

Education and Training Statistics

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Adult Literacy and Life Skills (ALL)

Purpose

To shed new light on the twin processes of skill gain and loss. The purpose is to identify and measure differences between individuals and across countries in key competencies (Prose literacy, Doc Literacy, Numeracy and Analytical Problem solving) and other economic and social outcomes (labour market, health, etc.) believed to underpin both personal and societal success. And to assess the performance of education and training systems in generating the required competencies to cope with modern life.

Objectives and outputs

The study (covering Bermuda, Canada, Italy, the Mexican State of Nuevo León, Norway, Switzerland and the United States) confirms the existence of significant skill loss in adult populations in several of the world's most economically advanced economies. The International Adult Literacy Survey (IALS) data provided hints that education did not "fix" skills for life. The fact that the Adult Literacy and Life skills survey (ALL) confirms the existence of skill loss carries important implications for policy. First, it erodes the return on investments in education and learning, thereby creating large opportunity costs for economies and individuals. Second, it suggests that it is not enough to pay attention to policies and programmes that foster increases in skill supply. Public policy must also consider measures that serve to increase the social and economic demand for skill, particularly within jobs. In the absence of adequate levels of demand additions, the supply of skills could evaporate almost as quickly as they are created. Finally, the presence of skill loss in adulthood confirms the need to assess adult skills directly – while useful assessments of students' skills are not enough.

Non-member countries involved in the activity:

Other

Main Developments for 2007

General aspects:

Additional countries to be surveyed (Australia, Hungary, Korea, New Zealand).

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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 publications are the annual publications "Education at a Glance" and "Education Policy Analysis".

Main achievements in 2006 include the consolidation of the technical documentation of the education data collection, the analysis of the organisation of upper secondary education and development of a data strategy to collect information on teachers and teaching. Ongoing methodological work includes: 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:

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

Databases

Education database

Main Developments for 2007

General aspects:

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

New collection of Indicators on trend data and on financial aid to students.

Data collection:

Introduction of ad-hoc questionnaires on financial aid to students and trend data.

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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 in 2008.

Main Developments for 2007

General aspects:

In 2006, the PEB Secretariat asked Governing Board members and others to nominate a contact person for this work. These contacts then completed a survey on the availability of data and countries' interest in collecting data related to educational facilities in the future. The survey requested information on 23 phenomena, which were grouped into eight proposed indicators. Although this work presents numerous challenges, in terms of ensuring comparability of data, 15 countries participated in this survey and have expressed interest in advancing this work further. Note that actual data were not requested.

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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 2007, the major initial report from data collected in 2006 will be produced. The major focus of assessment in this round is science. Included in the report will be a description of 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 2007

General aspects:

In 2007, the project enters a new phase in that it will be focusing on the production of a major report arising from the data collection activity of 2006.

Data management:

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

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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

In 2006, work was undertaken to develop: an assessment framework for the measurement of "literacy in the information age", as well as a framework for the inclusion of a numeracy scale in PIAAC. Work also advanced in developing analytic frameworks on the use of PIAAC data in examining the relationship between skills and: school-to-work transitions; civic and social engagement; health; adult learning, and aggregate economic outcomes. Finally, development work was carried out on background questionnaire items relating to job-related training, as well as initiating work on a job-requirements approach for indirect measurement of generic competencies used in the workplace.

Main Developments for 2007

General aspects:

Key objectives in 2007 will be to focus development work around selected policy-analytic opportunities that PIAAC provides, based on a country priority rating exercise. This will lead during 2007 to a fully-developed analysis plan for PIAAC (which could be published as an independent volume). Finalisation of the assessment framework will also be a parallel primary goal. Developmental work will be undertaken to: explore background questions relevant to labour market experience and the receipt of welfare benefits; establish the validity and reliability of a methodology for the indirect assessment of workplace competencies.

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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, Chile, Croatia, Macedonia, Mexico, Moldova, Montenegro, Republic of Romania

Main Developments for 2007

General aspects:

New activity.

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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 focussing 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.

Summary results will be included in Education at a Glance. More detailed data and analysis will be published in publications dedicated to TALIS.

Non-member countries involved in the activity:

Brazil, Estonia, Lithuania, Malaysia, Malta, Slovenia

Main Developments for 2007

General aspects:

New activity.