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America (Hallinger, 2020)

### 3. RESULTS

#### What are the trends in research issues in education policy for the period 2017–2021?

Education policy-related publications recorded on the Scopus database tend to increase in the period 2017–2021. When looking at the number of annual publications, the annual growth is not stable though, but the difference between years is not significant. Also, according to the number of annual publications, it is found that the basic trend is that policy topics no longer belong to specific areas of expertise, such as general education or higher education, which is the opposite for other issues. Continuing education policy issues have been researched and published more. In addition, the trend often also presents two fundamental aspects. One is interdisciplinary or multidisciplinary in policy issues because of technological requirements or new learning formats (online courses). Besides, there are social factors in these policy studies, such as community participation, social capital, communication in education, sustainable development, and especially Covid 19.

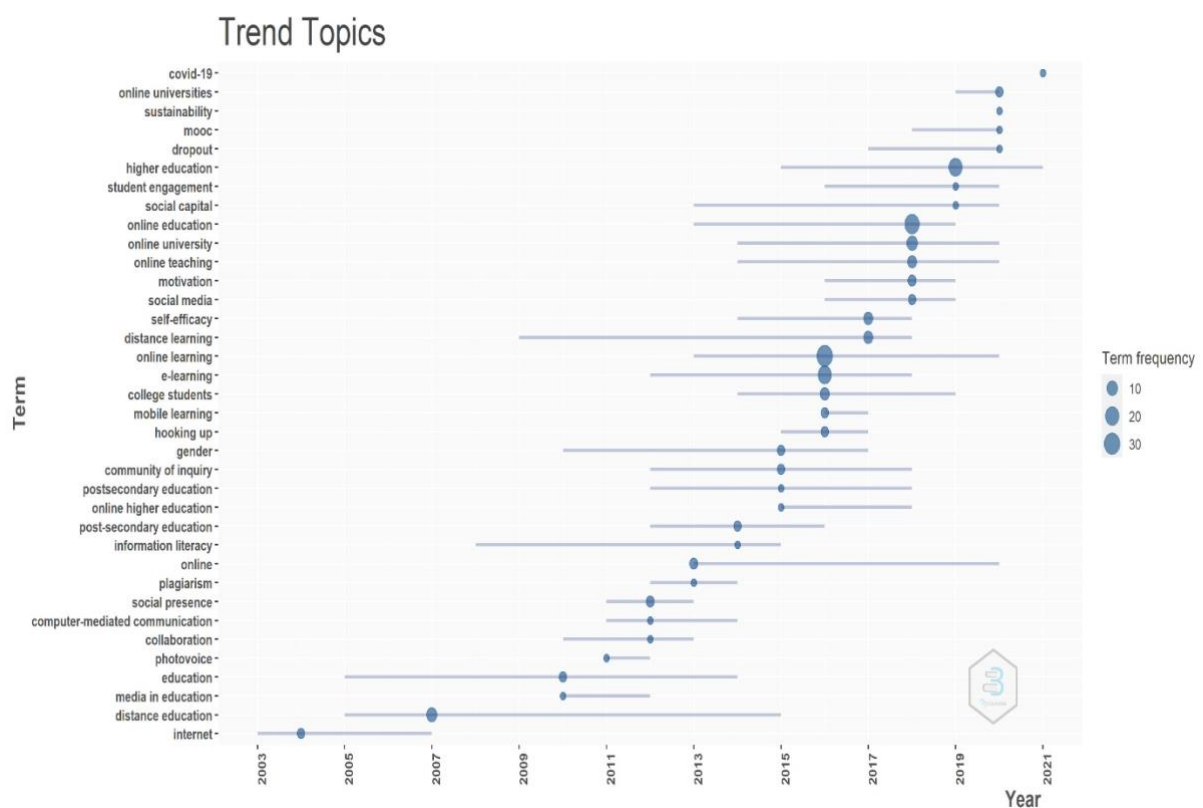
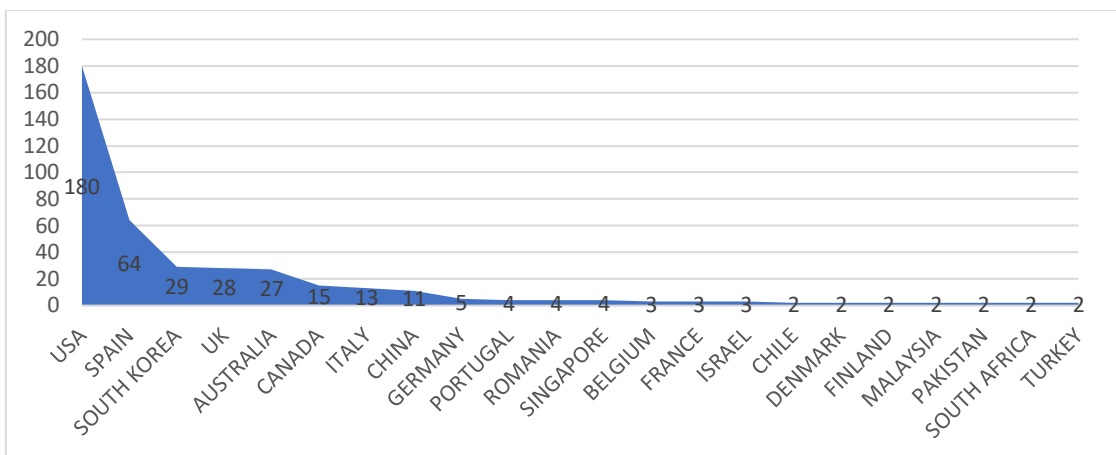


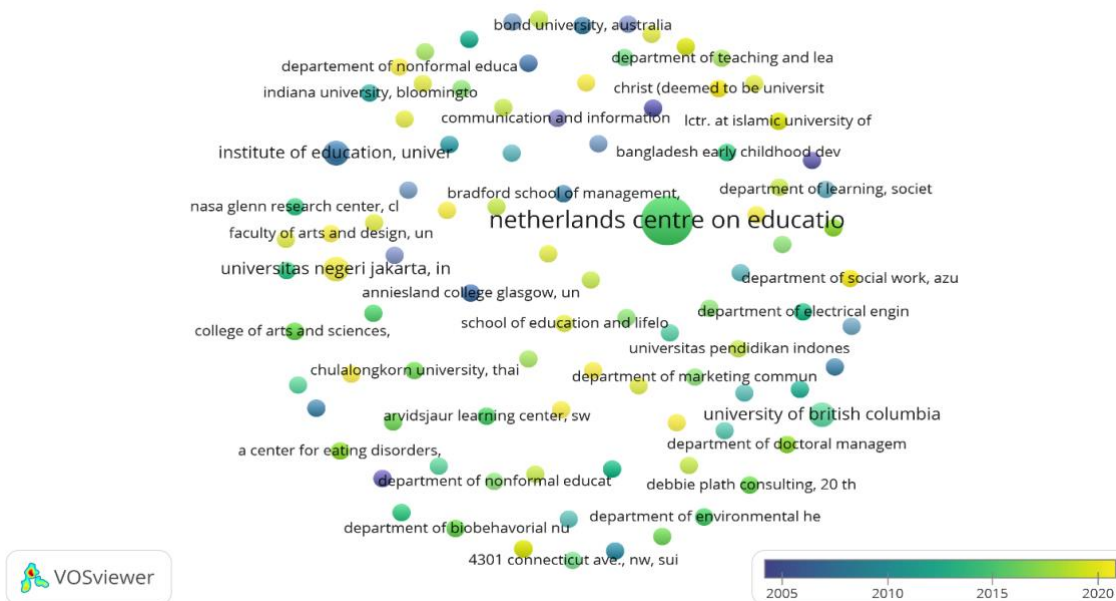
Figure 1. Trend topics of policy research in the period 2017–2021

### Which countries are interested in this field of study?



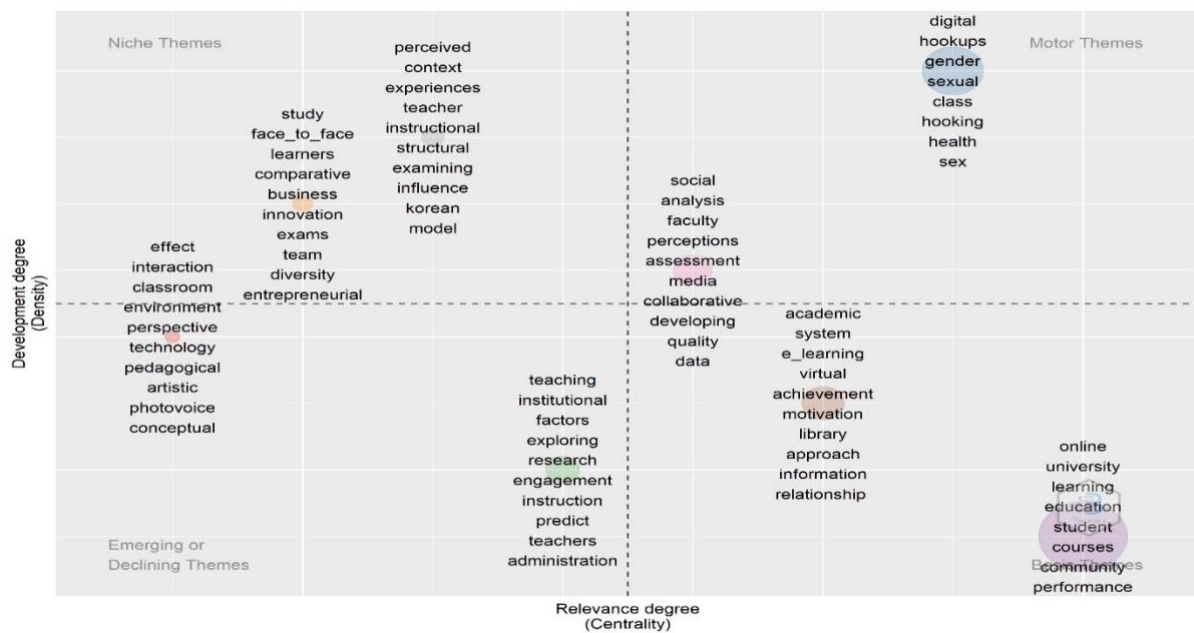
**Figure 2.** Countries of policy research publications in the period 2017–2021

In the field of education policy research, if you count 02 articles or more, there are 22 countries in the period 2017–2021 on Scopus. The figure above shows the United States as the top country in education policy research, with 180 articles. Second place is Spain, with 64 articles. Followed by Korea, the UK, and Australia (the number of articles is 29, 28, and 27 respectively). Canada (15 articles), Italy (13 articles), China (11 articles) and the rest of the countries. The number of publications ranges from 2 to 5. It can be said that research publications on policy in education are mainly in developed countries, and the United States is the dominant country in this research field.



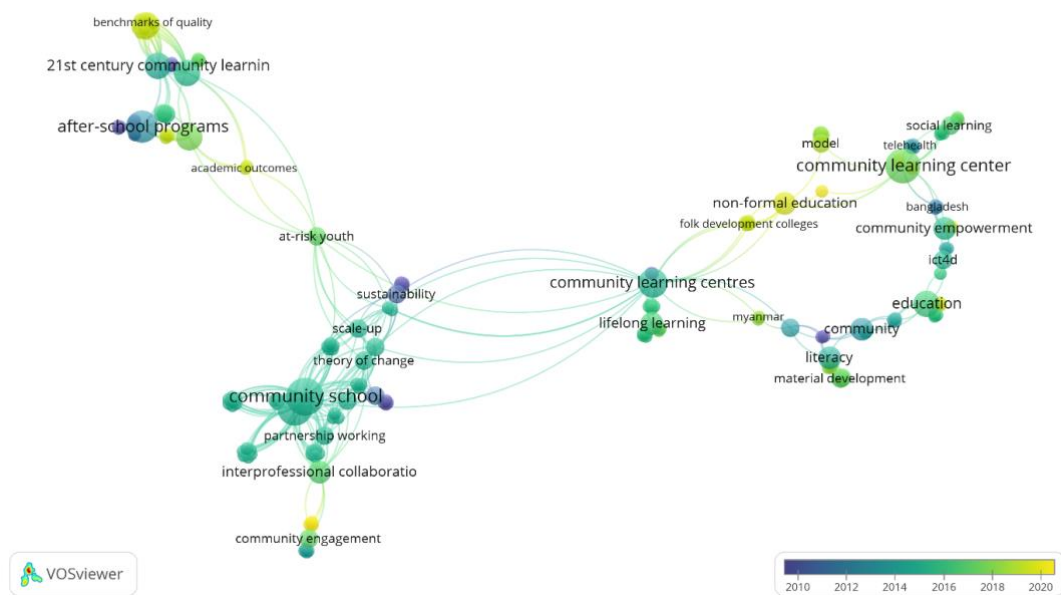
**Figure 3.** Each dot represents an organization, the size of the dot is proportional to the number of published documents, the color represents the time of publication.





**Figure 4.** Research themes of policy research in the period 2017–2021

Emerging or declining themes (bottom left corner), niche themes (upper left corner), fundamental themes (bottom right corner), motor themes (bottom left corner), upper right are the most important education policy research subjects. Teaching, institutions, elements, research, commitment, instructors, administrative management, pedagogy, environment, viewpoints, and so on are examples of rising or decreasing topics. Learners; face-to-face interaction; testing; groups; diversity; models; influences; and so on are examples of niche research subjects. The most important group (motor themes) includes research topics, numbers, gender, health, gender, sexuality, society, assessment, communication, analysis, and so on. Basic themes include online learning, online, virtual environments, quality, data, information, relationships, academic, performance, community, and so on.



**Figure 5.** Each dot represents a keyword; the magnitude of the dot represents how often the keyword is used. The relationship between keywords is determined by links. The color indicates the length of time the keyword was used.

#### 4. DISCUSSION

It is clear that in recent years the educational polices have been researched with social issues that have considerable impacted onto each of country particularly and of the world generally. The most remarkable of these research topics is educational polices relevant to Covid 19, digital transformation and how to give education in a sustainable and equitable way, especially in the context of the COVID-19 pandemic that may lead many more universities and educational settings provide online courses in terms of MOOC (massive open online course).

#### **How to strengthen the resilience, quality, and equity of education systems, especially for the most vulnerable and marginalized groups, such as girls, refugees, persons with disabilities, and indigenous peoples.**

These aspects were mentioned in the research of Cuc (2014) and Kotera & Seshadri (2017), they create a dynamic model that accepts the current funding structure and lets school districts decide how much money is spent on each student in public schools. And they suggest that i) a foundation program's more equitable distribution of public-school spending by relaxing a borrowing constraint improves intergenerational mobility, especially when a child's learning ability is not highly dependent on parental human capital, and ii) a correlation between parental human capital and a child's learning ability plays a significant role in explaining the cross-state variation in intergenerational mobility. This is because intergenerational mobility is hampered by complete state funding for public schools, which limits spending (Cuc, 2014), (Kotera & Seshadri, 2017)

In the research into educational quality (Gajardo & Grau, 2019), the authors examine the impact of rivalry among schools on standardized test outcomes, academic self-esteem and motivation, the climate inside the school, civic participation, and healthy lifestyle habits using Chilean data for fourth grade children. Utilizing instruments related to the size of each "educational market," an instrumental variable method is used to mitigate any potential bias brought on by the endogeneity of the competition among schools. The findings indicate that a rise of one standard deviation in school competition leads to a more pronounced decline in other quality indicators and a moderate increase in standardized test outcomes. The findings thus point to a tension between several educational policy objectives at the school, where pressure to raise standardized test scores due to interschool rivalry may have the unintended consequence of a decline in other quality-related factors (Gajardo & Grau, 2019; Jamalpour & Verma, 2022).

#### *Educational inequality and public policy preferences (Lergetporer et al., 2020)*

We design survey experiments in representative samples of the German population to investigate how knowledge about educational disparity impacts public concerns and policy preferences. Concerns about educational inequality are much heightened when information regarding its severity is provided. Although effects are typically statistically tiny, it also influences support for equity-oriented education reforms, which has substantial baseline support. However, instrumental-variable estimates imply that among the contributors whose worries are modified by the information treatment, concerns have a significant impact on policy preferences. Support for mandatory preschool is significantly impacted, and this support grows further if respondents are informed about the effectiveness of the policy (Lergetporer et al., 2020; Shariati et al., 2013).

#### *Group-based educational inequalities in India (Varughese & Bairagya, 2020)*

Group-based educational inequities still exist in India after seven decades of policy efforts. The persistent social group-based stratification frequently proves to be a barrier to the successful implementation of educational participation initiatives. In light of these facts, this paper examines all significant national education policy changes since the 1950s. We examined



the pattern of educational attainments in terms of Average Years of Schooling (AYS) and educational inequalities in India for the years 1994–2012 using four rounds of National Sample Survey (NSS) data. To analyze inequality by gender, place of residence, and socioeconomic groups, three indices of inequality have been developed: Gini, Theil's entropy, and Atkinson. Using OLS and Tobit Models. We further examined the disparities in educational achievement between groups using the Oaxaca-Blinder Decomposition method. The analysis finds that while efforts in primary education have continued, policy initiatives have not made much of a dent in closing the group-based educational attainment gap. It is therefore time to enhance our attention on secondary and higher education.

### **How to harness the potential of digital technologies and data for learning, teaching, and management, while addressing the challenges of access, privacy, and ethics**

*How can harness the power of disruptive technologies through digital transformation (Thomas M. Siebel, 2019)*

How both business and government organizations can harness the power of disruptive technologies. Tom Siebel, the billionaire technologist and founder of Siebel Systems, discusses how four technologies—elastic cloud computing, big data, artificial intelligence, and the internet of things—are fundamentally changing how business and government will operate in the 21st century.

*A Complex Sociotechnical Systems Approach to Provisioning Educational Policies for Future Workforce (Richey et al., 2014)*

It is a national challenge to reform the workforce and education in the United States. Academics 2,28 and business executives 30 agree that increasing the number, caliber, and alignment of STEM graduates in the United States is a national priority. We can identify and understand challenges related to workforce preparedness, increasing the number and technical excellence of STEM graduates, and other educational issues by using models of the U.S. educational system that use complex sociotechnical systems' approaches and tools that foster systems thinking 9,13,29. These models reflect a sociotechnical system of systems made up of multiple subsystems, each of which represents an interdisciplinary challenge that is intrinsically complicated and requires bidirectional, nonlinear feedback. In order to achieve the desired global outcomes of the system of systems, society, and industry in particular, each system involves a number of diverse stakeholders who must work together in a time- and resource-intensive process while embedded in a larger sociotechnical system.

*Educational Policies for the First Nation Child: Impediments and Future Perceptions (Ghizan, 2013)*

This study focuses on educational policies that take into account educational opportunities, support, and efforts made by decision-makers to improve the circumstances of First Nation Children in Canadian Schools. It is a sincere endeavor to plan for the aboriginal people of Canada to have a more promising future. The researcher gives the reader a brief overview to help them understand the legislative authorities and legal reforms that have occurred since 1876. This paper aims to increase public awareness of the barriers to First Nation children's education in Canada and to encourage those in charge of making educational policy to come up with solutions that will benefit the First Nation child, parents, and community as a whole and help them integrate into the social fabric of Canada. The report discussed some of the most pressing issues in education, including the rising number of kids quitting school. The researcher provides a historical flashback to explain how changes were made to advance the education of First Nation students and improve their wellness. The program, which was recently implemented at the University of Windsor, contributed significantly to the academic performance and





educational development of First Nation children. It also gave students a practical opportunity to engage in STEM (science, technology, engineering, and math) and MINT (multiple intelligences) activities both inside and outside the university's walls. The researcher hopes that other academic institutions would emulate the University of Windsor's achievements to build a better future for First Nation children.

*Impact of quality management systems in the performance of educational centers: educational policies and management processes (Diez et al., 2020)*

The results of an I + D + i study are described in this essay. The Integrated Quality Project (PCI), promoted by the Horrêum Foundation, and the European Foundation Quality Management (EFQM) were the two distinct quality systems that were analyzed in this study to evaluate 14 educational centers (Alvarez and Santos, 2003; Villa and Marauri, 2004). The EFQM was initially utilized by enterprises before lately being adopted by academia. It included nine elements that were turned into a learning environment: leadership, policy and strategy, people, alliances and resources, processes, impact on people, client, society, and important organizational impacts. The final four variables concentrate on the impact, or the result of an organization's operations, whereas the first five components look at how activities are carried out and enhanced. Learning and creativity are the keys to improvement. The Effective School Improvement model serves as the educational foundation for the PCI (Muoz and Sarasa, 2005). The following seven elements are examined: institutional approach, organizational structures, relationships and cohabitation, counseling and tutoring, curriculum, family and the community (Martnez and Galndez, 2003), and management and services (Sarasola et al., 2003; Villa et al., 2004). The study examines the effects of the two quality systems (EFQM and PCI) stated above on educational facilities. The term "impact" refers to the alterations felt both inside and outside of a learning environment. It must continue to work throughout time in light of the modifications and results obtained as proof of progress. Two dimensions are the main focus of the quantitative study. The first discusses three essential components of educational policy: communication, support, and incentives for teachers, as well as educational planning. The second includes ties with the community, teaching and learning processes, and organizational atmosphere, all of which are connected to management procedures in educational institutions.

*British and French language and educational policies in the Mandate and Trusteeship Territories (Wolf, 2008)*

This essay makes the assumption that language and educational policies are examples of how linguistic theory and the current zeitgeist are intertwined, and that linguistic history is the proper place to look into these policies from a historical viewpoint. The British and French policies that were implemented in their League of Nations mandates and later in their UN Trusteeship Territories in Africa are the ones that are being reviewed here. Insights into the philosophical and political discourse of that era can be gained via a contrastive examination of their policies, as recorded in historical documents. This examination also offers light on the contending dominating perspectives in this discourse as well as the views of language it expressed.

*Educational Policy, Mechanisms for the Development of (Vergari, 2015)*

Actors both inside and outside of government, ideas and values, institutions, information, and information systems have important influences on how education policy is developed. When policymakers are persuaded to adopt a specific diagnosis of a problem and respond with an authoritative decision like a legislation, regulation, rule, or order, education policy is partly made possible. Implementation-related dynamics also influence education policy. In the current era of intense economic competition, education policy is developed.



*Educational assessment – trends in research, policy and practice (Ydesen, 2023)*

This chapter's goal is to peel back some of the intricate layers that surround the phenomenon of assessment in education. To accomplish this, the chapter first explores various research vantage points on educational evaluation and maps some of the scholarly discussions in the area. Second, the chapter examines two paradigms in educational assessment research to address the issue of how to balance uniformity with human variety in an assessment system. In a final discussion, the chapter discusses some of the consequences for practice and policy.

*Modeling Energy-Efficient Policies in Educational Buildings – A Literature Review (Fontalvo et al., 2022)*

This study focuses on a review of the literature that describes the key areas of study on energy efficiency in educational facilities, such as energy use intensity (EUI), the application of energy efficiency measurement, the outcomes of reducing EUI, energy consumption, and CO2 emissions, and the primary relationships among energy consumption incidence variables. In order to achieve these goals, a systematic examination of the literature is organized around specialized databases, and the data is evaluated using spreadsheets and visualization software like VOSviewer®. The authors were able to infer from the review that the integration of energy efficiency with educational institutions is a burgeoning area of research that presents prospects for creating an educational culture that is both ecologically friendly and has a significant social impact. In order to explore new simulation methodologies, such as systems dynamics providing sustainable approaches within industry 4.0 based on the assessment of national energy efficiency policies through dynamic simulation models that allow significant savings in energy-consuming sectors, this paper discusses various modeling systems and policy assessment options that identify complexity and dynamics constraints.

*Multiethnic Societies, Educational Policies, Citizenship (Contini, 2013)*

Due to migration and the rising multiculturalism of modern nations, both the official and informal aspects of citizenship have changed (Kymlicka, 1995; Council of Europe, 2008). As a civic responsibility that contemporary society places on the school as well as a notion that captures the issue of equal opportunity prior to schooling, citizenship has always been at the core of education and the development of educational systems (Nesse Network, 2008). The following topics have been taken into consideration in the paper through the analysis of the findings of a statistical investigation conducted on a sample of 1314 Italian and foreign preadolescents enrolled in secondary school in the Abruzzo Region (Italy): the changing concept of citizenship and the need to reconsider citizenship with an expression of the universal applications of human rights with particular ones of single national facts and of single groups. The idea of human capital is revisited in this setting in light of two other crucial ideas, those of social capital and cultural capital. (Bourdieu, 1980, Coleman, 1988).

*Schooling for the future in United States of America: Educational policy at the crossroads (Cogan, 2004)*

For this Phase 2 of the study, 10 leading educational policy officials from throughout the US were chosen at random and interviewed. Participants in the interviews stressed the need for: (1) a clearer definition of the goals and benefits of public education for the communities it serves; (2) the creation of new stakeholder partnerships to achieve this end; (3) visionary leadership to unite diverse and occasionally polarized groups around the need for a high-quality public education system; and (4) luring the brightest college graduates into careers as professional teachers. If these were done, there would be a lot more chance that the preferred "re-schooling" scenarios would become "best practice."

## **How to foster a culture of happiness and well-being in schools, and support the psychosocial and mental health of students and teachers**

*Educational Policies to Promote Cultural Diversity (Cuc, 2015)*

The inquiry intends to produce a picture of the elements impeding the promotion of excellence in pre-university education in Romania as well as the impact of legislative rules on pedagogical approach, how they manifest in the classroom, and indirectly in the social system. The majority of the time, expressing this dimension in the realm of educational practice has been a myth, ignoring the dimension's value. In the real world of social economy, however, changes or abandonments in the implementation of educational projects to foster talent are controlled by a complex system of expressing the desires and interests of the social decision-makers.

*Interrogating Motivational Theory in the Context of Contemporary Educational Policy (Carr, 2015)*

Psychologists have been urged to think more critically on the implications of their concepts, ideas, forecasts, and data in the context of broader political discourse (e.g., Gergen, 2001). This is crucial in educational psychology so that our knowledge construction is in touch with the storms raging outside of our lab doors. In the context of a larger discussion about current educational policy, this research intended to examine the achievement goal theory, a well-known and significant theory of educational motivation. In order to examine and integrate this knowledge in relation to a broader sociological and political critique of current educational policy, the study draws on the body of research and data (in the area of success goal theory) about educational motivation. A number of conclusions are drawn as a result of this critique, including the following: (a) it is urgent to take into account policy-level representations of motivational constructs like achievement goals; (b) such policy-level representations may be highly significant for future directions and developments in goal theory; and (c) there is a chance that goal theory's concepts and ideas may be "used" and "exploited" in the context of current political debate.

*The aspiration for educational rights in educational policies for national integration in Malaysian pluralistic society (Jamil, 2010)*

Regarding their demands for educational policies and language rights in the Malaysian educational system, the competing discourses of the many ethnic communities in the heterogeneous society of Malaysia are explored. For this discussion, ethnicity and educational policy in Malaysia were the main topics of research. The Malaysian educational policy process, which seeks to foster ethnic inclusion through education, places a high priority on these challenges. Semistructured interviews with people from various professional and racial backgrounds who were directly and/or indirectly involved in the creation of Malaysian education policies were done using a qualitative research methodology. The findings demonstrated that, in the course of national growth, Malaysia's heterogeneous society continues to be a contested landscape of ideologies and ambitions for educational rights.

*Analysing policy instruments feedback and interaction in educational research in England, 1986-2014 (Marques, 2021)*

Lack of knowledge regarding the interactions between research funding instruments and how these instruments influence policy-making and research disciplines has been a defining characteristic of the study of research funding arrangements and the development of scientific knowledge. This study, which fills this knowledge vacuum, is theoretically supported by research on the interactions between policy tools and feedback from the public. It looks into how the UK's research assessment exercise affected the development of the Teaching and



Learning Research Programme (TLRP), the nation's most famous national thematic research program for the study of education. This paper illustrates how the research assessment exercise influenced the development of the TLRP and how the interaction between the two policy instruments shaped the field of educational research in England based on qualitative analysis of policy documents and semi-structured interviews with policy-makers and boundary-spanners. The results demonstrate, in particular, how institutionalization of research assessment framed a "quality problem" in educational research that justified a number of policy initiatives, including the establishment of the national thematic research program (interpretative effects) and a change in resource allocation (resource/incentive effects); and b) how interaction between the two policy instruments contributed to methodological and epistemic drifts in the field.

*Unity through Diversity. Education for a New Europe: The Multicultural Heritage between Romania and Serbia and its Benefits for a Common Educational Policy (Păcurar & Epure, 2014)*

At the educational level, the challenge of integrating newcomers into the European Union is largely tackled through a general political discourse. Its intricacy may lead certain important elements to be omitted. Our research could represent a step forward for those looking at cultural and educational policy in the context of the European Union's overall expansion strategy. The study combines empirical, theoretical, and historical research. It was conducted in the historical Banat region, a traditional region shared by Serbia and Romania. The findings suggest that, at the cultural and educational levels, the multicultural heritage derived from this historical common symbolic space could serve as both a catalyst for these two countries' rapid integration into the EU and a promising foundation for the construction of future Euro regions. By stressing the need for a more accommodating educational strategy for the Serbian minority on the one hand and the Romanian minority from Serbia on the other, we presented some proposals about how this shared symbolic space should be protected in the future.

*Education and National Identity. The Local Cultural Heritage and its Effects upon Present Local educational Policies in Arad County from Romania. (Măduța, 2014)*

The notion of regional cultural heritage from the Romanian county of Arad is the main subject of the study. It starts a discussion about a topic that hasn't gotten much attention in Romania: how local cultural legacies affect the idea of national identity. Some of Romania's top academics from the Arad County, who in the past were instrumental in establishing Romania as a unitary and national state, developed this cultural heritage for future generations. This legacy had an immediate impact on diversity as well as the idea of national identity at the level of educational policies. With the aim of revealing tangible consequences at various local educational policies from the current Arad county in Romania, we used empirical and historical methods. As we found, Vasile Goldiș's ideas served as a strong foundation for these consequences. The goal of maintaining national identity at the cultural and educational levels could be significantly more easily achieved by accepting the visions of those who contributed in the past to the construction of some present national states from Europe, according to our argument. We contend that these views are consistent with the idea of the Euro area. The findings, however, indicate that in the near future it will be important to both consolidate current accomplishments and to vigorously decentralize political decision-making on educational policy at the Euro regional level.

### **How to plan and manage education systems effectively and efficiently, using evidence-based and participatory approaches**

*The effect of central government grants on local educational policy (Reiling et al., 2021)*



The use of intergovernmental grants in educational programs may result in a conflict between benefits due to local flexibility and the desire of the central government to reduce disparities in school spending and resource use across local jurisdictions. This study calculates the effect of a subsidy from the central government of Norway aimed at bringing down the student-teacher ratio in elementary school (grades 1-4). Out of more than 400 communities, the funding was distributed to the 100 municipalities with the highest student-teacher ratios. Our findings demonstrate that Norwegian municipalities did not raise teacher density in primary schools despite obtaining additional subsidies for this reason, using a difference-in-differences technique. Though we cannot completely rule out the possibility that our donation was utilized, we can exclude its whole utilization. Our findings imply that strong enforcement mechanisms might be required for targeted payments to influence local resource allocation as intended by central governments, even though doing so might limit local flexibility.

*Educational policies and interventions in primary and secondary education (Shi et al., 2022)*

*He role of educational accountability policies in international perspective (Han, 2018)*

*Game theory and educational policy: Private education legislation in China (Law & Pan, 2009)*

Based on a variety of main and secondary sources, this article analyzes Chinese private education legislation using game theory. The essay makes the case that creating educational laws is a dynamic, ongoing game of negotiation, collaboration, and/or competition between numerous interested parties, including legislative institutions, each of whom has its own objectives, legal standing, information sources, and methods. In order to better understand the dynamics and complexity of educational policymaking, this article proposes that game theory should be used in conjunction with current models. It also explains the implications and constraints of utilizing this method.

*Research of the Educational Policy in Kazakhstan: Analysis Reflection and Modeling (Mynbayeva et al., 2015)*

In light of the globalization of education and the openness of society, a problem involving the comparison of educational policies used in various nations is becoming more crucial, both for the coordination of development and enrichment vectors and trends in educational content and methods and for a clearer identification, preservation, and definition of a national development path. Research questions: It encourages comparative studies of educational policy to broaden and elaborate changes, necessitating the training of education administrators and students in comparison and modeling techniques for the advancement of the educational system in a given institution, region, or nation. Methods for comparing educational practices across nations are being developed, and skills are being defined for modeling educational initiatives aimed at globalizing education while taking into account national traditions. Research strategies: The research's methodologies are based on a historiographic approach, systems and all-encompassing educational approaches, critical analysis, and modeling. The research's historical sources included: laws and regulations; statistical digests and summaries; national reports on education in Kazakhstan; national websites; Kazakh and Russian periodicals; and works by domestic and foreign scholars who specialize in the history of pedagogy and education, comparative pedagogy, and educational policy. The following are typical Kazakhstani tactics. The Soviet era saw the abolition of illiteracy, the introduction of secondary school as a requirement, and the introduction of popular education, establishing Kazakhstan's culture of intellectual appreciation. Lifelong learning (LLL), continuous education, global integration, educational competition, "triumph of languages," computerization, variety of training, etc. are some of Kazakhstan's educational initiatives. From the 1930s until the present, a development strategy map for education in Kazakhstan is being created. The analysis utilizing "strategy," the development of the concept of the "strategy pyramid in education," principles,





parameters, and evaluation criteria is a peculiar aspect of the research. A comparison tool is constructed using strategies (the strategy pyramid), concepts, parameters, and evaluation standards for educational policy as the foundation for comparative research methodologies. The influence of educational policy and strategy on educational content and delivery is modeled hierarchically.

*Turkey's educational policies in Central Asia and Caucasia: Perceptions of policy makers and experts (Akçali & Engin-Demir, 2012)*

The goal of this study is to examine the educational policies implemented by Turkey in Central Asia and Caucasia during the post-Soviet era, focusing on their successes and failures as seen by some of the relevant professional policy makers in this area as well as specialists from various think-tank institutions in Turkey who are interested in the region. With 12 participants, semi-structured interviews were done. Despite the fact that there are significant issues that require immediate attention, the results showed that Turkey's educational policies in the Turkic republics of Central Asia and Caucasia since 1991 have brought some benefits for both Turkey and these republics.

*Reationism and intelligent design: Presence in the Brazilian educational policy (Silva & Prado, 2010a)*

According to studies, intelligent design and creationism are pervasive in Brazilian politics and education. We looked at political developments and educational initiatives that might help popularize creationism and intelligent design. At last, it discovered educational realities that take these two theories into account. This motion is broad. According to surveys, creationism is supported by a sizable and powerful group in Brazil. Influential politicians, significant school systems, and society as a whole appear to be inclined to embrace the Bible's literal meaning or the teaching of creationism and intelligent design as pseudoscientific doctrines, at the expense of evolutionism (Stankova et al., 2022).

*Educational Policies on Initial Training for the Teaching Career in Romania (Șerbănescu, 2013)*

This article's major objective is to examine the key elements of the initial training of teaching professionals in Romania as they are outlined in the laws governing educational policy. Making a summary of recent advancements in the area of beginning training now carried out within the departments of teacher education is something we think is useful to do. The first departments for teacher education were formed in 1996 on the Minister of Education's directive. The Development Strategy for the Initial and Continuous Training of Teaching Professionals and Managers from the Primary and Secondary Education System, for 2001-2004, was launched in 2001, making it a significant year for the training of teaching professionals. Through structural and curriculum reform in Romanian tertiary education, new measures taking effect in the academic year 2005–2006, the Bologna process has created a new setting for the first training of teaching professionals. In this context, the Departments of Teacher Education of Romanian universities reorganized their initial training programs for teachers working in secondary and higher education into two modules. The Order of Minister No. 4316/2008 on the Approval of the Studies Program for the Procurement of the Certificate of Graduation of the Department of Teacher Education was developed in 2008 through the collaborative efforts of specialists in educational sciences and representatives of the Ministry of Education. According to Law of National Education No. 1/2011, the initial training required to be eligible for teaching positions must include the following: initial, theoretical, specialized training completed in accredited programs within universities in accordance with the law; master's degree programs in education, lasting two years; and an induction (probationary) teaching period lasting one school year completed at an educational institution under the supervision of a teacher-mentor.

Therefore, a fresh round of modifications in the domain of first training for teaching professionals is anticipated. The induction instruction session is included in the first training, according to Law of National Education No. 1/2011. The Ministry of Education conducts the national tenure examination in accordance with a methodology that has been authorized by the Minister of Education.

*Educational Policy: Comparative Perspective (Heidenheimer, 2001)*

In terms of relationships between tiers of governmental authority and levels of educational supply, this article establishes the framework for a comparative examination of educational policies. By contrasting, for instance, the functions of local governments in staffing and funding elementary education, this technique evaluates the structural symmetry between government tiers and educational provision. Switzerland is used as an illustration of isomorphism, where the different levels of government have proportionate duties at the different educational levels. The German Federal Republic is mentioned as an example of anisomorphism since there, the state layer of the government controls all three levels of education policy. According to their public education funding sources and the independence of their subnational education policy tools, Japan and the United States are primarily included in the analysis. Sweden is given particular emphasis because of the way it has combined structural changes in the direction of isomorphism with a change in educational policy aims.

*The Educational Policy of European Union. (Cankaya et al., 2015)*

Since its inception, the EU has sought to grow its membership and foster member cooperation. Due to its current economic qualities, the EU has concentrated its political efforts on certain sectors, including agriculture, social politics, and economics. The use of education as a tool to achieve economic goals has been considered. Initiatives for EU-wide education collaboration are carried out in line with the community's economic goals. Knowledge, advancements in communication technology, and the reality of globalization have all had a significant impact on the EU's approach to education since the Second World War. In order to meet the rising expectations of individuals, the EU has been compelled to create effective and high-quality education policies. Education is a vital human right. Because of this, all of the member states see a need to improve the standard of their education and create access to learning at all ages. There is little doubt that lifelong learning has evolved into the cornerstone of the EU's educational agenda. The stages and kinds of education are all included in this idea, which also mixes them. The emphasis of this study was the European Union's educational strategy, which aims to maintain cooperation and integration among its members within the framework of shared cultural values. Additionally, this analysis emphasized the historical context of EU educational initiatives (Southall, 2017)

**How to design and implement policies that are coherent, consistent, and responsive to the needs and aspirations of learners and society**

*Change and Innovation in the Educational Policies and Strategies for Human Resources Development (Marin, 2012)*

In the broader context of economic and social policies, which call for a workforce that is highly skilled, adaptable, and capable of using its knowledge and the latest technologies efficiently, the education and training process has elevated in importance in the eyes of the EU Council's policy. The dynamic learning processes that make up the knowledge-based society will require professionals who are highly skilled in a variety of contexts (formal education, lifelong learning, e-learning, inclusive education), with teachers' professional development becoming a topic of expansion, diversification, and quick professionalization. The educational reality demonstrates that an organization's or business's strength and quality do not largely



depend on the number of its members. Quality is not always produced by quantity. The competencies of the individuals and their degree of alignment with organizational goals and activity kinds represent what really counts. Every person's desire to alter their own surroundings is what drives society to reach higher levels of development, which leads to significant change. The educational system is no exception to these social norms; it requires the commitment of the teacher as well as that of other educational staff members who are willing to make changes. The moral goal alone is insufficient; instead, it requires social actors whose credentials are recommended in order to achieve individual and institutional performance.

*Inclusive National Educational Policies as Protective Factors for LGBTI Youth Adjustment: An European Cross-National Study (Ioverno, 2023)*

to determine whether having inclusive national educational policy is related to youth who identify as lesbian, gay, bisexual, transgender, or intersex (LGBTI) adjusting better, having better school experiences, and experiencing less harassment. Methods The EU-LGBTI II survey was finished by 66,851 LGBTI youth from 30 EU nations, aged 15 to 24, in 2019. Participants discussed their experiences with emotions of melancholy or depression, life satisfaction, a lack of school safety, coming out as LGBTI, bias-based school violence, and general and bias-based harassment. The International Lesbian, Gay, Bisexual, Transgender, Queer & Intersex Youth and Student Organization report, which examined current European educational measures, contained statistics on the existence of LGBTI-inclusive school policies at the individual and national levels. The three grounds for protection—variation in sexual traits, gender identity or expression, and sexual orientation—were included in each policy to determine how inclusive it was. Anti-discrimination laws, policies and action plans, inclusive curricula, teacher preparation, and government assistance were the categories used to group national policies. Results LGBTI kids experienced lower odds of concealment and lack of school safety and better odds of life satisfaction in nations with more inclusive school regulations. Less safety concerns, depression/sadness, and bias-based violence in schools were linked to inclusive teacher training and curricula. Moreover, inclusive curriculum were connected to fewer instances of general and bias-based harassment, and teacher training was associated with greater visibility and less hiding among LGBTI kids. To properly help LGBTI adolescents, a multifaceted national strategy that includes teacher preparation and inclusive curricula is required.

*Educational policies and poverty reduction in Côte d'Ivoire (Grimm, 2005)*

To examine the distributional consequences of educational reforms in Côte d'Ivoire, I employ a dynamic microsimulation model. The simulations reflect a number of laws that are in effect or being discussed in this nation. Analyzed are the direct correlations between income and education as well as the various transmission pathways, including vocational preferences and home structure. The simulations demonstrate that, as long as returns to education remain constant and the labor market is fragmented, the effects on poverty would be quite minor even if the most optimistic policies evaluated were actually implemented. This has intriguing ramifications for developing solutions to combat poverty.

*Contesting the recognition of Specific Learning Disabilities in educational policy: Intra- and inter-national insights. (Hardy & Woodcock, 2014)*

This study examines national and worldwide inclusive educational policy to highlight how various jurisdictions either effectively or inconsistently acknowledge pupils with specific learning impairments (SLD). The paper examines significant international, national, state/provincial, and national policies from the United States, Canada (Ontario), England, and Australia (Northern Territory, New South Wales) in order to make this point. According to the research, different jurisdictions often confuse "students with general learning difficulties" (GLD) with "students with learning disabilities" (in all of its guises). The study makes the case



that such a conflation of their demands within the much broader paradigm of "learning difficulties" is harmful to kids who have unique learning disabilities and suggests avoiding it. A key component of the broader contextual circumstances required for modified practices are reformatted policies. The study also offers insights and examples of more productive practices as a roadmap for change while outlining the nature of major policies inside and beyond state/provincial, national, and international settings.

*Educational policy for dynamic change in New Zealand. (Mutch, 2004)*

The following themes emerged from a thematic analysis of the transcripts of the New Zealand interviews with seven high-profile educational policymakers: the necessity of comprehending the nature of educational policy change and the roles of all parties within it; the significance of preparing educational leaders for the future; and the necessity for all educational stakeholders to engage in forward-thinking dialogue regarding the future of education.

*The development of educational policy positioning on multilingualism in the Federal Republic of Germany - Contradictory approaches towards 'foreign' and 'heritage' languages. (Vogel, 2022)*

A subject in schools is language. Schools provide students with the chance to learn and practice languages other than the primary language of teaching. The Least Common Denominator in Germany is determined by the Standing Conference of Ministers of Education and Cultural Affairs (KMK). The essay uses KMK resolutions to illustrate the evolution of educational policy positioning on teaching languages as subjects in Germany, and it sketches current implementation in a few selected states. It is demonstrated that, while admitting and respecting multilingualism as an important characteristic of the people, monolingual ideology continues to dominate language teaching as a topic. As of now, school statutes provide a clear distinction between heritage languages that can be developed freely outside of normal schedules with minimal or limited relevance and required foreign languages that are relevant for school leaving certificates. This raises the question of whether this distinction still makes sense in a society with many different languages.

*Unspoken dialogues between educational and family language policies: Language policy beyond legislations. (Kaveh, 2020)*

Language assimilation has long been a foundation of nationalistic sentiments in countries with a history of colonization and immigration, like the United States. The purpose of this article is to look at connections between language policies in four immigrant households and educational language policies at two public elementary schools in the context of an English-only state policy and more general sociohistorical language ideology in the United States. The findings suggested that family and school language policies had dynamic interactions. Although parents, teachers, and students paid little heed to the state's language policy, they valued English in their language beliefs and practices and considered bilingualism as a resource.

*Creationism and intelligent design: Presence in the Brazilian educational policy. (Silva & Prado, 2010b)*

According to studies, intelligent design and creationism are pervasive in Brazilian politics and education. We looked at political developments and educational initiatives that might help popularize creationism and intelligent design. At last, it discovered educational realities that take these two theories into account. This motion is broad. According to surveys, creationism is supported by a sizable and powerful group in Brazil. Influential politicians, significant school systems, and society as a whole appear to be inclined to embrace the Bible's literal meaning or the teaching of creationism and intelligent design as pseudoscientific doctrines, at the expense of evolutionism. The children's growing preference for English served as a means of



communication for these orientations between schools and parents while they were enrolled in school. Even though it happened gradually and accidentally, the purpose of the English-only state policy was ultimately achieved by the rising dominance of English. These results demonstrate the primacy of social language beliefs rather than just conformity to the governmental language policy.

*Educational policy and the economics of the family. (Banerjee, 2004)*

This essay examines the effects of several models for how families make decisions on educational policy. We demonstrate that many of the policy ramifications of credit limits cannot be separated from those of family models that deviate from the standard Barro-Becker model. Then, we contend that a solid foundation for government action to encourage educational investment is provided by the union of credit limitations and unconventional preferences.

## 5. CONCLUSION

This report presents an overview of policy research trends in education from 2017 to 2021, using data from the Scopus database. The bibliographic technique is used to demonstrate the trend of research publications and the leading nations for the entire period of 2017-2021, as well as the key research themes and new research directions in the area of policy on education.

It may be demonstrated that overall patterns in interdisciplinary and multidisciplinary research and publishing between nations influence educational policy research trends. On the one hand, this demonstrates the strong relationship between education and other sectors in the increasingly vital and unavoidable growth process. These, on the other hand, might be internal influences.

A distinct level of development is required in the education sector. The data also demonstrates that the majority of education policy research is conducted in industrialized nations. The number of nations that publish policy research at the 10-work level is quite low. This might be because English is the primary language in this data system, or because the article did not catch the attention of many authors who have studied education policy in other nations.

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