GUIDELINES FOR THE SELF-EVALUATION REPORT 2008-2010

REVIEW OF HIGHER EDUCATION INSTITUTIONS IN REGIONAL DEVELOPMENT

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**THE OECD PROGRAMME ON INSTITUTIONAL MANAGEMENT
IN HIGHER EDUCATION (IMHE)
AND
DIRECTORATE FOR PUBLIC GOVERNANCE AND TERRITORIAL DEVELOPMENT
(GOV)**

For further information contact:

Jaana.Puukka@oecd.org (+33 1 45 24 16 61)

Richard.Yelland@oecd.org (+33 1 45 24 92 60)

OECD/ IMHE

**2 rue André-Pascal
75775 Paris Cedex 16
France
www.oecd.org/edu/higher/regionnaldevelopment**

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GUIDELINES FOR THE SELF-EVALUATION REPORT

Style, length and contents

The self-evaluation report should be written in clear, simple language. It should be a coherent, self-contained analytical document rather than a descriptive list of responses to the individual topics or issues listed in the Guidelines.

These Guidelines suggest a structure for the self-evaluation report and give examples of the questions that it might cover. The list of the questions is grouped around a number of common problems and issues in the regional role of higher education (HE). The questions are not prescriptive and it is not intended that responses are given to every item.[1] The length of the self-evaluation report should not be more than 80 pages. The Guidelines suggest the indicative number of pages for each chapter. Technical guidelines on formatting etc. are provided at the end of the document in the Annex A.

The more complete the information that the participating region provides, the better it facilitates the international peer review. If a region has no information on a question that is specifically mentioned in the Guidelines, it is helpful to indicate that there is no information available. As supporting material, relevant up-to-date research papers and data should be provided.

The self-evaluation reports of the 14 regions that participated in the OECD review between 2005 and 2007 are available on the public domain: www.oecd.org/edu/higher/regionaldevelopment

How to prepare the self-evaluation report

The organisation responsible for a region's participation in the review may decide to write the self-evaluation report itself, or it may decide to commission a research organisation, a consultant or a group of consultants to write it on its behalf. Whichever decision is taken, the regional co-ordinator will be responsible for ensuring that the self-evaluation report is completed on time and that it follows the Guidelines.

No single organisation, ministry or group will have all of the information required to complete the self-evaluation report. Regional co-ordinators need to ensure co-operation between regional stakeholder groups in the region (e.g. HEIs, regional authorities, industry) as well as the key ministries and agencies (e.g. the ministry of education, ministries such as finance, labour, industry, research, science and technology depending upon the country concerned). It is required that the region assemble

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[1] If some topics or issues are not relevant, this can be made clear. And if something that is important for dealing with the role of higher education in a region is not mentioned in the guidelines it should nevertheless be addressed in the self-evaluation report.

a regional steering committee comprising key stakeholder groups concerned with higher education and regional development. This committee can play an important role in ensuring that a variety of perspectives are reflected in the report.

The regional co-ordinator will consolidate these different perspectives in order to provide the OECD with a single, integrated response. However, it should be also noted that different views of stakeholders at a national and regional level should be clearly articulated in the report if there are any conflicts between the main stakeholders on certain aspects of the role played by HEIs in regional development. The methodology used to ensure the involvement of different bodies in the preparation of the report should be noted in the report itself.

CHAPTER I: OVERVIEW OF THE REGION/CITY REGION[2] (ABOUT 10 PAGES)

The geographical situation

- What is the position of the region in relation to the national territory in terms of accessibility to the national capital and other major centres of economic and cultural activity?

- Where does the region fit in terms of the national hierarchy of cities and regions and in an international setting? Has its position been improving or deteriorating in the past 20 years?

- What are the key features of the internal settlement structure in terms of: (1) pattern of urban centres; (2) intra-regional accessibility; and (3) urban / rural linkages?

- Where is higher education provided in relation to the settlement structure (campus locations and distance learning provision)?

The demographic situation

- What are the key demographic indicators for the region and how have they changed over the last 20 years? Please include the following:

  – age structure of the population

  – emigration and immigration

  – health and wellbeing

  – levels of deprivation

- What are the participation levels of the local population in higher education by social group and by gender and where do students attend for this purpose (within and beyond the region)?

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[2] OECD review template requires comparable data on a number of issues. Such data is usually available only if the region is recognised in the national/federal governance structures.

The economic and social base

- What is the economic and social base of the region compared to the national average? Please include the following:

    – industrial structure by sector

    – the importance of knowledge-intensive sectors within the regional economy

    – the leading export sectors and the occupational structure of employment (manual, technical, clerical, professional, etc.)

    – ownership structure of enterprises, e.g. balance between small and medium-sized companies (SMEs) and multi-national companies (MNCs)

    – level of public and private research and development (R & D)

    – indicators of entrepreneurial activity (e.g. rates of new business formation)

- What are the distinguishing social and cultural characteristics of the region?

- What is the economic impact of the higher education sector in terms of: (1) numbers of employed; and (2) the multiplier effect of HEIs and staff and student expenditure?

- What are the key labour market indicators? Please include the following:

    – unemployment

    – economic activity rates

    – levels of educational attainment of the population including the proportion proceeding to and with tertiary level of educational qualifications

    – origin and destination of graduates

- How has the region performed over the last 20 years in relation to the nation in terms of the following key indicators: (1) GDP[3] per capita; (2) GVA[4] per capita; (3) unemployment; and (4) share of employment in growing sectors?

- Which regions does your region benchmark itself against?

Governance structure

- What is the structure of central, regional and local government in the region? Specifically, who is responsible for the following:

    – resourcing public services (balance between local, regional and national taxation)

    – economic development

    – education (primary, secondary, tertiary, vocational)

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[3] Gross domestic product

[4] Gross value added : GVA = GDP - taxes on products + subsidies on products

- health and welfare
- cultural provision

- What powers are available to local and regional authorities in relation to economic and social development? Please include the following: (1) acquisition of land and property; (2) financial inducements to business; and (3) provision of vocational education.

- What influence, if any, do local and regional authorities have over the provision of tertiary level education <u>and</u> research and development?

- What influence, if any, do local and regional authorities have over national policy with regard to tertiary level teaching and research?

- What are the principal drivers in relation to national territorial development policy as these impact on the region and what place does higher education have in these policy developments?

CHAPTER II: CHARACTERISTICS OF THE HIGHER EDUCATION SYSTEM
(ABOUT 10 PAGES)

Overview of the national system of higher education

- What are the dominant characteristics of the national higher education system? Please include the following:

  - What is the overall size of the higher education system (number of students, participation rate)? How has the overall size of the system changed over the last ten years, and in which parts of the system has any growth been concentrated?

  - What data analysis has been performed at a national level to establish the demand and supply of different types of higher education "product"?

  - Outline the basic governance of and regulatory framework for the higher education system (i.e. funding mechanism and institutional autonomy to decide over their curriculum and the use of human, financial and estate resources) including the major legislation that applies to it.

  - Describe briefly the major national agencies responsible for developing tertiary education policy, for financing the system, and for assuring its quality, and their mandates. Outline how national higher education policies are developed.

  - What characterises institutional relationships between HEIs – co-operation, competition, market-led?

- To what extent is there dialogue between government ministries concerned with regional development, science & technology and those sponsoring higher education? What mechanisms exist to co-ordinate and attune the policies and measures taken by the different ministries?

- To what extent does the national HE system use national or global rankings to determine competitiveness or quality of HEIs? (1) Which rankings, national or global, are most frequently used? (2) Which metrics are most important to benchmark HEIs performance?

Regional dimension "inside" the national higher education policy

- To what extent does national higher education policy have a regional dimension? In answering this, the following questions could be taken into consideration:
  - Have regional development (economic, social, cultural) considerations played a prominent role in decisions on where to locate and build up new institutions?
  - Have funding arrangements been altered to reward institutions for regional engagement or to make this engagement possible?
  - Is regional engagement imposed on HEIs by government as a formal requirement?
  - How is HEIs accountability to the society enhanced by using indicators and monitoring outcomes to assess the HEIs' regional performance? (Include also ongoing work for creating such indicators)
  - What policy initiatives have been taken by various actors (e.g. central government in different policy domains, regional authorities etc) to foster the regional role of HEIs and to stimulate regional collaboration among HEIs, and between HEIs and industry, government and civil society?
- To what extent do these considerations have a differential impact upon different types of higher education institutions? (i.e. universities vs. other HEIs or public vs. private HEIs)

- Does an emphasis upon a regional role for HEIs involve any policy tensions? For example, is there a conflict between regional commitment and the strive for world class excellence in quality and international competitiveness in higher education? If so, how are these resolved?

Regional higher education system and governance

- Outline the basic profile and character of the higher education institutions (HEI) system in the region: universities and other HEI (public and private HEI).
  - What are the historic links between the HEIs and the region and how have these developed? How have the institutions evolved over the last ten years in terms of: (1) staff and student numbers; (2) faculty mix; (3) place of the different institutions in the regional and national higher education systems; (4) balance between teaching and research functions; and (5) regional focus
- To what extent does the financing and management of HEIs occur at a regional level?

- Are there regional organisations that have strategic responsibility over funding and management of HEIs?

- Is the development of 'world class' HEIs or a world class HE system part of the regional strategy? If yes, how is this ambition described? What actions are being put in place to achieve this ambition? Has the region estimated how much it will cost to achieve this ambition?

- To what extent are regional stakeholders aware of the rank of individual HEIs? How important is the rank of individual HEIs to regional stakeholders?

CHAPTER III: CONTRIBUTION OF RESEARCH TO REGIONAL INNOVATION
(ABOUT 15 PAGES)

Responding to regional needs and demands

- Does HEIs' research policy have a regional dimension?

  – To what extent do HEIs draw upon the characteristics of the region to develop research activity?

  – What other regional partners are drawn into this process? How have such research links been established?

  – Do the technology transfer offices within HEIs have a regional as well as an international and national role?

  – What mechanisms are in place in HEIs to link local companies and other employers with international partners?

- How is provision made to meet specific regional technology & innovation needs and demands, such as those from SMEs? Is such provision undertaken in collaboration with other regional innovation and technology actors such as public labs and research institutes? What is the relationship between these innovation and technology actors other than HEIs and business in the region?

- What mechanisms exist to reward and acknowledge regionally-based research (i.e. the application of the established knowledge for the local/ regional community as opposed to the generation of "basic" knowledge for the national/ international academic community) which has been traditionally outside of peer review processes such as academic journals?

Framework conditions for promoting research and innovation

- Does the national legal framework (e.g. legislation on Intellectual Property Rights) support the role of HEIs in research and innovation (including research and innovation partnerships with industry)? What are the incentives and barriers in HEI-industry relationships both for HEIs and for industry?

- In which ways HEIs help to stimulate innovation and knowledge exchange between researchers and industry (larger enterprises and SMEs and public organisations). In which ways HEIs help local companies to link with international partners? Do national or regional policies exist to encourage HEIs to play such a role? What are the risk capital arrangements?

- Do policies or funding programmes exist to encourage co-operative research between HEIs, industry and public organisations or the exchange of research staff between the two?

Interfaces facilitating knowledge exploitation and exchange

- What mechanisms have been developed to commercialise the research base of the HE sector and to promote technology exchange between the HEI and regional stakeholders? Please include the following:
    - research contracts, collaboration and consultancy
    - intellectual property (IP) transactions
    - promotion of spin-offs, incubators, science parks and clusters
    - teaching/ training and labour mobility

- How have HEIs and other regional stakeholders been promoting these mechanisms described above?
    - What are the respective roles of the central government, regional authorities, HEIs, regional research institutes, and business in creating such mechanisms?
    - Are there any specific mechanisms that have been created within or between HEIs?

- Are there structures in place in the region that enable the HEIs to more widely disseminate its R&D and innovation initiatives beyond its contractual industry partners? (e.g. exhibitions, competitions, regular demonstrations, media, regional web page entry points)

Conclusion

- Collaboration between regional stakeholders related to contribution of research to regional innovation: (1) between the universities in the region; (2) between universities and other HEIs; and (3) between HEIs and other regional stakeholders (e.g. business, local government, research laboratories & institutions)

- Strengths, weaknesses, opportunities and threats related to the contribution of research to regional innovation in the region

CHAPTER IV: CONTRIBUTION OF TEACHING & LEARNING TO LABOUR MARKET AND SKILLS (ABOUT 15 PAGES)

Localising the learning process

- How do HEIs draw upon the specific characteristics of a region to aid learning and teaching?
    - Are there any courses which meet regional needs?
    - In what ways are learning programmes tied to reflecting and finding creative solutions on regional issues over the medium to long term, rather than not simply to meet the short term need for training students for existing known skill number gaps? (localising learning, including work-based learning arrangements)

- Are there learning programmes within the HEIs that enhance the capacity of students to be enterprising with the skills to put in place entities and initiatives to take advantage of regional issues and opportunities?
- What is the role of the careers service in the process of localising learning?

- How are students integrated in the region, in terms of course placements, accommodation, volunteering activities?

- What mechanisms exist to monitor/accredit extra-curricular activities?

- To what extent is postgraduate activity – which can be an effective tool of technology transfer to the region and a way of embedding highly skilled graduates in the regional economy – geared towards meeting regional needs? (e.g. Teaching Company Scheme in the UK; external associate professorship from local industry)

- Do the HEIs in the region facilitate voluntary associations and coalitions of regional expertise and knowledge around key regional strategic priorities?

Student recruitment and regional employment

- What are HEIs' policies concerning regional recruitment? What mechanisms are in place to increase this? Are there any collaborative partnerships or quota arrangements among regional HEIs to manage regional recruitment?

- To what extent do HEIs attract talent outside the region (national student recruitment, international students)? What mechanisms are in place to integrate newcomers in the region?

- To what extent do HEIs recognise themselves as part of a regional education supply chain?

- What mechanisms exist to create pathways between regional HEIs and regional firms, especially SMEs and public sector organisations?

- To what extent is labour market information gathered to monitor the flow of graduates into the labour market? Does this process involve other regional stakeholders?

- Are there any specific initiatives or practice to support graduate enterprise in an effort to retain graduates in the region and recruit alumni to return to the region?

Promoting lifelong learning, continuing professional development and training

- How is continuing education and continuing professional development activity organised? (i.e. adult liberal education, tailored and specialist continuing professional development)

- Have external or independent enterprises (i.e. separate and independently-run business school) been established within HEIs to extend professional education provision to the region? Is such provision undertaken in collaboration with other regional stakeholders?

- Which regional partners are involved in meeting regional training needs?

- What mechanisms are in place to increase access to learners in the region who have been traditionally under-represented in higher education? (i.e. ethnic minorities, returning adult

learners, those with disabilities) What measures exist to promote gender equity in participation in higher education in the region?

Changing forms of educational provision

- What mechanisms exist for promoting flexible education provision such as satellite campuses, accreditation networks, on-line courses and outreach centres?

- How do HEIs maintain institutional coherence in the light of this multi-territorial educational provision?

- How are the region's HEIs drawing upon new forms of ICT-based course delivery to enhance educational opportunities to a wider group?

- What are the tensions between place-based and virtual forms of education provision?

Enhancing the regional learning system

- To what extent is there a coherent vision of an education system existing at the regional level? Do HEIs acknowledge the need to develop education on a regional basis?

- What data analysis has been performed to establish the demand and supply of different types of higher education "product" within the region?

- Are procedures in place to support regional collaboration between HEIs in this respect?

- Are there multiple pathways with well-co-ordinated transfer routes and accreditation, including a transfer system, to guarantee flexible transfer between different educational institutions and between HEIs?

- What other links exist between universities and other higher education institutions?

Conclusion

- Collaboration between regional stakeholders related to contribution of teaching and learning to labour market and skills: (1) between the universities in the region; (2) between universities and other HEIs; and (3) between HEIs and other regional stakeholders (i.e. business, local government, training providers)

- Strengths, weaknesses, opportunities and threats related to contribution of teaching & learning to labour market and skills in the region

CHAPTER V: CONTRIBUTION TO SOCIAL, CULTURAL AND ENVIRONMENTAL DEVELOPMENT (ABOUT 10 PAGES)

What framework conditions exist to encourage HEIs' contribution to social, cultural and environmental development? (e.g. Mandatory Social Service obligation to university students in Mexico; networks for sustained co-operation or specific indicators for monitoring such work)

Social development

- To what extent do the HEIs provide facilities, policy advice, expertise and research and learning programmes to support services such as health and medical services, welfare advisory, cultural exchange, indigenous support, religious support or support for minority and/or ethnic groups?

- To what extent do the HEIs engage in partnership with the community in the provision of such services?

- To what extent do the HEIs play a brokerage role between different stakeholders or groups in the society?

Cultural development

- To what extent do the HEIs provide facilities, policy advice, expertise and research and learning programmes to support the cultural foundation of the region and various cultural/ethnic groups?

- To what extent do the HEIs encourage sporting development not only for their only staff and students, but also to the community?

- To what extent do the HEIs support the arts and culture through their infrastructure, programmes and services?

- To what extent have the HEIs established mechanisms through which their stock of cultural facilities can be jointly managed and marketed to the regional community?

Environmental sustainability

- To what extent do the HEIs provide facilities, policy advice, expertise and research and learning programmes to enhance environmental sustainability?

- To what extent does the campus of HEIs provide a practical demonstration of best practice to address environmental issues of concern to the regional community? (e.g. on-campus management development activities, strategic planning, building design, waste minimisations, water and energy efficiency practice, responsible purchasing)

- Are there joint initiatives between the HEIs, the regional community and others to demonstrate environmental sustainability possibilities for the region? (e.g. good citizen type activities like a "Green Campus" or reduction of "travel foot print")

Conclusion

- Collaboration between regional stakeholders related to social, cultural and environmental development: (1) between the universities in the region; (2) between universities and other HEIs; and (3) between HEIs and other regional stakeholders (i.e. business, local government, social partners etc)

- Strengths, weaknesses, opportunities and threats related to social, cultural and environmental development in the region

CHAPTER VI: CAPACITY BUILDING FOR REGIONAL CO-OPERATION
(ABOUT 15 PAGES)

Mechanisms to promote regional engagement of HEIs

- What formal and informal mechanisms exist to identify regional needs? Has the catalyst for regional engagement been internal or external to HEIs? Are there formal processes such as signed agreements that bind those in the engagement relationship? How are these commitments implemented and how are the results monitored and evaluated?

- Have government and/or regional authorities undertaken an audit of the knowledge resources of the region in terms of: (1) the expertise, skills and experience of people in the regional population; (2) the research places and spaces; and (3) the accessibility of research and learning infrastructure for new innovative knowledge generation and dissemination initiatives?

- Does the region's strategic plan include the role of the HEIs as a key element?

- What resources are made available to HEIs by government and others to support regional engagement? How are these distributed? What incentives and support are provided to enhance regional engagement of HEIs?

- What processes are in place to regularly review current engagement arrangements between the HEIs and the region, so as to build an element of ongoing improvement into the relationship?

  – How do government and/or regional authorities evaluate the success of HEIs in regional engagement? Have government and/or regional authorities identified any good practice in respect of regional engagement of HEIs and if so how has this been disseminated?

- What formal and informal mechanisms exist to coordinate the activities of HEIs in regional engagement both within HE sector and with those of other participants?

- Do the HEIs make use of existing regional community infrastructure for their operation? Does the community access HEI infrastructure for its day to day needs? (i.e., testing laboratories, libraries, sporting and cultural facilities, transport, accommodation for students, etc.)

Promoting regional dialogue & joint marketing initiatives

- What mechanisms exist to promote communication and dialogue between HEIs and regional stakeholders?

- What groups are part of the dialogue of regional engagement? How are the regional interests of various sectors of interest such as HE, industry, the private, public and voluntary sectors represented?

- To what extent have HEIs' joint resources been mobilised for the preparation and implementation of urban and regional strategies?

- What is the extent and nature of HEI staff representation on public/private bodies in the region? What are the reasons for such representation and what is their role? Is such representation monitored?

- What role do external bodies play in the decision making within HEIs?

- Are there joint HEI/regional promotion and marketing initiatives to attract national and international talent and investments or a "buy local" purchasing programme within the HEIs in the region?

- To what extent are HEIs making strategic, organisational, managerial or academic changes in order to improve their performance?

Evaluating and mapping the impact of the regional HE system

- Have HEIs, collectively and/or individually, undertaken an audit of their impacts on and links with the region? (i.e. direct economic impact of the HEIs; contributions to local economic development; social and cultural impact)

- How are such impact statements used and distributed to the region and further afield to promote the HEIs and the region?

- Do mechanisms exist to raise awareness of the role of HEIs in the region? What is known about the contribution that higher education makes to the region?

Institutional capacity building for regional involvement [For Each HEI in the Region]

- To what extent has the HEI's academic leadership and central management been altered to engage with regional needs?

- Does the HEI's strategic plan include its relationship with the regional community as a key strategy for enhancing viability?

- What are the main channels of communication between regional stakeholders and the HEI (senior managers, committees, etc) and who is responsible for regional decisions in the institution?

- What internal mechanisms exist for co-ordinating regional activities within the HEI especially in relation to funding issues and what new posts/offices have been created with an explicitly regional local remit?

- Does the institution use adjunct appointments to add expertise to its capacity?

- In what ways is the HEI responding to regional ICT infrastructure and adopting new technologies to restructure its management structures?

Human & financial resources management [For Each HEI in the Region]

- How is the regional dimension incorporated into the human resources policy of the HEI?

  - What training is given to staff with regional responsibilities? How is staff rewarded for regional engagement?

- How are regional and national funding streams managed? What are the possibilities of financial decentralisation within the HEI?

- How does the HEI embed new devolved financial responsibilities into academic life?

- How are new resources for regional engagement and activity generated? Who pays for the regional role of the HEI?

- What new regional funding streams are emerging which the HEI can tap into? What mechanisms are being established to tap into these sources?

Creating a new organisation culture [For Each HEI in the Region]

- Are there any significant cultural obstacles to adopting greater regional engagement within the HEI (i.e. the connotations that regionalism has with parochialism, newness, and unsophistication)? What efforts have been done to overcome these obstacles? Is there a perceived conflict between aspirations towards world class excellence and regional engagement? How is the conflict tackled?

- Is regional engagement part of the HEI's mission? Has regional engagement become part of the academic mainstream of the institution? If so, how far has this influenced mainstream teaching and research? What measures have been taken to support this?

- To what extent are HE leadership and its stakeholders aware of the rank of the HEI? How important is the rank of the HEI to regional stakeholders? Which HEIs does the institution benchmark itself against?

- Is the development of a 'world class' HEI part of the HEI's strategy? If yes, how is this ambition defined? What actions are being put in place to achieve this ambition? What investments will be needed?

CHAPTER VII: CONCLUSIONS: MOVING BEYOND THE SELF-EVALUATION (ABOUT 5 PAGES)

- What are the lessons to be learned from the self-evaluation process. Please include the following issues:
    - Which practice and methodologies seem to be the most promising for strengthening regional capacity building, and what factors make for their success?
    - What synergy is there between the aims and objectives of institutions and regions? Are there conflicting interests?
    - What incentives are there at institutional, departmental and individual level for HEIs to become more engaged?
    - What are the main challenges facing the different sets of decision-makers?

- What are the potentialities and problems, opportunities and threat for increasing the contribution that HEIs make to the region?

- The way forward: What is the region's vision for future policy?

ANNEX A. PRACTICAL GUIDELINES FOR PREPARING A REGIONAL SELF-EVALUATION REPORT

Language

1. The report should be provided to the OECD Secretariat in English.

Length

2. The text of Chapters 1-7 of the report should be about 80 single-spaced pages in length. Additional material can be attached as Annexes or included as tables, charts, diagrams and extracts from other documents.

Contents

3. In addition to Chapters 1-7, the report should include: a table of contents; a list of tables and figures; a list of acronyms; a glossary of terms; an executive summary; a list of references; and a set of Annexes.

Format

4. To ensure that the reports have a consistent appearance and are easy to use, please follow these format guidelines:

- Font Times 11;

- Single spacing;

- Page size A4;

- Pages numbered (bottom centre of each page);

- Part /Section/chapter heading level 1: in **CAPITAL LETTERS IN BOLD** (centred);

- Sub-chapters heading level 2: **Normal letters in bold** (left justified);

- Heading level 3: ***Normal letters in bold and italics*** (left justified);

- Heading level 4: *Normal letters in italics* (left justified);

- Heading level 5: Normal letters (left justified);

- Normal text, single spacing within paragraphs, with a space between paragraphs;

- Paragraphs should be numbered sequentially throughout the document (1, 2, 3, etc.); indent after the paragraph number;

- Lists should be indented; points in a list should be indicated with bullets or numbers;

- Tables and figures should be prepared in Excel or Word, if possible. Each table and figure should have a title and a source, as well as notes as appropriate. Please insert the tables and figures as "pictures" in the document, not floating over the text. The numbering of the tables and figures should be in accordance with the number of the chapter. For example, the first figure in Chapter 3 will be Figure 3.1, the second Figure 3.2 etc;

- Photos, which are inserted in the text as gifs or bitmaps, should have a resolution 300 dpi in the size of print to ensure quality of images;

- References should appear as needed throughout the text in round brackets, specifying the author and the date, like (Smith, 2004);

- Please use the symbol "%" instead of "per cent" or "percent".

5. The report should be provided in electronic format, preferably as a Word document, suitable for placement on the OECD website.

6. In completing the report reference should be made to the source(s) of any data -- legislation, formal agreements, research articles, literature reviews, surveys, evaluations, publications, administrative data and so on. Where possible, copies of key documents, particularly those available in English should be provided. Extracts from key documents can be added within the report, or as appendices.

General notes on sources

7. Where data are not available, this should be noted, as this will help in the identification of priorities for future data collection and research.

8. In addition to statistical data, databases and official documents, if the report can also draw on information from research studies in the country, whether of qualitative or quantitative nature.