

OECD Work on Education

literacy learning
comes
social
human capital
knowledge economy

OECD



Education

2005-2006

The organisation for **Economic Co-Operation and Development** (OECD)

The OECD's mission is to promote policies designed to:

- Achieve sustainable economic growth and employment and rising standards of living in member countries while maintaining financial stability, so contributing to the development of the world economy;
- Assist sound economic expansion in member countries and other countries in the process of economic development; and
- Contribute to growth in world trade on a multilateral, non-discriminatory basis.

In pursuit of this mission, the OECD plays a prominent role in fostering good governance in the public service and in corporate activity. It helps governments to ensure the responsiveness of key economic areas with sectoral monitoring. By identifying emerging issues and identifying policies that work, it helps policy makers adopt strategic orientations.

The Organisation is one of the world's largest and most reliable sources of comparable statistical, economic and social data. The Secretariat collects data, monitors trends, analyses and forecasts economic developments, and investigates social changes or evolving patterns in agriculture, education, environment, taxation, technology, trade and more. Much of the research and analysis is published, on paper or online at www.oecd.org

The OECD groups 30 member countries sharing a commitment to democratic government and the market economy and provides a unique forum for them to discuss, develop and refine economic and social policies. The members are:

Australia	Austria	Belgium	Canada
Czech Republic	Denmark	Finland	France
Germany	Greece	Hungary	Iceland
Ireland	Italy	Japan	Korea
Luxembourg	Mexico	Netherlands	New Zealand
Norway	Poland	Portugal	Slovak Republic
Spain	Sweden	Switzerland	Turkey
United Kingdom	United States		

The OECD has active relationships with some 70 other countries, non-government organisations and civil society, and these help give its activities a global reach.

The OECD was established in 1961. It grew out of the Organisation for European Economic Co-operation (OEEC), which had been formed in 1948 to administer American and Canadian aid under the Marshall Plan for the reconstruction of Europe after World War II.

Assisting members and partners to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion.

The development of modern knowledge economies has increased the importance of education policy. Expanding participation beyond schooling in tertiary education and other forms of education and training has sharpened debates about the nature and mix of programmes and the bases for their funding. It has also increased the demands for efficiency and effectiveness in the use of resources.

The work of the OECD on education is located centrally in these debates. Its work on education statistics and indicators provides a strong base for international comparisons of all aspects of education systems. Its research and policy analyses facilitate peer learning across countries as new policy options are explored.

Education policy cannot be seen in isolation from other social and economic policies. The overall breadth of the OECD's work – touching virtually all policy domains but defence – provides a rich, multidisciplinary environment in which connections are built between education and other policies.

priority



“ **A**ll societies must invest in their most valuable asset: their people. Education plays a critical role in enhancing economic competitiveness and growth, facilitating personal development and building strong and healthy societies. The OECD and its member countries are committed to identify and adopt the best education policies and to promote a fair sharing of the benefits of education.”

Ángel Gurría

The Directorate for **Education's Mission**

To assist members and partners in achieving high quality lifelong learning for all, contributing to personal development, sustainable economic growth and social cohesion.

Strategic objectives

The Directorate for Education has six strategic objectives. They were developed from emerging education policy concerns identified by the chief executive officers of the education ministries in OECD countries in February 2003 and they have been used to shape the OECD's work programme on education for the 2003-2004 and 2005-2006 biennia. The objectives are:

- 1** • Promoting lifelong learning and improving its linkages with society and the economy

- 2** • Evaluating and improving outcomes of education

- 3** • Promoting quality teaching

- 4** • Rethinking tertiary education in a global economy

- 5** • Building social cohesion through education

- 6** • Building new futures for education

The chief executive officers were reconvened in September 2005 to review progress and to identify newly emerging issues that could be addressed in the 2007-2008 programme of work.

strategic
objectives



“No economy in the world can afford to neglect education.

The OECD aims to help countries improve the quality, equity and efficiency of their education systems through appropriate policies and practices. To ensure employability, policies for promoting lifelong learning have to be adjusted to changes in the economy and society.

The Directorate for Education will continue to assess the returns on financial and human resources invested in education. OECD studies show that one additional year of education in the OECD area, over time, generally increases economic output (GDP) by between 3 and 6%. Analyses of human capital also suggest significant positive effects on growth within countries.

It is also through education that societies can respond effectively to ethnic and cultural diversity as well as to students of all ages and those with special needs.

The Directorate for Education will work with member countries to build future scenarios for education, develop policies for continuing vocational training and focus on higher education with the meeting of OECD Education Ministers in Athens (June 2006).”

Barbara Ischinger

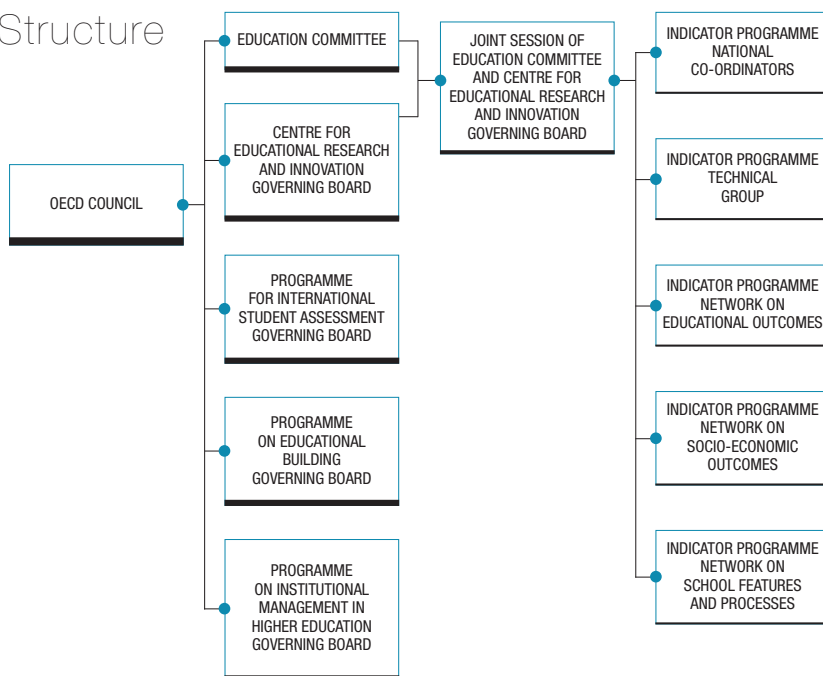
Governing bodies for the OECD's work on education

The work of the Directorate for Education is governed by five bodies, each with its own mandate and budget, under the governance of the OECD Council. The work on education statistics and indicators is governed by the Education Committee and the Governing Board of the Centre for Educational Research and Innovation meeting in joint session. That work is undertaken through a series of working groups and networks in which countries are actively involved.

Education

Committee

Structure



The work of the Education Committee is funded through the core budget of the OECD. The work of the Centre for Educational Research and Innovation (CERI), the Programme for International Student Assessment (PISA), the Programme on Institutional Management in Higher Education (IMHE) and the Programme on Educational Building (PEB) is funded by participating countries and organisations. National contributions are based on the size of each member's economy. Countries may also make separate contributions to particular programmes or projects. The annual expenditure of the Directorate is around EUR 15 million.

Chile, Estonia, Israel, the Russian Federation and Slovenia currently participate in the Education Committee as observers. Chile and Israel also participate as observers in the CERI Governing Board. For PISA 2006, 28 non-members have joined the 30 OECD member countries.

The Directorate for **Education's work**

The Directorate for Education's work is carried out in seven areas, each shaped by the strategic objectives of the work on education as a whole to ensure that synergies are achieved and duplication of effort avoided.

The seven areas are:

● **Education and Training Policy (ETP)**

The work is governed by the Education Committee and undertaken by the Education and Training Policy Division.

● **Centre for Educational Research and Innovation (CERI)**

The work is governed by the CERI Governing Board and undertaken by the Centre for Educational Research and Innovation.

● **Indicators of Education Systems (INES)**

The work is governed by the Education Committee and the CERI Governing Board meeting in joint session and undertaken by the Education Indicators and Analysis Division.

● **Programme for International Student Assessment (PISA)**

All member countries participate in PISA, together with non-members as observers. More than 25 partners are expected for PISA 2006. The work on PISA is undertaken by the Education Indicators and Analysis Division.

● **Programme on Institutional Management in Higher Education (IMHE)**

There are approximately 200 members, including around 130 individual universities. Others include national education ministries or their higher education divisions and conferences of rectors/vice-chancellors. The work is governed by a representative Governing Board and undertaken by the Education Management and Infrastructure Division.

● **Programme on Educational Building (PEB)**

The programme has 15 OECD countries as members and 12 associate members (two non-members countries, eight regional authorities and two research institutes from four further OECD countries). The work is governed by a representative Governing Board and undertaken by the Education Management and Infrastructure Division.

● **Unit for Co-operation with Non-Member Economies (NME)**

Many non-members are involved in different parts of the OECD's work on education. Involvement includes full participation in particular activities, a review of some part or all of the non-member country's education system and participation in the OECD's Global Forum on Education. The work is governed by the Education Committee in consultation with the OECD Committee on Co-operation with Non-Members and is undertaken by the Directorate for Education's Unit for Co-operation with Non-Member Economies.

The details of the programme are outlined in the following pages, with the contributions from each of the seven areas indicated in summary figures. Darker shading in cells in these figures indicates a sole or dominant role. Lighter shading indicates lesser or more evenly shared roles. The shading in the figures does not necessarily reflect the financial magnitude of an activity. PISA, for example, represents around 30% of the Directorate's budget but has only a few shaded cells since its work is concentrated in a few activities.

Strategic objective 1

Promoting lifelong learning and improving its linkages with society and the economy

Education systems both reflect and influence social and cultural traditions and the social and economic dynamics of society. Fiscally, education systems are one of the largest areas of public spending; virtually everyone in society has direct economic and social stakes in the outcomes of education. Consequently, education policies, especially the policies for promoting lifelong learning, must be developed in coordination with external stakeholders and closely linked to a range of other policies. The Directorate for Education's work under this strategic objective seeks to promote lifelong learning and to strengthen the impact of education on society and the economy.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Improving early childhood education and care policies							
Developing and measuring adult competencies							
Enhancing the economic impact of human capital							
Investigating the social outcomes of learning							

Improving early childhood education and care policies

Early childhood education and care policies lie at the intersection of lifelong learning, family, labour market and social support policies. The Education Committee is finalising a review of early childhood education and care policies in 20 countries. With attention to linkages with other policy areas, proposals are being developed on the key themes of: (i) access; (ii) quality; (iii) equity; (iv) funding; (v) monitoring and accountability; (vi) curriculum and pedagogy; and (vii) parental and community outreach. Further work is to be pursued through a policy research network and a dissemination programme. PEB will identify examples of successful and innovative facilities for early childhood education and publish advice for designers and policy makers.

Developing and measuring adult competencies

The Education Committee and the Employment, Labour and Social Affairs Committee are reviewing policies to foster greater and more equitable participation in adult learning. Issues being explored include: (i) recognition of informal and non-formal learning; (ii) financial support mechanisms; (iii) delivery and quality control; and (iv) policy coherence. The two Committees are also investigating the transition of young people into the labour market, with a focus on policies that combine formal education and training with work incentives to enter and stay in the labour market.

Qualification arrangements can be important mechanisms for developing more open and effective systems of lifelong learning and for strengthening the linkages between learning, enterprise training and the labour market. Recognition of informal and non-formal learning can provide incentives for participating in learning. The Education Committee is investigating the role of qualifications system, especially the

impact of policies and arrangements for credit recognition and transfer, in promoting lifelong learning. The work is undertaken in co-operation with the European Commission, the International Labour Organization (ILO) and the European Training Foundation (ETF) among others.

The Directorate for Education and the OECD Directorate for Employment, Labour and Social Affairs are developing a strategy for the measurement of adult competencies believed to underlie both personal and societal success. If implemented, the strategy would provide empirical evidence on variations within and between countries in the level of adult competencies. This, along with evidence on social and economic outcomes at individual and aggregate levels, would provide a rich new data base for investigating the impact of competencies on economic and social outcomes and for evaluating the performance of education and training systems in generating required competencies.

Enhancing the economic impact of human capital

The contribution of education to economic development features in much of the work of the OECD as a whole. The Economic and Development Review Committee addresses structural issues, often including education, in its regular reviews of member countries' economies. The Directorate for Education contributes to these reviews data and insights from its work with the countries. In addition, the Directorate contributes to the OECD Economics Department's newly-established, annual review of structural reforms that builds upon the reviews of individual member countries' economies.

ETP and INES are working with several other Directorates and Committees on a specific project to improve understanding of the role of human capital and intellectual assets in economic performance. The Directorate for Education's contribution involves developing more refined measures of human capital stock with the objectives of: (i) assessing the contribution of different types of human capital in creating economic value for the individual, the enterprise and the economy; (ii) improving incentives for investment in such human capital; and (iii) improving coherence among education, economic, accounting and tax policies dealing with investment in human capital.

IMHE is collaborating with the OECD Public Governance and Territorial Development Directorate in a comparative review of how higher education institutions can make a contribution to economic development at the regional level, within countries, by reinforcing partnerships between institutions and regions.

Investigating the social outcomes of learning

CERI and INES are together investigating the ways in which learning can produce social outcomes, and the best methods for pursuing the measurement of how this occurs. Initially the activity will focus on four key social domains where learning may have an effect – health (physical and mental), civic engagement, social exclusion and family functioning. The primary goals are to: (i) map the relationships between learning and these social domains, and specify the possible causal mechanisms; (ii) clarify and resolve methodological issues in the measurement of the social outcomes; (iii) evaluate the feasibility of indicator development and related data collection; (iv) analyse empirically the relationship between learning and social outcomes; and (v) explore the implications of these analyses of education for other social and economic policies.

objective **one**

Strategic objective 2

Evaluating and improving outcomes of education

Compelling incentives for individuals, economies and societies to raise levels of education are a driving force for governments to improve the quality of educational services. The prosperity of countries now derives to a large extent from their human capital and individuals need to advance their knowledge and competencies throughout their lives in order to succeed in a rapidly changing world. Education systems need to lay strong foundations for this, by fostering knowledge and competencies and by strengthening the capacity and motivation of adults to continue learning beyond school.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Evaluating the learning outcomes of schooling							
Developing quantitative comparisons of systems							
Analysing and improving policies and practices							
Linking learning science, brain research and education							

Evaluating the learning outcomes of schooling

Students, parents, teachers, education system managers and the general public all seek information on how well education systems prepare young people to meet future challenges. Many countries monitor learning outcomes to provide this information and comparative, international evaluations can provide a larger context within which to interpret national results. PISA offers three-yearly assessments of 15-year-olds that cover knowledge and competencies in a broad range of subject areas as well as students' motivation to learn, their perceptions of the role of the subjects in opening and shaping career and life opportunities, and their beliefs about themselves and their learning strategies. By highlighting areas of relative strength and weakness and by showing, through the highest achievers, what is already possible, PISA's international comparisons can suggest policies and practices worthy of consideration in both member and non-member countries seeking to improve their performances. The third PISA assessment will be conducted in 2006.

Developing quantitative comparisons of systems

Policies to improve the outcomes of learning depend on reliable information about the human and financial resources invested in education, on how education systems operate and evolve, and on the output of educational institutions. INES establishes a rich and internationally comparable array of education indicators. Published annually in *Education at a Glance*, these are used extensively in national policy development and debate as well as in OECD work. The basic data collection for this is undertaken jointly with the European Commission and UNESCO, while four country-sponsored INES networks work on broadening the coverage of the indicators and consolidating their methodology.

Current priorities for further development include: (i) measurements of the economic and social outcomes of qualifications; (ii) measurements of the graduate output of educational institutions; and (iii) data on the learning environment at school, including a first survey-based comparison of teachers and teaching.

Analysing and improving policies and practices

The Education Committee's programme of work includes peer reviews that provide countries with analyses of problems and recommendations for policy reform. Both members and non-members can request reviews. Continuing analyses of PISA data also provide insights into factors associated with the development of individuals' knowledge and competencies at home and at school, as well as insights into how these factors interact and their implications for policy development.

Finding what will work in a particular local or national context is a key step in linking comparative data with educational practice. CERI's What Works in Innovation Programme is examining effective learning, teaching and assessment practices throughout the lifespan, with a particular emphasis on formative assessment. In 2006, the focus is on innovative practice with adult learners, specifically those with low basic skills.

The Directorate for Education is collaborating with the OECD Global Science Forum and the OECD Directorate for Science, Technology and Industry in developing policy strategies to counter declining student interest in some countries in science, mathematics and technology, and to improve the supply of high-quality tertiary graduates in science and technology.

The Education Committee held the first Global Forum on Education in 2005 with the aim of enhancing international co-operation and the exchange of experiences in education policy and development between OECD countries and non-members.

The main policy evaluation work of the Directorate is disseminated through a range of publications covering specific subject areas. The annual publication *Education Policy Analysis* summarises key work in a widely accessible form.

Linking learning science, brain research and education

CERI also aims to improve educational outcomes by providing a better understanding of learning processes. International, interdisciplinary networks of researchers and education policy makers have been established to synthesise published and emerging work in learning science and brain research most relevant to literacy, numeracy and adult learning. Efforts are also underway to connect findings with observed learning outcomes obtained through the PISA assessments.

objective
two

Strategic objective 3

Promoting quality teaching

The quality of teaching is a key determinant of student learning. It depends on the quality of the people in the teaching profession, their initial teacher education and their continuing professional development, and their work practices and working environment. Teachers constitute the largest component of education expenditure – around 60%, on average, in OECD countries.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Restructuring teachers' work and careers							
Improving leadership in schools							
Developing indicators on teaching and learning							

Restructuring teachers' work and careers

In almost all of the countries that participated in the OECD teacher policy study *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, the structure of teachers' work and careers is being extensively debated. Issues under debate include providing more flexibility in attracting recruits in short supply, giving teachers clearer incentives to improve their performance, providing greater variety in the teaching career and attracting teachers to work in difficult-to-staff locations. Such proposals are often highly contentious, however, especially where teachers themselves perceive that they will have little opportunity to influence the criteria for rewarding teachers or the decisions involved.

Current work with countries that have introduced new approaches to the structure of teachers' work and careers is investigating in more detail: (i) the processes by which the new approaches to teachers' work and careers have been developed, implemented and evaluated; (ii) the role of stakeholder groups, including teacher unions and school principals, in the development and implementation of the changes; (iii) evidence on the impact of restructuring on the quality of teaching and learning; and (iv) the factors that are important in determining whether such schemes are successfully introduced.

Improving leadership in schools

A common trend in OECD countries in recent years has been to devolve greater decision-making responsibility to the school level. Such responsibilities often require new sets of skills, and the capacity of school systems to improve their operations will be critically dependent on the supply of able and committed school leaders. Some countries, however, are struggling to attract well-qualified applicants to take on leadership roles. In addition, despite the changing roles and expectations of school leaders, it seems that most receive little formal or structured preparation for the job.

Current work is investigating different approaches of the development of school leaders to identify innovative and successful policy initiatives and practices and to facilitate exchanges of lessons and policy options among countries.

Developing indicators on teaching and learning

There are relatively few internationally comparable data available on teachers, teaching and learning; this limits the capacity for analyses of the impact of different teacher policies and practices. INES is developing an international teacher survey to provide information on many of the policy issues identified in *Teachers Matter*. Some schools involved in PISA will be included, but with a data collection later in 2006 than the main PISA 2006 survey. In addition, work is continuing to further develop country-level indicators on the learning environment and organisation of schools by improving the existing system-level indicators on the working conditions of teachers and through further exploitation of other data sources covering the work of teachers (e.g. PISA).

objective
three

Strategic objective 4

Rethinking tertiary education in a global economy

In recent decades, tertiary education has grown and diversified in all OECD countries. Governments are major players in the sector but they are not the only stakeholders: there is competition among established and emerging providers while learners (and their families and employers) are more sophisticated and demanding. Fiscal pressures continue. The international nature of the market is becoming more evident. In this context tertiary policy must meet broad policy objectives – social cohesion and growth – within a governance framework that encourages institutions collectively to fulfil multiple missions.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Evaluating tertiary education policy							
Monitoring internationalisation and trade in education							
Enhancing institutional governance and management							
Improving indicators on tertiary education							

Evaluating tertiary education policy

The tertiary sector is under pressure to provide more tertiary-level learning and more differentiated competencies for a more diversified clientele. The sector is expected to respond to the needs of the knowledge economy, the labour market and the local community, as well as to the individual learner. It has to contribute to equity, ensure quality and operate efficiently. The cost and funding of this expansion are important issues involving questions of balance between public and private sources and the extent of any contribution required from individual learners. Questions of institutional status and mission are also involved. The Education Committee is undertaking a cross-country review of tertiary education that will examine this broad range of issues. IMHE is contributing an institutional perspective to the policy discussions.

The Directorate is also working with the Economics Department on the financing of higher education and the OECD Public Governance and Territorial Development Directorate on the role of regulatory frameworks in effective sharing of public and private responsibilities and resources in the development of the higher education sector.

Monitoring internationalisation and trade in education

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 represents 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 Education Committee will oversee implementation of the guidelines. IMHE, through the Internationalisation Quality Review, focuses on institutional strategies.

Enhancing institutional governance and management

Devolved governance and greater institutional financial responsibility are rendering less clear the role and responsibility of institutions in delivering broad policy objectives. IMHE is studying the impact of changed funding systems on institutions, following work on policies for improving institutional financial sustainability. The Education Committee's comparative review of tertiary education will contribute on these issues, especially on government's approaches to governance of tertiary institutions and their impact on efficiency and quality of service. Current work also focuses on human resource development, research management and internationalisation. IMHE helps its members to build capacity in institutional management through leadership development seminars, the biennial general conference (next in September 2006), the journal *Higher Education Management and Policy* and other reports, and a series of international meetings on specific issues. PEB works with IMHE to examine trends in the provision of tertiary education facilities.

Improving indicators on tertiary education

INES develops statistics and indicators for tertiary education on access and participation, finance and investment, and labour force attainment and rewards. Development work will focus on indicators on the financing of tertiary education, including household payments and public subsidies, and on the internationalisation of tertiary education. The latter will seek to capture more comprehensive data on mobility, including data by field of studies. In addition, INES will continue to develop its indicators on educational attainment and labour force participation, labour market earnings and the returns to education for the individual and for society.

objective four

Strategic objective 5

Building social cohesion through education

Alongside their function of developing the knowledge and competencies of individuals, education systems also have broader social objectives, including that of building social cohesion. This raises important issues about equity in education generally and, more particularly, the circumstances of particular vulnerable social groups, such as those with special educational needs, migrants and minorities. Safety in schools is another important consideration.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Improving equity in opportunities and outcomes	■		■				■
Improving outcomes for students with special needs		■		■		■	■
Responding effectively to ethnic and cultural diversity		■		■			
Making schools safe and secure	■					■	

Improving equity in opportunities and outcomes

Equity is a central consideration in all the work on education, with strong links to all the strategic objectives. It is the direct focus of a current cross-country review, undertaken by the Education Committee, which is looking at equity across the lifecycle in order to develop key policy principles of equity, covering matters such as access and selection, fairness in funding, and availability of data. The review involves intensive work with ten countries.

Improving outcomes for students with special needs

The work on students with special needs is developing information and policy options for countries in order to improve the students' learning outcomes. Different country approaches and definitions mean that widely varying proportions of students are treated as having special needs in different countries. Policies for such students also vary, particularly in the balance of provision between separate schools and inclusion in regular schools with additional assistance. The work involves: (i) improving statistics and indicators on students with special needs, including those in a growing number of non-members in Latin America and, potentially, in Africa and other regions, and feasibility work on the extension of PISA to the full range of students with special needs; (ii) identification of programmes that are particularly effective in assisting the transition from school to work for students with special needs; and (iii) identification of best practice in the design of school facilities for students with special needs.

Responding effectively to ethnic and cultural diversity

Increasing ethnic and cultural diversity presents opportunities as well as challenges to countries and educational systems. Issues arise of language and multicultural education, of combating prejudice in the majority population, and facilitating integration. At the same time, the challenges faced by indigenous population groups are often strikingly different from those of new immigrants. Current work involves:

(i) six countries participating in CERl's Youth Empowerment Partnership Programme which brings together public, private and independent sectors to work collaboratively to improve communities for at-risk students and under which innovations funded by foundations are being evaluated; and (ii) a study, based on PISA 2003 data, of the educational attainment of children of migrant origin.

Making schools safe and secure

A safe and secure environment is a prerequisite for effective teaching and learning. Threats can arise from natural hazards such as earthquakes, floods and storms, or from human actions such as bullying, violence and crime. Two strands of work are under way. The first involves an examination of the role of facility designers, institutional managers, emergency response and post-crisis intervention teams in mitigating the negative impacts of catastrophic events. Building on an initial focus on earthquake safety, further work will develop a generic approach to risk assessment that will help schools and education authorities prepare for natural and man-made disasters. The second strand is concerned with school bullying and violence. Following an international conference on the topic, an international network on school bullying and violence has been established, with the objective of sharing country experiences in policies and practices to combat bullying and violence in schools.

objective **five**

Strategic objective 6

Building new futures for education

Educational policy is frequently formulated under intense pressures – political, demographic, social and economic. As education systems seek to be more sensitive to demands from learners and less to the needs of the systems themselves, better informed decision making and knowledge management in the education sector are increasing priorities, and there is the need to develop strategic, longer-term perspectives for policy, leadership and investment in infrastructure.

	ETP	CERI	INES	PISA	IMHE	PEB	NME
Improving knowledge management in education							
Schooling for tomorrow							
Building future scenarios for tertiary education							

Improving knowledge management in education

In advanced 21st century societies, the management of knowledge is as fundamental as the management of more traditional educational resources (personnel, finance and facilities), but knowledge management in education tends not to be well developed. Many countries are now actively seeking to build their educational research and development capacity. Accordingly, CERI has reviewed education research policy in a number of countries and examined knowledge management in other sectors (software, microelectronics, healthcare and pharmaceuticals). It is now linking this work on strategies to develop the evidence base for education policy and practice, including: (i) experimental studies with random assignment to treatment and control conditions; (ii) the interaction between research and policy; and (iii) the use of brokering agencies to make the knowledge base more accessible. This work is being used in a range of activities with non-members.

Schooling for tomorrow

In a world of rapid change and uncertainty, the need to foster education's capacity for long-term strategic thinking is a high priority. The CERI Schooling for Tomorrow Programme is recording approaches to reform and leadership that build long-term strategic capacity to create a futures knowledge base for educators, leaders and policy makers. Having laid the ground in a small number of educational systems, the project is now widening country participation. It is embarking on a new round of conceptual and methodological development regarding scenarios and driving forces and is analysing the demand for schooling in terms of expectations, influence and choice of different stakeholders. It is turning attention on to models of learning – whether in innovative schools/networks or in less institutionalised settings – including the role of information and communication technology (ICT). Facilities are important, but often neglected, elements of the learning equation and PEB is examining future designs and changes required in existing facilities to meet emerging demands.

Building future scenarios for tertiary education

As a complement to work under Strategic Objective 4, CERI is investigating what roles universities might play in developed countries over the next 15 years. It will elaborate a small number of robust scenarios to show options for the future of university and tertiary education systems, to create a common understanding of the socio-economic changes affecting these systems, to stimulate policy debate and to help stakeholders in proposing adequate responses to the changes.

Important considerations in this work are: (i) the changing demographic context; (ii) avenues opened by new information and communication technologies for learning, teaching and research; (iii) the rise of market forces and new governance paradigms; (iv) the internationalisation of higher education; the changing demand for new qualifications; (v) the funding of tertiary education; and (vi) the recruitment and retention of students and faculty. The work also gives a strong emphasis to lifelong learning – with the ageing of the population in many OECD countries, will tertiary education systems handle more aspects of lifelong learning, or will lifelong learning mostly take place outside the formal tertiary education system? CERI will analyse the trends in this field and envision what possible, feasible and desirable scenarios the future might bring. PEB and IMHE will look at the infrastructure and management implications at institutional level.

There is considerable policy interest in understanding and optimising the potential of ICT for learning. In consultation with IMHE, CERI is now carrying out a study to improve the understanding of international trends and good practice in e-learning in tertiary education. Central to this study is an in-depth survey of practice in particular post-secondary education institutions. The next step will be a mapping of initiatives using information and communications technology to provide open access to educational resources.

objective
six

Directorate for **Education Staff**

The Directorate consists of 75 economists, policy analysts, social scientists, statisticians and support staff from OECD countries. The official working languages are English and French. The organisational structure is:



Directorate Organigramme

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Current job vacancies are open to nationals of OECD member countries and are published on www.oecd.org/hrm. In addition, the Directorate works with a network of external consultants, universities and research institutes. Calls for tender for the projects in the area of education are published on www.oecd.org/pcm.

The OECD's work on Education **and the public**

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