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Chapter 8

Local Implementation of National Policy: Social Justice Perspectives from the USA, India, and Wales

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INTRODUCTION

Attributing generic descriptors to national educational systems is convenient but highly misleading, particularly when cross comparing countries. Global comparatives, such as those depicted in the PISA results (Meyer and Benavot 2013), produce performance descriptors that cannot convey internal variations in quality. The macro view obtained through policy analysis might suggest consistent and coherent implementation through the rhetoric of national government legislation. However, the interpretation of policy through meso (regional) and micro (institutional) filters (or even through individual compliance or non-compliance) often results in policies being misinterpreted, reinterpreted, or ignored in their enactment.