CERI: Centre for Educational Research and Innovation

Who are we?

CERI has an international reputation for pioneering educational research. It has opened up new fields for exploration and combining rigorous analysis with conceptual innovation.

CERI's extensive research work covers learning at every age, from birth to old age. It goes beyond the formal education system. While having a particular concern with emerging trends and issues, CERI reflects on the futures of schools and universities. CERI often has a longer timeframe than most work, typically aiming to set an agenda for the future, with a goal to ensure that the work is thoroughly integrated with empirical analysis and innovation awareness. CERI puts specific emphasis on accumulating statistical evidence to the value of its research work.

CERI members

Australia	Korea
Austria	Luxembourg
Belgium	Mexico
Canada	Netherlands
Chile	New Zealand
Czech Republic	Norway
Denmark	Poland
European Commission	Portugal
Finland	Slovak Republic
France	Slovenia
Germany	Spain
Hungary	Sweden
Iceland	Switzerland
Ireland	Turkey
Israel	United Kingdom
Italy	United States
Japan	

"The future of education in the 21st century will have to be much more than mere quantitative expansion. 'More of the same' will not suffice. How to best organise and support human learning will require lots of imagination, creativity and innovation.

At the same time, there is a soaring responsibility to find the best possible solutions. Education is not only rapidly becoming the main determinant of economic success, employment and income, but its outcomes are also impacting many other domains of social life. Learning is the key to economical, social and environmental progress".

Dirk Van Damme,
OECD Head of CERI

CERI in a nutshell

Key goals

◗ Generate forward-looking research analyses and syntheses.

◗ Identify and stimulate educational innovation.

◗ Promote international exchange of knowledge and experience.

Current projects

◗ Governing Complex Education Systems

◗ Innovation Strategy for Education and Training

◗ Education and Social Progress

◗ Innovative Learning Environments

◗ Innovative Teaching and Effective Learning

Some Past projects...

◗ Schooling for Tomorrow

◗ Learning Sciences and Brain Research

◗ New Millenium Learners

◗ Social Outcomes of Learning

◗ Teacher Education for Diversity

◗ University Futures

Experts in Education

What might education systems and institutions look like in the future? What can we learn about possible future options from current trends? How are patterns of teaching and learning changing in the face of scientific advances, new technologies and diverse student populations? And how do we know what the effects of education are? These are just some of the questions tackled by OECD's Centre for Educational Research and Innovation (CERI) in its multidisciplinary activities.

Drawing on extensive expertise and methodologies from across the OECD area, CERI's work is designed to interest all stakeholders, and specifically policy makers, research communities and educational leaders.

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Governing Complex Education Systems (GCES)

A crucial question for OECD countries today is how to achieve national objectives for education systems under the condition of complexity.

Governments have increased school autonomy and stimulated demand sensitivity and competition. At the same time the influence of parents and other local stakeholders has increased. Despite decentralisation and introduction of market mechanisms, education ministries remain responsible for ensuring high quality, efficient and equitable education on the national level.

Effective policy making under these circumstances requires models of multilevel governance, heavily depending on the production, management and interpretation of information.

This CERI project is designed to identify governance models and knowledge systems for complex education systems.

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Innovation Strategy for Education and Training

Following its contribution to the OECD Innovation Strategy (2010), this activity focuses its continued work around two strategic goals and feeds the OECD Skills Strategy.

Skills & education for innovation

What are the skills and qualifications needed in innovation-driven societies? What kind of education (curricula, pedagogies, assessments) fosters these skills for innovation? This project includes work on the impacts of arts, science and math education on such 21st century skills as creativity, critical thinking, collaboration and curiosity.

Innovation in education

How can education systems facilitate self-sustained improvement, experimentation and radical innovation? Investment in research and development, quasi-markets, curriculum and assessment policy, school and teaching organisation, technology, indicators are some of the possible levers for innovation in education. The project assesses their effectiveness and how they can empower scientists, businesses, practitioners and users to innovate for better educational outcomes.

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Education and Social Progress (ESP)

Skills – cognitive and non-cognitive – matter for individuals' success and societal progress. However, the state of the knowledge base is limited, and so we cannot yet fully address key policy questions such as:

◗   Which skills matter?

◗   Why do these skills matter?

◗   How can we develop these skills that matter?

This project attempts to address these questions by developing a conceptual framework that describes the relationships among learning contexts, skills and social progress.

Moreover, it will expand the evidence frontier by conducting empirical analyses of microdata from OECD and partner countries.

The project will help countries identify and develop skills that are indispensible for improving key measures of societal well being and progress, such as life satisfaction, health and civic enagement.

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Innovative Learning Environments (ILE)

How can today's schools be transformed to foster deep learning and prepare their learners for the rapidly changing 21st century? This question runs though the different threads of this project, which seeks to look beyond the institutional structures of schooling.

The first thread synthesised learning research to identify basic principles to inform the design of 21st century learning environments. The second "innovative cases" thread analyses many inspiring examples of innovative learning environments from different countries. The third thread identifies strategies for "going to scale".

The assumption is that learning environments should be understood holistically through different ways of organising the interaction of learners, teachers, content and resources. Successful change requires fostering innovation at the micro level and on developing the "meso" level of networks and clusters of practice.

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Innovative Teaching and Effective Learning (ITEL)

High-quality teachers are the most valuable resource in obtaining premium educational systems. Many policies and reforms are now focusing specifically on the teaching profession.

But what really is teaching? This project asks questions directly aimed at finding out exactly what happens during the teaching-learning interactions:

◗ What kind of pedagogical knowledge and skills are central to teachers' efficacy?

◗ How does learning research, new expectations with regard to students' learning outcomes and skills, and changing value and belief systems shape the range of behavioural interventions of teachers?

◗ How can teachers more effectively orchestrate the learning environment to create optimal conditions for learning to materialise, both cognitively and emotionally?

By looking at innovative teaching practices we can learn a lot about shaping more effective learning.


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OECD & the Directorate for Education

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

◗ Support sustainable economic growth.

◗ Boost employment.

◗ Raise living standards.

◗ Maintain financial stability.

◗ Assist member and non-member countries' economic development.

◗ Contribute to growth in world trade.

In today's globalised economy, education is a major driving force for growth and development. The OECD Directorate for Education focuses on current key challenges facing education systems, including how to improve the quality of teachers, teaching, and learning in order to provide the knowledge and skills needed in the 21st century.
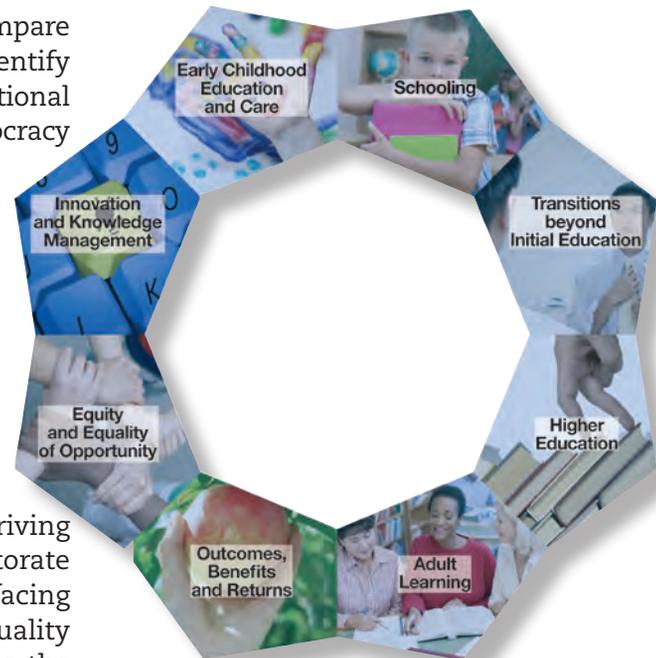
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