

# *Prospective Study of the Educational Policy Process*

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**Abstract:** The decision-making, implementation and evaluation of educational policy constitute the process of educational policy. By climbing the current situation and existing problems of the educational policy process, it is found that the local participation space is limited and the public participation channels are not smooth in educational policy decision-making. There are symbolic implementation, copy implementation, selective implementation and alternative implementation in the implementation of educational policies. And the practical model of educational policy evaluation is not high validity, the evaluation standard of educational policy is not scientific. In order to solve these problems, we should adopt some improvement strategies from the level of mechanism, system and evaluation criteria, such as emphasizing the participation of multiple subjects, opening the way of educational policy decision-making, constructing the institutional framework of educational policy implementation, forming the network path of educational policy implementation, and constructing the practice mode of educational policy evaluation, so as to provide the theoretical basis and practical framework for the prospective study of educational policy process.

## **1. Introduction**

The decision of educational policy determines the rational decision of educational policy and reflects the scientific degree of educational policy process. The implementation of educational policy determines the realization of educational policy objectives and reflects the degree of democratization in the process of educational policy. Educational policy evaluation determines the value guidance of educational policy process and reflects the effectiveness of educational policy process [1]. Among them, the process of educational policy decision-making from the discovery of educational problems to the entry of educational policy agenda to the legalization of educational policy is not only the publicity of the rationality of educational policy decision-making, but also the manifestation of the integration and expression of the interests of educational policy, and finally the realization of the legalization of educational policy decision-making. The implementation of educational policy is the key link of the realization of policy objectives, but it often suffers from the problem that the implementation of the policy is out of shape due to the influence of subjective and objective factors. Therefore, we should not only build a standard platform for the implementation of educational policies, but also pay attention to the rationality of the implementation of educational policies, in order to achieve the effectiveness of educational policy evaluation [2].

## 2. Prospective research on educational policy decision-making

In the educational policy agenda, whether it is the public agenda or the government agenda, the entrance of educational issues into the government agenda is the process of opening the policy window. Government leadership, public participation, information communication, interest expression, expert demonstration, scientific prediction, legitimacy review and other necessary procedures are not only the publicity of the rationality of educational policy decision-making, but also the manifestation of the integration and expression of educational policy interests, as well as the embodiment of the legalization of educational policy decision-making. It is also the moment when problems, interests, expressions and integration converge together, which jointly guarantee the science, democracy and rule of law of educational policy decision-making. The government can adhere to the evidence and scientific argumentation to complete the education policy decision-making process, realize the scientific education policy decision-making, and to some extent overcome the limitation of human rational knowledge, practice the practical path of rational education policy decision-making [3]. Especially in recent years, education policy decision-making pays more attention to the expression of public opinion and the expression and integration of different interest subjects. Although education policy decision-making has achieved good results, there are still some problems in the process of education policy decision-making, such as limited local participation space, ignoring the "pre-prevention" of education policy decision-making and the lack of smooth public participation channels.

The limited space for local participation in education policy decision-making is mainly reflected in the fact that education policy decision-making is dominated by elite decision-making mode and overemphasizes centralized decision-making, which is the "top-down" administration-driven "unipolar decision-making" mode preferred by education policy decision-making. This kind of monopolistic educational policy decision-making characterized by centralization is not only easy to breed power corruption, but also cause the educational policy cannot meet the needs of diversity, localization and characteristics of education development [4]. For example, the urgent suspension of the policy of "removing sites and integrating schools", the high entry threshold and strong arbitrariness in the policy of "college entrance examination in different places", and the interest groups of the policy audience -- parents and students, who are marginalized by the policy in the process of policy decision-making, all show the disadvantages brought by this single "elite decision-making" mode. Therefore, in order to meet the needs of systematic, integrated and coordinated educational reform, on the one hand, we should adhere to the top-level design of educational policy decision-making and ensure the orientation of reform to achieve the efficiency of educational policy. On the other hand, for "problem solving" policies, it is necessary to avoid both "under-representation" and "over-representation" of stakeholders in policy decision-making.

Educational policy decision-making pays too much attention to "post-processing", but neglects "pre-prevention". Educational phenomena and problems are always in the changing state of new situations and problems. Because it is difficult for policy makers to accurately predict educational policy decisions in advance, they pay too much attention to and rely on "post-processing" of educational policy decisions, and ignore and avoid the disadvantage of "pre-prevention" of educational policy decisions [5]. For example, the goal of the "college enrollment expansion policy" is based on the policy expectation of promoting social and economic growth through college enrollment expansion to meet the educational demand. However, due to the lack of systematic and scientific "pre-prevention" policy demonstration and scientific prediction, this policy expectation will produce many uncertainties of policy effects after a period of implementation. For example, the interest subject of the policy will reduce the investment in other fields due to the investment in higher education. Overestimate the effect of higher education on social economy; The promotion effect of

higher education on employment is overestimated [6]. Therefore, the lack of "pre-prevention" policy decisions cannot ensure that the implementation of education policies is targeted, rational and feasible. Normative education policy decision-making research "advocates the use of causal inference, not saying what should be done, nor finding ethical reasons to justify it, but identifying causal relationships to explain, understand, and predict policy. This causal inference and conclusion will help shape effective policy." Therefore, education policy decision should pay attention to the "post-processing" of education policy decision.

### 3. Prospective study of educational policy implementation

As the implementation of educational policy is the center to achieve the goal of educational policy, it bears the role of bridge communication. Therefore, the study of educational policy gradually moves from the value study and environmental study to the process study of educational policy. However, in the process of educational policy research, many educational policies with good policy objectives cannot be effectively implemented, which makes these educational policy objectives impossible to achieve. The study of the process of educational policy is then moved from the study of educational policy decision-making to the study of educational policy implementation [7]. Educational policy implementation is restricted by the educational legal system at the macro level, the educational policy implementation organization at the middle level and the educational operation mechanism at the micro level. "The educational legal system ensures that the implementation of educational policies is based on laws and laws; Education policy implementation organization, to achieve expert and professional guidance; Strengthen the feedback of the supervision mechanism, weaken the post-disciplinary mechanism." Therefore, educational policies often encounter implementation deviation in reality, which is reflected in the following four aspects.

If there is any deviation in the implementation of educational policies, it will deviate from the original policy objectives, resulting in partial or complete failure of educational reform, increasing policy costs and decreasing policy performance. Because the implementation of educational policies is completed under certain institutional regulations, including the educational legal system at the macro level, the educational organization system at the middle level and the educational operation mechanism at the spectator level. The educational legal system provides a rigid guarantee framework for the implementation of educational policies, the educational organizational system provides an institutional platform for the implementation of educational policies, and the educational operation mechanism provides a way and means for the implementation of educational policies. Firstly, the legal system of education should be improved to ensure the implementation of the policy of "profit by law" in education. Secondly, the organizational structure of educational policy implementation is flat to realize the efficiency and effect of educational policy implementation. The organizational norms and professional guidance of educational policy implementation are realized through authorization, delegation and agency. Finally, strengthen the supervision - service mechanism, develop intermediary organizations, avoid the deviation of educational policy implementation.

The implementation of educational policy should also follow the principle of the unification of rationality and legitimacy. Formal system forms the legal basis of education policy, while informal system, such as the flexible constraints of non-power leadership, interpersonal relations and folk conditions, forms the rationality of the implementation of education policy. In the process of implementing education policy, it is important to examine the problems of education policy from the perspective of informal systems, to adapt to local conditions and to focus on people's feelings. We should focus on local adaptation, relational experiences and relational interactive attributes, and on communicating values to maintain tension and a proper grasp of discretion in the implementation of education policy. We should adhere to the concept of inducing institutional change, where informal

institutions are the basis for effective education policy implementation, and focus on educational functions and practices from the perspective of the intangible impact of institutions on education policy implementation. The rigid constraints of formal institutions, such as educational legal system, educational organizational system and educational operation mechanism, are the guarantee of the legitimacy of the implementation of educational policies. Formal institutions require that in the process of the implementation of educational policies, especially in the period of institutional transformation and institutional reform, they should follow the institutional framework, pay attention to the spirit of rule of law and follow the value of rules, which is the key to the implementation of educational policies. Therefore, the implementation of education policy is based on the rationality of the basis of the legal implementation, following the rule of law statute, promote interests, human nature, obey the moral.

#### **4. Prospective research on educational policy evaluation**

"Third party" educational policy evaluation institutions should be fostered to form a new educational policy evaluation pattern in which "third parties within the system complement and coexist with third parties outside the system". The "third party" educational policy evaluation institution outside the system is a professional evaluation organization which is between the government, the school and the society and independent of the educational administration system. The "third party" educational policy evaluation institution within the system refers to the professional educational policy evaluation organization which is established under the leadership of the educational administrative department and has the nature of directly affiliated public institutions. The independence, professionalism and authority of the third-party evaluation institutions are regarded as the basis of educational policy evaluation to ensure the fairness of the process and result of educational policy evaluation. Therefore, it is necessary to establish and cultivate a complementary and symbiotic educational policy evaluation method between the third party within the system and the third party outside the system, so as to meet the needs of educational policy evaluation and achieve a complementary and win-win situation in terms of evaluation content and evaluation technology. It is necessary to constantly cultivate third-party institutions and conduct nationwide bidding to select ideal "third party" educational policy evaluation institutions outside the system. Special "third party" educational evaluation institutions should be established to understand the laws and development of education, we should pay attention to the restrictions on the authority of qualification certification of the third party evaluation institutions outside the system, and set up the basic procedures of qualification examination of the third party evaluation institutions outside the system. We should establish the qualification examination standards of the "third party" educational evaluation institutions outside the system to enhance their independence, professionalism and authority.

The evaluation criterion of educational policy is to realize the scientific and reasonable judgment of the facts of educational policy so as to test the realization degree of the expected goal of educational policy. "The evaluation criteria of education policy should include the 'quality' criteria, including whether the policy issues are identified correctly, whether the policy objectives are feasible, and whether the resource allocation of policy implementation is reasonable. There should also be "quantity" criteria, including whether the policy meets the needs and benefits realization, whether the decision-making body is diversified interaction, etc. There should also be criteria of 'scale', including whether the policy is effective, efficient and maximized." And the research of educational policy evaluation criteria turns to the study of the essential characteristics of educational policy as the starting point, to enrich and develop the theoretical basis of the research of educational policy evaluation criteria as the content, clarify the inherent stipulation of educational policy evaluation criteria, design a systematic, scientific and operational evaluation index system; By using the

evaluation criteria and evaluation indexes, this paper attempts to evaluate the process of our educational policy and put forward some suggestions for policy improvement.

## 5. Conclusion

The decision-making, implementation and evaluation of educational policy constitute a complete link in the process of educational policy. The decision-making of educational policy is the embodiment of the degree of scientific education, the implementation of educational policy is the embodiment of the degree of democratization of education, and the evaluation of educational policy is the embodiment of the degree of effectiveness of education. Educational policy decision-making is the manifestation of the integration and expression of the interests of educational policy and the realization of the legalization of educational policy decision-making. The implementation of educational policy is the key link between the realization of policy objectives, and the standards and methods of educational policy evaluation are the embodiment that educational policy evaluation fully respects the law of education, and also the highlight that educational policy is gradually moving towards objective and fair value orientation. Therefore, it is very important to build a standard platform for the implementation of educational policies and a reasonable evaluation mechanism for the process of educational policies.

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