Education and Training Statistics
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 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).

The main publication is "Education at a Glance". In the 2015 edition, new indicators focus on:

- 2014 data on educational attainment and participation in the labour market and 2015 data on instruction time, and on appraisal, evaluation and assessment mechanisms;
- more detailed analysis of participation in early childhood and tertiary levels of education;
- indicators on the impact of skills on employment and earnings, gender differences in education and employment, and teacher and school leader appraisal systems;
- analysis of first generation tertiary-educated adults and their educational and social mobility, labour market outcomes for recent graduates, and participation in employer-sponsored formal and/or non-formal education;
- data and analysis on the skills and readiness to use information and communication technology for problem solving in teaching and learning;
- information on recess and breaks during the school day, teachers’ typical qualifications, criteria for determining teachers’ base salaries and additional payments for teachers, and salaries for tertiary faculty

Ongoing methodological work includes: development of efficiency measures and consolidation of tertiary indicators. The UOE data collection has been revised in 2014 because of the implementation of ISCED 2011.

Non-member countries involved in the activity:

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

Main Developments for 2015

General aspects:
Education database will benefit from the OECD.Stat, StatWorks and MetaStore developments. Trend data using ISCED 2011 will be reviewed. Data and indicator development will include improving the quality and relevance of the tertiary indicators on entry, graduation, tuition fees and student mobility, further developing the indicators on educational efficiency and on tertiary completion rates.
Education and Training Statistics

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, Latvia, Lithuania, Russian Federation

Main Developments for 2015

General aspects:

Inclusion in OECD.Stat, and development of a new database on Earnings.
Purpose

To understand how education systems can better contribute to skills development, particularly social and emotional skills, and to identify the types of skills that drive economic and social outcomes.

Objectives and outputs

(a) To finalise and disseminate the international report titled "Skills for Social Progress: The Powers of Social and Emotional Skills".

(b) To prepare the launch of the Longitudinal Study of Social and Emotional Skills in Cities (LSEC).

Non-member countries involved in the activity:

Brazil, Colombia, Russian Federation

Main Developments for 2015

General aspects:

Launch of the Longitudinal Study of Social and Emotional Skills in Cities (LSEC).

Further evidence building and policy dialogues on social and emotional skills.
Purpose

To provide OECD members with a statistical tool for better understanding the relationship between skills mobility and job quality at the local level. Updated indicators and data for additional countries will be published as part of a new LEED flagship publication in November 2016.

Objectives and outputs

LEED has developed a statistical diagnostic tool to better understand the balance between skills supply and demand at sub-regional level. In 2011-12 this tool is being applied in a broad set of countries, drawing on available data at TL3 level 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. The work has fed into the OECD Skills Strategy and the results are available at the skills.oecd.org website. Updated indicators and data for additional countries will be published as part of a new LEED flagship publication in November 2016.

Non-member countries involved in the activity:

Latvia, Lithuania, Romania, South Africa, Venezuela

Main Developments for 2015

General aspects:

- Additional tests for the identification of benchmarking groups

- Tests for linking the supply and demand indicators with economic and labour market outcomes
Education and Training Statistics

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 5th PISA cycle, PISA 2012, were published in December 2013. 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 mathematics) in the 65 countries that participated in PISA 2012, including all 34 OECD countries. Additional reports have been published during 2015 on gender differences and ICT in education. In addition, each month a short note on a specific policy-oriented topic is released in the PISA in Focus series. The main data collection for PISA 2015 also took place during the year.

Non-member countries involved in the activity:

Albania, Argentina, Asia, Brazil, Bulgaria, China, Chinese Taipei, Costa Rica, Croatia, Cyprus, Dominican Republic, Georgia, Hong Kong, Indonesia, Kazakhstan, Latvia, Lithuania, Macedonia, Malaysia, Malta, Moldova, Other, Peru, Republic of Montenegro, Republic of Serbia, Romania, Russian Federation, Singapore, Slovenia Former, Thailand, Uruguay

Main Developments for 2015

General aspects:

The main data collection took place in 2015. PISA 2015 is the first PISA cycle with a computer-based assessment at its core, while maintaining measurement of trends to previous cycles and allowing for countries that are not ready for computer-based assessment to opt for a paper-based version. PISA 2015 covers reading, mathematics and science (with science as the major domain) and also includes an assessment of students’ collaborative problem-solving skills.
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 for work on PIAAC in 2015 were (1) to carry out a programme of thematic analysis (2) complete data collection and data preparation for Round 2 of PIAC (3) undertake preparations for the field test for Round 3 and (4) release the initial national versions of the on-line version of the assessment (Education and Skills Online).

Non-member countries involved in the activity:

Cyprus, Ecuador, Indonesia, Kazakhstan, Lithuania, Peru, Romania, Russian Federation, Singapore

Main Developments for 2015

General aspects:

A report on the summary results for the 9 countries participating in the Second Round of PIAAC will be released on 28 June 2016. A number of thematic reports providing in-depth analysis of specific topics based on PIAAC data will also be released. The field test for the third round of the study involving 6 additional countries will also take place in 2016.
Education and Training Statistics

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 second round, for which data collection took place in 2012 and 2013, with reporting in 2014 and 2015. 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 of second round is lower secondary (ISCED Level 2), though some countries also opted to survey elementary (ISCED Level 1) and upper secondary (ISCED Level 3) schools and to perform a school-level linkage with PISA 2012 by surveying schools that participated in PISA 2012.

Non-member countries involved in the activity:

Brazil, Bulgaria, Croatia, Latvia, Malaysia, Republic of Serbia

Main Developments for 2015

General aspects:

The release of the TALIS 2013 international database and initial reporting took place in June 2014. This included the release of the report "TALIS 2013 Results: An International Perspective on Teaching and Learning", of the "TALIS 2013 Technical Report" and of the "Teachers’ Guide to TALIS 2013".

Additionally, monthly "Teaching in Focus" policy briefs begun to be published in September 2014, each focussing on a different set of TALIS 2013 indicators.