



FOSTERING EVIDENCE-BASED EDUCATIONAL POLICIES

*The work of the OECD Directorate for Education
and Skills (EDU) and the Centre for Educational
Research and Innovation (CERI)*

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Outline

- Situating
 - Education work in the OECD
 - The work on educational research and innovation
- CERI's work on innovation
 - Skills and education for innovation – Innovation strategy for education
 - Innovative Learning Environments
 - Innovative Teaching for Effective Learning



The OECD...

- ...is the global organisation that drives **better policies for better lives**
- ...analyses, measures and compares experiences and policies to give advice that helps **raise living standards** globally
- ...aims for a **stronger, cleaner, fairer world** through efforts such as..
 - Restoring confidence and **financial stability**
 - Tackling **climate change**
 - Fighting international **tax evasion** and **corruption**



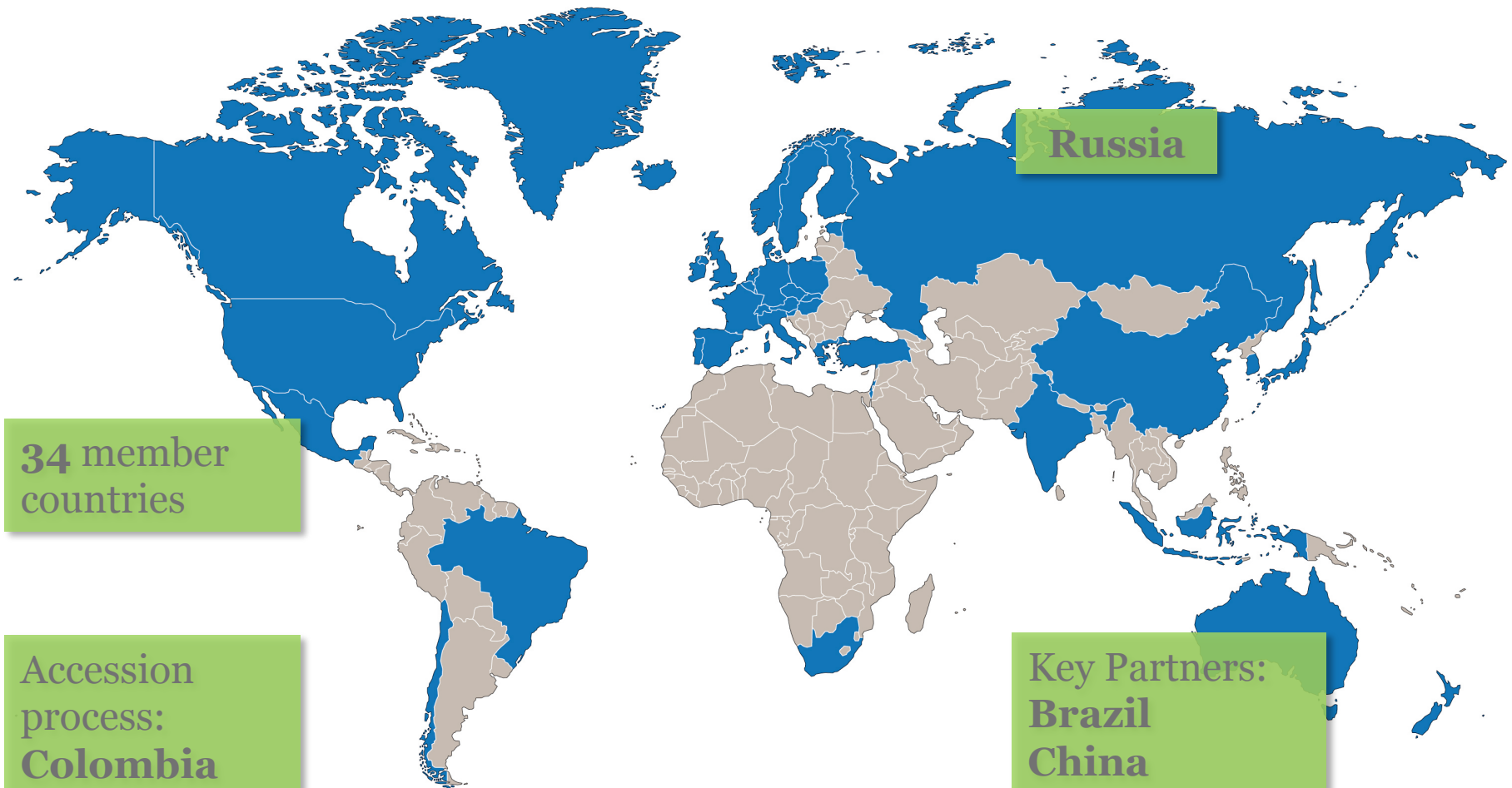
Fast facts

- Established: **1961**
- Headquarters: **Paris**
- OECD Centres: **Berlin, Mexico City, Tokyo, Washington**
- Members: **34**
- Secretary-General: **Angel Gurría (Mexico)**
- Secretariat staff: **2 500**
- Annual budget: **347 € million (2012)**

- Nearly **300 expert committees** and working groups with participation of **+100 countries**



OECD's global reach



34 member countries

Accession process:
Colombia
Latvia
Possibly later:
Lithuania
Costa Rica

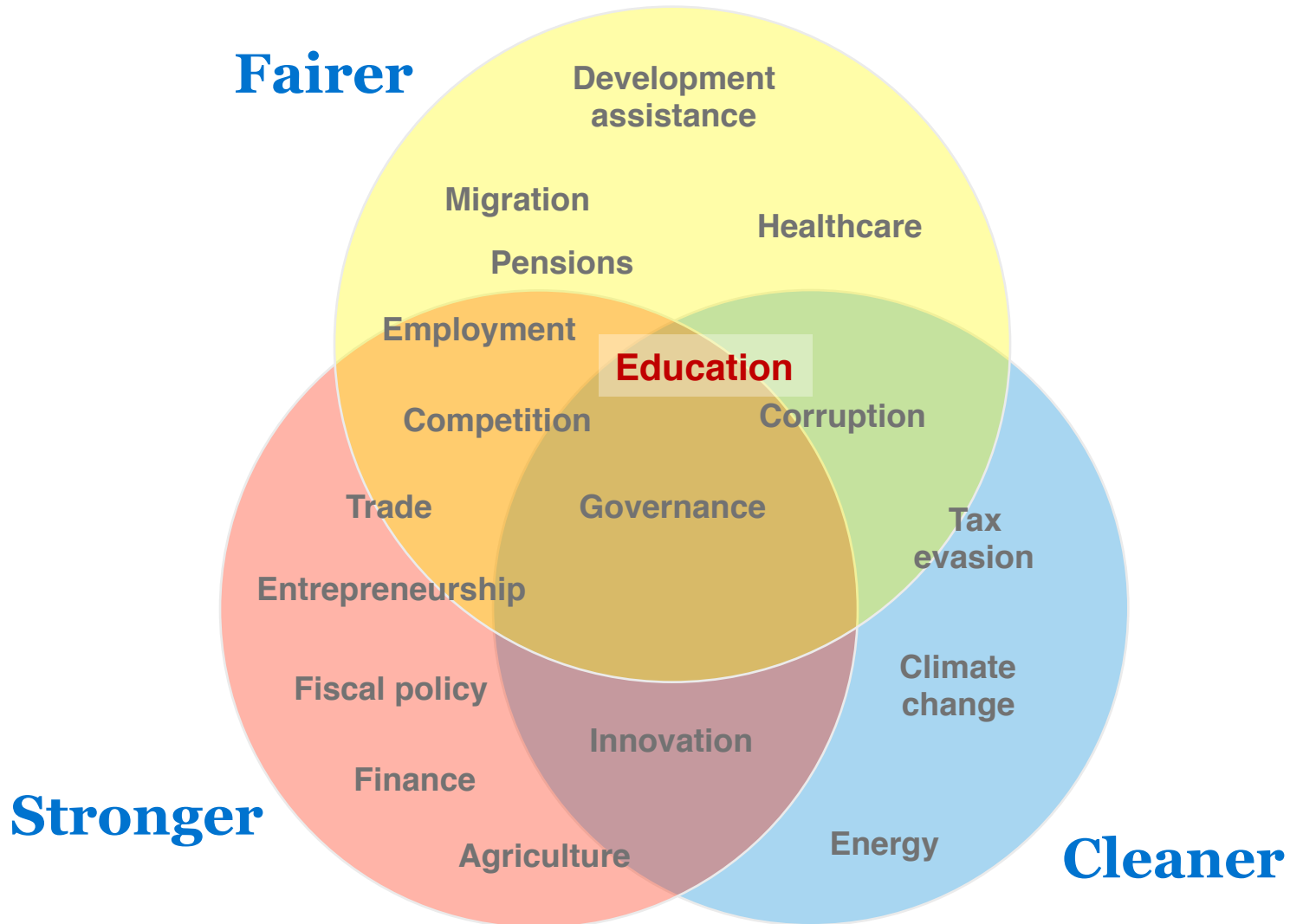
Key Partners:
Brazil
China
India
Indonesia
South Africa



THE WORK OF THE
**DIRECTORATE FOR
EDUCATION AND SKILLS** AND
THE **CENTRE FOR
EDUCATIONAL RESEARCH AND
INNOVATION** AT THE OECD



The work of the OECD





OECD: why focus on education?

Education contributes to:

- ✓ economic and social development
- ✓ innovation and sustainable growth
- ✓ social mobility and mitigating inequalities



Main OECD goal: to help countries to improve the **quality, equity, effectiveness** and **efficiency** of their educational systems

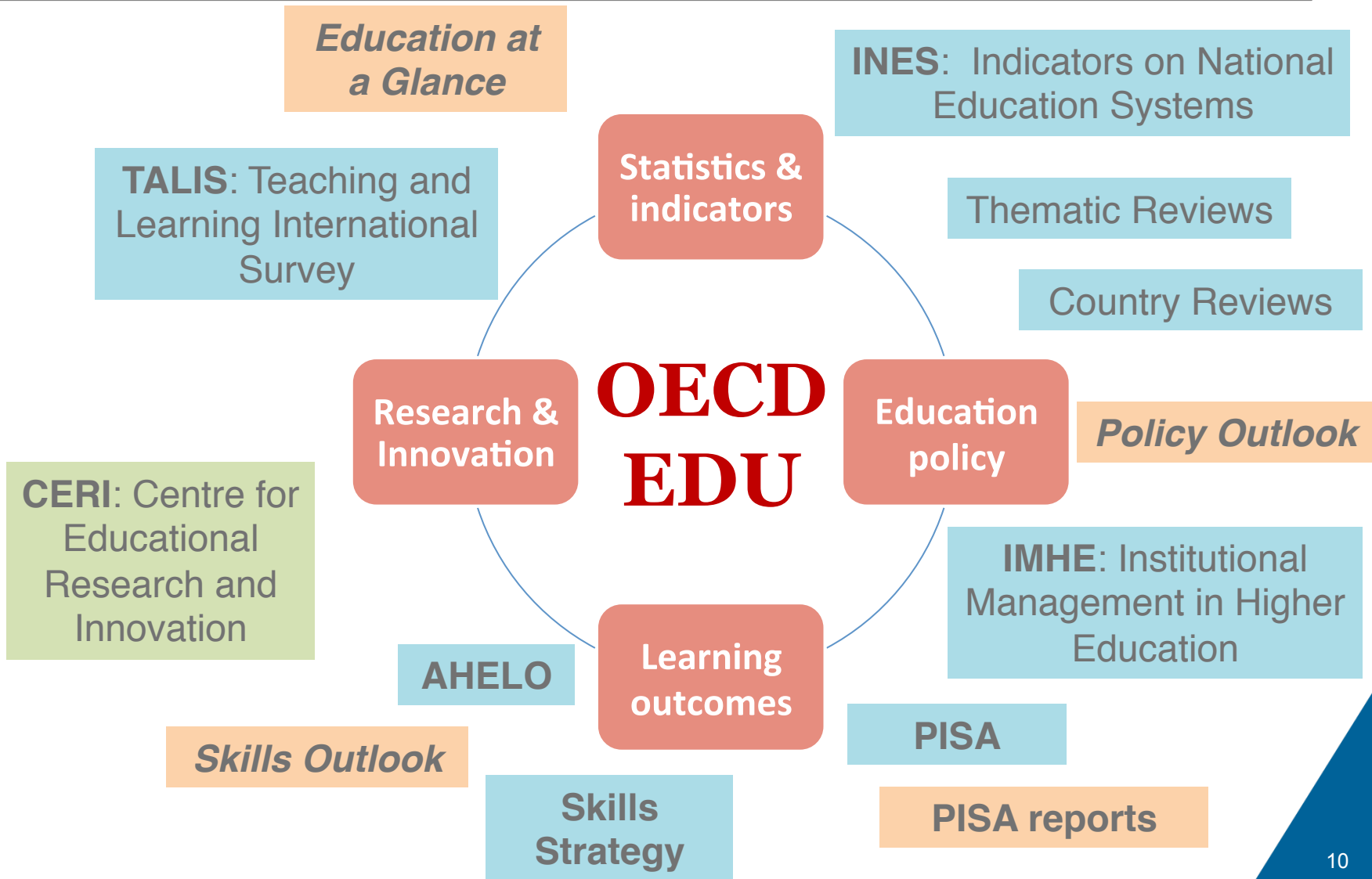


EDU's Medium-Term Strategy (MTS)

- Developing **skills** for lifelong employability, economic growth and social progress
- Raising **teaching and learning** effectiveness
- Improving **governance** and leveraging reform
- Fostering **social inclusion** and social mobility

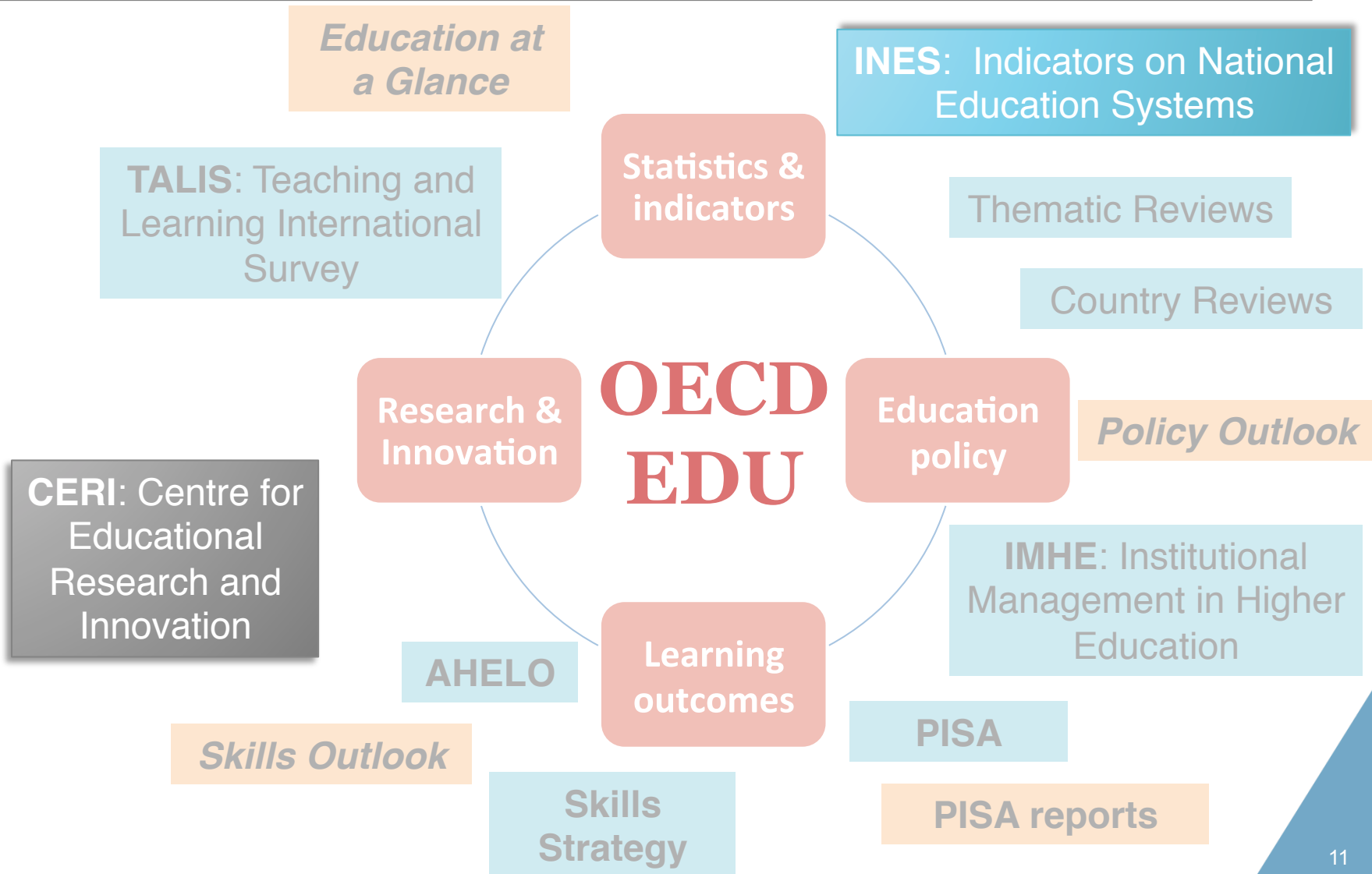


EDU's integrated approach to education





EDU's integrated approach to education





INDICATORS OF EDUCATION SYSTEMS (INES)



The INES programme

- Long history of countries cooperating in ‘Networks’ to
 - Agree on indicators and technical standards
 - Collect data and ensure their quality and comparability
- Networks:
 - Labour Market and Social Outcomes (LSO)
 - Network on System-Level Indicators (NESLI)



The INES programme

- Governance
 - Network meetings (twice a year)
 - INES Working Party, resorting under Education Policy Committee (EDPC)
 - INES Advisory Group
- Funding
 - Participating countries fund the programme through a scale of contributions
 - CERI funds the publication of *Education at a Glance*



The INES programme

- Data sources:
 - Joint OECD/UNESCO/Eurostat data collections
 - OECD data collections: PISA, PIAAC, TALIS
 - Labour force surveys (LSO)
 - Specific data collections and surveys (NESLI)
 - Other
- Outputs:
 - *Education at a Glance*, in print and online
 - OECD tools: OECD.Stat, GPS, etc.
 - *Education Indicators in Focus* briefs



Education at a Glance 2014

OECD INDICATORS





Main indicators (EAG 2014)

- A1: Educational attainment
- A2: Upper secondary graduation rates
- A3: Tertiary graduation rates
- A4: Educational mobility
- A5: Employment rates by education level
- A6: Earnings by education level
- A7: Costs and benefits
- A8: Social outcomes of education
- A9: Student performance and equity (PISA)
- B1: Per student expenditure
- B2: Share of national wealth spent on education
- B3: Public and private investment
- B4: Share of total public spending spent on education
- B5: Tuition fees and support mechanisms in tertiary education
- B6: Resources and services on which educational expenditure is spent
- B7: Factors influencing educational expenditure



Main indicators (EAG 2014)

- C1: Participation in education
- C2: Early childhood education
- C3: Entry rates in tertiary education
- C4: International students
- C5: Transition from school to work
- C6: Adult education
- C7: Differences between public and private schools
- D1: Time spent in classrooms
- D2: Teacher/student ratios
- D3: Teacher salaries
- D4: Teachers' time spent on education
- D5: Age and gender of teachers
- D6: Teacher training
- D7: Professional development of teachers



INES: a contribution to evidence-based policy development

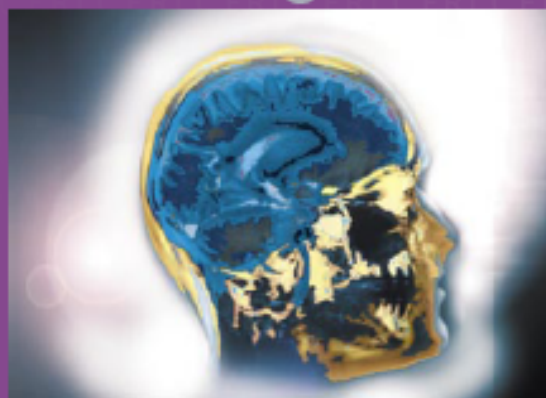
- INES/EAG is an invaluable source of statistical information used by governments and other stakeholders to monitor and benchmark education systems
- Discussion:
 - Is the OECD average a useful benchmark?
 - National averages or also looking at within-country variation?
 - Timeliness of data and use of new data sources

THE OECD

CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION



Learning



Innovation



Research



Diversity

Futures





CERI – some basic facts

- °1968
- Relies on its own ear-marked budget from members plus voluntary contributions, diverse sources
- Aims to inform long-term policy development by:
 - generating forward-looking research analyses and syntheses;
 - identifying and stimulating educational innovation;
 - promoting international exchange of knowledge and experience
- Approx. 25 staff based in Paris
- Programme overseen by a Governing Board of all Member countries, meets bi-annually
- Open for participation by non-OECD-members



CERI's 45 years

- 1970s: equality in education, innovation in educational management, curriculum development, recurrent education
- 1980s: indicators, technology, youth/youth unemployment, environmental education
- 1990s: futures, lifelong learning, knowledge economy, international dimension
- 2000s: innovation, futures, evidence-based policy
- 2010s: non-cognitive skills, pedagogy, governance, curriculum, technology

Under
the
of a



Educational Research and Innovation

Innovative Learning Environments



Centre for Educational Research and Innovation



Centre for Educational

Glance 2013



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CERI work programme 2013-14

- *Education at a Glance*
- Innovation Strategy for Education and Training
 - Including project on Open Educational Resources (OER)
- Innovative Teaching for Effective Learning
- Innovative Learning Environments
- Governing Complex Education Systems
- Education and Social Progress
- Dissemination and Knowledge Mobilisation



CERI work programme 2015-16

- *Education at a Glance*
- Innovation Strategy for Education and Training – assessing creativity and critical thinking skills
- Innovative Teaching for Effective Learning – Profiling teachers’ pedagogical knowledge
- Governing Complex Education Systems
- Education and Social Progress – longitudinal survey of social and emotional skills
- How skills foster innovation, productivity and inclusive growth
- Open higher education
- Dissemination and Knowledge Mobilisation



Thank you !

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