

centre for educational
research and innovation



ceri

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education

OECD



Education

2005-06

The Organisation for Economic Co-operation and Development (**OECD**)

The OECD's mission is to promote policies designed to:

- Achieve sustainable economic growth and employment and rising standards of living in member countries while maintaining financial stability, so contributing to the development of the world economy;
- Assist sound economic expansion in member countries and other countries in the process of economic development; and
- Contribute to growth in world trade on a multilateral, non-discriminatory basis.

In pursuit of this mission, the OECD plays a prominent role in fostering good governance in the public service and in corporate activity. It helps governments to ensure the responsiveness of key economic areas with sectoral monitoring. By identifying emerging issues and identifying policies that work, it helps policy-makers adopt strategic orientations.

The Organisation is one of the world's largest and most reliable sources of comparable statistical, economic and social data. The Secretariat collects data, monitors trends, analyses and forecasts economic developments, and investigates social changes or evolving patterns in agriculture, education, environment, taxation, technology, trade and more. Much of the research and analysis is published, on paper or online at www.oecd.org

The OECD groups 30 member countries sharing a commitment to democratic government and the market economy and provides a unique forum for them to discuss, develop and refine economic and social policies. The members are: Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, the Slovak Republic, Spain, Sweden, Switzerland, Turkey, the United Kingdom, the United States.

The OECD has active relationships with some 70 other countries, non-government organisations and civil society, and these help give its activities a global reach.

The OECD was established in 1961. It grew out of the Organisation for European Economic Co-operation (OEEC), which had been formed in 1948 to administer American and Canadian aid under the Marshall Plan for the reconstruction of Europe after World War II.

Welcome to CERI

“**T**he OECD Centre for Educational Research and Innovation (CERI) 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.

CERI is committed to breadth and interdisciplinarity. We currently work on 12 specific projects, which are articulated within a general framework of lifelong learning around four key themes: innovation and knowledge management; human and social capital; a futures focus; learning and teaching.

Linking research, policy and innovation, CERI occupies a unique place in international educational policy analysis. Drawing on extensive expertise and methodologies from across the OECD world, our work is designed to interest all educational stakeholders, and specifically policy makers, research communities and school/university leaders.

This brochure outlines CERI’s approach, and the content of its 2005-06 programme of work. We hope that it gives you a clear idea of what CERI does. We are always keen to hear responses and views on what the priorities should be for our brand of international policy research.”



Tom Schuller, Head of CERI

CERI within the OECD Directorate for Education

The OECD Directorate for Education's mission is to assist members and partners in achieving high quality lifelong learning for all, contributing to personal development, sustainable economic growth and social cohesion.

The OECD Directorate for Education **has six strategic objectives** which were developed by the chief executive officers of the education ministries in OECD member countries in 2003:

- Objective 1: promoting lifelong **learning** and improving its linkages with **society** and the **economy**
- Objective 2: evaluating and improving **outcomes of education**
- Objective 3: promoting **quality teaching**
- Objective 4: rethinking **tertiary education** in a global economy
- Objective 5: building **social cohesion** through education
- Objective 6: building **new futures for education**.

These strategic objectives provide the overarching context for the seven areas of work of the OECD Directorate for Education:

Objectives	1	2	3	4	5	6
Education and Training Policy (ETP)						
Centre for Educational Research and Innovation (CERI)						
Indicators of Education Systems (INES)						
Programme for International Student Assessment (PISA)						
Programme on Institutional Management in Higher Education (IMHE)						
Programme on Educational Building (PEB)						
Unit for Co-operation with Non-Member Economies (NME)						

six strategic objectives

CERI's activities

What is CERI working on? It is currently carrying out twelve individual projects, each in pursuit of the strategic objectives of the OECD Directorate for Education. The projects look at a wide range of educational issues, from specific and innovative angles.

Concentrating on **futures for education**, CERI is developing different medium-term scenarios for schools and universities. It is also looking at how evidence from educational research could be used to benefit learning and training systems in the coming years.

As regards **outcomes of education**, CERI has two different activities. It seeks to decipher learning processes in the human brain, with the help of networks of scientists and teachers. And it is investigating effective learning, teaching and assessment practices at different levels of education.

CERI's work contributes to the key objective of building **social cohesion** through education. It is developing an internationally comparable set of data on students with disabilities, learning difficulties and disadvantages. At the same time, it is conducting a review of existing partnerships for the inclusion of at-risk youth.

Tertiary education is considered from several angles. Projects have already been carried out on internationalisation and trade, as well as on e-learning. The current studies cover capacity-building through cross-border education, and open educational resources.

Another focus for CERI is **learning** and its linkages with **society** and the **economy**. A specific project has been launched to analyse the major influences of learning on areas such as health and civic engagement.

These twelve projects are described in more detail in the following pages. If you need more information, please do not hesitate to get in touch with the contact person(s). We are here to answer your queries.

Schooling for tomorrow

www.oecd.org/edu/future/sft

To develop the capacity for futures thinking in education leadership and policy in OECD member countries.

Since it began in 1997, the project has undertaken a range of studies in its promotion of futures thinking for education – generating and using scenarios and analysing innovative networks, information and communication technologies (ICT), the “demand” for schooling, and approaches to personalising education.

The project is now embarked on an ambitious new phase, building an international futures knowledge base for educators, leaders and policy makers. It is doing this with the active participation of a range of country-based initiatives from across the OECD, as well as its own analytical tools on trends and scenarios.

To complement the systemic focus, work on radical learning innovations is being led by Mexico. The review of ICT developments has been continued through a series of Spanish-speaking seminars.



Networks of Innovation

Towards New Models for Managing Schools and Systems

June 2003



What Schools for the Future?

October 2001



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Futures for

University futures

www.oecd.org/edu/universityfutures

To understand the socio-economic changes affecting university and other tertiary institutions, and to help tertiary education stakeholders devise adequate responses and medium-term scenarios.

This project's goal is to develop a range of medium-term scenarios or future options for tertiary institutions, and more specifically universities. It will help each OECD country to identify and follow the most desirable paths for its tertiary education system.

The scenarios are constructed on the basis of empirical analysis. They are rooted in today's circumstances, and take into account developing trends and policy decisions. Specific issues will be considered within a medium-term horizon: the consequences of demographic changes; the effects of new technologies; the relationships between universities and labour markets; the impact of globalisation and market forces; and the role of university research.



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education

Evidence-based

policy research in education

www.oecd.org/edu/rd/ebpr

To promote dialogue and discussion between policy makers, researchers and practitioners on the use of research in education.

Launched in 2003, the project consists of a series of international workshops. Bringing together researchers and policy makers from OECD member countries, it enables the exchange of experiences and practices in the use of evidence-based policy research in education.

The workshops focus on major aspects of evidence-based policy research: methods, costs and capacity. They give the opportunity to discuss what constitutes evidence in educational research and look at how such evidence can best be used. They also consider promising solutions to communication, funding and organisational problems inherent to this kind of research.

The main conclusions of the workshops will be published in late 2006.



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Futures for

National reviews on educational R&D

www.oecd.org/edu/rd

To take stock of national educational research and development capacity, policies and practice, and to identify common issues and conclusions.

The project involves a series of in-depth individual country reviews on the state of educational research and development. After Denmark, England, Mexico and New Zealand, it is the turn of Switzerland in 2006.

The results of the reviews will be synthesised in a single volume. This report will focus on the effectiveness of educational research and development to create, collate and distribute knowledge to be used by practitioners and policy makers.



National Review on Educational R&D

Examiners' Report on Denmark, free report on CERI Internet site



New Challenges for Educational Research

August 2003



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education

Learning sciences and brain research

www.oecd.org/edu/brain

www.teach-the-brain.org

To better understand how the brain processes information, and how learning mechanisms develop over the individual's lifecycle.

This project has pursued various goals since its launch in 1999. One is to synthesise existing and emerging findings from cognitive and brain science. A second is to achieve collaboration between brain and learning scientists through live and electronic fora. Another is to stimulate the exchange and application of knowledge.

Three main issues are under current scrutiny: literacy, numeracy and lifelong learning. This involves the participation of international expert networks co-ordinated by leading institutions from Europe, Japan and the United States. The project also looks at the role of deep emotions in learning outcomes.

The dedicated website is a platform for interactivity between the scientists and education professionals and civil society, including a special forum for teachers. It presents in-depth reports and articles about brain research and learning and feature sections with guest brain scientists.



The Learning Brain

(working title) to be released in 2006



Understanding the Brain

Towards a New Learning Science

July 2002 (also translated into German, Japanese, Portuguese and Spanish)



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Outcomes

“What works”:

formative assessment

www.oecd.org/edu/whatworks

To examine and share a range of international examples of policies and practices in the area of formative assessment.

The project belongs to the “What Works in Innovation” programme. It examines effective learning, teaching and assessment practices for learners of all ages, with a particular emphasis on formative assessment. Formative assessment refers to frequent, interactive assessments to expose and address learning needs. This approach has been shown to be highly effective in raising levels of performance, particularly for previously underachieving learners.

Between 2002 and 2004, the project examined exemplary cases of formative assessment practice in lower secondary schools in eight OECD member countries. It included research reviews on the subject in English, French and German literature. From 2005, the project is focusing on assessment strategies for adult learners with low basic skills.

Together the two studies will strengthen understanding of effective approaches to lifelong learning.



Formative Assessment

Improving Learning in Secondary Classrooms

January 2005



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of education

Special education needs statistics and indicators

www.oecd.org/edu/equity/senddd

www.oecd.org/edu/nonmembereducation

To develop comparable statistics and indicators on students with disabilities, learning difficulties and disadvantages in OECD member and non-member countries.

The project focuses on students with disabilities, learning difficulties and disadvantages. Its primary function is to provide a regular collection of international data on special education needs from pre-primary to upper secondary levels.

The statistics and indicators include the level of inclusion of such students in different types of institutions, and the distribution of resources devoted to them. They cover OECD member countries, as well as North, Central and South America. The project also looks at the quality of education for these students in South East Europe.



Students with Disabilities, Learning Difficulties and Disadvantages

Statistics and Indicators

October 2005



Equity in Education

Students with Disabilities, Learning Difficulties and Disadvantages

May 2004



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Social cohe

Partnerships for inclusion

www.oecd.org/edu/equity

To explore and evaluate the effectiveness of partnerships between public, private and independent sectors for supporting disadvantaged children and youth.

The Youth Empowerment Partnership Programme (YEPP) brings together public, private and independent sectors to collaborate on improving outcomes for at-risk youth. It currently works in six European countries: Belgium; Bosnia and Herzegovina; Finland; Germany; Ireland; and Italy.

YEPP aims to strengthen social cohesion by pooling expertise and resources, providing examples of best practice, and influencing policy through joint action and sustainable strategies. CERl conducts the external evaluation of the programme, concentrating on the nature and progress of partnerships and on the effectiveness of the YEPP work in the individual sites.

Besides YEPP, the project has initiated a series of international discussions on national policies for at-risk students. Participating countries are currently preparing reports with case studies and examples of good practice.



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esion

Internationalisation

and trade in higher education

www.oecd.org/edu/internationalisation

To analyse the opportunities and challenges presented by internationalisation of higher education and to promote quality provision in cross-border higher education.

The project began with a focus on the increasing mobility of students, programmes and institutions. It reviewed the opportunities and challenges faced by sending and receiving countries for quality, access, cost, and capacity-building. The project has also served to map the ways in which OECD member countries deal with international quality assurance, accreditation and recognition of higher education qualifications.

The project is currently working on the possible uses of cross-border tertiary education for capacity-building in developing countries. In collaboration with the UNESCO, it is also setting up guidelines for quality provision in cross-border tertiary education in order to enhance learner protection.



Internationalisation and Trade in Higher Education

October 2004



Quality and Recognition in Higher Education

The Cross-border Challenge

June 2004



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Tertiary education

E-learning

in tertiary education

www.oecd.org/edu/ict/elearning

To generate suggestions for policy makers on how to best support e-learning initiatives in tertiary education, and to provide institutions with information on practice and challenges in developing e-learning.

After the burst of the new economy bubble in 2000, scepticism about e-learning replaced over-enthusiasm. This context spurred CERl to address emerging questions, such as: why and how do tertiary education institutions engage in e-learning? What do institutions perceive to be the pedagogic impact of e-learning? What are the costs of e-learning? How might e-learning impact on staffing and staff development?

The project is based on a qualitative survey of practices and strategies carried out by CERl at 19 tertiary education institutions, together with the findings of a quantitative survey on e-learning in tertiary education carried out in 2004 by the Observatory on Borderless Higher Education (OBHE). The project has benefited from the Hewlett Foundation's financial support.



E-learning in Tertiary Education: Where do we Stand?

June 2005



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education

Open educational resources

www.oecd.org/edu/oer

To map the scale and scope of open educational resources initiatives and to address key issues in their development.

This project addresses a growing feature of the educational landscape: open educational resources. These include open courseware and content; open software tools; open material for e-learning capacity-building of faculty staff; repositories of learning objects; and free educational courses.

Concentrating on post-secondary education, the project will provide an overview of current trends. It is addressing four key issues inherent to open educational resources: sustainable costs/benefits models; intellectual property rights; incentives and barriers for universities and faculty staff; and access and usefulness. The project is funded by the William and Flora Hewlett Foundation.



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Tertiary education

Measuring the social outcomes of learning

www.oecd.org/edu/socialoutcomes

To model how education of different kinds brings about social as well as economic outcomes, and to produce empirical work to illustrate these effects in selected domains.

The project looks into the complex issue of how learning affects social outcomes, beyond economic and labour market effects. It does so by modelling the benefits and costs of lifelong learning, laying the basis for empirical analysis. It is also collecting statistical data to produce international and comparable indicators.

The main domains selected for initial analysis are: health (physical, mental/psychological); and social and civic engagement (attitudinal/behavioural effects). Two cross-cutting themes will also be addressed: equity/distributional issues; and intergenerational effects.

The project is a joint work with the Network on educational outcomes (Network B) of the Indicators of Education Systems (INES) programme.



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Learning,
society
& economy

CERI's Governing Board

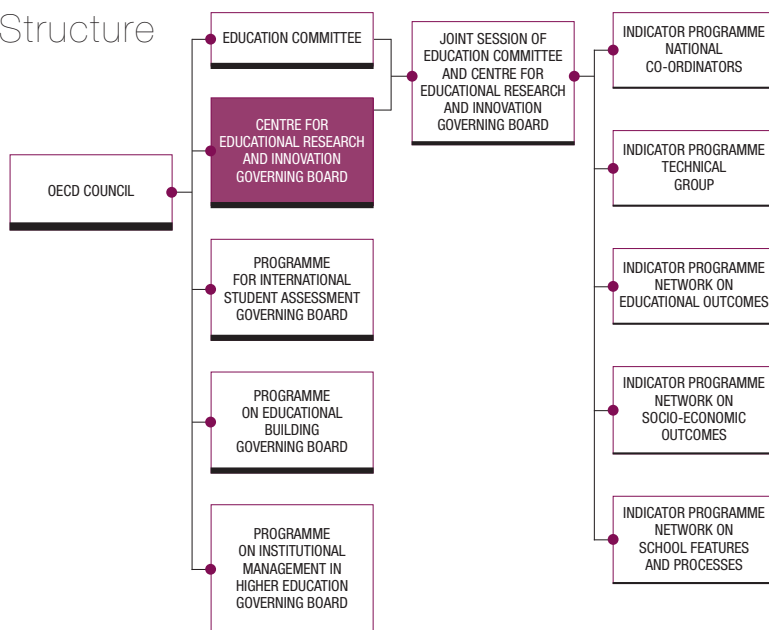
within the Directorate for Education

The work of the Directorate for Education is governed by five bodies, each with its own mandate and budget, under the governance of the OECD Council. The work on education statistics and indicators is governed by the Education Committee and the Governing Board of the Centre for Educational Research and Innovation meeting in joint session. That work is undertaken through a series of working groups and networks in which countries are actively involved.

Education

Committee

Structure



The work of the Education Committee is funded through the core budget of the OECD. The work of the Centre for Educational Research and Innovation (CERI), the Programme for International Student Assessment (PISA), the Programme on Institutional Management in Higher Education (IMHE) and the Programme on Educational Building (PEB) is funded by participating countries and organisations. National contributions are based on the size of each member's economy. Countries may also make separate contributions to particular programmes or projects. The annual expenditure of the Directorate is around EUR 15 million.

Chile and Israel also participate as observers in the CERI Governing Board.

CERI staff and the Directorate for Education

The Directorate consists of 75 economists, policy analysts, social scientists, statisticians and support staff from OECD member countries. CERI itself has more than 20 staff. The official working languages are English and French. The organisational structure of the Directorate is:



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Directorate
Organigramme

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www.oecd.org

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