



General Report


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Promoting Democratic Governance of Educational Institutions

Council of Europe Conference

Bastian Baumann

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Project Background

- European Union and Council of Europe funded project
 - Ministry of Education and Science RK
 - Universities, Vocational Institutions and Schools
 - Implemented between September 2013 and June 2014
 - Flagship initiative, practical application
 - Small budget – ambitious goals – immense possible impact
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Context – Policy Level

- Presidential initiative “Way to Europe”
 - Supportive of the strategy of Kazakhstan until 2050
 - Strengthening democratic institutions
 - Ratification of the Council of Europe’s European Cultural Convention
 - Programme on educational development 2011 – 2020
 - In line with and contributing to other reforms in the education sector
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What have we done throughout the project?

- 3 conferences
 - General Introduction to concept and working methods of EDC / HRE
 - Role of Higher Education
 - Promoting democratic governance
- 2 Piloting EDC / HRE teacher training modules
- Exchanges of experience
- Learning (hopefully)





What have we done this time?

- Build on the work of the preceding conferences
 - European and Kazakh experience and challenges presented and discussed
 - What is Democratic governance?
 - Why is it good / useful / beneficial / necessary?
 - How can it be implemented?
 - Feedback from practical work on EDC/HRE
 - Discussed practical considerations for teacher training and pedagogical approaches; supporting factors
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Why Democratic Governance?

- Active citizenry is key to societal development
 - Not just theory to be learnt
- Utilise potentials to fullest extent possible
- Diversity enhances quality
- Live the values that the institution wishes to convey






Democratic Governance – How?

- Context specific
 - Formal and informal settings
 - Communication is indispensable
 - Trust and transparency as guiding principles
 - Importance of institutional culture
 - Democratic culture; diversity of opinions
 - Seek best suiting option; various models exist
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Supporting Factors

- Social partnership between higher education and other levels of education
 - Openminded teaching staff
 - Competence profiles of teachers
 - Attitude to facilitate learning
 - Teacher training
 - Focus on skills
 - Focus on personalities (teachers & learners); respect
 - Competence based education / learner centred education
 - Curricula based on learning outcomes?
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Challenges

- Lack of staff awareness
 - Student representation needs to be build up
 - Not just expect them to become active suddenly
 - Find the right structures
 - Societal considerations
 - International cooperation can be beneficial; small steps
 - Cultural considerations
 - Informal discussions
 - Personal attitudes; “know-it-alls”
 - Change of paradigms / mentality does not come about easily (system, teachers, textbook editors)
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Conclusions

- No size fits it all; context specific
 - Not a separate strand; curricula / reforms
 - Not all the learners will become high-flying scientists – but all are citizens
 - Democracy needs to be learnt from an early age, but also throughout education
 - Wide commitment needed
 - Promotion
 - Project is ending – the work on the topic should not!
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That's it

“The greatest right is to have rights”

Hannah Arendt

bastian@he-consult.eu

www.he-consult.eu

