

DOCUMENT RESUME

ED 191 363

HE 013 009

AUTHOR Bladh, Agneta; Piersson, Pina
TITLE R&D and Public Policy Making. R&D for Higher Education, 1980:2.
INSTITUTION National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE 80
NOTE 14p.
AVAILABLE FROM National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 43001, S-104 39, Stockholm, Sweden

DESCRIPTORS *Educational Change; Educational Financing; *Educational Research; Foreign Countries; Government School Relationship; *Higher Education; *Policy Formation; *Public Policy; Research Projects; *Research Utilization; Social Science Research
IDENTIFIERS Research and Development; *Sweden

ABSTRACT

Theoretical issues concerning research and policy-making and three empirical studies of the higher education sector in Sweden are discussed. A major concern is the utilization of social science research and development efforts by public policy makers. Additionally, the characteristics of the public policy-making processes that influence the scope and character of utilization are considered. Topics of empirical study include: the quantitative planning of higher education, social recruitment, the geographic location of higher education, policy-making organization of higher education, and educational networks in higher education. Additional concerns for empirical analysis are the part that research and development can and should play in the reform system of higher education and a follow-up of higher education reform in relation to cognitive policy and the utilization of research and development.

.....
 • For more information, contact the nearest ERIC office.
 •

UHÄ

THE NATIONAL BOARD OF HEALTH CARE OF SWEDEN

ISSN 0017-3076

R & D for Higher Education

INFORMATION ON RESEARCH AND DEVELOPMENT FOR HIGHER EDUCATION

DEPARTMENT OF HEALTH
EDUCATION AND CARE
NATIONAL BOARD OF HEALTH CARE

FROM SCIENTIFIC DEVELOPMENT THIS
MATERIAL HAS BEEN LOANED TO:

*Nat. Swedish
Board of Univ
Colleges*

THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT

1980:12

CURRENT PROJECT

TITLE OF
PROJECT

PROJ. AND REP. NO. AND YEAR

IN PROGRESS AT

ED 0191363

013 009

The political philosophy and practice of the
the element of a more widely applied liberal and
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of

the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of

the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of

the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of
the political philosophy of the "liberalism" of

Internationally, however, a great deal has happened in this field during the past decade. Research into research utilization has assumed particularly impressive proportions in the United States, where many researchers have taken as their initial premise the existence of a utilization crisis. The enormous investments which began to be made in carefully selected social research in the United States during the 1960s have yielded a poor return. It is not a case of a good idea being killed in the manner intended. With this premise in mind, a great deal of effort was expended in the United States to explaining "where the fault lies", and also to developing the concept of research utilization.

One of the first steps taken in the development of the concept of research utilization was the commissioning of a study of research utilization. The results of this review work were published in a special issue of the *Journal of Applied Social Psychology*, "Social Research and Public Policy: An Overview", edited by Donald Starks and Robert M. G. Ross, and published by the American Psychological Association in 1968. This issue was the first of a series of special issues on research utilization, and it was the first to be published in a journal of applied social psychology. The issue was the first to be published in a journal of applied social psychology. The issue was the first to be published in a journal of applied social psychology. The issue was the first to be published in a journal of applied social psychology.

...

MAIN POINTS OF THE ISSUE

...

- (d) What characteristics of R&D results influence utilization?
- (e) What are the dominant ideas in Swedish research policy concerning research utilization, policy-making processes and R&D results?
- (f) What conclusions regarding (e) can be drawn from the analyses concerning the 1970s?

Our strategy is to problematize all three main concepts - research utilization, policy-making processes and R&D content. As should already have been made clear, we are confining ourselves to a study of research in the wider sense of "basic sciences".

As has already been intimated, the research utilization concept has proved to be a slippery one. For example, in an earlier article entitled "The Man, the Myth and the Machine" (1978), we have written about different notions of research utilization. In our present study we have chosen to focus on the concept of research utilization and with a view to analyzing the concept in a historical context. The concept of research utilization has been used in a number of different ways in the Swedish research policy literature. In the 1970s, the concept was used to describe the process of transferring research results from the laboratory to the market. In the 1980s, the concept was used to describe the process of transferring research results from the laboratory to the public. In the 1990s, the concept was used to describe the process of transferring research results from the laboratory to the private sector. In the 2000s, the concept was used to describe the process of transferring research results from the laboratory to the public and the private sector. In the 2010s, the concept was used to describe the process of transferring research results from the laboratory to the public and the private sector. In the 2020s, the concept was used to describe the process of transferring research results from the laboratory to the public and the private sector.

approach, whereby policy making proceeds in conformity with scientific ideals of consistency and completeness, while the other is represented by contentions to the effect that any "rationality" that may occur is sheer coincidence. Clearly, the approach sometimes termed "incremental" comes closer to this end of the scale than to the other end. Perhaps the most seminal researchers in this tradition are Charles Lindbloom and Aaron Wildavsky. This is not the time or the place to enlarge on their ideas or those of the "rational" approach, but we are convinced that the degree of rationality in policy making varies a great deal in time and between countries. We are therefore taking some pains to analyze central variations in research utilization, partly this is being done on the basis of a stimulating essay in which Robert Weiss identifies five main factors influencing the degree and nature of research utilization in a country.

Several researchers in recent years have put forward classifications of types of knowledge. Knowledge is either explicit or tacit, and can be either individual or organizational. Explicit knowledge is that which can be codified and transmitted through formal channels, such as books, articles, and lectures. Tacit knowledge, on the other hand, is knowledge that is difficult to formalize and transmit, and is often gained through experience and practice. This distinction is important because it affects how knowledge is shared and utilized within an organization. Explicit knowledge can be easily shared and disseminated, while tacit knowledge is often more difficult to transfer and may be held by a few individuals within an organization. This distinction is also important because it affects how knowledge is used in decision-making. Explicit knowledge is often used in a more systematic and analytical way, while tacit knowledge is often used in a more intuitive and experiential way.

The distinction between explicit and tacit knowledge is also important because it affects how knowledge is stored and retrieved. Explicit knowledge is often stored in formal databases and can be retrieved through search engines and other information systems. Tacit knowledge, on the other hand, is often stored in the minds of individuals and can be retrieved through conversations and other informal means. This distinction is also important because it affects how knowledge is used in innovation. Explicit knowledge is often used in a more incremental way, while tacit knowledge is often used in a more radical and creative way. This distinction is also important because it affects how knowledge is used in learning. Explicit knowledge is often used in a more formal and structured way, while tacit knowledge is often used in a more informal and experiential way.

a "synoptic" approach to the public policy-making process?

EMPIRICAL STUDIES OF THE HIGHER EDUCATION SECTOR

The intention is for the theoretical work to yield results of value to the current discussion of research policy. Our aim is to scrutinize critically some of the basic ideas underlying public research policy. In order to ensure that the theoretical discussion is rooted in reality, three empirically oriented sub-studies of the higher education sector are in progress within the project. These sub-studies are aimed at identifying the relevant public problems in this sector, and in this way to contribute to the policy-making process. The development which has taken place and is still in progress within the Group, "The Study of Higher Education and Research Policy", Needless to say, the three studies are all based on the "synoptic" approach to the relationship between theory and practice, and are all adapted for the present project. A list of the empirical studies is given at the end of the report.

The first sub-study is on higher education in Denmark

The second sub-study is on higher education in Norway

The third sub-study is on higher education in Sweden

The fourth sub-study is on higher education in Finland

The fifth sub-study is on higher education in the Netherlands

The sixth sub-study is on higher education in Belgium

The seventh sub-study is on higher education in France

The eighth sub-study is on higher education in Germany

social research, has occurred in policy development.

Nobody could deny that important reforms of higher education have been decided on in Sweden in the past few decades. By international standards these reforms have been quite radical, and yet in a long-term perspective one is struck by the continuity of the problems. Once the various dimensions have been defined as problematic, the problems have been attacked and redefined, rather than solved. The idea of policy processes comprising sequences of "rational" steps as represented, for example, by the so-called definition - definition of problems - invention of means - evaluation of consequences - choice of means - decision of approach, is fruitful when the horizon of what is considered is a long-term perspective. Means and ends cannot be meaningfully separated. Instead, in the long run, there is a continuing process of "re-examination" where the "means" and "ends" are constantly being redefined in the light of new and often unforeseen conditions. An example from the higher education sector would be a series of steps to make this clear. There is no reason for assuming that quantitative planning based on a few well-defined parameters is a "rational" alternative to a more general "total" perspective of a society. A more general perspective is interpreted as a context of complex and interrelated elements. The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood.

The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood.

The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood.

The elements are not well defined, and the relationships between them are not well understood. The elements are not well defined, and the relationships between them are not well understood.

3. The UHA programme for the follow-up of the reform of higher education

As part of the major reform of higher education since the mid-1970s, UHA has been conducting a special follow-up programme (described, for example, in UHA's *White Paper on Higher Education*). This is an ambitious and comprehensive programme for examining major transitional issues relating to the widening of participation and the development of higher education. It has been designed to provide a framework for the development of higher education policy in the light of the findings of the Commission's work. The programme is organized into three main areas: (a) widening of participation, (b) development of higher education, and (c) the role of higher education in the economy and society. The programme is being implemented through a series of projects, each of which is being coordinated by a different department of the Commission. The first project, 'Widening of Participation', is being coordinated by the Department of Higher Education and is concerned with the development of a strategy for widening participation in higher education. The second project, 'Development of Higher Education', is being coordinated by the Department of Higher Education and is concerned with the development of a strategy for the development of higher education. The third project, 'The Role of Higher Education in the Economy and Society', is being coordinated by the Department of Higher Education and is concerned with the development of a strategy for the development of higher education in the light of the findings of the Commission's work.

The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education. The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education.

The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education. The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education.

The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education. The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education.

The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education. The Commission's work in this area is being carried out in a number of ways. First, it is conducting a series of studies and research projects. Second, it is holding a series of public consultations and hearings. Third, it is publishing a series of reports and papers. Fourth, it is working closely with the Government and other bodies concerned with higher education.

In the United States, and we have established con-
 tacts with several researchers there. But contacts
 are also being maintained with European researchers,
 partly within the framework of the Research Commit-
 tee on Science and Politics set up by the Internation-
 al Political Science Association.

Particular importance attaches to cooperation with
 a partly parallel project in Great Britain which is
 being led by Professor Maurice Vovelle at Brunel Uni-
 versity. Direct efforts are therefore being made to de-
 velop similar types of training and analysis, and
 there will be a responsibility of leading a group
 of students.

TIMETABLE AND REPORTING

The project is being initiated in the summer of 1978
 and is planned to last for a total of three years
 but possibly extending to four. The first year will
 concentrate on the development of the project and
 the second and third years will be devoted to the
 carrying out of the project.

Progress reports will be presented to the committee
 at regular intervals. The first report will be presented
 at the end of the first year. The second report will
 be presented at the end of the second year. The third
 report will be presented at the end of the third year.
 The final report will be presented at the end of the
 project.

BIBLIOGRAPHY

(i) A selection of relevant writings by members of the project staff

Adriana Blandi (1977) Public planning in the developing countries - an analysis of the role of the state. *The World Bank*, Washington, D.C.

Barry Chaffin (1977) "The role of the state in the development of the public sector in the developing countries". *International Journal of Development Economics*, 1(1), 1-15.

Barry Chaffin (1980a) *The role of the state in the development of the public sector: a comparative perspective: France, India, United Kingdom, Australia*. London: Croom Helm.

Barry Chaffin (1980b) *The role of the state in the development of the public sector: a comparative perspective: France, India, United Kingdom, Australia*. London: Croom Helm.

Barry Chaffin (1980c) *The role of the state in the development of the public sector: a comparative perspective: France, India, United Kingdom, Australia*. London: Croom Helm.

Barry Chaffin (1980d) *The role of the state in the development of the public sector: a comparative perspective: France, India, United Kingdom, Australia*. London: Croom Helm.

