

“DEMAND, AUTONOMY AND ACCOUNTABILITY IN SCHOOLING”

International Seminar

Organised by the OECD and the Department of Education and Training, Flemish Community of Belgium

15-16 May 2006

Department of Education and Training, Flemish Community of Belgium

Hendrik Conscience Building

Koning Albert II-laan 15, 1210 Brussels

DRAFT PROGRAMME

MONDAY 15 MAY

09:30-10:00 Welcome

Plenary

Welcome, introductions, and presentation of the seminar aims and organisation.

- Conference Chair, Tony Mackay
- Tom Schuller CERI/OECD
- Gregory Wurzburg EDU/OECD
- Dirk van Damme Head of Cabinet for the Flemish Minister of Education and Training,

10:00-12:00 Understanding Demand for Schooling – Recent OECD Analysis

Plenary

Overview of the main messages from the CERI project and forthcoming publication on Understanding Demand for Schooling, concerning attitudes to education, the exercise of ‘choice and voice’ in schooling, and the ways in which supply is sensitive to different forms of stakeholder demand.

The aim of this session is to give participants an early opportunity in the seminar to introduce how these issues are being dealt with in their countries, prior to more detailed presentations in the workshops and plenary sessions.

- David Istance CERI/OECD
- Professor Anne Sliwka, University of Trier, Germany
- Observations – selected experts
- General discussion on the demand issues, country developments and priorities

10:45-11:15 *Coffee/tea*

12:00-12.30 Reflections on Demand, the Contemporary Policy Context, and the Perennial Aims of Strengthening Quality and Equity

Plenary

What drives the demands being made by parents and students, how are education authorities responding, and how do these factors shape the quality and equity of schooling?

This session will both round up the morning’s discussion on the issue of demand and open up new issues to inform the rest of the seminar.

- Professor Peter Mortimore, former Director, Institute for Education, University of London

12:30-14:00 *Lunch*

14:00-15:30 Demand, Autonomy and Accountability: Lessons from International Analysis Plenary

International surveys of schooling can shed important light on the relationship between policy and institutional issues regarding parental choice, school autonomy, and system accountability, on the one hand, and the quality and equity of schooling on the other.

The aim of this session is both to review lessons emerging from the PISA and other international surveys and to table responses from different national and stakeholder viewpoints.

- Professor Ludger Woessmann, Head, Department of Human Capital and Structural Change, Ifo Institute for Economic Research, Germany
- Reactions - selected experts
- General discussion

15:30-16:00 *Coffee/tea*

16:00-18:00 Workshops Day 1: Policy Developments in Detail Workshops

There will be three parallel workshops:

- ***Demand***: *What are the different ways in which policies encourage or promote a range of demands to be heard in schooling at system and school level, including issues of parental choice and participation?*
- ***School Autonomy***: *In what areas are school authorities able to exercise autonomy; in what areas would more autonomy be useful; where would it be less useful? What are the relevant measures to facilitate effective exercise of autonomy on the part of school leaders, teachers and other education professionals within schools?*
- ***System Accountability***: *Who should be accountable to whom, and for what (student results, class results, equity, and efficiency)? How adequate are the means for ensuring accountability (formative and summative assessment of students, evaluation of schools, and evaluation of system performance)?*

Workshops will provide an opportunity for participants to present and discuss recent initiatives in different systems in the three areas. They will seek to clarify differences of aims and approach in different systems and the relative merits of pursuing the alternative approaches. The workshops will also consider how various measures relate to the quality and equity of schooling.

- Presentation of a country example
- Comparable experiences and developments in other countries
- General discussion

18:30 *Conference reception*

TUESDAY 16 MAY

09:00-09:30 **Reflections from Day 1**
Plenary

Overview of issues arising from Day 1, especially in the workshops; key points to inform Day 2 and questions that still need to be addressed.

- Workshop chairs
- Short general discussion and clarifying questions

09:30-11:00 **Workshops day 2: Priorities for National and International Research in the**
Workshops **Light of Policy Priorities**

Participants will continue with the same workshops in which they participated on Monday afternoon. In addition to questions that may be outstanding from the day before, workshop participants will identify topics and methods for which international comparative approaches would be most useful.

- *How useful is empirical evidence on the fields covered by the OECD demand report; how should the fields be broadened or focused, and how can the evidence be made more systematic?*
- *The OECD demand report draws on information about the attitudes of different actors. Would information about attitudes towards autonomy and system accountability be useful?*
- *What aspects of demand, autonomy and accountability are best dealt with at an international level through survey data, and what aspects are best dealt with through detailed investigation within a country?*

11:00-11:30 *Coffee/tea*

11:30 -12:30 **Key Messages About the Role of Demand, Autonomy and System**
Plenary **Accountability in Improving the Quality and Equity of Schooling**

The session will draw on workshop discussions to identify key messages regarding both on-going policy approaches and priorities for further analysis, national and international.

- Workshop chairs and selected experts
- General discussion

12:30-14:30 *Lunch*

14:30-16:00 **Keynote Address -Priorities and Policies to Improve Equity and Quality**
Plenary

This session will focus on policy priorities for the future, especially in meeting the twin aims of enhancing quality of outcomes and equity of systems. It will address such questions as:

- *What are the different configurations of policy and practice regarding parental choice, school autonomy and system accountability, and how can parents, education professionals, and governments employ them to improve quality and equity of schooling?*

- *Under what conditions do they complement one another as strategies for enhancing quality and equity and what can governments do to improve their interaction?*

- Flemish Minister for Education and Training
- Responses from senior policy officials from other countries
- General discussion

16:00 -16:30 **Concluding Remarks**

- Reflections from OECD
- Chair's conclusions

16:30 Seminar close