

Education and Training Statistics

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AHELO (Assessment of Higher Education Learning Outcomes) Feasibility Study

Purpose

The purpose of the AHELO feasibility study is to assess whether it is possible to measure what undergraduate degree students know and can do at the international level, in order to provide better information to higher education institutions, governments and other stakeholders, including students and employers. This will entail an evaluation of the scientific feasibility of undertaking an international assessment of higher education learning outcomes (in generic and subject-specific skills) at the end of a Bachelor's degree programme, as well as gauging the feasibility of its practical implementation.

Objectives and outputs

In 2010, contractors have started work on the development, adaptation and translation of assessment frameworks and instruments in all 3 strands of work (generic skills, economics and engineering).

Non-member countries involved in the activity:

Colombia, Egypt, Other, Russian Federation

Main Developments for 2011

General aspects:

Work in 2011 will involve

- the small-scale validation of the assessment instruments in all 3 strands through focus groups of students in institutions
- the development of contextual surveys of students, faculties and institutions to better understand the contexts in which teaching and learning takes place
- pre-implementation work.

Subject to funding availability, the 2nd phase of work will be launched, i.e. the international implementation of instruments undertaken in participating countries and institutions.

Subject to funding, the implementation phase could also start in the Asia-Pacific region.

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Education (INES activities)

Purpose

To produce and publish indicators and analysis on the operation, evolution and impact of education, from early childhood through formal education to learning and training throughout life. The collected data cover the outputs of educational institutions, the policy levers that shape educational outputs, the human and financial resources invested in education, structural characteristics of education systems, and the economic and social outcomes of education.

Objectives and outputs

Production of indicators on the financing of education, participation in and graduation from education. Indicators on educational attainment of the adult population and associated labour market outcomes, teacher salaries and work conditions, and instruction time are provided by INES Networks LSO (Labour Market, Economic and Social Outcomes of Learning) and NESLI (Collection and Adjudication of System-level descriptive Information on Educational Structures, Policies and Practices).

The main publication is "Education at a Glance".

Main achievements in 2011 include the consolidation of the technical documentation of the education data collection, the development of indicators on the net present value of education, the relative earnings according to the level of educational attainment and the social outcomes of education as well as on how efficiently are resources used in education, on how do education systems monitor school performance. It also includes PISA 2009 results, the new indicators on school accountability, upper secondary and tertiary studies by field of education, upper secondary completion rates and the development of trend data on access and graduation to education and on financial aid to students. Ongoing methodological work includes: students' mobility and graduation comparability study, conceptual framework for the measurement of knowledge and skills, development of efficiency measures, consolidation of tertiary indicators and improvement of the quality of ISCED implementation.

Non-member countries involved in the activity:

Argentina, Brazil, China, India, Russian Federation

Databases

Education database

Main Developments for 2011

General aspects:

Education database will benefit from the OECD.Stat and MetaStore developments. Trend data will be reviewed. Data and indicator development will include improving the quality and relevance of the tertiary indicators on entry, graduation, tuition fees and student mobility, further developing the indicators on educational efficiency and on upper secondary completion rates. A programme of work will also continue to review comparability issues with the international education classification (ISCED) and to develop solutions to tackle these.

Data collection:

New quality and timeliness standards for data collection and indicator compilation will be introduced.

Inclusion of a new questionnaire on Completion rate and average duration of tertiary studies.

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Educational Facilities

Purpose

To develop international profiles on educational facilities policy and practice.

Objectives and outputs

The principal objective is to address the need for basic information on facilities-related issues, which commenced in 2009-10 in three data collections involving 11 countries: International Profile on Educational Facilities Policy and Practice; Questionnaire on Strategic Investment Planning (in collaboration with the EIB); and Survey on Space Standards.

Non-member countries involved in the activity:

Brazil

Main Developments for 2011

General aspects:

In 2011, information collection in the previous biennium will be expanded and synthesised, using the social networking site developed in 2010 as the dissemination tool. Information will continue to be collected and updated on current policy-related issues and challenges in countries, decision-making and procurement approaches, process for assessing needs in capital planning projects, and space standards.

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Indicators on Skills, Mobility and Job Quality

Purpose

To provide OECD Members with a statistical tool for better understanding the relationship between skills, mobility and job quality at the local level. This activity will contribute to the OECD Skills Strategy.

Objectives and outputs

As part of its 2009-10 Programme of Work, LEED has piloted a new statistical diagnostic tool in three countries (Canada, Italy and the United Kingdom) to better understand the balance between skills supply and demand at sub-regional level. In 2011-12 this tool will be applied in a broad set of countries, drawing on available data at TL3 level to produce composite indicators of supply and demand. Data will be collected for a number of indicators including qualification levels, productivity, occupational structure, wages, unemployment and migration at sub-regional level and analysed by the Secretariat. The work will be carried out in collaboration with ELS (Directorate for Employment, Labour and Social Affairs) and EDU (Directorate for Education) and is a key output within the OECD Skills Strategy.

Non-member countries involved in the activity:

Albania, Bosnia and Herzegovina

Main Developments for 2011

General aspects:

N/A

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Programme for International Student Assessment (PISA)

Purpose

The Programme for International Student Assessment (PISA) was created by the OECD member countries in 1997 to produce direct assessments of student performance, on a regular basis in an efficient, timely and cost-effective manner; and to provide more relevant and powerful indicators of human capital. PISA produces assessments of reading literacy, mathematical literacy, scientific literacy and a growing range of cross-curricular competencies among 15-year-olds in school.

Objectives and outputs

In 2011, following the release of the initial report of 2009 data in December 2010, there will be thematic reports produced on digital reading skills and the use of ICT, learning gains (based on the Canadian PISA cohort study) and children of immigrants. The results from the 9 additional countries who implemented PISA 2009 one year later will be published. In addition, there will be thematic reports produced from the PISA 2006 data on career expectations. Thematic analysis on the topics of family resources and of private schooling will be released as OECD working papers.

Non-member countries involved in the activity:

Albania, Argentina, Azerbaijan, Brazil, Bulgaria, China, Chinese Taipei, Colombia, Costa Rica, Croatia, Hong Kong, Indonesia, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Malta, Moldova, Peru, Republic of Montenegro, Republic of Serbia, Romania, Russian Federation, Thailand, Uruguay, Venezuela

Databases

PISA 2009 international database

Main Developments for 2011

General aspects:

General aspects:

2011 will be a further important year for reporting the results from PISA 2009. In addition, the field trial for PISA 2012 will be conducted among the 67 participating countries and economies.

Data collection:

The field trial for the PISA 2012 data collection will be conducted in 2011. As well as data collection in the core subjects of mathematics, reading and science (with mathematics the major domain), there will be data collection from the assessment of problem solving skills (entirely electronic assessment and data collection) and the optional assessment of financial literacy.

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Programme for the International Assessment of Adult Competencies (PIAAC)

Purpose

To identify and measure differences between individuals and across countries in key competencies and other economic and social outcomes believed to underpin both personal and societal success; assess their impact on economic and social outcomes; assess the performance of education and training systems in generating the required competencies at the levels required by social and economic demands; and identify key policy levers that lead to enhancing competencies and their effective utilisation.

Objectives and outputs

The objective for 2011 is to make final preparations for the main survey (in January-July) and to implement it (in August-March 2012).

Non-member countries involved in the activity:

Cyprus, Russian Federation

Main Developments for 2011

General aspects:

The project will enter the implementation phase and commence initial analytical works.

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Teaching and Learning International Survey (TALIS)

Purpose

To provide data and indicators on the learning environment in schools and about the work of teachers, as part of the OECD education indicator work.

Objectives and outputs

The further development of indicators and analysis of teachers, teaching and learning through further analysis of the first round of TALIS (thematic report on the working experience of new teachers) and preparation of a second round, for which data collection is scheduled to take place in 2012 and 2013.

TALIS focuses on the learning environment in schools, sampling teachers and school principals and aims to provide cross-country data, indicators and analysis on factors influencing effective teaching and learning and the working environment of teachers. The focus for the core survey of second round is lower secondary (ISCED Level 2), though countries also have the option to survey elementary (ISCED Level 1) and upper secondary (ISCED Level 3) schools.

Non-member countries involved in the activity:

Brazil, Bulgaria, Croatia, Latvia, Lithuania, Malaysia, Other, Republic of Serbia

Main Developments for 2011

General aspects:

The first round of TALIS was completed in 2009 with the first results reported in "Creating effective teaching and learning environments: First results from TALIS", published in June 2009. A selection of indicators was also published in Education at a Glance 2009 and in a thematic report by the European Commission "Teachers's professional development".

The work in 2011 will focus on further exploitation of the data from the first round of TALIS, including through the publication of a thematic reports on the working experience of new teachers and on innovation in education. The work during 2011 will also focus on the preparation of the next round of data collection, particularly on the development of the survey framework and questionnaires and on the pilot trial.