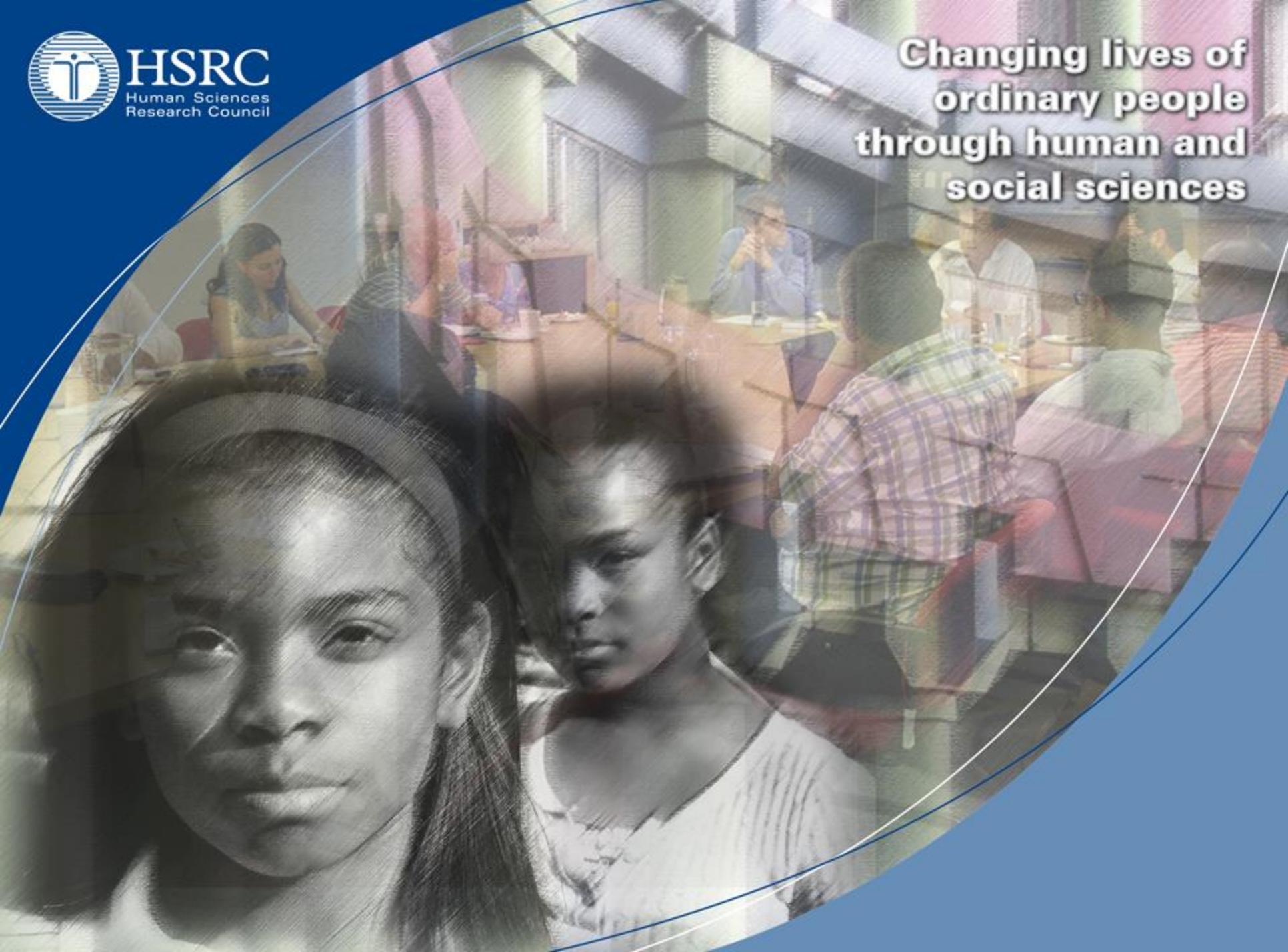


**Changing lives of
ordinary people
through human and
social sciences**



Beyond intervention studies: exploring the potential of force-field analysis

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**It's a
journey...**

.....

**and
unfinished...**



Act 1

Interests:

- What happens after research is done? Who reads it?

Observations:

- Explosion of intervention studies (primary and secondary--what works networks, research synthesis on interventions, evidence gap map...)

Question:

- What impact does research have? Are findings/recommendations implemented? Do they lead to change?
- Why behavior change is difficult?
- Are educational practices particularly difficult to change?



Act 1

Possible answers:

- Intervention not sustainable?
- Lack of will?
- Lack of resources, eg knowledge, tools?

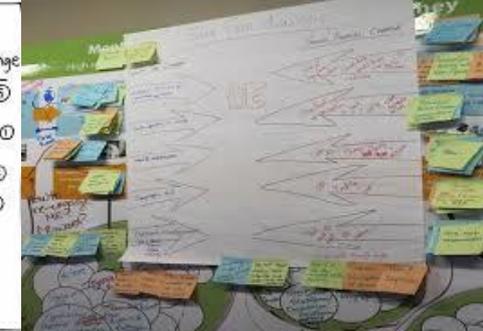
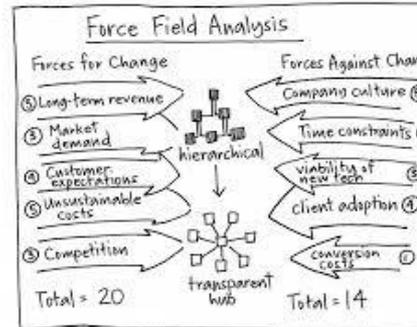
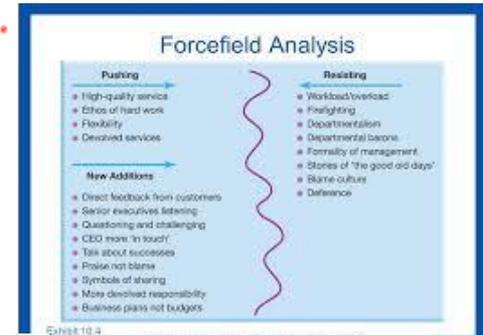
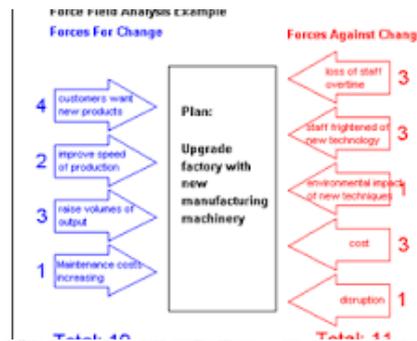
Here enters *force-field analysis*

- Main aim: to identify the forces driving and restraining change, as well as the magnitude of those forces.



Act 2-Force field analysis

- Developed by Kurt Lewin (a social psychologist) in the 30's.
- Lewin used it to analyze group conflict, learning, adolescence, hatred, morale and German society in general.
- Usage declined significantly after Lewin's death, but in the 1990s, interest renewed and became widely used, especially in *organizational science, group dynamics and change management*.
- In 2007, was included in the World Bank *Tools for institutional, political and social analysis of policy reform* sourcebook (2007).



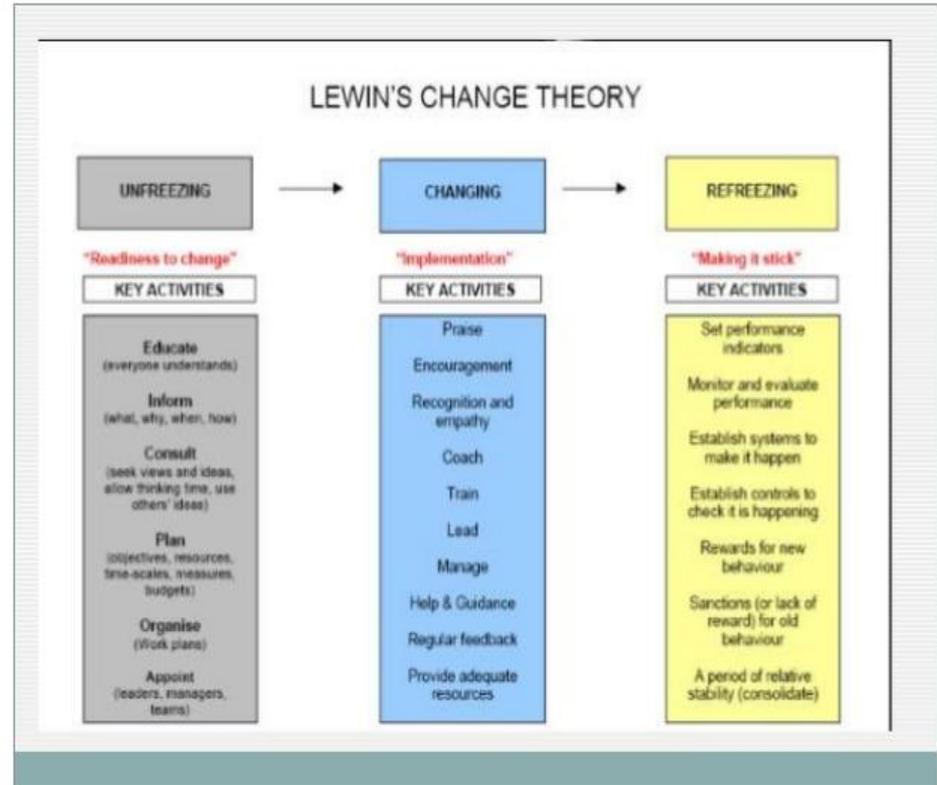
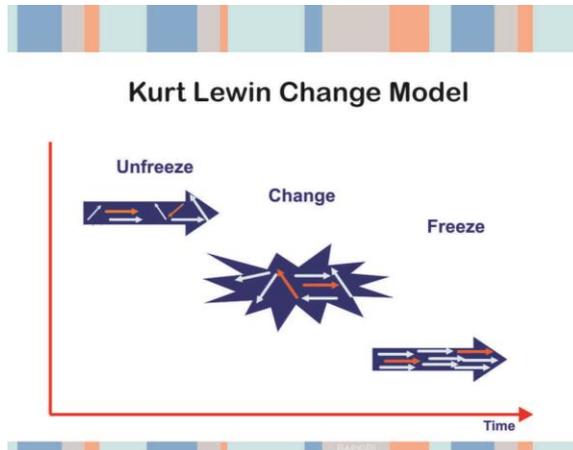
Act 2 --Example

Force Field Analysis for Change: Increased Adjuncts in Higher Education

Driving Forces →	← Restraining Forces
Lack of finances for full-time positions and benefits	Decreased student success when majority of general courses taught by adjuncts
Fluctuation with enrollment	Low pay and benefits for adjuncts
Field expertise	Stretches adjuncts across multiple institutions
Increased technical degree offerings	Reduced expertise
Saves colleges and universities money	Increased HR demands
Affordable Care Act requirements	Affordable Care Act limitations

Act 2—Steps of Change

- Another important element-- 3 steps of change



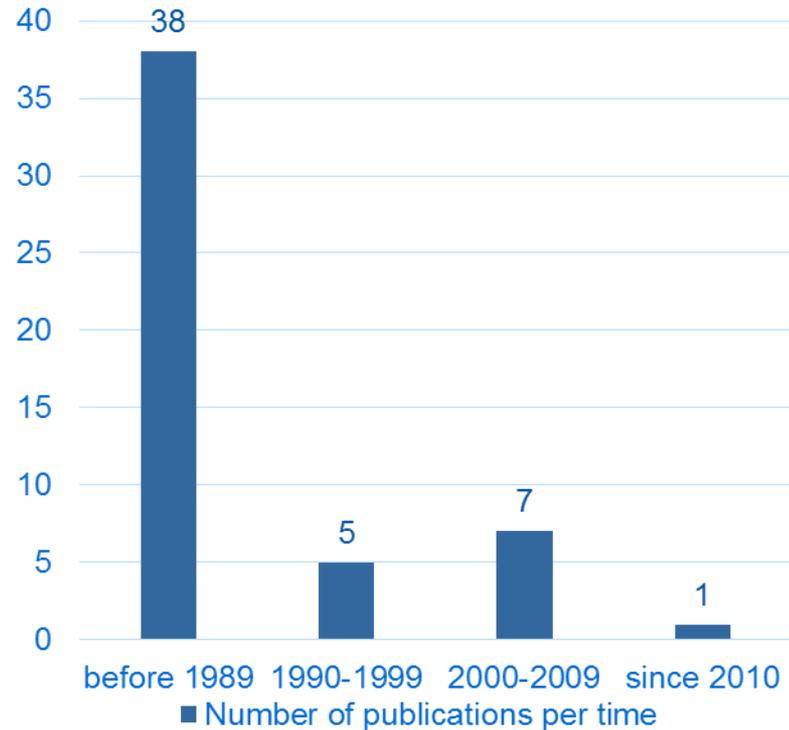
Act 3--Usage in education

- Forward citation of WB report: 37 citations from *Google scholar* (2016/08/15), only one specifically mention Force field (not in English and not in Education)
- Forward citation of *Lewin's book*: out of 43 hits (total), 8 are in education

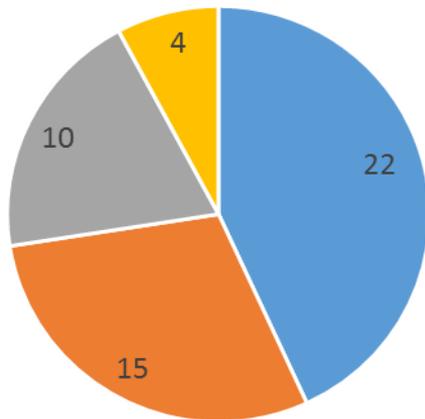


Act 3--Usage in Eric

- Sample pool:
 - Force field analysis (descriptor): 60
 - Variations:
 $4+8+58+8+1+2+5=86$
(school setting, on students)
 - Books, reports, articles, editorial/opinion pieces
- Sample size:
 - Unique relevant entries: 51



Act 3--Usage in Eric



- None empirical (tools)
- None empirical (theory)
- Empirical program/innovation
- Empirical discipline/situation

- Empirical program/innovation (10: 5 since 1989)
 - An innovative classroom practice 1973
 - Adoption of effective teacher evaluation program 1975
 - Implementation of competency-based vocational education 1984
 - Design of cooperative education 1984
 - An evaluation system for a district program 1985
 - ***Restructuring of faculty roles and rewards (at a university) 1995***
 - ***A program to integrate school and community 2000***
 - ***Professional reform initiative (leader master teacher training) 2000***
 - ***Change to web-based classroom format 2005***
 - ***Adoption of Total quality management 2006***
- Empirical discipline/situation (4—0 since 1989)
 - Teacher morale and classroom effectiveness 1975
 - Future of higher education 1976
 - 6 learning situations 1983
 - Special education 1987

Act 3-- Usage in educational interventions

- Systemic review included; 420 papers involving 238 different studies (59 studies from Sub-Saharan Africa)
- Effective interventions (with effect size ranging from 0.11 to 0.23 SMD) with *substantial variability* in effects across context
- Most studies did not address questions related to how and why interventions work or not
- Recommended future studies to include tools for assessing implementation processes and contextual factors
- Force-field analysis ???



Act 4

- Preliminary conclusion:
 - Limited usage in education
- Actions--need to search wider:
 - *Intervention* and *sustainability* & sustainability factor
 - Further on frameworks/literature on behavioral change (individual/organizational)/ theory of change
 - Beyond education

