



40th Anniversary of CERI

International Conference on Learning in the 21st Century: Research, Innovation and Policy

Paris 15-16 May, 2008

CONCLUDING REMARKS

I. CERI is 40 already

- CERI was established in 1968 and since has been developing pioneering educational research, e.g.:
 - Lifelong learning
 - Knowledge and research management
 - Social capital
 - Special education needs
 - Innovative teaching and learning models
 - Internationalisation of higher education
 - Schooling for tomorrow
 - University Futures
 - INES, EAG, TALIS, PIAAC
- CERI helped countries to opened to new fields of exploration and to improve their educational policies and practices
- CERI contributed to the work of other bodies (EDPC, PISA BPC but also ELSAC, STI Committee, Trade Committee...)

I. CERI is 40 already

- CERI opened education to other fields and practices:

Fields	CERI work
Sociology	Social capital
Labor policy	Lifelong learning
Psychology	What works
Economics	Social outcome of learning
International economics	Internationalisation of H.E.
Science and technology	R&D in education
Business management	Knowledge management
Neurosciences	Brain work
Prospective analysis	Schooling for tomorrow, University futures

II. CERI is only 40 (fortunately)

❑ CERI is needed more than ever:

- The world is becoming more interdependent and complex (globalisation, knowledge economy, new major economic actors)
- Number and scope of challenges are growing: sustainable development, climate change, ICTs, public and private governance, social mobility, ICT gap, globalisation left behind people
- Economic and social importance of education is growing
- Education which is a knowledge based sector is still an insufficiently experience and information sharing sector
- Learning science is quite a young field and yet it is extremely complex
- Policies based on evidence is an essential aspect of political economy of reform (making change happen and reform successful)

❑ There is hence a need for more:

- Research and innovation in education
- Consideration for longer term issues
- Anticipation of changes
- Forward looking



II. CERI is only 40 (fortunately)

- The relevance and usefulness of CERI is therefore bound to increase
- Main challenges:
 - We have been working on how to improve teaching and learning processes,
 - We need now to:
 - Work on how to optimise such processes by developing the appropriate environments, organisations and standards;
 - Develop networks between teachers, learners, schools and researchers
 - We have been working mostly with education experts and researchers
 - We need to involve practitioners into the research work as well as in the formulation and implementation of reform

II. CERI is only 40 (fortunately)

□ Main challenges:

- We have been focusing on the future of institutions
- We need to work more on the future of teaching and teachers, learning and learners, and curricula
- We have looked at education at the national level,
- We need to focus on global challenges (teaching diversity, migrant education...)
- We need to continue to measure the outcomes of learning; to link education to the economy and to the society and to be multidisciplinary

☐ Many thanks to:

- Interpreters
- Chairs
- Presenters
- Discussants
- Participants
- Staff

☐ And long life to CERI