Developing Policy Entrepreneurship through Higher Education

Suresh Babu
International Food Policy Research Institute (IFPRI)

Emily J. Levitt
Food and Nutrition Technical Assistance II Project (FANTA-2)
AED

Per Pinstrup-Andersen
Cornell University
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Presentation Outline

◆ Why Policy Entrepreneurs?
◆ Approaches and Innovations in Policy Entrepreneurship
◆ Application of Cornell Case Study Method
◆ Lessons from Implementation
◆ Scaling-Up for Multidisciplinary Policy Making
◆ Challenges for the Universities/Higher Education System
◆ Conclusions
Why do we need policy entrepreneurs?

◆ to bring policy changes at global, regional, and national level through policy analysis, innovative ideas, and plausible solutions
◆ to build and increase public awareness on policy issues
◆ to improve the quality of policies pursued and the effectiveness of implementation
◆ to expand successful local programs into large-scale national programs with a wider impact
◆ to enhance the development of context specific policies that targets the poor, marginalized, and disadvantaged people
Approaches and Innovations in Policy Entrepreneurship Education

◆ Cornell Case Study Method
  • apply “Social Entrepreneurship Approach” to policy problems
  • use “Case Studies” of real world policy problems
  • simulate real policy-making situations within an analytical and conceptual learning environment
  • involves participatory training based on the classroom discussions and presentations of cases of real issues facing policy makers

◆ Examples of Application of Case Study Method to teaching Policy Entrepreneurship
  • U.S.- Cornell University; American University; University of Maryland; Colorado State University
  • Europe- Maastricht University (Netherlands), Wageningen University and Research (Netherlands), Royal Veterinary and Agricultural University (Denmark)
  • 70 professors from about 60 universities in South and East Asia and Sub Saharan Africa participated in workshops in Bangladesh, China and Uganda (about 25% adopting the method).
Application of Cornell Case Study Method

◆ Goal- To foster the social/policy entrepreneur mindset and characteristics among the students

◆ Involves active participation of students

◆ Assignment of cases to a group of students one week prior to the class

◆ 50 minute class session includes
  • 10-15 minute of presentation of a case and policy recommendations by a group of students to whom the case was assigned
  • 25-30 minute general class discussion moderated by the instructor
  • 10 minute lecture drawing lessons from the case

◆ Assignments asking to develop recommendations from more than one stakeholders perspectives include:
  • role play as different stakeholders by a group of students to whom the case was assigned
  • presentation of policy recommendations based on case and further research
  • division of class into different stakeholder groups to facilitate general discussions from the viewpoint of stakeholders
Lessons Learned from Cornell University

- 50 minute class session too short for a thorough discussion of the case

- Having a long review of the case study by the presenting group can cause other students to consider an in-depth read of the case unnecessary. It is better to have a short assignment related to the reading for non-presenting students, as a ‘reading check’.
  - Examples:
    - provide 3 questions from the reading to bring to class
    - Choose a stakeholder perspective and suggest two policies you would like to see (in the role of that stakeholder) to address the policy problem

- Students prefer more lectures rather than all case study debates each class session. Include an introductory lecture before each set of cases.
Lessons Learned from American University

- Adapted from Cornell approach; used case study debates & online lectures; organized cases by world regions vs. topics (Rural Dev’t course)

- Have presenters focus on their policy proposal vs. repeating much information from the case study reading.
  - Extensive review creates a disincentive for non-presenters to do the reading/come prepared.

- Provide more feedback to non-presenting students as to the actual feasibility of their proposed policy solutions (practical or too idealistic?)
  - Blend a focus on the process of developing solutions with actual practicality

- Supplement the course with more material beyond the case studies and prepared lectures (in-depth readings; tools for rural development work)

- Focus exam on the professor’s key ‘take home points’ from each case study, and other concepts from lectures or readings. Do not test on details from the case studies.
Lessons Learned from University of Maryland

◆ Slight variation from Cornell approach
◆ Lectures developed based on case studies, and IFPRI resources and experiences
◆ Focused on “Food Price Crisis” and “Food Security” issues and policymaking
◆ Five country group of students formed- Bangladesh, Nigeria, Mozambique, Kenya, and Peru
◆ Role play of policymakers among students while conducting research
◆ Students developed and presented strategies for addressing food price crisis and food security issues for the country they represented
◆ Evaluation conducted at the end of session demonstrated:
  ■ Students readily adopted the participatory approach to learning
  ■ Ownership of learning transferred more from instructor to students
  ■ Students expressed the effectiveness of learning through role-play and intra/inter group interactions
  ■ Observed competition between country groups to develop better strategies and policies
Lessons Learned from Colorado State University

Based on Econopouly et al. 2008 (Article- “Incorporating Case Studies into World Food and Population Course”)

◆ Students enjoyed case study method of learning

◆ Poor performance of students in multiple choice question exam based on case study compared to questions derived from lecture material

◆ Indicate the ineffectiveness of MCQ exams for evaluating the high level of learning through case studies

Case study method can be improved by :

◆ Encouraging presenting groups of the case to use creative techniques for engaging their audience and communicating their message

◆ Generating a sense of accountability among the students in audience for participating in the discussion

◆ Instructor should provide synthesis comments to emphasize the main points and tie the case to the broader global context
Challenges for Universities

- Rigidity of curriculum development process
- Disciplinary silos between faculties
- Developing case studies and examples of possible solutions to multidisciplinary problems
- Developing course contents that simulate real-world policy problems and include successful stories of policy impact/change through policy entrepreneurship
- Challenging top-down pedagogical approaches
- Introducing innovations in pedagogy
- Involving students actively in the discussions – cultural challenge
- Class moderators/instructors who are fully versed in the subject
Example of Multi-Disciplinary Policy Entrepreneurship

Food Security (Agriculture) – Malnutrition (Malnutrition) – HIV/AIDS (Health)

Figure: Spiral within spirals: Interaction between food security, malnutrition, and HIV infection
(Source: Friis, Gillespie, and Filteau 2008)

• Need of HIV responsive agriculture, nutrition, and health policies
Conclusions

- Multidisciplinary problems need multidisciplinary capacity
- Current pedagogical approach treat problems in disciplinary silos
- Students are taught policy analysis but not prepared to take on role as policy entrepreneurs
- Policy Entrepreneurship Education can fill the gap
- Need contextualization and local application of Policy Entrepreneurship Education