



Presentation of the UNESCO Report

Changing Dynamics in the Governance of Education A Comparative Analysis of Emerging Issues and Reforms in Developing Countries

UNESCO International Symposium on Education Policies for 2030:

School Leadership, Monitoring and Evaluation, and Governance in the
implementation of the Education 2030 Framework for Action

20 January 2016

1. Methodology:

Two Phases

1. Analytical phase

- It employs several means – country background reports, literature reviews, and data analyses – to identify challenges in governance and alternative policy responses.
- Identify key issues for analysis
- Collect documentation and datasets for review
- Gather data on countries' policies and practices through regional reviews
- Desk review on secondary sources of information and documentation: analysis based on statistical data, central policy documents and research/evaluation reports on governance.

1. Methodology:

2. *Synthesis phase*

- Based on the first phase, this phase analyses, compares, and explores policy options and good practices across countries, through blending analytic and regional review evidence. It aims at providing overall policy lessons and potential recommendations.
- Peer review process to analyse and compare regional reviews
- Explore policy options, resulting from the regional reviews
- Research validation and dissemination of the results and sharing experience and knowledge
- Draft policy recommendations.
- ***Additional literature reviews to narrow data, information and analysis gaps.***

2. The report aims at addressing at:

Drawing on a comparative perspective, the report aims at identifying emerging challenges and issues in education governance by addressing the following key questions:

- 1. What are the most salient governance issues that have emerged during the past decade?
- 2. What have been the major governance reforms in education over the past decade?
- 3. How well adapted to the emerging needs of the education sector are the existing governance models?
- 4. What policy lessons can be drawn?



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Chapter 1: Analytical framework

- Introduction
- Exploring governance: conceptual framework
- Governance in education
- Existing research and knowledge gaps
- Research questions and methodological approach

Chapter 2: Regional synthesis

- **Five regional reviews**
- Maghreb and the middle east, southern Europe
- BRICS countries
- Fragile states in Sub-Saharan Africa
- East Asia
- South Caucasus

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- **CHAPTER 3: GLOBAL SYNTHESIS, INCLUDING A SET OF POLICY RECOMMENDATIONS**
- KEY FINDINGS
- POLICY RECOMMENDATIONS
- CONCLUSION

4. What are the key messages?

Steering policy reform requires a delicate balance

- Reforms in education governance often require a delicate balance or a so-called trade-off between two or more policy options, which may be occasionally contradictory from one another.

Governance is fluid and hence its landscape is constantly evolving

- The surging interest worldwide on governance indicates that the way in which governments have exerted their action of governing is, if not challenged, at least evolving towards increasing complexity even if hierarchy remains the most common form of public organization.

4. What are the key messages?

A greater emphasis on monitoring and evaluation constitutes an indispensable building block for effective governance

- Education provision over the last twenty-five years has shifted towards decentralization in particular through much greater school autonomy.

For effective governance a shared vision among stakeholders is needed

- Research evidence proves that the most highly performing education systems have a shared vision and strategy among the key stakeholders in education to govern and manage education systems.

4. What are the key messages?

The efficiency of governance models depends on setting up the appropriate enabling environments

- Research evidence proves that all types of governance structures and arrangements – be it centralized or different stages of a decentralization process, namely 1) de-concentration, 2) delegation, 3) devolution – could function properly if they are supported by enabling environments.

5. Policy recommendations addressed to education authorities

- ***Policy recommendation 1: Reinforcing legal and regulatory frameworks to enhance professional accountability and transparency in education governance***
- ***How? Through:***
- *Mapping out and reviewing existing codes of conduct and regulatory frameworks*
- *Stimulating a policy debate/exchange on regulatory frameworks (based on an agreed criteria, contexts and assessment)*
- ***Target stakeholders:*** *Education Authorities and national authorities*
- ***Technical support:*** *UNESCO*
- ***Funding support:*** *Development partners*
- **Funding requirement:** High (sensitive to obtain a political decision/commitment)
- **Feasibility level:** Low- Medium

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- ***Policy recommendation 2: Empowering local authorities to participate in governing and managing education***
- ***Policy recommendation 3: Reappraising evolution and transformation of education governance over the last twenty years***
- ***Policy recommendation 4: Promoting a national discourse on education governance***

6. Strands of policy work for UNESCO in 2016-2017

Proposal 1: Policy advice to Member States

•Drawing lessons learnt from this comparative study on education, providing policy advice to Member States could be the most immediate step forward. The regional reviews also confirm that UNESCO being an honest broker shall engage them in a policy dialogue process to share lessons and challenges in education governance.

How? Through:

- Providing policy frameworks / options to better address a governance reform based on evidence and existing coordination mechanism(s)*
- Designing a roadmap and a master plan to implement an adopted policy option*

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Proposal 2: Knowledge production and dissemination on education governance

- To complement this research gap, the reviews encourage UNESCO to pursue one of the key functions of UNESCO, namely, a “clearing house” to promote successful educational practices and document and disseminate best practices.

How? Through:

- Promoting research in governance and documenting hands-on experience on governance reforms worldwide, including an impact study on “marketization of education and reform around the state”
- Disseminating resulting publications and promoting a discourse on a new mode of governance

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Proposal 3: Policy debates around education governance

- Decision and policy-making is increasingly shared among different stakeholders. Education authorities require capacities to steer governance reform through taking a balanced approach to both technical and political dimensions on governance.
- UNESCO shall initiate and promote a policy debate around “the role of state in education governance” among educational leaders and stakeholders.

How? Through:

- Organizing a policy forum to invite policy and decisions makers and discuss “the future role of state in education governance”
- Production and dissemination of a synthesis report resulting from the policy forum

7. Concluding remarks

- Given the global ambition of this analysis, **the range of issues** to be considered is **potentially endless**.
- It is necessary to unpack governance agenda by **thoroughly examining existing approaches** to governance prior to translating any governance goals reflected in the Education 2030 Agenda.
- This reflection also suggests (initially) **recognizing constant evolution and transformation of governance in diverse contexts** over the last twenty years, as underlined as one of the key policy findings in this paper. Reflecting current governance approaches, relevance of governance quality, and goals in diverse contexts is the first step to translate governance goals in the Education 2030 Agenda.
- **Institutionalizing governance goals by establishing a viable policy framework to set targets and a strategic direction** is going to be yet another challenge for the national authorities. Here again **the importance of state-capacity for steering governance goals and development** shall be further recognized.