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ABSTRACT          Theoretical issues concerning research and
                 policy-making and three empirical studies of the higher
                 education sector in Sweden are discussed. The main focus
                 in these studies is the utilization of social science research
                 and its potential impact on policy-making. Additionally, the
                 characteristics of the policy making processes that influence
                 the scope and character of utilization are considered. Three
                 of empirical study include: the qualitative analysis of
                 planning of higher education, the utilization of social
                 science research in policy making and the utilization of
                 research in higher education, and the relationship between
                 higher education and research. The potential impact of
                 research on policy-making and the role of policy makers
                 are discussed.
R & D for Higher Education
INFORMATION ON RESEARCH AND DEVELOPMENT FOR HIGHER EDUCATION

CURRENT PROJECT

TITLE OF PROJECT

IN PROGRESS

PERIOD OF THE PROJECT

PERIOD OF THE PROJECT

FUNDING SOURCE

ADMINISTRATION AND MANAGEMENT

PROJECT LEADERSHIP

PARTICIPATING ORGANIZATIONS

PROJECT OUTCOMES

INNOVATION AND TRANSFER

PROJECT IMPACT

DISSEMINATION STRATEGIES

PROJECT EVALUATION

PLANNED NEXT STEPS

PROJECT EVALUATION

PLANNED NEXT STEPS
The national principle is well illustrated in the development of a wide range of policies and practices to advance the public interest. The interdependence of the federal role in education and the influence of state and local authorities, for example, is evident in the way policies are implemented and resources are allocated. The federal government's role in education is often seen as balancing the interests of national security, economic development, and social welfare. This balancing act requires careful consideration of the goals and priorities of different stakeholders, including educators, parents, students, and the broader community. The federal role in education is also shaped by the constitutional and legal framework, which sets the boundaries for federal intervention and the responsibilities of the states and local jurisdictions.
Internationally, however, a great deal has happened in this field during the past decade. Research into the search for alternative utilization has assumed particularly impressive proportions in the United States, where many researches have taken as their initial premise the existence of a utilization potential. These papers report the "discovery" which "exists" in the sense of being confirmed by additional research in the United States during the 1960s. These have yielded a great amount of information that has been translated into a great deal of effort that has led in the hands of the experts in explanation "where the fuel lies", and one is developing "the most effective utilization."
(4) What characteristics of R&D results influence utilization?

(5) What are the dominant ideas in Swedish research policy concerning research utilization, policy-making processes and R&D results?

(6) What conclusions regarding (5) can be drawn from the analyses concerning (4)?

Our strategy is to problematize all three main aspects - research utilization, policy-making processes and R&D results. As should already have been made clear, we are continuing research to fill research in the field of "new science".

As has already been intimated, the research utilization aspects represent the most problematic, the most critical aspect of research utilization. In the most general terms, we shall strive to:

- refine the decision-making process, both at the level of research and the level of utilization and with a view to granting more importance to the importance of the results.

There are, however, other aspects which are also of importance to the research utilization process. It is hoped that the research can be conducted in cooperation with various research organizations, which can then influence the decision-making process and carry out more important steps to ensure the results are utilized.
approach, whereby policy making proceeds in conformity with scientific ideals of consistency and completeness, while the other is represented by constraints to the extent 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 original re- searchers in this tradition are Charles Lindblom and Aaron Wildavsky. This is a time or the place to enligen on their ideas or themes of the “analytical” approach, but we are reminded that the degree of rationality in policy making varies a great deal in time and between sectors. We are therefore taking some pains to analyze structural variations in research utilization. Clearly, this is being done to the best of a human limitation, even in what we have identified the with technical influences by betting on nature of research a finding utilization to a sector.
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 demonstrate 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 of course, are aimed at determining the relative strengths and weaknesses in this sector, and to this end, the capstone is with the other empirical development which has taken place and is still in progress with the basic concepts of higher education and research. The studies are all based upon the assessment of the complex relationship between government and the universities, and are part of our sub-studies.
social research, has contributed to policy development.

Nobody would 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 somewhat perspective one is struck by the simplicity of the problem. Since the various dimensions have been defined as problematic, the problems have been attacked and redefined, rather than solved. The idea of the sequence comprising steps such as represented, for example, by the model and definition. The definition of the problem, the inventory of means, the evaluation of consequences, the choice of means - each step is apparently indispensable when the reform is to be seen in a long-term perspective. Means and ends cannot be meaningfully segregated. Instead, the problem that exists in an "official" sense is that the "means" and "ends" are sometimes being overlooked in the specific reform proposals and other political solutions. For example, if the problem is that the teacher, for the reform to be successful there must be some reason for assuming that quantitative planning based on experience and knowledge is not sufficient. The specific proposals for reform must be reexaminable in the light of experiences and knowledge. That means that the original self-evaluable problem must be redefined.
Influence planning content. In particular, the analysis will focus on the relationship between the different levels of the need and ability to utilize REIG resources. What implications does the new decentralized and participatory organization hold for the form and content of REIG activities? What initiatives at different levels can impact the different actors and levels?

Now in other parts of the document, there is a discussion of the "Information" system and its implications for planning and decision-making in the educational sector. This section covers topics such as the role of information in strategic planning, the importance of data and analysis in decision-making, and the potential of vested interests in shaping the adoption of new technologies and methodologies.

Further discussion is given to the role of media and communication in influencing planning and decision-making. The document explores how different stakeholders, including government agencies, educational institutions, and the general public, use information to shape and influence the planning process.
The CBX program for the reform of higher education

As part of the wider reform of education since the mid-1980s, CBX has been conducting a grants-in-aid programme. The purpose of this programme is to support new ideas and innovative approaches in education and training. It has helped to expand access to quality education and training and to strengthen the capacity of educational institutions. CBX has contributed to the development of a more flexible and responsive education system that is better able to meet the needs of society.

In conclusion, CBX's approach to education reform has been characterized by a commitment to innovation and a focus on supporting the development of new and creative ideas. This has resulted in a more dynamic and inclusive education system that is better equipped to meet the challenges of the twenty-first century.
In the United States, and we have established contacts with several researchers there. Our contacts are also being maintained with European researchers, partly within the framework of the General Committee on Science and Politics set up by the International Political Science Association.

Particular importance also has to be given to cooperation with a partly parallel project in Great Britain which is being led by Professor Maurice Heald. The Heald project is working on the development of a method for studying and analysing, and making predictions about, the political impacts of scientific changes. This kind of work is highly relevant to the research objectives in this programme.

**TIMELINE AND REPORTING**

The research project is expected to span a two-year period, and is planned to culminate in a report at the end of this period. The report will outline the progress made, the results achieved, and the conclusions drawn. Further, an annual progress report will be submitted to the sponsoring body. The final conclusions will be presented in a summative report at the end of the project.
BIBLIOGRAPHY

(7) "A selection of relevant writing by members of the project staff"