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An attempt of an output method for the PPPs in education : number of enrolled pupils and international tests results

It seems possible to base some first characteristics of future output based PPPs for spatial comparisons on the first directions of work set up by national accountants for national time comparisons (European handbook on price and volume, Atkinson review...).

The volume index proposed here will be the multiplication of a quantitative indicator (we suggest the number of enrolled pupils) with two qualitative indicators, the first one reflecting the “incremental contribution” of non market education services to the “level of skills and knowledge” of an average pupil, that is an outcome-based indicator derived from examination scores, and the second one (more residual) which reflects the auxiliary services provided with education (sometimes dormitory, free delivery of books, canteen...). The basic formula, applicable at the appropriate stratum, is therefore:

$I_{vol}(\text{transferred knowledge}) = I_{quant}(\text{number of enrolled pupils}) \times I_{qual\ edu}(\text{contrib. to scores at exams}) \times I_{qual\ aux}(\text{measure of auxiliary services})$

by level of education, stratified with ISCED-97.

Output should be derived of outcome by the neutralization of socio-economic and cultural background of the pupil. It should be possible with PISA, used for lower secondary education and perhaps primary education. PIRLS and TIMSS could also be used for primary education.

The normalization of PISA, PIRLS and TIMMS scores seems not needing to be modified by other theories like the human capital approaches.

More research must be done on tertiary education (stratification, measure of the outcome).

Market education could be treated as non-market education in “education services” as a whole.

A complete set of quantitative indicators could make the bridge between the education part of the Index of Human Development, the Lisbon indicators and the “quantitative” part of the PPPs.