



Learning for Tomorrow's World – First Results from PISA 2003

Erratum

03/02/2005

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Figure 3.3a

The heading of the second column of data (which reads: “Learning mathematics is important...”) should read: “Learning mathematics is worthwhile for me because it will improve my career prospects.”

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Figure 3.4

The data of the fourth column (whose heading is “school has taught me things which could be useful in a job”) should be Australia (92), Austria (86), Belgium (90), Canada (89), Czech Republic (92), Denmark (86), Finland (95), France (93), Germany (89), Greece (90), Hungary (92), Iceland (86), Ireland (91), Italy (90), Japan (60), Korea (72), Luxembourg (88), Mexico (94), Netherlands (92), New Zealand (90), Norway (85), Poland (80), Portugal (93), Slovak Republic (94), Spain (92), Sweden (92), Switzerland (88), Turkey (86), United Kingdom (88), United States (91), Brazil (95), Hong Kong-China (83), Indonesia (97), Latvia (92), Liechtenstein (87), Macao-China (87), Russian Federation (90), Serbia (94), Thailand (96), Tunisia (94), Uruguay (92), OECD total (86), and OECD Average (88). The percentages in the blackest after countries' names indicate percentage of students agreeing or strongly agreeing with the statement of “school has taught me things which could be useful in a job.”

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Figure 4.2 – Portugal

Portugal should not be included in this figure.

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Figure 4.13 – Japan

The lines for Japan for the “Relationship between student performance and students' socio-economic background within schools” and “Relationship between school performance and schools' socio-economic background” should be inverted.

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Figure 4.13 – Netherlands

The background of the figure, with the symbols representing schools is incorrect. The lines are correct.

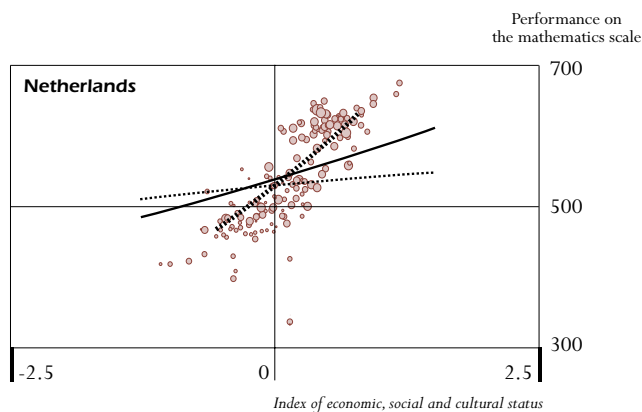




Figure 5.14

The data for the amount of time spent on mathematics does not align with the correct country.

Figure 5.14 ■ Student learning time



1. Response rate too low to ensure comparability (see Annex A3).

Source: OECD PISA 2003 database, Table 5.14.



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First full paragraph should read as following with the two mistakes identified in bold:

Taken together, the students' characteristics, the socio-economic background of students and schools, the students' and school principals' perceptions of the school climate, the school principals' reports on school policies and practices, and the assessment of the availability and quality of educational resources, as measured by PISA, account for **54** per cent of the variation in the average performance of OECD countries, an average of 71 per cent of the performance variation between schools within countries, and an average of **8** per cent of the performance variation of students within schools (see Model 4 in Table 5.21a).

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Fifth paragraph should read as following with the one mistake identified in bold:

When the 25 OECD countries for which comparable data are available for both the PISA 2000 and 2003 assessments are compared jointly, it is clear that the average performance has remained unchanged (Figure 6.10).⁶ However, mainly because of the inclusion of new countries in 2003, the overall OECD mean for science is now 496 score points and the standard deviation is **109** score points.

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Table A1.1

The data have been corrected.

Table A1.1
Levels of parental education converted into years of schooling

	Did not go to school	Completed ISCED Level 1 (primary education)	Completed ISCED Level 2 (lower secondary education)	Completed ISCED Levels 3B or 3C (upper secondary education providing direct access to the labour market or to ISCED 5B programmes)	Completed ISCED Level 3A (upper secondary education providing access to ISCED 5A and 5B programmes)	Completed ISCED Level 5A (university level tertiary education)	Completed ISCED Level 5B (non-university tertiary education)
OECD countries	Australia	0.0	6.5	10.0	11.5	12.0	15.0
	Austria	0.0	4.0	8.0	11.0	13.0	15.0
	Belgium	0.0	6.0	8.0	12.0	12.0	16.0
	Canada	0.0	6.0	9.0	12.0	12.0	17.0
	Czech Republic	0.0	5.0	9.0	12.0	13.0	17.0
	Denmark	0.0	6.0	9.5	12.5	12.5	16.5
	Finland	0.0	6.0	9.0	12.0	12.0	15.5
	France	0.0	5.0	9.0	11.0	12.0	15.0
	Germany	0.0	4.0	10.0	12.0	12.5	17.0
	Greece	0.0	6.0	9.0	11.5	12.0	17.0
	Hungary	0.0	4.0	8.0	10.5	12.0	16.5
	Iceland	0.0	7.0	10.0	13.0	14.0	17.0
	Ireland	0.0	6.0	9.0	a	12.0	16.0
	Italy	0.0	5.0	8.0	11.0	13.0	17.0
	Japan	0.0	6.0	9.0	12.0	12.0	16.0
	Korea	0.0	6.0	9.0	12.0	12.0	16.0
	Luxembourg	0.0	6.0	9.0	12.0	13.0	17.0
	Mexico	0.0	6.0	9.0	12.0	12.0	16.0
	Netherlands	0.0	6.0	10.0	a	12.0	15.0
	New Zealand	0.0	6.0	10.0	12.0	13.0	16.0
	Norway	0.0	7.0	10.0	13.0	13.0	17.0
	Poland	0.0	a	8.0	11.0	12.0	16.0
	Portugal	0.0	6.0	9.0	12.0	12.0	17.0
	Slovak Republic	0.0	4.0	9.0	12.0	12.5	17.0
	Spain	0.0	6.0	10.0	12.0	12.0	15.0
	Sweden	0.0	6.0	9.0	12.0	12.0	15.5
	Switzerland	0.0	6.0	9.0	12.0	12.5	15.0
Turkey	0.0	5.0	8.0	11.0	11.0	16.0	
United States	0.0	6.0	9.0	a	12.0	16.0	
Partner countries	Brazil	0.0	4.0	8.0	11.0	11.0	16.0
	Hong Kong-China	0.0	6.0	9.0	11.0	13.0	16.0
	Indonesia	0.0	6.0	9.0	12.0	12.0	16.0
	Latvia	0.0	4.0	9.0	12.0	12.0	16.0
	Liechtenstein	0.0	5.0	9.0	11.0	12.0	15.0
	Macao-China	0.0	6.0	9.0	11.0	13.0	16.0
	Russian Federation	0.0	4.0	9.0	11.5	12.0	15.0
	Serbia	0.0	4.0	8.0	11.0	12.0	16.0
	Thailand	0.0	6.0	9.0	12.0	12.0	16.0
	Tunisia	0.0	6.0	9.0	12.0	13.0	17.0
	Uruguay	0.0	6.0	9.0	11.0	12.0	16.0
	United Kingdom ¹	0.0	6.0	9.0	11.0	12.0	16.0

1. Response rate too low to ensure comparability (see Annex A3).



The data have been corrected.

Table 3.15
Percentage of variance in learner characteristics that lies between schools

		Percentage of between-school variance on each index							
		Interest in and enjoyment of mathematics	Instrumental motivation in mathematics	Self-efficacy in mathematics	Anxiety in mathematics	Self-concept in mathematics	Memorisation strategies	Elaboration strategies	Control strategies
OECD countries	Australia	3.9	2.5	8.1	2.6	2.6	1.8	2.1	3.0
	Austria	9.1	17.0	19.4	5.6	6.2	3.4	7.2	2.4
	Belgium	5.3	5.8	14.0	3.1	2.0	3.4	5.7	7.3
	Canada	5.1	4.7	6.1	3.0	3.7	3.3	3.4	5.3
	Czech Republic	5.9	10.2	21.5	7.1	5.4	5.9	3.8	4.0
	Denmark	4.8	3.0	5.5	4.1	3.1	2.4	1.7	2.8
	Finland	2.5	1.1	2.7	1.6	1.8	0.6	0.5	1.0
	France	w	w	w	w	w	w	w	w
	Germany	3.6	4.3	11.7	2.3	1.3	4.1	4.0	2.4
	Greece	3.2	3.0	9.8	3.5	5.3	0.9	1.3	1.8
	Hungary	5.1	3.8	22.3	5.6	4.9	2.3	2.5	1.0
	Iceland	3.3	2.6	3.8	1.5	1.9	1.3	1.8	2.2
	Ireland	1.9	3.4	7.1	3.2	3.3	0.9	2.2	1.8
	Italy	10.5	10.9	15.4	3.1	5.3	4.1	7.8	7.2
	Japan	6.3	8.7	26.0	2.9	2.9	2.5	3.2	4.5
	Korea	8.0	8.8	20.5	2.2	10.3	5.5	5.8	13.8
	Luxembourg	2.9	4.4	7.7	2.4	1.0	1.9	4.2	2.3
	Mexico	10.1	5.5	7.4	4.8	5.7	6.2	6.2	5.5
	Netherlands	3.7	2.8	9.0	3.7	3.7	3.7	4.6	3.8
	New Zealand	6.6	2.3	5.8	3.7	2.4	3.4	4.9	2.6
	Norway	3.1	3.1	4.2	2.9	2.4	1.3	1.7	1.3
	Poland	3.1	2.7	5.5	2.2	1.5	0.3	1.7	0.9
	Portugal	3.0	2.6	10.8	2.8	3.0	2.6	2.1	5.0
	Slovak Republic	6.8	10.2	23.2	5.6	6.2	2.8	4.6	4.0
	Spain	3.8	3.6	6.9	4.4	4.9	2.5	3.5	2.7
	Sweden	4.2	2.3	6.4	2.5	3.4	1.3	2.1	2.1
Switzerland	2.8	6.5	12.2	3.8	2.7	3.8	3.2	2.6	
Turkey	6.7	4.0	20.0	6.9	7.0	2.9	4.2	5.0	
United States	5.4	3.2	5.8	3.5	3.6	4.0	4.6	3.3	
OECD average		4.9	4.7	11.4	3.5	3.9	2.9	3.6	3.6
Partner countries	Brazil	10.6	8.5	8.5	5.9	3.5	5.6	5.3	2.2
	Hong Kong-China	2.7	2.7	16.3	4.4	4.5	1.5	1.2	4.0
	Indonesia	12.5	6.8	8.2	5.5	10.9	7.6	5.2	4.8
	Latvia	5.7	4.4	7.2	4.2	3.4	2.9	2.0	2.2
	Liechtenstein	5.8	7.9	11.1	0.8	0.0	11.8	15.2	1.7
	Macao-China	0.0	0.6	6.1	2.6	4.0	1.4	1.7	2.2
	Russian Federation	7.3	4.6	7.7	4.9	5.1	2.5	3.0	2.8
	Serbia	10.6	10.0	7.8	6.9	4.3	6.9	6.3	5.4
	Thailand	5.2	4.4	9.8	5.1	4.8	3.9	4.6	4.6
	Tunisia	4.6	3.9	10.5	2.8	5.5	1.6	2.3	2.4
	Uruguay	3.8	4.9	8.7	5.8	5.2	3.5	5.8	2.6
	United Kingdom ¹	4.3	4.0	9.1	3.9	3.5	4.7	3.2	3.8

1. Response rate too low to ensure comparability (see Annex A3).

Mean scores and standard errors for first-generation students on the mathematics, reading and science scales should be coded “c”.



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Table 5.12 – corrections for Finland

Percentage of students in schools where the principals report that the following stakeholders exert a direct influence on decision-making about **staffing**

	Regional or national education authorities (e.g. inspectorates)		The school's governing board		Employers		Parent groups		Teacher groups		Student groups		External examination board	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Finland	25.0	(3.1)	88.3	(2.6)	52.4	(4.2)	2.8	(1.3)	42.4	(4.0)	1.6	(1.0)	1.1	(0.8)

Percentage of students in schools where the principals report that the following stakeholders exert a direct influence on decision-making about **budgeting**

	Regional or national education authorities (e.g. inspectorates)		The school's governing board		Employers		Parent groups		Teacher groups		Student groups		External examination board	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Finland	40.2	(3.5)	96.9	(1.3)	53.3	(3.9)	4.8	(1.7)	32.2	(4.0)	4.5	(1.6)	0.4	c

Percentage of students in schools where the principals report that the following stakeholders exert a direct influence on decision-making about **instructional content**

	Regional or national education authorities (e.g. inspectorates)		The school's governing board		Employers		Parent groups		Teacher groups		Student groups		External examination board	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Finland	79.4	(2.6)	67.6	(3.3)	21.8	(3.1)	54.0	(3.8)	83.9	(2.8)	43.7	(4.2)	9.0	(2.2)

Percentage of students in schools where the principals report that the following stakeholders exert a direct influence on decision-making about **assessment practices**

	Regional or national education authorities (e.g. inspectorates)		The school's governing board		Employers		Parent groups		Teacher groups		Student groups		External examination board	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Finland	85.4	(2.6)	66.8	(3.8)	17.6	(3.0)	55.6	(3.9)	79.0	(2.9)	28.5	(3.7)	26.0	(3.4)

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Annex C – Members of the PISA Governing Board, correction for Spain

Spain: Carme Amorós Basté, Guillermo Gil and Josu Sierra Orrantia

Annex C – List of the PISA 2003 National Project Managers, correction for Macao-China

Macao-China: Esther Ho Sui Chu (2003), Lam Fat Lo (2006)

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Annex C – Members of the PISA Consortium, should include:

Citogroep

Janny Harmsen (office/meeting support)
Ger Limpens (mathematical test development)

National Institute for Educational Policy Research of Japan

Hanako Senuma (mathematics test development)

Other Experts

John Threlfall (University of Leeds, problem-solving item development)
Bronwen Swinnerton (University of Leeds, problem-solving item development)
Peter Poole (University of Leeds, problem-solving item development)