

# OPPORTUNITIES FOR INTERNATIONAL COLLABORATION ON MONITORING THE DEVELOPMENT OF EDUCATIONAL R&D

Introductory Remarks

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# IMPORTANCE OF CERI'S WORK ON R&D

- Critical issues in pursuing and ensuring that educational R&D systems are effective for creating, collating and distributing knowledge on which practitioners and policy makers can draw have been defined.
- An experience in international monitoring of the development of educational R&D.
- 5 countries, experts from several countries, themselves with substantive international experience.
- Indispensable comparative perspective.

# Importance of CERI's work

- Very useful for the countries
- Has produced an emerging methodology for reviewing and strengthening R&D systems

OECD should continue with the project

- Other country studies
- Countries revisited.
- And further steps

# CERI – FURTHER STEPS

- Development of a methodology for a participatory self-evaluation of country systems leading to commitments
- Further delving into the role of education systems in the management of R&D across the board.
- Complex management of non-linear, strongly interactive R&D systems in different sectors and across disciplinary boundaries

# CERI – Further steps

All areas of development need to be able to draw from existing research in order to better define and implement development policies and human resources formation. They all need to

- Foster high-quality research
- Put quality assurance mechanisms in place
- Align research priorities to long-term development priorities.
- Facilitate an adequate balance between basic and applied research, and between research and technological development

# CERI – Further steps

- Promote use-inspired research
- Foster human resource formation for these purposes
- Allow for accumulation of knowledge
- Facilitate dissemination of research findings
- Foster dialogue between researchers, practitioners and policy makers.

# CERI – Further steps

- Science and technology ministries, education ministries, higher education institutions.
- Unco-ordinated
- Traditional linear models predominant
- Not well managed in the education sector itself.

**FURTHER RESEARCH INTO WHAT  
CONSTITUTES ADEQUATE KNOWLEDGE  
MANAGEMENT SYSTEMS.**

- Starting with education
- Comparisons and contrasts with other areas

# Other opportunities

The most important of the key components is quality of the knowledge base being produced.

But quality criteria, from a knowledge management perspective, are complex and novel to those prevalent in academic circles.

Academic mechanisms for monitoring quality are in place but insufficient

# SOME QUALITY CRITERIA

- Refers not only to individual research processes and products, but to the evolution of an over-all balance of national research
    - Between basic and applied
    - Between basic and applied research and technological development
- Towards a more use-inspired research

# Some quality criteria

- Depends very much on knowledge accumulation.
    - Access to international well-classified knowledge bases.
    - Access to international seminars and conferences and to collaborative international research.
    - Breaking language barriers to inclusion in knowledge bases.
- Need for strengthening international co-operation.

# Some quality criteria

- Cannot be reduced to a process-product revision.
  - Must include systemic dissemination (not only individual). Reviews and indexing mechanisms
  - Mediation or brokerage mechanisms
    - Access
    - Readability
    - Summaries

# Some quality criteria

- Capacity of research to capture tacit knowledge.
  - Practitioners producing research, working with researchers.
  - Researchers in policy implementation sites, schools, classrooms.
- Renovation of traditional ways of producing and disseminating
- Flows from theory to practice, from practice to theory, from theory to policy and back.
- Understanding of the workings of these flows.

# Some suggestions

- International organizations can be instrumental in placing these and other relevant criteria in the center of discussions around research and knowledge management.
- Invite countries to present self-evaluations, based on methodology (OECD, IIEP)
- Build on presentations to carry out comparative studies .

# Some suggestions

- Found journals focused on use-oriented and use-inspired research in order to prestige these studies.
  - Including how basic research, in improving understanding of educational phenomena, illuminates practice and policy.

# FINAL REMARKS

- Relationships between research and development
  - Are not linear
  - Are not mechanical
  - Are conflictive and full of tensions
- This will not change. But CERI has proven room for maneuver

# Final remarks

- Transformations have to take place in generation, dissemination and use of knowledge and in the relations between them.
- Many transformations are already in place in many countries.
- But they do not yet constitute vigorous knowledge-driven educational systems.
- Much to be done yet
  - In taking full advantage of knowledge creation capacity for improvement of education
  - In allowing educational experience to become key in knowledge building and use.

# Final remarks

- CERi SHOULD CONTINUE
- TAKE FURTHER STEPS
- INVOLVE COUNTRIES
- INVOLVE OTHER INTERNATIONAL AGENCIES AND ORGANIZATIONS.