

Unclassified

EDU/CERI/CD/RD(2004)1



Organisation de Coopération et de Développement Economiques
Organisation for Economic Co-operation and Development

14-May-2004

English - Or. English

DIRECTORATE FOR EDUCATION

CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD

EDU/CERI/CD/RD(2004)1
Unclassified

FACT SHEETS

Contact: Sue Lindsay, Governing Board Secretary
Tel.: +33 1 45 24 92 13; e-mail: sue.lindsay@oecd.org

JT00164215

Document complet disponible sur OLIS dans son format d'origine
Complete document available on OLIS in its original format

English - Or. English

EDU Strategic Objectives: 2 Evaluating and improving outcomes of education. / 6 Building new futures for education

Learning sciences and brain research

Purpose

The Learning Sciences and Brain Research project works towards a better understanding of a) how the brain processes information, and b) learning processes over the individual's lifecycle. The project seeks to synthesise existing and emerging findings from cognitive and brain science, to bring together brain and learning scientists by way of both live and electronic forums, and to stimulate the exchange of knowledge and the application of this knowledge. The OECD's role is to filter the information gathered from the rich interchange of its networks of research scientists and interpret it into an educationally relevant setting in order to formulate a neuroscientific approach to learning. The ultimate goal of the project is to make the results of the project widely accessible to non-specialists.

Project summary

The project on "Learning Sciences and Brain Research" was launched in 1999 by the OECD's Centre for Educational Research and Innovation (CERI). The first phase of the project (1999 – 2002) brought together an international group of researchers to review potential implications of recent research findings in brain and learning sciences for policy-makers. This phase also aimed to increase collective understanding of the applications of emerging cognitive neuroscience to education and, conversely, support educational researchers in posing questions of educational interest to cognitive neuroscientists.

At the end of phase 1, a publication (*Understanding the Brain – Towards a New Learning Science*) was released (Sept. 2002). Since then, it has been translated into Spanish (published June 2003), Portuguese (published October 2003), Japanese and German (both versions to be published 2004).

The project is now in its second phase (2002-2006), and has channelled its activities on 3 main issues (Literacy, Numeracy and Lifelong Learning) within 3 trans-disciplinary and international networks co-ordinated in collaboration with 3 leading institutions (Sackler Institute-USA, INSERM-France, RIKEN Brain Science Institute-Japan). These networks seek points of contact between current domains of research in cognitive and brain science on the one hand, and education practice and policy on the other. Their work will enable the development of accessible theories of expertise and aid the acquisition of fundamental competences; they may also contribute to addressing recurring educational problems and difficulties.

Moreover, a separate activity has been started end of 2003 on "Emotions & Learning" which addresses above all environmental issues and stresses the role of deep emotions (such as fear, pleasure, etc.) to learning outcomes.

A project-dedicated website <www.oecd.org/edu/brain>, hosted on the main OECD website server, has been set up for the second phase of the project in order to make educationally relevant findings from neuroscience accessible to a wide audience of educators, journalists, parents, and individual brain owners alike. This website aims to become an authoritative source on how neuroscience can make impact on education today, and to serve as an ongoing interactive forum, and as a platform for free-downloadable scientifically brain-based learning tools for web visitors of all ages.

Timeline

January 2004	2 nd LLL Network Meeting
March 2004	2 nd Literacy/Numeracy Networks Meeting
May 2004	2 nd Advisory Group Meeting
Fall 2004	First interactive diagnosis/remedial tools on the website
Late 2004/early 2005	3 rd LLL Network Meeting

Outputs

A project-dedicated website is operational and developmental work on this will continue throughout 2004 and 2005. A Spanish version of this website was launched in February 2004; a Japanese version of this website is planned.

Staff members

B. della Chiesa - Project manager (Tel.: 33 (0) 1 45 24 92 54); [Bruno.della-Chiesa@oecd.org](mailto: Bruno.della-Chiesa@oecd.org)

K. Momii - Analyst (Tel: 33 (0) 1 4524 9185) [Keiko.Momii@oecd.org](mailto: Keiko.Momii@oecd.org)

C. Davis - Web editor and research assistant (Tel: 33 (0) 1 4524 9263); [Cassandra.Davis@oecd.org](mailto: Cassandra.Davis@oecd.org)

V. Christoph – Assistant (Tel: 33 (0) 1 4524 9296); [Vanessa.Christoph@oecd.org](mailto: Vanessa.Christoph@oecd.org)

See OECD website: www.oecd.org/edu/brain

EDU Strategic Objective 3: Promoting quality teaching.

Exploring innovations in educational practice (What Works)

Purpose

The “What Works” series provides international studies on significant contemporary educational innovations in a specific area on a 2-year cycle.

Project Summary

The current study on "Enhancing Learning through Formative Assessment and Broadened Teaching Repertoires" will be published in late Summer 2004. We are exploring innovative teaching and learning strategies that allow teachers to better expose individual learning needs and adjust teaching methods appropriately, and that help students learn how to learn (an important theme in the lifelong learning agenda). International literature reviews and case studies in eight countries help us to:

- draw lessons from advances in the learning sciences;
- describe the qualities of effective teaching and classroom assessment for lifelong learning as practised in a variety of settings and contexts;
- demonstrate ways in which education policy-makers and schools can support and share knowledge about “what works” in teaching and assessment practice;
- share these lessons on innovation and dissemination with a broad audience of policy-makers, practitioners, researchers and the general public.

The case studies focus on lower-secondary schools, where teachers often face the most significant constraints to innovation. The “What Works” study takes a particular interest in how teachers and school leaders have overcome these constraints, and how alternative models of teaching and assessment are working in their schools and classrooms.

Timeline

Early Summer 2004	Completion of research phase
22-23 November 2004	CERI will sponsor an international conference at the OECD headquarters in Paris
Autumn 2004- -Spring 2005	Sharing of study results, and continued dialogue with stakeholders on effective teaching and classroom assessment for lifelong learning at international conferences and seminars

Outputs

Late Summer 2004 –Monograph on formative assessment and the expansion of teacher repertoires for educational policy-makers.. A companion volume will include case studies on exemplary schools and international literature reviews and will be targeted to teachers and education researchers.

Staff members

Janet Looney – Analyst and Project Manager (Tel: 33 (0) 1 4524 9171) Janet.Looney@oecd.org
David Istance – Senior Analyst (Tel. 33 (0)1 4524 9273) David.Istance@oecd.org
Jennifer Cannon – Assistant (Tel. 33 (0) 1 4524 9218) Jennifer.Cannon@oecd.org
See www.oecd.org/edu/rd the OECD website

EDU Strategic Objective 3: Promoting quality teaching

E-learning in post-secondary education: access, cost, organisational and pedagogical issues

Purpose

To generate evidence-based suggestions for policy-makers on how best to support e-learning initiatives in post-secondary education and to provide information for institutions on good practice and on challenges in developing and evaluating e-learning courses and programmes within their overall organisational strategies.

Project summary

E-learning is said to have great potential to improve quality, increase access and reduce cost in post-secondary education and training. Yet the infrastructure and human capital required to realise this potential are both complex and often expensive. Furthermore, cost/benefit analysis of e-learning compared to other delivery modes of learning is often inconclusive. There is thus a significant need for a realistic and evidence-based approach to clarify opportunities and risks for institutions and governments seeking to promote post-secondary education and training through e-learning.

The study started in the first half of 2003 with financial support from the Hewlett Foundation. In addition, it draws on work from the IMHE. Nineteen illustrative e-learning case studies in post-secondary education and training have been selected and agreed to co-operate. An extensive questionnaire has been developed and forms the basis of the analysis of selected case studies in North and Latin America, Europe and Asia - including case studies from developed as well as developing countries.

The study covers the following themes:

- Institutional strategy and different forms of e-learning
- Platforms & Infrastructure
- Students' access to e-learning
- Teaching & Learning
- Students & Markets
- Staff & Materials
- Funding & Government
- Organisational change, Scenarios & Barriers

Timeline

October 2003	Developing a questionnaire on e-learning in post-secondary education.
March 2004	Meeting with all participating post-secondary educational institutions to discuss an intermediate report.

Outputs

Publication on e-learning case studies on post-secondary education early in 2005.

Staff members

K. Larsen – Project manager (Tel: 33 (0) 1 4524 9202); Kurt.Larsen@oecd.org

M. Taguma – Associate Expert (Tel: 33 (0) 1 4524 9265); Miho.Taguma@oecd.org

K. Momii – Analyst (Tel: 33 (0) 1 4524 9185); Keiko.Momii@oecd.org

S. Vincent-Lancrin – Analyst (Tel: 33 (0) 1 4524 9229); Stephan.Vincent-Lancrin@oecd.org

EDU Strategic Objective 4: Rethinking tertiary education in a global economy.

University futures

Purpose

To create a common understanding of the socio-economic changes affecting the university and other higher education institutions, to help post-secondary education stakeholders to propose adequate responses to these changes, and to develop medium-term scenarios looking 5-15 years ahead.

Project summary

The approach proposed here is to work with higher education stakeholders in OECD Member countries to develop a range of medium-term scenarios or future options for universities and, more generally, the higher education systems. Exploring different scenarios on the possible future of the university helps in identifying and following the most desirable paths for the university and/or post-secondary system in each country (given what they are today). The scenarios will be based on and geared to empirical analysis, rooting them in today's circumstances and allowing them to be modified in the light of developing trends and events.

The development of general scenarios for the future of universities will be supported by specific scenarios, concentrating on four key themes: 1) relationships between universities and *labour markets*, including qualification structures, local/regional/global economic trends and sectoral shifts; 2) the impact and implications of *demographic changes* for the composition of the student body, curricula, and staffing; 3) innovation in the design of physical and virtual university *environments*, reflecting trends in ICT and sustainable development; and 4) innovation taking place in teaching and research with the use of *new technologies*.

Timeline

11-12 December 2003	The 9 th OECD/Japan Seminar on "The Future of Universities: Roles, driving forces of change, scenarios and policy challenges" was the first public event of this project. (see http://www.simul-conf.com/oeed_japan/index_en.html).
2005	Other events are foreseen, e.g. with the Association of Commonwealth Universities

Outputs

These will include conventional reports, as intermediate and final publications. But one major feature of scenarios is their dynamic use as a tool for debate and awareness-raising, through the participation to and organisation of meetings and conferences on the issue.

Staff members

- K. Larsen – Project manager, (Tel: 33 (0) 1 4524 9202); Kurt.Larsen@oeed.org
- R. Miller – Senior analyst (Tel. 33 (0) 1 4524 8083) Riel.Miller@oeed.org
- K. Momii – Analyst (Tel: 33 (0) 1 4524 9185) Keiko.Momii@oeed.org
- S. Vincent-Lancrin – Analyst (Tel. 33 (0) 1 4524 9229); Stephan.Vincent-Lancrin@oeed.org,
- D. Istance – Senior Analyst (Tel. 33 (0) 1 4524 9273) David.Istance@oeed.org

EDU Strategic Objective 4: Rethinking tertiary education in a global economy

The internationalisation of tertiary education

Purpose

This project deals with the major trends and issues related to the internationalisation and trade of tertiary education including a project on drafting UNESCO/OECD guidelines on “Quality Provision in Cross-border Higher Education”.

Project summary

The project has five main activities:

1. Convening all the stakeholders in internationalisation and trade in education through OECD Fora on Trade in Educational Services. The first forum was held in Washington (USA) in May 2002 while the second took place in Trondheim (Norway) in November 2003;
2. Documenting and analysing the size of, developments in, and policy issues raised by cross-border post-secondary education activities in the OECD area and beyond;
3. Mapping and analysing trends in international quality assurance, accreditation and recognition of qualifications in the OECD area and beyond;
4. Developing UNESCO/OECD guidelines on quality provision of cross-border higher education, promoting the design of national mechanisms of quality assurance, accreditation, and recognition of qualifications and enhancing consumer/student protection;
5. Developing conceptual foundations and a data strategy to improve international statistics and indicators on the internationalisation of tertiary education.

Timeline

5-6 April 2004	1 st drafting session on UNESCO/OECD guidelines on “Quality provision in cross-border higher education”, Paris
11-12 October 2004	UNESCO/OECD/Australia Forum on trade in educational services, Sydney, Australia
14-15 October 2004	2 nd drafting session on UNESCO/OECD guidelines on quality provision in cross-border higher education, Tokyo, Japan
17-18 January 2005	3 rd drafting session on UNESCO/OECD guidelines on quality provision in cross-border higher education, Paris

Outputs

OECD/CERI, (June 2004), *Internationalisation and trade in higher education: trends, opportunities, and challenges*, OECD Paris

OECD/CERI (July 2004), *Higher education in an international context – quality and recognition across borders*, OECD Paris

Staff members

K. Larsen – Project manager, (Tel: 33 (0) 1 4524 9202); Kurt.Larsen@oecd.org

K. Momii – Analyst, (Tel. 33 (0) 1 4524 9185) Keiko.Momii@oecd.org

S. Vincent-Lancrin – Analyst (Tel. 33 (0) 1 4524 9229); Stephan.Vincent-Lancrin@oecd.org,

M. Taguma – Associate expert (Tel: 33 (0) 1 4524 9265); Miho.Taguma@oecd.org

See OECD website link: www.oecd.org/edu/internationalisation

EDU Strategic Objective 5: Building social cohesion through education.

Students with disabilities, difficulties, disadvantages – statistics and indicators for curriculum access and equity (special educational needs)

Purpose

Based on headcounts, outcomes and education provision made available, to develop comparable statistics and indicators on students with disabilities, learning difficulties and disadvantages (SENDDD) to inform national and international policy-making.

Project summary

- Recording of data annually by national statistical agencies on an electronic questionnaire, covering pre-school to upper secondary stages of education.
- Transformation of data into an internationally agreed framework of categories comprising students with disabilities, learning difficulties and disadvantages.
- Indicators produced include information on the prevalence of different categories of students by age and stage, ISCED level on place of education (special school, special class or regular school classes), gender, teacher-student ratio, and the nature of facilities provided. In addition, qualitative data are provided on legal frameworks and facilitators and barriers to inclusion.
- Developing statistical work on SENDDD students in further and higher education.

Preparatory work is underway for developing PISA for these students who are often entitled to accommodation in testing arrangements.

A similar programme is also being implemented in North, Central and South America following its launch in Mexico City in 2003.

Timeline

22-23 April 2004:	The 12 th SENDDD country representatives meeting in Paris
28-30 April 2004	Brasilia, Second meeting of the SENDDD Americas project

Outputs

OECD/CERI (May 2004) Special Needs Education: Statistics and Indicators, OECD Paris

Staff members

Peter Evans, Project manager (Tel: 33 (0) 1 4524 9166) Peter.Evans@oecd.org

Marcella Deluca, Analyst (Tel: 33 (0) 1 4524 9325) Marcella.Deluca@oecd.org

Philippe Hervé, Statistical assistant (Tel: 33 (0) 1 4524 9344) Philippe.Herve@oecd.org

James Bouch, Assistant (Tel: 33 (0) 1 4524 9419) James.Bouch@oecd.org

See OECD website link : <http://www.oecd.org/edu/equity/senddd>

EDU Strategic Objective 5: Building social cohesion through education.*Education development for disabled and at risk students**Purpose*

To develop special needs education in Southeast Europe (SEE) countries through gathering statistics, setting up a data base, implementing teacher training and supporting national governments in the reform of their education systems concerning this field of education.

Project summary

- Review available educational provision for students with disabilities and for those at risk of failing and dropping out of school. This will cover, legal and policy contexts, school organisation, curriculum, pedagogy, teacher training and statistics and indicators.
- Develop action plans based on these reviews for improving the quality of education for these students.
- Implement these action plans and evaluate progress made.
- Develop statistics and indicators to provide a quantitative account of the workings of the provision made for these students.
- Develop capacity in the teaching force in the primary school sector, which if successful could be transferred to secondary schools, mainly through the development of in-service training.
- Disseminate the results in the SEE countries through regular meetings of the stakeholders and via a conference towards the end of the project.

Timeline

June 2004	Presentation and Discussion of the National Reports, Montenegro
October 2004	Teacher Training Seminar, Serbia or Croatia

Outputs

Final national reports prepared by each participating country.

Preparation of a final synthesis report.

A dissemination conference.

Gather statistics and setting up a data base in the countries.

Staff members

Peter Evans, Project manager (Tel: 33 (0)1 4524 9166) Peter.Evans@oecd.org

Ian Whitman, Senior Analyst, (Tel: 33 (0) 1 4524 9299) Ian.Whitman@oecd.org

Christine Stromberger, Consultant, (Tel: 33 (0) 1 4524 9612) Christine.Stromberger@oecd.org

Savka Gajic, Assistant (Tel: 33 (0) 1 4524 9117) Savka.Gajic@oecd.org

Philippe Hervé, Statistical assistant (Tel: 33 (0) 1 4524 9344) Philippe.Herve@oecd.org

See OECD website link: www.oecd.org/edu/nonmembereducation

EDU Strategic Objective 5: Building social cohesion through education.

Promoting partnerships for inclusion

Purpose

This project, Youth Empowerment Partnership Programme (YEPP), brings together public, private, and independent sectors in transnational partnerships to help empower disadvantaged youth in a number of different countries and situations and to understand the nature and dynamics of such partnerships.

Project summary

- Negotiations with an international group of foundations led to the development of partnerships in six countries: Bosnia and Herzegovina, Belgium, Finland, Germany, Ireland, and Italy.
- These partnerships are working to improve the opportunities and support given to disadvantaged young people and to help empower them.
- Pilot studies of the partnerships and the empowerment programmes in two countries were completed in 2003 and the OECD is currently engaged in the evaluation of the project on a pan-European basis.
- After a preliminary meeting of country representatives in 2002 a second is planned for Autumn 2004 to further explore policies and expectations for partnerships across countries.

Timeline

4 May 2004	OECD member country meeting (Paris)
12 May	Evaluation Committee meeting, Torino
May	Site visit Kristinestad
June (to be confirmed)	Site visit Mannheim
June/July	Conference on Evaluating Complex Systems (Paris)
September	Site visit Tuzla
October/November	Site visit Dublin
December	YEPP meeting co-ordinators, researchers

Outputs

A report of the evaluation of the Youth Empowerment Partnership Programme will be published at end of 2004.

Staff members:

Peter Evans, Project manager (Tel: 33 (0) 1 4524 9166) Peter.Evans@oecd.org

Tracey Burns, Analyst (Tel: 33 (0) 1 4524 1475) Tracey.Burns@oecd.org

James Bouch, Assistant (Tel: 33 (0) 1 4524 9419) James.Bouch@oecd.org

See OECD website link: www.oecd.org/edu/equity

EDU Strategic Objective 6: Building new futures for education.*Schooling for tomorrow**Purpose*

Through international analysis, exchange and experimentation, it is building the International Toolbox for Forward-thinking, Innovation and School System Change - bringing together innovative approaches and methods to foster informed dialogue and professionalism, and promote the strategic and the long term.

Project summary

A prominent CERI activity since it was launched with a 1997 OECD/Japan seminar. Subsequent international conferences followed in Rotterdam, Poitiers and (in June 2004) Toronto, with other smaller seminars and five publications so far in the “Schooling for Tomorrow” series. In May, the Governing Board [EDU/CERI(2004)2] discusses the options between finalisation or building it up through new infrastructure and resources. The different components are:

1. ***Schooling scenarios***: having served prominently as the basis for dialogue, they now need further refinement, both to improve their validity and consistency and to enable their operationalisation through indicators.
2. ***21st Century Transitions***: scenarios and methodologies for broadening futures thinking, linking schooling to long-run, radical change in society, economy, technology, governance, and learning.
3. ***Country-based operational activities***: focused so far on the volunteer “inner-core” systems (England, Netherlands, New Zealand and Ontario, with Australia joining), the Toronto Forum aims to widen country involvement.
4. ***“Cutting edge” models for organising learning and innovation***: “meso” and “micro” level tools to complement the macro scenarios. Approaches based on promoting knowledge management and networking and on innovative schools and other non-formal learning arrangements (to be developed if the project expands).
5. ***Understanding demand for schooling***: based on requested country reports [EDU/CERI/SFT(2003)12], the original deadline has been extended (end-April to end-June), to be followed by national experts meeting in September.
6. ***Methodologies for the development and use of tools***: being compiled through the evaluations of the study groups in each “inner core” system, the Secretariat’s analysis, and broader literature.
7. ***The International Toolbox itself***: As the “tools” take shape, so a major consideration becomes the “box”, which will need to be conventional paper-based and web-based.

Timeline

12-13 January 2004	‘inner core’ meeting, Nottingham
16-17 March	small expert meeting on scenarios, indicators and methodologies, Paris
17-18 May	conference on personalisation of learning, London
26-27 May	Governing Board discussion of future of the project
6-8 June 2004	2 nd Forum “Learning, from Schooling for Tomorrow – Advancing the International Toolbox Toronto, Canada;
20-21st September	Understanding Demand meeting of national experts, Paris
2004	On-going country-based activities

EDU/CERI/CD/RD(2004)1

Outputs

Final publication of completed CERI and Education Committee projects on ICT, end 2004.

Staff members

David Istance: Senior Analyst (Tel. 33 (0) 1 4524 9273) David.Istance@oecd.org

Riel Miller: Senior Analyst (33 (0) 1 4524 8083) Riel.Miller@oecd.org

Jennifer Cannon, Assistant, (33 (0)1 4524 9218) Jennifer.Cannon@oecd.org

See OECD website www.oecd.org/edu/future

EDU Strategic Objective 6: Building new futures for education***Knowledge management in education and learning****Purpose*

To promote efficient and effective systems of research, innovation and knowledge transfer in the education sector.

Project summary

The future direction of the activity builds on and extends what has been done so far. Three main projects are foreseen, with considerable overlap/synergy between them:

1. ***Evidence-based policy research in education*** - Within the broad domain of CERI studies on research, innovation and knowledge management, a new research focus has emerged in 2003. It builds on recommendations by the CERI Governing Board, stressing that evidence-based policy research is a vital complement to other practical and innovative processes in teaching and learning and should not be neglected by policy makers as a major source of innovation.
2. ***National reviews on educational R&D*** - Country reviews on educational R&D have been carried out in New Zealand, England and Mexico over the years 2001-2003. A fourth one will be on Denmark, June 2004. The focus of the reviews is to assess to what extent the educational R&D system is functioning as an effective means for creating, collating and distributing the knowledge on which practitioners and policy makers can draw.
3. ***Conference on the National Science Foundation on Advancing Knowledge: distributed innovation and learning*** - An important problem of research, innovation and knowledge management, with many significant implications for the education sector, deals with the increasing importance of “distributed innovation and learning systems” in the knowledge economy. In most cases, innovation is no longer internal to a single entity that undertakes and combines all essential tasks.

Timeline

April 2004	OECD-US workshop (Washington DC): this workshop will focus on a range of research methods, primarily related to randomised trials as one model; it will compare advantages and shortcomings of each of the methods presented within a framework of criteria.
June 2004	Review on Denmark’s educational R&D system
Late 2004/early 2005	Workshop (somewhere in Europe): alternative models of research organisation and funding
10-11 January 2005	High level conference on “Advancing knowledge and the knowledge economy” involving United States partners (National Science Foundation and Michigan University) and the OECD Directorate for Science, Technology and Industry.

Outputs

May 2004 Publication entitled “Innovation in the Knowledge Economy: Implications for Education and Learning”

May 2004 Review on Mexico’s educational R&D system will be posted on the OECD website.

Staff members

K.Larsen – Project manager (Tel: 33 (0) 1 4524 9202); Kurt.Larsen@oecd.org

D.Foray – Senior analyst (Tel: 33 (0) 1 4524 9498); Dominique.Foray@oecd.org

See OECD website www.oecd.org/edu/rd