

**DIRECTORATE FOR EDUCATION  
EDUCATION POLICY COMMITTEE**

**DRAFT SUMMARY RECORD OF THE 7th SESSION OF THE EDUCATION POLICY COMMITTEE**

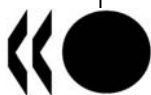
**Paris, 13-14 April 2010**

*This Summary Record will be adopted at the next session of the Committee.*

*Delegates are invited to send any comments and suggested modifications to the Secretariat in writing so that they may be distributed before the meeting.*

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**DRAFT SUMMARY RECORD OF THE 7<sup>TH</sup> SESSION OF THE EDUCATION POLICY  
COMMITTEE**

1. The Chair of the Education Policy Committee (EDPC), Mr. Keray Henke, opened the meeting by welcoming delegates and noting that Chile was poised to become the 31<sup>st</sup> member of the OECD. As such the Chair invited Chile to make a brief statement on what this will mean for participation in the EDPC and for education in Chile. Mr Patricio Utreras, Acting Representative of Chile to the OECD, thanked the Chair and briefly underlined that Chile's accession to the OECD will provide the opportunity to learn from other countries and improve the design and delivery of policy. At the same time, Chile will bring new perspectives on old issues and raise new ones, thereby generating a win-win situation for all member countries.

**1. ADOPTION OF DRAFT ANNOTATED AGENDA**  
*EDU/EDPC/A(2010)1/REV3*

2. The Committee **ADOPTED** the Agenda.

**2. APPROVAL OF THE SUMMARY RECORD OF THE 6<sup>TH</sup>  
SESSION OF THE EDUCATION POLICY COMMITTEE**  
*EDU/EDPC/M(2009)2*

3. The Committee **APPROVED** the Summary Record of the 6<sup>h</sup> Session.

**3. ELECTIONS OF THE BUREAU**

4. Dr. Barbara Ischinger, OECD Director for Education, took the Chair for this item and began by thanking former Bureau members Ms Oon-Ying Chin (Australia) and Mr. Yukitsugu Ono (Japan) for their service to the Committee. She went on to remind delegates that they were now called upon to re-elect the four current Bureau members for 2010 (Mr. Keray Henke, Chair; Mr Stefan Wolter, Vice-Chair, Mr. Jeannot Hansen, Vice-Chair, and Mr. Jorma Ahola, Vice-Chair) and elect two new members to fill the vacant seats. Dr. Ischinger noted that an announcement calling for nominations for candidates had been made via email and via the Committee's online Clearspace platform on 25 March 2010. Two nominations had been received, namely: Dr. Martha Kanter, Under Secretary of Education, US Department of Education (US), nominated by New Zealand and Mr. Marcel Smits van Waesberghe, Deputy Director of the Directorate of Knowledge-based Affairs, Ministry of Education, Science and Culture (The Netherlands), nominated by Switzerland.

5. Dr. Ischinger also reminded delegates that at the next meeting of the EDPC, elections will be held for an additional two vacancies on the Bureau. She requested countries to contact Bureau members or the Secretariat with early expressions of interest and nominations to ensure that the membership of the EDPC Bureau reflects the geographical reach of the OECD.

6. The Committee then **ELECTED** Dr. Martha Kanter and Mr. Marcel Smits van Waesberghe as Vice-Chairs to the EDPC Bureau and **RE-ELECTED** Mr. Keray Henke as Chair of the Education Policy Committee as well as Mr. Stefan Wolter, Mr. Jorma Ahola, and Mr. Jeannot Hansen as Vice-Chairs for 2010.

#### 4. ORAL REPORT FROM THE DIRECTOR

7. Dr. Barbara Ischinger, OECD Director for Education, briefed the Committee on developments in the OECD, events and meetings of interest and progress in education work not on the current agenda. Her address to the Committee covered the following:

- According to the latest *OECD Economic Outlook* published in April 2010, early signs of economic recovery have been seen in G7 countries in terms of GDP growth during the first quarter of 2010. However, unemployment rates are now peaking in some countries and may well persist.
- Recognising this challenging economic context, the 2010 OECD Meeting of Council at Ministerial level (27-28 May 2010) will focus on fiscal consolidation and employment; global economic cooperation; propriety, integrity and transparency as well as new sources of growth..
- This year will see the accession of Chile, Estonia, Slovenia and Israel to the OECD, with Russia's accession expected by end 2011 or early 2012. All of these countries are already observers of the EDPC, and active participants in a number of ongoing activities, thereby providing a solid basis for their full membership in the committee's future work.
- A brief overview of ongoing work within the Directorate for Education included references to: the recent international workshop on overcoming school failures (11-12 February 2010), the final conference for the "Learning for Jobs" project to be held in Leipzig, Germany (27-28 September 2010), the OECD review of "Evaluation and assessment for improving school outcomes" whose Group of National Experts will meet in Paris (9-10 September 2010). The next meeting of the Network on Early Childhood Education and Care (21-22 June 2010, Paris) will concentrate on financing issues, while this year's Japan/OECD Seminar will focus on raising quality in early childhood education and care (ECEC). Meanwhile PIAAC is now ready to move into the field, the first thematic report from TALIS has been released and PISA published a further set of thematic reports. Communications via both traditional publications and online platforms have improved, as witnessed by higher traffic rates (+30% increase in visitors to the Directorate's website) as well as use of new channels (e.g. Google books and YouTube). Mr Dirk van Damme (Head, Centre for Education Research and Innovation) and Mr. Andreas Schleicher (Special Advisor on Education Policy to the Secretary-General and Head of Division) concluded this item with a brief overview of recent publications by CERI and PISA respectively.

8. Japan underlined the importance of ensuring quality ECEC, as reflected in the choice of topic for this year's Japan/OECD seminar.

**5. REPORT ON THE IMPLEMENTATION OF THE PROGRAMME OF WORK AND BUDGET 2009-10**  
*EDU/EDPC(2010)18*

9. This item was presented by Ms Charlotta Gustafsson (Head, Directorate Support Unit).

10. The Committee **NOTED** the progress and implementation of the Output Results in 2009 and the associated expenditures at the Output Result level as set out in the document EDU/EDPC(2010)18.

**6. 2010 MEETING OF THE EDPC AT MINISTERIAL LEVEL**  
*EDU/EDPC(2010)5; C(2009)161; C(2009)161/CORRI*

11. The item was presented by Mr Bernard Hugonnier (Deputy Director) who provided an update on the topic and format for the 2010 Ministerial meeting as outlined in the document EDU/EDPC(2009)11. Mr Hugonnier also noted that a set of draft issues papers for the Ministerial had been posted on the EDPC online Clearspace platform and that countries had until Friday 23 April 2010 to post comments using the platform. It was also noted that while some topics on the agenda are relevant to the education sector as a whole, this year's Ministerial meeting is principally designed for Ministers responsible for schools.

12. The Chair noted that during the BIAC and TUAC consultation earlier that morning, the two partners put forward a joint request for a greater degree of involvement and participation in the Ministerial meeting itself, beyond the planned policy forum and formal consultation with the Ministerial bureau. The Chair opened the floor for discussions, inviting delegates to express themselves on the agenda, format and the issue of BIAC and TUAC participation in the Ministerial.

13. Austria underlined the importance of the Ministerial meeting to Minister Claudia Schmied as Chair, looked forward to close co-operation with the Vice-Chairs from New Zealand and Mexico and called upon colleagues to encourage their ministers to take an active role in the meeting (e.g. as lead-off speaker). New Zealand suggested that the meeting should be presented as an opportunity for Ministers to influence the implementation of the PWB 2011-12 rather than as shaping it, given the sequencing and calendar. Several countries expressed strong reservations about inviting BIAC and TUAC to participate in the Ministerial meeting itself. Norway confirmed participation by their minister and willingness to contribute to the working lunch on the impact of the crisis on education. Chile suggested that the draft issues papers should be shared with observer countries and enhanced engagement countries to invited to the Ministerial meeting. The Chair concluded the discussions by inviting the Secretariat to provide written answers to several issues raised during the discussions (e.g. composition of groups for break out sessions, organisation of bilateral meetings and nature of the Chair's Summary).

14. The Education Policy Committee **APPROVED** the draft agenda and suggested format for onward transmission to the OECD Council via the Executive Committee (Annex 1); **NOTED** the opportunities for Ministers to play an active role as lead-off speakers and facilitators for the parallel break-out sessions from among participating countries; and **NOTED** the need for financial support from participating countries to deliver this high level event.

**7. SKILLS STRATEGY**  
*EDU/EDPC/RD(2010)2*

15. Mr. Schleicher introduced a proposal for a new horizontal Skills Strategy that is currently being prepared by the OECD Secretariat. The Education Policy Committee warmly welcomed the proposal as

particularly relevant and timely to assist countries with anticipating the evolution of labour demand; promoting skill acquisition and equity of access to learning; deploying their talent pool effectively by ensuring that the right mix of skills is being taught and learned; and developing efficient and sustainable approaches to the financing of learning that establish who should pay for what, when, where and how much.

16. Delegates also welcomed the horizontal nature of the work, the potential of the Skills Strategy to leverage greater policy impact of a range of skill-related activities across the OECD and in other international organisations, as well as the scope for peer-learning and synergies in countries' own efforts to develop national skills strategies.

17. They also requested more information on scope and resource implications of the proposal, including longer-term resource requirements beyond the 2011-2012 biennium and, in particular, indirect demands on resources managed by the Education Policy Committee.

18. Suggestions were made that the outputs not be limited to the proposed Skill Outlook with its combination of comparative analysis and country studies, but that due emphasis be given to the strategy itself, and the ways in which it would assist countries with improving economic and social outcomes through better skills and their effective utilisation.

19. Some Committee members also requested that the term 'competencies' be used instead of 'skills' to emphasize that non-cognitive aspects, including attitudes and motivation, are important dimensions for individuals to deploy their knowledge and skills effectively.

20. Some delegates underlined the importance to take a lifecycle perspective in designing policy responses to the challenges of building, maintaining and improving skills in the different transitions over the life course; to provide for sectorial differentiation in anticipating the demand for competencies and the factors driving the evolution of this demand; and to pay due attention to new learning organisations and governance arrangements that utilise innovation-oriented skills sets and facilitate knowledge flows in ways that are conducive to continuous improvement and innovation.

## **8. LEVERAGING THE IMPACT OF EDUCATION POLICY ON ECONOMIC AND SOCIAL OUTCOMES (GPS)**

21. Mr. Schleicher reported on initial steps taken towards the establishment of a Directorate-wide approach to knowledge mobilisation and dissemination.

22. The Committee welcomed the opportunities the pilot project provides to mobilise and integrate the evidence and policy insights developed by the Education Directorate across the entire work programme, and to make these better accessible to member countries in more systematic ways.

23. Delegates underlined that international comparative insights provide only one dimension of the evidence base that countries draw on in evaluating the policy choices and trade-offs they need to make in national contexts and therefore welcomed the project's focus on providing countries with comparative insights from intended and achieved policies across OECD countries, rather than aiming at policy prescription.

24. The Committee asked for a more detailed description of the scope and nature of the project as well as for clarification of the resource implications, both in the medium-term to develop the project and in the longer-term to maintain it.

25. It was **NOTED** that the EDPC would have an opportunity to reassess its financial commitments to the project after the end of the pilot phase in 2011.

## 9. **DRAFT PROGRAMME OF WORK AND BUDGET 2011-12**

*EDU/EDPC(2010)19*

26. This item was presented by Dr Barbara Ischinger, Director, and Joanne Caddy, Counsellor. Dr Ischinger underlined that the input, ideas and guidance of the EDPC and its Bureau have been regularly sought throughout the process of preparing the draft Programme of Work and Budget (PWB) before the Committee today [EDU/EDPC(2010)19]. Ms Caddy briefly reviewed the main steps in developing the draft PWB, before the Committee, as follows:

- *Overview of education output proposals:* Following confirmation of the Medium Term Strategy themes in 2009, and discussions of the 2009 Strategic Orientations paper at the 6<sup>th</sup> session of the EDPC in November 2009, the Secretariat prepared an overview paper for delegates on 9 February 2010 which set out in a matrix all of the output proposals submitted to EDPC, CERL, PISA and IMHE as well as a common methodology for their respective prioritisation exercises [EDU(2010)2]. The methodology allotted 100 points to each country and established a ceiling of 23 points for any given output to ensure a spread of preferences.
- *EDPC output proposals:* On the same date, a set of output proposals for the EDPC's PWB 2011-12 was made available on OLIS in English [EDU(2010)4]. Thirteen output proposals were to be subjected to the prioritisation exercise while nine were provided for information only (e.g. OECD institutional priorities such as work with non-member economies and knowledge mobilisation). For the sake of clarity and full transparency, the budget estimates were provided for all output proposals – both for those subjected to prioritisation and those that were not.
- *Prioritisation exercise:* The original deadline of 1 March 2010 was subsequently extended to 15 March 2010 to take into account delayed delivery of the French translation. By noon on 15 March 2010, a total of 25 countries had provided their priorities, the overall results of which were provided in [EDU/EDPC(2010)19] (p. 4, Figure 1).
- *From priorities to draft PWB:* The results of the prioritisation exercise and implications for the overall structure of the PWB were discussed with the EDPC Bureau on 15 March 2010. Within the overall provisional budget envelope for the 2011-12 biennium of KEUR 2 420, the Secretariat developed a draft PWB by attributing Part I funding to output proposals in order of priority until the budget envelope was exhausted. As a result, a total of 7 output proposals receiving the highest points were included in the PWB and attributed Part I funding. Beyond the Part I budget envelope, a further two medium priority output proposals, were included in the PWB whose launch will be conditional upon receiving sufficient VCs. A total of four output proposals received a low overall priority score and were not included in the PWB. The Chair then opened the floor and proposed that the discussion be taken in two parts starting with a methodological discussion of the prioritisation exercise itself. Several countries expressed appreciation for the transparency and integrity of this year's process while some noted that more guidance on the methodology used for prioritisation and allocation of points would have been useful. The need for a summary overview of the full range of education work, as well as that of other directorates' work related to education, was expressed.

27. The second part of the discussion focused on the results of the prioritisation exercise, as set out in the draft PWB. In response to a question about the process used for budget allocation, Dr. Ischinger noted that each output proposal included in the prioritization exercise provided full budget costings in a

transparent manner and countries' priorities had been set with those figures in mind. So any major reallocation after the exercise could potentially change countries' priorities, and so could not be undertaken at this stage.

28. Countries raised several issues in the ensuing discussion including: how the "GPS project", which was originally designed as a pilot project, would be reviewed by the EDPC in 2011 and its results incorporated into the 2011-12 PWB. Clarification was also sought on how the "Skills Strategy" would be embedded into the PWB if successful in its bid for Central Priority Funds. The US delegate suggested that the draft PWB for a given biennium should be accompanied by an explanatory document clarifying such issues as: how many projects are one-off and how many are ongoing; the relative weight of Part I and VCs as well as projections to 2013-14 regarding long-term commitments.

29. The Chair thanked delegates for their constructive comments on the draft PWB concluding that there was general acceptance among countries. The Chair noted that the final PWB will be circulated for approval under written procedure in the autumn of 2010, once the OECD's overall budget framework has been established.

30. The Education Policy Committee **DISCUSSED** the results of the prioritisation exercise and the EDPC Draft Programme of Work and Budget 2011-12 and **ADOPTED** it.

## **10. MAKING PROGRESS ON IMPROVING SCHOOL LEADERSHIP**

*EDU/EDPC(2010)11*

31. This item was presented by Ms. Deborah Roseveare and Mr. Robert Schwartz. They presented the *Improving School Leadership Toolkit* and findings from a follow-up survey of countries to assess the relevance and impact of the Committee's earlier work on Improving School Leadership.

32. Mr Jørn Skovsgaard of Denmark, as lead discussant, outlined some of the challenges Denmark faced in implementing School Leadership initiatives. A key challenge is how to improve school leadership through national level initiatives when local municipalities have full responsibility for employment contracts and implementation depends on the stance of local teacher unions. Financial arrangements between levels of government have made it more difficult than anticipated to develop a national approach to pre-service training. However, he explained how he was now using the Toolkit to reach out directly to the Association of School Heads and to build support for improving school leadership through the professional community.

33. Countries welcomed the School leadership Toolkit and several observed that the follow-up survey had illustrated to them further potential for using the work in their own setting. Some also stressed the need to obtain better data about school leaders and their situations (salaries, autonomy, workloads, professional development *etc.*) Delegates also agreed that balancing autonomy with external accountability for school performance was a key challenge for achieving effective school leadership.

## **11. MAKING EDUCATION REFORM HAPPEN: IMPROVING THE QUALITY OF EDUCATION IN SCHOOLS IN MEXICO**

*EDU/EDPC(2010)12*

34. This item was presented by Mr Bernard Hugonnier and Ms Beatriz Pont.

35. The Committee welcomed the report and discussed the policy recommendations and their relevance to OECD member countries. The policy advice offered to Mexico is based on analysis and findings relevant to other countries.

36. Delegates discussed the benefits of this project for member countries. A number of comparative analyses are being produced in the area of teacher training, selection and recruitment, evaluation and incentives relevant for other member countries.

37. In addition, the project has given the opportunity to explore innovative approaches to undertake the work, such as the creation of international steering groups with high level experts, or the innovation presented by the OECD-Harvard Seminar for Leaders in Education Reform, which provided a forum for exchange between Mexico and Chile, and will do so for Mexico and Ontario, Canada.

38. The Committee asked about the extent to which this project goes into implementation aspects of the reforms. The lessons learned on the challenges of implementation of teacher and school leadership policies, which include consultation, taking into consideration decentralisation, will be valuable to the comparative work and recommendations of the Education Directorate.

39. The Committee **DISCUSSED** and **TOOK NOTE** of this report and of the recommendations presented to Mexico so far for education reform in the areas of school management and teacher policy, including teacher evaluation and incentives.

## **12. CHALLENGES AND POLICY OPTIONS FOR MORE EFFECTIVE CAREER GUIDANCE**

*EDU/EDPC(2010)13*

40. This item was presented by Mr. Simon Field.

41. The Committee **DISCUSSED** the questions set out in document EDU/EDPC(2010)13.

42. Delegates welcomed the new analysis of policy challenges and potential reforms set out in the secretariat paper; these cover the need to develop a coherent career guidance profession, to provide adequate resources, ensure independence and objectivity in career advice, support the profession through strong sources of information about careers and courses, and to encourage partnerships between education institutions and employers to develop a fuller awareness of the world of work.

43. A paradox was noted that while the importance of career advice is widely recognised, limited progress has been made in policy development by OECD countries since the publication of the very useful 2004 OECD report on the topic.

44. The Committee identified a range of promising new initiatives under way in OECD countries and underlined the importance of evaluating these initiatives rigorously so that policy development can proceed on a solid basis.

## **13. INES**

*EDU/EDPC/INES/AG/M(2010)1*

45. Ms. Anne-Berit Kavli, Chair of the INES Advisory Group, presented the advice and recommendations which the EDPC's INES Advisory Group had established.

46. The EDPC welcomed the overall assessment of excellent quality of the INES indicators, in terms of policy relevance as well as in terms of the technical standards, with countries indicating that all but two indicators meet the high standards set for inclusion in *Education at a Glance*; but recognised that for about half of the indicators further improvements were still desirable.



47. The Committee adopted the recommendations established by the INES Advisory Group concerning INES, TALIS and the INES Networks, as documented in the Summary Record from the meeting of the INES Advisory Group on 17 March 2010 and welcomed the proposals for a second round of TALIS, including the proposed observation-based elements and asked the BPC to establish a more detailed proposal and budget, including options for the establishment of a Part II programme for the governance and funding of the programme.

48. The importance of indicators was recognised on the social outcomes of learning and the efficiency of educational services but noted that work in these areas had received insufficient priority in the rating exercise to be taken forward at this point in time.

#### 14. GLOBAL RELATIONS

*EDU/EDPC(2010)16*

49. This item was presented by Mr. Ian Whitman.

50. The Committee **TOOK NOTE** of the different programmes of the Organisation concerning non-members; **DISCUSSED** and **AGREED** to modify the Education Policy Committee's Global Relations Strategy in light of the Organisation's policy towards Enhanced Engagement countries; **DECIDED** on a positive response to Romania's request for observership on the Committee; and **AGREED** that the Secretariat approach Argentina, Egypt and Vietnam to confirm their interest in becoming observers; Brazil, China and South Africa to reconfirm their interest in becoming observers; and approach India and Indonesia to assess their interest in co-operation with the Committee.

#### 15. AHELO

*EDU/IMHE/AHELO/GNE(2010)1;*

*EDU/IMH/AHELO/GNE/M(2010)1*

51. This item was presented by Mr. Richard Yelland who referred both to the Progress Report on the Assessment of Higher Education Learning Outcomes (AHELO) and to the main conclusions of the 4<sup>th</sup> meeting of the AHELO Group of National Experts. He also reported that the IMHE Governing board meeting on 12 April had discussed and endorsed those conclusions, emphasizing the fundamental role of institutions in assessment of learning outcomes.

52. In discussion the Committee welcomed the progress that had been made, reaffirmed its support for the AHELO initiative and emphasized the importance of maintaining momentum. Members sought clarification on a number of issues, including the scale of funding secured and promised and the implications of delaying the implementation of the instruments in institutions.

53. The Committee **TOOK NOTE** of the progress report; **INVITED** the AHELO GNE and the Secretariat to continue to keep it informed of progress; and **ENDORSED** the conclusions reached by the AHELO Group of National Experts at its 4th meeting on the way forward for the project.

#### 16. IN-DEPTH EVALUATION OF THE EDPC

54. The Chair informed delegates that Mr Kevin Williams, the OECD Evaluation Coordinator, had met with the EDPC Bureau on 12 April 2010 where he reported that data collection had not yet been completed. The draft indepth evaluation report was expected to be completed in May 2010. The EDPC Bureau will be meeting via videoconferencing with the Evaluation Committee in the following months with the aim of reporting back to the EDPC on the main findings at the autumn 2010 meeting.

55. The Committee **NOTED** the oral report on the in-depth evaluation of the EDPC.

**17. ANY OTHER BUSINESS**  
*EDU(2010)1; EDU/EDPC/RD(2010)1*

- **Oral Report on the EDPC Bureau Consultation with BIAC and TUAC**

56. The Chair provided a short update on the EDPC Bureau Consultation with BIAC and TUAC. The agenda of the consultation focused on two main items, as follows:

- ***The 2010 Education Ministerial:*** BIAC and TUAC presented a common position, acknowledging that the change in the title of the Ministerial reflected their November 2009 suggestions to go beyond human capital to include social capital. Both TUAC and BIAC intend to table short papers for the Ministerial and will seek to find common points of agreement. They also requested that BIAC/TUAC representatives should be invited to attend the Ministerial itself and to be given speaking slots as well as an opportunity to comment on the issues papers and draft Chair's Summary. In response, the Chair had acknowledged these positions and pledged to put them to the Committee orally and seek a decision on participation via written procedure;
- ***The draft PWB 2011-12:*** There were several points of agreement between BIAC and TUAC. Their representatives approved concentration on a few top priority projects and regarded the priorities chosen by the EDPC as relevant; emphasized the need for the professional development of teachers and the focus on the quality of teaching and agreed on the need for career paths for teachers, as well as the need of differentiation of roles, specific training for that role and specific remuneration. There was also agreement to jointly monitor the work on teacher incentives and upcoming research on TALIS 2 – and welcomed the opportunity for active involvement.

57. BIAC and TUAC also diverged on a few issues, with BIAC expressing disappointment that improving the social and economic outcomes of skills got such a low rating. BIAC also emphasized the importance of doing work on skills match and mismatch.

58. TUAC underlined the need for evaluation systems that go beyond individual teacher evaluation, and to avoid undermining team work and the need to help create a culture in schools that fosters creativity, innovation and builds knowledge. TUAC also identified the need for incentive systems that go beyond financial reward to other forms of incentives.

- **Additional documents presented at meeting**

59. The Chair drew the attention of the delegates to several documents:

60. Two room documents that were provided during the meeting, namely the outline of the Skills Strategy horizontal project and an information note on the Mexico project. These documents have subsequently been coded like the other documents, posted on OLIS in electronic form, referred to in the Summary Record of this meeting under their respective items and linked to this meeting for future reference. They are *EDU/EDPC/RD(2010)2* and *EDU/EDPC/RD(2010)3*.

- **Items dealt with by written procedure** [EDU/EDPC/RD(2010)1].

61. The Committee **NOTED** the items in the point “Items dealt with by written procedure” to be included as an Annex to the Summary Record of the 7th Session of the Education Policy Committee.

- **Upcoming Meetings** [EDU(2010)1]

62. Attention was drawn to the document on Upcoming meetings [EDU(2010)1] and the dates for next meetings of the EDPC were noted:

- Meeting of the Education Policy Committee at Ministerial Level – 4-5 Nov. 2010
- 8<sup>th</sup> Session of EDPC – The date originally announced for afternoon 5 Nov. 2010 at the 7<sup>th</sup> session of the EDPC was subsequently changed to 18-19 November 2010 upon the initiative of the EDPC Bureau]

**ANNEX 1: ITEMS DEALT WITH BY WRITTEN PROCEDURE BETWEEN THE 6th AND THE 7th SESSIONS OF THE EDUCATION POLICY COMMITTEE**

[REF: EDU/EDPC/RD(2010)1]

**INTRODUCTION**

1. Written procedure using the e-mail, OLIS and the Education Committee Electronic Discussion Group (EDG) is a useful tool for:

- Engaging in dialogue and discussions between plenary sessions of the Committee to advance work quickly
- Ensuring that a maximum amount of time in the plenary sessions is devoted to a discussion of the content of work rather than process issues.

2. Periodically a document is tabled at a plenary session of the Education Policy Committee, listing items handled by written procedure. These items are incorporated into the subsequent Summary Record as an Annex.

3. In consequence, the Committee is invited to **NOTE** the following items which will be included as an Annex to the Summary Record of the 5th Session of the Education Policy Committee.

**ITEMS DEALT WITH BY WRITTEN PROCEDURE BETWEEN THE 6th SESSION AND THE 7th SESSION OF THE EDUCATION POLICY COMMITTEE**

*Declassification of documents*

4. The following documents were declassified:

- EDU/EDPC/ECEC/A(2007)2 -Draft Annotated Agenda of the 2nd Meeting of the ECEC Network
- EDU/EDPC/ECEC/M(2008)1 - Summary Record of the 2nd Meeting of the ECEC Network
- EDU/EDPC/ECEC/A(2008)1/REV1 - Draft Annotated Agenda of the 3rd Meeting of the ECEC Network
- EDU/EDPC/ECEC/M(2008)2 - Summary Record of the 3rd Meeting of the ECEC Network
- EDU/EDPC/ECEC/A(2008)2/REV1 - Draft Annotated Agenda of the 4th Meeting of the ECEC Network
- EDU/EDPC/ECEC/M(2008)3 - Summary Record of the 4th Meeting of the ECEC Network
- EDU/EDPC/ECEC/A(2009)1/REV2 - Draft Annotated Agenda of the 5th Meeting of the ECEC Network
- EDU/EDPC/ECEC/M(2009)1 - Summary Record of the 5th Meeting of the ECEC Network
- EDU/EDPC/ECEC/A(2009)2/REV2 - Draft Annotated Agenda of the 6th Meeting of the ECEC Network

*(Posted on Committee discussion group on 11 December 2009).*

- EDU/EDPC/EA/A(2009)1 - Draft Agenda of the 1st Meeting of the Group of National Experts on Evaluation and Assessment
- EDU/EDPC(2009)3/REV1 - OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes: Design and Implementation Plan for the Review

- EDU/EDPC/EA(2009)1/REV1 - OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes: Guidelines for the Country Background Report
- EDU/EDPC/EA(2009)3 - OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes; School Evaluation: Current Practices in OECD Countries and a
- Literature Review

*(Posted on Committee discussion group on 15 December 2009).*

- EDU/EDPC(2009)10/REV1 - Recognition of Non-Formal and Informal Learning: Country Practices

*(Posted on Committee discussion group on 13 January 2010).*

- EDU/EDPC/ECEC/M(2009)2 - Summary Record of the 6th Meeting of the ECEC Network
- EDU/EDPC/ECEC/(2009)2/REV1 - Revised Project Plan: Encouraging Quality in Early Childhood Education and Care
- EDU/EDPC/ECEC/RD(2009)39 - Update on the ECEC Online Database and Future ECEC Data Gathering
- EDU/EDPC/ECEC/RD(2009)40 - List of Suggested Questions for the New Quality Project
- EDU/EDPC/ECEC(2009)2 - Draft Proposal for the New Project: Encouraging Quality in Early Childhood Education and Care
- EDU/EDPC/ECEC(2009)3 - Draft Template for Updating Country Profiles
- EDU/EDPC/ECEC/RD(2009)19 - Combined Country Responses on Integration of Education and Care in ECEC
- EDU/EDPC(2009)19 and EDU/EDPC(2009)19/ANN1 - Early Childhood Education and Care: Workforce Supply, Qualifications and Development

*(Posted on Committee discussion group on 17 February 2010).*

***Overview of Output proposals and prioritisation exercise for the Programme of Work and Budget on Education 2011-12***

*(Posted on Committee discussion group on 10 February 2010)*

5. The prioritisation exercise was completed under written procedure for the Programme of Work and Budget (PWB) 2011-12 in response to the request for each member country to complete an Excel spreadsheet was completed with 25 responses received by the 15 March 2010.

***Final report of the OECD Reviews of Migrant Education***

*(Posted on Committee discussion group on 11 February 2010)*

6. No objections were received to the final report for the OECD Reviews of Migrant Education – “Closing the Gap for Immigrant Students: Policies, Practice and Performance”, which is due for publication on 19 April 2010.

***PIAAC Programme of Work and Budget 2010***

*(Posted on Committee discussion group on 23 February 2010)*

7. No objections were received to the proposal made to the Education Policy Committee and the Employment Labour and Social Affairs Committee to NOTE the recommendations of

COM/DELSA/EDU/PIAAC(2010)1; AGREE to recommend to Council a derogation to the PIAAC mandate for Belgium, consisting of an ongoing adjustment to the flexible component of the PIAAC scale of contributions to account for the partial participation of Belgium in PIAAC, in accordance with the method of adjustment detailed in Annex A to COM/DELSA/EDU/PIAAC(2010)1; and - AGREE the revised scale of contributions and the transmission of the draft 2010 PIAAC PWB (incorporating the revised scale of contributions) to the Budget Committee and Council for approval.

8. The recommendation was therefore considered approved by the Committee.

***Call for candidates to fill two vacancies on EDPC Bureau at 7<sup>th</sup> session of the EDPC***  
*(Posted on Committee discussion group on 24 March 2010)*

9. Two vacancies on the Education Policy Committee bureau have become available with the departure of Ms Oon-Ying Chin (Australia) and Mr. Yukitsugu Ono (Japan) as vice-Chairs on the Bureau. An announcement was posted on the Committee discussion group requesting nominations of potential candidates for election at the April 2010 session of the Education Policy Committee. Two candidates were proposed: Ms Martha Kanter (USA) proposed by New Zealand and Mr. Marcel Smits van Waesberghe (Netherlands) proposed by Switzerland.

***Invitation to non-Network members for the 7<sup>th</sup> Meeting of the OECD Network on Early Childhood Education and Care (ECEC)***  
*(Posted on Committee discussion group on 25 March 2010)*

10. In response to ECEC Network members' requests to invite academics to the 7<sup>th</sup> Meeting of the OECD Network on ECEC, no objections were received to the OECD extending invitations to non-Network members with research findings relevant to the meeting topic.

**Annex 2. Participants List for Education Policy Committee - 7th  
Session**  
**Liste des Participants pour Comité des politiques d'éducation - 7ème  
session**

13/4/2010 - 14/4/2010

All Sessions

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