



Governance in education

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Lessons learnt

Key issues for further debate within my council

A personal reflection
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Innovation in education is a hampering procession of Echternach

- elaborate advice – policy decision

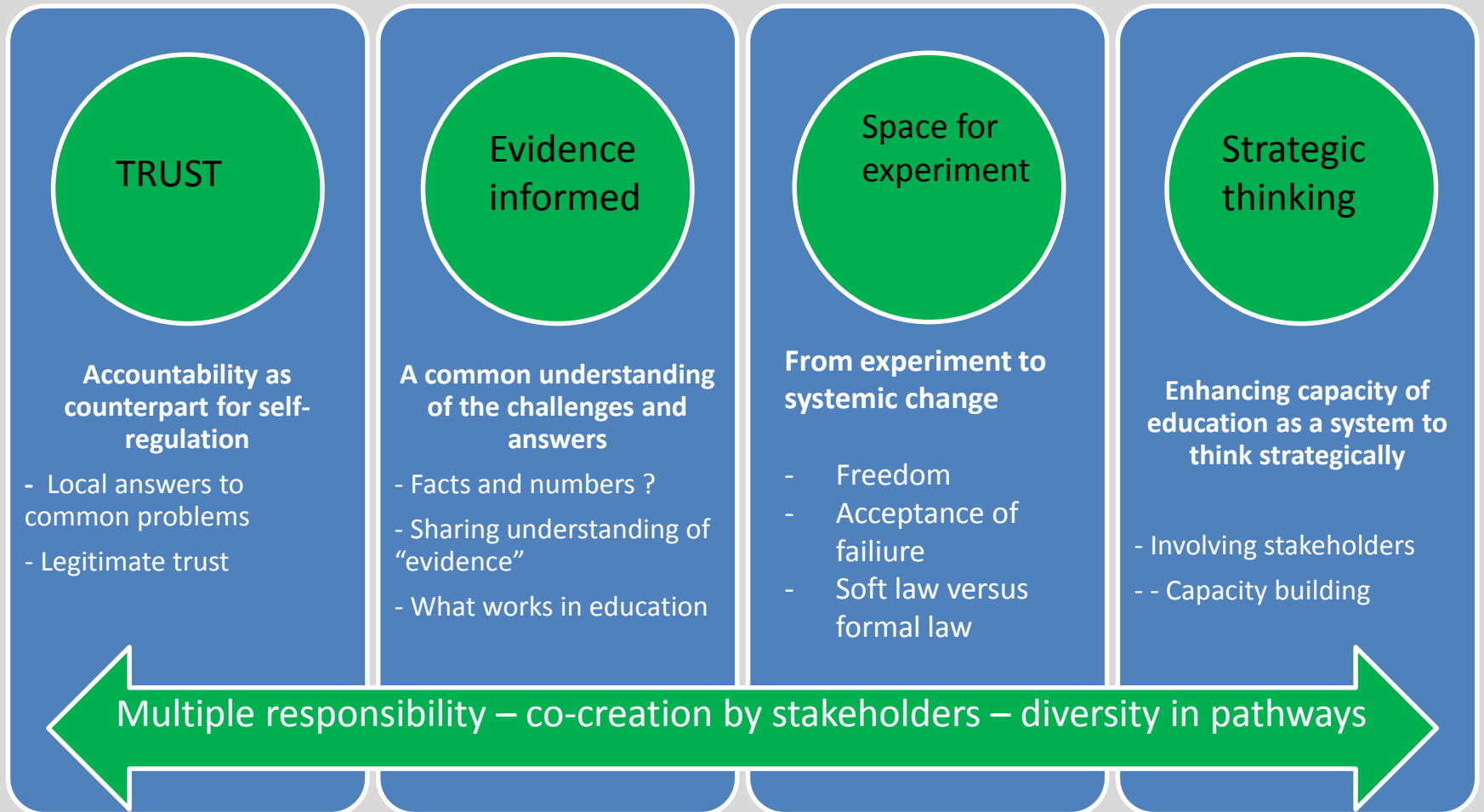
BUT

- changing goals half way
- school re-inventing the innovation
- stand still despite of good legislation
- a good plan is not sufficient for real change

The traditional image of policy making is inadequate

- Policy does not occur in stages.
- Policy is not linear
- Policy is deeply influenced by “events” – “disruptions”
- Policy is the result of multiple actors
- Effects of policy are indirect and diffuse
- Deal with complexity
- Timetables are unpredictable
- Outcome is uncertain
- Need for a common understanding / networking

Levers to systemic evolutions



Elements for a concept of effective governance

Focus on processes, not structures

Flexibility – adapt to change and the unexpected

Works through building capacity - stakeholder involvement

Requires whole of system approach (aligning roles and balancing tensions)

Harnesses evidence and research to inform policy and reform

Multiple “accountability” - roles of education councils

- Do not only count on government but involve stakeholders
 - Is the system doing the right things
 - Is the system doing these things well
 - How to improve and adapt
- Nature of advices :
 - even stronger emphasis on strategic advice ?
 - P(D)C(A) – cycle reflects in advisory agenda :
 - Concepts and global developments
 - evaluation and interpretation of what happens

Multiple “accountability” - roles of education councils

- Strengthening stakeholders
 - by information – research brokering
 - sharing common approaches – knowledge sharing
 - Competence to translate (overwhelming) data / information into policy design
- Creating momentum for communication and publication – “window of opportunity”
- Towards a different approach of impact of education councils