

## What is CERI?

The OECD Centre for Educational Research and Innovation (CERI) contributes to supporting participating OECD Members and Partners in their efforts to achieve high quality lifelong learning for all, which contributes to personal development, sustainable economic growth and social cohesion.

CERI work adds unique value to countries grappling with the challenges of achieving better education outcomes by taking a forward-looking approach and helping them move towards the frontier(s) of education while capitalising on the richness of international comparisons and experience that the OECD offers.

CERI's objectives are to:

- Provide and promote international comparative research, innovation and key indicators
- Explore forward-looking and innovative approaches to education and learning
- Facilitate bridges between educational research, innovation and policy development

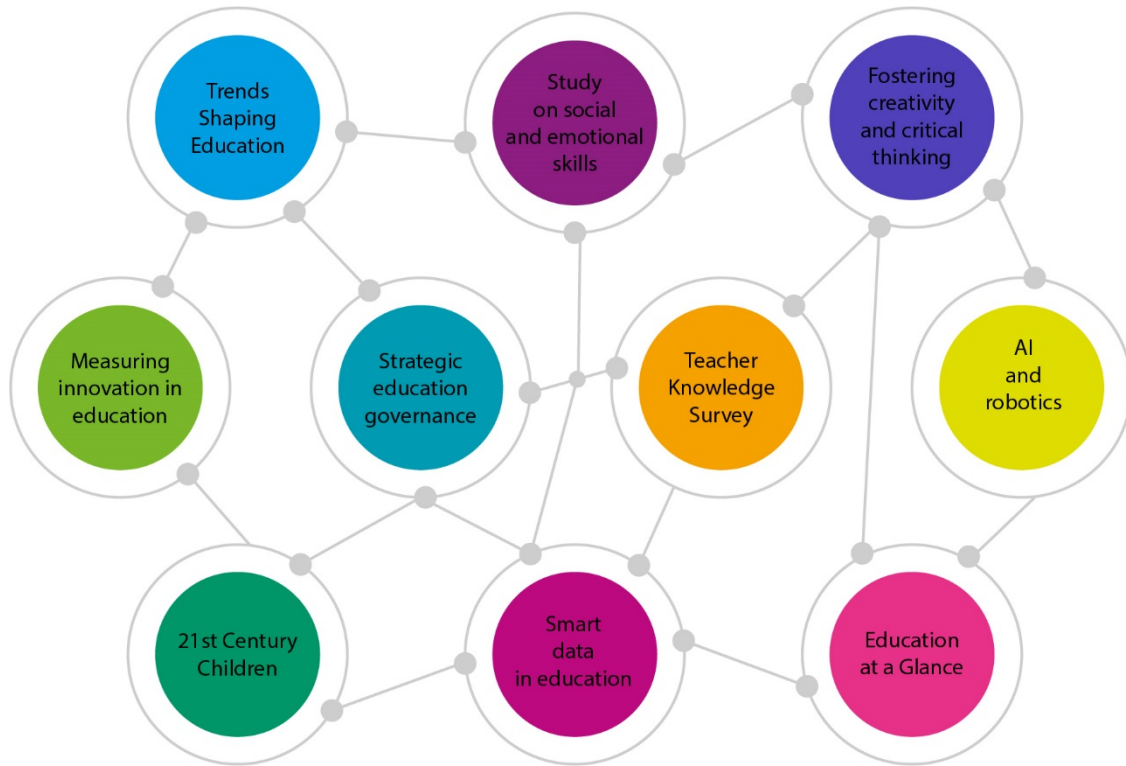
CERI is part of the OECD Directorate for Education and Skills.

## What does CERI do?

CERI draws together international research and expertise, identifies effective practices across different countries and develops new approaches across a range of topics towards the frontiers of education policies, practices and outcomes. CERI's work includes:

- Mapping what futures could look like
- Developing conceptual or analytical frameworks for emerging challenges
- Fostering, supporting and evaluating innovation in policies and practices
- Providing a “test-bed” for developing:
  - New tools and techniques to support better education policies and practices
  - New assessment instruments
  - Approaches to building education system capacity
  - Indicators to monitor progress
- Stimulating knowledge creation, diffusion and use
- Measuring and monitoring at system level

## Overview of CERI Projects in 2019-20



# Education at a Glance

## Why it matters

- Comparing education indicators across countries in a systematic way provides insights into the state of education for policy makers, educators, students, parents and the public.



## What it involves

- Gathering data from OECD countries and key partners according to established technical standards
- Publishing indicators comparing countries across different aspects of education systems
- Providing a country-by-country snapshot of the state of the education system for most OECD countries
- Providing further analysis and insights into special topics

## For more information

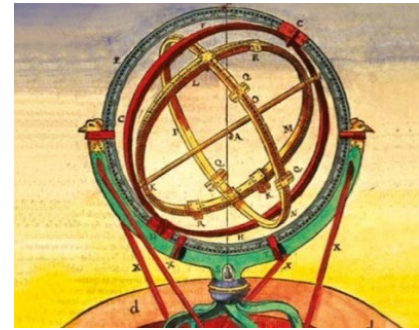
[www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)

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# Measuring Innovation in Education

## Why it matters

- Knowing whether – and how much – educational practices are changing at the system level helps to target policy and school interventions that improve educational outcomes.
- Shaping a culture of innovation and improvement also requires understanding what drives innovation, from the use of data and technology, investment in educational R&D, through to adopting learning organisation models.



## What it involves

- Identifying the drivers of innovation in education as compared to other sectors
- Identifying meaningful innovations across educational systems
- Constructing metrics to examine the relationship between educational innovation and educational outcomes

## For more information

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

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# Trends Shaping Education

## Why it matters

- Preparing for the future means taking a careful look at evidence on the way the world is changing, and thinking strategically about how education may need to adapt.

## What it involves

- Identifying and highlighting major trends affecting the future of education such as urbanisation, technologies, globalisation, changing family structures and much more.
- Reflecting on what these trends might mean for education
- Helping countries to develop robust strategies to meet future challenges

## For more information

[www.oecd.org/edu/cei/trends-shaping-education.htm](http://www.oecd.org/edu/cei/trends-shaping-education.htm)

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# Strategic Education Governance

## Why it matters

- Managing increasingly complex education systems effectively depends on:
  - Getting governance processes right
  - Building in flexibility and adapting to unexpected events
  - Involving stakeholders in open dialogue
  - Looking at the system as a whole
  - Harnessing evidence and research effectively for policy reform



## What it involves

- Exploring cutting-edge themes in governance
- Organising peer learning seminars to support countries with current governance reforms
- Providing policy tools to help countries improve governance of their education systems

## For more information

[www.oecd.org/edu/ceri/strategic-education-governance.htm](http://www.oecd.org/edu/ceri/strategic-education-governance.htm)

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# Teacher Knowledge Survey

## Why it matters

- Finding out what teachers actually know about effective learning provides essential insights into how to improve:
  - initial teacher education and professional development for more successful teaching
  - selection, retention and professional development of teachers



## What it involves

- Assessing the general pedagogical knowledge base of teacher candidates, teachers in different stages of their career and teacher educators
- Linking this knowledge base to their opportunities to learn and motivation

## For more information

<http://www.oecd.org/edu/cei/innovative-teaching-for-effective-learning.htm>  
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# Smart data in education

## Why it matters

- Digitalisation has an increasing impact on almost every aspect of life. Digital devices and digital technologies are becoming more widespread in education. More and more data is being produced. And data can be used to understand, improve and personalise learning and to enhance other aspects of education.



## What it involves

- Exploring the current frontiers of digitalisation to understand what are the most promising models of digital technology and data use in education
- Considering what new smart uses of data and digital tools could emerge in coming years
- Examining how to address the policy, regulatory and cultural challenges associated with digitalisation to reap the benefits of a smart use of data and digital devices.

## For more information

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# 21st Century Children

## Why it matters

- Childhood has changed significantly over recent decades. This has an impact on school planning, teaching, and learning at each stage of the education system as well as the relationships between children, parents, schools and communities.



## What it involves

- Identifying relevant multi-disciplinary research on factors affecting childhood (0-18 years) and developing an analytic framework to link these to education research and policy
- Sharing experiences and common challenges countries are facing and identifying examples of good practice
- Determining research gaps and issues that need further study

## For more information

[www.oecd.org/edu/cei/21st-century-children](http://www.oecd.org/edu/cei/21st-century-children)

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# Study on Social and Emotional Skills

## Why it matters

- Social and emotional skills help students to thrive in today's changing world and achieve better economic and social outcomes.

## What it involves

- Raising awareness of the critical role of social and emotional skills
- Assessing the social and emotional skills of 10 year olds and 15 year olds
- Providing insights into policies and practices that help develop social and emotional skills

## For more information

<http://www.oecd.org/edu/cei/thestudyonsocialandemotionalskills.htm>  
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# Fostering Creativity and Critical Thinking

## Why it matters

- Creativity and critical thinking prepares students for innovative economies and improves wellbeing. Teachers need guidance to understand what these skills involve, how to design pedagogical activities to equip their students with them, and how to assess them.



## What it involves

- Developing a common, teacher-friendly language about creativity and critical thinking
- Providing a formative assessment tool, producing pedagogical resources and concrete examples of student work to support effective teaching and learning of these skills
- Monitoring the impact of pedagogical strategies on acquiring these skills
- Providing a platform for knowledge exchange on practices and ideas

## For more information

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

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# AI and robotics

## Why it matters

- Artificial Intelligence (AI) and robotics are becoming increasingly sophisticated at replicating human skills. The evolution of these technologies could fundamentally transform work over coming decades and deeply affect education's current role in providing skills and preparing learners for future work.



## What it involves

- Establishing the current capabilities of AI and robotics to carry out human tasks, in collaboration with the US National Academy of Sciences and wider scientific community
- Identifying the main implications of AI and robotics capabilities for education systems
- Exploring possible ongoing arrangements to support education systems in monitoring and responding effectively as technology advances

## For more information

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## CERI Member Countries

Australia

Austria

Belgium

Canada

Chile

Czech Republic

Denmark

Estonia

European Union

Finland

France

Germany

Hungary

Iceland

Ireland

Israel

Italy

Japan

Korea

Latvia

Luxembourg

Mexico

Netherlands

New Zealand

Norway

Poland

Portugal

Slovak Republic

Slovenia

Spain

Sweden

Switzerland

Turkey

United Kingdom

United States

CERI's work is overseen by the CERI Governing Board, which is made up of experts nominated by each Member of the CERI Programme.

## OECD and the Directorate for Education and Skills

The OECD promotes policies to improve the economic and social well-being of people around the world. It provides a forum in which governments can work together to share experiences and seek solutions to common problems. The organisation:

- works with governments to understand what drives economic, social and environmental change
- measures productivity and global flows of trade and investment
- analyses and compares data to predict future trends
- sets international standards on a wide range of activities and products
- looks at issues that directly affect people's daily lives, like how well countries' school systems are preparing their young people for modern life
- recommends policies designed to improve the quality of people's lives.

The OECD Directorate for Education and Skills focuses on helping countries to identify and develop the knowledge and skills that drive better jobs and better lives, generate prosperity and promote social inclusion, and accompanies them in the difficult process of policy implementation.