

Course Description

EDUM-EM-105 Theory of Governance and Management in Education

Leading Lecturer: Gábor Halász
DSc professor

Aim of the course

The aim of this course is to make students familiar with the most important theoretical issues of governance and management in education. Students will acquire an overview of the key social, economic, political and cultural factors shaping governance and management in education systems. They will be familiarized with the dominant models of educational governance and management; they will be able to identify major governance and management challenges and to seek solutions to them. The course combines macro and micro level perspectives, placing educational governance and management in a broader public policy perspective. A special focus is given to educational change and the implementation of educational policies and development interventions.

Learning outcome, competences

Knowledge:

The student knows/understands

- the most important global and European trends shaping educational governance and management
- the multilevel nature of educational governance and management and the difference between macro and micro level perspectives
- the multi-actor nature of educational governance and management and the most important actors
- change processes in education systems
- policy instruments and public policy tools

Skills:

The student is capable to

- think systematically about macro and micro level education issues
- interpret and critically analyse the current international and national challenges faced by education systems from a management and governance perspective
- propose governance and management solutions to systemic educational problems
- take active part in the social dialogue about education, understand the standpoints of others and use facts and evidences in his/her arguments

Attitude:

The student is

- committed to evidences, scientific correctness
- committed to quality, efficiency and effectiveness
- committed to social solidarity and equity
- open to changes and innovations in education
- open to solutions/opinions other than his/her own
- seeks self-reflection in the course of his/her work

Reading list

Required reading

- Altrichter, H., & Halász, G. (2000). Comparative Analysis of Decentralisation Policies and Their Results in Central European Countries. Synthesis Report. Comparative Analysis of Decentralisation Policies and Their Results in Central European Countries. Case Studies and Synthesis Report. ZSE-Report, (47).
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- **Evans, Norman & Henrichsen, Lynn (2008): Long-term Strategic Incrementalism: An Approach and a Model for Bringing About Change in Higher Education. Innovative Higher Education, Vol. 33, pp. 111–124**
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- **Gornitzka, Íse (2007): Networking Administration in Areas of National Sensitivity – The Commission and European Higher Education. Arena Working Papers, 2.**
- Halász Gábor (2010): *Organisational Change and Development in Higher Education*. in: Jeroen Huisman & Attila Pausits (ed). *Higher Education Management and Development*. Waxmann. Münster. p. 51-65
- **Halász Gábor (2011): Coping with Complexity and Instability in the UK Vocational Training System. European Journal of Education. 2011. Vol. 46, Issue 4. pp. 581-598**
- Halász Gábor (2014): *The OECD-Tohoku School project (A case of educational change and innovation in Japan)*. Manuscript. 2014
- Halász Gábor (2016): *Evaluation of education at the European level*. European Parliament. Luxembourg. 2016
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- Jensen, B. et al. (2012): *Catching Up: Learning from the Best School Systems in East Asia*. Grattan Institute Report No. 2012-3.
- **McDonnell M. és Elmore, R.F. (1987), Getting the Job Done – Alternative Policy Instruments. Educational Evaluation and Policy Analysis, Vol. 9., No. 2., Summer, 133-152**
- McLaughlin, Milbrey W. (1990): *The Rand Change Agent Study Revisited: Macro Perspectives and Micro Realities*. *Educational Researcher*. 19:11 pp. 11–16
- Mourshed, Mona – Chijioke, Chinezi – Barber, Michael (2010): *How the world's most improved school systems keep getting better*. Mckinsey&Company
- OECD (2014). *Improving Schools in Wales: An OECD Perspective*. Paris. OECD
- **Sabatier, Paul (2005): From Policy Implementation to Policy Change: A Personal Odyssey. In: Gornitzka, Íse – Kogan, Maurice – Amaral, Alberto (Eds.): Reform and Change in Higher Education. Analysing Policy Implementation. pp. 17–34.**
- **Sabel, Ch.F. (2001). A Quiet Revolution of Democratic Governance: Towards Democratic Experimentalism, in Governance in the 21st century. OECD. Paris. pp 121-148.**
- Sahlberg, P. (2011): *Finnish lessons*. Teachers College Press
- van Twist, Mark – van der Steen, Martin (2013): *Coping with very weak primary schools toward smart intervention in Dutch education policy*