

KU LEUVEN



PUBLIC GOVERNANCE INSTITUTE

European Education Councils as boundary organizations

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KU Leuven Public Governance Institute

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Content

- Policy advice
- Policy advisory systems
- Institutionalized advisory bodies
- Education councils as boundary organizations
- Conclusion

Policy Advice

Information, knowledge and recommendations for future courses of action

(Halligan 1995)

- **2 goals**

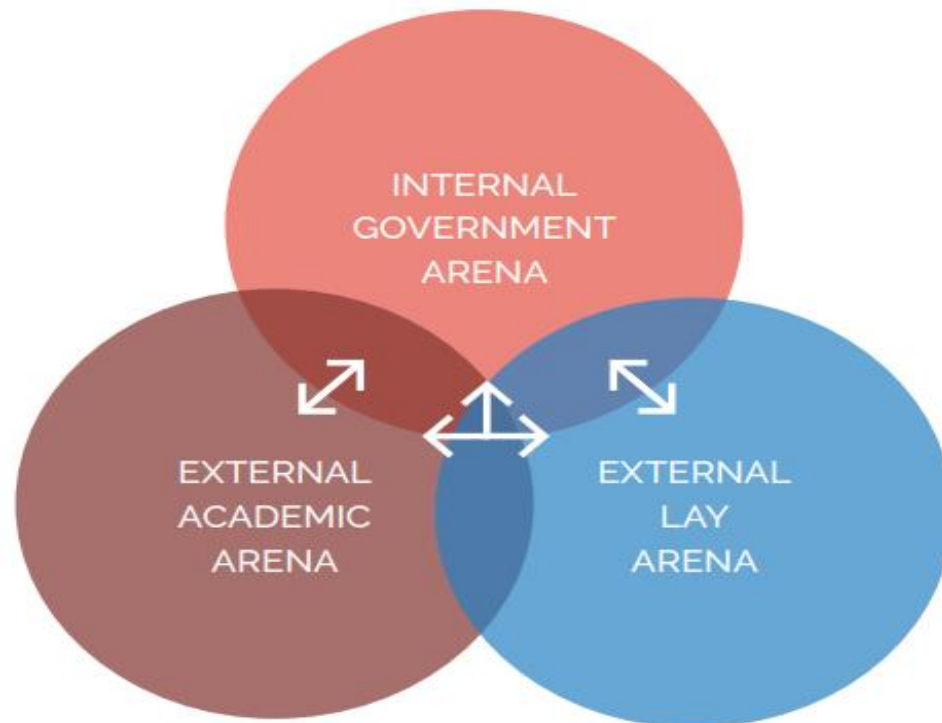
Making better decisions

- Strengthening policy analytical capacity

Ensuring public participation

- Democratic policy process and empowerment

Policy Advisory Systems

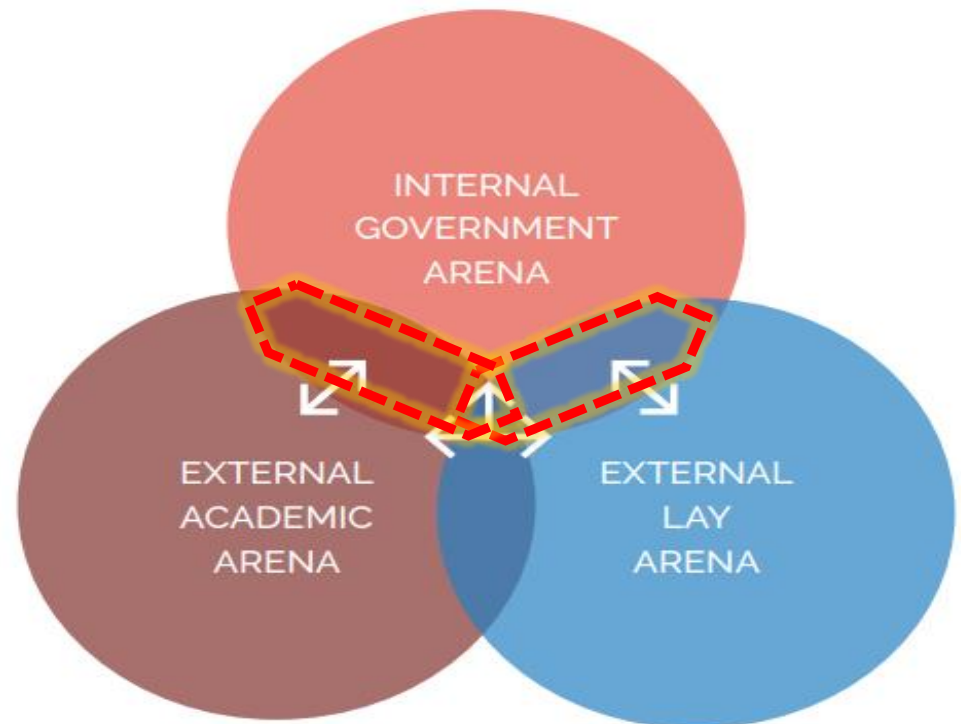


Institutionalized Advisory Bodies (1)

- **boundary organizations**

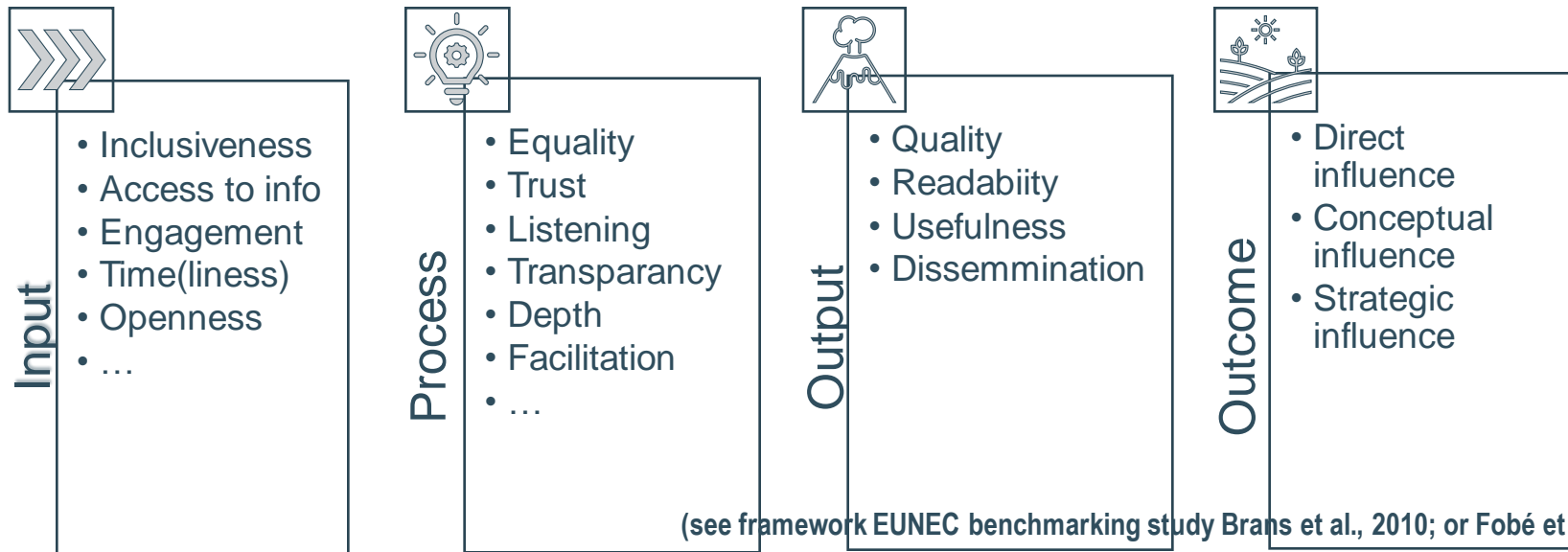
“successful boundary organizations please multiple principals, or multiple audiences, and through their independence they can behave in an entrepreneurial way”

(adapted from Guston, 2000)



Institutionalized Advisory Bodies (2)

- Widespread & established in the PAS
- Little (inter)national comparative research
 - EUNEC study: in depth + in breadth

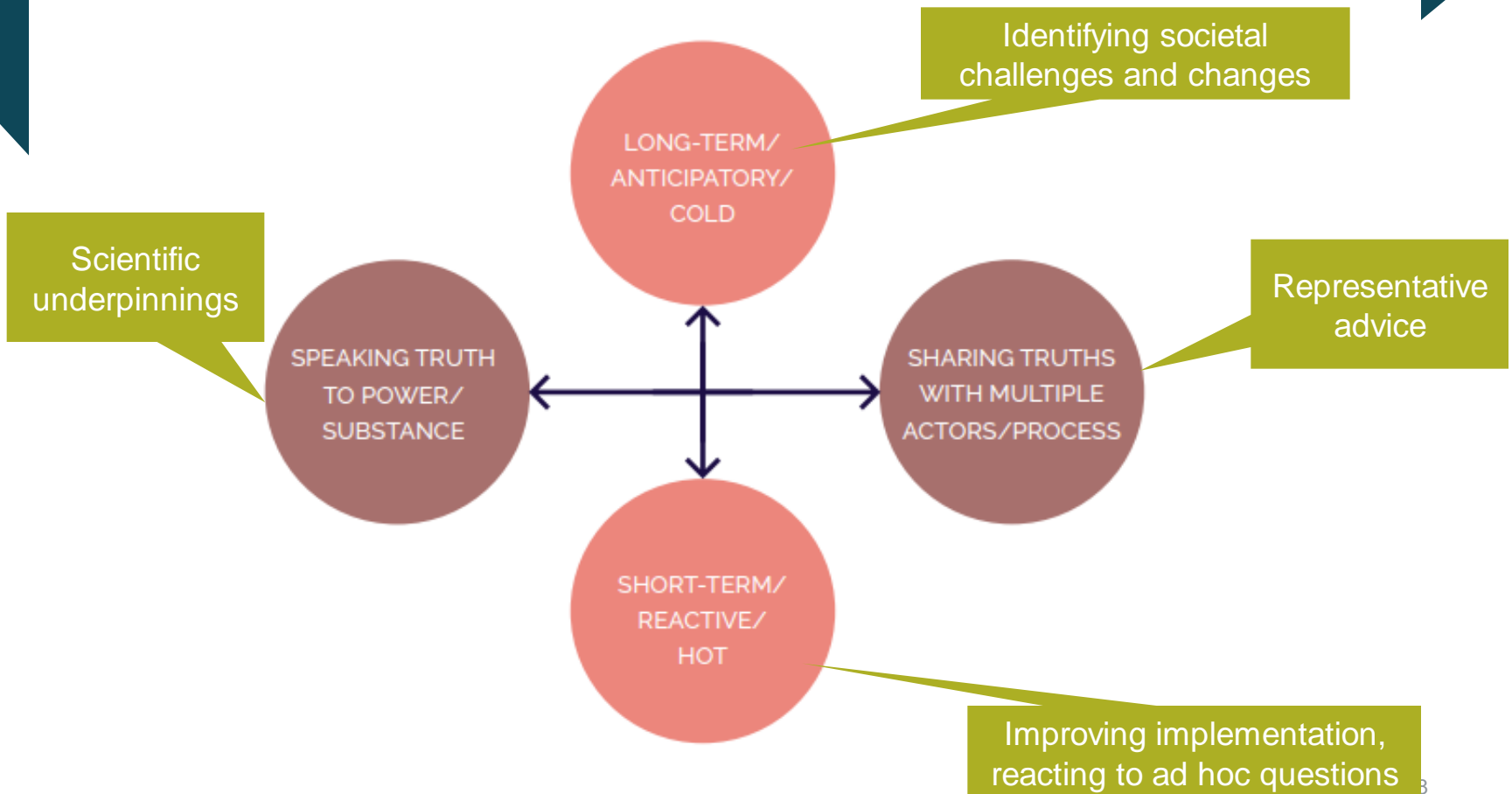


(see framework EUNEC benchmarking study Brans et al., 2010; or Fobé et al., 2013)

Education councils as boundary organizations (1)

- **Advice:** balancing content and process dimensions
- **Influence:** high ambitions and broad perspectives

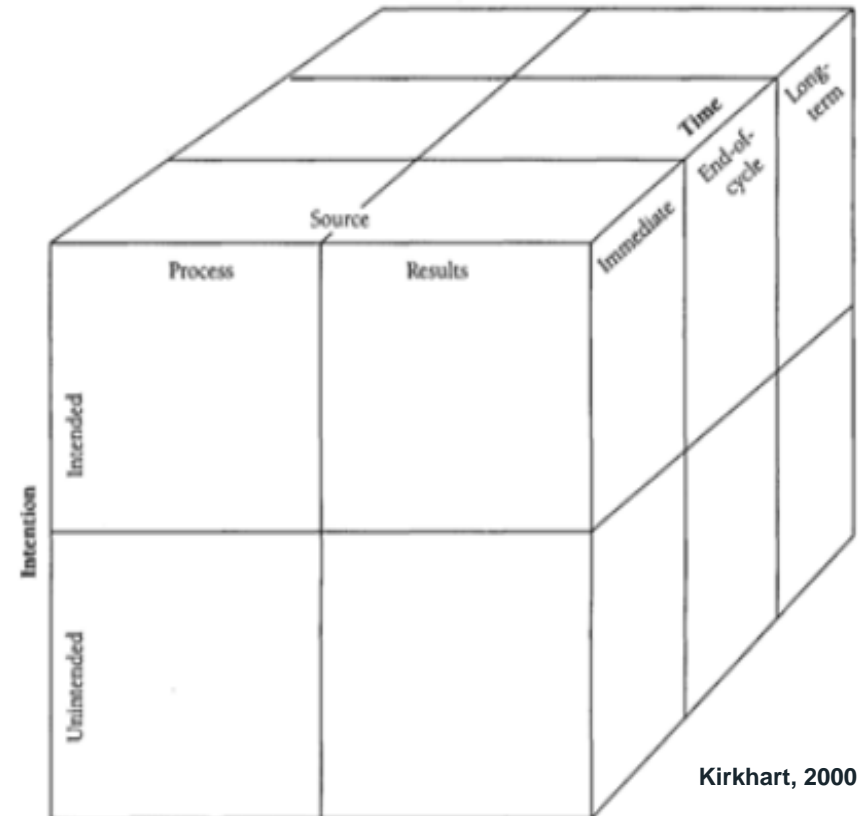
Nature of advice



Influence

- **Multidimensional**
 - Different types
 - Principals + audiences
 - Time perspective
 - Intention

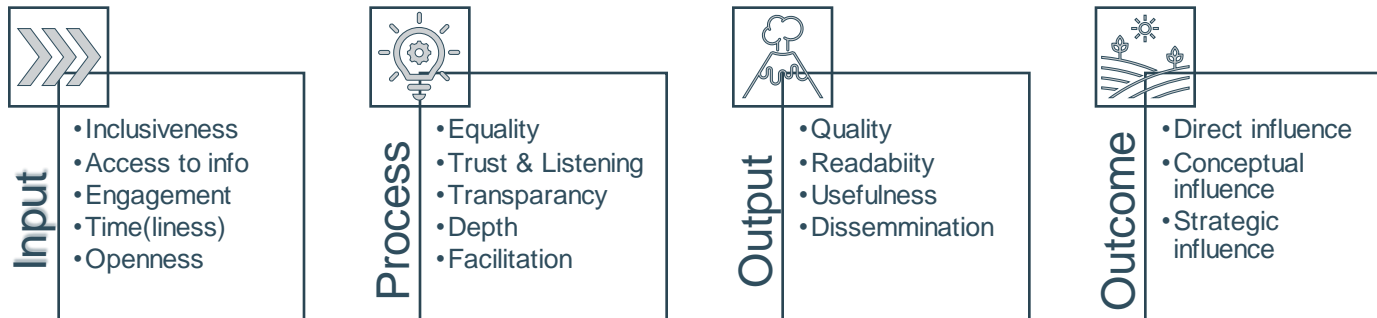
- **Complex and challenging**



Kirkhart, 2000

Conclusion

Continued attention to (comparative) performance of advisory bodies



Thank you!

Contact

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See also:
[Institutionalized
Advisory Systems](#)
(Fobé et al., 2013)



See also:
[Education Councils
in the EU](#) (Brans et
al., 2010)