

Education and Training Statistics

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Education

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 B and C.

The main publication is "Education at a Glance".

Main achievements in 2009 include the consolidation of the technical documentation of the education data collection, the development of indicators on how the socio-economic status of their parents affect students' participation in higher education, on how efficiently are resources used in education, on how prevalent are vocational programmes, on how do education systems monitor school performance. It also includes the indicators on 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:

Brazil, Chile, Estonia, Israel, Russian Federation, Slovenia

Databases

Education database

Main Developments for 2009

General aspects:

Education database will benefit from the OECD.Stat and MetaStore developments.

Data and indicator development will include improving the quality and relevance of the tertiary indicators on entry, graduation, survival and student mobility, further developing the indicators on educational efficiency and on financial aid to students. A programme of work will also begin 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 create an international dataset and indicators on educational facilities.

Objectives and outputs

Currently, instruments are being developed to collect basic data, including administrative data and information on national standards, guidelines, etc. relating to educational facilities. The framework for this data collection is based on the results of the 2006 survey on availability of data on educational facilities; the outcomes of a recent working group meeting on Evaluating Quality in Educational Facilities; and the Programme on Educational Building (PEB) Organising Framework for Evaluating Quality in Educational Facilities.

The objective of the first data collection on educational facilities, which will involve 10 to 15 countries, is to create draft indicators on educational facilities, for possible inclusion in the annual publication Education at a Glance.

Non-member countries involved in the activity:

Brazil

Main Developments for 2009

General aspects:

To hold the first meeting of the Group of National Experts on Educational Facilities Evaluation, which was approved by OECD Council in 2008. The Group will co-ordinate all activities in this area, including those listed below.

To address the need for basic information on facilities-related issues – some of which in the longer term could be used to generate internationally comparable indicators – “country profiles” on educational facilities will be created.

The profiles would be available as an on-line database, containing quantitative and qualitative data, including metadata. Participating countries would be requested to update existing information each year. It is important to note that the OECD Education Database contains much relevant data. Although few data relate directly to facilities, data for example on the structure of the education system (i.e. “country mappings”) and capital expenditure would be used to complement the PEB profiles.

The profiles would comprise three elements: basic data, information on existing definitions and standards and other descriptive information.

Importantly, each element of the country profile would address the three policy areas, in addition to the principles and criteria of quality in educational facilities defined in the PEB Organising Framework on Evaluating Quality in Educational Facilities (www.OECD.org/edu/facilities/evaluatingquality for the complete framework). This proposal is fully described in EDU/PEB(2007)4.

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Programme for International Student Assessment

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 2009, thematic reports will be released in analysing the PISA 2006 data pertaining to the Teaching and Learning of Science, Top performers in Science, Overcoming socio-economic disadvantages, Gender differences, and The Relationship between the PISA and TIMSS Assessments. Country notes will be developed. A technical report for PISA 2009 and the second edition of the PISA Data Analysis Manual will be published as well.

The main study of PISA 2009 is implemented in 2009. A framework publication for PISA 2009 will be released.

Non-member countries involved in the activity:

Albania, Argentina, Armenia, Asia, Azerbaijan, Belarus, Bolivia, Bosnia and Herzegovina, Brazil, Bulgaria, Chile, China, Chinese Taipei, Colombia, Croatia, Cyprus, Ecuador, Estonia, Europe, Georgia, Hong Kong, India, Indonesia, Israel, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Macedonia, Malaysia, Malta, Moldova, Mongolia, Morocco, Other, Peru, Republic of Montenegro, Republic of Serbia, Romania, Russian Federation, Serbia and Montenegro, Singapore, Slovenia, South Africa, Tajikistan, Thailand, Turkmenistan, Ukraine, Uruguay, Uzbekistan, Venezuela

Databases

PISA 2006 international database

Main Developments for 2009

General aspects:

In 2009, the project enters a phase of implementing a new round of the survey—PISA 2009. A framework publication for PISA 2009 will be released.

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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 2009 is to prepare for the field trial which will be undertaken in 2010. This involves the finalisation of instruments and questionnaires, release and testing of the computer delivery platform, and preparing for data collection at the national level.

Non-member countries involved in the activity:

Chile, Estonia, Malta, Slovenia

Main Developments for 2009

General aspects:

The project will leave the development phase and enter the implementation phase.

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Students with Special Educational Needs

Purpose

To provide quantitative and qualitative data to inform countries about issues relevant to the effective education of students with special educational needs covering those with disabilities, learning difficulties and disadvantages and on the gifted and talented.

Objectives and outputs

The majority of OECD countries participate in this work and provide regular data returns; in addition five countries are providing data gathered locally at school level. The purpose of this level is to improve the quality of data especially for those students educated in regular schools and those with disadvantages and to gather data on student outcomes. This work is gathered biennially and published in the form of a monograph.

Non-member countries involved in the activity:

Bosnia and Herzegovina, Bulgaria, Chile, Croatia, Estonia, Israel, Latvia, Lithuania, Macedonia, Malta, Moldova, Republic of Montenegro, Republic of Serbia, Romania, Slovenia

Databases

SENDDD database

Main Developments for 2009

General aspects:

Changes in the dissemination. Co-operation with UNESCO.

Data management:

No major changes are planned for this year. The possibility of changing the database system for the next round of data collection will be examined.

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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

Implementation of a new OECD international sample survey in the 24 participating countries. The survey focuses on the learning environment in schools, sampling teachers and school principals at the lower secondary level of education. TALIS aims to provide cross-country data, indicators and analysis on school leadership, feedback and appraisal of teachers, their professional development and their teaching beliefs and practices in order to inform policy developments in these areas. More specifically, TALIS will examine:

- The appraisal of teachers' work in schools and the form and nature of the feedback they receive, as well as the use of outcomes from these processes to reward and develop teachers.
- How different forms of teacher appraisal influence teaching practices and beliefs.
- The impact that school-level policies and practices, including of the school leadership, shape the learning environment in schools and impact on the work of teachers.
- The creation and support of effective school leadership in an era of accountability and devolution of educational authority.
- The extent to which recent trends in school leadership and management are having an impact on teachers and education systems.
- The profiles of countries with regard to teaching practices, activities, beliefs and attitudes, and variation in these according to teacher background characteristics.

Non-member countries involved in the activity:

Brazil, Bulgaria, Estonia, Lithuania, Malaysia, Malta, Slovenia

Main Developments for 2009

General aspects:

In 2008 the main survey was successfully implemented in all countries, with data becoming available for analysis in June 2008 and the final international database being available for analysis in August 2008. One country- Netherlands- failed to reach the target participation rates and the use of its data in the international reporting is under consideration. Work is well underway on the initial international report from the study which is planned to be published on 16 June 2009. Summary results will also be included in Education at a Glance in 2009.