

# Educational Research and Innovation: the value of international comparative work

Tom Schuller

Centre for Educational Research and Innovation,  
OECD

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## Outline of presentation

- Overview of the work of CERI at OECD
- Reflection on the functions of comparative work
- Presentation of two CERI activities to illustrate these functions
- Invitation !



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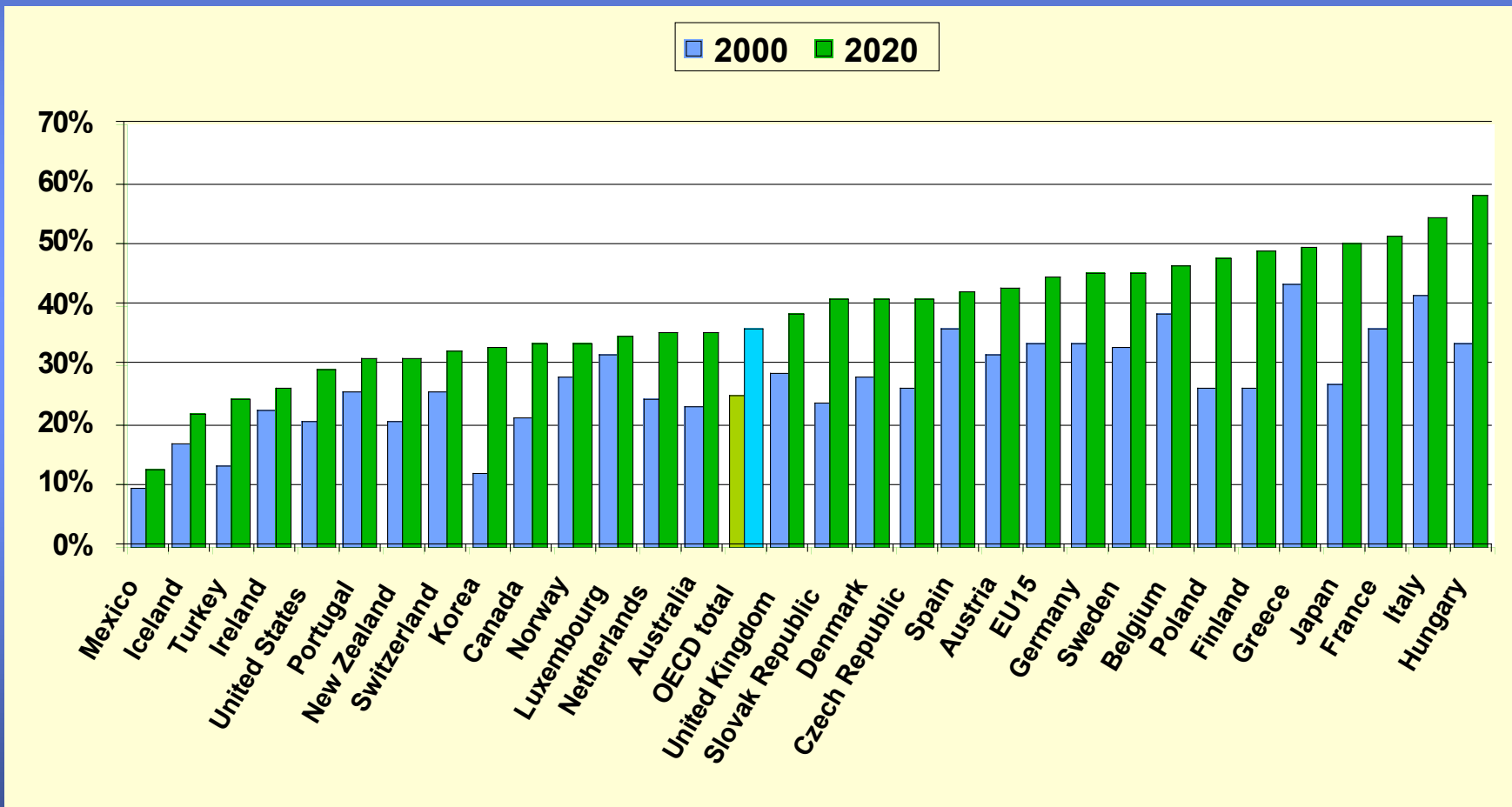
IMHE/PEB



## Key messages from CEOs Copenhagen meeting

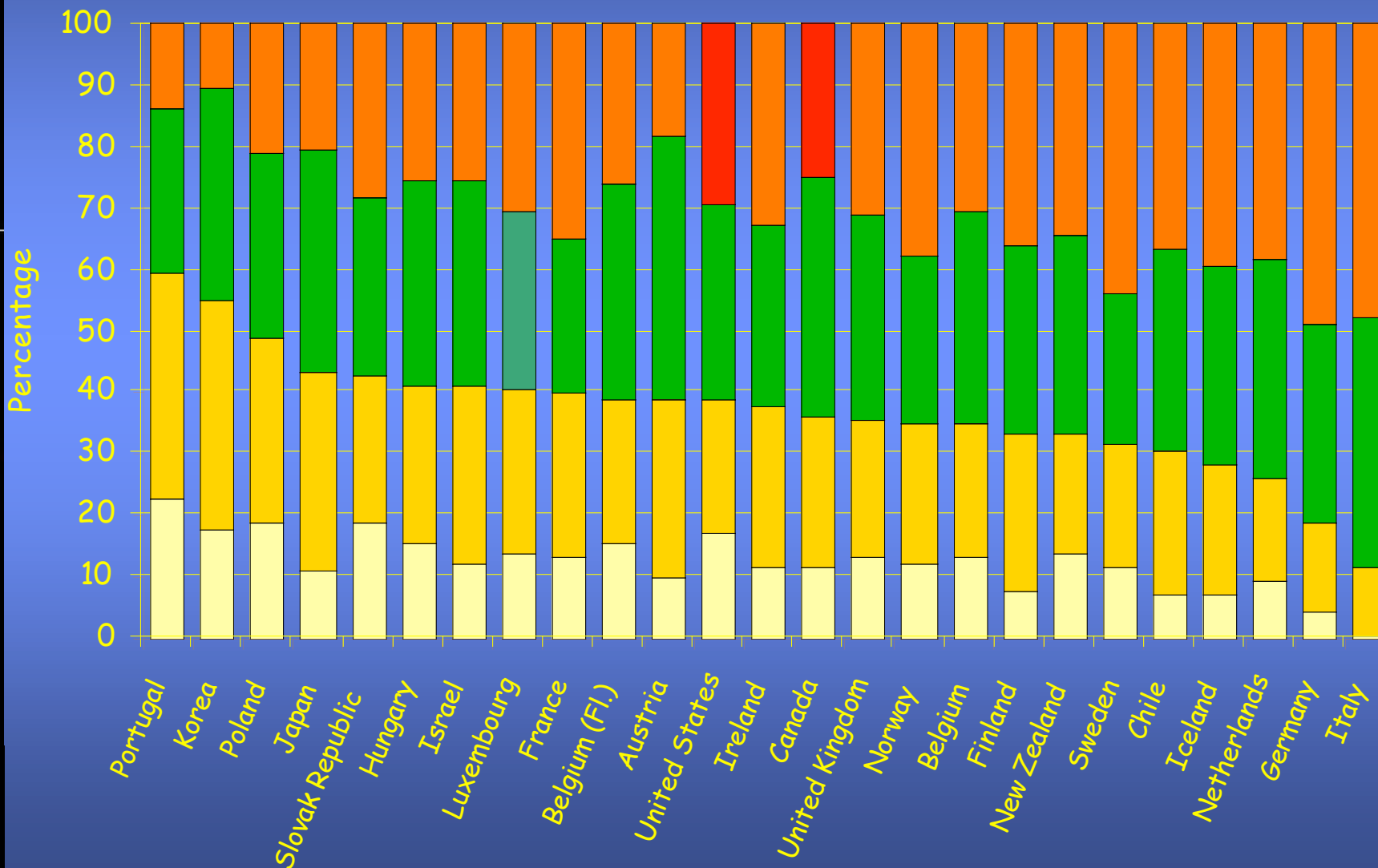
- Frameworks and evidence on economic and non-economic returns to educational investment
- Reconciling quality, equity and efficiency
- Retaining a lifelong learning perspective, including vocational education
- Handling migration, cultural diversity and globalisation
- Building a good evidence base

# Ratio of the population aged 65+ to the labour force (%)



# Distribution of teachers by age group, secondary education, 2002

■ Aged 30 years or under    
 ■ Aged 30-39 years    
 ■ Aged 40-49 years    
 ■ Aged 50 years or older

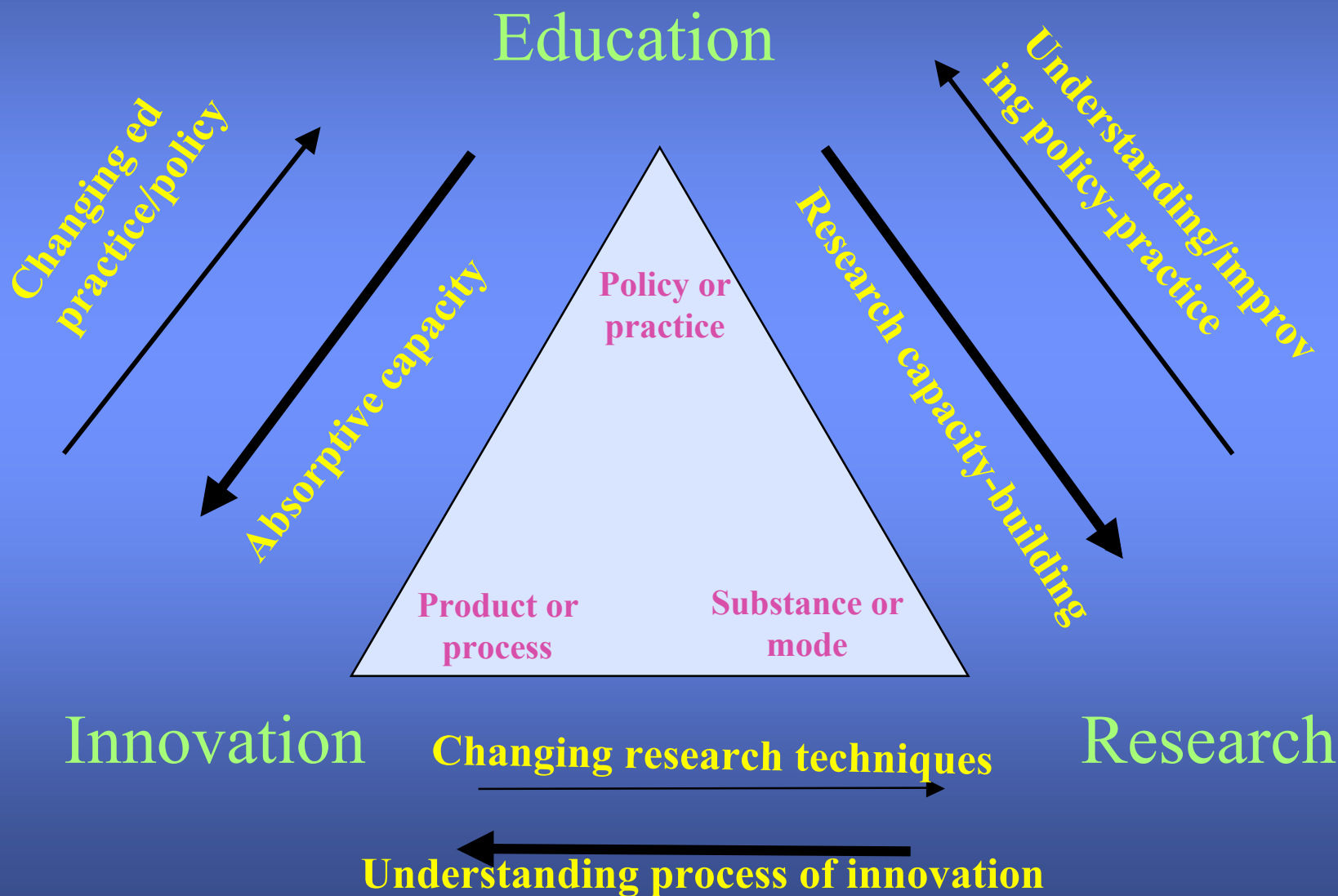


Source: OECD Education Database, 2004.

# Policy context

- Many countries now have a once-in-a-generation opportunity to shape and benefit from substantial changes in the teacher workforce:
  - ☞ Many new teachers will be starting in the next 5-10 years
  - ☞ A younger workforce implies less budgetary pressure, and potentially frees resources for renewal and development
  - ☞ But, if teaching is not perceived as an attractive profession for able people, and teaching does not change in fundamental ways, school quality could decline

# The IRE (or ERI) nexus



## CERI Activity 1

# What Works: Formative Assessment

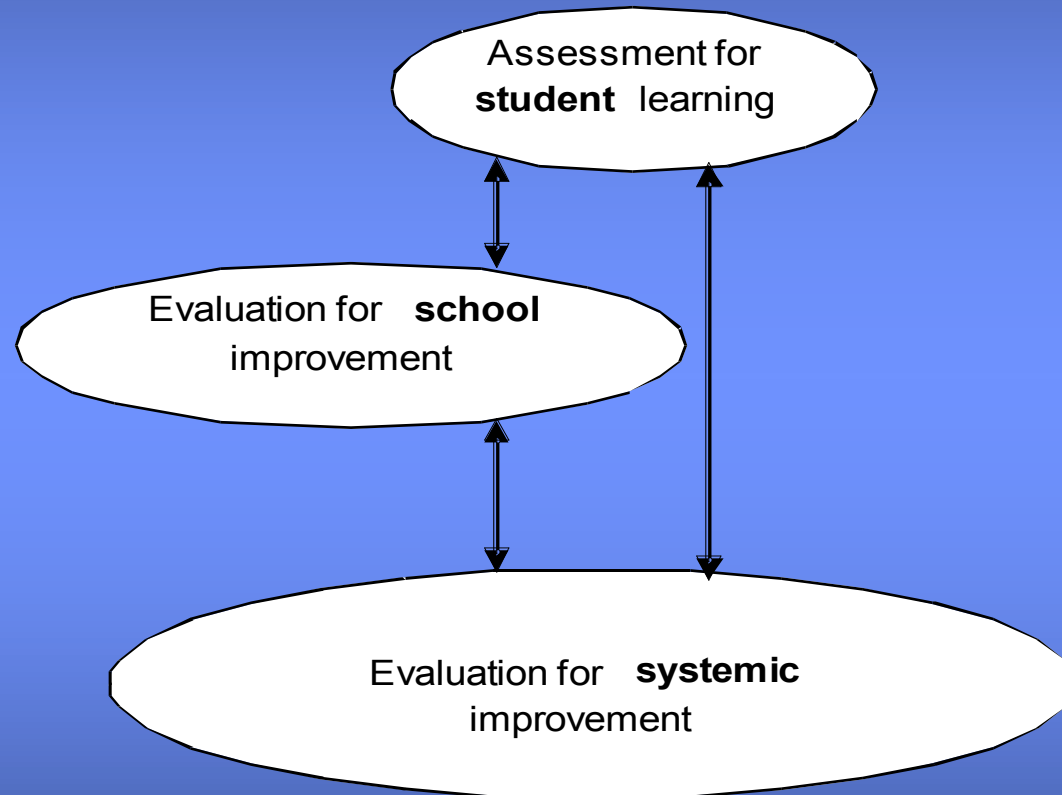
- ❑ “Frequent, interactive assessment of student progress and understanding, and adjustment of teaching to meet identified student needs.”
- ❑ “The gains in [student] achievement appear to be quite considerable, and ... among the largest ever reported for educational interventions.” (Black & Wiliam, 1998)
- ❑ *Formative Assessment: Improving Learning in Secondary Classrooms* CERI/OECD 2005

## Learning from "What Works"

Nineteen case studies in eight OECD countries:

- Australia (Queensland)
- Canada (Saskatchewan, Newfoundland & Labrador, Québec)
- Denmark
- England
- Finland
- Italy
- New Zealand
- Scotland

## Formative assessment can shape improvements at every level of the system



Information gathered at each level of the system can be used to identify strengths and weaknesses, and to shape strategies for improvement.

## Direct Benefits

- ❑ Improvements in the quality of teaching
- ❑ Stronger relationships with students and increased contact with parents
- ❑ Greater student engagement
- ❑ Different and better work products from students
- ❑ Increased student retention and attendance
- ❑ Gains in academic achievement, greater attention to weaker students

## Policy options

- ❑ *Legislation* supporting the practice of formative assessment and establishing it as a priority
- ❑ Efforts to *encourage the use of summative data for formative purposes* at the school and classroom levels.
- ❑ *Guidelines* on effective teaching and formative assessment practices embedded in national curriculum and other materials.
- ❑ *Provision of tools and exemplars* to support effective formative assessment.
- ❑ Investment in *special initiatives and innovative programmes* incorporating formative assessment approaches.
- ❑ Investment in *teacher professional development* for formative assessment.

## CERI Activity 2

### SOL (Social Outcomes of Learning)

Overall goal: develop and apply frameworks and models for understanding the social outcomes of learning

#### Main domains

- Health (mental and physical)
- Civic and social engagement

#### Horizontal themes:

- Intergenerational effects
- Distribution effects

[www.oecd.org/edu/socialoutcomes/symposium](http://www.oecd.org/edu/socialoutcomes/symposium)

## SOL: classifying outcomes

	(A) Private	(B) Public
(1) Monetary	Earnings, income, wealth Productivity	Tax revenues Social transfer costs Health care costs
(2) Non- monetary	Health status Life satisfaction	Social cohesion Trust Well-functioning democracy Political stability

# SOL: Health

## Rationale:

- Health expenditure as % of GDP: 5% in 1970 to 8.8% in 2003. In all OECD countries, health expenditure rising faster than GDP.

Demographics: ageing populations estimated to drive rise of 3% of GDP in health expenditure by 2050 (HAG 2005)

*Obesity*: in ten OECD countries more than 50% of adults are now defined as either being overweight or obese. The cost of health care for obese people services is 36% higher, and the cost of medications 77% higher. Can education help?

*Depression*: Chevalier & Feinstein (2006) simulate effects of taking women without qualifications to Level 2 (just above basic) in UK: reduction of risk of depression at age 42, from 26% to 22%; estimated saving: £ 200m p. a.

## SOL: positive effect mechanisms:

- Behaviours: awareness, utilisation of information, future orientation
- Use of health services, health literacy
- Psychosocial effects
- Intergenerational effects, eg birthweight

Collateral benefits: eg of spousal education

**BUT: education as generator of inequality ?**

- relative impact of additional units of education
- differences between top and bottom of educational hierarchy

## CERI Activity 3

### Systemic Innovation in VET

- Develop a framework for SI work, specifically for this VET study and for further SI studies
- Apply this framework to VET innovation examples, across a range of sectors/types
- Enable peer learning on an on-going basis
- Draw lessons for VET innovation
- Draw lessons for innovation more generally

## SI: defining the scope

- *Schumpeter*: innovation as new combinations of existing resources
- Not just 'projects' but innovations which affect *relationships between different components of the system*

### Focus on:

- *Process*: how do VET systems go about introducing change?
- *Knowledge base*: what evidence do they draw on?
- *Monitoring and evaluation*: what criteria do they use for judging progress and results?

## Examples of SI types

- ❑ Creation of networks
- ❑ Incentives for innovation (financial or other)
- ❑ Capacity/competence-building
- ❑ New QA systems or other guidance/regulations
- ❑ Partnerships across sectors

These can be located in initial VET; tertiary VET; distance/E-learning; workplace/CPD.  
Or across several/all of these

## Outputs

- A conceptual framework on systemic innovation
- A typology of systemic innovation in VET (case studies).
- A benchmarking report on good practice (emphasis on use of evidence for innovation policies)
- A synthesis which brings together the lessons from inter-country comparisons of the VET sector.

## Concluding queries: what do you want from OECD's international work?

- Regulation?
- Statistics?
- Recommendations?
- Evaluation?
- Agenda -setting?
- Concepts and tools?
- Network-building?

Grazie!

[Tom.Schuller@oecd.org](mailto:Tom.Schuller@oecd.org)