# **Workbook for ‘Influencing National Level Policy Reform and System Transformation for the Higher Education Sector’**

In this workbook you will be encouraged to reflect on the material introduced in the four sessions in this course pathway. The aim is to enable you to use the knowledge gained to successfully develop policies within your institution or at the national level to bring about positive change and introduce new ways of doing things.

The activities below are for your personal reflection, but they would work very well as collaborative activities in a workshop setting too, perhaps facilitated by yourself !

## **An introduction to influencing Higher Education policy in Myanmar**

**Activity 1: HE Sector Stakeholder Identification**

This presentation invites us to think about the different types of actors and networks that can influence Education Sector policy at the institutional or national level. We may also reflect on whether our institution (probably a university is able to do this).

For your first activity, try to list down all the organisations that you can think of that could have a significant positive or negative influence on Higher Education policy, and add to this list any significant individuals or post-holders who can influence higher education policy.

* Who are the key stakeholders who’s support would be absolutely critical for bringing about National policy reform within Higher Education that can be successfully implemented?
* Who are the primary stakeholders who need to be involved, as they will be directly affected in some way by a new HE sector policy? Those that are not key or primary stakeholders we can refer to as secondary stakeholders

The diagram below gives an example of a simple stakeholder map layout

**Policy Reform Proposed**

Draw a diagram illustrating the relative power of different stakeholders that you have identified. Put those with most power closest to the centre, and colour code the key, primary and secondary stakeholders. On each shape on your stakeholder map diagram name the stakeholder type, e.g NGOs, Politicians, or Private sector companies etc.

**Activity 2: A policy development challenge**

From the list of policy level challenge statements shown in the presentation pick the one that it is of most interest to you. If you can think of a policy level challenge that is not listed that you would prefer to use for this activity you can use that.

Imagine you are taking the role of a policy entrepreneur. How would you go about influencing the development of a new or improved policy to address this challenge? What process do you think will need to be followed? Note down your thoughts with reference to Stevens model.

Note: If you can think of a policy level challenge that is not listed that you would prefer to use for this activity then please use that.

## **Case 1: Developing policy for the HE sector to support lifelong learning through open education**

**Activity 1: Personal reflections on lifelong learning**

The presentation highlights that lifelong learning can relate to both personal and professional development. Drawing on your past experience make a list of the activities, which could formal or informal learning, that have supported your experience of lifelong learning up to this point in time.

What would you like to do in future? Complete the table below listing five things you would like to learn in future to support your personal development and five things you would like to learn in future to support your professional development. For each of these can you find any open courses or open educational resources (OERs) online that would support your lifelong learning aspirations? If you can, then note these in the table

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal** | *How can I support this aim through open education?* | **Professional** | *How can I support this aim through open education?* |
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**Activity 2: Developing a policy brief to inform an open education policy development process**

A policy brief is usually a short 2-4 page document that draws on the range of available evidence relevant to a particular policy debate.

In this activity, you are asked to prepare a policy brief to inform policymakers in relation to open education. The brief should summarize available evidence drawing on literature and examples of open education policies developed in other countries. The brief should highlight the benefits but also some of the challenges and costs that could be faced in successfully implementing an open education policy. If you think there are different ‘policy options’ these should be highlighted in your policy brief, and you may also make a recommendation related to the policy option that you think is the best one based upon your assessment of the evidence.

## **Case 2: Thinking about Inclusivity in Higher Education**

Congratulations on reviewing the Level 3 *Thinking about Inclusivity in Higher Education* masterclass.

The following reflective activities aim to help you consider your learners, current practice and future action. Take 10-15 minutes for each reflection point. Working alone or with others write down your ideas and thoughts, in response to the questions. These questions are starting points and there may be other questions or considerations you’d like to reflect on, in relation to these three areas. Once you have completed the three reflection points, you should have begun to plan possible ways to further embed inclusivity in your university or college.

**Activity 1: Reflection Point One - Thinking about Learners**

* Think about your university or college. Who are your face-to-face students?
* Who are your distance learners?
* What is their learning experience? What does their engagement with the university look like?
* Are there specific barriers to participation for different groups of learners?
* Who is not currently a student? What barriers might they face to applying to study at your university or college?

**Activity 2: Reflection Point Two - Current Practice**

* Think about the types of learners identified in *Reflection Point One*. How do

you currently support these different types of learners?

For example, what do you currently do to ensure that students studying face-to-face and at a distance are able to participate fully in their studies? In particular, what support is offered to distance learners?

* Are you aware of any current challenges for different types of learner?
* How do you currently get feedback from students on their experiences at your university or college?
* How could you improve your support for different types of learners?
* Could you work with colleagues such as librarians or technical support staff to ensure that students are better supported and have access to what they need?

**Activity 3: Reflection Point Three - Planning and Taking Action**

* What national policies inform how you support different learners?
* What other policies or practices promote inclusion at your university or college?
* Think about your university mission. How does it reference inclusion?
* Now that you have considered different types of learners, your colleagues and current practice, what action could you take to make your university or college more inclusive?
* Who would you need to engage with? Who are the stakeholders? How would you engage with these different groups? How would you develop your case and what data would you need?
* Would national or regional level action be needed? If so, what steps would you need to take to engage with these stakeholder groups?

## **Case 3: An Introduction to Learning Platforms and Policy**

**Activity 1:**

* Thinking about the descriptions of learning platforms on the slides do you have something already at your institution that could be considered a learning platform?
* Do you think you could use a learning platform at your institution? What would be the benefits?
* If you have a learning platform, how could you improve it and what more would you like to do

**Activity 2:**

* What key questions do you think need to be answered in a policy for use of a learning platform at your institution?
* What other policies do you have at your institution that might need to be considered when developing a policy for use of a learning platform at your institution?
* Have a look for other policies or strategies on use of learning platforms. Can you adapt on of these?