

**Unclassified**

**EDU/CERI/CD/RD(2005)4**



Organisation de Coopération et de Développement Economiques  
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**English - Or. English**

**DIRECTORATE FOR EDUCATION  
CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD**

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**ACTIVITY UPDATE**

**Governing Board  
4-5 April 2005**

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**English - Or. English**

## **EDU Strategic Objective 1: Connecting lifelong learning policy with other socio-economic policies**

### *Measuring the Social Outcomes of Learning*

#### *Purpose*

To model how education of different kinds brings about social as well as economic outcomes, and to produce empirical work to illustrate these effects in selected domains, primarily health and social cohesion.

#### *Project summary*

The project is a joint activity of CERI and INES Network B. It aims to:

- Map out the relationships between learning and selected social domains, including causal pathways and specification of the causal mechanisms within these pathways.
- Advance our understanding of the methodological issues concerning measurement of the social outcomes of learning.
- Evaluate the feasibility of indicator development work related to social outcomes.
- Produce, as resources permit, relevant empirical analyses.
- Explore the implications of these analyses for education and other policies.

The work will be carried out mainly through the commissioning of expert papers, covering both the mapping and the empirical aspects, with subsequent presentation of the implications to policy-makers and other parties.

The principal domains selected for initial work are:

1. Health:
  - a) physical.
  - b) mental/psychological.
2. Social and Civic Engagement:
  - a) attitudinal effects: social tolerance and cohesion.
  - b) behavioural effects: civic participation.

Other domains, e.g. crime, will be tackled as resources become available.

Two cross-cutting themes will be developed:

1. equity/distributional issues.
2. family functioning.

Countries participating in this project to date are: Austria, Netherlands, Luxembourg, Belgium (Flemish), Norway, Sweden, Switzerland, United States, Canada and England/UK.

#### *Timeline*

Spring 2005	Advisory Group meeting, followed by commissioning of expert papers on mapping and empirical work
Autumn 2005	First review of expert papers, and overall conceptual framework
Spring 2006	Conference to review output to date Work on indicator development
Winter 2006	Synthesis and dissemination

*Outputs*

In this initial phase, two major publications: a collection of papers on the specific domains, and an overall framework and synthesis. Plus a set of indicators for further data collection in Phase 2.

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## EDU Strategic Objectives 2: Evaluating and improving outcomes of education

### *Learning sciences and brain research*

#### *Purpose*

To work 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.

#### *Project summary*

The project on "Learning Sciences and Brain Research" was launched in 1999. The first phase of the project (1999-2002) brought together an international group of researchers to review, for policy-makers, the potential implications of recent research findings in brain and learning sciences. This phase also aimed to increase collective understanding of the applications of emerging cognitive neuroscience to education and, at the same time, support educational researchers by 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, Portuguese, German, and Japanese.

The project is now in its second phase (2002-2006), and has channelled its activities into three main issues (Literacy, Numeracy and Lifelong Learning) within three trans-disciplinary and international networks coordinated in collaboration with three 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 was begun at the end of 2003 on "Emotions & Learning". This addresses, above all, environmental issues and stresses the role of emotions (such as fear, pleasure, etc.) in motivation and learning outcomes.

A project-dedicated website [www.oecd.org/edu/brain](http://www.oecd.org/edu/brain), 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 any people interested in knowing more about the "learning brain". This website aims to become an authoritative source on how neuroscience can make an impact on education today, to serve as an ongoing interactive forum, and also, if possible, as a platform for freely-downloadable, scientific, brain-related learning tools for web visitors of all ages.

#### *Timeline*

June 2005	Brain Awareness Event for OECD Staff, Paris
September 2005	Symposium "Shallow/deep languages", Cambridge (UK)
November 2005	Brain and Learning conference with the French Académie des Sciences and the French Ministry of Education, Paris
December 2005	Learning to Read in Alphabetic/Non-alphabetic Languages, Hawaii, USA

*Outputs*

A project-dedicated website is operational and developmental work on this will continue throughout 2005 and 2006. A Spanish version of this website was launched in February 2004, and an online forum for teachers, [www.teach-the-brain.org](http://www.teach-the-brain.org), was launched in November 2004.

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### 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 and the Observatory on Borderless Higher Education. Nineteen illustrative e-learning case studies in post-secondary education and training - in North and Latin America, Europe and Asia, including case studies from developed as well as developing countries - were selected and agreed to co-operate. An extensive questionnaire forms the basis of the analysis.

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*

June 2005	Publication of the report <i>E-learning in Tertiary Education</i>
27-28 June 2005	OECD/Canada Conference on e-learning in post-secondary education in Calgary (Alberta).

##### *Outputs*

- (OECD/CERI June 2005) *E-learning in Tertiary Education*. International Conference (June 2005).
- A paper on “The impact of ICT in tertiary education: advances and promises” was presented by Kurt Larsen and Stéphan Vincent-Lancrin at the OECD/NSF Conference on “Advancing Knowledge and the Knowledge Economy” (10-11 January 2005) and will be published in the proceedings of the conference at MIT Press in 2005.

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**EDU Strategic Objective 3: Promoting quality teaching*****The “What Works” studies – Formative Assessment****Purpose*

To provide insights into and lessons from effective approaches to policy and practice in a significant area of educational reform. For 2005-6 the focus is on formative assessment in relation to adults with low basic skills.

*Project Summary*

The current focus for this series is on approaches to formative assessment (sometimes known as “assessment for learning”) and related teaching strategies. The study carried out in 2002-2004 was on developments and exemplary cases at the lower secondary level based on eight OECD countries and research reviews. The new study continues this broad focus, this time with adults having low basic skills as the target population to examine learner-centred approaches to assessment and teaching, and their impact. Together, the studies will provide a substantial CERI contribution to understanding how lifelong learning for all may be achieved, with a particular emphasis on evidence of effectiveness.

For the school study, 2005 is for the publication of outcomes, debate and dissemination. For the low-skill adult study now beginning, there is a change in study design to encourage all countries to participate through the preparation by each of a background report. Certain of these - in the past between 6 and 10 - will also volunteer, as in previous “What Works” studies, to identify a small number of exemplary cases for detailed review. The launch meeting will take place in early July. The main preparatory work – completing the background reports, case study visits, and international literature reviews – will take place up to March 2006.

*Timeline*

February, 2005	Publication of main school study report and international conference, Paris
March-June 2005	“Policy Brief” on school study discussed by CERI Governing Board and then published; adult study outline sent out inviting participation; experts identified
July 4-5 2005	Meeting of country and OECD experts on adult study, Paris
2 <sup>nd</sup> half 2005	Hungary conference on school study, other country dissemination events
September 2005 – March 2006	Preparation of background reports for adult study, field visits for those offering exemplary cases, international research reviews
March-September	Completion of draft adult study

*Outputs*

January 2005 – Main publication *Formative Assessment – Improving Learning in Secondary Classrooms*;

May 2005 *Policy Brief* on formative assessment and related teaching strategies.

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## 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; and to help post-secondary education stakeholders develop adequate responses and medium-term scenarios looking 10-15 years ahead.

#### *Project summary*

The approach 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 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. 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 five key themes: 1) the impact and implications of *demographic changes* for the composition of the student body, curricula, and staffing; 2) the impact of *new technologies* on teaching and research; 3) relationships between universities, *lifelong learning* and *labour markets*; 4) the impact of *globalisation* and *market forces* on higher education in a context of fiscal pressure; 5) the role of *university research* in countries' R&D.

#### *Timeline*

January 2005	OECD Experts Seminar on "University futures and new technologies" held at the World Bank headquarters with 19 high-level stakeholders and experts.
Foreseen events in 2005	Experts meeting on "Educational futures and demography" (Autumn), Meeting with stakeholders to discuss a first set of scenarios (Autumn)
Foreseen events in 2006	International Conference (end of 2006)

#### *Outputs*

A paper on the opportunities offered by new technologies for the future and on the futures of faculty will be prepared by the end of 2005. A first report is planned for end of 2006.

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. A big international conference will be organised in 2006 as well as a series of smaller meetings meanwhile.

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**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 drafting UNESCO/OECD guidelines on “Quality Provision in Cross-border Higher Education” and the use of cross-border education for development purposes.

*Project summary*

The regulatory capacity of national and regional education authorities is being challenged by increasing mobility of students, faculty and workers across borders and by new forms of cross-border delivery involving the mobility of educational programmes and institutions. Cross-border tertiary education presents opportunities and challenges in sending as well as receiving countries for quality, access, cost, and capacity building. It has become a significant economic and commercial stake in some countries and educational services are included in the current negotiations under the General Agreement on Trade in Services (GATS) in the World Trade Organization (WTO).

CERI has analysed the policy implications of these developments and is currently working on the possible uses of cross-border tertiary education for capacity building in developing countries.

Having mapped the ways in which OECD countries deal with international quality assurance, accreditation and recognition of higher education qualifications, CERI is collaborating with UNESCO on the development of guidelines for cross-border tertiary education that will enhance learner protection while respecting countries’ rights to regulate the quality of their systems.

CERI is also developing conceptual foundations and a data strategy to improve international statistics and indicators on the internationalisation of tertiary education.

*Timeline*

January 2005	3 <sup>rd</sup> drafting session on UNESCO/OECD guidelines on quality provision in cross-border higher education, Paris
End of 2005	Submission of the guidelines for adoption to the OECD Council
2005-2006	Dissemination of UNESCO/OECD guidelines (if adopted)
Early 2006	Book and Conference on capacity building through cross-border education

*Outputs*

OECD/CERI (July 2004), *Quality and recognition in higher education: the cross-border challenge*, OECD Paris

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

OECD/CERI, (Spring 2005), *Capacity building through cross-border education*, OECD, Paris.

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## 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 intended to inform the Board of Participating Countries (BPC) of PISA about how students with special needs may be more fully included in future rounds of PISA data collection. Currently, a study is underway to analyse data from the tracking forms and other variables that pertain to students with special needs, based on the PISA 2003 data collection, to discover what these data will tell us about the involvement and performance of special needs students. Once this study is complete further consideration will be given on how to proceed with experimental studies intended to investigate the impact of accommodations to the testing arrangements for these students on scores obtained from PISA test items.

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

#### *Timeline*

17-18 January 2005:	The 13 <sup>th</sup> SENDDD country representatives meeting in Brussels
Oct/Nov 2005	The 14 <sup>th</sup> SENDDD country representatives meeting in Washington D.C.
Oct/Nov 2005	Panama, 3 <sup>rd</sup> meeting of the SENDDD Americas project

#### *Outputs*

OECD/CERI (June 2005) *Equity in Education: Students with Disabilities, Difficulties and Disadvantages*, OECD Paris

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## 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*

October 2004	Presentation and Discussion of the National Reports, Montenegro
June 2005	Teacher Training Seminar, Croatia
October 2005	Dissemination conference - Serbia

#### *Outputs*

- Completed electronic questionnaires on special needs students and summary report
- Report on teacher training seminar
- Publication: OECD/NME/CERI (June, 2005) *Special education in South Eastern Europe*

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## EDU Strategic Objective 5: Building social cohesion through education

### *Promoting partnerships for inclusion*

#### *Purpose*

This project has two components: 1) a research programme that 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; and 2) meetings of country representatives to discuss current national policies and examples of good practice in this domain.

#### *Project summary*

- Negotiations with an international group of foundations led to the development of a research project (Youth Empowerment Partnership Programme) in six countries: Bosnia and Herzegovina, Belgium, Finland, Germany, Ireland, and Italy.
- Seven sites in these six countries have been working to improve the opportunities and support given to disadvantaged young people and their communities. An emphasis has been placed on involving public, private, and independent sectors in YEPP community initiatives.
- OECD/CERI is currently engaged in the evaluation of the YEPP project on a pan-European basis. In 2003 the methodology for the evaluation was developed and two pilot evaluation visits were conducted. In 2004 all seven sites were visited by an OECD/CERI evaluation team and in 2005 the same team will return to map changes and trends in site development. The methodology of the evaluation is repeated measures case study design augmented by local quantitative data.
- Country representatives met in 2002 and 2004 to discuss cross-sectoral partnerships and national policies for at risk students. Participating countries are currently preparing a report highlighting case studies of national programmes and examples of good practice.

#### *Timeline*

Spring 2005	YEPP evaluation site visits Belgium, Italy, Finland
June/July 2005	Country reports on cross-sectoral partnerships due to Secretariat
September 2005	Meeting of country representatives on cross-sectoral partnerships, Seoul, Korea
Fall 2005	Site visit Bosnia & Herzegovina, Germany, Ireland
December 2005	YEPP meeting with YEPP teams, foundations, youth, and community members

#### *Outputs*

A report of the evaluation of the Youth Empowerment Partnership Programme will be published at end of 2006. Country reports and examples of best practice will be available end 2005.

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

To develop the capacity for futures thinking in education leadership and policy in OECD countries. This is being done by identifying and reporting on forward-looking innovative approaches in countries and by the project's own analysis and R&D, together creating an international educational futures knowledge base.

*Project summary*

*Schooling for Tomorrow*, launched in November 1997, is now into its third phase. Phase 1 focused on scenario development as well as work on networks and innovation, and on ICT. Phase 2 was both operational and analytical, working intensively with a small set of "inner core" systems to develop futures thinking in theory and practice (key event, June 2004 Toronto Forum). 10 country reports were prepared on "Understanding Demand for Schooling", now being synthesised for publication and a conference in the latter half of 2005. A 2004 seminar was held in London on personalisation of learning, and the results of this will also be published shortly.

Phase 3 has three core aims: i) broadening country involvement through applied futures thinking to engage at least 10 systems, ii) building the knowledge base, through systematic reporting of the country initiatives and expert seminars on topics such as trends and scenarios, futures methodologies, and models of learning; iii) disseminating outcomes through publications, project materials, and the web-site.

The SfT project is working increasingly closely with the CERI project on University Futures, sharing approaches on the uses of futures thinking and methodologies.

*Timeline*

31 Jan-1 February 2005	SfT Advisory Group meeting, Paris
4-5 April	Governing Board discussion of SfT, Paris
16-17 June	Meeting of SfT participating countries, Paris
October	International seminar on Understanding Demand for Schooling, in co-operation with PISA
December 2005 – May 2006	Small expert seminars on different themes, in cooperation with university and lifelong learning futures
Mid-2006	Forum on Schooling for Tomorrow (venue to be decided)

*Outputs*

Substantial reports (at least two as full publications) on: futures thinking in education, incorporating papers from the Toronto Forum and others; "Demand for Schooling"; working papers on the schooling scenarios; personalisation of learning and futures; ICT (drawing on both CERI and Education Committee analyses).

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## **EDU Strategic Objective 6: Building new futures for education**

### *Evidence-based policy research in education*

#### *Purpose*

To promote dialogue and discussion between policy makers, researchers and practitioners on the use of evidence-based policy in education.

#### *Project summary*

Within the broad domain of CERI studies on research, innovation and knowledge management, a new research focus emerged in 2003. It built on recommendations by the CERI Governing Board, which stressed 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 source of innovation.

The project is centred on a series of workshops which bring together key players in research and policy to exchange experiences and practices. The workshops review the main aspects of evidence-based policy research – methods, costs, and capacity - and discuss what constitutes evidence for research in education, how that evidence can best be utilized, and possible solutions to challenges observed by participating countries.

The first workshop was held in April 2004 in Washington DC and asked the question: What constitutes evidence? Discussion focussed on comparing advantages and shortcomings of a range of established social science research methodologies, including randomised controlled trials.

#### *Timeline*

January 2005	OECD-Sweden workshop (Stockholm Sweden): this workshop focussed on the diversity of stakeholders (researchers, policy makers, practitioners, the media) and challenges in communicating needs, priorities, and outputs among them.
September 2005	OECD-Netherlands workshop (The Hague, Netherlands): this workshop will focus on effective mechanisms for mediating between research and policy/practice and the roles and achievements of brokerage agencies, including examples of good practice.
Spring 2006	Seminar in United Kingdom (in collaboration with Economic and Social Research Council's Teaching and Learning Research Programme) to draw conclusions

#### *Outputs*

A report of the key themes and findings of the workshop series, including selected country examples of good practice, will be published at end of 2006.

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**EDU Strategic Objective 6: Building new futures for education*****Educational R&D national reviews****Purpose*

To work with countries to take stock of their educational research and development capacity, policies and practice; and to identify common issues and conclusions.

*Project summary*

The activity involves a series of individual country reviews. In each case a background paper is prepared by the host country, which is then visited by a small team of external examiners. The visit usually lasts one week. The examiners prepare a report, which is then presented to the Governing Board, with a response from the participating country.

The activity for 2005-2006 builds on a first cycle of reviews which comprised New Zealand, England, Mexico and Denmark. As an outcome of this series, a fresh approach is being developed, in order to build cumulatively on the experience gained to date. Switzerland has volunteered to participate as the first country in this second cycle, in early 2006. CERI is keen to hear from two to three other countries which might wish also to participate.

Conclusions from all the reviews will be combined with conclusions from the activity on evidence-based research (*qv*) in a final report.

*Timeline*

Spring 2006	Swiss review
Subsequent timings depend on whether more countries volunteer.	

*Outputs*

2006- Publication of Swiss report.  
Publication of general conclusions

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