

New Zealand's Experience

OECD Reviews of Education Research and
Development

Bern 1 October 2007

2001 – the review experience

New Zealand the first country to be reviewed

Two sides to the review process:

- the internal country collaboration for preparation and engagement

- the interactions with the review team and reactions and responses to their report

Six years on

- Difficult to separate impact of Review from other influences / broader policy changes

2001 – the recommendations

Increase in and diversification of funding sources

Broader social sciences focus

Need to build research capacity and infrastructure

Concentration of research capacity

Capacity building in use of existing databases

2001 – the responses

Capacity building within the Ministry

to support better commissioning and use of research

to build a culture of evidence-based policy-making

Series of seminars, workshops, often jointly organised with education research sector

2001 – the responses

Teaching and Learning Research Initiative

focus on classroom practice

teacher researcher collaboration

single scheme operating throughout whole system – early childhood, schooling and tertiary

fund managed by NZCER – Ministry chairs Board

2001 – the responses

Best Evidence Synthesis programme

Origins

strategic research programme

education indicators project

Aim

to bring together statement of the evidence as at date of publication regarding those factors which most impact on learning outcomes

Performance Based Research Fund

Change in funding of university research

Research assessment of nominated staff

Education profile showed very poor comparative performance

Large group of 'A' and 'B' ranked researchers

Swamped by number of 'inactive' education academics

Changes in research relationship with funders (i.e. Ministry) to ensure contracts enhance assessment outcomes

Not addressed

Overall approach to the social sciences

Diversification of resource sources beyond government funding

