

# Institutional Change Through Policy Borrowing: How and Why did Syrians Introduce the “Dual-Education System”

## Project Team



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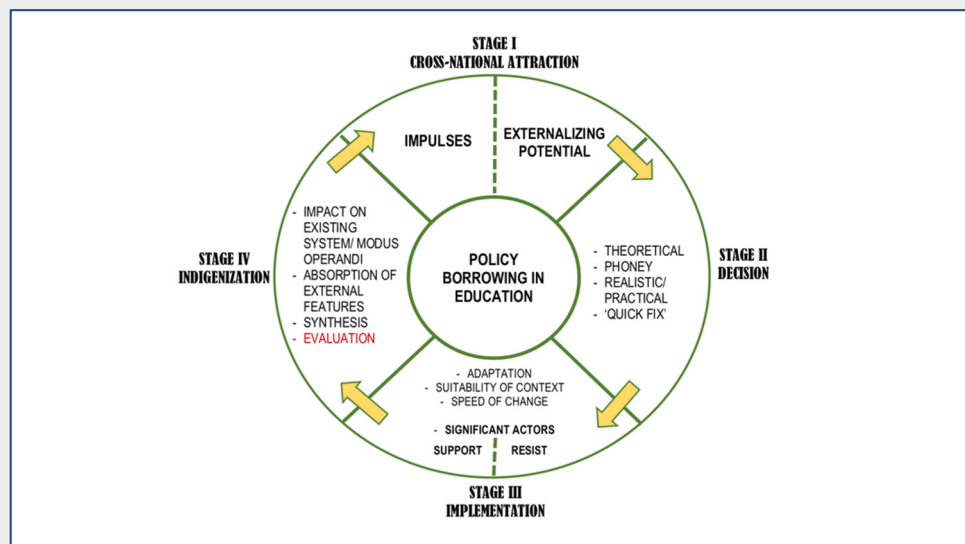
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Many countries borrowed the famous **German “dual-education”**, including Syria. This project is a study of one case of a reform through policy borrowing that has been reported as successful in the pilot phase but the announced institutional change has not been achieved.

We bring **experiences and perspectives of the Syrian actors** who championed the unprecedented reform attempt and explore the decision-making process together with the social/institutional/political conditions (context). Hence, we produce a **contextualized micro-level temporal sequence of interactions** that falls into the framework suggested by Phillips and Ochs.



**Policy borrowing in education: Composite processes**

Source: PHILLIPS, D. & OCHS, K. (2003) “Processes of Policy Borrowing in Education: some explanatory and analytical devices”, *Comparative Education*, 39:4, 451-461

**Multiple data sources** (interviews, archival documents & statistics) are tapped into to retrieve pieces of evidence about this case. The collected evidence allows researchers to test various hypotheses and infer causality.

A **missing link in the borrowing process for Syria** is identified. In addition, existing theories and frameworks of institutional economics are used in conceptualizing the borrowing process to generalize findings which may apply to similar cases.

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