

# Developing Policy Entrepreneurship through Higher Education

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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 example 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)**

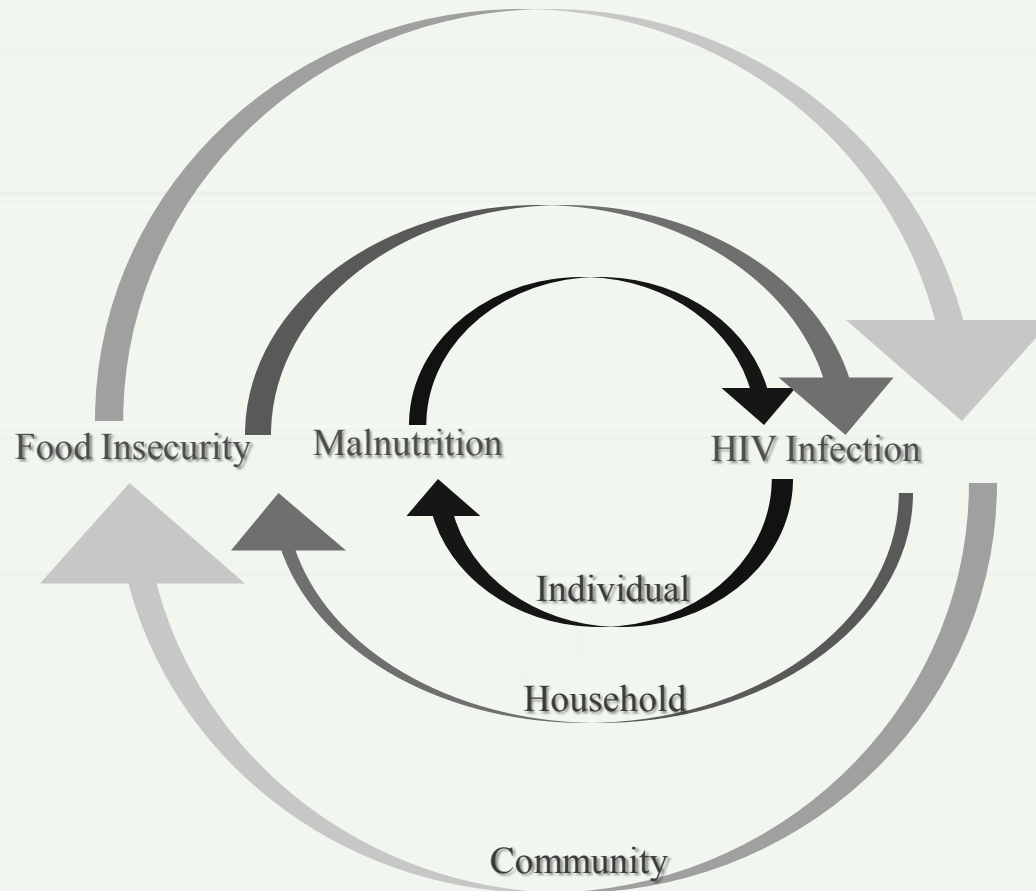


Figure: Spiral within spirals: Interaction between food security, malnutrition, and HIV infection  
(Source: Friis, Gillespie, and Filteau 2008)

- 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