

Workshop 1

The interplay between knowledge and governance in education

EIPPEE Conference 2016
Copenhagen, November 8

Design of the workshop

Aim: to formulate design principles for effective knowledge-governance systems in education

20 min	Introduction by Tracey Burns and Rien Rouw (OECD), based on their research on 'governing complex education systems'
5 min	Introduction to the working group questions by Caroline
5 min	Individual reflection: think of 1 case of a successful knowledge-governance link, and maybe also 1 of a failed one.
10 min	Exchange in small groups: concrete info about cases (2 min per participant – to be monitored by a moderator)
35 min	Group discussion of questions (based on specific cases)
10 min	Plenary summary of design principles that each working group came up with



The Interplay between Knowledge and Governance

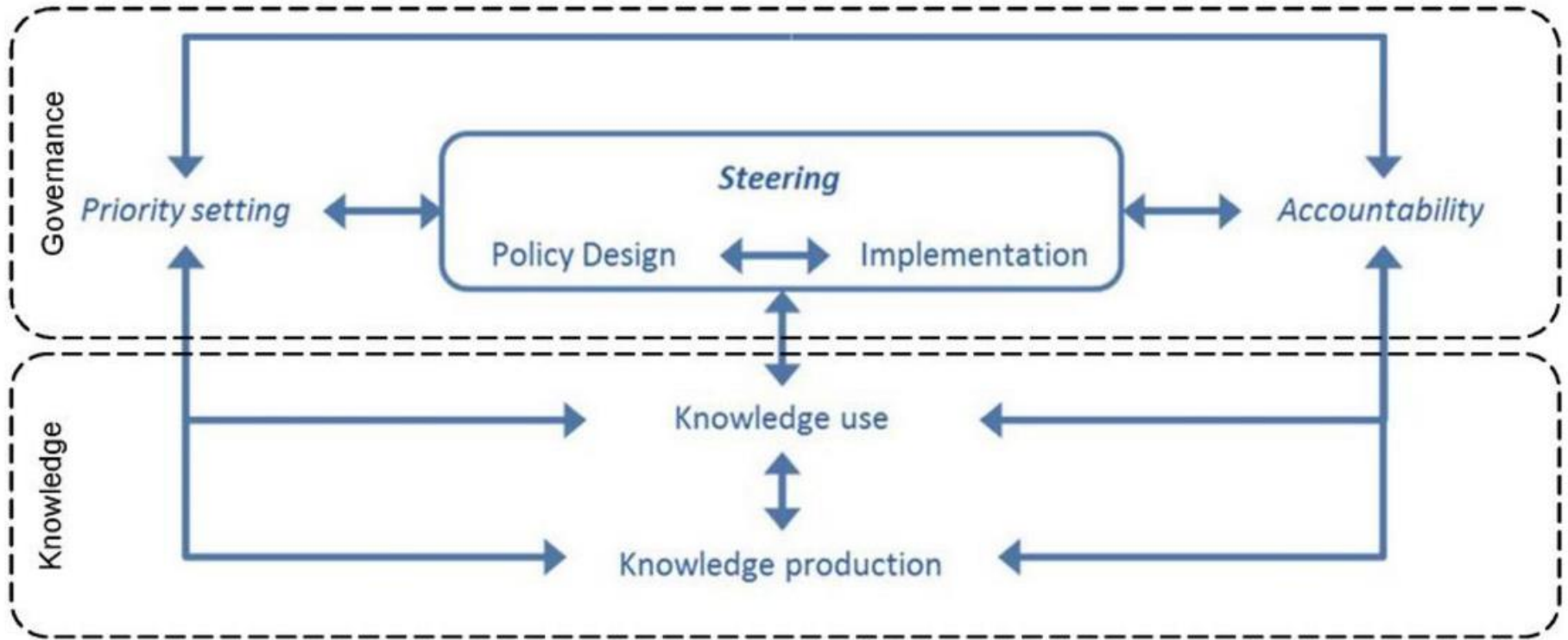
EIPPEE Annual Conference Copenhagen

8 November 2016

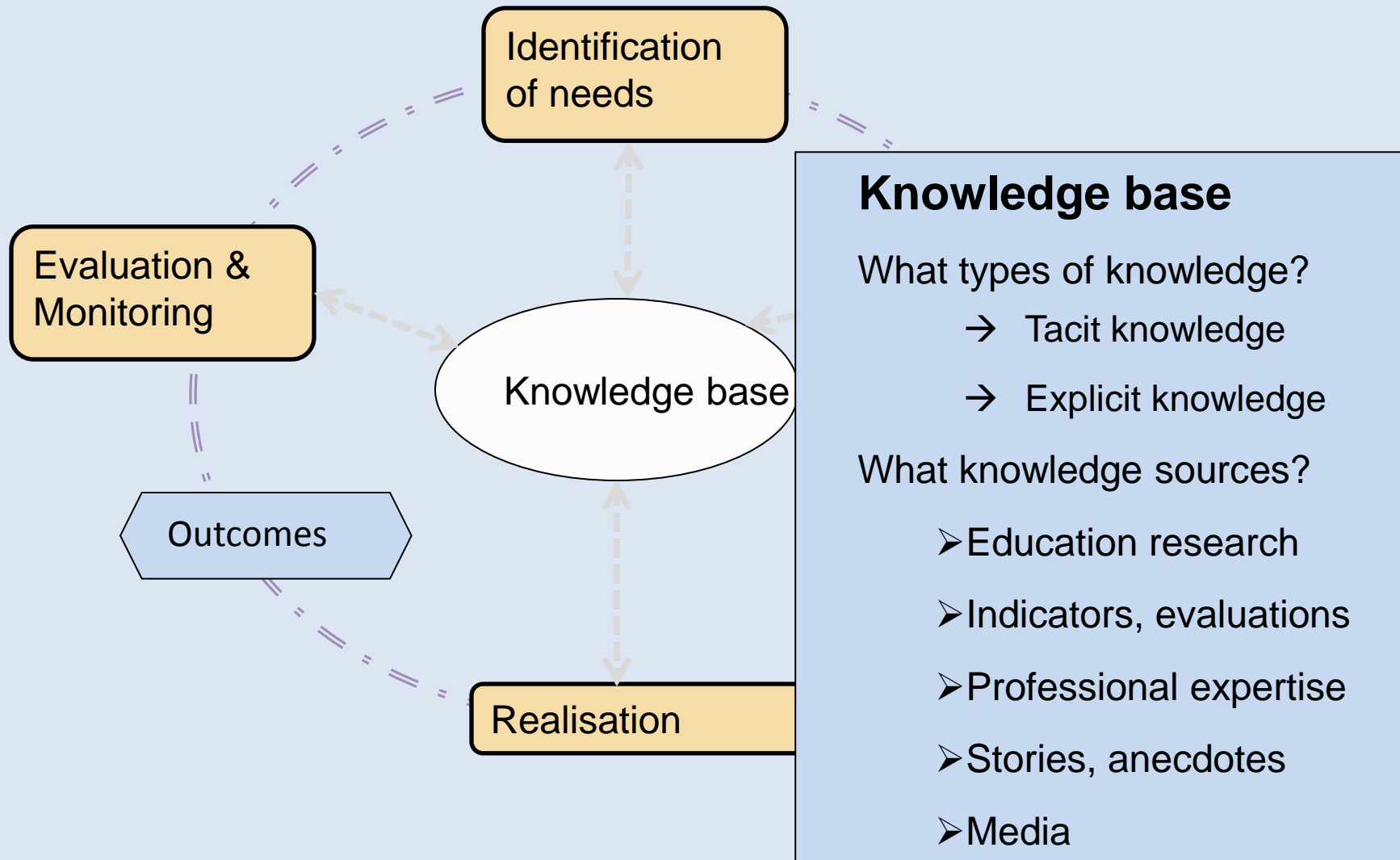
Tracey Burns and Rien Rouw



Analytical framework



Use of knowledge base in policy making

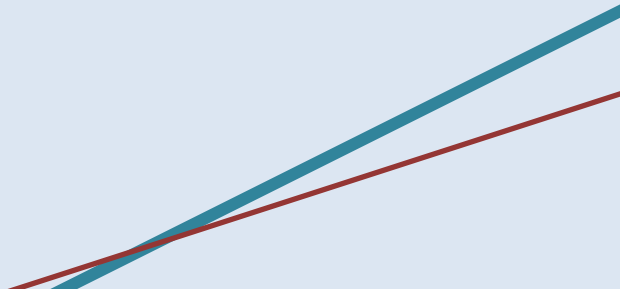


Governance Models and Learning Modes

Governance model	Learning models			
	<i>Rational learning</i>	<i>Collaborative learning</i>	<i>Politicised/symbolic learning</i>	<i>Social learning</i>
Etatist	High	Low	Low	Medium/Low
Liberal-democratic	High/Medium	Low	High	High
State-centric	Medium	Medium	Medium	Low
Dutch	Medium/Low	High	Medium/High	Medium/Low
Governance without government	Low	High	High	Medium/High

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

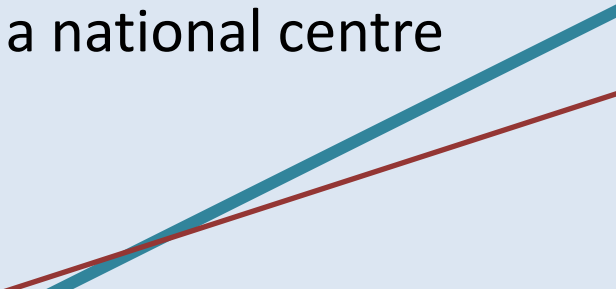
- US: Delivery and Demand
 - What Works Clearing House
 - Legal obligation to use qualified evidence
 - Focused on rigor
 - Rational learning
 - UK: Holistic Promotion
 - Evidence centres / Education Endowment Foundation
 - Stimulating and training (Research Schools)
 - Focus on rigor and relevance
 - Rational and collaborative learning
 - The Netherlands: Partnering
 - National Initiative for Education Research
 - Stimulating to reflective practitionerism
 - Focus on relation
 - Collaborative and social learning
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Knowledge transfer in policy initiatives: country examples

Germany: Learning Locally

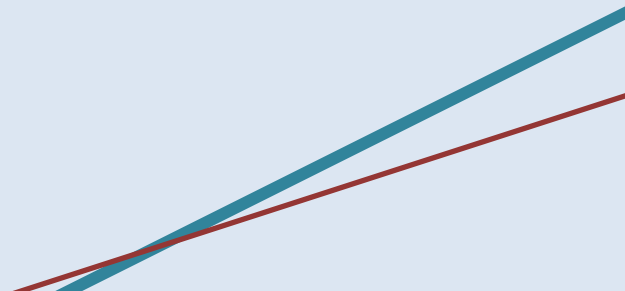
- Aim: strengthening local monitoring and network building
- Collaborative learning with a rational touch
- Designed as learning programme: scientific research and continuous feedback
- Understanding of goals vital
- Usage culture needed

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
- 
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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

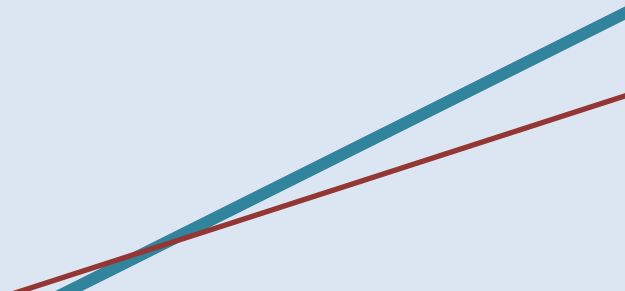


Thank you!

tracey.burns@oecd.org

marinus.rouw@oecd.org

www.oecd.org/edu/cei/gces



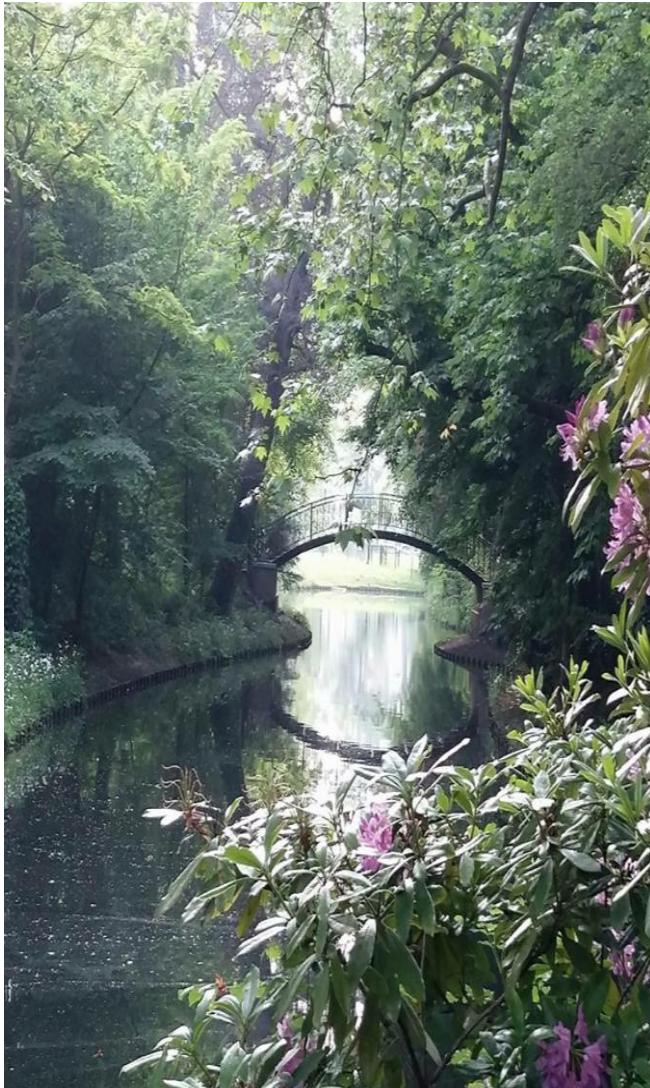
Individual reflection

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...*
→ ...



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Thank you!

