

KAY 493

Comparative Public Policy



Week 6

Step 3: Where to look for lessons

Step 4: Finding out how a
program really works there

Rose, Chapters 4 & 5

Step 3: Where to look for lessons?

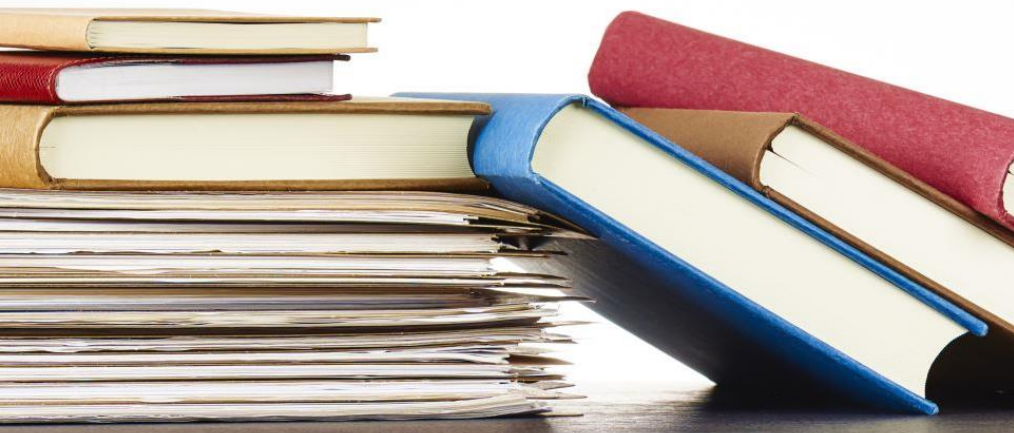


Rose, Chapter 4

No One Best Country



- Given the plenitude of places to look for lessons, there is **no one best country as a source of ideas for programs.**
- **Where you look should follow from what you want to learn.**
- Lessons are drawn by learning **what to leave out** as well as **what to include.**



Common problems, common solutions?

- The only condition limiting where to look for lessons is the existence of a **common problem**.
- If you turn your attention to what other countries are doing about a common problem, it is possible to see how different programs actually work.
- Example: UK was 100% white before 1960s. The emergence of racial relations problems in the UK after immigration from Asia required them to learn from the US example.

Number of Syrians in Turkiye

goc.gov.tr/gecici-koruma5638

e-Devlet İçişleri Bakanlığı TR

Göç İdaresi Başkanlığı

BAŞKANLIĞIMIZ

YABANCILAR

GÜNDEM

İSTATİSTİKLER

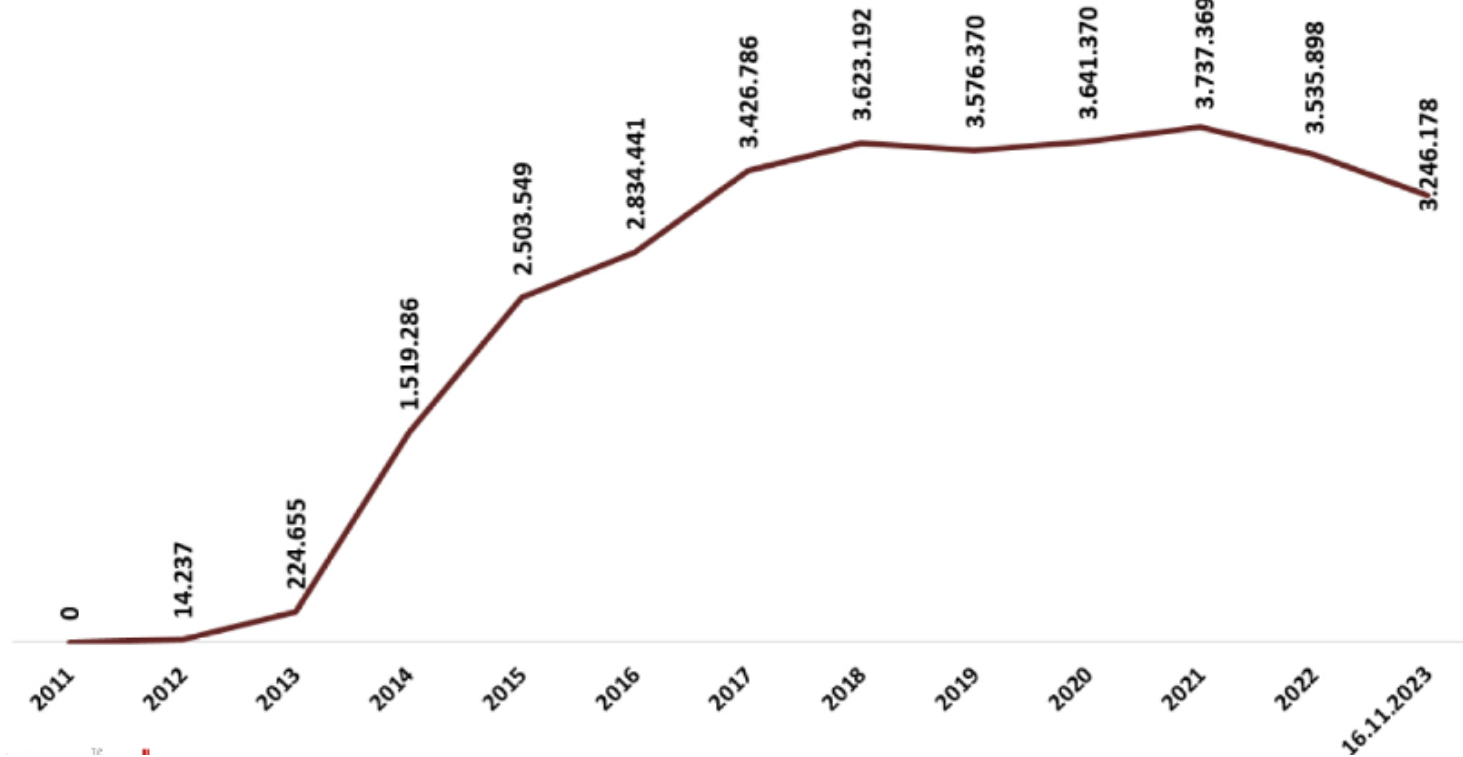
İLETİŞİM

Güncel Veriler



Raporlar

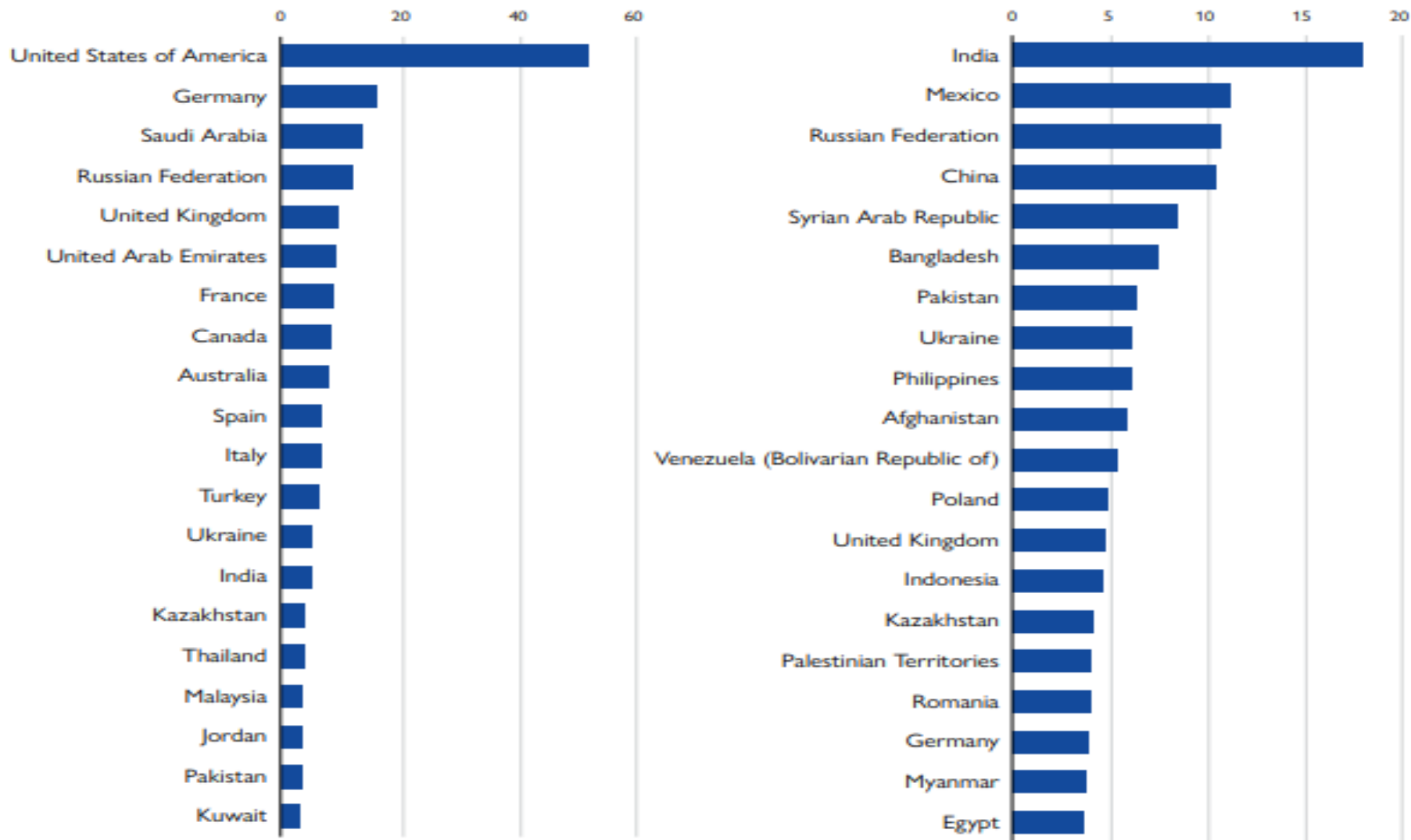
YILLARA GÖRE GEÇİCİ KORUMA KAPSAMINDAKİ SURİYELİLER



Source: Turkish Presidency of Migration Management @<https://www.goc.gov.tr/gecici-koruma5638>

Global Migration Figures

Figure 2. Top 20 destinations (left) and origins (right) of international migrants in 2020 (millions)



Source: UN DESA, 2021a.



WORLD MIGRATION REPORT 2022



Source: World Migration Report 2022
 @<https://publications.iom.int/books/world-migration-report-2022>

Uncommon Problems

- A limited number of problems are **abnormal** in the statistical sense of not confronting most governments.
 - Bilingualism, for example, is a major concern in only six of thirty OECD countries – Belgium, Canada, Finland, Ireland, Luxembourg, and Switzerland.
- Other programs are **context-dependent**.
 - For example, programs to develop rural areas do not concern cities. But only a ‘country’ as small as the Vatican City is without any rural area

Where to look for lessons?

- **‘Go where you are comfortable’** is an easy rule to follow.
- It also explains why **national governments may not turn to neighbors** if they are very different in resources and political history.
 - While Japan has no hesitancy in learning lessons from the West, it has never looked to its nearest geographical neighbour, Russia, for inspiration.
 - Nor do Koreans with a memory of generations of Japanese occupation look there for ideas.

Instrumentality & Pragmatism

- **Go where you can learn something useful'** is a rule that underscores the instrumental character of lesson-drawing.
- When attention is turned to foreign countries, the choices are between **friendly and familiar countries** and **useful strangers**.
- Familiar countries may offer **limited stimulus** because their programs are similar to your own.
- By contrast, the programs of countries that are **unfamiliar** are more likely to offer **fresh and challenging insights** precisely because they are distant and different.

Historical analogies as quasi-lessons

- When policymakers speak of the '**lessons**' of history, they are not referring to what they learned as students; instead, they are relying on **selected examples from the past to justify current action**.
- For a situation to be adopted as an analogy, there must be **sufficient similarities** between past and present events so that the present difficulty can be framed and interpreted in the light of past experience.

Cuban Missile Crisis vs. Taiwan Crisis: A Good Analogy?

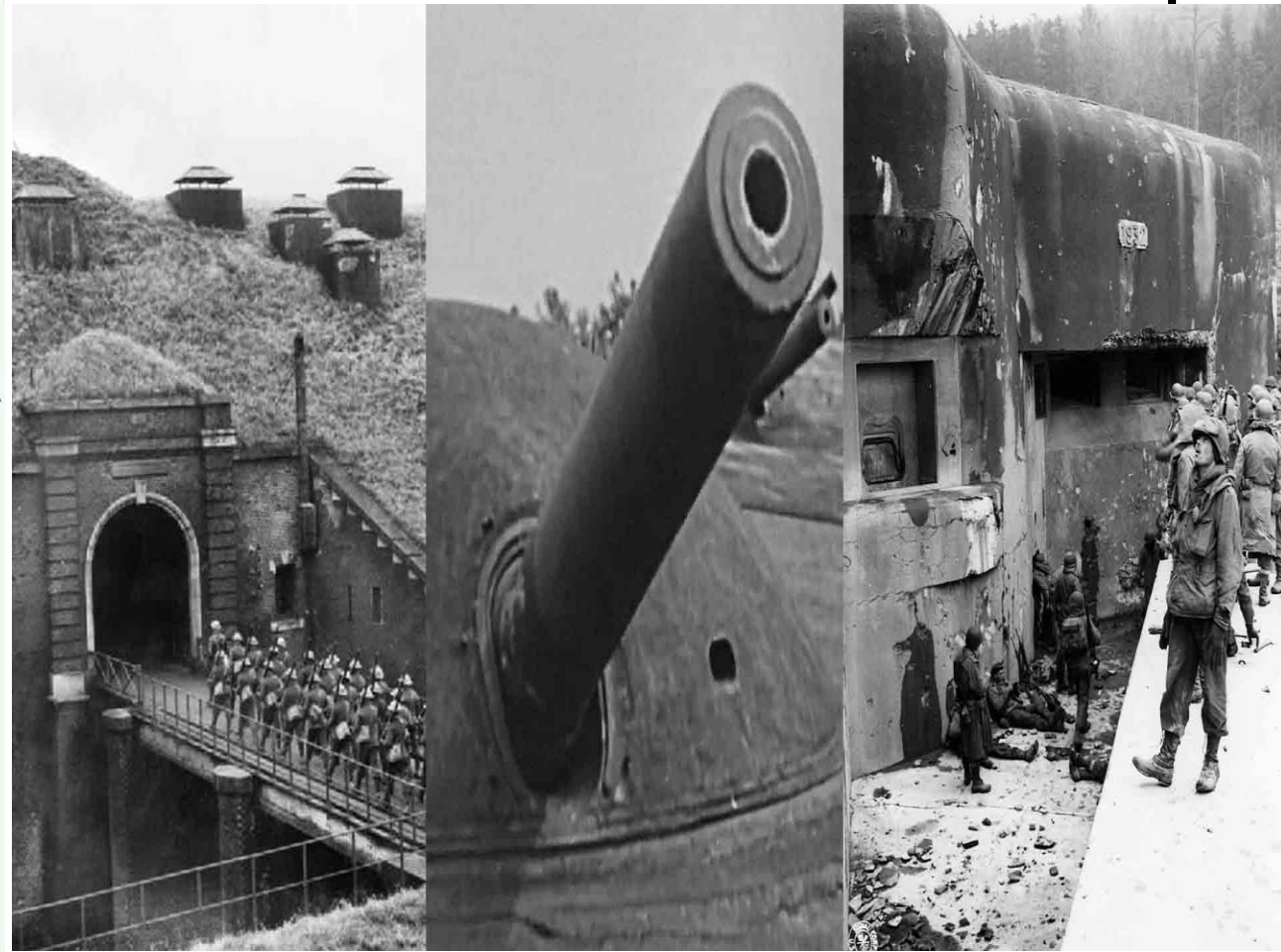
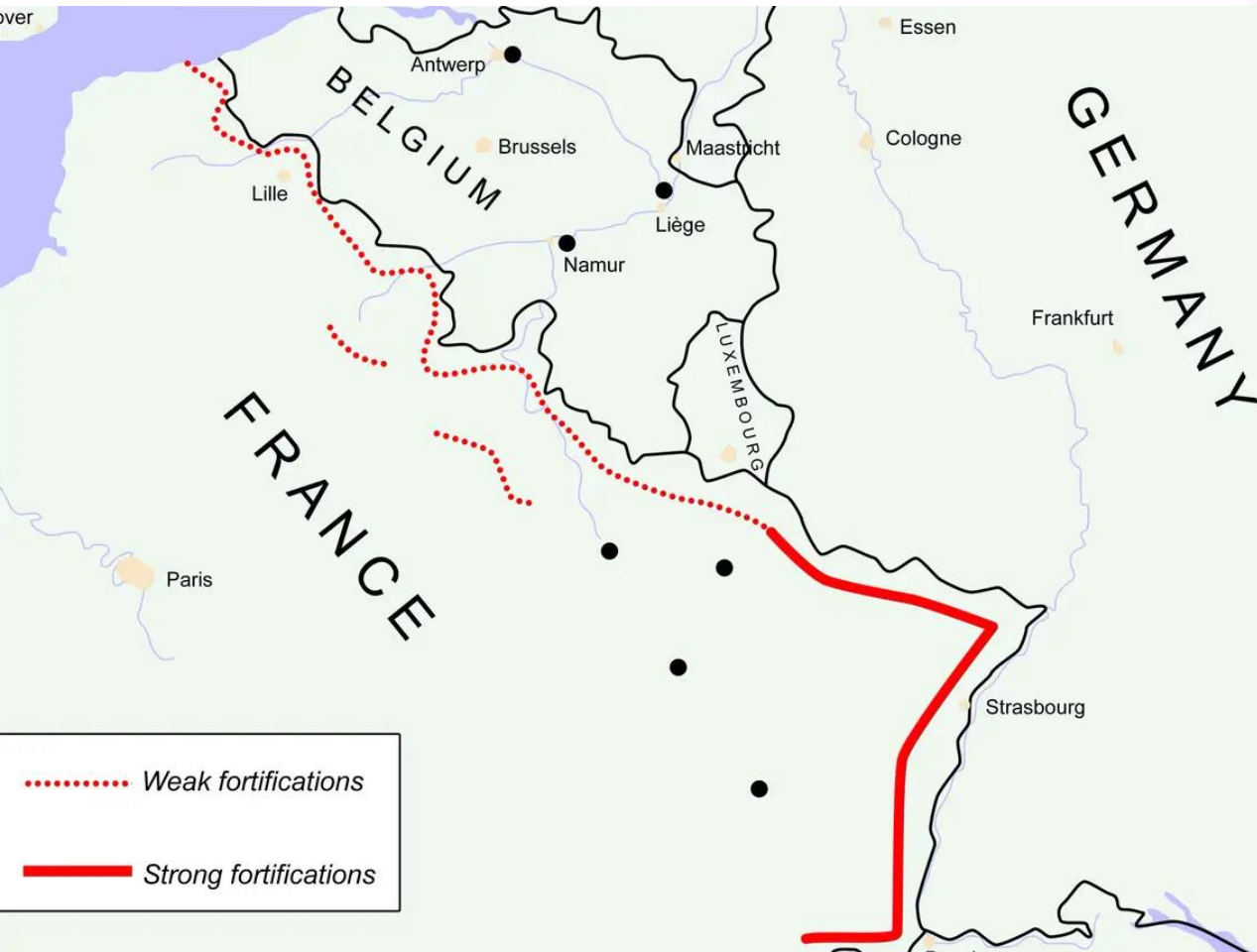


Naval ports
 ● Chinese ● US
 ■ US ally/partner
 Sources: CSBA; Department of Defence; press reports

Dangers of lesson-drawing by analogy

- A danger in drawing lessons from history is that it will lead to conclusions valid about the past but no longer valid today.
- The ‘lessons’ produced from historical analogies are **quasi-lessons**, because they are **not systematically thought through** but **depend on a few selected similarities**.
- Many professional historians are shy about using historical analogies to support current policies and even **hesitant about drawing conclusions** about centuries-old events.

The Maginot Line Example



After the First World War, France built the heavily fortified Maginot Line along its border with Germany. When Germany attacked France, the Maginot Line held firm, but France fell because the German army outflanked it by invading through Belgium.

Serendipity (Tesadüf) in lesson-drawing

- Although the learning of policymakers is often accidental, it is not random.
- Policymakers are embedded in a multiplicity of **networks** based on **proximity** and power.
- Also important are **historical ties** and **similarities in political culture**.
 - Example: The Nordic Council was founded in 1952 to institutionalize the exchange of information about programs between policymakers in Denmark, Finland, Iceland, Norway, and Sweden

Serendipity? Administrative Profiles in Europe

Adm. profile/group of countries	Administrative tradition/culture	Macro-Organization of PA
Continental European Napoleonic (F, I, P, GR, E)	Rule of law (<i>Rechtsstaat</i>), Legalism	Unitary-centralized; weak local government (decentralization in F, I, E since 1980s/90s)
	Southern European subgroup: clientelism, party patronage, politicization	
Continental European federal (D, A, CH)	Rule of law (<i>Rechtsstaat</i>), legalism	federal-decentralized; strong local government
	Switzerland: weaker separation of state and society; weaker public service, legalism	
Scandinavian (S, N, DK, FIN)	Rule of law (<i>Rechtsstaat</i>) culture, transparency-/ contact culture; accessibility of administration for citizenship	Unitary-decentralized; strong local government/civic self- determination
Anglo-Saxon (UK/England)	Public interest culture, pragmatism	Unitary-centralized; strong (since 1980s weakened) local government
Central Eastern European (H, PL, CZ) South Eastern European (BG, RO)	Socialist cadre administration ("Stalinist" legacy); since the system change, reestablishment of pre-communist (rule of law) traditions	Unitary-decentralized; strong local government (re- centralization since 2011 in H)
		Unitary-centralized; weak local government

Hard vs. soft power

- Hard power: **Coercive power** such as military and economic power
 - Example: The Army and the economy of US or China
- Soft power refers to a country having an '**attractive culture**' that encourages other countries to want what it wants; 'it **co-opts people rather than coercing them**'.
 - The English language is an example of soft power.
- Internationally powerful countries are **more accustomed to lecturing** other countries **than to listening**: national power can be used to '**afford not to learn**'

Step 4: Finding out how a program really works there



Rose, Chapter 5

Go and see the program in action!

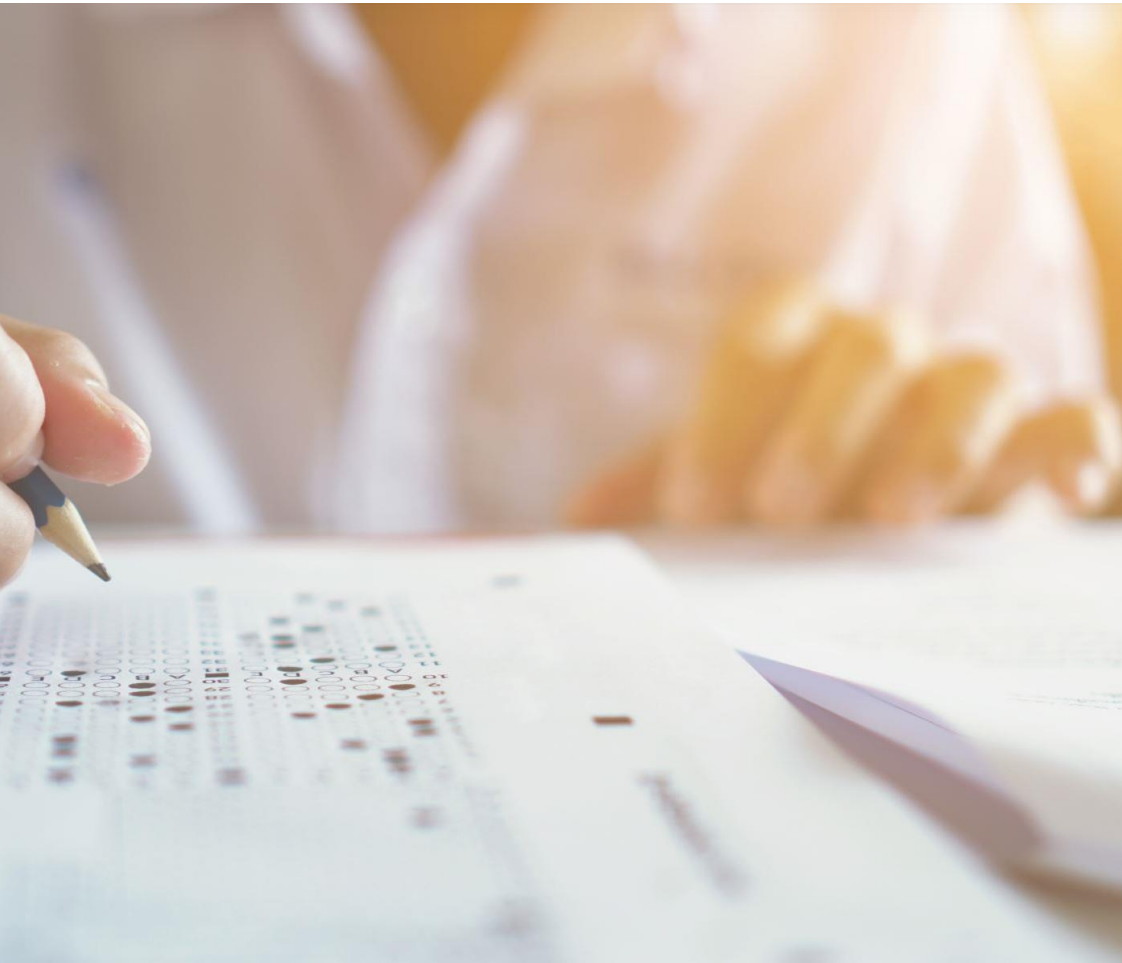


- If you want to learn how a program works, there is no substitute for **seeing it in action.**
- A commission to travel to examine foreign examples
- When exchanging information about how programs are working within a country, you talk with people you **know and trust.** The **basic strategy** of inquiry is: **divide and learn.**

Forums of programs

- There are many forums in which programs are discussed by officials from many countries and continents.
- Example: United Nations, Interpol (the International Criminal Police Organization)
- **Informal forums** are **networks of functional experts** where officials meet academics and experts outside government to discuss matters of common professional interest.
- Example: **Universities** and **national professional associations** usually **encourage international meetings** with counterparts from other countries.
- Familiarity in talking to foreigners is **no substitute** for studying what they do at home.

Criteria for program selection



- The diversity of programs offers a menu for policymakers to identify programs appropriate in terms of
 - **Political values** (political feasibility)
 - **Resources required** (economical feasibility)

«Divide and learn» strategy

- The **basic strategy** of inquiry is: **divide and learn**.
- If you ask people in different positions the same questions and their answers consistently support each other, this indicates a consensus that the program is producing satisfaction.
- **To see a program from different perspectives, talk to:**
 - Politicians and high-level government officials that take credit for the program
 - Foot soldiers of service delivery (Street-level bureaucrats): Any shortcomings or defects?
 - Experts and commentators
 - Program recipients
 - Critics

CODING
Teaches Kids

Risk Taking www.carlyandadam.com Creativity

Critical Thinking

Story Telling and Retelling

Problem Solving

Math Processes

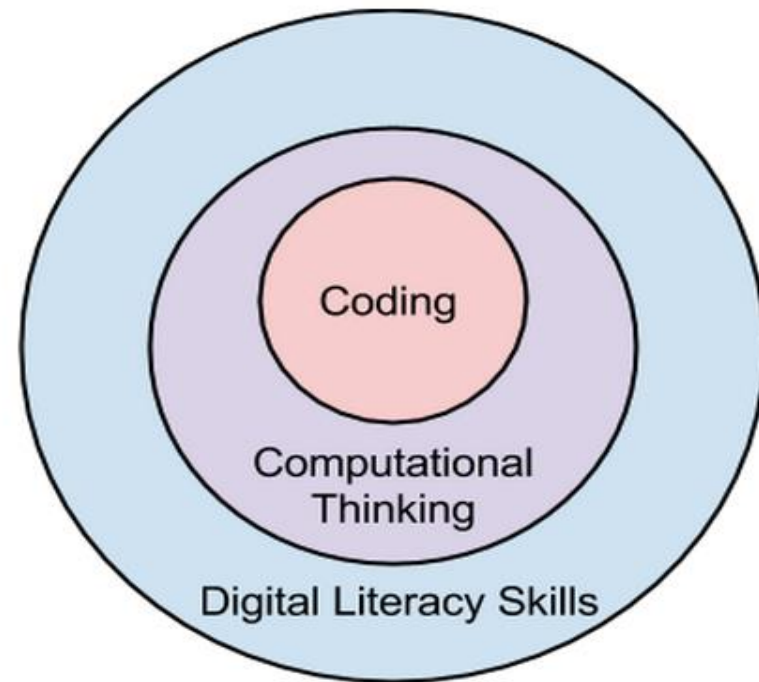
Perseverance

Teamwork

Self-Confidence

carly and Adam

Teaching Coding to Kids:
Who should we talk to evaluate its
success and transferability?



Some questions to ask to people

- What would be done differently if you were to launch the program again from scratch?
- What are some current difficulties you are facing, and what can be done about them?
- At the end of the day, see which points different sources agree on; which are disputed and why; and what points about the program are still unclear and require further probing.