## Historical Summary of CERI’s Main Activities

<table>
<thead>
<tr>
<th>Dates of activity</th>
<th>CERI projects</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>The Centre for Educational Research and Innovation (CERI) at the OECD has been since 1968 a world leader in providing information to policy makers on the topic of education.</td>
<td>Papadopoulos, George S. (1994), <em>Education 1960-1990: The OECD Perspective</em></td>
</tr>
</tbody>
</table>
| 1970s and 1980s   | In the 1970s and 1980s, there was a detailed analysis of the early years of pre-schooling, considerations of the transition of young people into working life. | **Example of Publications:**  
| 1984              | **EDUCATION MINISTERIAL** | |
| 1985-2003         | **Innovation Exchange Activities** | **Objective:** To facilitate an exchange of views, experience and information on issues raised in the various CERI projects or new topics |
| 1994-2008         | **Educational Co-operation in a Global Framework**  
- Innovation Exchange Seminars: German- |
1993-98 Speaking Seminars, Spanish-speaking Seminars (2001)
- Pacific Circle Consortium (PCC) and Co-operation with Dynamic Asian Economies
- Co-operation with Central and Eastern European Countries Based Upon Selected Studies in the CERI PoW

1986-1991 Education and Cultural and Linguistic Pluralism

1986-89 Phase 1: (i) An analysis of the position of immigrant children in schools; (ii) an examination of solutions to cope with growing diversity in schools and classrooms; and (iii) a research review on the effectiveness of approaches to improve the education of cultural and linguistic minority children.

1990-91 Phase 2: In-depth analysis of significant innovations that have been introduced in schools which include cultural and linguistic minority children among their pupils.

1988-2006 International Indicators of Education Systems (INES)

1988-89 Phase I: Exploratory

1990-91 Phase II: Development and construction of indicators

1992-96 Phase III: Shift towards regular production and use of indicators

1997-2001 suggested by one or more countries.

Publications:

Phase 1: Immigrants’ Children at School (1987); Multicultural Education (1987); One School, Many Cultures (1989).


Publication (a selection):

Phase II: Education at a Glance (1992)
The Handbook for Education Indicators Making Education Count

Phase III:
- The OECD International Education Indicators. A Framework for Analysis (1992);
- Making Education Count: Developing and Using International Indicators (1994);
- Four Network Reports:
1999-2000

Phase IV

Work on human capital, social capital, economic growth and sustainable development.

NOTE: Special Needs


Special Needs work:


1988-1996

Education and New Information Technologies

[preceded by the Atenea Project (1985-1990)]

- The Impact of Information and Communication
  - Technologies on Post-secondary Education

1994-96

The Impact of Information and Communication Technologies on Tertiary Education

- Measuring What Students Learn (1995);
- Education and Employment (1995);
- Measuring the Quality of Schools (1995);
- Public Expectations of the Final Stage of Compulsory Education (1995);
- Decision-Making in 14 OECD Education Systems (1995);
- Prepared For Life? How to Measure Cross-Curricular Competencies. Results of a Pilot Study in OECD Countries;

Human and social capital work:


Progress report:


MINERVA Project background: OECD/CERI had worked in this field since the early 1980s following the introduction of computers into schools as tools for learning. The evaluation of such innovations using external evaluators had started with Norway in 1987/88 and moved on to Germany and then to the ATENEA project in Spain.

Publications:


<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>Science, Mathematics and Technology Education</td>
<td></td>
</tr>
<tr>
<td>Completed 1991</td>
<td>Teacher Education, School Organisation, and Educational Leadership</td>
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<tr>
<td>1990</td>
<td>EDUCATION MINISTERIAL</td>
<td><strong>Theme</strong>: &quot;High Quality Education and Training for All&quot; <em>High Quality Education and Training for All</em> (1991)</td>
</tr>
<tr>
<td>1991-2002</td>
<td>Head of CERI: Jarl Bengtsson</td>
<td></td>
</tr>
</tbody>
</table>
During 1990 and 1991, under the 1991 Project 1 on Technological Change and Human Resources Development, a study on school/business partnerships was made by the Secretariat with the help of an international expert group.

1991-92
Teacher Quality
Teacher Quality and Teaching Qualities
Teachers and Students: Innovative Combinations of Learning and Work

1994-95
Teachers and Students as Active Learners

1990-94
Active Life for Disabled Youth
Active Life for Disabled Youth: Integration in the School
Active Life for the Disabled: Integration into Tertiary Education
Active Life for Disabled People: Coherence in Support Services for Disabled Children and Youth

1989-93
Children and Youth at Risk
Integrated Services for Children and Youth at Risk
Integrated Services for Children and Youth at Risk and their Families

1992
Human Resources and Lifelong Learning
Lifelong learning

1992-93
The Economics of New Approaches in Education

Publications:
Post-compulsory Education for Disabled People (1997).

Publications:
Co-ordinating Services for Children and Youth at Risk: A World View (1998)

This project was a follow-up to Technological Change and Human Resource Development

Two meetings of education and economic experts were held, the first at the Industrial Institute for Economic and Social Research in


1992-96  **Education in a New International Setting**  This project grew out of Innovation Exchange Activities

**Publication**:  *Internationalisation of Higher Education* (1996)

1993-96  **Educational Research and Development**


1993-  **"What Works" in Innovation in Education**

[www.oecd.org/edu/whatworks](http://www.oecd.org/edu/whatworks)

- 1993  
  - School Choice
  
- 1994  
  - Assessment of School Performance
  
- 1995  
  - Guidance and Counselling for Young People in Transition
  
- 1996  
  - Co-operation between the School and the Family (previously, *What Works in Parental Education*)
  
- 1997  
  - What Works in In-service Training for Teachers
  
- 1998  
  - Combating Exclusion through Adult Learning
  
- 1999  
  - What Works in Improving Student Motivation for Lifelong Learning
  
- 2000  
  - What Works in New School Management Approaches
  
- 2002-04  
  - Enhancing Learning Through Formative Assessment (Lower secondary level)
- 7 -
1997-2000  Knowledge Bases for Education: Production, Mediation and Use of Knowledge

1997-2000  Learning Cities and Regions

1997-2001  Strategies of Inclusion in Society and Education

Outcomes:
- Two specialised networks established within Schooling for Tomorrow, one focused on the Future Education Workforce, one regionally focused on the Nordic countries.
- The Schooling for Tomorrow Starter Pack was published online: Schooling for Tomorrow Knowledge Bank (2008)
- Trends Shaping Education (2008)

Publications:
- "Sustaining Inclusive Education: Including Students with Special Educational Needs in..."
Learning Sciences and Brain Research

- First phase


Special Education Needs


Publications:

Understanding the Brain: Towards a New Learning Science (2002)
Understanding the Brain: The Birth of A Learning Science (2007)

Publications:


<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Theme: “Investing in Competencies for All”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-07</td>
<td>Promoting the Economics and Management of Knowledge</td>
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<tr>
<td></td>
<td>• The Economics of Knowledge</td>
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<tr>
<td></td>
<td>• The Economics and Management of Knowledge</td>
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<tr>
<td></td>
<td>• Educational Research and Development Systems</td>
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<tr>
<td></td>
<td>New Zealand</td>
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<tr>
<td>2001-06</td>
<td>New Zealand</td>
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<td>2001-02</td>
<td>New Zealand</td>
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<tr>
<td>2003</td>
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<td>2002</td>
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<td>2004</td>
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<td>2005</td>
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<td>2006</td>
<td>New Zealand</td>
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<tr>
<td></td>
<td>• The Development of Knowledge of Different Sectors: A Model and Some Hypotheses</td>
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<tr>
<td></td>
<td>• Research for Evidence-based Policy Making in Education</td>
<td></td>
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<tr>
<td></td>
<td>• Knowledge Management in Education and Learning</td>
<td><a href="http://www.oecd.org/edu/rd">www.oecd.org/edu/rd</a></td>
</tr>
<tr>
<td>2001-07</td>
<td>Critical Review of the Internationalisation of Post-Secondary Education</td>
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<tr>
<td>2002</td>
<td>OECD Forum on Trade in Educational Services</td>
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<tr>
<td>2002</td>
<td>Illustrative Case Studies on e-Learning Activities in Post-secondary Education and Training</td>
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<tr>
<td>2003</td>
<td>Enhancing Consumer Protection in Cross-Border Higher Education Activities</td>
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<tr>
<td>2002</td>
<td>Directorate for Education established</td>
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<tr>
<td>2002-07</td>
<td>Promoting Partnerships for Inclusion</td>
<td><a href="http://www.oecd.org/edu/equity">www.oecd.org/edu/equity</a></td>
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<tr>
<td>2002</td>
<td>• Disabled Students in Higher Education: Issues and Problems</td>
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<td>2004-07</td>
<td>• Youth Empowerment Partnership Programme</td>
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</table>

Publications:

Knowledge Management series:

Publication:
<table>
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<tr>
<th>Year</th>
<th>Event</th>
<th>Title</th>
<th>URL</th>
<th>Publications</th>
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<tbody>
<tr>
<td>2004-05</td>
<td>The Internationalisation of Tertiary Education (revised title)</td>
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<td><a href="http://www.oecd.org/edu/internationalisation">www.oecd.org/edu/internationalisation</a></td>
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<tr>
<td>2006</td>
<td>Education Development for Disabled and At Risk Students in Southeast Europe</td>
<td></td>
<td><a href="http://www.oecd.org/edu/nonmembereducation">www.oecd.org/edu/nonmembereducation</a></td>
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</tbody>
</table>
| 2004     | EDUCATION MINISTERIAL                                                 | **Theme 1:** “Raising Performance Levels for All”  
**Theme 2:** “Improving Teacher Supply and Effectiveness”                                              |                                                                                                  |                                                                                                   |
<table>
<thead>
<tr>
<th>Year</th>
<th>Head of CERI: Tom Schuller</th>
<th>Social Outcomes of Learning</th>
<th>Evidence-based Policy Research in Education</th>
<th>Open Educational Resources – Opportunities and Challenges</th>
<th>Policy and Prevalence Statistics on Children with Disabilities in Developing Countries</th>
<th>Digital Learning Resources</th>
<th>Globalisation and Linguistic Competencies</th>
<th>New Millenium Learners</th>
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<tbody>
<tr>
<td>2004-07</td>
<td></td>
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<td><a href="http://www.oecd.org/edu/rd/ebpr">www.oecd.org/edu/rd/ebpr</a></td>
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<td>2005-10</td>
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<td>Social Outcomes of Learning</td>
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<td>2005-07</td>
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<td>• Phase 1</td>
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<td>2008-10</td>
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<td>• Phase 2</td>
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<td>2004-07</td>
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<td>Evidence-based Policy Research in Education</td>
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<td>2006-07</td>
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<td>2006</td>
<td>EDUCATION MINISTERIAL</td>
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<tr>
<td>2006 (transferred to EDPC in 2007)</td>
<td>Policy and Prevalence Statistics on Children with Disabilities in Developing Countries</td>
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<td>2006</td>
<td>Theme: “Higher Education: Quality, Equity and Efficiency”</td>
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<tr>
<td>2007-11</td>
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<td></td>
<td>Giving Knowledge For Free: The Emergence of Open Educational Resources</td>
<td>Digital Learning Resources as Systematic Innovation in Nordic Countries</td>
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<td>2007-10</td>
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<td>Languages in a Global World: Learning for Better Cultural Understanding (forthcoming)</td>
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<td>2007-11</td>
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<td>New Millenium Learners</td>
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<td>2007-10</td>
<td></td>
<td></td>
<td>• ICT and Initial Teacher Training activity</td>
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</tr>
</tbody>
</table>

Publications:
- Understanding the Social Outcomes of Learning (2007).
- Improving Health and Social Cohesion through Education (2010).
- Giving Knowledge for Free: The Emergence of Open Educational Resources (2007).
- Are the New Millennium Learners Making the Grade?: Technology Use and Educational Performance in PISA 2006 (2010).
- Inspired by Technology; Driven by Pedagogy: A Systemic Approach to Technology-Based
2007-09  **Systemic Innovation in VET**

2007-present  **The Education Horizon / Education Horizons**

2007-09  **Alternative Models of Learning**

2008  **Head of CERI: Dirk Van Damme**

2009-11  **TALIS (Teaching and Learning International Survey)** (transferred out of CERI)

2008-10  **Teacher Education for Diversity**

2008-10  **Innovation Strategy for Education and Training**

2010-11  **Skills and Education for Innovation**

2012-present  **Innovation in Education**

2008-present  **Innovative Learning Environments**

- Learning research strand
- Innovative cases
- Implementation and change

**Publications:**

*School Innovations* (2010).
*Connected Minds* (forthcoming).

**Related meeting:**

"Alternative Models for Learning and Innovation", (June 2006).

2008  **Head of CERI: Dirk Van Damme**

2009-11  **TALIS (Teaching and Learning International Survey)**

2008-10  **Teacher Education for Diversity**

2008-10  **Innovation Strategy for Education and Training**

2010-11  **Skills and Education for Innovation**

2012-present  **Innovation in Education**

2008-present  **Innovative Learning Environments**

- Learning research strand
- Innovative cases
- Implementation and change

**Publications:**

*Creating Effective Teaching and Learning Environments: First Results from TALIS* (2009).

**Publications:**

*Educating Teachers for Diversity: Meeting the Challenge* (2010).

**Publications:**

*Skills for Innovation and Research* (2011).

**Publications:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Program/Project</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td><em>Educationtoday</em></td>
<td>Online collaborative website. In 2011, it moves to new platform and becomes official Blog for Education Directorate.</td>
</tr>
<tr>
<td>2010</td>
<td><strong>EDUCATION MINISTERIAL</strong></td>
<td>Theme: “Investing in Human and Social Capital: New Challenges”</td>
</tr>
</tbody>
</table>
| 2011-present | **Innovative Teaching for Effective Learning** | Strand 1:  
General research on teachers’ pedagogical knowledge and practices  
Strand 2:  
In-depth research on effective and innovative teaching and learning in specific subject fields [science and math]. |
| 2011-present | **Education and Social Progress**    | Expected outputs:  
Synthesis report (publication expected 2013) |
| 2011-present | **Governing Complex Education Systems** | Working Paper:  
*Exploring the Complex Interaction Between Governance and Knowledge in Education* (2012) |

**Web site:** [www.oecd.org/edu/ceri](http://www.oecd.org/edu/ceri)  
**Email:** ceri.contact@oecd.org