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## **Review of European and OECD countries experiences from questionnaires on education services launched in June 2006**

The European “handbook on price and volume measures in national accounts”, published in 2001, was supposed to enter into force in 2006 for European countries, at least for the “old” Member States of EU-15, according to the European regulation 2002/990/EC.

For non market education, this was meaning that traditional input methods had to be removed and replaced by output methods.

The Handbook had defined pupil/student-hours or pupil/student numbers as the output *quantity* measure. These indicators had to be measured at the most detailed level of types of education possible (using the costs per type of education as weights) and suitably adjusted for quality.

The choice was more open for quality adjustment. The handbook mentioned three ways of finding information on *quality*, without giving formulas but warning that output was not to confuse with outcome:

- using direct quality information, for example from school inspections;
- using indicators on the quality of inputs, for example pupil/teacher ratios. In this case, the Handbook says this should be based on a sound analysis of the relationship between the pupil/teacher ratio and the quality of classroom teaching;
- using outcome-based measures, such as examination results or “moving up” pupils data.

Eurostat launched a questionnaire to European countries in early June 2006 to know more about what was used in practice, so recently. This questionnaire had the aspect of an Excel table, crossing the ISCED-97 strata (levels of education) in columns and questions about quantity indicators, quality adjustment, weights and sources in rows.

The OECD, which was planning such a questionnaire for its “non market project”, launched a similar questionnaire to OECD non-European countries in mid-June 2006, but under a Word format with more numerous questions (consistent with Eurostat’s), for it was of course less obvious that non-European countries had undertaken output methods, and had then followed the European handbook recommendations.

At the time being, even if some questionnaires are still missing and some clarifications would be useful, it can be seen that at least 17 OECD and European countries will have applied output methods in non-market education services by the end of 2006, and that they will become a majority in short term.