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 2021-22

- Education at a Glance
- Measuring Innovation in Education
- Trends Shaping Education
- Teachers, Teaching and Multidimensional Professionalism
- Strategic Education Governance
- Smart data and Digital Technology in Education
- Strengthening the Impact of Education Research
- 21st Century Children
- Social and Emotional Skills Survey
- Fostering Creativity and Critical Thinking
- AI and the Future of Skills

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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
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Measuring Innovation in Education

Why it matters

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

What it involves

- Identifying 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/education/ceri/innovationstrategyforeducationandtraining.htm
Stephan.Vincent-Lancrin@oecd.org
Trends Shaping Education

Why it matters

- Preparing for the future means taking a careful look at how the world is changing. Reflecting on alternative futures helps anticipate and strategically plan for potential shocks and surprises.

What it involves

- Highlighting key economic, social, demographic and technological megatrends shaping our societies and the potential impact of these trends on education.
- Scanning the horizon for emerging phenomena, using the Four OECD Scenarios for the Future of Schooling to explore the changes that appear most probable as well as those that we are not expecting.
- Helping countries to develop robust strategies for their education systems to meet future challenges through Future Labs and other interactive workshops.

For more information

www.oecd.org/edu/cri/trends-shaping-education.htm
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Teachers, Teaching and Multidimensional Professionalism

Why it matters

- The OECD’s expanding evidence base has highlighted the importance of high quality teachers and teaching in education. Yet, difficult questions remain and the future holds new opportunities and challenges for education, making future thinking a necessity for proactive teacher policy making.

What it involves

Two strands contribute to strengthening the quality, coherence and continued relevance of OECD work on teachers and teaching:

- Strand I takes stock of what is known on effective teacher policies and practices, scans the horizon for future opportunities and challenges, and supports new policy and research thinking.
- Strand II develops a multi-stakeholder vision of teacher professionalism as a foundation for a strong professional identity, well-functioning cross-sectoral collaborations and policies that ensure that teachers are prepared for the decades to come.

For more information

www.oecd.org/fr/education/ceri/teachers-teaching-and-multidimensional-professionalism.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
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Smart data and Digital Technology in Education

Why it matters

- Digitalisation has an increasing impact on almost every aspect of society. In education, digital devices and digital technologies are becoming more widespread and more data is being produced. Data can be used to understand, improve and personalise learning as well as to enhance other aspects of education.

What it involves

- Exploring current frontiers of digitalisation to understand the most promising models of digital technology and data use in education
- Considering new smart uses of data and digital tools which could emerge in the future
- Examining how to address the policy, regulatory and cultural challenges associated with digitalisation to reap the benefits of smart uses of data and digital devices.
- Collecting education continuity stories from around the world during the COVID-19 crisis

For more information

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Strengthening the Impact of Education Research

Why it matters

- Across the OECD, enormous investment and effort has aimed to reinforce the quality, production and use of education research in policy and practice. Despite this, strengthening the impact of research in education policy making and practice remains a challenge for many systems.

What it involves

The project supports countries in understanding how to mobilise education research in policy and practice, systematically and at scale, by:

- Exploring the factors – institutions, resources, processes and strategies – that facilitate or hinder the impact and systematic use of education research in policy and practice.
- Bringing together stakeholders and experts to reflect on practices.
- Conducting in-depth case studies on facets of research use and mobilisation.

For more information

http://www.oecd.org/education/ceri/education-research.htm
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21st Century Children

Why it matters

- Education is increasingly expected to support students to thrive in a digital world, delivering academic learning while also building physical and emotional well-being. This has implications for the skills, capacity and resources required.

What it involves

- In 2021-22, the project focuses on three main strands, covering children 0-18 years of age:
  - Empowering an active digital generation;
  - The ethics of digital engagement;
  - Building system capacity: Teacher education and partnerships
- The project works with countries to share common challenges and identify examples of good practice, mapping state of the art multidisciplinary research and implications for education.

For more information

www.oecd.org/edu/cri/21st-century-children
Tracey.Burns@oecd.org
Social and Emotional Skills Survey

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 understanding on how social and emotional skills develop and influence learning and well-being

For more information

www.oecd.org/education/cri/social-emotional-skills-study/
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Fostering Creativity and Critical Thinking

Why it matters

- Creativity and critical thinking prepare students for innovative economies and improve wellbeing. However, teachers have lacked sufficient guidance on how to design pedagogical activities to equip students with creativity and critical thinking. Education systems have likewise rarely established ways to systematically assess students’ acquisition of creativity and critical thinking.

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
- Creating a platform for knowledge exchange on practices and ideas in the form of an app

For more information

[www.oecd.org/education/ceri/innovationstrategyforeducationandtraining.htm](http://www.oecd.org/education/ceri/innovationstrategyforeducationandtraining.htm)
Stephan.Vincent-Lancrin@oecd.org
AI and the Future of Skills

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

- Assessing the current capabilities of AI and robotics to carry out human tasks
- Identifying the implications of AI and robotics for education systems
- Designing an ongoing programme to monitor AI and robotics advances and describe their changing implications for education and work

For more information

www.oecd.org/education/ceri/future-of-skills.htm
futureofskills@oecd.org

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CERI Member Countries

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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.