

Education and Training Statistics

Education (INES activities)

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 and class sizes and profile of teachers. 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 LSO (Labour Market, Economic and Social Outcomes of Learning) and NESLI (Collection and Adjudication of System-level descriptive Information on Educational Structures, Policies and Practices).

New ad hoc data collections and indicators are produced on a yearly basis, depending on the selected theme for the publication and specific interests or needs to be developed.

Non-member countries involved in the activity:

Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, Russian Federation, Saudi Arabia, South Africa.

Main Developments for 2018

General aspects:

Continued development of indicators for publication in Education at a Glance, the on-line OECD Education Database, and for use in other OECD education work programmes as well as work in other Directorates. The theme for EAG 2018 is Equity and new data collections, indicators, and analysis are proposed accordingly.

The indicators will also contribute to the progress towards building the indicators to monitor Goal 4 of the Sustainable Development Goals.

Education (INES-LSO data collections)

Purpose

The INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO) develops indicators on the relationships among education, labour markets, economic performance and social progress.

Objectives and outputs

The work of the LSO Network focuses on various outcomes of education, including: educational attainment; school-to-work transitions; adult learning; employment, unemployment and earnings; educational and social intergenerational mobility; and social outcomes.

Non-member countries involved in the activity:

Brazil, Colombia, Costa Rica, Lithuania, Russian Federation.

Main Developments for 2018

General aspects:

Inclusion in OECD.Stat, inclusion of new data by Field of study.

Education (INES-NESLI data collections)

Purpose

Development of indicators on system level descriptive information on educational structures, policies and practices, to deliver system-level information on the functioning of education systems. Facilitate the dissemination and use of better comparative education information that will contribute to policies that result in better functioning and more effective education systems.

Objectives and outputs

Develop indicators: annual indicators on instruction time, teaching and working time of teachers, salaries of teachers and school heads as well as develop other indicators and information on education systems.

Disseminate these indicators in annual publications (Education at a Glance), databases and other dissemination tools (education GPS).

Non-member countries involved in the activity:

Brazil, Colombia, Costa Rica, Russian Federation.

Main Developments for 2018

General aspects:

Inclusion in OECD.Stat.

Education and Social Progress- The Study on Social and Emotional Skills

Purpose

To assist countries to focus on and better support the development of positive social and emotional skills amongst students. Thus, the purpose of the Study on Social and Emotional Skills (the Study) is to:

- Provide participating cities and countries with robust and reliable information on the social and emotional skills of their students
- Provide insights on individual, family and school determinants that foster or hinder the development of these skills
- Demonstrate that valid, reliable, and comparable information on social and emotional skills can be produced across diverse student populations and settings.

Objectives and outputs

- (a) Work with city and countries to formalize their participation in the Study
- (b) Finalise design of assessment and other instruments
- (c) Prepare for and conduct Item Trial
- (d) Prepare for and conduct Field Test

Non-member countries involved in the activity:

Colombia, India, Russian Federation.

Main Developments for 2018

General aspects:

- (a) Finalise design of assessment and other instruments
- (b) Release publication on detailed literature review/conceptual framework
- (c) Prepare for and conduct Item Trials scheduled for April 2018
- (d) Prepare for and conduct Field Test scheduled for October 2018.

Indicators on Skills, Mobility and Job Quality

Purpose

To provide OECD members with internationally comparable data to be used for the analysis of local labour markets. Updated indicators and data for additional countries will be published as part of a new LEED flagship publication in November 2018.

Objectives and outputs

To provide OECD members with internationally comparable data for the analysis of local labour markets, including:

- A statistical diagnostic tool to better understand the balance between skills supply and demand at sub-regional level: In 2017-18 this tool is being applied in a broad set of countries, drawing on available data at the TL2 and TL3 levels to produce composite indicators of supply and demand. Data is being collected for a number of indicators including qualification levels, productivity, occupational structure, wages and unemployment at sub-regional level and analysed by the Secretariat.

- A series of indicators on the resilience of local labour markets to economic shocks

- A measure of the Productivity-Inclusiveness Nexus at the sub-national level. Data for this indicator is collected on levels of productivity, types of unemployment (youth, long-term, etc.), NEET rates, poverty and deprivation rates, and educational attainment.

- Estimates of the risk of automation at the regional level.

Updated indicators and data for additional countries will be published as part of a new LEED flagship publication in November 2018.

Non-member countries involved in the activity:

Lithuania, Romania, South Africa.

Main Developments for 2018

General aspects:

- Analysis of the links between the skills supply and demand indicators and economic and labour market outcomes.

- Data used to further develop the analysis on the Productivity-Inclusiveness Nexus.

- Analysis on the resilience of local labour markets across the OECD.

- Estimates of the risk of automation across OECD countries at the regional level.

- Analysis on the effects of increasing labour market flexibility on local labour markets.

International Early Learning and Child Well-being Study

Purpose

The International Early Learning and Child Well-being Study will:

- Provide robust empirical data on children's early learning through a broad scope of domains that comprise cognitive and social and emotional development.
- Identify factors that foster and hinder children's early learning, both at home and in early childhood education programmes.
- Provide findings that will allow parents and caregivers to learn about interactions and learning activities that are most conducive to child development.
- Inform early childhood education centres and schools about skill levels of children at this age as well as contextual factors related to them that they could use to make more informed decisions about curriculums and pedagogical.
- Provide researchers and educators in the field of early education with valid and comparable information on children's early learning and characteristics obtained from a range of sources and accompanied by a broad scope of contextual variables.

Objectives and outputs

- (a) Designed framework
- (b) Developed Instruments
- (c) Conducted Item Trial and Field Test
- (d) Confirmation of participating countries in the study

Main Developments for 2018

General aspects:

- (a) Validate and analyse Field Test data
- (b) Revised instruments
- (c) Conduct the main study

PISA Financial Literacy Option

Purpose

Collect data on the financial literacy levels of 15 year-old students

Objectives and outputs

2018 is a main stage data collection year, which means that new data will be collected, for analysis and reporting in 2019/20.

Non-member countries involved in the activity:

Bulgaria, Georgia, Indonesia, Lithuania, Peru, Russian Federation, Serbia and Montenegro.

Programme for International Student Assessment (PISA)

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

The results of the 6th PISA cycle, PISA 2015, were published in December 2016. The initial report provided comparisons and progress reports of 15-year old students' knowledge and skills in reading, mathematics and science (with a focus on science) in the 72 countries and economies that participated in PISA 2015, including all 35 OECD countries. Additional reports were published in 2017: on Students' Well-Being (19 April 2017), Students' Financial Literacy (24 May 2017) and on Collaborative Problem Solving (21 November 2017). In parallel, preparations for thematic analyses to be published in 2018 have started. Each month a short note on a specific policy-oriented topic is released in the PISA in Focus series.

The field trial for PISA 2018 is also planned during the year, as well as the field-trial analysis and main-study data collection for PISA for Development, a pilot project to make PISA instruments (tests, questionnaires, and sampling) more relevant to the situation in low- and middle-income countries.

Non-member countries involved in the activity:

Albania, Argentina, Belarus, Brazil, Bulgaria, China, Chinese Taipei, Colombia, Costa Rica, Croatia, Cyprus, Dominican Republic, Ecuador, Georgia, Guatemala, Honduras, Hong Kong, Indonesia, Kazakhstan, Lithuania, Macedonia, Malaysia, Malta, Moldova, Morocco, Other, Panama, Paraguay, Peru, Philippines, Republic of Montenegro, Republic of Serbia, Romania, Russian Federation, Saudi Arabia, Singapore, Thailand, Ukraine, Uruguay, Venezuela.

Main Developments for 2018

General aspects:

The field trial for PISA 2018 was carried out in 2017, and its analysis determined that PISA 2018 can adopt an adaptive format that assigns students to questions depending on a provisional estimate of their proficiency, which is formed as they take the test. This development is made possible by the computer delivery of the test and questionnaire.

The analysis of field-trial data and the main-study data collection for PISA for Development, a pilot project to make PISA instruments (tests, questionnaires, and sampling) more relevant to the situation in low- and middle-income countries.

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 main objectives in 2018 will be:

- (1) To carry out a programme of thematic analysis
- (2) Preparations for Round 3 of the first cycle
- (3) Undertake preparation and development of the second cycle of PIAAC.

Non-member countries involved in the activity:

Argentina, Costa Rica, Cyprus, Ecuador, Indonesia, Kazakhstan, Lithuania, Peru, Romania, Russian Federation, Singapore.

Main Developments for 2018

General aspects:

A number of thematic reports or working papers providing in-depth analysis of specific topics based on PIAAC data will be released. The main study data collection for the third round of the study involving 6 additional countries will also take place in 2018 (data released in 2019). A second wave with new countries of Education and Skills Online will be released. Development of the second cycle of PIAAC.

Programme for the Teaching and Learning International Survey (TALIS)

Purpose

To provide data and indicators on the learning environment in schools and about the work environment of teachers, as part of the OECD education indicator work.

Objectives and outputs

The further development of indicators and analysis of teachers, teaching and learning through the implementation of a third round, for which data collection will take place in late 2017 and 2018, with reporting in 2019 and 2020. TALIS focuses on the learning environment in schools, sampling teachers and school principals and aims to provide cross-country data, indicators and analysis on factors influencing effective teaching and learning and the working environment of teachers. The focus for the core survey is lower secondary (ISCED Level 2), though an increasing number of countries also survey elementary (ISCED Level 1) and upper secondary (ISCED Level 3) schools and will perform a school-level linkage with PISA by surveying schools that will participate in PISA 2018.

Non-member countries involved in the activity:

Argentina, Brazil, Bulgaria, China, Chinese Taipei, Colombia, Croatia, Cyprus, Georgia, Kazakhstan, Lithuania, Malta, Other, Romania, Russian Federation, Saudi Arabia, Singapore, Slovenia Former, South Africa, United Emirates.

Main Developments for 2018

General aspects:

The development work for the 2018 round of TALIS continued. The TALIS 2018 conceptual framework has been finalised and currently is going through editing revisions. The field trial data for TALIS 2018 was completed and the training for National Project Managers for the TALIS Main Survey have taken place. The teachers and principal questionnaires for the main survey stage have been developed and finalised. Data collection has begun for Southern Hemisphere countries. Data collection for Northern Hemisphere countries will take place first semester of 2018.

Work in 2018 will include the development of an analysis plan, the analysis of the main survey data, the publication of the TALIS 2018 framework, and preparations for the reporting plans for TALIS 2018. Dissemination of TALIS data will also continue through Working papers and Teaching In Focus policy briefs.

Starting Strong Teaching and Learning International Survey (TALIS Starting Strong Survey)

Purpose

To provide, for the first time, international staff-level data and indicators on early childhood learning and well-being environments as well as the working environment for early childhood education and care (ECEC) staff and leaders in different countries. The survey is aligned with TALIS 2018 and part of the OECD's long-term ECEC data development strategy. It covers both registered services for children under the age of three (4 countries) and at ISCED level 0.2 (9 countries).

Objectives and outputs

The survey is in its first round and will develop unprecedented indicators and analysis on ECEC staff and learning and well-being environments for children. In 2017, the survey instrument was field trialled in early childhood education and care centres in 9 OECD member countries. The final main survey questionnaire was finalized and released in November 2017. In 2018, the survey will collect data from ECEC staff and centre leaders on themes such as staff and leaders pre- and in-service training, pedagogical practices, leadership, working conditions, group and centre characteristics. An international database and first international Report will be released in autumn 2019, in line with the approach taken by TALIS.

Main Developments for 2018

General aspects:

The main survey data collection is scheduled for 2018. The reporting plan and conceptual framework are also expected to be finalised in the course of that year.

TALIS Video Study

Purpose

The primary goal of the TALIS Video Study is to understand which aspects of teaching are related to student learning and other non-cognitive outcomes, and the nature of those relationships. A secondary goal of the TALIS Video Study is to observe and document how teachers teach in different countries and contexts. The third goal of the study is to investigate how best to measure teaching across multiple cultural contexts at scale.

The TALIS Video Study will combine an international sample of:

- Videos from two separate lessons in mathematics of a representative sample of 85 lower secondary teachers. Pre participating entity.
- Pre- and post-tests of student learning outcomes;
- Teacher and student surveys,
- Classroom artefacts from the mathematics unit taught, including lesson plans, instructional materials and homework assignments.

Objectives and outputs

The following kinds of policy relevant insights are expected from the study:

- Better understanding of national teaching cultures, by themselves, and in comparison to that of other countries;
- Better understanding of the relationship between teaching practices and student learning outcomes;
- Better understanding of how context factors (teacher education, student composition, school types, teacher collaboration and professional development, evaluation and feedback practices, etc.) have an effect on classroom processes and student learning;
- Better understanding of the validity and policy relevance of findings from international surveys such as TALIS and PISA;
- Learning opportunities for teachers from observing their peers in action.

Non-member countries involved in the activity:

China, Colombia.

Main Developments for 2018

General aspects:

The pilot of the TALIS Video Study has been completed. The main data collection is scheduled to take place from October 2017 to October 2018.