FROM POLICY TO PRACTICE:
DRIVERS, INCENTIVES AND THREATS

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November 6th 2018

LECTURE AIMS

- To consider the nature and range of education policy

- To reflect on who are the key policymakers and planners

- To explore conceptual frameworks for understanding education policy

- To analyse the drivers of, incentives for and threats to education policy implementation

WHAT IS A POLICY?

- An explicit or implicit single decision or group of decisions which may

  - set out directives for guiding future decisions,
  - initiate or retard action, or
  - guide implementation of previous decisions

- Broad statements of goals, objectives and means

WHAT IS POLICY?

a matter of borrowing and copying bits and pieces of ideas from elsewhere… ramshackle, compromise, hit or miss affairs, that are reworked, tinkered with…. and, ultimately, (recreated) in contexts of practice

EXAMPLES OF POLICY?

- National policies for education
- National policies for development
- Provincial policies for education
- Provincial policies for health
- District policies
- School policies
- Curriculum policy
- Heath education curriculum policy
- Teacher education policy
- Health worker policy
- Gender awareness policy

PAIRED TASK

- Describe an educational or health promotion policy you know well to your partner.
  - What was the policy?
  - Have you read policy documents?
  - Did you participate in any policy discussions/debates?
  - Was the policy well resourced?
  - Was there resistance to the policy? If so, where did the resistance come from?

WHO ARE THE POLICYMAKERS AND PLANNERS?

- School principals and teachers
- Sub provincial education officers
- Provincial Ministry of Education officers
- National Ministry of Education officers
- National Education Commission members
- National Ministry of Finance and Planning officers

RESOURCE-RICH AND RESOURCE-POOR POLICIES

- *Broad statements of goals, objectives and means cannot be taken seriously as policy if resources for their implementation are neither identified nor allocated.*

SDG 4 – ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

EFA POLICIES PRE-DATE INDEPENDENCE AND JOMTIEN

- Sri Lanka (independence 1948)

  Colonial state policies 1871 and 'grants-in aid' to promote expansion

  Free Education Bill of 1945

- Ghana (independence 1957)

  Guggisberg's 16 guiding principles for the development of education

  1961 education act primary and middle school fee-free

- India (independence 1947)

  1920s and 1930s education acts passed in most provinces

  Ghandi's vision of elementary education pervaded much of the independence movement

  1968 policy on access to elementary education

CONCEPTUAL FRAMEWORK FOR POLICY ANALYSIS (HADDAD & DEMSKY)

POLICY-MAKING

(1) **Analysis** of the existing situation

(2) The **generation** of policy options

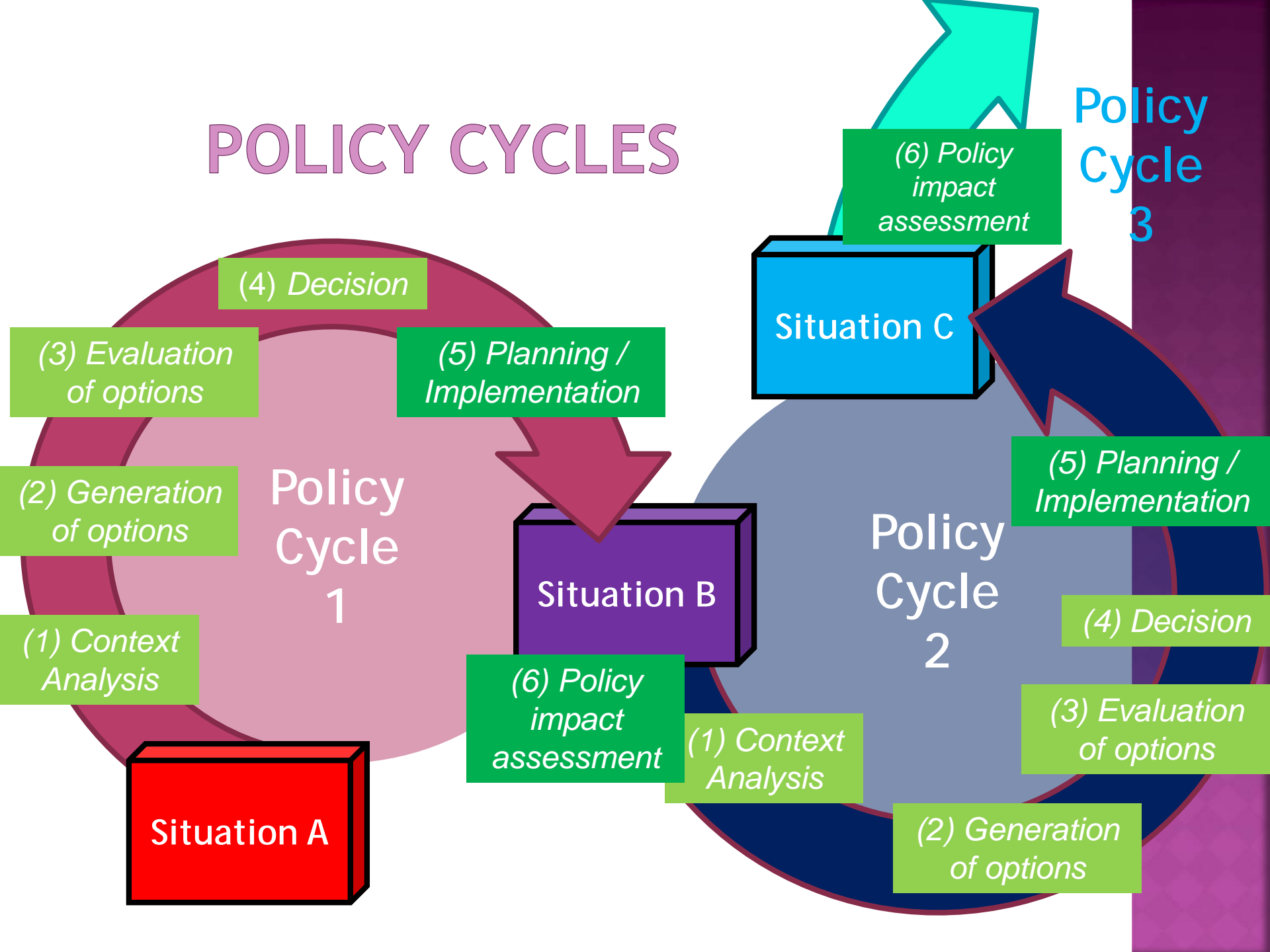(3) **Evaluation** of policy options

(4) Making the policy **decision**

PLANNING

(5) Planning of policy **implementation**

(6) Policy **impact assessment**

POLICY ADJUSTMENT

(7) Subsequent policy **cycles**

POLICY CYCLES

Policy Cycle 1

(4) Decision

(3) Evaluation of options

(5) Planning / Implementation

(2) Generation of options

(1) Context Analysis

Situation A

Situation B

(6) Policy impact assessment

(1) Context Analysis

Policy Cycle 2

Situation C

(6) Policy impact assessment

Policy Cycle 3

(5) Planning / Implementation

(4) Decision

(3) Evaluation of options

(2) Generation of options

POLITICAL ECONOMY

Underlying drivers

- Underlying drivers

Actors and vested interests

- Actors and Vested Interests

Incentives/threats

- Incentives and Threats

UNDERLYING DRIVERS

- Political instability
- Regime shift
- Transition from conflict
- Economic instability
- Economic transformation

ACTORS AND VESTED INTERESTS

INTERNAL

- National Politicians
- National bureaucrats
- Parents and children
- Teachers
- Teacher Unions
- Elites and Masses (social class)
- Caste, ethnic, language groups
- Civil Society organisations
- Textbook manufacturers

POLITICAL WILL AND ACCESS

- *A sustained commitment of politicians and administrators to invest the necessary resource to achieve specific objectives and a willingness to make and implement, policy despite opposition*

ACTORS WITH VESTED INTERESTS

EXTERNAL

- Colonial governments
- Development Partners
- Information Networks
- International Trade unions
- International Civil Society Organisations

INCENTIVES THAT PROMOTE REFORM

- Material, power and status gains
- Expansion of jobs, budgets, trade union membership
- Expansion of patronage

THREATS AND RESISTANCES TO REFORM

- Threats to pay, status, power, jobs
- Burdens perceived by students, teachers, parents, school managers

	ACCESS	QUALITY
Typical actions	•Infrastructure •Expand bureaucracies •Increase budgets •Hire administrators •Hire service providers •Buy equipment	•Improve management •Increase efficiency •Change behaviours of teachers and others •Improve performance •Strengthen local control

	ACCESS	QUALITY
Typical political implications	• Creation of benefits/jobs • Construction and provisioning of contracts • Increased budgets • Increased power for ministries and managers	• Loss of jobs • New demands on and expectations of teachers

	ACCESS	QUALITY
Typical political response to such reforms	•Unions of providers welcome reforms and collaborate with them •Politicians welcome tangible benefits to distribute to constituencies •Communities pleased to receive benefits •Voters support changes	•Unions of providers resist reforms •Administrators seek to ignore or sabotage change •Politicians avoid implementing reforms •Voters unaware of changes

ARIGATOGOZAIMASHIA!

www.create-rpc.org

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