

# International governance and the role of education councils

Some reflections from the perspective of the Flemish education council

# The role of education councils

An education council is

- a (semi-)permanent body
- provide advice on educational policy
- embedded into the policy making process
- independence from any single interest
- a range of different perspectives : education partners, society, political affiliations, academic perspectives

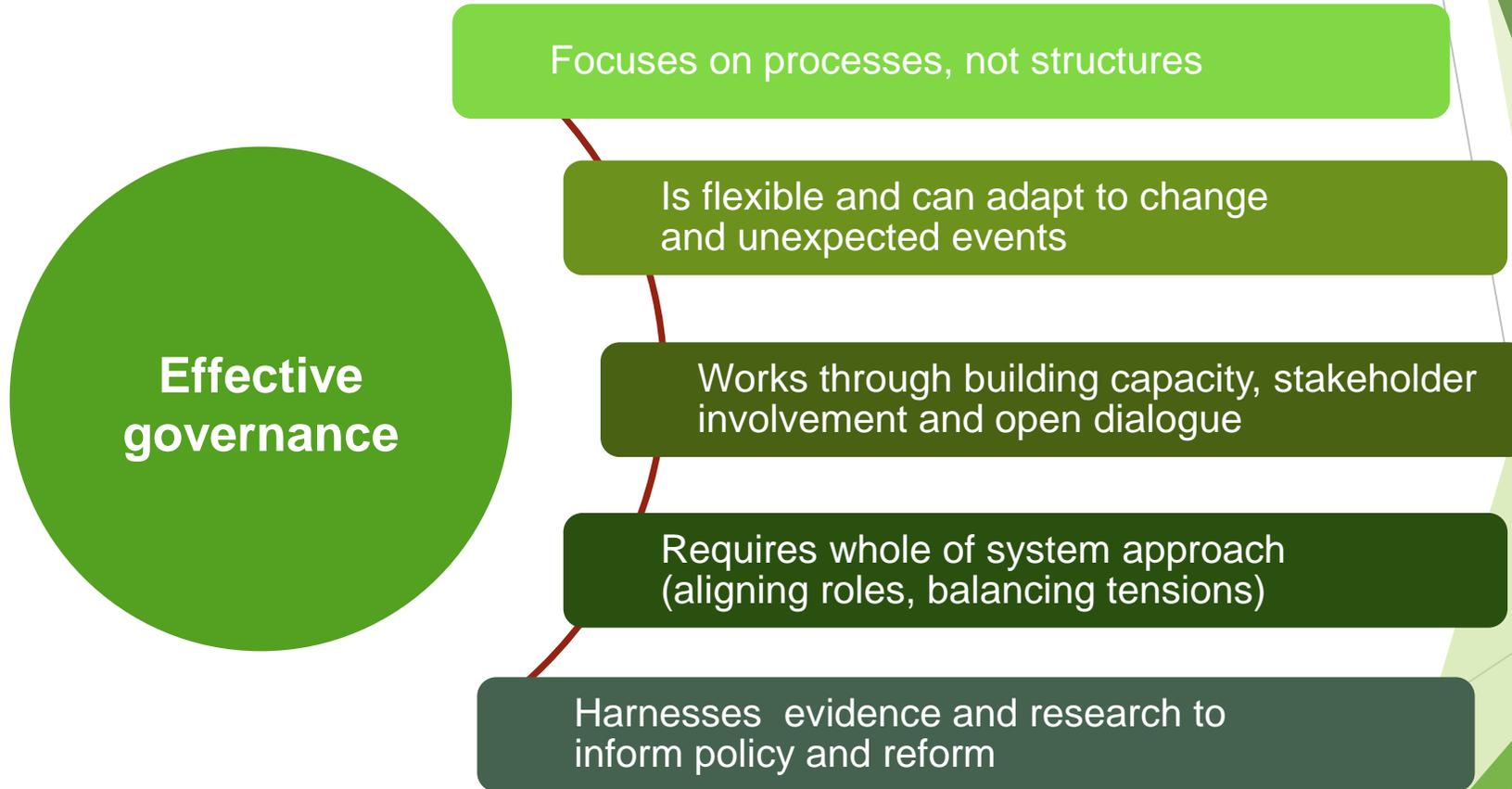
# Policy making processes in education and training :

## steering complex realities

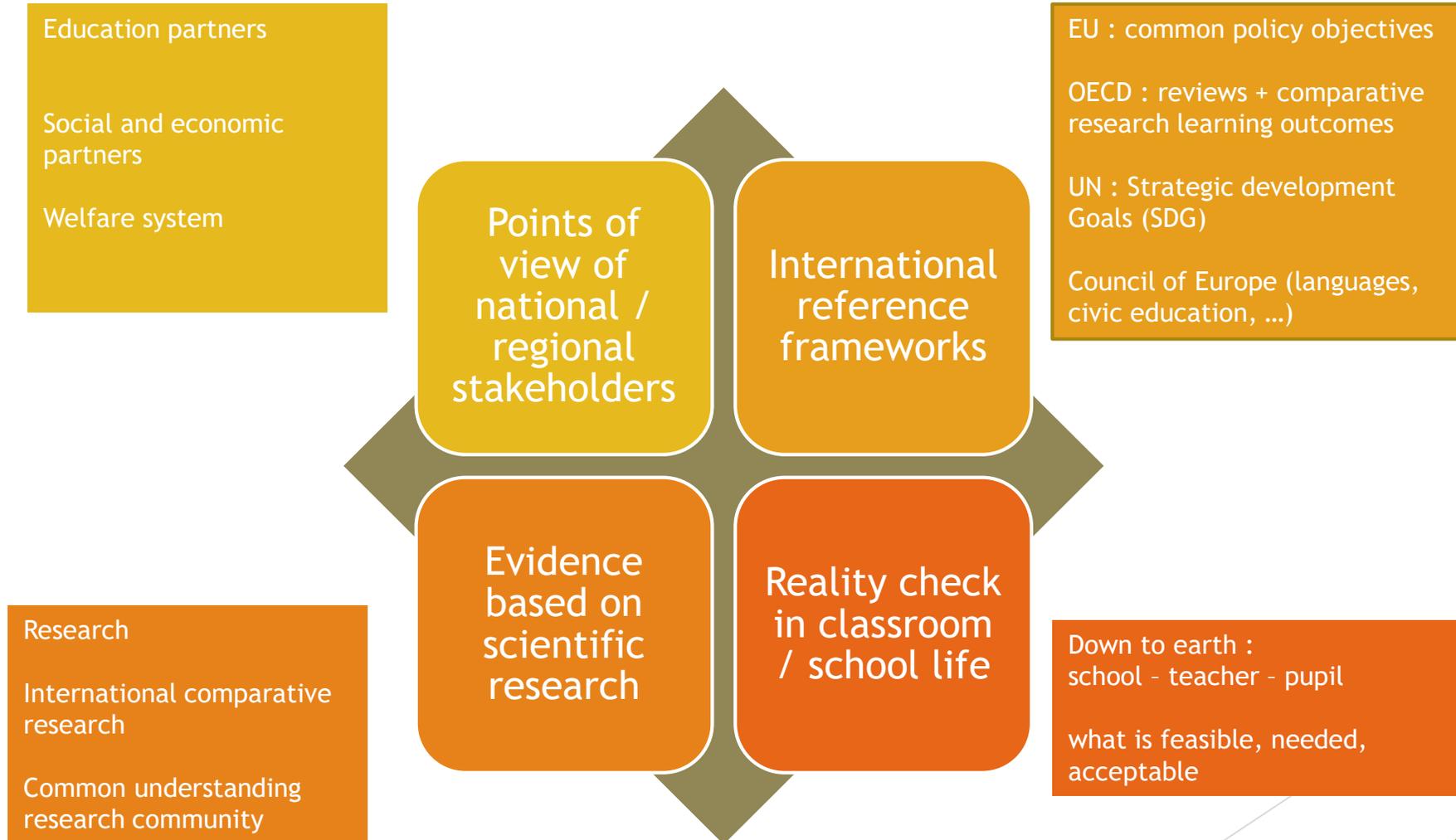
- ▶ Policy making is not a linear process. The wheel of decision making (the identification of a problem, the description of a need, formulating a plan, taking a decision, a concrete action) is never turning round ...
- ▶ Policy making involves many actors : schools, pupils, school boards, trade unions
- ▶ Policy making involves many levels : school administration, municipality, region / country, international cooperation in education and training



# Elements of effective governance



# Providing advice in a multi-level governance system : sharing information, connecting - bridging - breaking boundaries



# How does the Vior deal with international education policy (1)

## Commission on international policy : main working areas

- ▶ Gathering and sharing information on what is going on in international policy (EU, OECD, UN, council of Europe)
  - ▶ Sources : written sources, internet, first hand information from negociators and public administration
  - ▶ Output : state of affairs and presentations (broadly shared)
  - ▶ Sharing points of view with the permanent representative of Flanders at the EU
- ▶ Agenda setting
  - ▶ state of affairs : a source for the working program
- ▶ Advices on main topics of the international policy. Influencing the position taken by the minister on international fora
  - ▶ is the European/international proposal acceptable ? Does it fit to a real problem ?
  - ▶ What is needed to implement the framework in Flanders ?

# How does the Vlor deal with international education policy (2)

## Integrating an international dimension in main strategic advices

- ▶ Integrate the international policy frameworks in 'regular' advices (skills strategy OECD, higher education, special needs education, ... )
- ▶ Broadening the perspective of members : looking outside the border - confrontation with good practices in other countries
- ▶ Eunec offers an excellent opportunity for contact (e.g. exchange dutch council)

What is the value of the EEA (from a Flemish perspective) ?

# Reflections on the merits and pitfalls of EEA

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# Questions for the round table

How do education councils position themselves in view of this EEA policy plan?

Are they aware of what is happening at EU-level and of the possible impact on national and regional education policy ?

How can education councils play their role as a mediator, bridging the gap between the European policy level and the school/class level ?