

## Annex C. How the School Resources Review was conducted

### National co-ordinators

As described in Chapter 1 (Box 1.2) the OECD School Resources Review is conducted in collaboration with countries and under the guidance of the OECD Group of National Experts on School Resources. Participating countries appoint a national co-ordinator responsible for: liaising with the OECD Secretariat and co-ordinating activities of the review within the country; ensuring that the country background report is completed on schedule; planning with the OECD Secretariat the organisation of the review team visit, for those countries which opted for a country review; attending meetings of the Group of National Experts on School Resources; co-ordinating country feedback on the review's qualitative data on human resource policies; co-ordinating country feedback on draft materials; and assisting with dissemination activities. Past and present national co-ordinators in participating countries are listed in Table C.1.

**Table C.1. National co-ordinators**

Country	National co-ordinator(s)
Austria	Bernhard Chabera, Austrian Federal Ministry for Education, Science and Research
Belgium (Flemish Community)	Marie-Anne Persoons, Flemish Ministry of Education and Training Pieter Vos, Flemish Ministry of Education and Training
Belgium (French Community)	Philippe Dieu, International Relations Directorate, Ministry of the Wallonia-Brussels Federation
Chile	Eduardo Candia Agusti, Chilean Ministry of Education Amanda Castillo Rodríguez, Chilean Ministry of Education Carla Guazzini, Chilean Ministry of Education
Colombia	Victoria Gómez, Colombian Ministry of National Education José Luis Sánchez, Colombian Ministry of National Education
Czech Republic	Lucie Priknerová, Czech Ministry of Education, Youth and Sports Michael Vlach, Czech Ministry of Education, Youth and Sports
Denmark	Jon Jespersen, Danish Ministry of Education Sigrid Lundetoft Clausen, Danish Ministry of Education Cathrine Scheuermann, Danish Ministry of Education Morten Theis Pedersen, Danish Ministry of Education
Estonia	Kadi Serbak, Estonian Ministry of Education and Research
Iceland	Sigríður Lára Ásbergisdóttir, Icelandic Ministry of Education, Science and Culture
Kazakhstan	Zhannat Mussina, Kazakh Information Analytic Center Assem Satmukhambetova, Kazakh Information Analytic Center
Lithuania	Aidas Aldauskas, Lithuanian Ministry of Education, Science and Sports Vilma Bačkiūtė, Lithuanian Ministry of Education, Science and Sports
Luxembourg	Amina Kafai, Luxembourg Ministry of National Education and Vocational Training Charlotte Mahon, Luxembourg Ministry of National Education and Vocational Training
Portugal	Pedro Abrantes, Portuguese Ministry of Education Ana Neves, Portuguese Ministry of Education
Slovak Republic	Matej Šiškovič, Slovak Education Policy Institute Ján Toman, Slovak Education Policy Institute
Slovenia	Klemen Surk, Slovenian Ministry of Education, Science and Sport

Country	National co-ordinator(s)
Spain	Vicente Alcañiz, Spanish National Institute for Educational Assessment Jorge Berné Espinosa, Spanish Ministry of Education, Culture and Sport Isabel Couso Tapia, Spanish Ministry of Education, Culture and Sport
Sweden	Tor Petersson, Swedish Ministry of Education and Research Gunnar Stenberg, Swedish Ministry of Education and Research Merja Strömberg, Swedish Ministry of Education and Research
Uruguay	Cecilia Llambi, National Institute for Educational Evaluation of Uruguay Cecilia Oreiro, National Institute for Educational Evaluation of Uruguay

## Collaboration with the European Commission

Within a broader framework of collaboration, the OECD School Resources Review has benefited from a partnership with the European Commission (EC) that was established for the project. The support of the EC has covered part of the participation costs for members of the European Union Erasmus+ programme and contributed significantly to the preparation of the review's series of thematic comparative reports, including this publication. Within the EC Directorate-General for Education and Culture, the collaboration was organised by Unit A.2: Education and Training in Europe 2020 through Mónica Képe-Holmberg under the leadership of Michael Teutsch (until December 2016) and Denis Crowley (since January 2017), and Unit B.2: Schools and Multilingualism through Marco Montanari under the leadership of Sophie Beernaerts (until December 2016) and Michael Teutsch (since January 2017). Through its Country Analysis unit, the EC contributed to planning individual country reviews in the countries listed in Table C.2, with the relevant country desk officers participating in planning visits, providing input for the organisation of the main visit and offering feedback on draft country review reports.

**Table C.2. European Commission contribution to country reviews**

Country	EC Country Desk Officer
Austria	Klaus Koerner
Belgium (Flemish Community)	Patricia De Smet
Czech Republic	Christèle Duvieusart
Denmark	Joanna Basztura
Estonia	Krzysztof Kania
Lithuania	Joanna Basztura
Portugal	Antonio García Gómez
Slovak Republic	Christèle Duvieusart

## Country Background Reports

Information on countries' policies and practices was gathered through country background reports (CBRs). The CBRs were prepared in response to a common set of questions, and used a common framework to facilitate comparative analysis and maximise the opportunities for countries to learn from each other. The CBRs were a key source of information for the review's thematic comparative reports. The guidelines for the preparation of CBRs are set out in a dedicated document available on the review website ([www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm)).

The CBRs were structured around the following main chapters:

1. The national context
2. The school system
3. Governance of resource use in schools
4. Resource distribution
5. Resource utilisation
6. Resource management

The CBRs are intended for four main audiences: the OECD Secretariat and OECD Member and partner countries to share experiences and identify common challenges and policy options; the team of external reviewers who visited the countries which opted for a country review; those interested in the use of school resources in the country concerned; and those interested in the use of school resources at international level and in other countries. All CBRs are available on the website: [www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm).

### Qualitative data collection

In addition to the country background reports, the OECD School Resources Review collected information on countries' national approaches to human resource policies through a set of comparative tables prepared by the OECD Secretariat. In total, 21 systems participated in this qualitative data collection. The comparative tables focussed on formal frameworks for human resource policies in terms of laws and regulations that were in place in 2018. It did generally not cover observed practices which can vary considerably.

The comparative tables covered the following issues as defined at a central level: teacher career structures; factors influencing school principals' salaries; provision of instruction and leadership staff; provision of professional support, administrative, maintenance and operational staff; recruitment of teachers and school leaders; incentives for teachers and school principals to work in particular contexts; practical experience during initial teacher preparation; teacher professional learning; and school leader preparation and development.

The qualitative data collection provided crucial information to complement the information available and support the review's analysis. Selected information gathered through the comparative tables is reflected throughout this report; additional comparative tables are available on line (see Annex A). The review team made every effort to ensure in collaboration with countries that the information available in this report is as valid and robust as possible and reflects specific country contexts while being comparable across countries. However, given the complexity of human resource policies and the qualitative nature of this exercise, information should be interpreted with care. Country contacts for the verification of the comparative tables are listed in Table C.3.

**Table C.3. Country contacts for the qualitative data collection**

Country	Country contact(s)
Australia	Edward Harvey, Permanent Delegation of Australia to the OECD
Austria	Bernhard Chabera, Austrian Federal Ministry for Education, Science and Research Benjamin Podirsky, Austrian Federal Ministry for Education, Science and Research
Belgium (Flemish Community)	Pieter Vos, Flemish Ministry of Education and Training Marc Leunis, Flemish Ministry of Education and Training Teun Pawels, Flemish Ministry of Education and Training
Belgium (French Community)	Philippe Dieu, International Relations Directorate, Ministry of the Wallonia-Brussels Federation
Chile	Amanda Castillo Rodríguez, Chilean Ministry of Education Felipe Coloma Alamos, Chilean Ministry of Education Juan Luis Cordero Becker, Chilean Ministry of Education
Colombia	Victoria Gómez, Colombian Ministry of National Education
Czech Republic	Lucie Priknerová, Czech Ministry of Education, Youth and Sports
Denmark	Morten Theis Pedersen, Danish Ministry of Education
Estonia	Kadi Serbak, Estonian Ministry of Education and Research
Iceland	Gunnar Jóhannes Árnason, Icelandic Ministry of Education, Science and Culture Lára Ásbergisdóttir, Icelandic Ministry of Education, Science and Culture
Kazakhstan	Zhanna Jumabayeva, Kazakh Information Analytic Center
Lithuania	Vilma Bačkiūtė, Lithuanian Ministry of Education and Science
Luxembourg	Amina Afif, Ministry of National Education and Vocational Training of Luxembourg Charlotte Mahon, Ministry of National Education and Vocational Training of Luxembourg
Mexico	Paula Pérez Muleiro, Permanent Delegation of Mexico to the OECD Gerardo Bracho Carpizo, Permanent Delegation of Mexico to the OECD
Portugal	Pedro Abrantes, Portuguese Ministry of Education
Slovak Republic	Ján Toman, Slovak National Institute for Educational Assessment
Slovenia	Klemen Surk, Slovenian Ministry of Education, Science and Sport
Spain	Jorge Berné Espinosa, Spanish Ministry of Education, Culture and Sport
Sweden	Gunnar Stenberg, Swedish Ministry of Education and Research Tor Petersson, Swedish Ministry of Education and Research
Turkey	Adnan Boyacı, Turkish Ministry of National Education Alper Yatmaz, Turkish Government Presidency of The Directorate of Strategy and Budgeting
Uruguay	Melissa Hernández, National Institute for Educational Evaluation of Uruguay Cecilia Oreiro, National Institute for Educational Evaluation of Uruguay

## Country review reports

Another major source of material for this report was the set of country review reports prepared by the external review teams that visited countries engaging in a full country review. By providing an external perspective on the use of school resources in the countries concerned, the country review reports are intended to contribute to national discussions, as well as inform other countries about policy innovations underway. The country review reports are also published as part of the publication series, *OECD Reviews of School Resources*, to ensure the visibility of these country-specific outputs as part of the review.

For each country visited, a team of up to five reviewers (including at least two OECD Secretariat members) analysed the country background report and associated materials and subsequently undertook an intensive case study visit over the course of about eight days. The reviewers were selected in consultation with the country authorities to ensure that they had experience relevant to the main policy issues in the country concerned. The study visit aimed to provide the review team with a variety of perspectives on the governance, distribution and management of school resources and included meetings with education and finance authorities at national and sub-national levels; relevant agencies (e.g. audit

offices); teacher professional organisations and unions; parents' organisations; representatives of schools and school leaders; students' organisations; teacher educators; researchers; employers; as well as students, teachers, school leaders and parents at the schools visited. The objective was to accumulate sufficient information and understanding on which to base the analysis and policy recommendations.

At the time of publication, 12 review visits had been conducted, involving 25 external reviewers from a range of different backgrounds and areas of expertise. The reviews involved a planning visit and a main review visit. Details on the composition of the review teams for the main visits can be found in Table C.4. The country review reports are published on the project website: [www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm).

**Table C.4. Country reviews and team members**

Country	Review visit team
Kazakhstan 31 March-9 April 2014	Anna Pons, OECD Secretariat (co-ordinator) Jeremie Amoroso, World Bank Jan Herczyński, Institute for Educational Research, Poland Igor Kheyfets, World Bank Marlaine Lockheed, Princeton University, United States Paulo Santiago, OECD Secretariat
Slovak Republic 7-14 October 2014	Paulo Santiago, OECD Secretariat (co-ordinator) Gábor Halász, University Eötvös Loránd, Hungary Rosalind Levačić, Institute of Education - University of London, United Kingdom Claire Shewbridge, OECD Secretariat
Estonia 20-27 October 2014	Paulo Santiago, OECD Secretariat (co-ordinator) Anthony Levitas, Brown University, United States Péter Radó, Education Consultant, Hungary Claire Shewbridge, OECD Secretariat
Belgium (Flemish Community) 3-10 November 2014	Deborah Nusche, OECD Secretariat (co-ordinator) Gary Miron, Western Michigan University, United States Paulo Santiago, OECD Secretariat Richard Teese, University of Melbourne, Australia
Lithuania 2-9 December 2014	Claire Shewbridge, OECD Secretariat (co-ordinator) Katrina Godfrey, Department of Education of Northern Ireland, United Kingdom Zoltán Hermann, Institute of Economics - Academy of Sciences, Hungary Deborah Nusche, OECD Secretariat
Uruguay 17-25 March 2015	Paulo Santiago, OECD Secretariat (co-ordinator) Beatrice Ávalos, Universidad de Chile, Chile Tracey Burns, OECD Secretariat Alejandro Morduchowicz, Inter-American Development Bank Thomas Radinger, OECD Secretariat
Denmark 22-29 April 2015	Deborah Nusche, OECD Secretariat (co-ordinator) Torberg Falch, Norwegian University of Science and Technology, Norway Thomas Radinger, OECD Secretariat Bruce Shaw, Ontario Ministry of Education, Canada
Czech Republic 26 May - 2 June 2015	Claire Shewbridge, OECD Secretariat (co-ordinator) Jan Herczyński, Institute for Educational Research, Poland Thomas Radinger, OECD Secretariat Julie Sonneman, Learning First, Australia
Austria 24-30 June 2015	Deborah Nusche, OECD Secretariat (co-ordinator) Marius R. Busemeyer, University of Konstanz, Germany Thomas Radinger, OECD Secretariat Henno Theisens, The Hague University of Applied Sciences, Netherlands

Country	Review visit team
Chile 22-30 September 2015	Paulo Santiago, OECD Secretariat (co-ordinator) Ariel Fiszbein, Inter-American Dialogue, United States Sandra García Jaramillo, Universidad de los Andes, Colombia Thomas Radinger, OECD Secretariat
Colombia 5-13 December 2017	Thomas Radinger, OECD Secretariat (co-ordinator) Alfonso Echazarra, OECD Secretariat Gabriela Guerrero, GRADE, Peru Juan Pablo Valenzuela, Universidad de Chile, Chile
Portugal 8-12 January 2018	David Liebowitz, OECD Secretariat (co-ordinator) Pablo González, University of Chile Edith Hooge, Tilburg University, Netherlands Gonçalo Lima, OECD Secretariat Deborah Nusche, OECD Secretariat

## Analytical background papers

The School Resources Review has been informed by the following analytical background papers prepared in the context of the project:

*Learning in rural schools: Insights from PISA, TALIS and the literature*, by Alfonso Echazarra and Thomas Radinger, OECD Education Working Paper No. 196 (2019), <https://doi.org/10.1787/8b1a5cb9-en>.

*Regulating Publicly Funded Private Schools: A Literature Review on Equity and Effectiveness*, by Luka Boeskens, OECD Education Working Paper No. 147 (2016), <http://dx.doi.org/10.1787/5jln6jcg80r4-en>.

*Budgeting and Accounting in OECD Education Systems: A Literature Review*, by Tala Fakharzadeh, OECD Education Working Paper No. 128 (2016), <http://dx.doi.org/10.1787/5jm3xgsz03kh-en>.

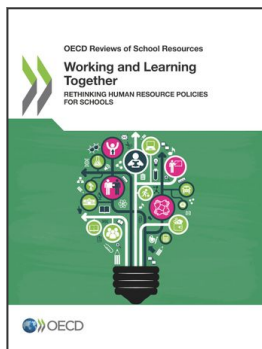
*Student Learning Time: A Literature Review*, by Anna Gromada and Claire Shewbridge, OECD Education Working Paper No. 127 (2016), <http://dx.doi.org/10.1787/5jm409kqqkjh-en>.

*Learning Support Staff: A Literature Review*, by Francesc Masdeu, OECD Education Working Paper No. 125 (2015), <http://dx.doi.org/10.1787/5jrnzm39w45l-en>.

*School Size Policies: A Literature Review*, by Macarena Ares Abalde, OECD Education Working Paper No. 106 (2014), <http://dx.doi.org/10.1787/5jxt472ddkjl-en>.

## Dissemination

To facilitate dissemination and encourage feedback, all project documents and outputs are published on the project website ([www.oecd.org/education/schoolresourcesreview.htm](http://www.oecd.org/education/schoolresourcesreview.htm)). Throughout the review, the OECD Secretariat presented the project and its findings at a wide range of internal and external meetings and a significant number of countries organised national events to discuss both the international results from the review and the conclusions of specific country reviews.



From:

## Working and Learning Together

### Rethinking Human Resource Policies for Schools

Access the complete publication at:

<https://doi.org/10.1787/b7aaf050-en>

#### Please cite this chapter as:

OECD (2019), "How the School Resources Review was conducted", in *Working and Learning Together: Rethinking Human Resource Policies for Schools*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/7b1f1fc1-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area. Extracts from publications may be subject to additional disclaimers, which are set out in the complete version of the publication, available at the link provided.

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at <http://www.oecd.org/termsandconditions>.