



BRAINSTORMING ON MEASURING INNOVATION IN EDUCATION

11 June 2009

*OECD, Conference Centre, Room 18
2, rue André-Pascal, 75775 Paris Cedex 16, France*

Background

Education and training play a crucial role in OECD countries. They provide the necessary skills for the economic activity, enhance social mobility and fairness and contribute to the cultural development of nations. This importance is clearly reflected in its contribution to GDP, as on average for the OECD, the education and training sector represents around 6% of the GDP. In order to improve the quality of the service, its relevance and efficiency, providing a better value for money, the educational sector may need to introduce “significant changes”, i.e. innovation, to adapt to an evolving socio-economic environment.

Measuring innovation in education and training is a challenging task. Difficulties on (1) the conceptualisation of innovation in education; (2) the still rather scarce evidence on those factors driving and hindering the introduction of improvements, and (3) the methodological difficulties on designing the tools for the collection of the necessary data, including the definition of the analysis unit, are just some of the challenges that researchers and practitioners come across when developing potential indicators to measure innovations in the educational sector.

This 1-day brainstorming session will bring together a limited number of policy makers, researchers and practitioners to keep advancing our understanding on how to measure innovation in education by shedding more light on these conceptual and methodological challenges and on possible ways to overcome them. It will benefit from current experiences undertaken to measure innovation in the public sector, such as the Nordic initiative to measure public sector innovation, or the NESTA Innovation Index for the UK.

The session is organised by the OECD’s *Centre for Educational Research and Innovation* (CERI) under the framework of the Innovation Strategy for Education and Training, in conjunction with the OECD’s *Directorate for Science, Technology and Industry*, and the *Centre for Research on Education and Lifelong Learning* (CRELL) of the European Commission- DG Joint Research Centre.

Draft agenda

9:30-9:45	Welcome and “<i>tour de table</i>”
9:45-10:30	<p><i>Session 1: Defining innovation in Education and Training</i></p> <p>The Oslo Manual defines innovation as “the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations”. To what extent is this definition applicable to innovations in Education and Training? Are there any alternatives?</p> <p>Presentation by CERI and DSTI and European Commission representative</p>
10:30 – 11:30	<p><i>Session 2: Measuring innovation in <u>services</u>. What can we learn for innovation in Education and Training?</i></p> <p>Education can be regarded as a service delivery. Innovations in services have sometimes remained “hidden” for our traditional measuring methodologies. Therefore, what do we know about innovation in services? How good are the current measuring instruments, e.g. CIS, for innovations in services? What are the alternatives?</p> <p>Presentation by Hugo Hollanders, MERIT, University of Maastricht</p> <p>Presesentation by NESTA on the “Innovation Index”</p>
11:30-12:00	COFFEE BREAK
12:00 – 13:00	<p><i>Session 3: Measuring innovation in <u>public</u> services. What can we learn for innovation in Education and Training?</i></p> <p>Education is in mainly public service. Innovations in the public sector may follow different processes as innovations may come about thanks to processes of political reform led by governments, in addition to innovations introduced by practitioners (e.g. teachers, doctors) or users (e.g. students). There are a number of ongoing initiatives targeted at measuring innovation in the public sector. Some of the questions of interest of these initiatives relate to a) the objectives of the measurement exercise (e.g. compare countries, compare sectors, explain process); and b) the methodology used (e.g. CIS-type, other, unit of analysis). Therefore, what can we learn from these initiatives?</p> <p>Presentation by Nathalie Greenan, Centre d’Etude de l’Emploi and TEPP – CNRS</p> <p>Presentation by the Nordic initiative on measuring public sector innovation</p>

13:00 – 14:30	LUNCH
14:30 – 16:00	<p><i>Session 4: Measuring innovation in Education and Training: <u>Ongoing initiatives</u></i></p> <p>Measuring innovation in Education and Training is in its infancy. However, a number of initiatives have been adopted to assess some aspects of it, and a number of education surveys already exist where some innovation elements can be found. What can we learn about these initiatives for innovation?</p> <p>Presentation by Ernesto Villalba on “Measuring Creativity. Findings”, CRELL</p> <p>Presentation by OECD/Education Indicators and Analysis Division</p> <p>Presentation by Sandra McNally, London School of Economics</p>
16:00 -16:30	COFFEE BREAK
16:30 – 17:30	<p>Session 5: Next steps: Alternatives for proceeding with the measurement of innovation in education and training. <u>What do we do next?</u></p> <p>In moving the agenda on measuring innovation in Education and Training forward, there are number of possible alternatives:</p> <ul style="list-style-type: none"> - Adding questions in existing school surveys - Developing a CIS-type survey - Developing a new survey, specific for the Education and Training sector <p>What are the advantages and disadvantages of the different options? What would it be feasible?</p> <p>Presentation by CERI</p>