

Governance in Pedagogy¹, Pedagogy of Governance?²

There are words that introduce insidiously themselves in the Lexis of politics, business, schools, and so on - no one being aware to be using non defined words. Governance is one of these words.

Even if it did not explicitly infiltrate itself in the educational and teaching world, as it succeeded to do in the Health domain, where we now talk about “new hospital governance”, nothing prevents, in principle, this old new concept³ to marry with didactics and to be promised, with it, to a nice future in semantics if we are musing over the too evident necessity to manage the educational institutions as well globally as locally from the design of the prevailing values toward the teaching act itself.

So, as well as we could be one day involved, for social, cultural, economical, organisational, reasons, in speaking of Governance of Education, as well could we make by anticipation the hypothesis that we would be brought, *mutatis mutandis*, to imagine one day a true Teaching method of Governance.

Obviously structuring within a complex linguistic construction where pragmatics and ideology are conjugating their effects, the rather jumble word governance is not neutral. Moreover when applied to the most sensitive function of the educational and communicational thing : teaching to students.

This is why the “AFSCET” (Association Française de science des Systèmes cybernétiques Cognitifs Et Techniques, French Association for cybernetic Systems science in Cognition And Technology <<<http://www.afscet.asso.fr>>>) choose to conduct this symposium about governance and education relationship, fundamental relation however it is, the topic of its end year days, in Pau, in 2006.

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This event as well educational as scientific, more than multidisciplinary, “INTERdisciplinary”, is designed not only for Teachers and Researchers both in sciences (“hard” sciences as mathematics, computing, or biology; or “soft” sciences as sociology, anthropology), but also for doctorate students of the PAF⁴ laboratory (or other laboratories), and for our students in social and health sciences in alternating training course.

This is why the topic was divided into 3 sessions presented by research workers, academic or not, and practitioners, from the world of the private of public business, who will expose their works, with the goal to emphasise **the 3 “missions”** of any university teacher :

- Research (Systemic session);
- Educational Methods (Experience assets, Alternating courses session);
- Administration (Management session).

Furthermore, a specific **professional session** straddling on both days will emphasise the research issue : Accompaniment and Training in Health and Social Domains of our “PAF” (Processus d'Accompagnement et de Formation) laboratory.

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¹ British people take good account of the differences between Education and Teaching and moreover of Education of Children (“Pédagogie”) or Teaching methods to Adults (“Didactique”) ! It is not always the same in France!

² Traduit par **Eric Beaussart**

³ As the habitual practice in French is unfortunately quite floating, probably old for the Notion (colloquial use) and new for the Concept (scientific use), or a newly use as a notion for an already old concept!

⁴ Laboratoire des Processus d'Accompagnement et de Formation

Accompaniment and Training Processes Laboratory