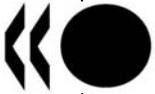


**For Official Use**

**C(2006)173**



Organisation de Coopération et de Développement Economiques  
Organisation for Economic Co-operation and Development

**22-Nov-2006**

**English - Or. English**

**COUNCIL**

**C(2006)173  
For Official Use**

**Council**

**RENEWAL OF THE MANDATES OF THE EDUCATION COMMITTEE AND OECD EDUCATION  
PART II PROGRAMMES**

**(Note by the Secretary-General)**

**JT03218323**

Document complet disponible sur OLIS dans son format d'origine  
Complete document available on OLIS in its original format

**English - Or. English**

## TABLE OF CONTENTS

BACKGROUND .....	4
Governance of the OECD work on education.....	5
Evaluation .....	5
The Draft Mandates.....	6
The Education Policy Committee (Draft Mandate - Annex II) .....	7
The Centre for Educational Research and Innovation (Draft Mandate - Annex III) .....	7
The Programme on Institutional Management in Higher Education (Draft Mandate - Annex IV).....	8
The Programme on Educational Building (Draft Mandate - Annex V).....	8
The Programme on International Student Assessment (Draft Mandate - Annex VI).....	9
Working parties .....	9
ANNEX I: MAIN PRINCIPLES GUIDING THE GOVERNANCE STRUCTURE OF THE OECD EDUCATION BODIES (EDU[2006]8/ANN3/REV1) .....	12
ANNEX II: DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE EDUCATION POLICY COMMITTEE.....	14
Mission.....	14
Participation .....	15
Relationship with other bodies.....	15
Co-ordination of the OECD's Work on Education.....	15
Duration.....	15
ANNEX III: DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION .....	16
Mission.....	16
Membership.....	17
The Governing Board of the Centre.....	17
Budget of the Centre .....	18
Relationship with other bodies.....	18
Duration.....	18
ANNEX IV: DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION .....	19
Mission.....	19
Participation in the Programme .....	20
Governing Board.....	20
Budget of the Programme .....	21
Relationship with other bodies.....	21
Duration.....	21
ANNEX V: DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE PROGRAMME ON EDUCATIONAL BUILDING .....	22
The Programme on Educational Building.....	22

Mission.....	23
Membership.....	23
Governing Board.....	23
Budget of the Programme .....	24
Relationship with other bodies.....	24
Duration.....	24
ANNEX VI: DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT .....	25
The Programme for International Student Assessment.....	25
Mission.....	26
Membership.....	26
Governing Board.....	26
Decision-Making.....	27
Budget of the Programme .....	27
Relationship with other bodies.....	27
Duration.....	28
ANNEX VII: NON-MEMBERS AND THE EDUCATION BODIES .....	29
ANNEX VIII: DIRECTORATE FOR EDUCATION ENGAGEMENT WITH OTHER OECD DIRECTORATES .....	33
ECONOMICS (ECO).....	33
EMPLOYMENT, LABOUR AND SOCIAL AFFAIRS (ELS).....	33
FINANCIAL AND ENTERPRISE AFFAIRS (DAF).....	33
PUBLIC GOVERNANCE AND TERRITORIAL DEVELOPMENT (GOV).....	34
SCIENCE, TECHNOLOGY AND INDUSTRY (STI) .....	34
STATISTICS (STD) .....	35
TRADE (ECH).....	35
CENTRE FOR ENTREPRENEURSHIP, SMEs AND LOCAL DEVELOPMENT (CFE).....	35
ADVISORY UNIT ON MULTIDISCIPLINARY ISSUES (SGE/AU) .....	35
PUBLIC AFFAIRS AND COMMUNICATION (PAC) .....	35
EXECUTIVE DIRECTORATE (EXD).....	35
ANNEX IX: MAIN FINDINGS OF THE CERI EXTERNAL REVIEW .....	37

## BACKGROUND

1. The mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management (IMHE) and the Programme for International Student Assessment (PISA) were conferred by decision of the OECD Council at its 1010<sup>th</sup> session in 2001 for a period of five years. The mandate of the Programme on Education Building (PEB) was renewed by a decision of Council at its 1100<sup>th</sup> session in 2004 for a period of two years. These current mandates therefore expire on 31 December 2006 unless otherwise decided:

- Education Committee – Resolution of 26 July 2001 [C(2001)180];
- Programme of the Centre for Educational Research and Innovation - Decision of 26 July 2001 [C(2001)180];
- Programme on Institutional Management in Higher Education – Decision of 26 July 2001 [C(2001)180];
- Programme on Educational Building – Resolution of 9 December 2004 [C(2004)187];
- Programme on International Student Assessment - Decision of 26 July 2001 [C(2001)180].

2. Since its creation in September 2002, the Directorate for Education has explored new ways of engaging members in its work. This was partly in response to the Nicholson report to the Secretary-General [SG(2003)1] on reorganising the committee structure and related matters. It was noted that, "... the Education Committee is in need of revitalisation, having become a rather routine forum". In particular, it was stressed that the Committee needed to develop a more ambitious and policy-relevant programme of work in education and to engage senior policy makers.

3. Acting upon this recommendation, a meeting of education chief executives (Dublin 2003) was organised for the first time. It led to the identification of the emerging policy issues in education and the development of the Directorate's strategic objectives for the whole education programme. This has allowed the Directorate to move towards the development of a coherent and comprehensive programme of work. The second chief executives meeting (Copenhagen 2005) exchanged views on the main policy issues as a basis for preparing the new education mandates and the programme of work for the 2007 and 2008 biennium.

4. The approach to ministerial meetings was also reviewed. Previously, Ministers of Education had met on a five year cycle. A function of the meeting had been to endorse the work programme and mandate renewal. The new model was to bring ministers together on a more regular basis to informally and directly exchange views on a few selected issues considered of major importance to member countries. In March 2004, the Directorate organised a meeting of ministers to discuss *Quality Education for All*. The focus was on discussion; there was no *communiqué* and no expectation of a mandate for new work. Rather the very brief issues papers drew on existing or nearly completed work to give the Ministers a platform for discussion. The June 2006 Athens meeting, *Higher Education: Quality, Equity and Efficiency* used the same model, adding the concept of break-out sessions which were particularly appreciated by ministers. An informal meeting of ministers has also been organised on the use of school-level achievement data (St Gallen, April 2005) and a second is being organised on vocational education and training (Copenhagen, January 2007). During the past four years, the Directorate for Education has had the opportunity to meet six times with Ministers and high-level decision makers and hence been able to get a fair idea of member countries' perceptions of the value of its work and their desired future directions for that work.

5. The Directorate for Education has also had the opportunity to meet Ministers of developing countries at the Global Forum on Education which the Committee organised in Santiago (Chile) in November 2005. This meeting consolidated the global relations strategies developed by each of the OECD bodies which led to an expansion of the number of non-member economies participating in OECD education activities. (for example, while 12 non-member economies participated in the 2003 PISA round, there are 27 in the current one). Annex VII summarises the work of the education bodies with non-member economies.

6. The output results for the period 2002 to 2006 are listed in EDU(2005)9<sup>1</sup>. Annex VIII summarises the Directorate for Education's co-operation with other OECD Directorates during this period.

### **Governance of the OECD work on Education**

7. One of the main objectives of convening meetings of chief executive officers (CEO) of education ministries and to hold more regular meetings of education Ministers was to achieve a more strategic, coherent and comprehensive programme of work. The strategic objectives that were developed during the first CEO meeting helped to strategically frame the work programmes of the respective five education bodies. This was considered by countries as a major step that needs further enhancement. The simultaneous renewal of the mandates of the five education bodies provided an opportunity in this objective by examining the governance of the OECD work on education. Following a brainstorming meeting of education bureaux in January 2006, the principles which should guide any governance reform as well as various reform options were identified. Each body then discussed these options which led to the two stage approach proposed here: the adoption of principles guiding education governance and the implementation of these principles on the basis of recommendations to be developed by an informal working group.

8. At the Joint Session of the Education Committee and the Centre for Educational Research and Innovation (CERI) Governing Board held on 11 October 2006, countries agreed to the **Main Principles Guiding the Governance Structure of the OECD Education Bodies** [EDU(2006)8/ANN3/REV1 and included in this document as Annex I].

9. The Principles aim to define the respective roles of the Education Committee and of the four Part II Programmes in order to ensure a greater strategic direction, coherence, and co-ordination in the work on education carried out by the five bodies. While recognising the responsibility of each of the four Part II programmes in carrying out its tasks in the most appropriate manner in the context of its mandate, the Education Committee, on behalf of Member countries, will oversee the strategic direction, coherence, quality and communications of OECD work on education.

10. In conformity with the Council Resolution of 15 November 2006 [C(2006)97/REV2 and C(2006)97/REV2/CORR1], the Education Committee and CERI Governing Board propose the creation of an informal working group to develop recommendations regarding the implementation of these principles [see EDU/EC/CERI(2006)24], as well as the establishment of three new subsidiary bodies (indicated in bold in paragraph 30).

### **Evaluation**

11. None of the education bodies has been selected for an in-depth evaluation to date and only a small part of the OECD's output results in education is covered by the Programme Implementation Review. Concerning the latter, the Part II programmes are being integrated into the same process as Part I and so this will be resolved as of the 2007-2008 biennium.

---

<sup>1</sup> This document is currently being updated and will be posted on OLIS shortly as EDU(2005)9/REV1.

12. The Copenhagen CEO meeting reviewed the education outcomes to date [EDU(2005)9] as a basis for the 2007-2008 biennium. The Chair's Summary [EDU(2005)13] noted that:

“Participants welcomed the information on the outputs delivered and noted that they did, on the whole, respond to the strategic direction given by the Dublin meeting. Many participants were particularly pleased with the increasing connection of the Directorate for Education's work with that of the OECD Economics Department, in particular the country reviews undertaken by the OECD Economic Development and Review Committee. Several participants characterised this as essential. The importance of understanding and demonstrating the links between education and productivity was emphasised. It was noted that the OECD can promote a whole-of-government view in countries which can help dialogue and understanding between ministries of education and finance. It was suggested that the Directorate for Education build further on this by developing evidence on the economic and non-economic benefits of education, including the development of social capital and social cohesion. Participants discussed the gap that often remained in countries between rhetoric on the importance of education and the relative priority given to education, a gap sometimes evident between the positions of education and finance ministries. Even where evidence already existed on the returns to investment to education, for example, it was disappointing to find that the message is still not always getting across. Those working on education need to provide better evidence of the benefits of investment in education and of particular policies and practices that they introduce.”

13. In addition, at the brainstorming meeting of education bureaux held in January 2006, in summing up, the Chair noted the following points of consensus [EDU(2006)6]:

- Satisfaction with results and progress over time and particularly since the creation of the Directorate for Education in 2002 improvements had been noted in many areas;
- The quality of work of bodies is high.

14. However, it is clear that evaluation is a major issue that needs to be addressed for the next mandate period. It is anticipated that an integrated evaluation system will be developed for all the education bodies for the next mandate period within the framework set by the Council's Evaluation Sub-Group and building on the recommendations of the informal working group.

### **The Draft Mandates**

15. The Secretary-General proposes that the mandates of the Education Committee and four education Part II programmes be renewed as described in the following section.

16. The draft mandates presented in this document for renewal reflect the Principles set out in full Annex I. In addition, as this is the first time that these mandates have been renewed since the creation of the Directorate for Education in 2002, this opportunity has been taken to revise them in the following ways with the objective of producing harmonised, clear and understandable texts:

- The mandates have been modernised to reflect the strategic objectives of the OECD and the mission of the education bodies and Part II programmes. Particular attention has been paid to ensure that the missions reflect the distinct role and comparative advantage of each body and programme.
- The mandates of all the Part II Programmes now permit the full participation of non-member economies in their work, in line with the respective global relations strategies of each Programme and subject to Council approval.

- The mandates are now self-contained. Unlike the texts currently to be found in the bodies data base, they are no longer dependent for their understanding on cross-references to provisions contained in other documents or previous mandates.
- The mandates no longer duplicate provisions that are common to all OECD subsidiary bodies under wider provisions, for example, the OECD Rules of Procedure – which cover the procedures for the creation of sub-groups and for Bureaux – the OECD global relations strategy, the OECD financial statutes, OECD evaluation and monitoring requirements, etc.
- On the other hand, the mandates clearly specify current practices which differ from those of the wider OECD. Some of these were previously noted in cross-referenced documents and some have developed over time, for example, the organisation by Part II non-consolidated programmes of meetings outside OECD Headquarters, or the recent practice of inviting the Budget Committee to comment on the scale of contributions as well as the budget of the three Part II non-consolidated programmes.
- While maintaining the specificity and value added of each body and programme, the structure and language of the education mandates has been harmonised and modernised to use current OECD terminology. In particular, the reference to decentralised Part II programmes has been replaced by that more commonly used non-consolidated Part II programmes.

#### ***The Education Policy Committee (Draft Mandate - Annex II)***

17. In the light of the strengthened role of the Committee resulting from the Principles, it is proposed to rename it as the Education Policy Committee. The Committee will now be responsible for overseeing the strategic direction, coherence, quality and communications of OECD work on education. The mission has been updated to reflect the current priorities of the OECD and education stakeholders. It is proposed to extend the mandate for a period of five years.

#### ***The Centre for Educational Research and Innovation (Draft Mandate - Annex III)***

18. The Centre for Educational Research and Innovation was set up in 1968. Since then it has established an international reputation for pioneering educational research, opening up new fields for exploration and combining rigorous analysis with conceptual innovation. Linking research, policy and innovation, CERI occupies a unique place in educational policy-making. The UNESCO/OECD *Guidelines for quality provision in cross-border higher education*, adopted by the OECD Council in December 2005, are a good example of how such work can contribute to policy-making.

19. The CERI Governing Board is one of the few OECD subsidiary bodies where independent experts designated by Council sit. It is proposed to maintain this characteristic as it contributes to the distinctive CERI approach although the procedures for nomination have been modernised and aligned to current OECD practice.

20. As part of the move towards greater feedback and evaluation, in 2005, the CERI Governing Board commissioned an external review of how its work is perceived in member countries. The recommendations of this review have been taken into account as appropriate in the process of mandate renewal. The main conclusions are set out in Annex IX [see EDU/CERI/CD(2005)18 for the full report].

21. CERI is a consolidated Part II programme. No changes are proposed to the way in which this Programme currently operates other than those that will result from the implementation of the Principles

and those resulting from the review and harmonisation of the mandates noted in paragraph 16 above. It is proposed to extend the mandate for a period of five years.

***The Programme on Institutional Management in Higher Education (Draft Mandate - Annex IV)***

22. This Programme is a network of higher education institutions, government departments, agencies and associations whose aims are to contribute to the improvement of higher education through the strengthening of institutional governance and the analysis of the governance and strategic management of higher education institutions and the development of their role in society. The Programme is well integrated into the OECD's overall work on education and provided important input for the meeting of OECD education ministers in Athens, *Higher Education: Quality, Equity and Efficiency*. There has been massive growth in numbers, diversification of programmes and institutions in the field of higher education, and growing links with economic development. This Programme brings an institutional perspective to the OECD's work on higher education as policy makers grapple with the problem of how best to align the activities of higher education institutions to fit national objectives.

23. This programme is a non-consolidated Part II programme. The programme has been steadily growing and, insofar as membership is on the basis of a flat rate annual amount, this is a very good indicator of the value that the Programme brings to members both in OECD countries and non-member economies<sup>2</sup>. A full review of IMHE was carried out in 2001 and the document *IMHE Review and Recommendations for Mandate Period 2002-2006* [CERI/IMHE/DG(2001)3] provides a useful survey and many of its findings are still relevant.

24. No changes are proposed to the way in which this Programme currently operates other than those that will result from the implementation of the Principles and those resulting from the review and harmonisation of the mandates noted in paragraph 16 above. In line with the recommendation of the Joint Session of the Education Committee and CERI Governing Board, the Secretary-General proposes extending the mandate of this programme for a period of two years during which its relationship with the Education Policy Committee will be further explored.

***The Programme on Educational Building (Draft Mandate - Annex V)***

25. This Programme assists participating OECD member countries and its associate members<sup>3</sup> to make the most effective use of the resources devoted to educational facilities at all levels. PEB is the only international programme dealing with issues of planning, design, management and evaluation of educational facilities. This Programme was the originator of the *OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools* adopted by the OECD Council on 20 July 2005. Its work is of great interest to non-member economies and the Programme has an important global relations strategy to develop contacts with those that would benefit from its findings and can make a contribution to the work of the Programme.

26. This programme is a non-consolidated Part II programme. No changes are proposed to the way in which this Programme currently operates other than those that will result from the implementation of the

---

<sup>2</sup> At the time of writing, all OECD member countries, with the exception of Luxembourg and Poland, have participants in IMHE. In addition, there are participants from the following non-member economies: Brazil, China – Hong Kong, Estonia, Israel, Latvia, Lithuania, Pakistan, Russia, Slovenia and South Africa.

<sup>3</sup> Members are Australia, Austria, Greece, Hungary, Iceland, Ireland, Korea, Mexico, New Zealand, Portugal, Slovak Republic, Spain, Switzerland, Turkey and the United Kingdom. PEB Associate members come from the following member and non-member countries: Belgium, Canada, Chile, Italy, Japan and Slovenia.

Principles and those resulting from the review and harmonisation of the mandates noted in paragraph 16 above. In line with the recommendation of the Joint Session of the Education Committee and CERI Governing Board, the Secretary-General proposes extending the mandate of this programme for a period of two years during which its relationship with the Education Policy Committee will be further explored.

***The Programme on International Student Assessment (Draft Mandate - Annex VI)***

27. PISA provides policy-oriented benchmarks and analyses on learning outcomes that permit cross-national comparisons on a regular basis in a timely and efficient manner. The work is guided by a longer-term strategy that, within the overall OECD education work programme, seeks to progressively enhance comparative policy insights on how to improve: the quality of learning outcomes; equality in learning outcomes and equity in learning opportunities; the effectiveness and efficiency of educational processes; and the impact of learning outcomes. The learning outcomes covered by PISA extend to educational content in curricular and cross-curricular areas, as well as to learning processes, behaviours and attitudes.

28. PISA consists of a core programme of work that is implemented and financed by all survey participants. This maintains the basic design and frequency of the 2000, 2003 and 2006 assessments but builds on their success through ongoing improvements within the programme's existing design and structure. It also provides extensions in the form of optional modules that are designed and financed by those participants interested in their implementation.

- With the core programme of work, PISA places the emphasis on cross-national comparisons of the cumulative yield of education towards the end of compulsory education, seeking to assess to what extent education systems succeed in ensuring that young adults acquire the key competencies and dispositions believed to contribute to the foundations for further learning and a successful transition into adult life; as well as what individual, systemic and contextual factors contribute to this success. Because of the ongoing nature of PISA, the core programme will also provide trend indicators that will allow participants to measure improvements in educational outcomes.
- With the optional modules, PISA explores to extend policy insights in three aspects. The first optional module adds the possibility to compare learning progress within education systems, through assessing student knowledge and skills at different stages in the education system. The second optional model facilitates analyses of instructional aspects that could lead to enhance learning outcomes. The third optional establishes computer-delivered assessments so as to pave the way both for better coverage of aspects of the PISA frameworks that are very difficult to capture with static paper-and-pencil documents as well as for improved efficiency of the assessment process, leading to reductions in operational costs and student response time and, in the longer term, to better targeting the assessments more effectively across and within countries/economies.

29. This programme is a non-consolidated Part II programme. No changes are proposed to the way in which this Programme currently operates other than those that will result from the implementation of the Principles and those resulting from the review and harmonisation of the mandates noted in paragraph 16 above. It is proposed to extend the current mandate for a further period of five years.

***Working parties***

30. Given the timing of the revision, the Education Policy Committee and Governing Boards of the four education Part II programmes were not in a position to apply Rule 21 c) *in se* and intend to renew their subsidiary bodies so that the delivery of the 2007 and 2008 programme of work output results may

progress without disruption and delay. At this stage, for reasons of transparency, the list of the existing subsidiary bodies is provided for information:

Education Policy Committee

- Group of National Experts on Special Needs Education (renewal - transferred from the CERI Governing Board)
- **Network on School Violence and Bullying (new)**
- **Network on Early Childhood Education and Care (new)**
- **Informal Working Group on the Implementation of the Main Principles Guiding the Governance Structure of OECD Education Bodies (new)**

The Education Policy Committee and the Centre for Educational Research and Innovation Governing Board

- Indicators of Education Systems (INES) Strategic Management Group (renewal)
- Group of National Co-ordinators on Indicators of Education Systems (INES) (renewal)
- Indicators of Education Systems (INES) Technical Group (renewal)
- **Group of National Experts for the International Survey For Teachers, Teaching and Learning (new)**
- INES Network A – Indicators of Learning Outcomes (renewal)
- INES Network B – Indicators on the Socio-Economic Outcomes of Education (renewal)
- INES Network C – Indicators on the Learning Environment and Organisation of Schools (renewal)

Programme for International Student Assessment Governing Board

- The PISA Strategic Development Group (renewal)
- The Group of PISA National Project Managers (renewal)
- The PISA Editorial Group (renewal)

31. However, insofar as the informal working group will be making recommendations concerning the working parties and sub-groups of the education bodies, it is envisaged that the mandates of these groups will be reviewed afresh in 2007 by each competent body in the light of the recommendations.

32. In the light of the preceding, the Secretary-General invites the Council to adopt the following draft conclusions:

THE COUNCIL

- a) noted document C(2006)173;
- b) adopted the draft Resolution concerning the mandate of the Education Policy Committee set out in Annex II to document C(2006)173;

- c) adopted the draft Resolution concerning the renewal of the mandate of the Centre for Educational Research and Innovation (CERI), as set out in Annex III to document C(2006)173;
- d) adopted the draft Resolution concerning the renewal of the mandate of the Programme on Institutional Management in Higher Education, as set out in Annex IV to document C(2006)173;
- e) adopted the draft Resolution concerning the renewal of the mandate of the Programme on Educational Building (PEB), as set out in Annex V to document C(2006)173;
- f) adopted the draft Resolution concerning the renewal of the mandate of the Programme on International Student Assessment (PISA), as set out in Annex VI to document C(2006)173.

## ANNEX I

### MAIN PRINCIPLES GUIDING THE GOVERNANCE STRUCTURE OF THE OECD EDUCATION BODIES [EDU(2006)8/ANN3/REV1]

The eight principles recognised by countries as those that any governance structure should meet [see EDU(2006)8] will be fulfilled as follows:

**Global coherence of OECD work on education.** This refers to the main substance of the work.

- *The Education Committee, on behalf of Member States, will oversee the strategic direction, coherence, quality and communications of OECD work on education.*
- *Each body will carry out its distinctive work in the ways appropriate to their different remits.*
- *The Education Committee will develop and articulate a medium-term strategy for work in the field of education.*
- *Each body will prepare the draft of its mandate at the time of its renewal. The Education Committee will ensure global coherence among the mandates.*
- *Each body will seek the guidance of the Education Committee for recommendations with major policy implications.*

**Co-ordination across bodies.** This refers to the organisation thanks to which the planning and implementation of the work is coherent at all levels.

- *Taking into account the medium term strategy set by the Education Committee, each body will develop the draft of its work programme and budget, identify and plan its main outputs and prioritise its outputs using similar mechanisms and within a common timetable.*
- *The drafts of all programmes of work and budgets will be consolidated into one document on the basis of which each body would take the appropriate actions.*

**Prioritisation of activities.** This refers to the process through which activities are selected to reflect actual and emerging priorities within member countries.

- *The Education Committee will review the global coherence of the overall programme of work of the Directorate for Education.*
- *Using a common rating scheme each body will, in consultation with the Education Committee, prioritise its own activities and plan its outputs.*

**Budget flexibility and growth.** This refers to the capacity to deploy resources effectively and responsively, and to exploit opportunities to enhance the overall resource available.

- *While each body would prepare its own budget, it will refer and seek the guidance of the Education Committee for decisions with significant financial implications for members and the launch of major new activities.*

**Efficiency.** This means getting the best out of the resources available.

- *Each body will take responsibility for ensuring a balance between the outcomes of its work and its cost and other resource implications (value for money).*

**Accountability.** This refers to the procedures for judging how well the work has been carried out according to plan, and how effectively the resources committed have been used.

- *Each body will proceed to ongoing monitoring of its outputs.*
- *Each body will proceed to the regular evaluation of its outcomes with similar mechanisms.*
- *The Education Committee will evaluate education work at the strategic level.*

**Transparency.** This refers to the procedures for making the basis on which decisions are made and implemented accessible to those involved, especially in member countries.

- *Each body will use comparable formats for the preparation of its programme of work and budget, the prioritisation and monitoring of its activities and the evaluation of its outcomes.*
- *The resulting information would be made available to countries on a regular basis.*

**Respective responsibility.** This refers to the capacity of each body to carry out its work effectively in the context of its remit.

- *The implementation of the above will ensure the fulfilment of the principle of respective responsibility.*

## ANNEX II

### DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE EDUCATION POLICY COMMITTEE

THE COUNCIL,

Having regard to Articles 1 and 2 of the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960;

Having regard to the Rules of Procedure of the Organisation and, in particular, to the Annex thereto;

Having regard to the Resolution of the Council of 22 July 1970 establishing an Education Committee [C(70)134], as last renewed by Council on 26 July 2001 [C/M(2001)16/FINAL];

Having regard to the proposals set out in the Note by the Secretary-General concerning the renewal of the mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management of Higher Education (IMHE), the Programme on Educational Building (PEB) and the Programme on International Student Assessment (PISA) [C(2006)173];

DECIDES:

The Education Committee, hereby renamed Education Policy Committee, is renewed with the following mandate:

#### **Mission**

The work of Education Policy Committee reflects and complements the priorities of the OECD as a whole, in providing employment opportunities for all, improving human capital and social cohesion. It contributes to fulfilling the Directorate for Education's mission of assisting OECD member countries and non-members to achieve high quality lifelong learning for all, which contributes to personal development, sustainable economic growth and social cohesion. It is carried out with the framework of the *Main Principles Guiding the Governance Structure of the OECD Education Bodies* [EDU(2006)8/ANN3/REV1] and with due regard to the mandates of the other education bodies.

The Education Policy Committee is responsible for:

1. Assisting governments to develop effective and efficient policies for education and learning to meet individual, social, cultural and economic objectives through the development of specific policy recommendations, policy reviews, analyses and data collection.
2. Overseeing the strategic direction, coherence, quality and communication of OECD work on education carried out by the education bodies.
3. Exchanging information and promoting international co-operation among OECD member countries and, where relevant, with non-members on the objectives identified under 1) above.

4. Disseminating its policy advice, data and policy analysis to a wide range of stakeholders in OECD member countries and non-member economies.

### **Participation**

Governments should, whenever possible, appoint to the Education Policy Committee senior officials with direct responsibility for advising their governments on general education policy and the allocation of educational resources.

Non-members may attend meetings of the Committee as regular observers, in line with the global relations strategy of the Committee and as approved by Council. The Council of Europe attends meetings of the Committee as an observer.

The Chairs or a Vice-Chair of the Governing Boards of the Centre for Educational Research and Innovation, the Programme on Institutional Management in Higher Education, the Programme on Educational Building and the Programme for International Student Assessment may attend meetings of the Committee *ex officio*.

### **Relationship with other bodies**

The Education Policy Committee shall maintain close working relationships with other relevant bodies of the Organisation working on issues that affect the development and implementation of education policy and have implications for other policy areas. The Committee shall co-operate with other international and regional organisations active in this policy field. It may consult with non-governmental bodies as and when necessary.

### **Co-ordination of the OECD's Work on Education**

The Committee will develop a medium-term strategy for work in the field of education, review the global coherence of the overall programme of work of the Directorate for Education and evaluate this work at the strategic level.

For work delegated to its subsidiary bodies, it shall establish integrated mechanisms for the development of orientations, prioritisation and evaluation. It shall receive regular reports from them to ensure their co-ordination, policy integration, timeliness and evaluation.

### **Duration**

This mandate shall enter into force on 1 January 2007 and shall expire on 31 December 2011, unless the Council decides otherwise.

### ANNEX III

#### **DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION**

THE COUNCIL,

Having regard to the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960, and, in particular, Articles 2 b), 5 a), 9 and 12 thereof;

Having regard to the Rules of Procedure of the Organisation;

Having regard to the Financial Regulations and the Financial Rules of the Organisation;

Having regard to the Decision of the Council of 24 July 1981 concerning a Programme on Educational Research and innovation [C(81)53(Final)] as last renewed by Council on 26 July 2001 [C/M(2001)16/FINAL];

Having regard to the proposals set out in the Note by the Secretary-General concerning the renewal of the mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management of Higher Education (IMHE), the Programme on Educational Building (PEB) and the Programme on International Student Assessment (PISA) [C(2006)173];

DECIDES:

The Centre for Educational Research and Innovation is hereby renewed with the following mandate:

#### **Mission**

The Council shall, for a period of five years as from 1st January 2007, renew the mandate of the Centre for Educational Research and Innovation (hereinafter referred to as “the Centre”) within the framework of the OECD programme of work and budget. The work of the Centre reflects and complements the priorities of OECD member countries as a whole in providing education and training opportunities for all. It contributes to fulfilling the Directorate for Education’s mission of assisting members and partner countries to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion. It is carried out within the framework of the *Main Principles Guiding the Governance Structure of the OECD Education Bodies* [EDU(2006)8/ANN3/REV1] and with due regard to the mandates of the other education bodies.

The main objectives of the Centre shall be to:

- a) Provide and promote international comparative research, innovation and key indicators on current and emerging education and learning issues, and their links to other sectors of policy.

Explore forward-looking and coherent approaches to education and learning in the context of national and international cultural, social and economic change.

Facilitate practical co-operation among member countries and, where relevant, with non-member economies, in order to seek solutions and exchange views on educational problems of common interest.

### **Membership**

Participation in CERI will be open to all OECD member countries. Non-member economies may become full participants or regular observers if recommended by the Governing Board in the framework of its global relations strategy and approved by the OECD Council.

### **The Governing Board of the Centre**

The Governing Board shall be concerned with all matters in the field of competence of the Centre including those of any subsidiary bodies. Having regard to the mandate of the Education Policy Committee and the *Main Principles Guiding the Governance Structure of the OECD Education Bodies*, the Governing Board:

- Develops its work programme and budget taking into account the medium-term strategy developed by the Education Policy Committee.
- Prioritises its activities and outputs in consultation with the Education Policy Committee.
- Monitors the quality and timeliness of output results, activities and projects.
- Disseminates its policy advice and analysis, research and data to a wide range of stakeholders in member and non-member economies.
- Evaluates the outcomes of the Centre's work.
- Seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

The Governing Board shall be composed of one national expert in the field of competence of the Centre from each of the Centre's participants. Experts shall be proposed by the participants, and should have senior standing and expertise in the field of educational research or innovation, with appropriate policy links. The Secretary-General shall forward proposals for membership of the Governing Board to the Council for approval. The Council shall appoint the members for the duration of the Governing Board mandate or until the participant proposes an alternative expert for nomination in accordance with the foregoing procedure.

Participants in which the competence on education matters are shared between different levels of authority, may propose one additional national expert. These nominations will be reviewed by the Chair and Vice-Chairs and, if approved, will be submitted to Council in accordance with the foregoing procedure.

Representatives of OECD member countries may attend meetings of the Governing Board. The Chair or a Vice-Chair of the Education Policy Committee and the Governing Boards of the Programme on Institutional Management in Higher Education, the Programme on Educational Building and the Programme for International Student Assessment may attend meetings of the Governing Board *ex officio*. The Governing Board may invite experts on an *ad hoc* basis to attend its meetings as appropriate.

### **Budget of the Centre**

The expenditure of the Centre shall be charged against the appropriations authorised for it under Part II of the Budget of the Organisation.

Notwithstanding the provisions of Articles 14 and 15 of the Financial Regulations of the Organisation, appropriations, for which no commitment has been entered into before the end of the Financial Year for which they were appropriated and surplus publications income shall be automatically carried forward to the budget for the ensuing year by decision of the Secretary-General.

### **Relationship with other bodies**

The Governing Board shall maintain close working relationships with other relevant bodies of the Organisation working on issues that affect the development and implementation of educational research and innovation and have implications for other policy areas. The Governing Board shall co-operate with other international and regional organisations active in its field of competence. It may consult with non-governmental bodies as and when necessary.

### **Duration**

This mandate shall enter into force on 1 January 2007 and shall expire on 31 December 2011, unless the Council decides otherwise.

## ANNEX IV

**DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE  
PROGRAMME ON INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION**

THE COUNCIL,

Having regard to the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960, and, in particular, Articles 5 a), 9 and 12 thereof;

Having regard to the Rules of Procedure of the Organisation;

Having regard to the Financial Regulations and the Financial Rules of the Organisation;

Having regard to the Decision of the Council of 20 July 1976 concerning a Decentralised Project on Institutional Management in Higher Education [C(76)75(Final)], as last renewed by Council on 26 July 2001 [C/M(2001)16/FINAL];

Having regard to the Resolution of the Council of 9 April 2004 on Harmonisation of Names of Part II Subsidiary Bodies Supported by the Directorate for Education [C(2004)72; C/M(2004)13];

Having regard to the proposals set out in the Note by the Secretary-General concerning the renewal of the mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management of Higher Education (IMHE), the Programme on Educational Building (PEB) and the Programme on International Student Assessment (PISA) [C(2006)173];

Considering that members participating in the Programme on Institutional Management in Higher Education have agreed to pursue their co-operation

DECIDES:

The Programme on Institutional Management in Higher Education is hereby renewed with the following mandate:

**Mission**

The Council shall, for a period of two years as from 1st January 2007, renew the Programme on Institutional Management in Higher Education (IMHE). The work of IMHE reflects and complements the priorities of the OECD as a whole, in promoting sustainable development and social cohesion through good governance. It contributes to fulfilling the Directorate for Education's mission of assisting members and partners to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion. It is carried out within the framework of the *Main Principles Guiding the Governance Structure of the OECD Education Bodies* [EDU(2006)8/ANN3/REV1] and with due regard to the mandates of the other education bodies.

The specific objectives of IMHE are:

- To contribute to the improvement of higher education through the strengthening of institutional governance and management. It does this by assisting its participants - including higher education institutions, Ministries and agencies - collectively and individually to understand the social and political environment in which they operate and to meet more effectively their organisational objectives - including high quality research, effective teaching, and contributing to social and economic development.
- To analyse the governance and strategic management of higher education institutions and the development of their role in society. This includes the analysis of policy development and institutional practice and makes use of OECD data and indicators as well as case-studies and the experience of participants.

### **Participation in the Programme**

Participation in the Programme is open to member countries, non-member economies, higher education institutions and other organisations involved in higher education in member countries and non-member economies in line with the global relations strategy of the Programme. Requests for participation from non-member economies, higher education institutions and other organisations are approved by the Governing Board in line with criteria established by it.

### **Governing Board**

Participants in each country and non-member economy will jointly together elect their representatives to the Governing Board. The representatives from non-member economies may participate in the Governing Board, either as members or as observers, as decided by the Governing Board.

The Governing Board shall be concerned with all matters in the field of competence of the Programme including those of any subsidiary bodies. Having regard to the mandate of the Education Policy Committee and the *Main Principles Guiding the Governance Structure of the OECD Education Bodies*, the Governing Board:

- Develops and approves its work programme, the annual amount to be contributed by participants and its budget taking into account the medium-term strategy developed by the Education Policy Committee;
- Prioritises its activities and outputs in consultation with the Education Policy Committee;
- Monitors the quality and timeliness of output results, activities and projects;
- Disseminates its policy advice, policy analysis, research and data to a wide range of stakeholders in member and non-member economies;
- Evaluates the outcomes of the work
- Seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

The Chair or a Vice Chair of the Education Policy Committee and the Governing Boards of the Centre for Educational Research and Innovation, the Programme on Educational Building and the Programme on International Student Assessment may attend meetings of the Governing Board *ex officio*.

The Governing Board may organise its meetings outside OECD Headquarters on the basis of a reasoned request of a participant to the Programme. The host will accept responsibility for additional direct and indirect expenditures related to the meeting so that it is no more expensive for the Organisation than it would have been if held at OECD Headquarters.

### **Budget of the Programme**

The programme of work, the annual amount to be contributed by participants and the budget of the Programme shall be examined by the Budget Committee which shall address its comments to the Governing Board and shall refer to the Council any question which cannot be settled by agreement with the Governing Board. The budget shall be deemed to be adopted at the end of this procedure.

The expenditure of the Programme shall be charged against the appropriations authorised for it under a Part II Chapter of the Budget of the Organisation. The Programme budget is not included in the OECD consolidated budget envelope.

The Governing Board sets the annual amount to be contributed by each Programme participant.

Notwithstanding the provisions of Articles 14 and 15 of the Financial Regulations of the Organisation, appropriations, for which no commitment has been entered into before the end of the Financial Year for which they were appropriated and surplus income shall be automatically carried forward to the budget for the ensuing year by decision of the Secretary-General.

### **Relationship with other bodies**

The Governing Board and other relevant bodies of the Organisation shall maintain close working relationships on issues related to the improvement of higher education through the strengthening of institutional governance and management. The Governing Board shall co-operate with other international and regional organisations active in its field of competence. It may consult with non-governmental bodies as and when necessary.

### **Duration**

This mandate shall enter into force on 1 January 2007 and shall expire on 31 December 2008, unless the Council decides otherwise.

ANNEX V

**DRAFT RESOLUTION OF THE COUNCIL CONCERNING THE MANDATE OF THE  
PROGRAMME ON EDUCATIONAL BUILDING**

THE COUNCIL,

Having regard to the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960, and, in particular, Articles 5 a), 9 and 12 thereof;

Having regard to the Rules of Procedure of the Organisation;

Having regard to the Financial Regulations and the Financial Rules of the Organisation;

Having regard to the Decision of the Council of 12 July 1984 on Management of Activities in the Field of Educational Building [C(84)61(Final)], now referred to as the Programme on Education Building (PEB), as last renewed by Council on 9 December 2004 [C(2004)187];

Having regard to the Resolution of the Council of 9 April 2004 on Harmonisation of Names of Part II Subsidiary Bodies Supported by the Directorate for Education [C(2004)72; C/M(2004)13];

Having regard to the proposals set out in the Note by the Secretary-General concerning the renewal of the mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management of Higher Education (IMHE), the Programme on Educational Building (PEB) and the Programme on International Student Assessment (PISA) [C(2006)173];

Considering that Member countries and Associate Members participating in the Programme on Educational Building wish to pursue their co-operation;

DECIDES:

The Programme on Educational Building is hereby renewed with the following mandate:

**The Programme on Educational Building**

The Council shall for a period of two years from 1 January 2007, renew the Programme on Educational Building. In the knowledge society, the work of PEB reflects and complements the priorities of the OECD as a whole, in promoting sustainable development and social cohesion through good governance. It contributes to fulfilling the Directorate for Education's mission of assisting members and partners to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion. It is carried out within the framework of the *Main Principles Guiding the Governance Structure of the OECD Education Bodies* [EDU(2006)8/ANN3/REV1] and with due regard to the mandates of the other education bodies.

## Mission

The specific mission of PEB is to maximise the social and economic benefits of investment in teaching and learning environments and associated emerging technologies by advising and assisting participating OECD member countries and PEB associate members to make the most effective use of the resources devoted to educational facilities through analysis of issues of planning, design, management and evaluation of educational facilities at all levels.

## Membership

Participation in PEB is open to member countries and non-member economies, as decided by the Governing Board in line with the global relations strategy of the Programme. The Governing Board may also invite non-members as observers. Government agencies, sub-national authorities, research agencies and non-government organisations active in school facility issues are eligible for Associate Membership in line with criteria established by the Governing Board.

## Governing Board

The Governing Board shall be concerned with all matters in the field of competence of the Programme including those of any subsidiary bodies. Having regard to the mandate of the Education Policy Committee and the *Main Principles Guiding the Governance Structure of the OECD Education Bodies*, the Governing Board:

- Develops and approves its work programme the scale of contributions and its budget taking into account the medium-term strategy developed by the Education Policy Committee.
- Prioritises its activities and outputs in consultation with the Education Policy Committee.
- Monitors the quality and timeliness of output results, activities and projects.
- Disseminates its policy advice, analysis, research and data to a wide range of stakeholders in member countries and non-member economies.
- Evaluates the outcomes of the work;
- Seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

The Chair or a Vice-Chair of the Education Policy Committee and the Governing Boards of the Centre for Educational Research and Innovation, the Programme on Institutional Management of Higher Education and the Programme on International Student Assessment may attend meetings of the Governing Board *ex officio*.

The Governing Board may organise its meetings outside OECD Headquarters at the request of a Programme participant on the basis of a reasoned request from a Permanent Representative on behalf of a member. The host will accept responsibility for additional direct and indirect expenditures related to the meeting so that it is no more expensive for the Organisation than it would have been if held at OECD Headquarters.

### **Budget of the Programme**

The programme of work, scale of contributions and the budget of the Programme shall be examined by the Budget Committee, which shall address its comments to the Governing Board and shall refer to the Council any question which cannot be settled by agreement with the Governing Board. The Budget shall be deemed to be adopted at the end of this procedure.

The expenditure of the Programme shall be charged against the appropriations authorised for it under a Part II Chapter of the Budget of the Organisation. The Programme budget is not included in the OECD consolidated budget envelope.

The scale of contributions for full participants will be set by the Governing Board, taking as a basis the OECD Part I scale of contributions. The contribution amounts for observers and Associate Members will be set by the Governing Board, based on criteria determined by it.

Notwithstanding the provisions of Articles 14 and 15 of the Financial Regulations of the Organisation, appropriations, for which no commitment has been entered into before the end of the Financial Year for which they were appropriated, and surplus income shall be automatically carried forward to the budget for the ensuing year by decision of the Secretary-General.

### **Relationship with other bodies**

The Governing Board shall maintain close working relationships with other relevant bodies of the Organisation working on issues related to educational building. The Governing Board shall co-operate with other international and regional organisations active in its field of competence. It may consult with non-governmental bodies as and when necessary.

### **Duration**

This mandate shall enter into force on 1 January 2007 and shall expire on 31 December 2008, unless the Council decides otherwise.

## ANNEX VI

**DRAFT RESOLUTION OF THE COUNCIL CONCERNING  
THE MANDATE OF THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT**

THE COUNCIL,

Having regard to the Convention on the Organisation for Economic Co-operation and Development of 14 December 1960, and, in particular, Articles 5 a), 9 and 12 thereof;

Having regard to the Rules of Procedure of the Organisation;

Having regard to the Financial Regulations and the Financial Rules of the Organisation;

Having regard to the Decision of the Council of 26 September 1997 to establish a Decentralised Programme for Producing Indicators on Student Achievement on a Regular Basis [C(97)176/FINAL], now referred to as the Programme for International Student Assessment (PISA), as last renewed by Council on 26 July 2001 [C/M(2001)16/FINAL];

Having regard to the Resolution of the Council of 9 April 2004 on Harmonisation of Names of Part II Subsidiary Bodies Supported by the Directorate for Education [C(2004)72; C/M(2004)13];

Having regard to the proposals set out in the Note by the Secretary-General concerning the renewal of the mandates of the Education Committee, the Centre for Educational Research and Innovation (CERI), the Programme on Institutional Management of Higher Education (IMHE), the Programme on Educational Building (PEB) and the Programme on International Student Assessment (PISA) [C(2006)173];

Considering that Member countries and Non-Member Economies participating in the Programme for International Student Assessment wish to pursue their co-operation;

DECIDES:

The Programme for International Student Assessment is hereby renewed with the following mandate:

**The Programme for International Student Assessment**

The Council shall for a period of five years from 1 January 2007, renew the Programme for International Student Assessment (PISA). The work of PISA reflects and complements the priorities of the OECD as a whole, in promoting sustainable development and social cohesion through good governance. It contributes to fulfilling the Directorate for Education's mission of assisting members and partners to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion. It is carried out with the framework of the *Main Principles Guiding the Governance Structure of the OECD Education Bodies* [EDU(2006)8/ANN3/REV1] and with due regard to the mandates of the other education bodies.

## **Mission**

Every three years, until the end of the current mandate, PISA implements and analyses internationally standardised assessments of student learning outcomes up to the end of compulsory education that extend to educational content in curricular and cross-curricular areas, as well as to learning processes, behaviours and attitudes. Within the overall OECD education work programme, PISA seeks to progressively enhance comparative policy insights on how to improve: the quality of learning outcomes; equity in learning opportunities; the effectiveness and efficiency of educational processes; and the impact of learning outcomes. The three-yearly implementation of the surveys also provides trend indicators that allow participants to monitor improvements in educational outcomes.

## **Membership**

Membership of PISA is open to member countries and non-member economies in line with the global relations strategy of the Programme.

## **Governing Board**

The Governing Board shall be concerned with all matters in the field of competence of the Programme including those of any subsidiary bodies. Having regard to the mandate of the Education Policy Committee and the *Main Principles Guiding the Governance Structure of the OECD Education Bodies*, the Governing Board, in particular,

- Determines the policy priorities for PISA and oversees adherence to these priorities during implementation. This includes the setting of priorities and standards for data development, analysis and reporting as well as the determination of the scope of work that will then form the basis for the implementation of PISA.
- Works with the OECD Secretariat to ensure compliance with the policy objectives and design parameters at milestones during implementation
- Develops and approves its work programme and budget and cost elements of the scale of contributions, taking into account the medium-term strategy developed by the Education Policy Committee.
- Prioritises its activities and outputs in consultation with the Education Policy Committee.
- Monitors the quality and timeliness of output results, activities and projects.
- Disseminates its policy advice, analysis, research and data to a wide range of stakeholders in member and non-member countries.
- Evaluates the outcomes of the work.
- Seeks the guidance of the Education Policy Committee for recommendations with major policy implications and for decisions to launch major new activities with significant financial implications for OECD members.

Members of the Governing Board are deemed to speak on behalf of the government that they represent. Governments should, whenever possible, appoint representatives to the Governing Board who

are knowledgeable about large-scale student assessments and their interface with educational policy and practice.

The Chair and Vice-Chairs of the Governing Board will be elected for a period of three years.

The Governing Board may invite non-members as full participants or observers to its meetings.

The Chair or a Vice-Chair of the Education Policy Committee and the Governing Boards of the Centre for Educational Research and Innovation, the Programme on Institutional Management of Higher Education and the Programme on Educational Building may attend meetings of the Governing Board, *ex officio*.

The Governing Board may organise its meetings or meeting of its subsidiary bodies outside OECD Headquarters on the basis of a reasoned request from a Permanent Representative on behalf of a member. The host will accept responsibility for additional direct and indirect expenditures related to the meeting so that it is no more expensive for the Organisation than it would have been if held at OECD Headquarters.

### **Decision-Making**

The PISA Governing Board shall seek the consensus in its deliberations and decisions. If unable to reach consensus, the matter will be brought to a vote and will be decided by a two-thirds majority of the Governing Board members. Notwithstanding this provision, decisions relating to the operation of the Governing Board, the elements to be included in calculating the floor contribution for the scale of contributions, changes to project design and structure as well as the frequency of successive PISA surveys will be adopted by consensus.

### **Budget of the Programme**

The programme of work, scale of contributions and budget of the Programme shall be examined by the Budget Committee which shall address its comments to the Governing Board and shall refer to the Council any question which cannot be settled by agreement with the Governing Board. The budget shall be deemed to be adopted at the end of this procedure.

The expenditure of the Programme shall be charged against the appropriations authorised for it under a Part II Chapter of the Budget of the Organisation. The Programme budget is not included in the OECD consolidated budget envelope.

The scale of contributions will be composed of a floor contribution, to be determined by the Governing Board, which is the minimum contribution for full participants and observers, and other costs that will be assigned to full participants on the basis of the OECD Part I scale of contributions.

Notwithstanding the provisions of Articles 14 and 15 of the Financial Regulations of the Organisation, appropriations, for which no commitment has been entered into before the end of the Financial Year for which they were appropriated and surplus publications income shall be automatically carried forward to the budget for the ensuing year by decision of the Secretary-General.

### **Relationship with other bodies**

The Governing Board shall maintain close working relationships with other relevant bodies of the Organisation working on issues related to educational assessment and outcomes. The Governing Board shall co-operate with other international and regional organisations active in its field of competence. It may consult with non-governmental bodies as and when necessary.

C(2006)173

**Duration**

This mandate shall enter into force on 1 January 2007 and shall expire on 31 December 2011, unless the Council decides otherwise.

## ANNEX VII

## NON-MEMBERS AND THE EDUCATION BODIES

Table 1. Recent participation of non-members in the work of the Education Committee

OBSERVER COUNTRY	PUBLICATION	EVENTS	ACTIVITIES	JOINT ACTIVITIES
Chile	Review of Education 2004  Thematic Review of Teachers 2003-2005  Thematic Review of Tertiary Education 2005-2007  Improving school leadership 2005-2008		Numerous on-going Activities of EDU	Spanish Speaking Seminars  Joint Ministry of Education OECD/IDB seminar on compulsory education 2006
Estonia	Review of Education 2001  Thematic Review of Tertiary Education 2005-2007	Follow-up Seminars		
Israel	Thematic Review on Attracting, Developing and Retaining Teachers 2003-2005  Improving school leadership 2005-2008		ICT in Innovative Schools Working Group on Social Cohesion	
Russian Federation	Review of General Education 1998  Review of Tertiary Education and Research 1999  Thematic Review of Tertiary Education 2005-2007		Intellectual Property and Research Management: annual seminars 2000-	
Slovenia	Review of Education 1999  Thematic review of Equity in Education  Improving school leadership 2005-2008		International Adult Literacy Survey  Role of national qualifications systems in lifelong learning	

<b>COUNTRY</b>	<b>PUBLICATION</b>	<b>EVENTS</b>	<b>ACTIVITIES</b>	<b>JOINT ACTIVITIES</b>
Bulgaria	Review of Education 2004  Review of Research and Development Policy 2004  Thematic review of SEE 2002  Youth at Risk in SEE 2006			
China	Thematic Review of the First Years of Tertiary Education 2003  Review of Financing and Quality Assurance in Higher Education 2004		Internationalisation and Trade in Education Services	
Croatia	Thematic review of SEE 2002  Youth at Risk in SEE 2006  Thematic Review of Tertiary Education 2005-2007			
Dominican Republic	Review of education 2005-2007			
FYROM	Report on Higher Education (IMHE) 2004			
Gabon				Contribution to the ADEA (Association for the Development of Education in Africa) Peer Review 2006
Kazakhstan	Review of tertiary education 2006-2007			
Latvia	Review of Education 2001	Follow-up Seminars		
Lithuania	Review of Education 2002	Follow-up Seminars		
Mauritius				Contribution to the ADEA Peer Review 2006
Romania	Review of Education 2000			

South Eastern Europe (Stability Pact)	Thematic Review Albania 2001 Bosnia Herzegovina 2001 Bulgaria 2001 Croatia 2001 FYROM 2001 Kosovo 2001 Moldova 2002 Montenegro 2001 Romania 2001 Serbia 2001	Seminar  Seminar Conference  Conference Conference Seminar Seminar Conference	Youth at Risk  Youth at Risk Youth at Risk Youth at Risk Youth at Risk Youth at Risk Youth at Risk Youth at Risk	Education Reform Initiative (ERI-SEE) all countries – OECD on the Consultative Body – 3 seminars co-organised  ERI-SEE Secretariat  Bi-annual Senior Officials Meetings (all countries)
---------------------------------------	--	--	--	---

Table 2. Participation of non-members in the work of PISA, WEI and CERI

PISA+	PISA 2003	PISA 2006	WEI	CERI/Inclusive Education
Albania	Brazil	Argentina	Argentina	Antigua and Barbuda
Argentina	Hong Kong-China	Azerbaijan	Brazil	Argentina
Brazil	Indonesia	Brazil	Chile	Bahamas
Bulgaria	Latvia	Bulgaria	China	Belize
Chile	Liechtenstein	Chile	Egypt	Bolivia
Hong Kong-China	Macao-China	Columbia	India	Bosnia-Herzegovina
Indonesia	Russian Federation	Croatia	Indonesia	Brazil
Israel	Serbia	Estonia	Jamaica	Bulgaria
Latvia	Thailand	Hong Kong-China	Jordan	Chile
Liechtenstein	Tunisia	Indonesia	Malaysia	Columbia
FYROM	Uruguay	Israel	Paraguay	Costa Rica
Peru		Jordan	Peru	Croatia
Russian Federation		Kyrgyzstan	Philippines	Guatemala
Thailand		Latvia	Russian Federation	Guyana
		Liechtenstein	Sri Lanka	Haiti
		Lithuania	Thailand	Israel
		Macao-China	Tunisia	Kosovo
		Qatar	Uruguay	FYROM
		Romania	Zimbabwe	Moldova
		Russian Federation		Montenegro
		Serbia		Nicaragua
		Montenegro		Dominican Republic
		Slovenia		St. Kitts and Nevis
		Taipei-China		Panama
		Thailand		Paraguay
		Tunisia		Peru
		Uruguay		Romania
				Serbia
				Uruguay

## ANNEX VIII

### DIRECTORATE FOR EDUCATION ENGAGEMENT WITH OTHER OECD DIRECTORATES

The following lists areas of co-operation between the Directorate for Education and other OECD Directorates.

#### **ECONOMICS (ECO)**

- EDU has actively increased its engagement with the EDRC surveys by ensuring that the relevant Country Desks are well-informed about work EDU is doing in individual countries through country and thematic reviews
- EDU is participating/participated in a number of EDRC surveys including France, Luxembourg, Poland, Portugal and the United States.
- ECO had invited EDU to undertake joint work human capital, particularly on the returns to tertiary education, which will now be undertaken within the Structural Stocktaking work for publication in 2007.
- While EDU was not included in the Ministerial Council's remit for the review of the Job Strategy, EDU has provided ECO and ELS with material for the review and the Education Committee will be invited to comment on the draft report.
- EDU's Non-Member programme contributed from its reviews short pieces on education for ECO's surveys of Chile and Brazil and expects to do the same for China.

#### **EMPLOYMENT, LABOUR AND SOCIAL AFFAIRS (ELS)**

- ELS is engaged with EDU's work on vocational education and training.
- The Education Committee undertook its thematic review of adult learning jointly with the Employment, Labour and Social Affairs Committee.
- The Education Committee is collaborating on the Employment, Labour and Social Affairs Committee's work on the transition from school to work.
- In CERI's Social Outcomes of Learning project, ELS is engaged on social policy and health.
- EDU's indicator programme is co-operating with ELS on the development of a strategy for the assessment of adult competencies.

#### **FINANCIAL AND ENTERPRISE AFFAIRS (DAF)**

- The Education Committee is working with DAF (and STI and ELS) on the Central Priorities Fund project on intellectual assets and value creation.

- The Education Committee is consulting with DAF on human resource development aspects of the policy framework for investment for the Investment Committee.
- EDU is co-operating with DAF's work on competition policy as it concerns the tertiary education sector.

#### **PUBLIC GOVERNANCE AND TERRITORIAL DEVELOPMENT (GOV)**

- EDU's Non-Member programme contributed a chapter for the GOV publication on China.
- The Education Committee is involved with GOV in a joint review of tertiary education sector in Korea from the regulatory perspective.
- The Institutional Management in Higher Education Programme is leading a project on "Supporting the contribution of higher education institutions to regional development" in which GOV is involved. GOV is represented on the project steering group and planning team and the project is included in the GOV Programme of Work for 2005-2006.

#### **SCIENCE, TECHNOLOGY AND INDUSTRY (STI)**

- EDU and STI are collaborating on the Education Committee's thematic review of tertiary education and STI staff are contributing to the work related to the role of the tertiary sector in promoting science, technology and innovation.
- The Education Committee is collaborating with STI (and GSF) in work on human resources in science and technology.
- The Education Committee and the Institutional Management in Higher Education Programme have obtained STI collaboration on the research role of higher education institutions for their thematic review of tertiary education and are exploring further STI involvement.
- CERI's open educational resources project involves STI staff.
- CERI's e-learning in tertiary education project is co-organising with STI a conference on the knowledge economy and exploring links with STI work, in particular the gaming industry, computer access for individuals, etc.
- From EDU's indicator work, there are regular exchanges with STI concerning graduate statistics and related analyses.
- In the Institutional Management in Higher Education Programme's work on the management of research in higher education institutions, STI staff have contributed to project seminars and the drafting of reports.
- The Institutional Management in Higher Education (IMHE) Programme is in contact with STI on the categorisation of higher education institutions (the Carnegie classification and possible equivalents in other countries).

**STATISTICS (STD)**

- EDU's indicator programme works with STD on various issues, including the development of the education database.

**TRADE (ECH)**

- CERI's work on internationalisation and trade in higher education has involved the active engagement of Trade, and to a lesser extent of DCD, DEV (on capacity building aspects and statistics), STI, ELS (on the migration of highly skilled people and brain drain issues).
- CERI's work on the Guidelines on Quality Provision in Cross-Border Higher Education also involved Trade and, to some extent, STI and DAF as Directorates with relevant experience in the development of guidelines from which EDU could learn.

**CENTRE FOR ENTREPRENEURSHIP, SMEs AND LOCAL DEVELOPMENT (CFE)**

- The Institutional Management in Higher Education Programme has worked with CFE/LEED on entrepreneurship programmes in higher education institutions.

**ADVISORY UNIT ON MULTIDISCIPLINARY ISSUES (SGE/AU)**

- PISA has worked closely with the GSF project as the issue of student attitudes to science which is a key priority for the PISA 2006 assessment. GSF was a co-sponsor with EDU of the June 2006 OECD/Japan education seminar which focused on PISA.
- CERI's Schooling for Tomorrow project has collaborative advice from the Futures Unit.
- CERI's University Futures project has active contacts with the Futures Unit and also STI.

**PUBLIC AFFAIRS AND COMMUNICATION (PAC)**

- EDU has appointed Communications Officers in each of its Divisions to strengthen and develop the communication of EDU work. They are active in supporting the corporate communications effort more broadly.

**EXECUTIVE DIRECTORATE (EXD)**

- The Head of the EDU Directorate Support Unit is the OECD Administrative Officers' Group's liaison person with the Finance Directorate. Through this role, EDU has recently been involved in work on the Part I vacancy rate management, expenditure management, Part II overheads and treasury management.
- The Head of the EDU Directorate Support Unit has worked with Human Resources to develop and deliver the new OECD course on the management of intellectual services in response to recommendations from the auditors.
- EDU support staff play active roles in pilots across the range of support activities, the most recent example being the introduction of SRP (the new translation and documents submission portal).

C(2006)173

- CERl's Brain Research and Learning project organised with HRM a Brain Awareness Day in both 2004 and 2005.

## ANNEX IX

### MAIN FINDINGS OF THE CERI EXTERNAL REVIEW

CERI's research in education is appreciated as a source of new knowledge for education researchers and policy makers and as a stimulus to research in member countries. However, CERI's methodology was criticised by some as being insufficiently scientific and some respondents took the view that fundamental issues in education were being passed over in favour of more parochial administrative and financial matters. CERI staff needed more direct contact with problems 'on the ground' and a better appreciation of the full range of international research literature (Section 1.1).

Views on the innovative nature of CERI's work were mixed. A number of commentators pointed out that a number of important new concepts in education, in particular those emerging from heightened interest in adult learning, had not as yet formed part of CERI's work (Section 1.2).

While there was much agreement that CERI's work continues to be of high quality, many commentators considered that changes in traditional CERI working practices and the organisation of the research process would lead to substantial gains in effectiveness of the core staff and in impact on policy (Section 1.3).

There was a strongly-held view that CERI's role within the wider context of EDU and OECD needed a clearer focus and a sense of distinct mission. Overall the conclusion was that CERI could benefit from a period of reflection on their changing mission within a changing OECD and, more generally within a changing world cultural and socio-economic context. A new mission statement should be based on such reflection and serve as a touchstone for the development of CERI's agenda in the future (Section 1.3.1).

Unease was widespread at the tendency of CERI to work with a small number of experts and the lack of impact on research institutions and policy that was thought to result from this (Section 1.3.2).

It was suggested that CERI should work more with research institutions in member states and less with individual experts and that secondments from research institutions and/or Foundations in member states could play a part in opening up dialogue between CERI and a wider audience (Section 1.3.3).

CERI's work scored highly on policy relevance but poorly on policy impact (Section 2.1). Overall the consensus was that while improving and increasing the policy impact of CERI work would require sustained effort over a lengthy period, the issue needed to be addressed with urgency. Strategies put forward to improve policy impact include more contact with influential 'think tanks' in member states, another benchmarking project with the impact of PISA or *Education at a Glance* and improving the way in which Governing Board members communicate CERI findings to member governments (Section 2.2).

CERI publications were generally much appreciated for their quality and relevance. However, they were frequently seen as part of what was identified as CERI's major weakness - dissemination (Section 3.1).

In addition to the obvious and straightforward measures listed in the report that could improve dissemination, many would like to see a redefinition of CERI's target audience to include, for example, teacher educators, policy makers outside education and developing countries. There was also a need for

more customization of the presentation of CERI output to accord more sensitively with cultural, institutional and social contexts in the different member states (Section 3.3).

The idea of an external review was warmly welcomed. Sound methodology, quality of analysis and relevance to the needs of policy makers for new analytical frameworks were thought to be the necessary condition for CERI to be judged successful. In addition to this, the extent to which CERI achieves greater involvement with networks of researchers and other constituencies to carry out its educational mission more effectively should also be a criterion for judging CERI's effectiveness (Section 4).

Some disquiet was expressed about the purpose and operation of the CERI Governing Board. Concern ranged from the relationship (overlap) with the Education Committee to the composition of the Board and the extent to which it is able to function as a channel of communication between CERI and policy in member states. It was felt that if these issues could be resolved CERI's effectiveness, especially in terms of policy impact and relevance could be enhanced (Section 5.1).

CERI's relationship with the rest of the Education Directorate was also raised as a matter of concern. A clearer differentiation of CERI's mission from that of EDU was felt to be necessary (Section 1.3.1. above). The prevailing view was that more effort needed to be made to ensure a constructive relationship with the rest of EDU by which CERI complemented the work of EDU and benefited from interchange of ideas, while retaining its own distinctive mission (Section 5.2).