

Developing students' creativity and critical thinking in education: from theory to practice

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There is a wide agreement that creativity and critical thinking, alongside other skills, have become under higher demand in the labour market. While education systems and higher education institutions are promoting these skills as important learning objectives, making it a reality has remained difficult because teachers and professors have remained unclear about what it means in practice. The OECD has worked over the past few years with a network of schools and higher education institutions to develop a language around creativity and critical thinking, a method to foster and assess them, and instruments to evaluate their impact. The outcomes of the schooling strand of the work were released last September (*Fostering Students' Creativity and Critical Thinking: What it Means in School*) while the higher education strand is ongoing, involving 26 higher education institutions in 14 countries.