

# **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. The main publications are the annual publications "Education at a Glance" and "Education Policy Analysis".

### Objectives and outputs

Production of indicators on the financing of education, participation in and graduation from education, the educational attainment of the adult population and associated labour market outcomes, teacher salaries and work conditions, and instruction time.

Consolidation of the technical documentation of the education data collection. Analysis of the organisation of upper secondary education, development of a data strategy to collect information on teachers and teaching. Ongoing methodological work including: coverage study of public subsidies to households for education, expenditure comparability study, development of a new classification of educational personnel, conceptual framework for the measurement of knowledge and skills, and the development of an international module for the measurement of continuing education and training.

### Non-member countries involved in the activity:

Israel, Russian Federation

### Databases

Education database

### Main Developments for 2006

#### General aspects:

In coordination with the other data requesters (Unesco and Eurostat), several improvements are envisaged for 2006, especially to extend the coverage of the data collection to address data gaps pointed out by users. To reduce the potential increase of the response workload an organisation based on a core data collection and ad hoc rotating modules is envisaged.

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

#### Data collection:

Introduction of ad-hoc questionnaires on survival rates and average duration of tertiary studies and use of the concept of mobile students in the UOE questionnaires.

# Education and Training Statistics

## Handbook for Internationally Comparative Education Statistics

### Purpose

The Handbook containing concepts, standards, definitions and classifications used in the compilation and publication of OECD statistics and indicators on education was published for the first time in May 2004.

### Objectives and outputs

This activity will assess the impact of the Handbook to evaluate to what extent the standards set out in the Handbook are actually being applied in practice in the OECD data collections and the reasons, if any, preventing this. In addition, it will be evaluated to what extent countries have modified their reporting practices in the light of the standards set out in the Handbook and, if countries have not done this but need to, what are the barriers preventing this and how can OECD help overcome them. Areas for further clarifications in standards will finally be identified.

### Main Developments for 2006

#### General aspects:

The objective of the activity in 2005 was the dissemination of the first edition of the Handbook and the assessment of its impact on the further consolidation of the OECD education statistics and indicators.

The new aspect of the activity will more formally evaluate the impact of the Handbook, its strengths and weakness, paving the way towards an updated and improved second edition probably to be produced in 2007. The evaluation will identify priority areas where further improvements in standards and definitions are needed as well as an appreciation of the extent to which the standards in the first edition of the Handbook are implemented in practice.

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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 2006 a number of publications and further reports will be created using the data collected in the second round of PISA testing in 2003. In 2006 the main study for the third round of PISA will take place. The major focus of assessment in this round is science. Included in the assessment will be a number of questions seeking students' views on a number of science issues, including their interest in science and a gauge of the students' support for scientific enquiry.

### Non-member countries involved in the activity:

Argentina, Brazil, Bulgaria, Chile, China, Colombia, Croatia, Estonia, Hong Kong, Indonesia, Israel, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Russian Federation, Uruguay

### Databases

PISA 2006 international database

### Main Developments for 2006

#### General aspects:

In 2006, the project enters a new phase, following a focus, during 2005, on producing the thematic reports based on data collected in 2003. The focus also shifts from the field trial where the questions and procedures were trialled to actually using them in the main study.

#### Data management:

No new data will be collected for dissemination - only to be used to finalise questions to be used in PISA 2006.

## **Education and Training Statistics**

### **Programme for the International Assessment of Adult Competencies**

#### **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**

In 2005, the EDC, CERI Governing Board and ELSAC established an overall strategy for data development and analysis in this area. Key objectives in 2006 will be to develop a framework and analysis plan that will guide research and developmental work during subsequent years leading towards the implementation of a first survey in 2010. Work will also be undertaken to establish a framework for the indirect assessment of non-cognitive social and economic outcomes (to be published as an independent volume or as part of a publication on a framework for assessing adult competencies). Finally, developmental work will be undertaken to establish methodologies for the indirect assessment of the utilisation of competencies at the workplace.

#### **Non-member countries involved in the activity:**

Brazil

#### **Main Developments for 2006**

##### **General aspects:**

New activity.