

**DIRECTORATE FOR EDUCATION AND SKILLS
EDUCATION POLICY COMMITTEE**

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Proposed Structure of the Thematic Report on the Organisation of the School Offer

Group of National Experts on School Resources

OECD Reviews of Policies to Improve the Effectiveness of Resource Use in Schools

**13-14 December 2016
OECD Conference Centre, Paris**

The Group of National Experts is invited to:

COMMENT on the proposed title and overview of potential themes to be included in the thematic report on the organisation of the school offer;

PROPOSE a selection of the most relevant themes and a potential structure for the thematic report;

BRING to the attention of the OECD Secretariat topics that are of particular relevance to countries and policy initiatives or documents that could be useful for the analytical work to be developed in the preparation of the thematic report.

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PROPOSED STRUCTURE OF THE THEMATIC REPORT ON THE ORGANISATION OF THE SCHOOL OFFER

Objective of this document and the small group discussions (agenda item 9)

This document provides an overview of the potential topics to be included in the second thematic report on the organisation of the school offer, building on the *OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (School Resources Review)*. It has been prepared for review and advice from the Group of National Experts (GNE) on School Resources, reflecting the themes that emerged during the review process. The aim of agenda item 9 is to seek feedback on the selection of themes to be covered and the potential structure of the thematic report. It will give delegates the opportunity to:

COMMENT on the proposed title and overview of potential themes to be included in the thematic report on the organisation of the school offer;

PROPOSE a selection of the most relevant themes and a potential structure for the thematic report;

BRING to the attention of the OECD Secretariat topics that are of particular relevance to countries and policy initiatives or documents that could be useful for the analytical work to be developed in the preparation of the thematic report.

Foreword**Executive Summary****Chapter 1: Introduction**

1. The importance of school offer and network organisation for education
2. Conceptualisation of physical resources and infrastructure for education systems
 - a) Discussion of capital expenditure (e.g. spending on the construction, renovation and major repair of school buildings)
 - b) Discussion of current expenditure (e.g. maintenance and rental of school buildings and other facilities)
3. Contextual factors affecting the organisation of the school network
 - a) Demographic developments
 - i. Declining birth rates
 - ii. Rural-urban migration
 - iii. Increasing student heterogeneity
 - b) Policy objectives (full-time schooling, etc.)
4. Potential sources of inefficiency and/or inequity in the organisation of the school offer
 - a) Small schools and classes
 - b) Early leaving and year repetition
 - c) Ineffective transitions between levels and types of education
 - d) Fragmentation of secondary education offer
 - e) Early tracking and selection
 - f) Inadequate learning infrastructures (especially in rural areas)

Chapter 2: Adapting the school network to meet educational demand

1. Introduction
2. Governance of the school network
 - a) Mechanisms to monitor and forecast educational demand
 - b) Planning procedures for infrastructural investments and developments
 - c) Procedures for the accreditation and closure of schools
 - d) Regulations pertaining to school size and catchment areas
 - e) Oversight and evaluation of the school network
 - f) Responsibilities for reorganising the school network at the central, regional and local level

3. Addressing the challenges of small schools
 - a) Developing strategies for the consolidation of the school network
 - b) Trade-offs between efficiency, educational quality and student wellbeing
 - c) Arrangements for school transportation
 - d) Merging schools and developing school clusters
 - e) ICT use to connect rural schools
 - f) Consultation with relevant stakeholders and consensus building
4. Expanding school provision
 - a) Responding to demographic pressures in urban areas
 - b) Creating capacity for all-day schooling
 - c) Incentives for the construction of facilities
 - d) Involvement of private providers in the expansion of educational provision

Chapter 3: Adapting the educational offer to meet educational needs

1. Introduction
2. Design of the school offer
 - a) Diversity of educational programmes
 - b) Co-ordination between sub-systems and easing education transitions
 - c) Regulations concerning early selection and grade repetition
3. Adapting the educational offer to advance equity and meet the needs of a diverse student population
 - a) Monitoring and addressing inequities arising from the organisation of the school offer
 - b) Addressing the needs of immigrant students
 - c) Education in minority languages
4. Pre-primary education and childcare
 - a) Strategies to meet the demand for pre-primary education and childcare
5. Organising the provision of vocational education and training
 - a) Involvement of employers in the provision of workplace training
 - b) Co-operation and partnerships between general and vocational schools
6. Organising the provision of private education
 - a) Regulating the accreditation of private facilities
 - b) Public investments in privately managed infrastructure
7. Organising the provision of special needs education
 - a) Provision of special facilities and support for students with special needs
 - b) Integration or inclusion of students with special needs in regular educational facilities

Chapter 4: Maintenance, use and evaluation of school facilities and infrastructure¹

1. Introduction
2. Responsibilities for the maintenance of school infrastructure
3. Aligning the use of school facilities with policy objectives (e.g. all-day schooling)
4. Using school facilities, materials and ICT to support student learning
 - a) Managing the purchase and use of educational materials
 - b) Managing the purchase and use of ICT equipment
 - c) Managing the purchase and use of school facilities
5. Using school infrastructure beyond the regular school hours and calendar
 - a) All-day schooling, afternoon tutoring, summer schools
6. Co-ordinating the shared use of school facilities
 - a) Integrating different educational levels in shared facilities
 - b) Multi-purpose facilities combining educational and community services
 - c) Sharing facilities among clusters of schools or schools operating on different shifts
7. Using school facilities for commercial purposes
8. Evaluating the effective use of school facilities and infrastructure

¹ This proposed section will be adapted based on co-ordination with the OECD's Learning Environments Evaluation Programme (LEEP, the evolution of the former CELE work) to ensure synergies and avoid duplication of work.