



# Telling the 'whole' story: using multiple lenses for policy analysis

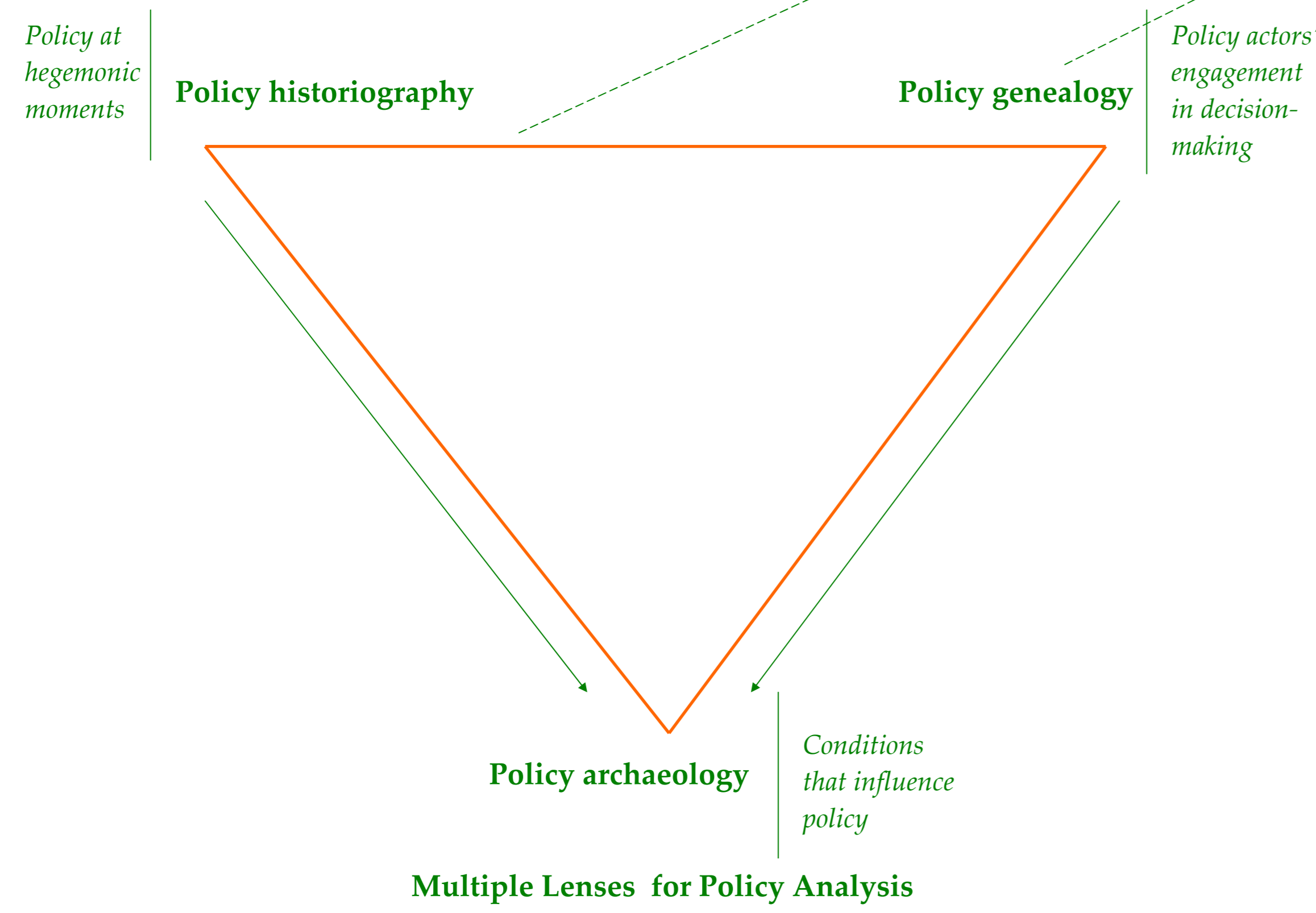
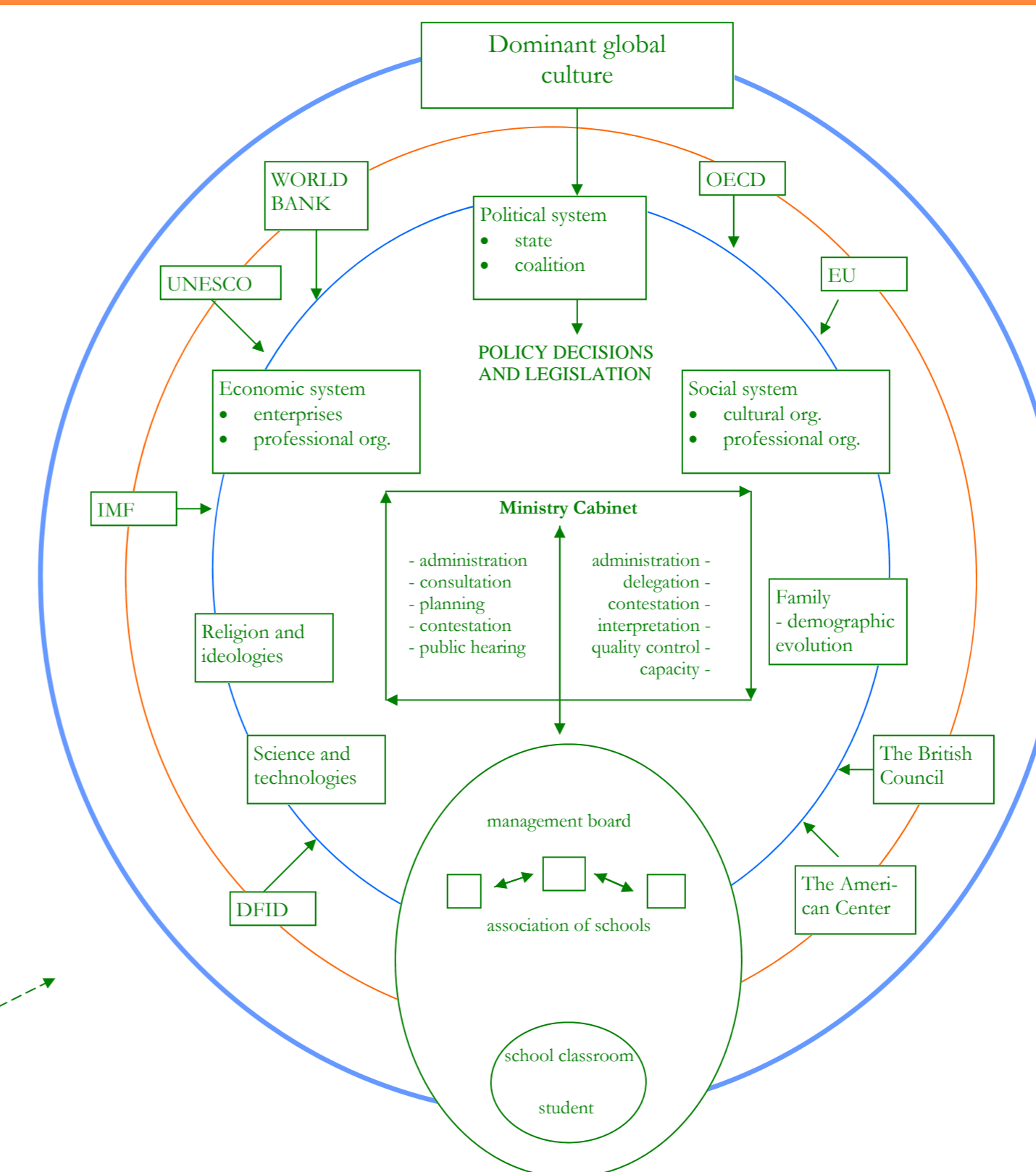
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## 1 Introduction

The conceptualisation of education policy in complex, dynamic, and diverse sociopolitical systems is more problematic than merely describing it as the set of executive, administrative, deliberative, and adjudicative institutions and/or official texts that direct education at the various hierarchical levels of government. Critical policy analysis, thus, is informed "by the conviction that 'things', especially policy discourse, must be pulled apart" (Troyna, 1994, p. 71), and should be more than just the analyses of state mechanisms and policy documents as expressions of political purpose stating the actions and intentions to be implemented.

## 2 Using multiple lenses

My PhD study aims to understand complex dynamics of English education policy-making in Bangladesh. The study argues for employing multiple perspectives to data collection and analysis that is informed by critical policy sociology lenses. This heuristic framework, as exhibited in this poster, is necessitated because it aims to reveal both formal or overt mechanisms, e.g., the organisational structures, rules and communication patterns, delegated competencies, and flow of information, and covert or implicit power structures, e.g., micropolitics, informal networks, and discursive practices and more so for countries with diverse governance structures and historically developed contexts, such as Bangladesh. I outline here three alternative and overlapping lenses that I have used to 'read' policy in my study: policy historiography, policy genealogy and policy archaeology. In effect, all are policy sociology lenses or different ways of storying policy.



**Policy historiography** asks questions to construct a systematic account of past events to trace the processes of educational change and "to expose the possible relationships between the socio-educational present and the socio-educational past" (Kincheloe, 1991, p. 234).

**Policy genealogy** seeks to determine how the rationality and consensus of policy production are problematised across different policy actors over time, and "to distinguish a variety of forces that have an impact on policy implementation" (Fitz, Halpin, and Power, 1994, p. 66).

**Policy archaeology** "tries to establish the rules of [policy] formation" (Foucault 1972, p. 207) by synthesising and accommodating historiography and genealogy findings to answer what are the conditions or factors that regulate the patterns of interaction of policymakers.

## 3 Conclusion:

Rationale for using historiography, genealogy and archaeology as sociological lenses stems from the realisation that "... language policy exists in the wider, social, political, economic, cultural, religious and ideological context that makes up human society" (Spolsky, 2004, p. 218). Because policy process is contested and/or affected in a multiplicity of ways by various forces, groups, and actors, analysis of policy requires a critical "strategic edge" (Troyna 1994, p. 82) that can hold "both policy and practice (or implementation) within the same frame, and in some sense map them onto 'macro' and 'micro' dimensions" (Raab, 1994, p. 7).

## 4 Key References

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