

Leading to better outcomes in countries

The analysis developed by the project is designed to support the development of effective national education policy. In particular, the project proposes policy options to ensure that school resources are effectively and equitably used to improve student outcomes. The project provides opportunities for exchanges of best practices, mutual learning, gathering and dissemination of information and evidence of what works in different contexts. It is also expected that, through the wide public dissemination of its results, the project will inform national policy debates on school resources among the relevant stakeholders. The project targets its advice to countries' priority areas, such as:

- Aligning school governance and funding strategies.
- Designing effective, equitable and transparent funding formulas to meet student needs.
- Monitoring the impact and effectiveness of school funding.
- Planning supply of education services in the face of changing demand.
- Delivering school services catering to a diverse range of learner needs.
- Providing education in rural and remote areas.
- Managing human resources for schooling strategically.
- Ensuring an effective use of teachers' time.
- Supporting the professionalism of teachers, school leaders and support staff in schools.

The project is also an opportunity to ensure the analysis of effectiveness of resource use in schools is informed by an educational perspective. Economic perspectives are considered in light of the broad objectives of education, equity of educational opportunity and the long-term impact of education.

There are two modes of participation for countries: Country Background Report only, or full Country Review

Countries participating in the full Review:

Austria
Belgium (Flemish Community)
Chile
Colombia
Czech Republic
Denmark
Estonia
Kazakhstan
Lithuania
Portugal
Slovak Republic
Uruguay

Countries participating with a Country Background Report:

Belgium (French Community)
Iceland
Luxembourg
Slovenia
Spain
Sweden

It is still possible for countries to join the project and sign up for a country review in 2019-20.

Country reviews are conducted by OECD-led review teams involving OECD analysts and external experts.

All reports from the project are available on the School Resources Review website:

www.oecd.org/education/schoolresourcesreview.htm

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OECD Reviews of School Resources

The *School Resources Review* provides analysis and policy advice on how to govern, distribute and manage resources so that they contribute to achieving countries' educational objectives to the fullest.



Defining school resources

This Review initially focusses on three interlinked types of resources:

School funding (e.g. expenditures on education, funding mechanisms, school budget).

School networks (e.g. school size, location, facilities, sectors, programmes).

School professionals (e.g. teachers, school leaders, education administrators).

Other resources (e.g. **time**, **ICT**) are considered in a second stage of the project in 2019-20.

The overarching policy question is:

“What policies best ensure that school resources are effectively used to improve student outcomes?”

Why the use of school resources is a policy priority

As countries seek to enhance the performance of all students, while reducing achievement gaps between different groups of students, there has been greater focus on ensuring that resources are distributed to those areas where improvements in teaching and learning can best be achieved.

A range of global developments have increased attention to an efficient and equitable use of school resources in recent years, from fiscal pressures related to the global financial crisis to demographic developments influencing the size and composition of student populations.

An optimal distribution and use of resources would achieve efficiency, effectiveness and equity objectives together, by ensuring that resources are channelled to where they are most needed.

Key issues for analysis

In considering policies to ensure that these resources are effectively used to improve student outcomes, the Review focuses on three key issues for analysis:

Resource Governance

Who makes decisions about resource use and how are they implemented?

Resource Distribution

How to allocate resources across different areas, sectors, programmes and student groups?

Resource Management

How to plan, evaluate and follow up on resource use?

How the Review is being conducted

The Review takes place between 2013 and 2020, and is organised in three overlapping phases.

1. Analytical phase

Evidence-based policy lessons are drawn together from international data, research and analysis. A range of literature reviews are published as OECD Education Working Papers. Countries participating in the Review complete a Country Background Report using the Review's common framework.

2. Country Review phase

A team of up to five reviewers (including at least two OECD Secretariat members) analyses the Country Background Report and undertakes an intensive study visit in the country. For each country a Country Review Report is produced that provides tailored policy advice to improve the use of school resources.

3. Synthesis phase

A final synthesis analysis blends analytical and review evidence to feed into a series of thematic comparative reports providing overall policy conclusion.

Main deliverables

The project produces a range of outputs designed to assist policy making in school education:

- **Thematic comparative reports** on:
 - 1) Funding School Education;
 - 2) Developing Responsive School Systems; and
 - 3) Supporting School Professionals.These will provide a stock-take of current policies and practices in countries.
- **Country Review Reports** proposing priority actions for improving the use of school resources in specific countries, published in the series **OECD Reviews of School Resources**.
- A range of **Literature Reviews** bringing together research findings on relevant issues.
- A collection of **qualitative data** from participating countries on the main features of their school resourcing frameworks.
- **Country Background Reports** prepared by the countries participating in the Review.
- Meetings of the **Group of National Experts** (GNE) to review progress and share experiences.
- **Dissemination events** to publicise and discuss country review reports and thematic comparative reports.

