

# 1.3 Education (OECD)

## AHELO (Assessment of Higher Education Learning Outcomes) Feasibility Study

### ***Purpose***

- The purpose of the AHELO feasibility study is to assess whether it is possible to measure what undergraduate degree students know and can do at the international level, in order to provide better information to higher education institutions, governments and other stakeholders, including students and employers. This will entail an evaluation of the scientific feasibility of undertaking an international assessment of higher education learning outcomes (in generic and subject-specific skills) at the end of a Bachelor's degree programme, as well as gauging the feasibility of its practical implementation.

### ***Objectives and outputs***

- In 2012, the assessment instruments developed in 2011 were implemented internationally in 249 institutions from the 17 participating countries and regions. The data were then analysed by the AHELO Consortium and the first volume of the AHELO feasibility study final report was released in December 2012.

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

Colombia, Egypt, Other, Russian Federation

### ***Main Developments for 2013***

#### **General aspects**

- Technically, the AHELO feasibility study has now been completed in December 2012 with the completion of AHELO contracts.
- Work in 2013 will only involve
  - the preparation of the remaining volumes of the AHELO feasibility study reports
  - and their discussion at a conference to be held on 12-13 March 2013 in Paris.

### **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. 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 2012 edition, new indicators focus on:
    - the effect of the global recession on education expenditures;
    - the state of early childhood education systems around the world;
    - intergenerational mobility in higher education among different socio-economic groups;

- the impact of education on macroeconomic outcomes, such as GDP;

- the specific factors that influence the level of education spending in different countries;

- career expectations among boys and girls at age 15, as compared to higher education graduation rates by field;

- the makeup of the teaching force in different countries and training requirements to enter the teaching profession; and

- the impact of examinations on access to secondary and higher education.

• Ongoing methodological work includes: students' mobility and graduation comparability study, conceptual framework for the measurement of knowledge and skills, development of efficiency measures and consolidation of tertiary indicators. The UOE data collection is under revision because of the implementation of ISCED 2011. New questionnaires will be available in May 2014.

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

• Argentina, Brazil, China, India, Indonesia, Russian Federation, Saudi Arabia, South Africa

### ***Databases***

Education database

### ***Main Developments for 2013***

#### **General aspects**

• Education database will benefit from the OECD.Stat and MetaStore developments. Trend data 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 upper secondary completion rates . A programme of work will also continue to review comparability issues with the international education classification (ISCED) and to develop solutions to tackle these.

#### **Data collection**

• New quality and timeliness standards for data collection and indicator compilation will be introduced.

• Inclusion of a new questionnaire on non-teaching staff.

#### **Data management**

• None

## **Education and Social Progress**

### ***Purpose***

• Education and Social Progress (ESP) project will:

- analyse the role cognitive and non-cognitive skills play in fostering measures of well-being and social progress in OECD countries; and

- identify how skills that matter can be better developed in formal, non-formal and informal learning environments including family, school and the community.

### ***Objectives and outputs***

- This project is specifically designed to treat multiplicity of skills, diverse life-outcomes and causal effects. We shed light on the multi-dimensional nature of skills by analysing batteries of non-cognitive skills as well as cognitive skills. We demonstrate the wider-benefits of skills by incorporating a variety of social outcomes in addition to education and labour market outcomes. We tackle the issue of causality by employing longitudinal data in dynamic latent factor models that assume many of the key inputs (i.e. skills and learning contexts) to be unobserved and some observed inputs to be endogenous and measured with significant errors. In this way, the ESP project will make a unique contribution to the scientific literature at the intersection of education, economics and personality psychology. The key policy messages derived from the conceptual and empirical analyses will be the main outcomes of the project. Note that this project is expected to contribute to strengthening the conceptual framework and evidence-base that underlies the OECD's Skills Strategy.

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

- Brazil

## **Indicators on Skills, Mobility and Job Quality**

### ***Purpose***

- To provide OECD members with a statistical tool for better understanding the relationship between skills mobility and job quality at the local level. This activity has contributed to the OECD Skills Strategy and part of the data is published on the [skills.oecd.org](http://skills.oecd.org) website

### ***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](http://skills.oecd.org) website. The website will be updated as soon as new results are produced

### ***Main Developments for 2013***

#### **General aspects**

- Additional tests for the identification of benchmarking groups

## **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, will be published in December 2013. The initial report will provide comparisons and progress reports of 15-year old students' knowledge and skills in reading, mathematics and science (with a focus on mathematics) in the 64 countries that participated in PISA 2012, including all 34 OECD countries. In several volumes, the initial report will look at how successful countries are at moderating the impact of social background and improving equity in the distribution of learning opportunities, and how different education policies and practices shape learning outcomes. In addition, each month a short note on a specific policy-oriented topic is released in the PISA in Focus series.

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

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

### ***Databases***

PISA 2009 international database

### ***Main Developments for 2013***

### **General aspects**

- The main study of PISA 2012 was successfully conducted in 2012, thus preparing for the analysis and reporting of the results from December 2013 onwards in international as well as national reports. Preparation is underway for PISA 2015, which for the first time will have 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. Preparations for an assessment of students' collaborative problem-solving skills were initiated in 2012 and will continue in 2013 with the possibility of including the domain in the PISA 2015 survey.

### **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 achievement for 2013 is to publish a report along with other derivative products on the PIAAC data collection conducted in 2011-2012.

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

- Cyprus, Indonesia, Lithuania, Russian Federation, Singapore

#### **Main Developments for 2013**

##### **General aspects**

- The first report on PIAAC will be republished along with other related products in October 2013.

### **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 further analysis of the first round of TALIS (thematic reports on the working experience of new teachers and on teaching practices and innovation) and preparation of a second round, for which data collection is scheduled to take place in 2012 and 2013. 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 countries also have the option to survey elementary (ISCED Level 1) and upper secondary (ISCED Level 3) schools and to perform a school-level linkage with PISA 2012.

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

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

#### **Main Developments for 2013**

##### **General aspects**

- No changes since the previous year; the programme is still in data collection mode for the main study.