Workshop 1
The interplay between knowledge and governance in education

EIPPEE Conference 2016
Copenhagen, November 8
## Design of the workshop

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min</td>
<td>Introduction by Tracey Burns and Rien Rouw (OECD), based on their research on ‘governing complex education systems’</td>
</tr>
<tr>
<td>5 min</td>
<td>Introduction to the working group questions by Caroline</td>
</tr>
<tr>
<td>5 min</td>
<td>Individual reflection: think of 1 case of a successful knowledge-governance link, and maybe also 1 of a failed one.</td>
</tr>
<tr>
<td>10 min</td>
<td>Exchange in small groups: concrete info about cases (2 min per participant – to be monitored by a moderator)</td>
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<tr>
<td>35 min</td>
<td>Group discussion of questions (based on specific cases)</td>
</tr>
<tr>
<td>10 min</td>
<td>Plenary summary of design principles that each working group came up with</td>
</tr>
</tbody>
</table>
The Interplay between Knowledge and Governance

EIPPEE Annual Conference
Copenhagen
8 November 2016
Tracey Burns and Rien Rouw
Analytical framework
Use of knowledge base in policy making

Evaluation & Monitoring

Knowledge base

Identification of needs

Outcomes

Realisation

Knowledge base

What types of knowledge?
- Tacit knowledge
- Explicit knowledge

What knowledge sources?
- Education research
- Indicators, evaluations
- Professional expertise
- Stories, anecdotes
- Media
Governance Models and Learning Modes

<table>
<thead>
<tr>
<th>Governance model</th>
<th>Rational learning</th>
<th>Collaborative learning</th>
<th>Politicised/symbolic learning</th>
<th>Social learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etatist</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>Medium/Low</td>
</tr>
<tr>
<td>Liberal-democratic</td>
<td>High/Medium</td>
<td>Low</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>State-centric</td>
<td>Medium</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Dutch</td>
<td>Medium/Low</td>
<td>High</td>
<td>Medium/High</td>
<td>Medium/Low</td>
</tr>
<tr>
<td>Governance without</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>Medium/High</td>
</tr>
<tr>
<td>government</td>
<td></td>
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</tbody>
</table>

Note: Cells denote how conducive a particular governance model is to a certain mode of learning, and, conversely, the type of knowledge at available in certain governance models.
Knowledge Transfer: Systemic approaches at a glance

- **US: Delivery and Demand**
  - What Works Clearing House
  - Legal obligation to use qualified evidence
  - Focused on rigor
  - Rational learning

- **UK: Holistic Promotion**
  - Evidence centres / Education Endowment Foundation
  - Stimulating and training (Research Schools)
  - Focus on rigor and relevance
  - Rational and collaborative learning

- **The Netherlands: Partnering**
  - National Initiative for Education Research
  - Stimulating to reflective practitionerism
  - Focus on relation
  - Collaborative and social learning
Knowledge transfer in policy initiatives: country examples

Germany: Learning Locally
- Aim: strengthening local monitoring and network building
- Collaborative learning with a rational touch
- Designed as learning programme: scientific research and continuous feedback
- Understanding of goals vital
- Usage culture needed

Norway: Assessment for Learning
- Aim: strengthening formative assessment in schools
- Collaborative learning with a rational touch
- Learning networks and resource persons
- Understanding of programme vital
- Establish a national centre
Some more lessons

• Delivery of knowledge and data does not suffice, support and capacity building is needed
• Understanding of moral purpose underpins use of knowledge and data
• Build a culture of self-evaluation
• Deep understanding of practice helps to improve practices
Thank you!

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Individual reflection

5 minutes to think about 1 case of a successful knowledge-governance link and maybe also 1 failed one.

Preparation of a ‘pitch’ : 2 minutes to present the cases briefly to the members of the small working group
Group work

2 minutes presentations of cases by the group members (10 min in total)

Brainstorm (35 min in total)

→ What sources of knowledge do you use?
→ What strategies for promoting the use of knowledge in governance do you use?
  × **Who** are involved and what are their characteristics (position, capacity, learning mode,... )?
  × What are the characteristics of the knowledge used (form, quality, timeliness,... )?
  × What are the characteristics of the interaction btw knowledge producers, mediators and users (formal/informal, explicit/implicit, institutionalized/ad hoc)?

→ Formulate design principles:
  × *In order to promote the production of knowledge that is expected to have a major impact on policy making...*
  × *In order to create mediation/dissemination/translation of knowledge that is expected to promote the use of knowledge in policy making...*
Plenary summary: design principles for effective knowledge-governance links

- In order to promote the production of knowledge that is expected to have a major impact on policy making...
  → ...

- In order to create mediation/dissemination/translation of knowledge that is expected to promote the use of knowledge in policy making...
  → ...
Thank you!