

Session 5:

The implementation of social policy

Saturday, 6 April 2013: 11.30-13.15

*Professor Emeritus Dr Michael Hill, Brighton University, United Kingdom*

**Researching implementation: Reflections on studies of payments for social care**

The English government has been developing schemes under which people in need of social care may have cash payments to make their own purchases of care rather than the direct provision of services. Responsibility for payments is delegated by central government to local governments. Variations between the latter offer scope for the exploration of the factors that contribute to or impede the development of this policy. The author has been involved in research to examine the implementation of this development. In this paper he will outline the main findings of this research and suggest lessons that may be drawn from it about researching the implementation of a complex and emerging policy.

*Professor Dr Kristina Urbanc, Faculty of Law - Social Work Centre, University of Zagreb, Croatia*

**Reconceptualising the idea of participation of students with disability in higher education system**

According to UNESCO (1994.) participation of students with disabilities in mainstream schools, as well as in higher education is an important goal. Students with disabilities in Croatia are guaranteed equal access to higher education, still it remains complex social, political and cultural challenge, because, often their physical presence in the classroom is taken as an indicator for equal opportunity to participate in all aspects of student's life, as well as it is perceived a sign of their psychological, physical and social well-being. However, being present at the lectures does not mean yet that the student is included; it can lead into further isolation. On the other hand, responding appropriately to needs of students with disability (Beaumont and Cemlyn, 2005) promotes good practice for all students and academic community in whole. Not so far in the past, disability was seen as an individual and dominantly medical problem. Now, in 21st century we claim disability is not the cause of many disadvantages that people with disability experience in everyday life, as well as in higher education. We blame society for failing to accommodate the needs of people with disability, relying to a concept of independent living, as a theoretical answer and practical solution to the problem of disability (Barnes, Oliver and Barton, 2002.). While presenting results of qualitative research on equality and inclusion in University of Zagreb, from the perspective of students and teachers, this paper aims to explore tensions within "guaranteed equal access" and develop some more understanding about opportunities and challenges of involving students with disabilities into the process of higher education.

*Key words:* students with disability, higher education, implementation of equal access policy

*Professor Dr Tony Evans, Royal Holloway, University of London, United Kingdom*

**The moral economy of street-level service**

The analysis of street-level policy tends to be conducted in terms of political economy— that people who design, deliver and consume public services are primarily economically minded individuals. The aim of political economists' to de-romanticise policy analysis has, it can be

argued, resulted in a paradigm of policy analysis that struggles to engage with the mess of humanity and the ethical dilemmas of policy and service delivery. However, at street-level, policy implementers and deliverers have to engage with human problems and ethical issues challenge policy assumptions. Diverse needs and conflicting claims often create tensions for policy implementers in balancing ideas of consistency and responsiveness to individual circumstances. In this paper I want to examine some of the tensions in policy implementation and service delivery by considering the practice of professional workers who implement policies through their service provision role. I will draw on empirical research with professional staff in adult social services to consider the responses of these practitioners to the tensions and dilemmas they encounter in particular cases. The paper will consider the role of professional values in policy implementation and service delivery. The aim of the paper is to suggest that the idea of 'moral economies of practice' can offer valuable insights into street-level policy implementation and service delivery.