



CERI

Centre for Educational Research and Innovation

Directorate for Education and Skills

CERI

What is CERI

The OECD Centre for Educational Research and Innovation (CERI) is part of the OECD Directorate for Education and Skills.

CERI supports its member countries in their efforts to achieve high quality lifelong learning for all, which contributes to personal development, sustainable economic growth and social cohesion.

CERI's objectives are to:

- » provide and promote international comparative research, innovation and key indicators
- » explore forward-looking and innovative approaches to education and learning
- » facilitate bridges between educational research, innovation and policy development.

What does CERI do?

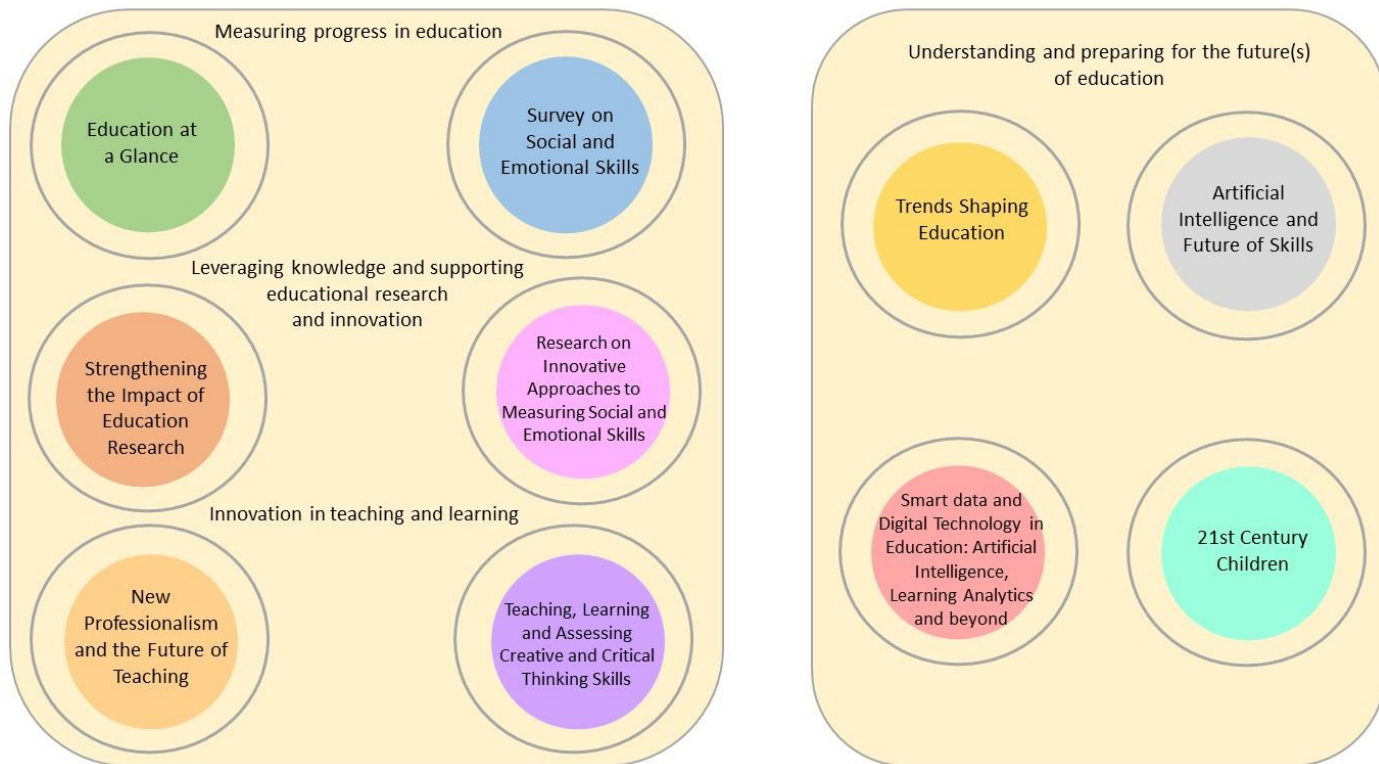
CERI draws together international research and expertise, identifies effective practices across different countries and develops new approaches across a range of topics towards the frontiers of education policies, practices and outcomes. CERI's policy research and research and development (R&D) work includes:

- » Mapping what futures could look like and analysing their implications for education.
- » Acting as an incubator and providing a “test-bed” for new tools and techniques to support better education policies and practices.
- » Developing conceptual or analytical frameworks for emerging challenges.
- » Fostering, supporting and evaluating innovation in education policies and practices.
- » Measuring and monitoring the state of education at the system level.

For more information:

CERI.contact@oecd.org

Overview of the ongoing CERI Projects in 2023-24



Education at a Glance

Why it Matters

- » Reliable data is essential to understand the state of education and compare education systems across countries with each other.

.What it involves

- » Collecting and harmonising data from OECD countries and key partners according to established technical standards.
- » Publishing indicators comparing countries across different aspects of education systems.
- » Providing a country-by-country snapshot of the state of the education system for most OECD countries.
- » Providing further analysis and insights into special topics.

For more information:

www.oecd.org/education/education-at-a-glance/



Survey on Social and Emotional Skills

Why it Matters

- » Social and emotional skills help students to thrive in today's changing world and achieve better economic and social outcomes.

What it involves

- » Raising awareness of the critical role of social and emotional skills.
- » Assessing the social and emotional skills of 10-year-olds and 15-year-olds.
- » Providing understanding on how social and emotional skills develop and influence academic success, employability, active citizenship, health and well-being.

For more information:

www.oecd.org/education/ceri/social-emotional-skills-study/



Trends Shaping Education

Why it Matters

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

What it involves

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

For more information:

www.oecd.org/edu/ceri/trends-shaping-education.htm



Artificial Intelligence and Future of Skills

Why it Matters

- » Artificial Intelligence (AI) and robotics are becoming increasingly sophisticated at replicating human skills. The evolution of these technologies could fundamentally transform work over coming decades and deeply affect education's current role in providing skills and preparing learners for future work.

What it involves

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

For more information:

www.oecd.org/education/cei/future-of-skills.htm



Smart Data and Digital Technology in Education: Artificial Intelligence, Learning Analytics and Beyond

Why it Matters

- » Data and digital technologies are among the most powerful drivers of innovation in education, offering a broad range of opportunities for system and school management, as well as for teaching and learning. But they also create new policy issues as countries face challenges to reap the benefits of digitalisation in education while minimising its risks.

What it involves

- » Exploring the frontiers of digitalisation to understand promising models of digital technology and data use in education.
- » Envisioning new smart uses of data and digital tools that could emerge in the future.
- » Examining the policy, regulatory and cultural challenges associated with countries' provision and governance of digital ecosystem in education.

For more information:

www.oecd.org/education/cei/smart-data-digital-technology-education-learning-analytics-ai.htm



21st Century Children

Why it Matters

- » Understanding the nature of 21st Century childhood is crucial for an education that is increasingly expected to support students to thrive in both a digital and non-digital world, delivering academic learning while also building physical and emotional well-being. This has implications for the skills, capacity and resources required.



What it involves

- » In 2023-24, the project focuses on two main strands, covering children 0-18 years of age:
 - Empowering an active digital generation.
 - (Re)-imagining a child-centred future.
- » The project works with countries to share common challenges and identify examples of good practice, mapping state of the art multidisciplinary research and implications for education.

For more information:

www.oecd.org/edu/ceeri/21st-century-children

Strengthening the Impact of Education Research

Why it Matters

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

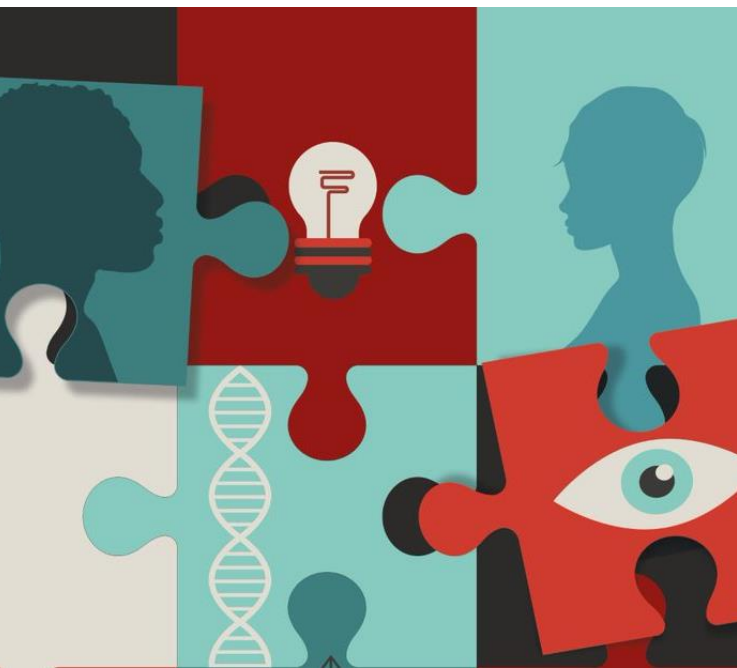
What it involves

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

- » Exploring the factors – institutions, resources, processes and strategies – that facilitate or hinder the impact and systematic use of education research in policy and practice.
- » Bringing together stakeholders and experts to share and reflect on developments and practices from different systems and sectors.
- » Conducting in-depth case studies and offering peer learning activities on different aspects of research use and mobilisation.

For more information:

<http://www.oecd.org/education/eri/education-research.htm>



Rethinking Assessment of Social and Emotional Skills

Why it Matters

- » Large-scale assessments of social and emotional skills mainly use students' self-assessments, which have some flaws in terms of comparability and, to some extent, validity and interpretability. Smaller studies are trialling more direct assessments of these skills. Work is needed to translate the innovations made in these trials and test them on larger, international scales.
- » Better understanding of social and emotional skills will lead to better inclusion of these skills in education.

What it involves

- » Exploring the potential of more direct assessment techniques than self-reports to measure social and emotional skills, in particular through task-, scenario- or game-based tests.
- » Enhancing the conceptual foundations underpinning the definition of social and emotional skills.
- » Developing new assessment prototypes.



For more information:

<https://www.oecd.org/education/ceri/rethinking-assessment-of-social-and-emotional-skills.htm>

New Professionalism and the Future of Teaching

Why it Matters

- » The OECD's expanding evidence base has highlighted the importance of high-quality teachers and teaching in education. Yet, challenging questions remain, and there is a need for space in the teacher debate to anticipate future developments, to strengthen professional identity and to support proactive teacher policy making.

What it involves

- » Co-constructing a shared vision on the future of teaching and teacher professionalism to guide policy development.
- » Using tools to consider diverse profiles of existing and future teachers and their professional needs.
- » Promoting well-functioning interprofessional and cross-sectoral collaborations.
- » Collecting perspectives of multiple stakeholders to describe preferred futures for teaching and how they can support this.

For more information:

<https://www.oecd.org/education/ceri/new-professionalism-future-of-teaching.htm>



Teaching, Learning and Assessing Creative and Critical Thinking Skills

Why it Matters

- » Creativity and critical thinking prepare students for innovative economies and improve wellbeing. However, educators often lack guidance on how to equip students with creativity and critical thinking within subject teaching. Education systems have likewise rarely established ways to systematically assess students' acquisition of creativity and critical thinking.

What it involves

- » Developing a common language about creativity and critical thinking.
- » Facilitating networks of educators in schools' higher education, and teacher education to design pedagogical resources that support effective teaching and learning of these skills.
- » Monitoring the impact of pedagogical strategies on acquiring these skills across levels of education.
- » Creating a platform for knowledge exchange on practices and ideas in the form of an app.



For more information:

www.oecd.org/education/cei/innovationstrategyforeducationandtraining.htm

CERI Member Countries and partners

Australia

Austria

Belgium

Canada

Chile

Czech Republic

Denmark

Estonia

European Commission

Finland

France

Germany

Hungary

Iceland

Ireland

Israel

Italy

Japan

Korea

Latvia

Luxembourg

Mexico

Netherlands

New Zealand

Norway

Poland

Portugal

Slovak Republic

Slovenia

Spain

Sweden

Switzerland

Turkey

United Kingdom

United States

CERI's work is overseen by the CERI Governing Board, which is made up of experts nominated by each Member of the CERI Programme.

What the OECD does

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. Our goal is to shape policies that foster prosperity, equality, opportunity and well-being for all. We draw on 60 years of experience and insights to better prepare the world of tomorrow. Together with governments, policy makers and citizens, we work on establishing evidence-based international standards and finding solutions to a range of social, economic and environmental challenges. From improving economic performance and creating jobs to fostering strong education and fighting international tax evasion, we provide a unique forum and knowledge hub for data and analysis, exchange of experiences, best-practice sharing, and advice on public policies and international standard-setting.

Education and Skills at the OECD

The OECD Directorate for Education and Skills seeks to help individuals and nations to identify and develop the knowledge, skills and values that drive better jobs and better lives, generate prosperity and promote social inclusion. It assists OECD countries and partner economies in designing and managing their education and skills systems, and in implementing reforms, so that citizens can develop the knowledge, skills, attitudes, and values they need throughout their lives. The OECD Directorate for Education and Skills focuses on helping countries to identify and develop the knowledge and skills that drive better jobs and better lives, generate prosperity and promote social inclusion, and accompanies them in the difficult process of policy implementation.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of the Member countries of the OECD.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

© OECD 2023

Photo credits: ©Shutterstock/Christopher Futcher/iStockphoto.com; ©Getty Images/Marc Romanelli; ©Shutterstock/michaeljung ©Shutterstock/Pressmaster; ©Shutterstock/oneinchpunch; ©Shutterstock/MemoryMan; ©Shutterstock/PopTika; ©Shutterstock/Ellagrin; ©Shutterstock/Sunny Studio; ©Shutterstock/Kit8.net; ©Shutterstock/New Africa; ©Shutterstock/FeelplusCreator.

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at <https://www.oecd.org/termsandconditions>.

For more information, visit:
<http://www.oecd.org/edu/ceri/>

If you have questions, you can reach us at:
CERI.Contact@oecd.org

 @OECEduSkills

 OECD Education and skills

 @oecd_education_skills

