

Improving schools: Working together for better education

What can your education system gain from participating in this review?

The OECD can support your country in the design and implementation of education reforms for school improvement, as part of the reviews of national policies for education. It does so by tailoring comparative analysis and recommendations to specific country reform needs and engaging and developing capacity of key stakeholders throughout the process. More specifically this review implies three key stages of collaboration with a country:

- 1. OECD Recommendations:** OECD recommendations are prepared on the policy issues of interest for the country based on research, comparative analysis, a study visit by an OECD expert group and previous OECD work related to the country.
- 2. Consultation and engagement:** The OECD organises workshops in collaboration with the country to consult and engage with key stakeholders, discuss international practices and encourage reflection and support in the reform process.
- 3. The OECD Seminar for Leaders in Education Improvement:** The OECD offers a tailored seminar on the topic of the review that combines a country visit with a learning agenda. It provides participants with capacity building in policy design and implementation. The following section explains the key components of this seminar.

What is the OECD Seminar for Leaders in Education Improvement?

The OECD will organise for your country policy makers a tailored seminar to strengthen capacity to engage in the education reform area targeted by the OECD review. Participants will travel to a relevant practice country and during four days engage in a sequence of meetings and interactive courses, combining academic presentations by high level experts, site visits to Ministries, to schools and local governments, and meetings with relevant actors.

Through these exchanges, participants review how another education system has undertaken a specific reform, and work together as a team to develop a realistic action plan suitable to their own context, based on the knowledge acquired throughout the Seminar. This methodology has demonstrated value where reforms are needed and there are divergent interests and actors.

Participants include high level policy and decision makers, who develop reform skills by:

- **Developing a comparative perspective** on the policy issue and implementation strategies;
- **Visiting and exchanging with policy makers and practitioners** working in the country visited, to analyse best practices in designing and implementing policies;
- **Working together** to develop a focused strategy or plan of action on the policy issue to implement at home.

The table below provides an example of a typical calendar of activities during a seminar:

Day	Sample of events
Day 1	<ul style="list-style-type: none"> • Travel to country and meeting to finalise preparations on site
Day 2	<ul style="list-style-type: none"> • General Conferences on Education Policy Reforms by academics • Presentations by country representatives • Working sessions to agree on the key questions to be analysed during site visits • Site visits to local governments, schools
Day 3	<ul style="list-style-type: none"> • Site visit: General information and specific site visits and observations in subgroups • Team work: Preparation of subgroup reports based on observations and discussion among whole group to agree on policy decisions to be made in their country
Day 4	<ul style="list-style-type: none"> • Site visit: Observations and meetings with stakeholders in subgroups • Team work: Exchange with key policy makers about benefits/drawbacks of the application of agreed reforms • Final session: Group Plan of Action

The Seminar is organised for a group of 25-30 people maximum. Site visits are made in subgroups of no more than 10 people. A tutor from the country visited accompanies each group. In preparation for the Seminar, participants will receive background documentation on the education system visited, such as:

- A report on the education system visited
- Short documents relative to the sites visited
- An OECD report with recommendations

Participants obtain a ***Certificate of participation in the OECD Seminar for Leaders in Education Improvement.***

The Seminar is organised by the OECD in cooperation with a local partner. As an example, a recent Seminar in Ontario was organised with the Harvard Graduate School of Education and the Ontario Institute for Studies in Education (OISE).

Who should participate in the Seminar?

This Seminar is designed for your country education high level policy and decision makers representing the different levers of policy design and implementation of the country or education system. For the Seminar to be most effective, the group should have a maximum of 30 participants, with teams of two to four people representing the different relevant institutions in the area of focus, to be composed of the following:

- National, regional and/or local government high level officials and members of parliament
- Members of teacher/school-leaders' unions and representatives of key civil society organisations

Find out more

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