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**Summary of the doctoral dissertation entitled *Deliberation processes in selected areas of educational policy implementation in Poland in 2008-2016***

The aim of the doctoral dissertation entitled *Deliberation processes in selected areas of educational policy implementation in Poland in 2008-2016* was to show that the above processes can be considered as democratic deliberation processes.

Three case studies were analyzed:

- 1) The process of preparing the concept of the Integrated Qualifications System in 2011-2012,
- 2) The process of creating, consulting and verifying "by the sector and for the sector" of the Sectoral Qualifications Framework for the Banking Sector (SRKB; 2012 - 2015);
- 3) The process of creating, consulting and verifying "by the sector and for the sector" of the Sectoral Qualifications Framework for the Tourism Sector (SRKT; 2012 - 2015);

Research method

The chosen research method that the author considered most suitable for her purpose, research assumptions, and research questions was the case study method. In developing the overall analytical strategy, the author relied on two definitions of case study. The first definition, formulated by Robert K. Yin (2015), defines the scope and characteristics of a case study. With regard to the scope, it is assumed that a case study is an empirical investigation that delves into a contemporary phenomenon (a "case") in its real-life context, especially when the boundaries between the phenomenon and the context are not entirely clear (Yin i in., 2015, s. 48). In accordance with this definition, the author of the paper chose this research method because understanding the phenomena she described required taking into account the contextual conditions in which these phenomena were embedded. Regarding the most characteristic features of a case study, it is important to note that this method can be used in technically identifiable situations where the number of variables of interest exceeds the number of data points, and therefore it draws evidence from multiple sources and confirms their convergence through triangulation. Moreover, during data collection and analysis, this method refers to previously formulated theoretical assumptions. The second definition, by H. Simons, emphasizes the goals that can be achieved with this strategy and

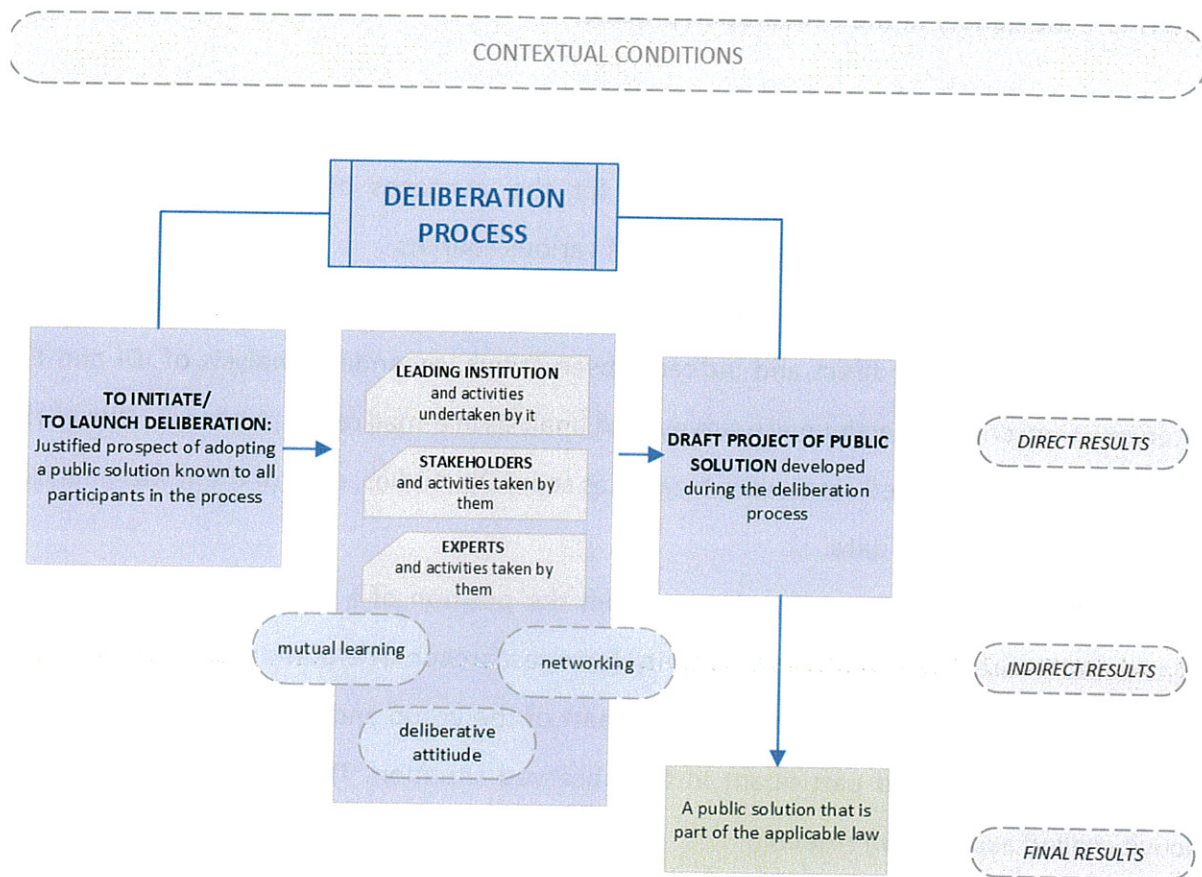
indicates its areas of application in educational research. H. Simons states: "A case study is an in-depth exploration, incorporating multiple theoretical perspectives, of the complexity and uniqueness of a specific project, policy, program, or system functioning in a natural 'real-life' context. It is a research strategy that draws on empirical data and scientific evidence gathered using multiple methods" (Simons, 2009, s. 29). The author of the above definition emphasizes that the goals pursued in such studies are of a cognitive nature, aiming to obtain a deep understanding of a specific issue, program, policy, institution, or system. At the same time, the case study is positioned as applied research, primarily aimed at providing knowledge for the improvement of policy, professional practice, and actions taken for the common good. The aforementioned definitions, encompassing the scope and characteristics of a case study, indicate that it is a holistic method that takes into account the logic of the design, data collection techniques, and a particular approach to their analysis.

#### Analytical technique: Building explanations using a logical model

Due to the adopted research strategy, which involved referring to formulated theoretical assumptions, the author decided that the optimal analytical technique for the conducted research would be a combination of the explanatory technique supported by a logical model created for this purpose. The decision to use the explanatory technique stemmed from the aim to capture causal relationships within the analyzed cases as well as between them. The applied analytical technique allowed the author to maintain a specific relationship between theory and research throughout the entire research process, namely a constant interaction between theoretical assumptions and research practices. This approach, referred to in the literature as dialogical (Rule & Vaughn Mitchell, 2015, s. 8), did not constitute a classical deductive approach, whose main aim is to test a theory preceding empirical research. It was also not an inductive approach, assuming that the research results should serve as the basis for theory creation. In the applied approach, dialog with the developed theory was present at every stage of the research process: during the formulation of research objectives, case identification and selection, literature review, data collection, empirical data analysis, and presentation of the findings.

The diagram below presents the model created by the author, illustrating the successive stages of actions undertaken within the first phase of the public policy cycle, namely the phase of formulating systemic change concepts.

Rys. Stages of the deliberation process



Source: Own study

The initial data analysis in the case study identified the individual stages of actions involved in formulating systemic solution concepts. These stages were organized according to a recurring cause-effect-cause-effect pattern, where the dependent variable (action) in an earlier stage becomes the independent variable (causal event) for the next stage. By visually depicting the observed sequence of events in a logical order, the interdependence between successive stages of actions becomes more apparent. Moreover, using a logical model allows for incorporating effects in the overall process that, while not the primary outcomes of the undertaken actions, appear to be significant for the analyzed deliberation process. An additional noteworthy advantage of formulating a logical model is the opportunity to reassess research assumptions and theoretical premises. For the author, this stage represented a

crucial moment in the study, commonly referred to as a "checking" moment. It was through thoughtful consideration of formulating the logical model that the author could verify the assumption that the networking of deliberation participants and the fostering of a deliberative attitude are not inherently deliberation standards, but rather the outcomes of standards that determine the quality of the deliberation process.

#### Data sources and the procedure for their collection

In the three case studies analyzed for the purposes of the dissertation, data triangulation was used, consisting in the use of various sources.

The following data sources were used for the purposes of the study: documentation, IDI in-depth interviews, direct and indirect observations, secondary analysis of IDI and FGI interview transcripts, questionnaire survey, text analysis in e-mail correspondence. Due to the fact that all three analyzed cases were treated as separate studies, each of them was analyzed on the basis of separate data.

Observation of the analyzed cases from the position of a full participant should be considered a rare and valuable opportunity for a researcher. The author of the dissertation participated in the described processes, was part of the group and did not differ from it, i.e. she was a fully engaged participant in the observed situation. This is the highest level of activity called *experiential research*.

#### Conclusions

The results of the analysis the three case studies analyzed for the purposes of the dissertation confirm the thesis that the processes are processes of deliberation in accordance with the assumptions adopted in the dissertation. The analysis of the research material was conducted using two analytical techniques: the technique of constructing explanations supported by the logical model developed for this study. The identified stages of deliberation and the key actors allowed for the recognition of previously unnoticed dependencies and feedback between the individual stages of the process and the actors, which were not easily discernible due to the multitude and diversity of resources and factors accompanying the designed solutions. Moreover, previously unrecognized resources and factors were identified. As a result of the analysis of the first case study, the initial model was verified and

supplemented with the intermediate effects of deliberation, both as a separate category (in addition to direct and final effects) and as a set of identified elements within this category. Extraction of intermediate effects in the logical model resulted in changes made by the author of the dissertation in J. Mansbridge's *Standards of Good Deliberation*. The identified dependencies and feedback in the described process, which the author included in the logical model, allowed for a critical analysis of the aforementioned standards. The author proposed extracting from the standards of good deliberation those that she considered as deliberation effects, creating a separate subcategory for them.

Through the conducted analysis supported by the logical model, it was possible to identify causal relationships between subsequent stages of the deliberation process. The described first stage constitutes a component of deliberation only if there are subsequent stages. In other words, the stage of triggering deliberation, which is the decision of the person or persons representing the institution to carry out the process of formulating a public solution in a particular way, constitutes a stage of deliberation preceding the second stage, which is the transition from conviction to action. This action will involve formulating a public solution to the problem and conditions for the proposed change based on the knowledge obtained through research, analysis, and collective reflection on the proposed solution among a wide range of stakeholders.

The author decided to consider the stage of conscious will to engage in deliberation as a component of deliberation because, as emphasized in the analysis section, deliberation, despite not being part of the formal process of policy-making in Poland, is still often regarded as a time-consuming challenge, as choosing a more difficult and unworthy option. However, this stage has a direct impact on the quality of the subsequent stages: the engagement of deliberation initiators in collaboration with all actors of this process, which in turn translates into the quality of the public solution developed during deliberation.

The author of the dissertation intends to continue research on the process of deliberation understood as the first stage of creating public policies

