KAY 493
COMPARATIVE PUBLIC POLICY

Week 7

Step 5: Turning anecdotes into a model

Step 6: Drawing a lesson

Rose, Chapters 4 & 5

Role of anectodes

- **Anecdotes reflect experience**, and acquiring experience about the working of a program in its national context is an **essential step in lesson-drawing.**

- what is learned from travel may not be necessarily confined to a single time and place.

- Question: Give an example of an anectode of yours who can be used as a public policy lesson.

!

Example: Anectode about COVID-19 Vaccines

Abstracting applicable knowledge from experience

- The **hardest question** to answer is, '**What did you learn**?'

- Learning is about turning experience into knowledge that can be applied at home.

- A policymaker wanting to **bring useful knowledge back** from abroad must be capable of **abstracting something portable from that experience**.
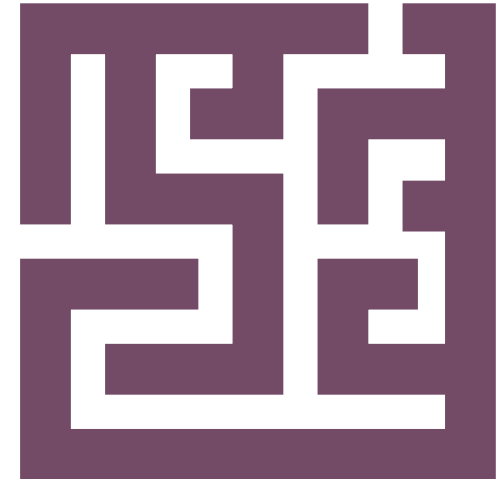
Lesson-drawing models

To be useful in lesson-drawing, a model must be abstracted from a program actually in operation elsewhere.

To be useful to policymakers, a lesson-drawing model must also **leave out everything that is non-essential.**

What is a lesson-drawing model?

- A model is a **generic description** of how a program works.

- The purpose of making a model is to describe a program, which should be:
  - **sufficiently general** for it to be portable across national boundaries.
  - **sufficiently concrete** so that policymakers in the country importing the model will be able to relate each of its parts to activities with which they are familiar.
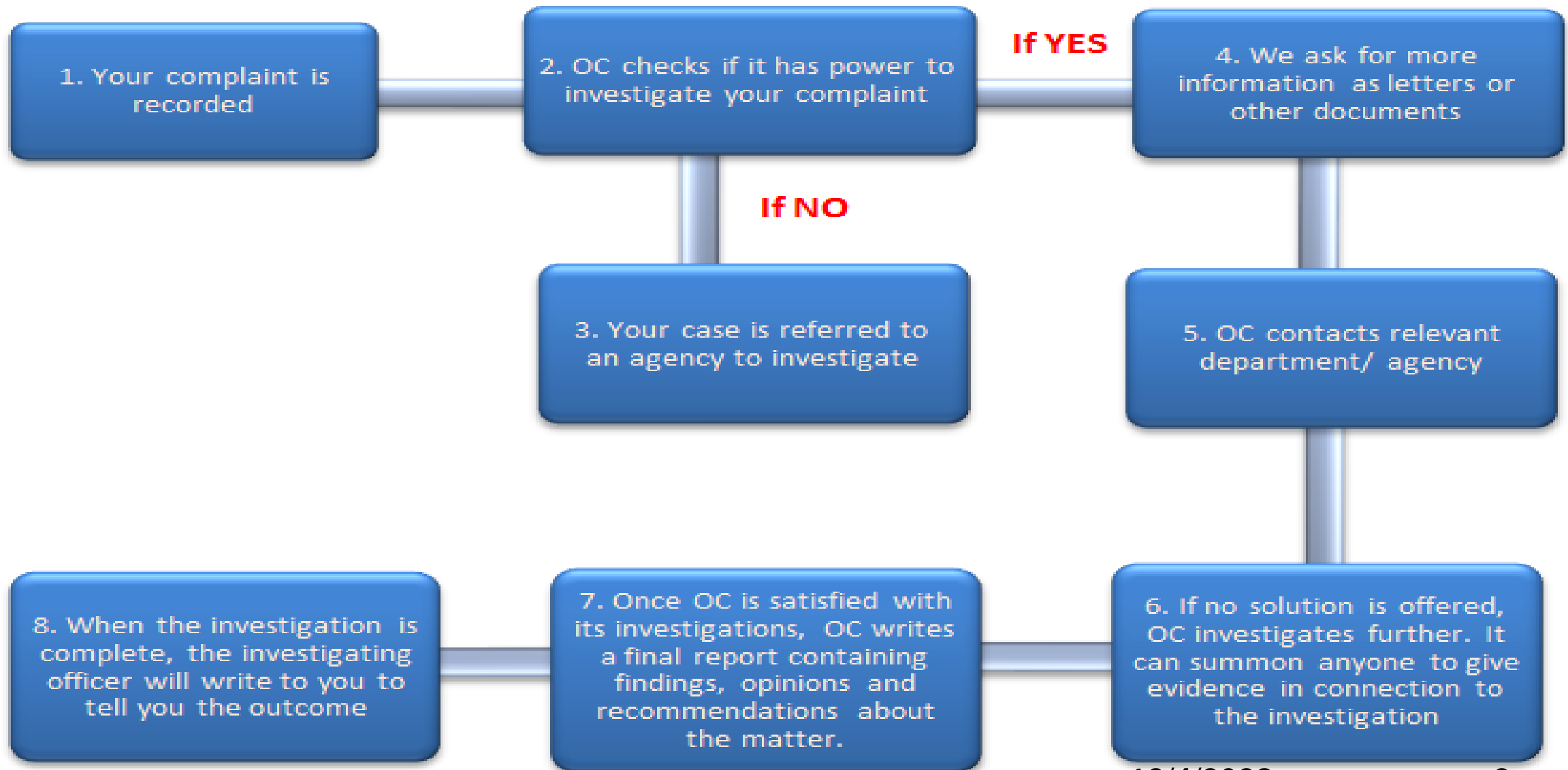
Citizen Complaints System Model
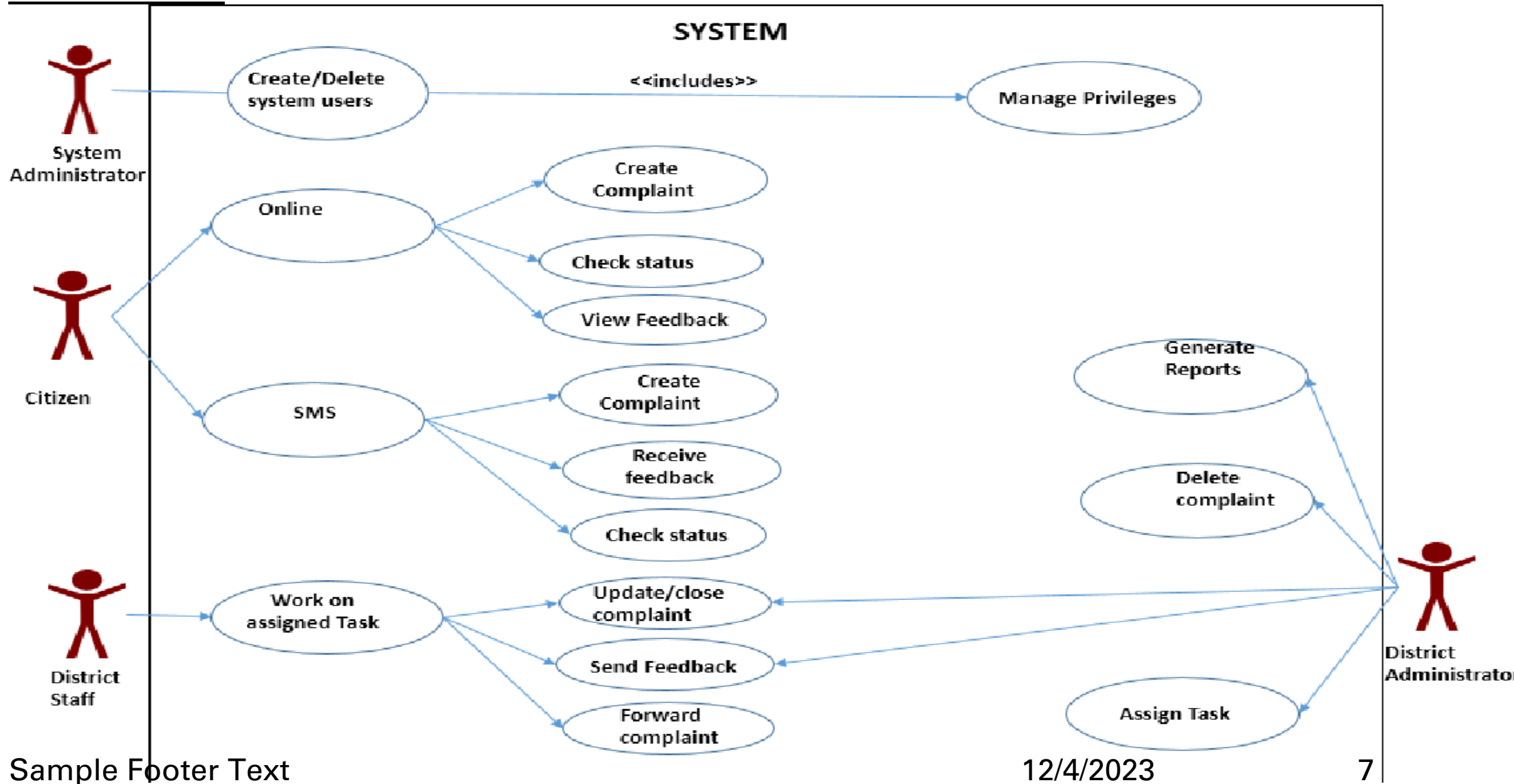
Content of a model

- A model must identify and specify:
  - the **laws and regulations** setting out **what public agencies must or can do** when operating a program and **what they cannot do**.
  - the **organization(s) responsible**, the **personnel**, and the **source of funding** for a program.
  - what the **program's outputs** are, such as, money, services, etc.
  - what sorts of individuals or organizations are the **intended target audience** of a program.
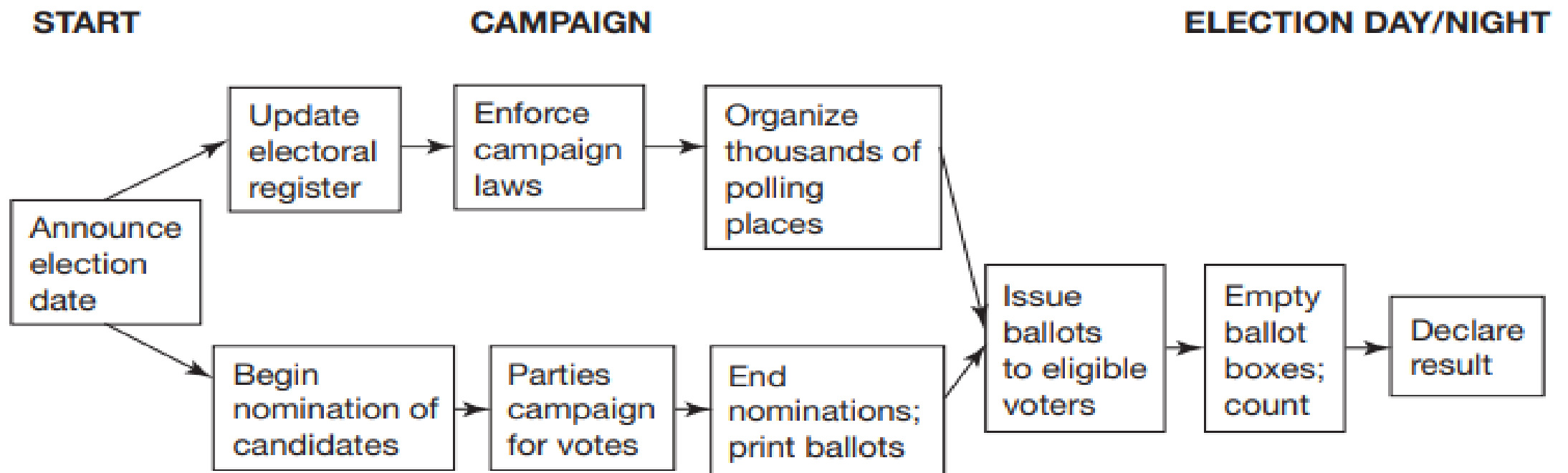
HOW DOES OMBUDSMAN WORK?

1. Your complaint is recorded

2. OC checks if it has power to investigate your complaint

If YES

4. We ask for more information as letters or other documents

If NO

3. Your case is referred to an agency to investigate

5. OC contacts relevant department/ agency

6. If no solution is offered, OC investigates further. It can summon anyone to give evidence in connection to the investigation

7. Once OC is satisfied with its investigations, OC writes a final report containing findings, opinions and recommendations about the matter.

8. When the investigation is complete, the investigating officer will write to you to tell you the outcome

12/4/2023

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Source: https://www.ombudsman.gov.pg/administrative-complaints/

Cause-and-effect models

- A model shows how a program works by tracing the cause-and-effect links between its elements.

- It shows how disparate parts of a program are linked to produce its output.

- A cause-and-effect model of a programme makes it possible to simulate its effect by changing one or more of its elements.

Example for Cause-and-effect models

Box 5.2 A model outline of a free and fair election

START   CAMPAIGN   ELECTION DAY/NIGHT

Announce election date

Update electoral register → Enforce campaign laws → Organize thousands of polling places

Begin nomination of candidates → Parties campaign for votes → End nominations; print ballots

Issue ballots to eligible voters → Empty ballot boxes; count → Declare result

(At all stages, deal quickly with lawful challenges to actions.)

What a model leaves out

- A model should **include only the essentials** of a program.

- It **leaves out all features of a culture** that have **no observable influence on a program's output.**

- A model can also be **used to understand failures.**

KAY 493 COMPARATIVE PUBLIC POLICY

Week 7-Part-2

Step 6: Drawing a lesson

Rose, Chapter 5

Model as a starting point

- A model of a foreign program is the starting, not the end, point of lesson-drawing.

- The challenge is to put foreign experience to use by applying at home what you have learned abroad.

- With a model in hand, the design of a new program does not start from scratch

- The objective is not to photocopy that program, but to make use of what you have learned abroad to create a program that can be put into effect here.

How can lessons be drawn?

- Photocopying another country's program

- Making a synthesis from two programs

- Using several foreign examples for disciplined inspiration or selective imitation

Box 6.1 Alternative ways of drawing a lesson

- Photocopying   Producing an exact photocopy with a minimum of change in the names of institutions and places and dates.
- Copying   Duplicating almost all the elements of a programme already in effect in another place.
- Adaptation   Altering details of the design of a programme elsewhere without removing major elements.
- Hybrid   Combining elements of programmes with the same objective in different jurisdictions.
- Synthesis   Combining in a novel way familiar elements of programmes with the same objective.
- Disciplined inspiration   Responding to the stimulus of a programme's inspiration elsewhere by creating a novel programme not inconsistent with foreign examples.
- Selective imitation   Adopting attractive, but not necessarily essential, imitation parts of other programmes while leaving out awkward but essential bits.

Applying a model

- **Lesson-drawing is like reverse engineering,** a procedure that manufacturers use when they want to copy a successful product created by a competitor.

- Reverse engineering involves taking apart a competitor's product in order to find out how it works and adapting it so that it can be marketed as one's own.

- This knowledge is summarized in a model to design a product that the second manufacturer can produce.
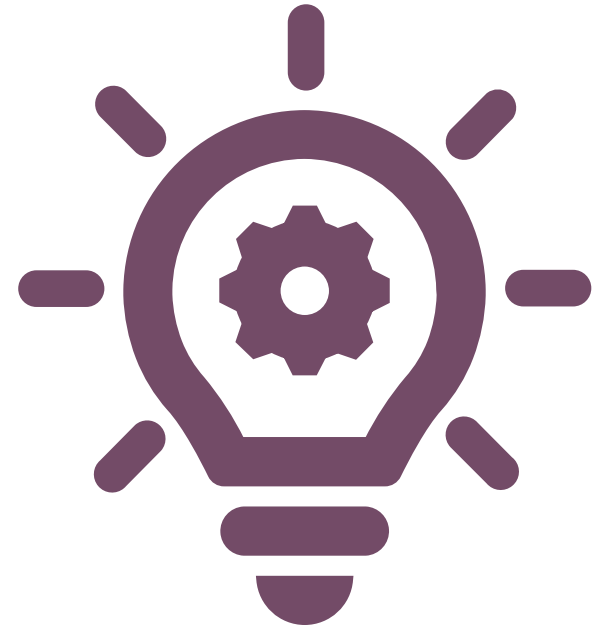
- Applying a model of a public program is both easier and harder than the reverse engineering of fashion goods or a new electronic device.

- It is easier because public programs are not copyrighted, and policymakers will regard it as giving them prestige if other countries want to copy what they do.

- Moreover, the model abstracted from another government is usually fairly general; it therefore allows wide scope for choice when it comes to filling in the details of the program based on it.

Travel-initiated lesson-learning

- Foreign travel can open the eyes of policymakers to the fact that their own way of dealing with a problem is not the only way.

- The task of investigating whether an attractive idea can be implemented is then delegated to expert officials, and the mode of lesson-drawing shifts from inspiration to perspiration.

- This is likely to require adding major elements that are different from the original source of inspiration.

APPLYING LESSONS IN THE EU

- The European Union is distinctive in having substantial political resources to encourage lesson-drawing as part of its goal of **creating a closer union** of **27 member states with 450 million citizens.**

- However, the **doctrine of subsidiarity** (decisions are to be taken as close as possible to the citizen), officially endorsed in the 1992 Treaty of Maastricht, appears to limit the capacity of Brussels-based institutions to impose programs on member states.

- But the treaty **balances this decentralist principle** by stating that the EU can act 'if and insofar as the objectives of the proposed action cannot be sufficiently achieved by the member states'.

# A trickle-down and a trickle-up learning process

- The authority of the European Union is exerted through a **trickle-down** process from its supranational institutions.

- But these institutions are subject to a steady **trickle-up** influence from member states and **trickle-in** influence from pressure groups that lobby at both the national and European levels

Trickle up   Trickle down   Trickle-across
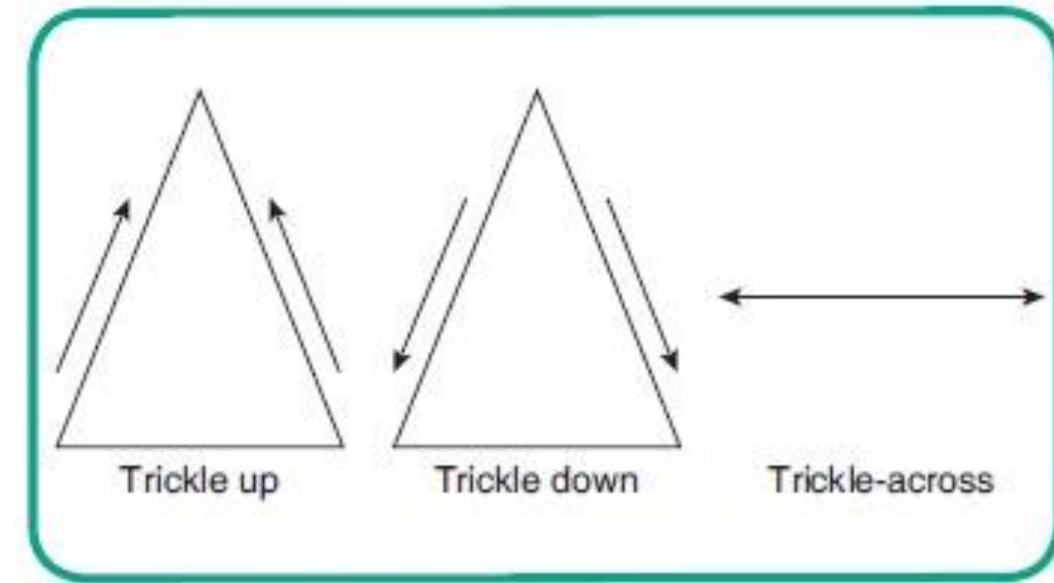
EU Membership Applicants & Lesson-Drawing

- The impact of EU policies is potentially greatest on countries that apply for membership in the European Union.

- As a condition of admission, applicant countries must accept EU programs that are already in place.

- Most of the discussion between Brussels and applicant governments focuses on the former teaching the latter what modifications in their programs may be required to harmonize with EU practices

- This pressure forces the applicants not only to examine their own programs but also to look to existing member states for examples of programs that are acceptable to Brussels.
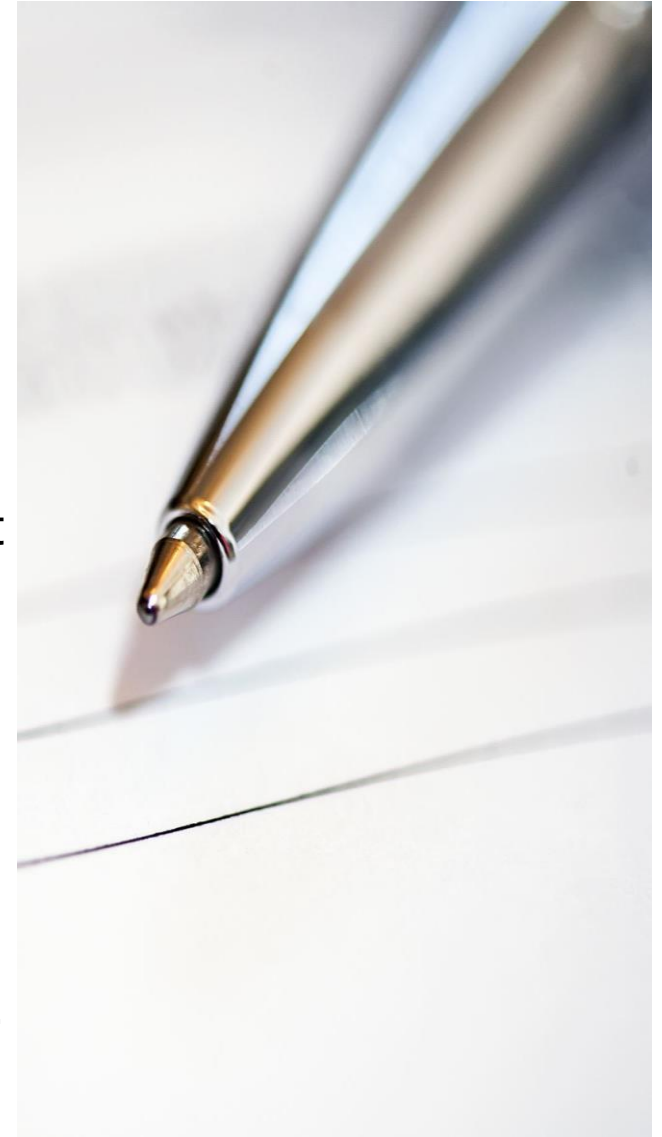
1957
1973
1981–1986
1995
2004
From 2007

EU Applicant Countries