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ACTIVITY UPDATE

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Tom Schuller, Head of CERI
Tel: 33 1 4524 7901; Tom.Schuller@oecd.org

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ACTIVITY UPDATE

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 relevant empirical analyses.
- Explore the implications of these analyses for education and other policies.

The work is being carried out mainly through the commissioning of expert papers, covering both the mapping and the empirical aspects.

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 are being developed:

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

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

Staff members

Tom Schuller, Project manager – (Tel.: 33 (0) 1 4524 79 01; Tom.Schuller@oecd.org)

Alistair Nolan - Analyst, Indicators and Analysis Division, (Tel: 33 (0) 1 4524 1386)

Alistair.Nolan@oecd.org

Cindy Luggery-Babic, Assistant (Tel: 33 (0) 1 4524 9278) Cindy.Luggery-Babic@oecd.org

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

EDU Strategic Objective 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 project is now culminating its second phase (2002-2006). The results of this phase and the synthesis of the work that has been carried out in the three transdisciplinary international networks on Literacy, Numeracy and Lifelong Learning and on the horizontal theme of Emotions and Learning will be incorporated into a substantial OECD publication which is due to be released in September/October 2006. A satellite publication, on the themes of the brain and learning in early childhood, adolescence and adulthood (prepared by three pairs of a neuroscientist and an educational researcher working together as "binomes" on each different theme, with an added practitioner commentary for each) will be published simultaneously.

The remainder of 2006 will be dedicated to the completion of the drafts and editing of the above-mentioned publications, with a dissemination phase planned for the winter 2006/2007.

The project-dedicated website www.oecd.org/edu/brain, 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"), continues to be an authoritative source on how neuroscience can make an impact on education today. The online forum for teachers www.teach-the-brain.org, launched in November 2004 and which has achieved high acclaim, has added a French forum for Francophone practitioners in November 2005. These interactive forums also serve as a platform for two experimental freely-downloadable, scientific, brain-related learning tools.

Timeline

May 2006	<ul style="list-style-type: none"> • French Teacher Training Workshop to be hosted by the Académie des Sciences, Paris • Final meeting of the Learning Sciences and Brain Research Advisory Group, Paris
Winter 2006/07	Various dissemination events in USA, Europe and Asia are planned

Outputs

A 2nd publication with a full synthesis of the results of Phase II of the Learning Sciences and Brain Research project to follow the OECD publication “Understanding the Brain” will be launched in September/October 2006.

A “Binôme” publication on the themes of brain and learning in early childhood, adolescence and adulthood will be published simultaneously.

(Final titles as yet to be decided)

Staff members

B. della Chiesa - Project manager (Tel.: 33 (0) 1 4524 9254); Bruno.della-Chiesa@oecd.org

K. Miyamoto - Analyst (Tel: 33 (0) 1 4524 8554) Koji.Miyamoto@oecd.org

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

S. Girasuolo – Assistant (Tel: 33 (0) 1 4524 9075); Stephen.Girasuolo@oecd.org

See the OECD-CERI “Brain” website at: www.oecd.org/edu/brain and the Teacher Forum at www.teach-the-brain.org

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 current 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 low-skill adult study now underway, there is a change in study design to encourage all countries to participate through the preparation by each of a background report. Six countries have also volunteered to identify a small number of exemplary cases for detailed review. The main preparatory work – completing

the background reports, case study visits, and international literature reviews – will take place up to August 2006.

Timeline

February-June, 2006	Preparation of background reports for adult study, field visits for those offering exemplary cases.
April- August 2006	Development of international literature reviews on assessment and adult basic skills learning.
October 2006	Meeting of country and OECD experts to discuss first draft of study, Paris
1 st half 2007	Publication and launch of study outcomes in an international conference, Lyon. Further dissemination of study findings

Outputs

2007 – Main publication *Improving Teaching and Learning for Adults with Basic Skills Needs through Formative Assessment*; further dissemination of findings through an *OECD Policy Brief*, chapters, articles, and editorials.

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 OECD website link: www.oecd.org/edu/whatworks

EDU Strategic Objective 3: Promoting quality teaching

Open Educational Resources – Opportunities and Challenges

Purpose

To analyse and map the scale and scope of initiatives regarding “open educational resources” (OER) in higher education terms of their purpose, content, and funding.

Project summary

It is becoming increasingly clear that the growth of Internet offers real opportunities for improving access and transfer of knowledge and information from universities and colleges to a wide range of users. This development supports the need to clarify issues regarding access, quality, technical and legal frameworks as well as costs and benefits for such initiatives. This project presents a special focus on a kind of learning resources called “open educational resources”. The preliminary understanding of OER is: 1) open courseware and content; 2) open software tools (e.g. learning management systems); 3) open material for e-learning capacity building of faculty staff; 4) repositories of learning objects; and 5) free educational courses. A more thorough conceptual analysis will take place in the course of the study.

The project builds on the work previously done in the CERI project on E-learning in postsecondary education. It has two strands – one empirical and one analytical.

The empirical strand aims at enlarging the knowledge on who is involved in OER activities, on institutional as well as individual level – are there any patterns regarding disciplines, geographical regions, types of institutions etc.? What are the incentives and barriers for individual staff members as well as institutions to be further involved in OER activities? What kind of funding or revenue models have emerged so far and to what extent are they sustainable and possible to transfer to other settings? The empirical analysis will build on data gathered through surveys and site visits.

The analytical strand is divided into four main themes, but they are all dependent on a further clarification of the conceptual issues. In the context of the project, what is meant by “open”, “educational” and “resources”? The four questions that will be analysed are:

- How to develop sustainable costs/benefits models for OER initiatives?
- What are the intellectual property right issues linked to OER initiatives?
- What are the incentives and barriers for universities and faculty staff to deliver their material to OER initiatives?
- How to improve access and usefulness for the users of OER initiatives?

The analytical work will mainly take place in the framework of two workshops with experts.

The project started in August 2005 with financial support from Hewlett Foundation. A close co-operation takes place with UNESCO International Institute for Educational Planning (IIEP) Forum on Open Educational Resources/Open content.

Timeline

August, 2005	Project start
December, 2005	First meeting of the Advisory Board to the project
February, 2006	First expert meeting, sponsored by the Swedish Knowledge Foundation in Malmö, Sweden
May	Paper delivered within the CERI project University futures
October, 2006	Second expert meeting
December, 2006	End of project

Outputs

- A paper on “The Culture of Openness in Open Source, Open Access and Open Content” will be prepared for the University futures project in May 2006.
- A draft version of the final report will be presented and discussed at the IIEP Forum in October.
- The final project report will be prepared for the end of 2006.

Staff members

Jan Hylén, Analyst and Project Manager (Tel: 33 (0) 1 45 24 17 06; Jan.Hylen@oecd.org)
 Francesc Pedro, Senior Analyst (Tel: 33 (0) 1 45 24 80 83; Francesc.Pedro@oecd.org)
 Ashley Allen-Sinclair, Assistant (Tel 33 (0) 1 45 24 99 62; Ashley.Allen-Sinclair@oecd.org)

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

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 higher education institutions; and to help post-secondary education stakeholders develop adequate responses and medium-term scenarios looking 15-20 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 tertiary education institutions and, more generally higher education systems. Exploring different scenarios on the possible future of tertiary education helps in identifying and following the most desirable paths for tertiary education institutions and systems 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 tertiary education 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 tertiary education, *lifelong learning* and *labour markets*; 4) the impact of *globalisation* and *market forces* on higher education in a context of fiscal pressure; and 5) the role of *university research* in countries' R&D.

Timeline

4-5 May 2006	OECD Expert Seminar on "Globalisation, market forces and the future of higher education", Lisbon, Portugal.
22-23 June 2006	Stakeholder meeting on "Futures scenarios for higher education", Sile, Turkey.
October 2006	OECD Expert Seminar on "The future of academic research", Vienna, Austria.

Outputs

A paper on the future of academic research including a new set of futures scenarios. A publication on Demography and the future of higher education, following an Expert seminar held on the same topic in Paris in December 2005.

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. Scenarios will be presented at the Forum of the Ministerial meeting that will be held in Athens, Greece, on 27 June 2006.

Staff members

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

A. Allen-Sinclair – Assistant (Tel: 33 (0) 1 45 24 9962); Ashley.Allen-Sinclair@oecd.org.

See OECD website link www.oecd.org/edu/universityfutures

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 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 has collaborated 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. The guidelines have been endorsed by the OECD Council on 2 December 2005.

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

Timeline

2006	Dissemination of CERI work on internationalisation and trade and of the <i>Guidelines for quality provision in cross-border higher education</i>
June 2006	"The internationalisation of higher education: towards an explicit policy", <i>Education Policy Analysis - 2005 Edition</i> .
September 2006	Expert meeting on "Foreign higher education for development" co-organised with Nuffic and the World Bank, The Hague, The Netherlands.
End of 2006	Joint OECD/World Bank book on Building capacity in developing countries through cross-border higher education

Outputs

OECD, *Quality and recognition in higher education: the cross-border challenge*, OECD Paris, 2004.

OECD, *Internationalisation and trade in higher education: opportunities, and challenges*, OECD Paris, 2004.

OECD, *Guidelines for quality provision in cross-border higher education*, OECD Paris, 2005.

OECD, "The internationalisation of higher education: towards an explicit policy", *Education Policy Analysis - 2005 Edition*, OECD Paris 2006.

Staff members

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

A. Allen-Sinclair – Assistant (Tel: 33 (0) 1 45 24 9962); Ashley.Allen-Sinclair@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.
- To improve data quality and coverage through new data gathered locally, including outcome data, in a small number of countries.
- 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. Following the completion of a study analysing data from the tracking forms and other variables that pertain to students with special needs, based on the PISA 2003 data collection further consideration is being 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.

Timeline

June 2006:	The 15 th SENDDD country representatives meeting in Budapest, Hungary.
November 2006	The 16 th SENDDD country representatives meeting in Seoul, Korea.

Outputs

OECD/CERI (December 2006) Students with disabilities, learning difficulties and disadvantages – 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 www.oecd.org/edu/equity/senddd

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

To stimulate and support education reform that will meet the needs of students with disabilities, difficulties and disadvantages and to evaluate progress made so far with respect to inclusive education. This requires a review of the current situation of education provision, systematic gathering of relevant data, the establishment of model schools and the support of teacher training initiatives. Project partners: Education Ministries in Bosnia-Herzegovina, Bulgaria, Croatia, FYR of Macedonia, Kosovo, Moldova, Montenegro, Romania and Serbia.

Project summary

- Review of national education policies for students with special needs along the lines of the legal framework, school organisation, curriculum development, pedagogy, teacher training and available data.
- Support of the development, implementation and assessment of action plans to improve the quality of education
- Development of internationally comparable statistics and indicators to provide a quantitative account of the workings of the provision made for these students.
- Develop capacity in the teaching force mainly through the development of in-service training and support of model schools.
- Disseminate the results in the SEE countries through regular meetings of stakeholders and on regional level.

Timeline

5 – 6 December 2005	Meeting of country administrators plus seminar on statistics and data gathering, Paris.
23 – 28 May 2006	Meeting of country administrators plus teacher training seminar, Jerusalem.
Winter 2006	Meeting of country administrators plus study visit, location to be identified

Outputs

- Publication: OECD/NME/CERI (March 2006) “Education Policies for Students at Risk and those with Disabilities in South Eastern Europe”
- Launch of micro-projects in the field of statistics and data gathering (May 2006)
- Country specific action plans (September 2006)
- Qualified teacher trainers and model schools established (December 2006)

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

Gerhard Kowar, Consultant, (Tel: 33 (0) 1 4524 9612) Gerhard.Kowar@oecd.org

Conor Breen, Assistant (Tel: 33 (0) 1 4524 1651) Conor.Breen@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 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 responsible for the external evaluation of the YEPP project. In 2003 the methodology for the evaluation was developed and two pilot evaluation visits were conducted. In 2004 and 2005 all seven sites were visited by an OECD/CERI evaluation team who conducted interviews and mapped 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, 2004, and 2005 to discuss cross-sectoral partnerships and national policies for at risk students. In 2005 all participating countries also prepared a report highlighting case studies of national programmes and examples of good practice.

Timeline

Spring 2006	YEPP meeting with YEPP teams, foundations, youth, and community members
Spring/Summer 2006	Case studies of each YEPP site prepared for release
Autumn/Winter 2006	Release of transnational report on the evaluation of the YEPP project

Outputs

A report of the evaluation of the Youth Empowerment Partnership Programme will be published at end of 2006.

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 5: Building social cohesion through education*Post-school transitions for students with disabilities**Purpose*

This project will focus on the transitions that students with disabilities make when leaving school. This includes access to the labour market and tertiary education from school, as well as after tertiary education. The work will describe best practices for making successful transitions based on views gleaned from a wide range of stakeholders and make recommendations. It will also gather covering ISCED levels 4-6.

Project summary

- Development of a framework for the description of transition programmes.
- Prepare a literature review on quality indicators for transition programmes and outcomes.
- Meeting of interested member countries to agree on participation in the project.

Timeline

Summer/Autumn 2006	Meeting of member countries.
Winter 2006	Completion of transition programme framework and literature review.

Outputs

Completed transition framework document and draft literature review.

Staff members

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

Serge Ebersold, Analyst (Tel: 33 (0)1 4524 9390) Serge.Ebersold@OECD.org

James Bouch, Assistant (Tel: 33 (0)1 4524 9149) James.Bouch@OECD.org

EDU Strategic objective 5: Building social cohesion through education

Policy and Prevalence statistics on children with disabilities in developing countries

This project seeks to develop a means to gather data on young children with disabilities in a small number of developing countries in order to develop national policy approaches for these students giving impetus to achieving education for all (EFA) and the Millennium goals.

Project summary

- Develop a framework for gathering information on special education policies in developing countries.
- Develop written reports on policies on special education in developing countries.
- Develop procedures for gathering prevalence data on young children in developing countries.

Timeline

Summer 2006	Policy framework prepared
Winter 2006	Written reports on special education policy
Winter 2006	Data on prevalence statistics available

Outputs

Draft policy framework and written reports on special education policy.
Draft report on prevalence data.

Staff members

Peter Evans, Project manager (Tel: 33(0)1 4525 9166) Peter.Evans@OECD.org
Serge Ebersold, Analyst (Tel: 33 (0)1 4524 9390) Serge.Ebersold@OECD.org
James Bouch, Assistant (Tel: 33 (0)1 4524 9149) James.Bouch@OECD.org

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 (SfT), 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). Ten country reports were prepared

on “Understanding Demand for Schooling”. An international seminar was held in London in 2004 on personalisation of learning.

The expert papers as well as the country case studies collected in Phase two of Schooling for Tomorrow have been edited for a publication: “Think Scenarios, Rethink Education” (to be published in April 2006). A number of the reports on demand were edited for adoption in a special issue of the European Journal of Education (published in March 2006). All reports have been synthesised for publication and will be published mid-2006, the final text will presented during an international seminar organised together with ETP and the Flemish Ministry of Education (Brussels, May 2006).

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

April 2006	Advisory meeting on Schooling for Tomorrow in Paris
May 2006	National Seminar/preparatory meeting on the Emerging Models of Learning and Innovation project in Mexico
May 2006	International Seminar on Demand, Autonomy and Accountability in Schooling in Brussels in co-operation with ETP and the Flemish Ministry of Education
June 2006	International Conference on Emerging Models of Learning and Innovation in Mexico (Merida)
November 2006	Japan/OECD seminar on Schooling for Tomorrow, launch of the Futures Thinking Knowledge Base

Outputs

Main publications will be: publication on emerging models of learning and innovation (Mexico), early 2007; publication on analytical expert outputs, including mega-trends and scenarios, end 2007 or early 2008; lessons from country experience with futures thinking (second half 2008); overall futures publication, integrating Schooling for Tomorrow and University Futures results (mid-2008).

Data and materials: international futures knowledge base: launched at OECD/Japan seminar (November 2006), interim stage (incorporating mid-term country reports, mid 2007), fully developed (incorporating final country evaluation, mid 2008); other materials (trends resource, starter pack, country notes) throughout the project.

Staff members

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

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

Henno Theisens, Analyst, (33 (0)1 4524 9329) Henno.Theisens@oecd.org

Christian Komonen, Analyst (seconded from Finish National Board of Education, January - July 2006) Christian.Komonen@oecd.org

See OECD website link: www.oecd.org/edu/future/sft

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.

The series is comprised of four workshops:

1. April 2004 (Washington DC) this workshop 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.
2. January 2005 (Stockholm) this workshop focussed on the diversity of stakeholders (researchers, policy makers, practitioners, and the media) and challenges in communicating needs, priorities, and outputs among them.
3. September 2005 (The Hague, Netherlands) – this workshop focussed on effective mechanisms for mediating between research and policy/practice and the roles and achievements of brokerage agencies, including examples of good practice.

Timeline

Second half of 2006	Fourth workshop in United Kingdom (with Economic and Social Research Council's Teaching and Learning Research Programme) to focus on implementation challenges and issues and draw conclusions for the series.
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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.

Staff members

Tom Schuller, Project manager (Tel: 33 (0) 1 4524 7901) Tom.Schuller@oecd.org

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

Cindy Luggery-Babic, Assistant (Tel: 33 (0) 1 4524 9278) Cindy.Luggery-Babic@oecd.org

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

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

April 2006	Swiss review
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Outputs

2006- Publication of Swiss report.
Publication of general conclusions

Staff members

F. Pedró, Project manager ((Tel.: 33 (0) 1 4524 80 83); Francesc.Pedro@oecd.org)
T. Schuller, Head of CERI (Tel.: 33 (0) 1 4524 79 01); Tom.Schuller@oecd.org
A. Allen-Sinclair – Assistant (Tel: 33 (0) 1 45 24 9962); Ashley.Allen-Sinclair@oecd.org.

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