

This morning

1. There is nowhere to hide

- Why the yardstick for educational success is no longer improvement by national standards but the best performing systems internationally

2. Benchmarking education internationally

- Where we are - and where we can be
 - Where the US and other countries stand in terms of quality and equity of schooling outcomes
 - What the best performing countries show can be achieved

3. How we can get there

- Some policy levers that emerge from international comparisons

A man in a wetsuit is surfing inside the barrel of a large, curling wave. The water is a vibrant turquoise color, and the wave is breaking over him, creating a tunnel-like effect. The surfer is crouched low on his board, looking towards the camera.

There is nowhere to hide

The yardstick for success is no longer improvement by national standards but the best performing education systems

A world of change - college education

1995

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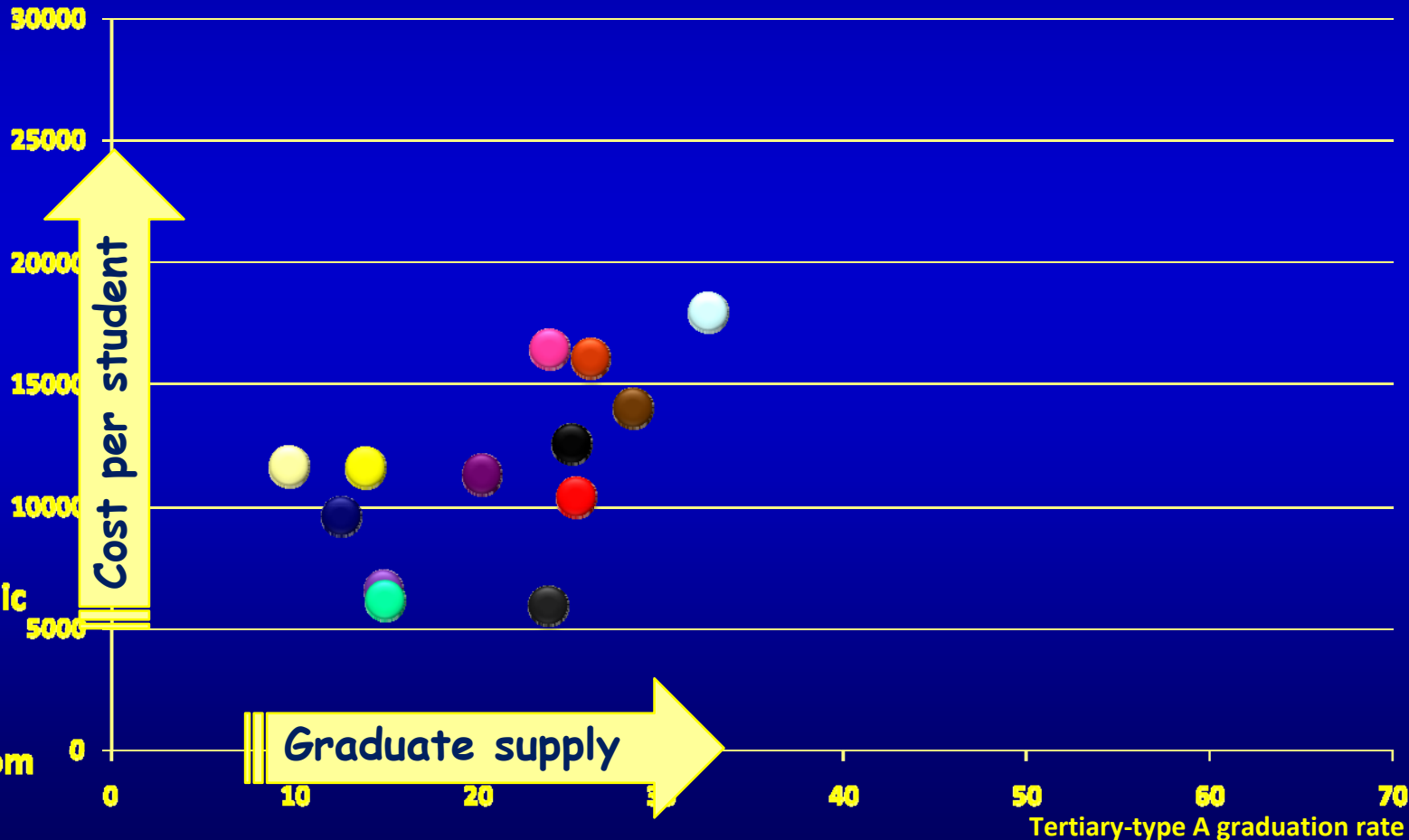
Expenditure per student at tertiary level (USD)

30000
25000
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Cost per student

Graduate supply

Tertiary-type A graduation rate



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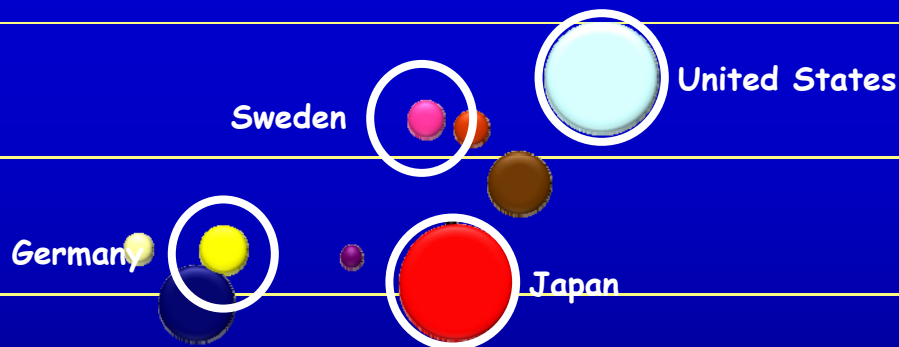
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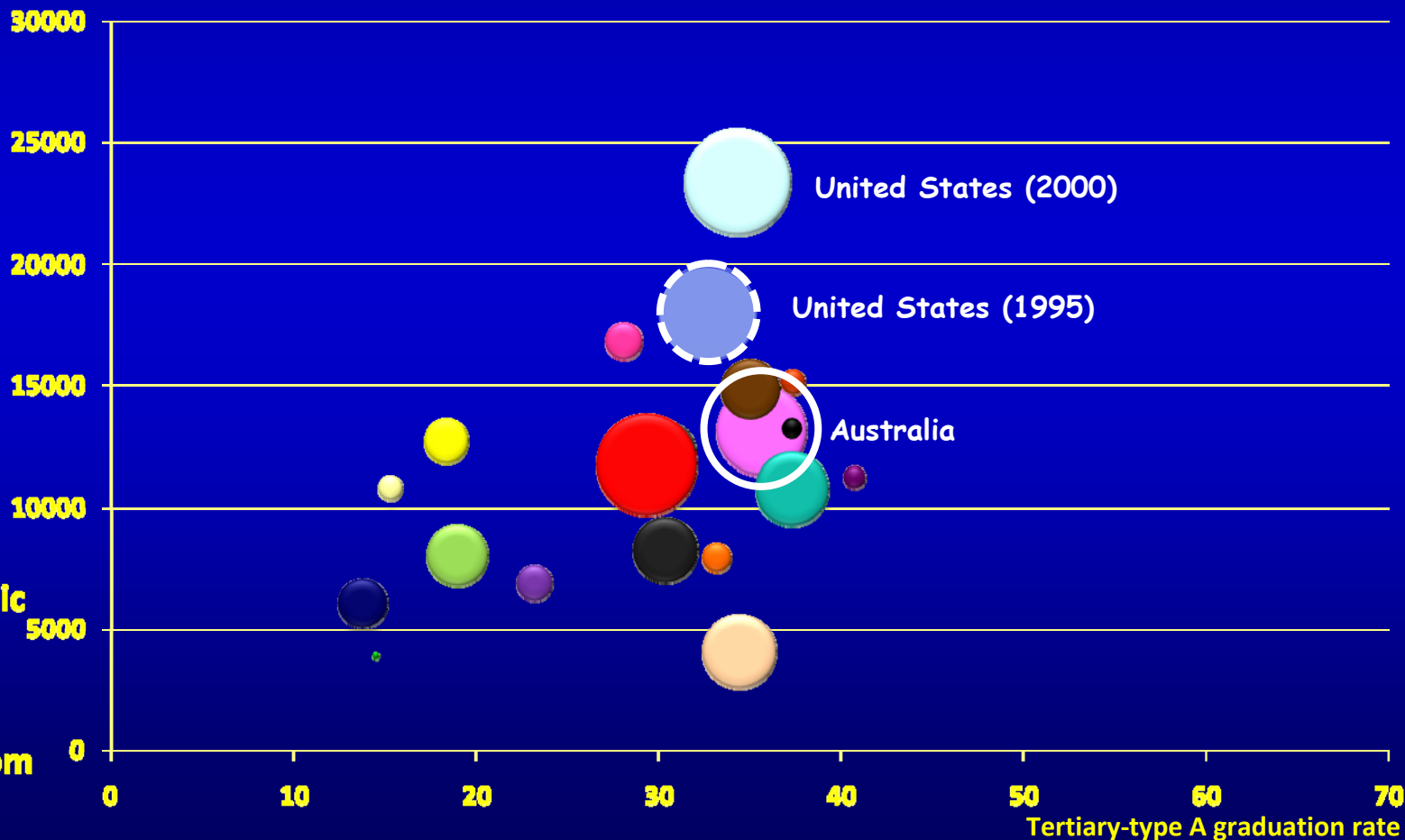


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Expenditure per student at tertiary level (USD)



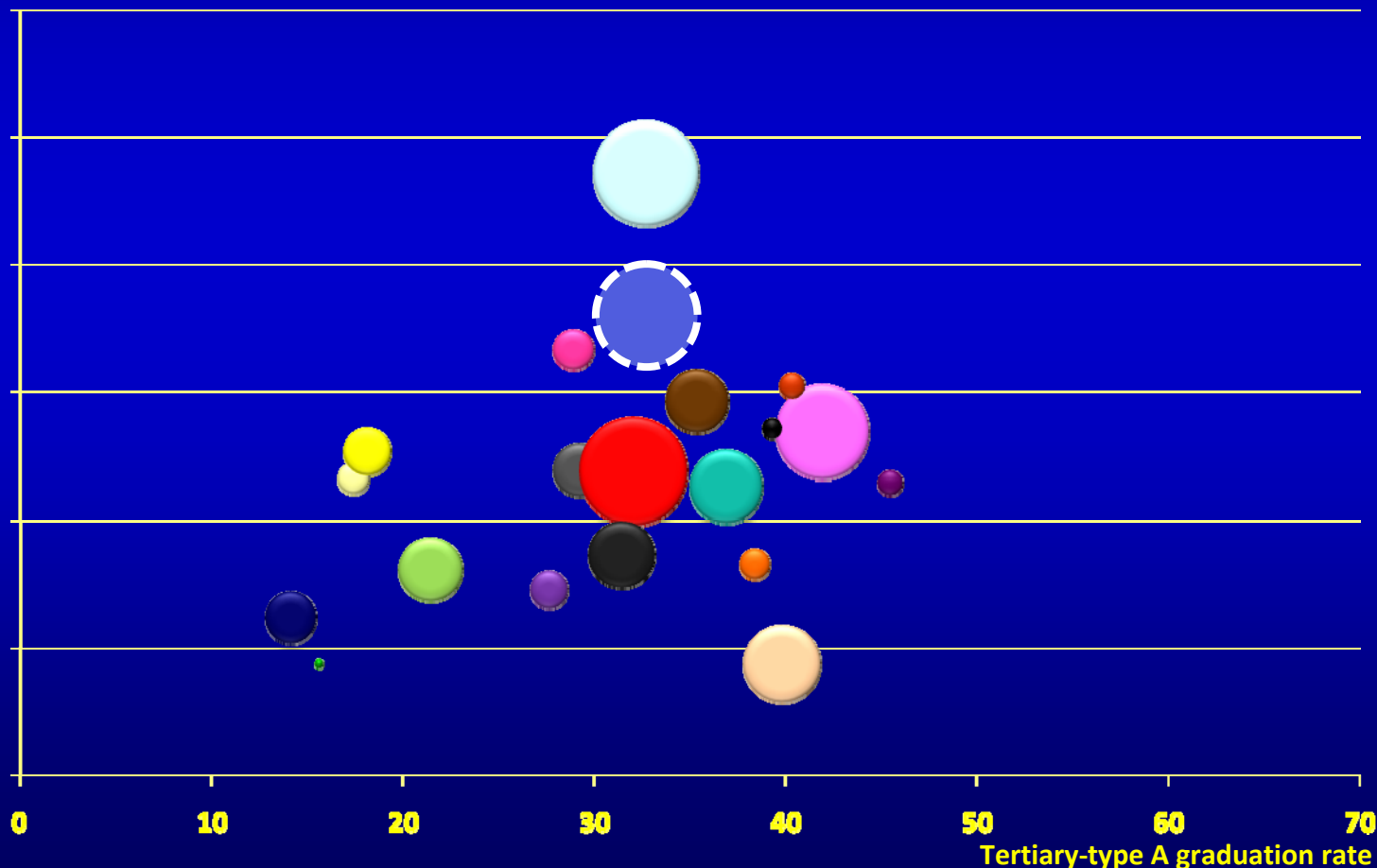
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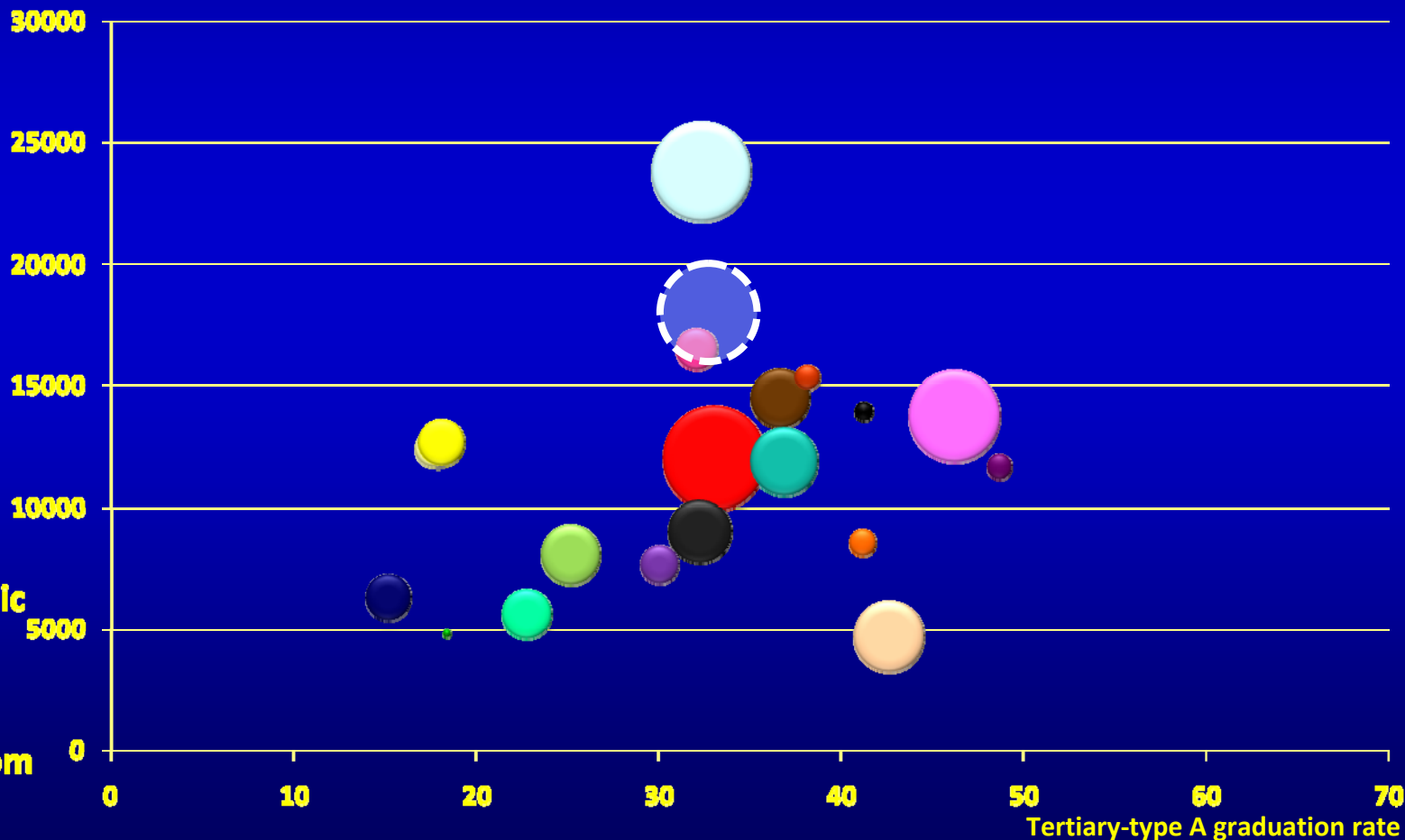
Tertiary-type A graduation rate

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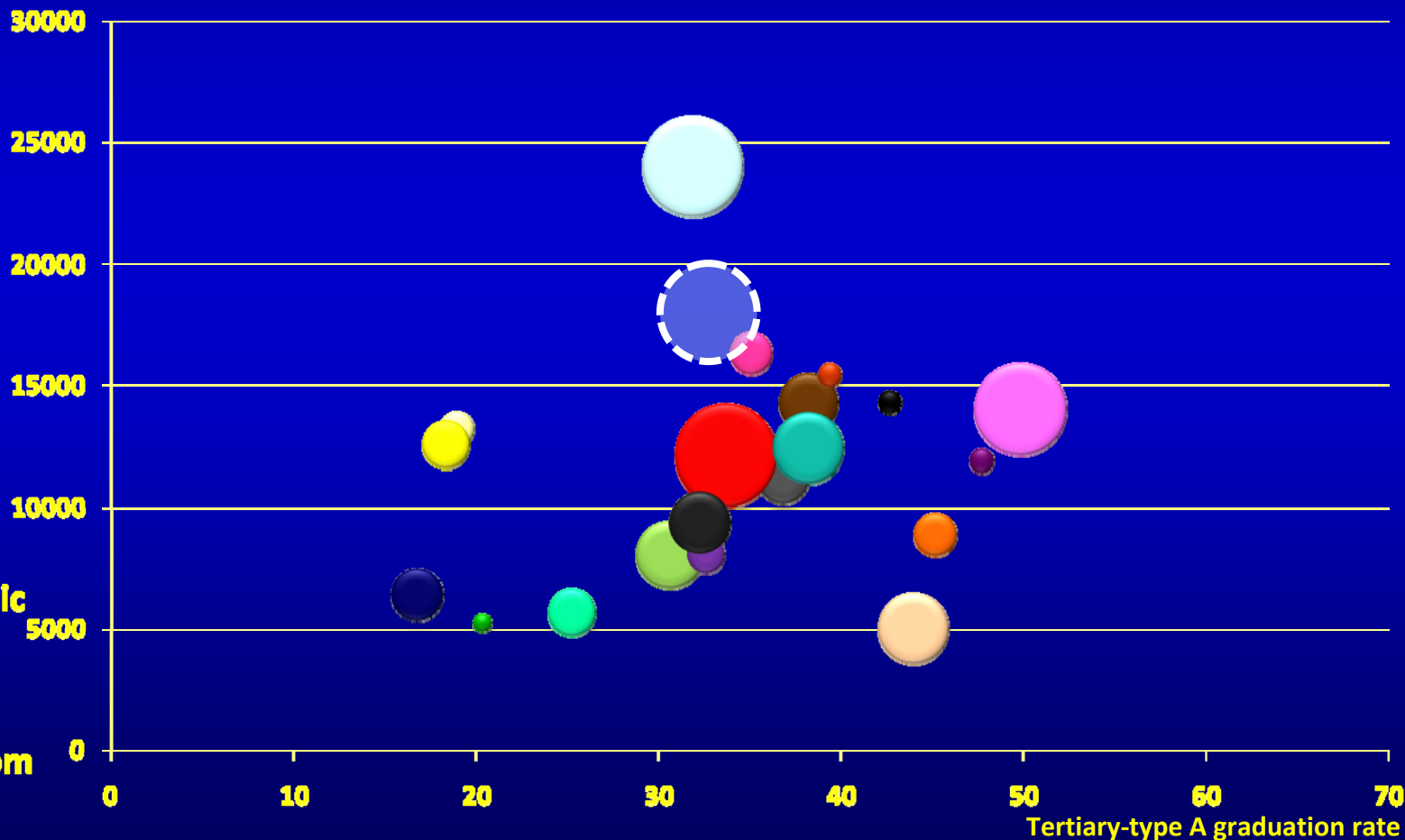


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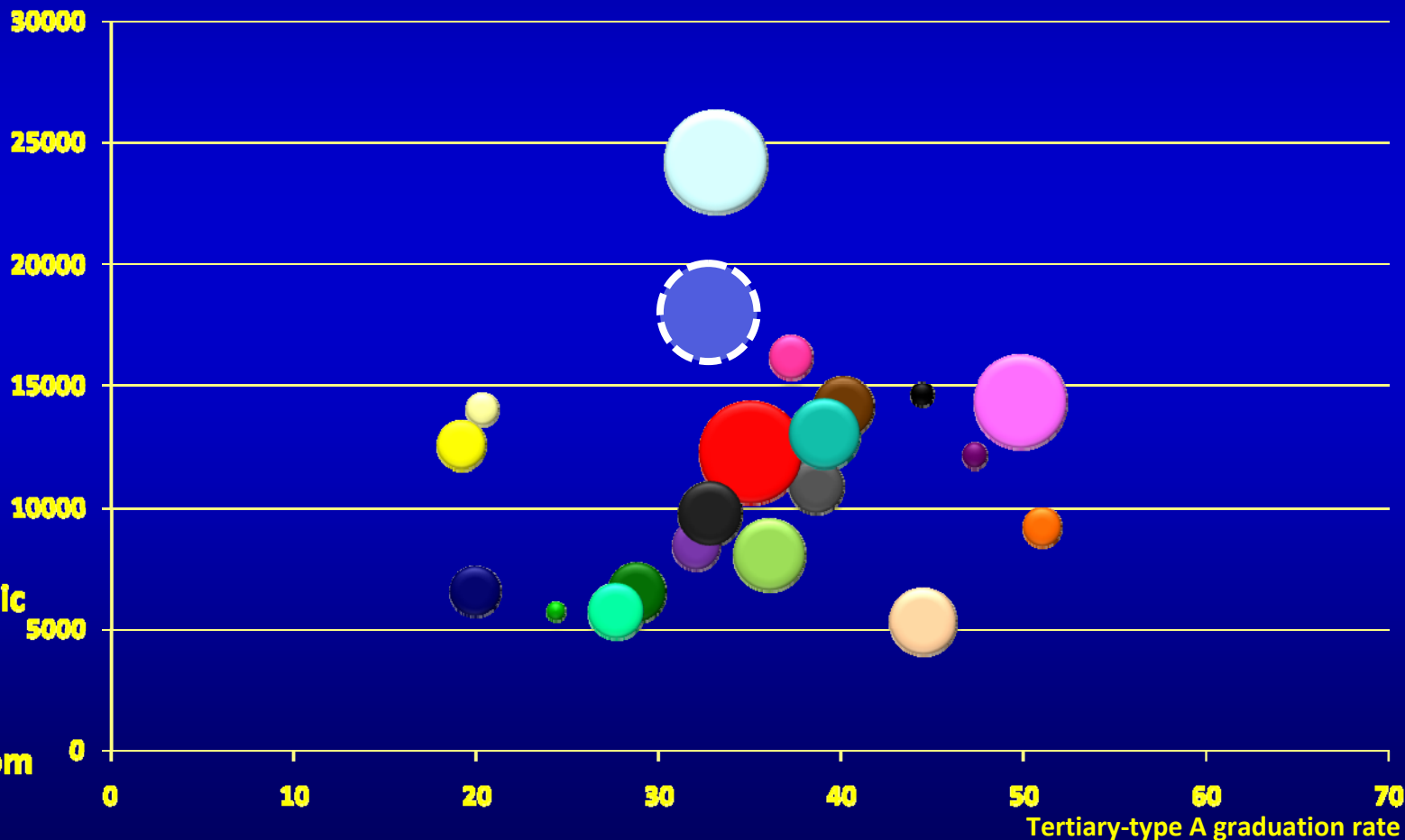


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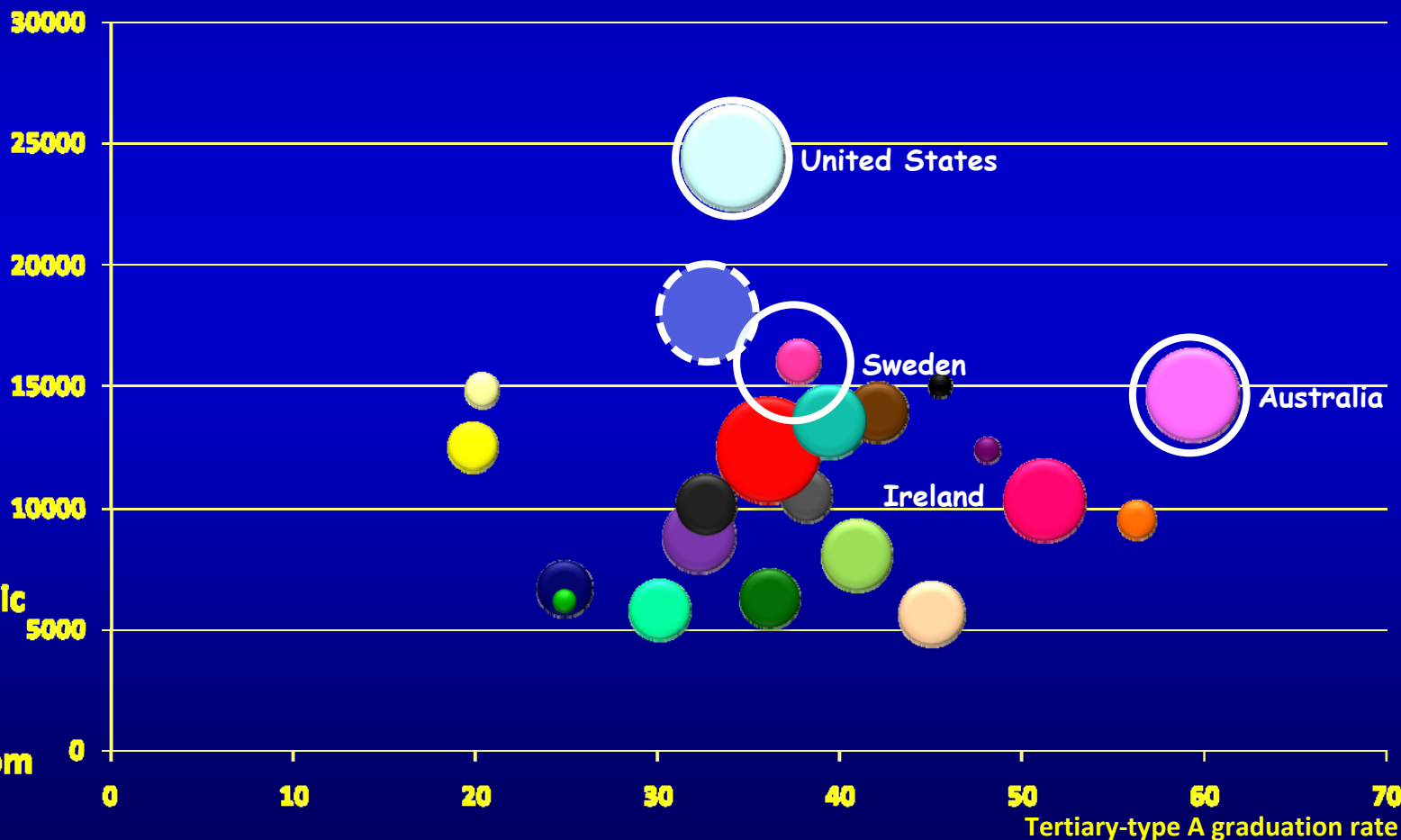


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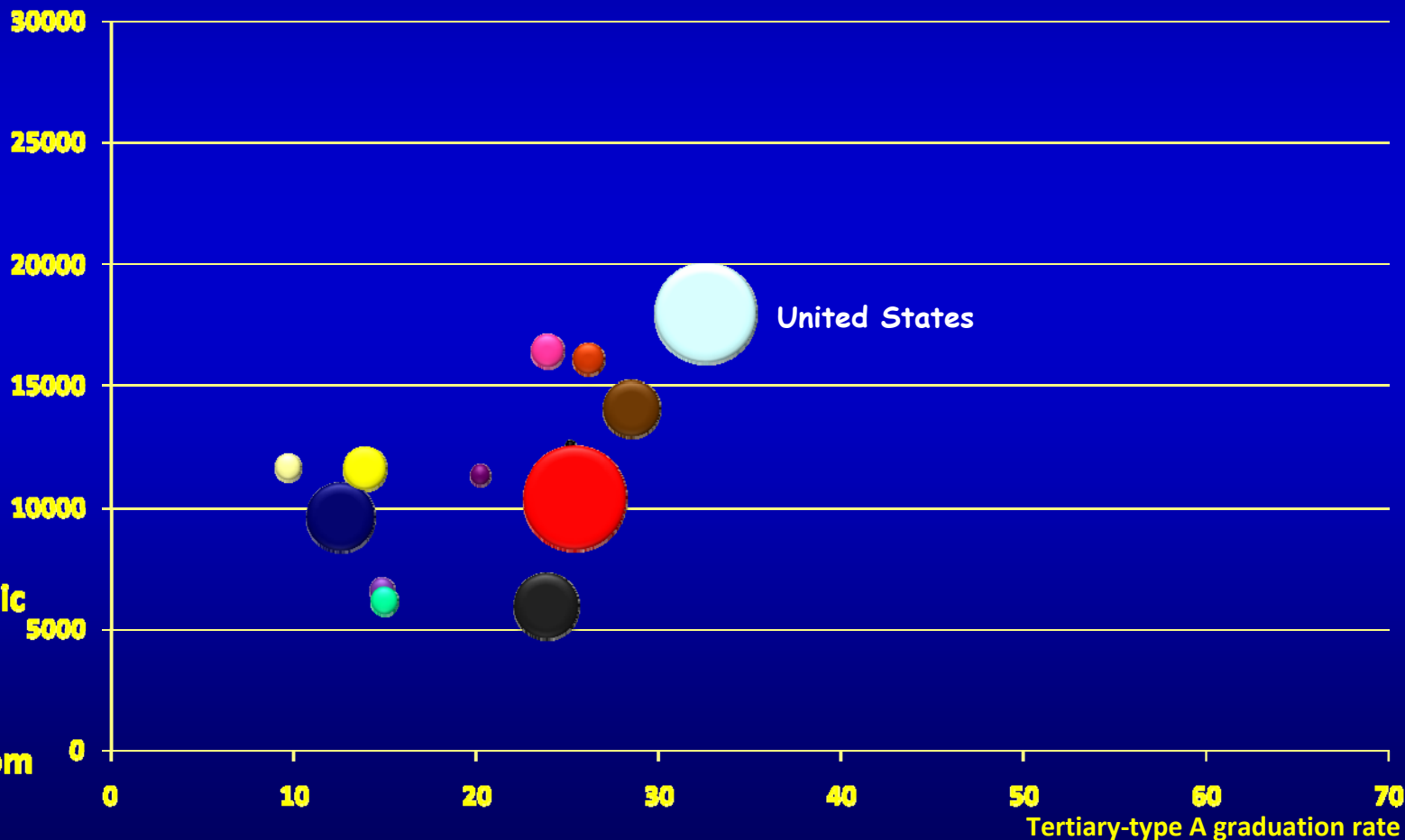


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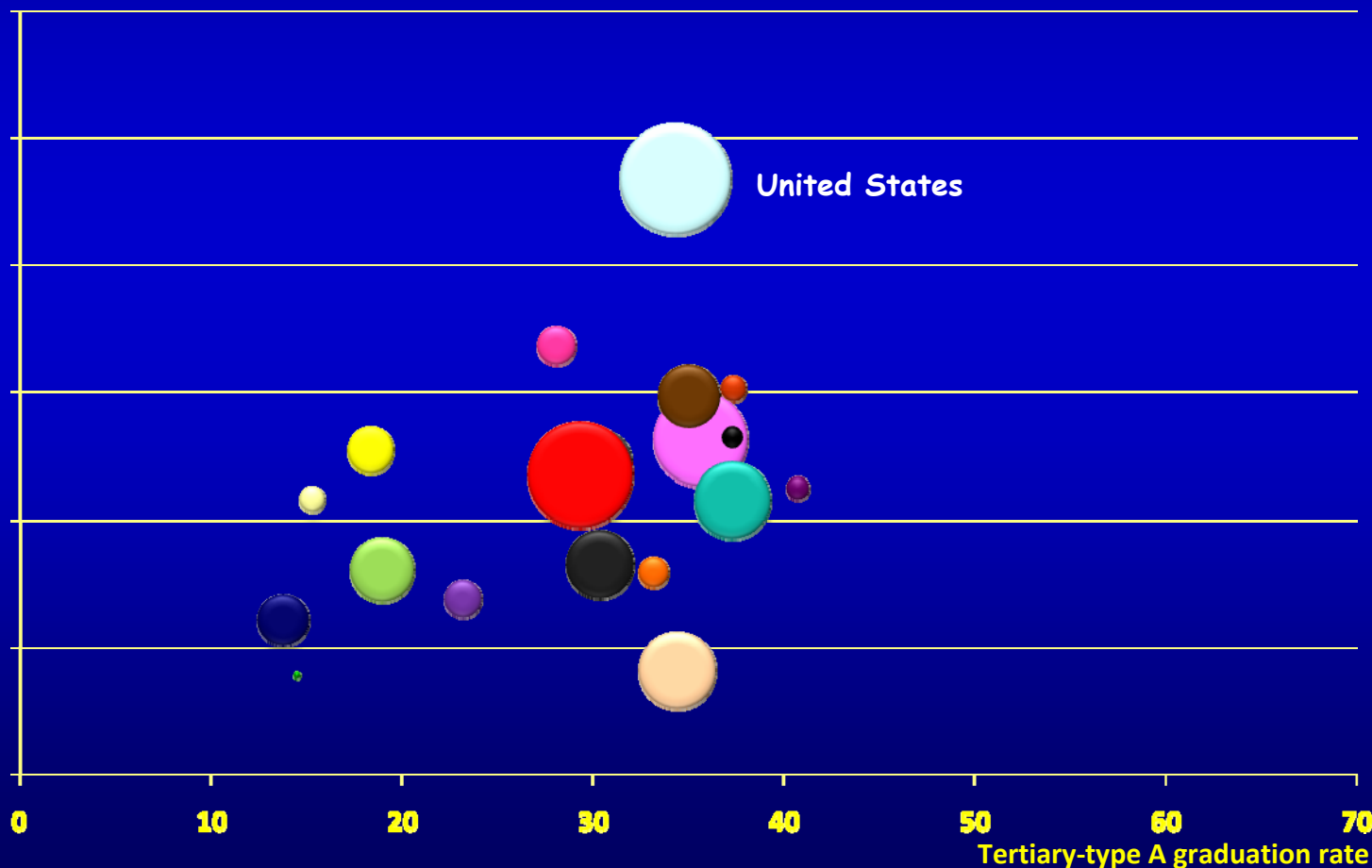
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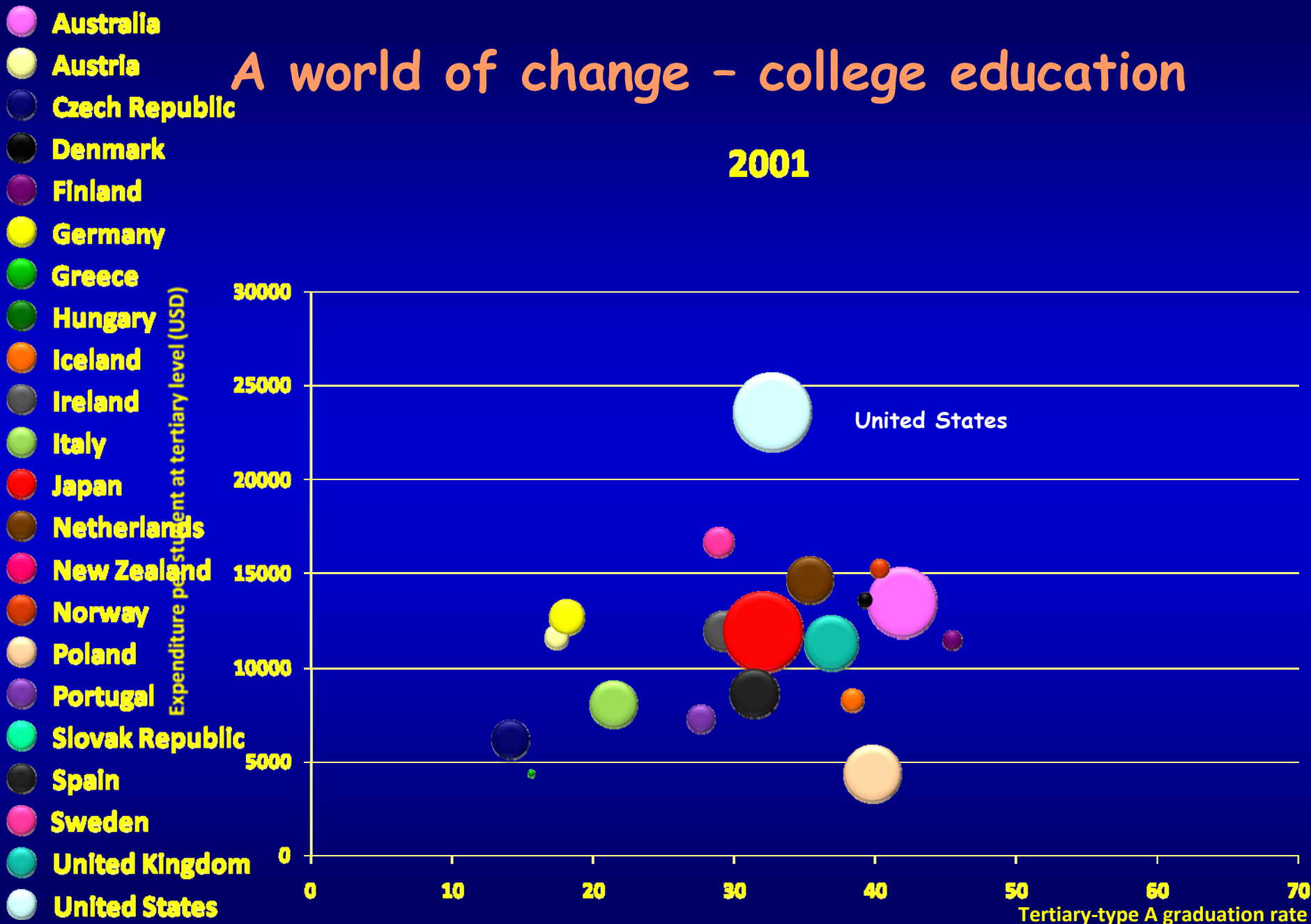
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Tertiary-type A graduation rate

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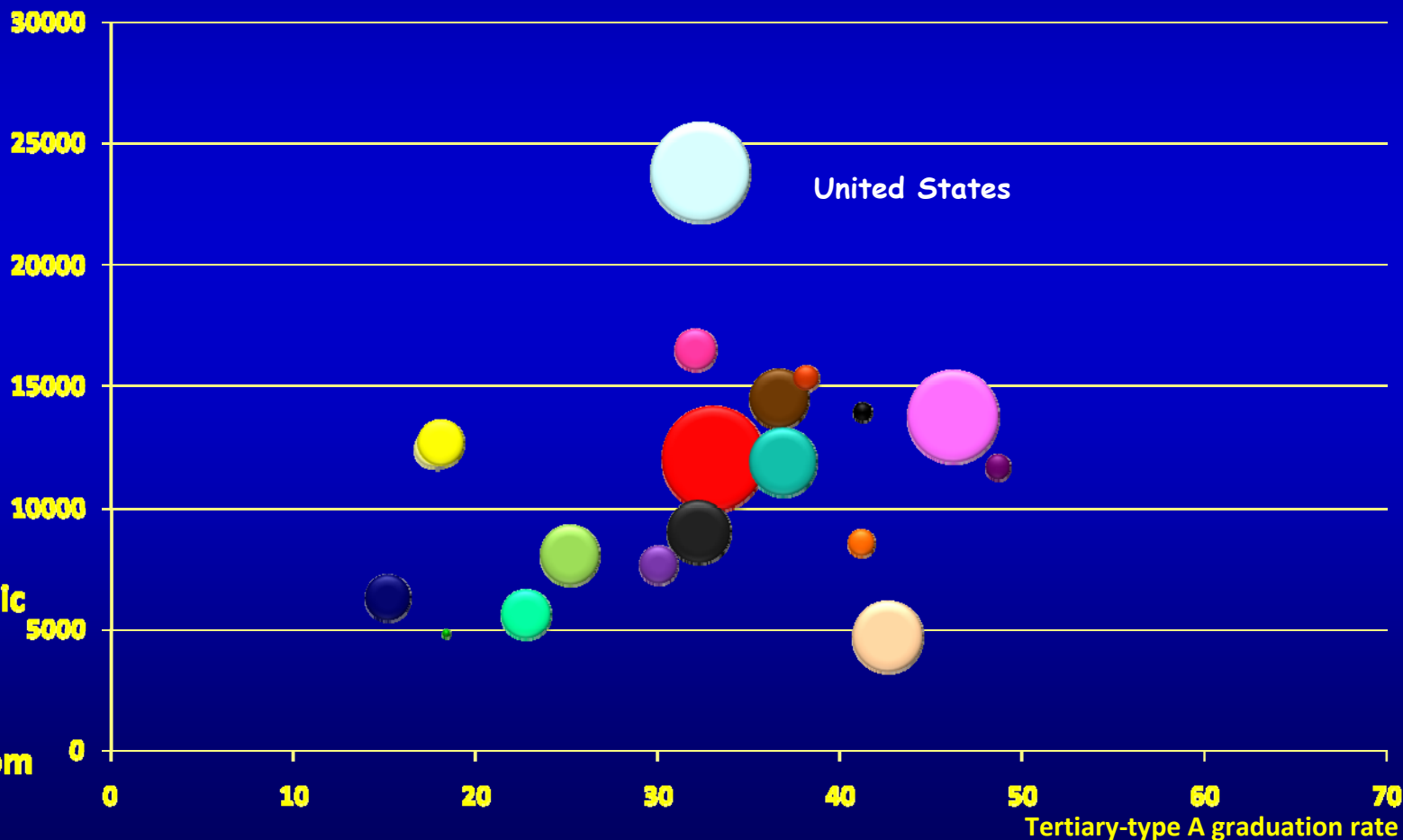


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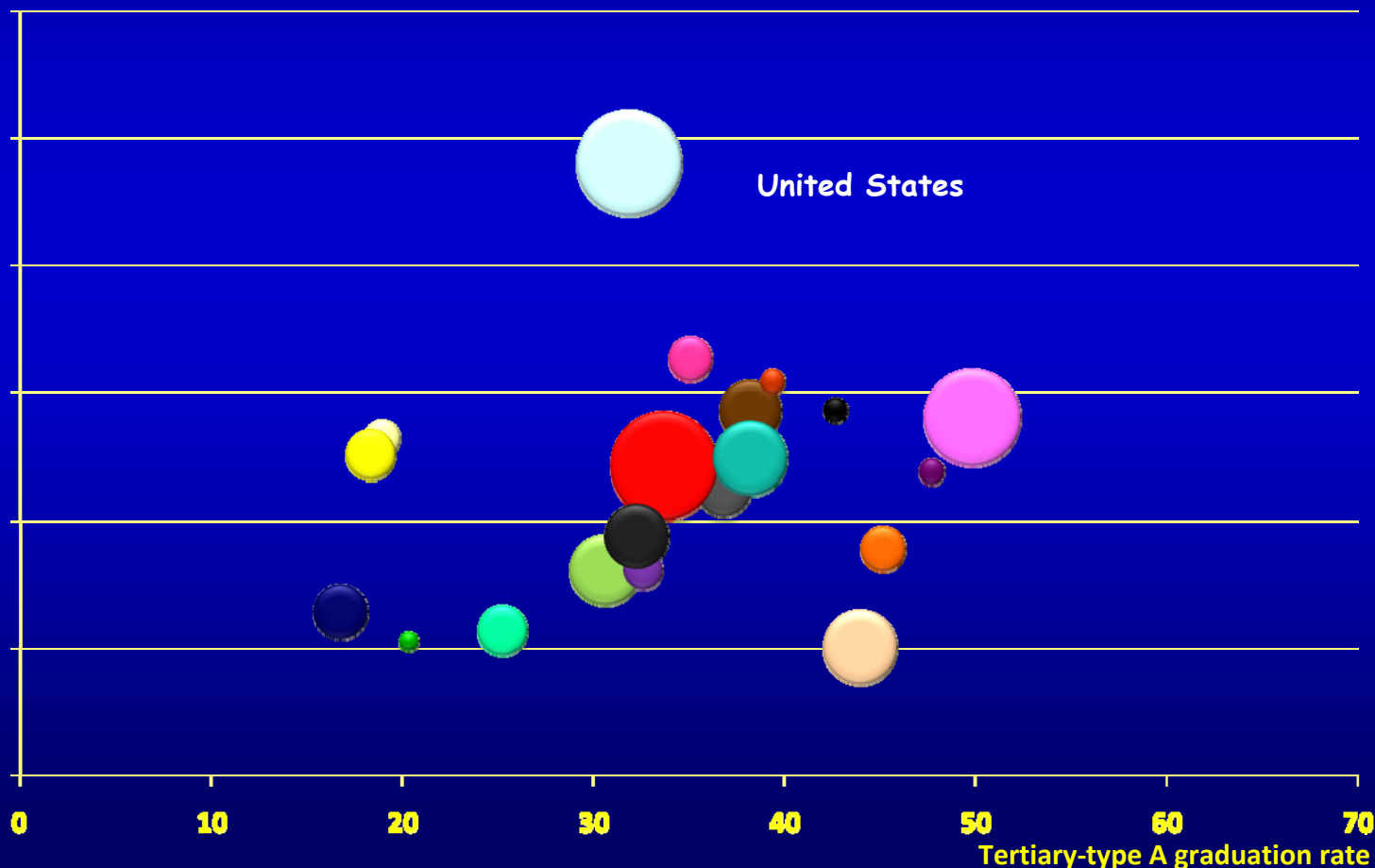
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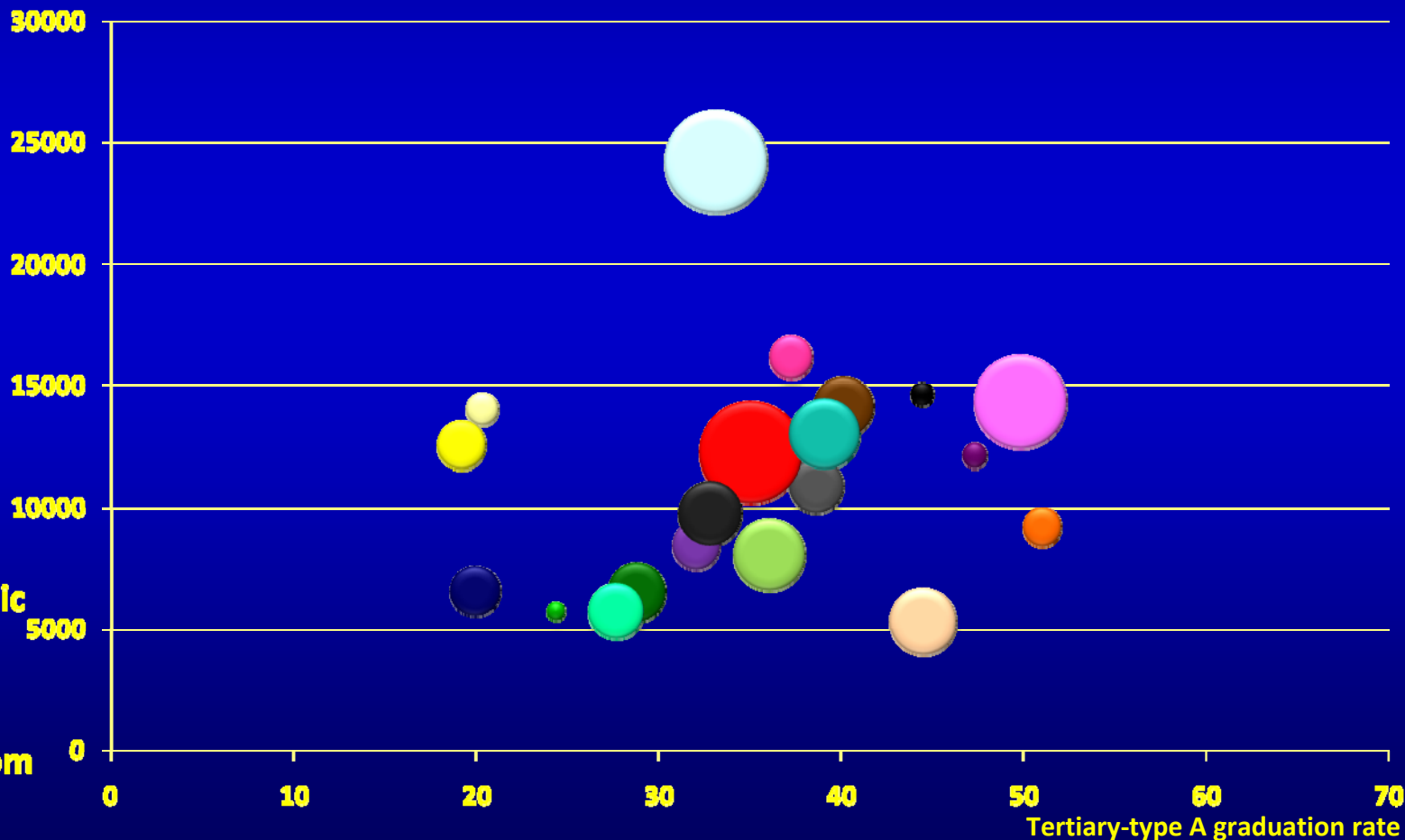
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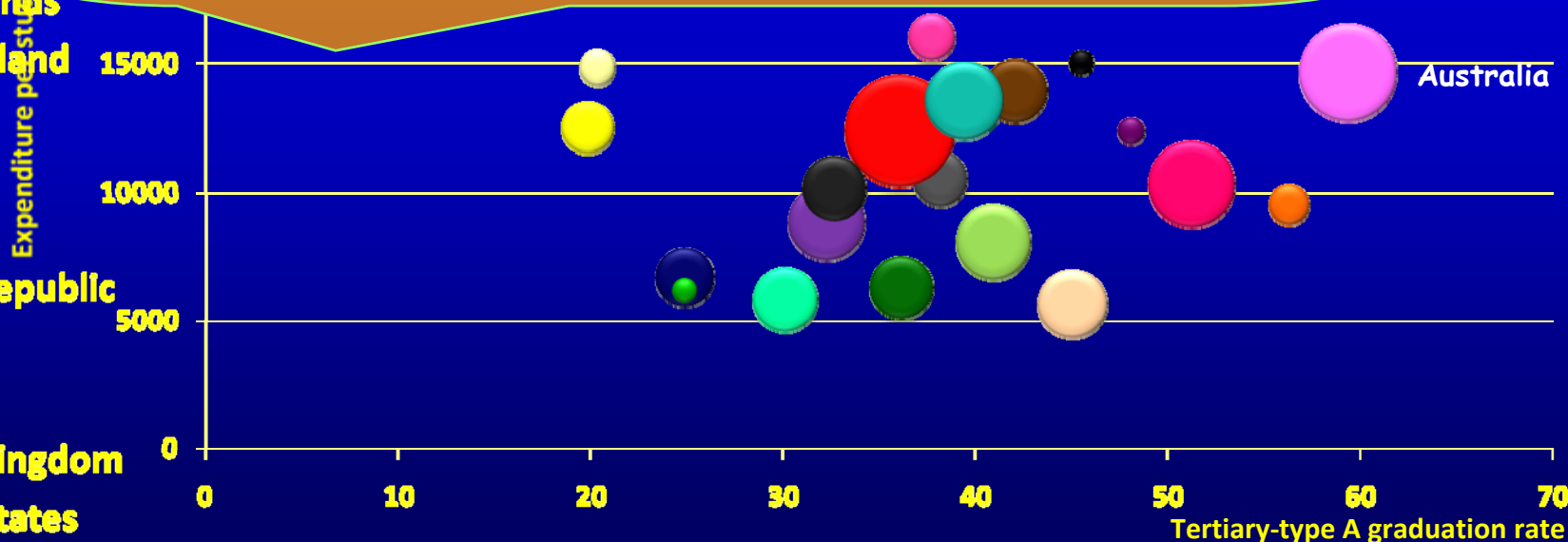
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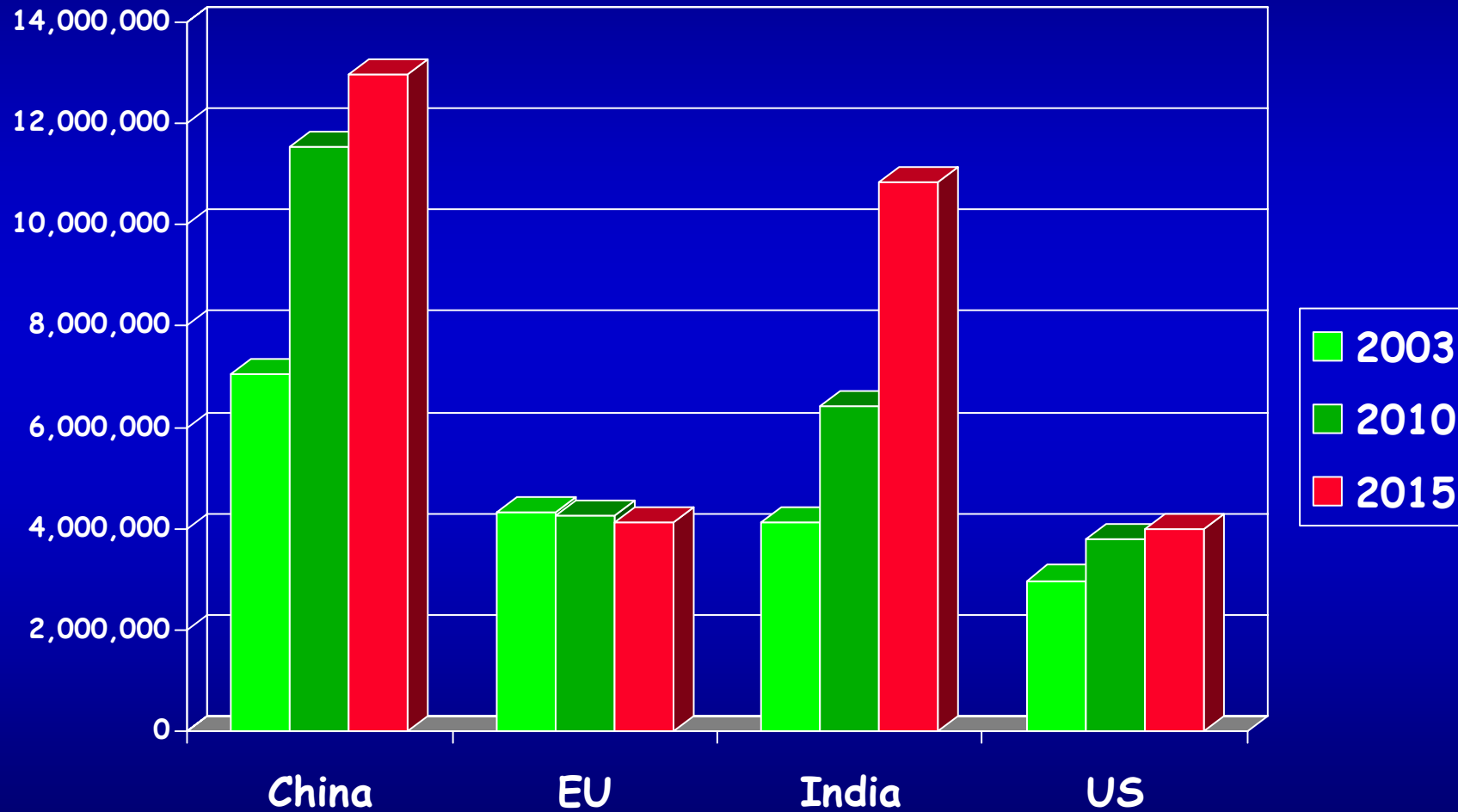
Rising higher education qualifications seem generally not to have led to an "inflation" of the labour-market value of qualifications.

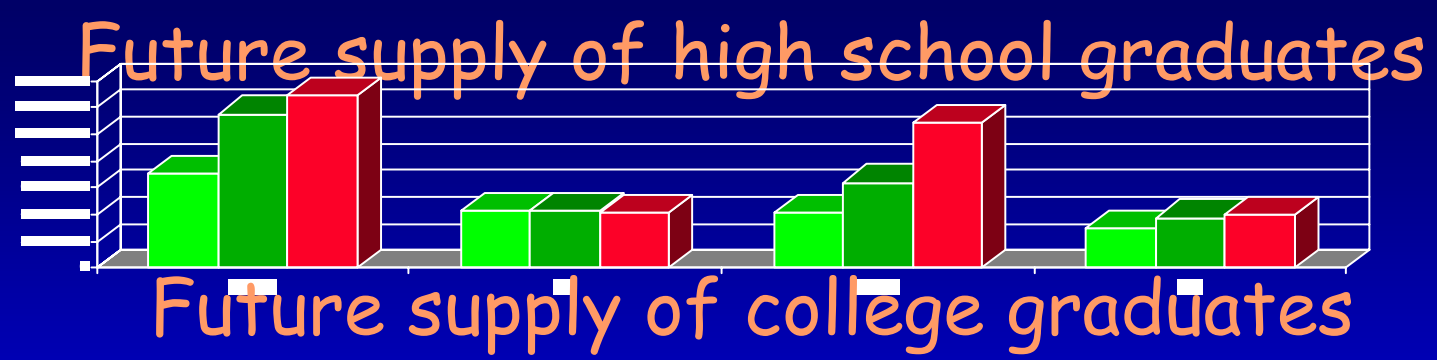
- In all but three of the 20 countries with available data, the earnings benefit increased between 1997 and 2003, in Germany, Italy and Hungary by between 20% and 40%



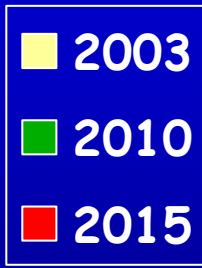
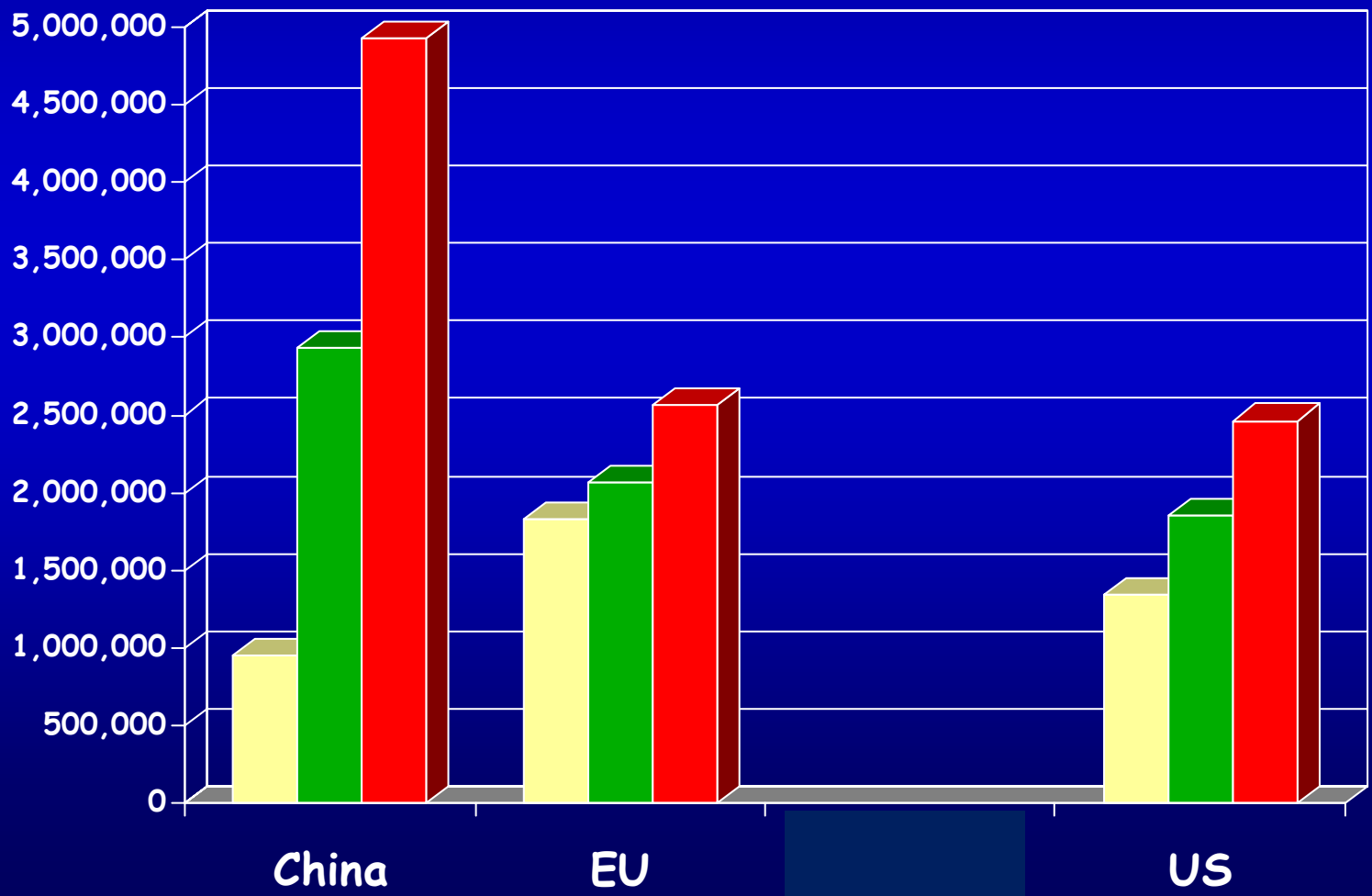
Moving targets

Future supply of high school graduates





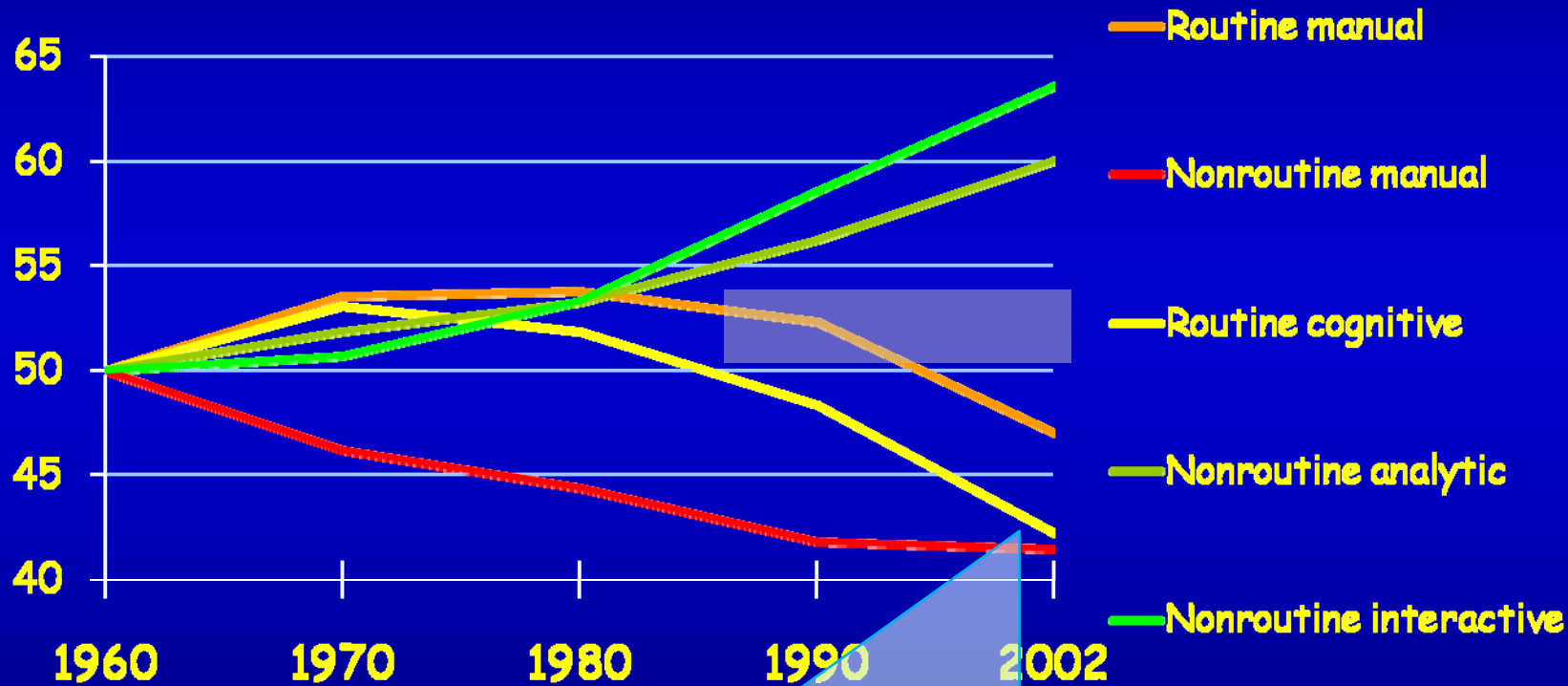
Future supply of college graduates



How the demand for skills has changed

Economy-wide measures of routine and non-routine task input (US)

Mean task input as percentiles of the 1960 task distribution



(Levy and Murnane)

The dilemma of schools:
The skills that are easiest to teach and test are also the ones that are easiest to digitise, automate and outsource

Deciding what to assess...

looking back at what students were
expected to have learned

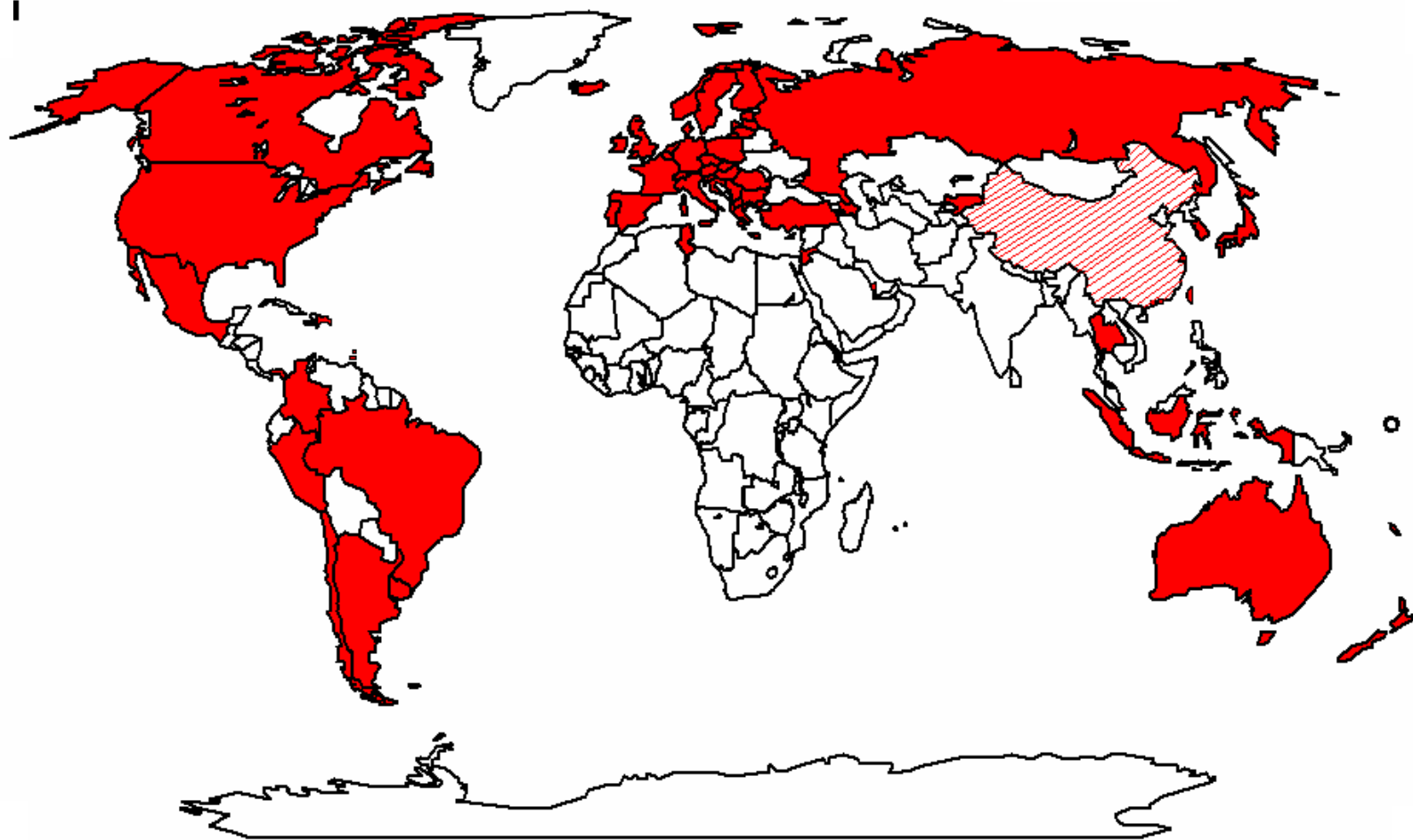
...or...

looking ahead to how well they can
extrapolate from what they have learned
and apply their knowledge and skills in
novel settings.

For the PISA assessment of the knowledge and skills
of 15-year-olds, OECD governments chose the latter

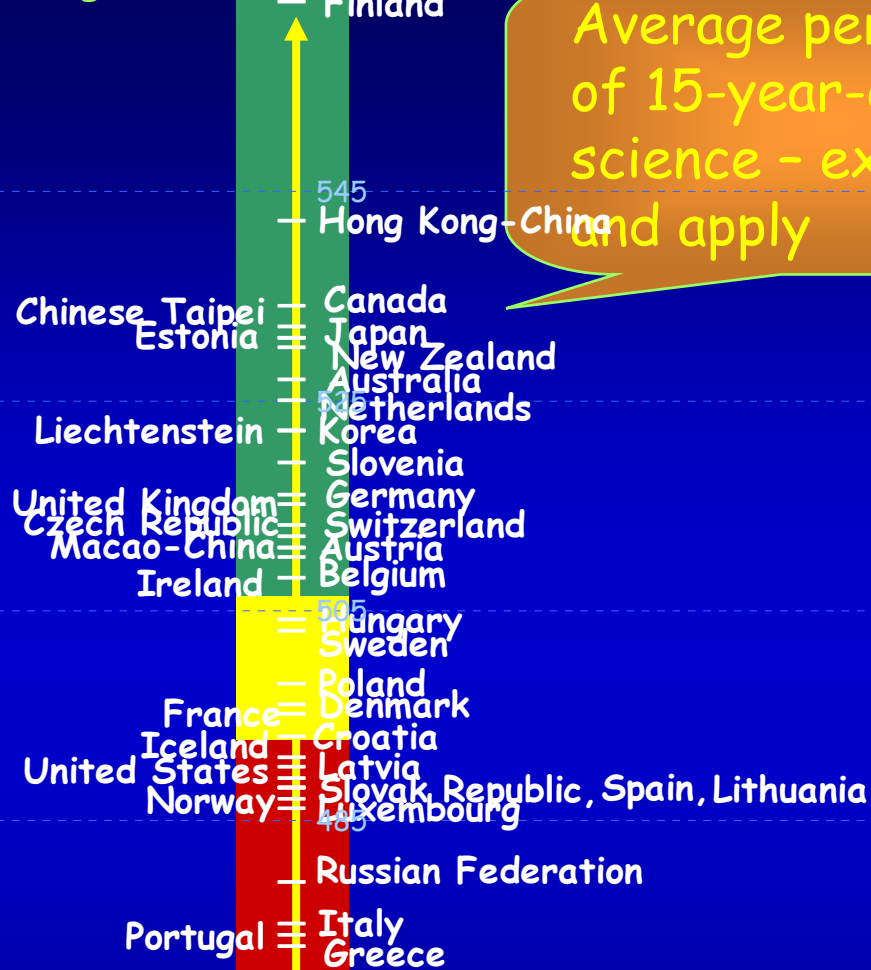
OECD's PISA assessment of the knowledge and skills of 15-year-olds

Coverage of world economy 87%

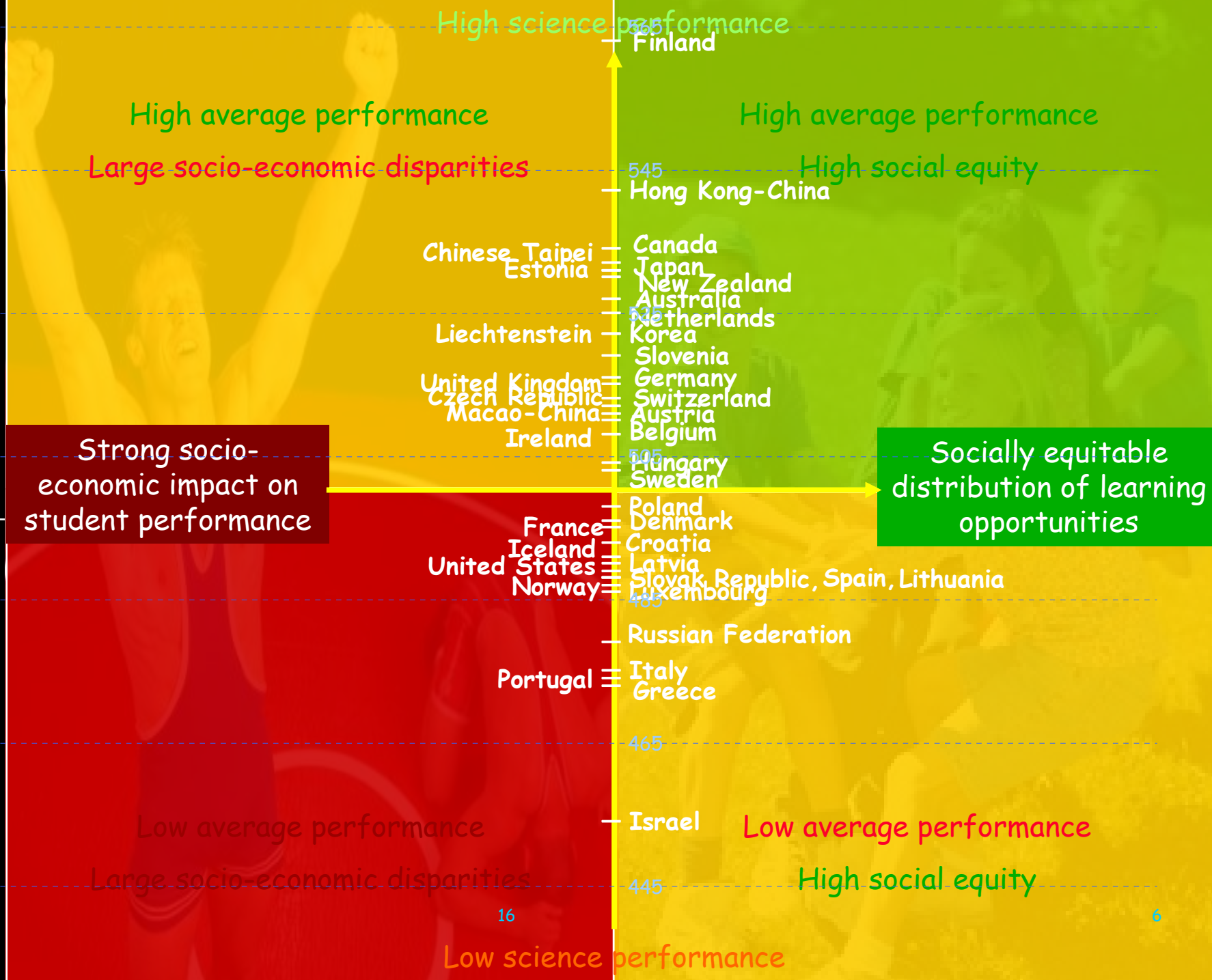


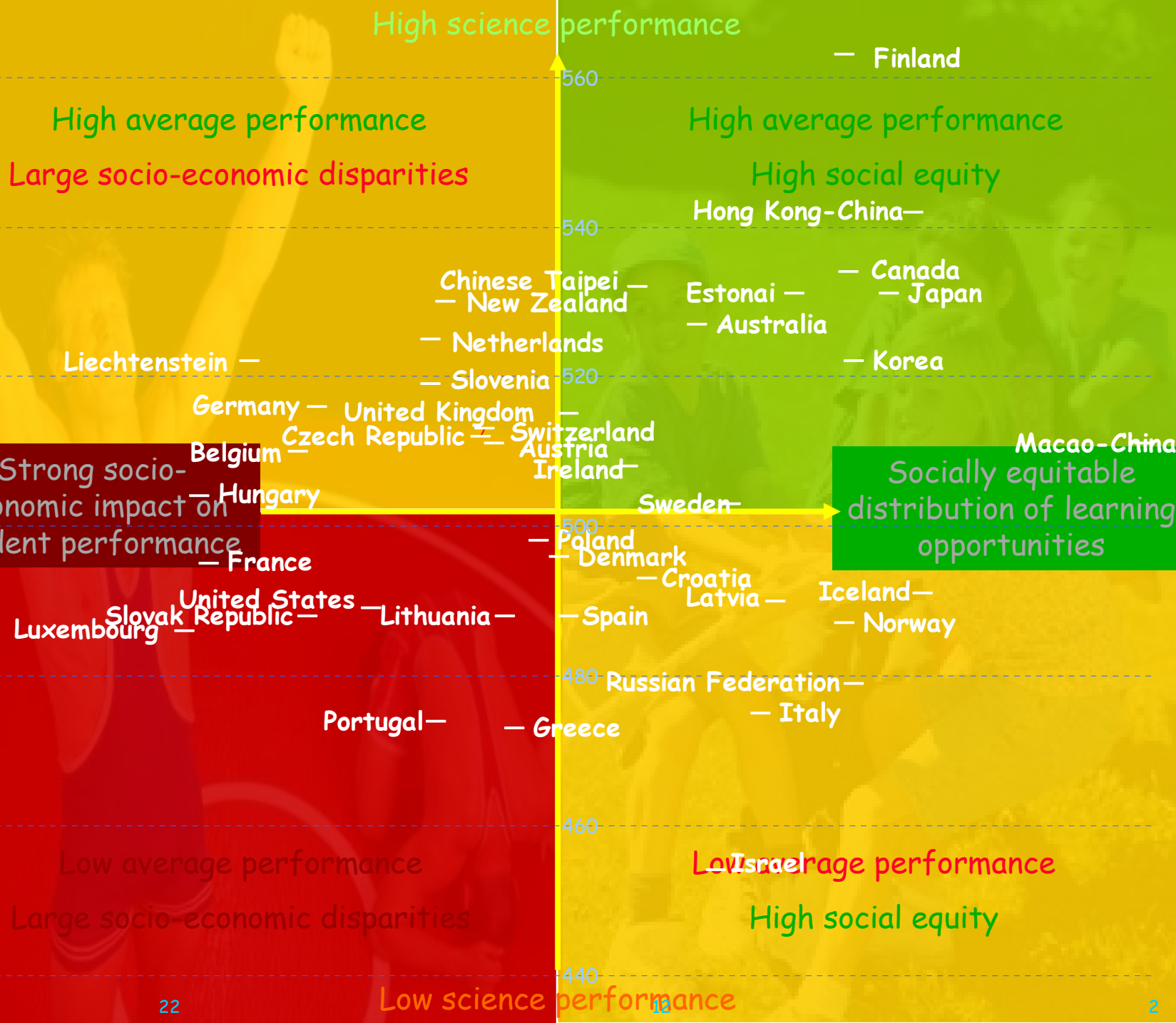
High science performance

Average performance
of 15-year-olds in
science - extrapolate
and apply



Low science performance



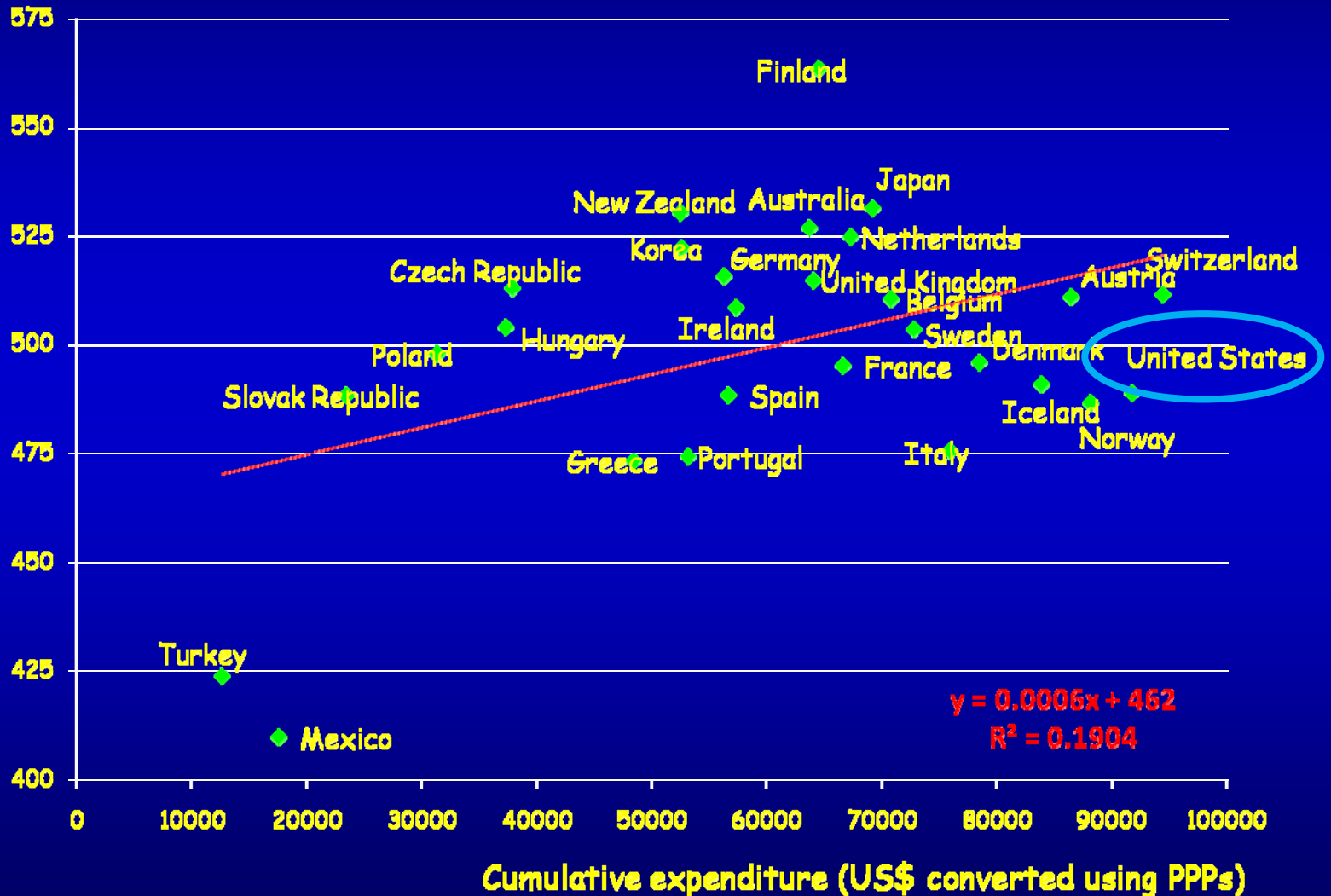


How to get there

Some policy levers that emerge from
international comparisons

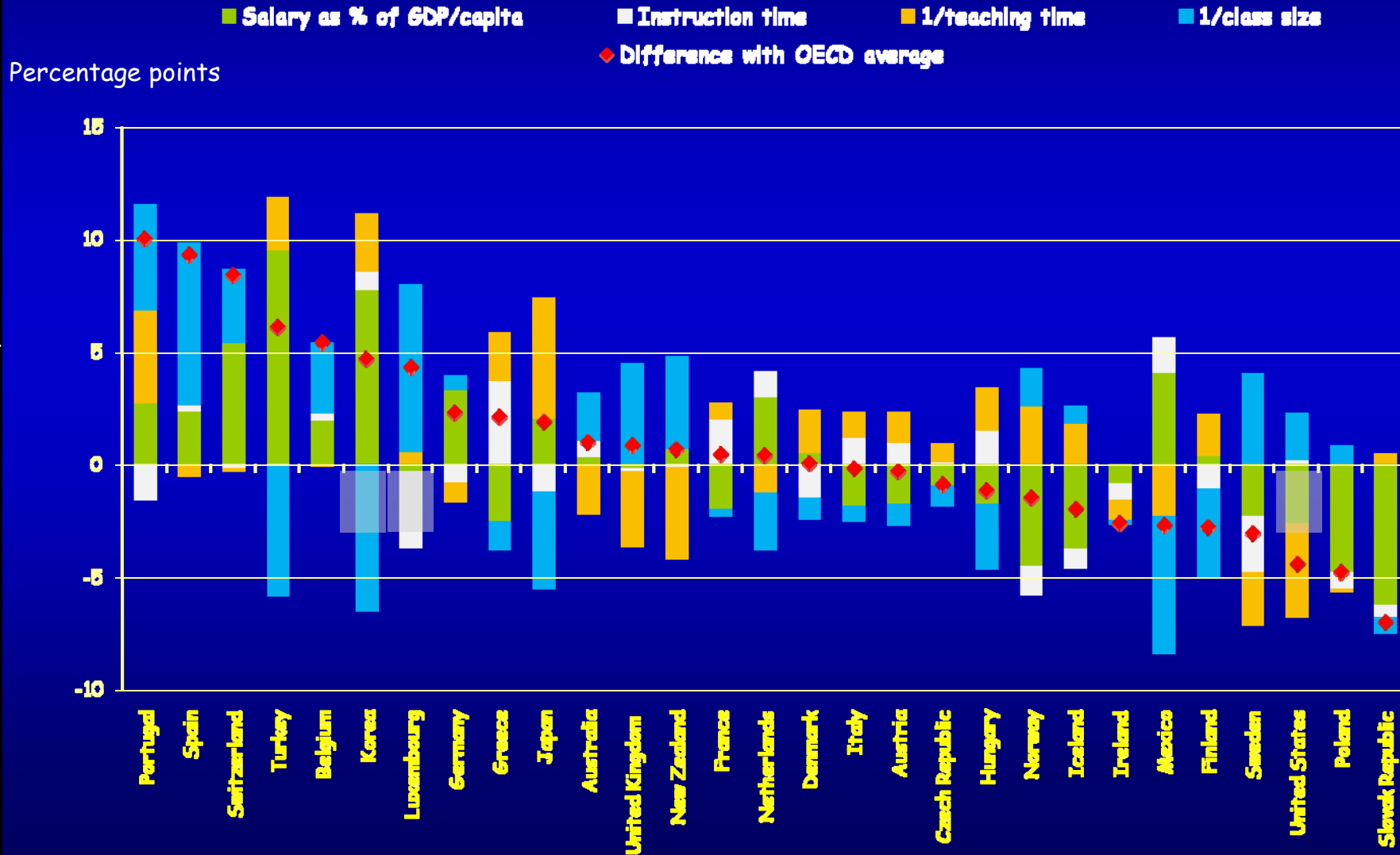
Money matters - but other things do too

Science performance



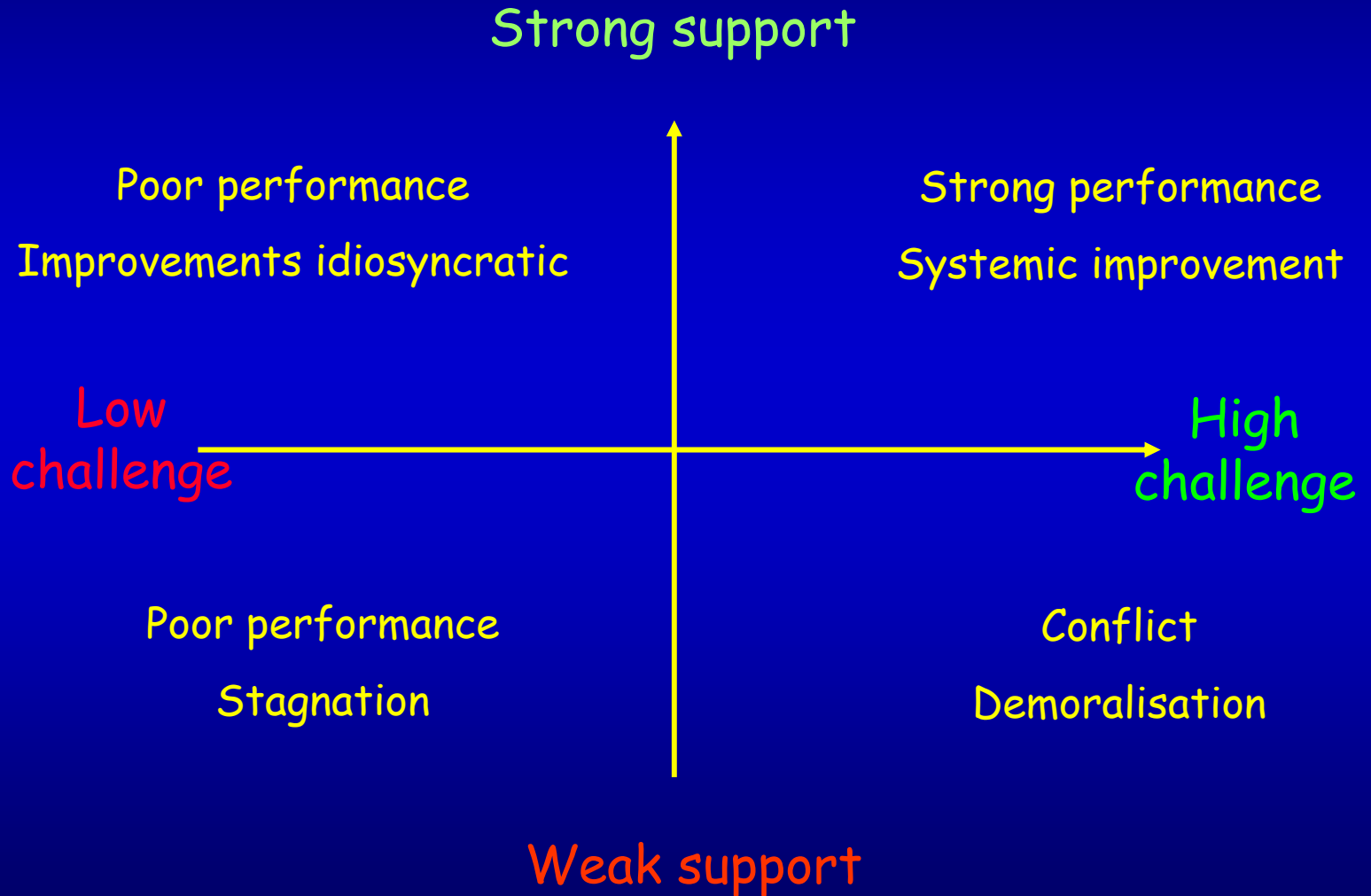
Spending choices on secondary schools

Contribution of various factors to upper secondary teacher compensation costs per student as a percentage of GDP per capita (2004)





Challenge and support

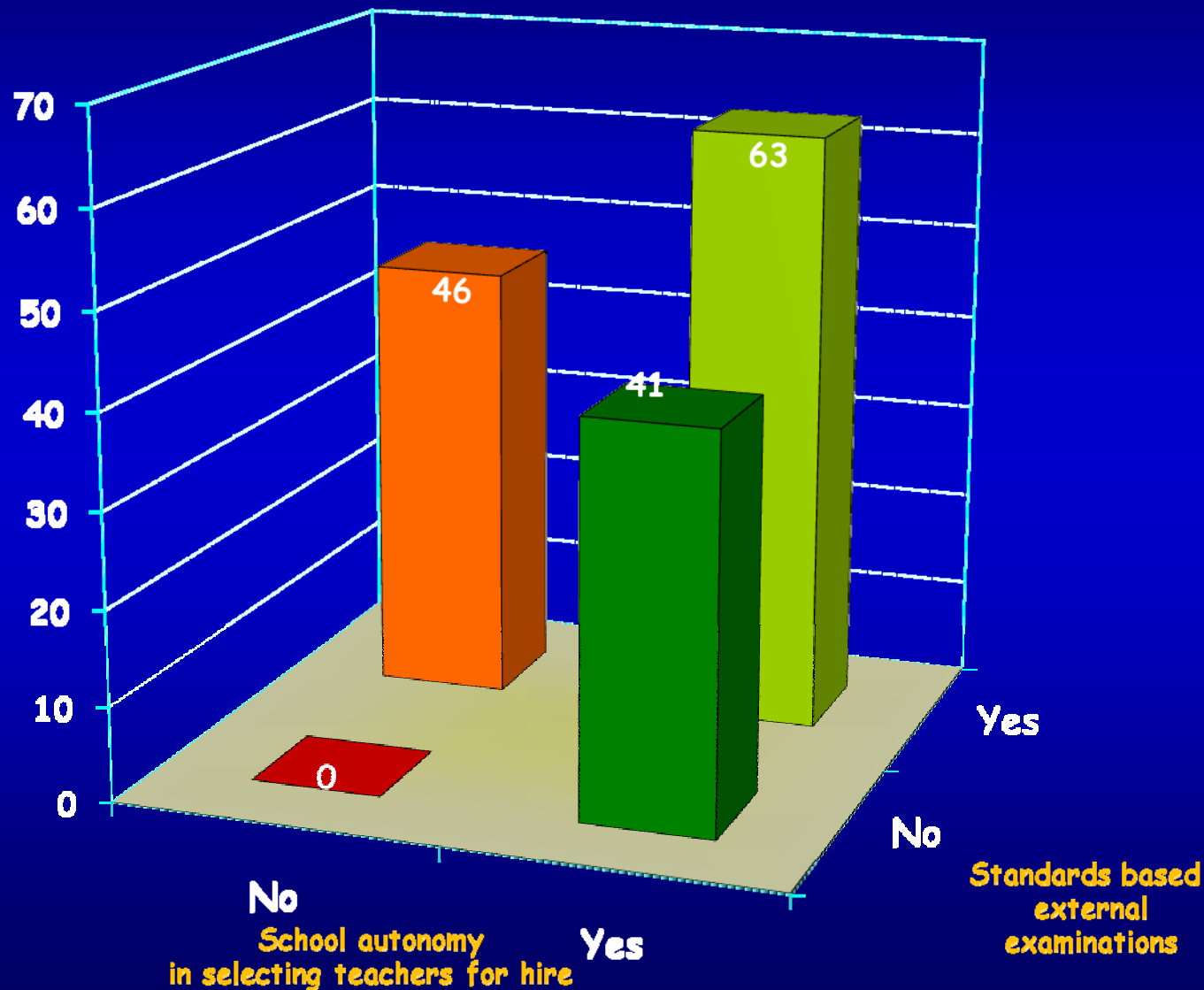




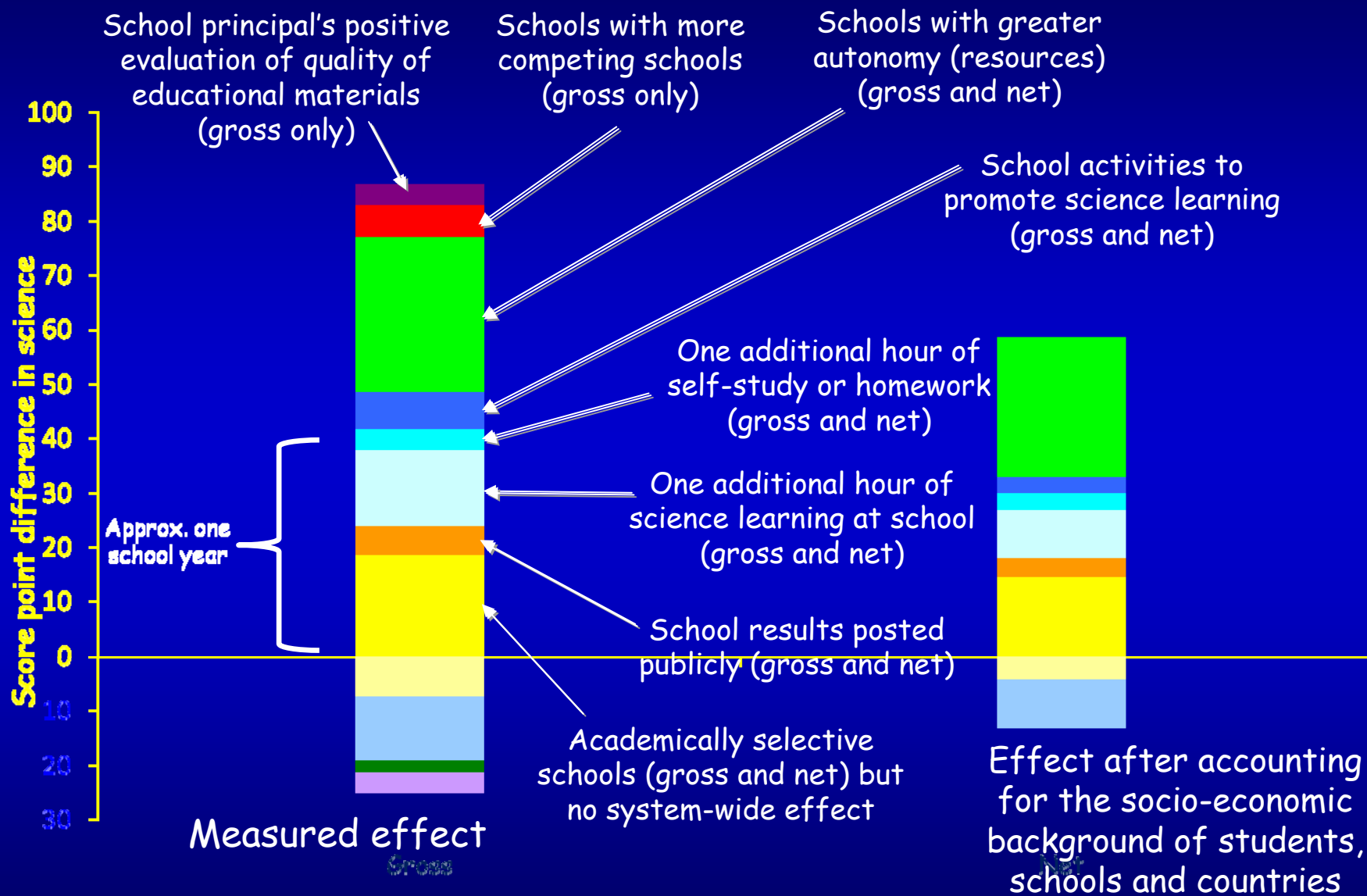
School autonomy, standards-based examinations and science performance

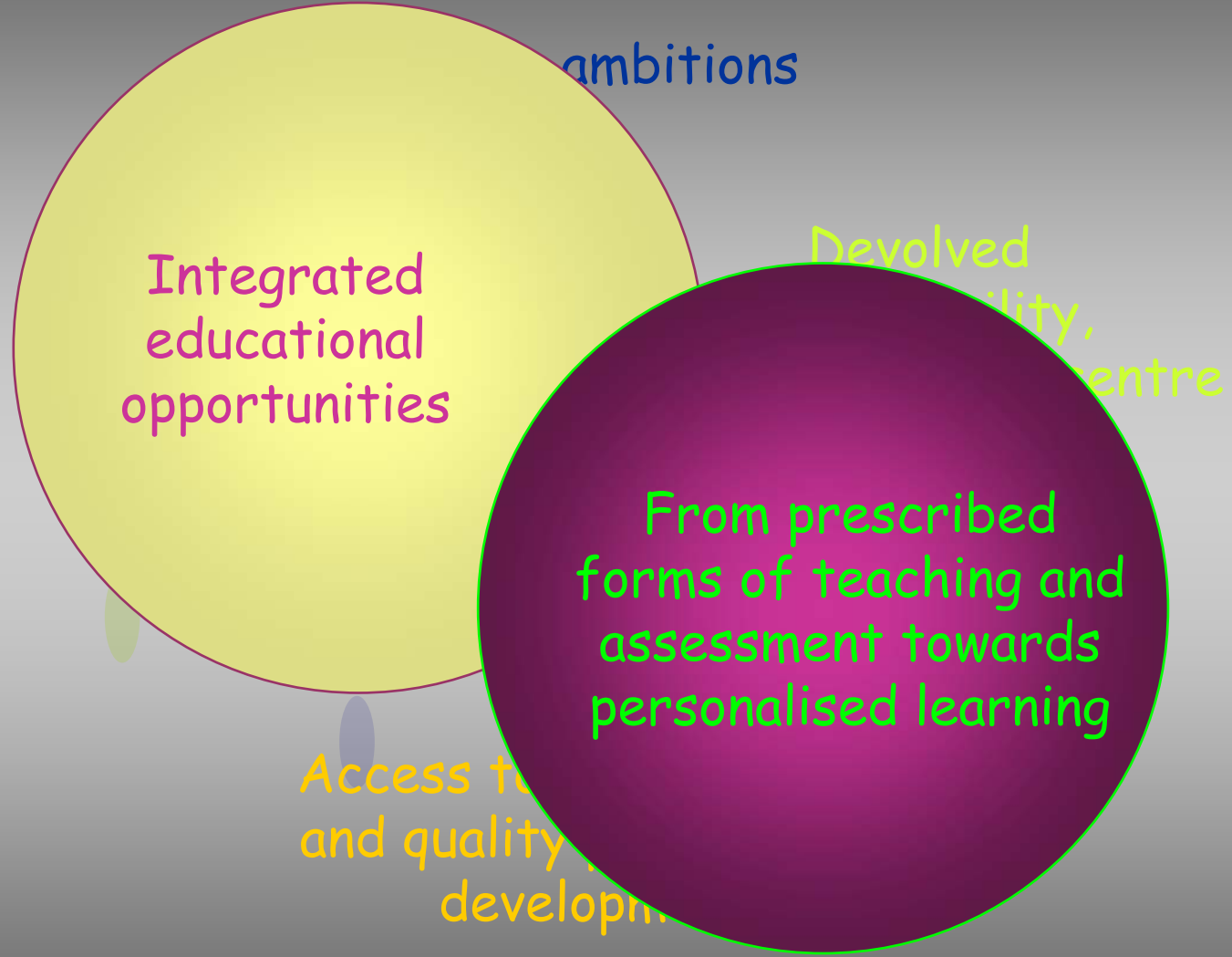
School autonomy in selecting teachers for hire

PISA score
in science



Pooled international dataset, effects of selected school/system factors on science performance after accounting for all other factors in the model





Paradigm shifts

The old bureaucratic education system

The modern enabling education system

Hit & miss> Universal high standards

Uniformity> Embracing diversity

Provision> Outcomes

Bureaucratic – look up> Devolved – look outwards

Talk equity> Deliver equity

Received wisdom> Data and best practice

Prescription> Informed profession

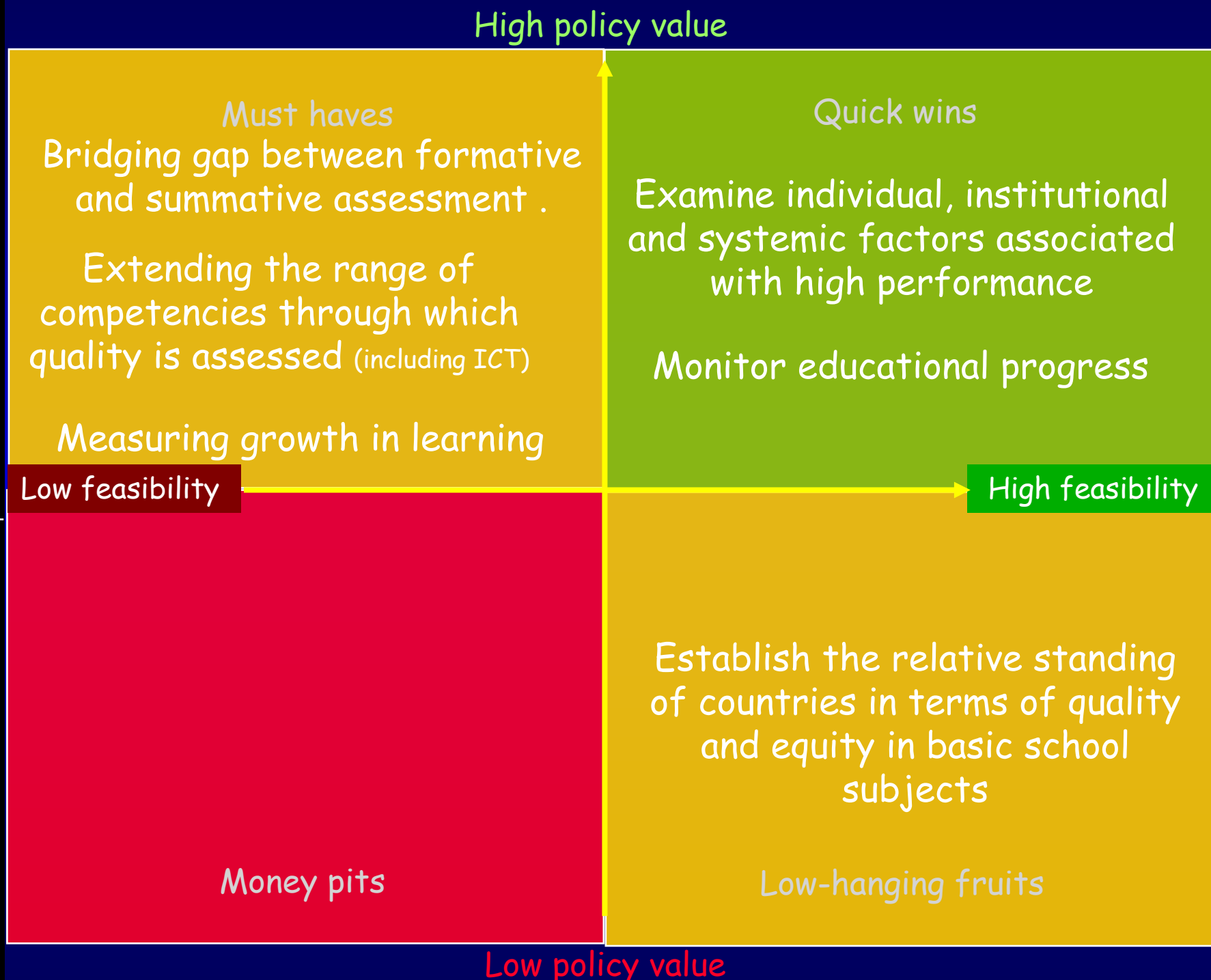
Demarcation> Collaboration

A low-angle shot of a skateboarder in mid-air, performing a trick. The skateboarder is wearing a white long-sleeved shirt with a red stripe on the sleeve, blue jeans, and white sneakers. The skateboard is visible at the bottom of the frame. The background is a bright, cloudy sky.

Towards next generation of global benchmarks

Challenges to the instruments

Challenges to the approach



Why care?

r Progress

- Concerns about skill barriers to economic growth, productivity growth and rates of technological innovation
 - One additional year of education equals to between 3 and 6% of GDP
 - Rising tertiary level qualifications seem generally not to have led to an "inflation" of the labour-market value of qualifications (in all but three of the 20 countries with available data, the earnings benefit increased between 1997 and 2003, in Germany, Italy and Hungary by between 20% and 40%)

r Fairness

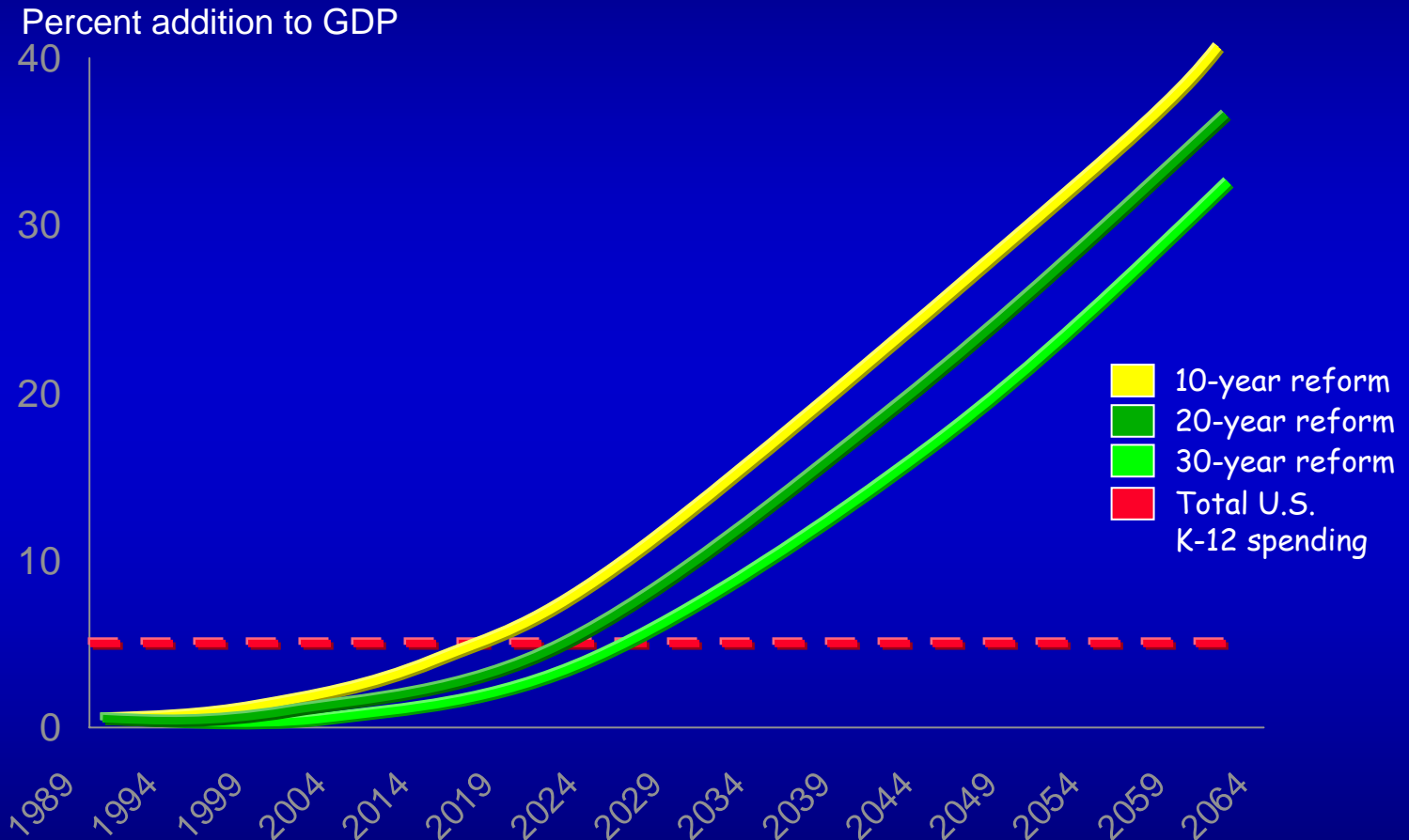
- Concerns about the role of skills in creating social inequity in economic outcomes
 - Both average and distribution of skill matter to long-term growth (high percentages of low skill impede growth)

r Value for money

- Concerns about the demand for, and efficiency and effectiveness of, investments in public goods

The cost of inaction

Improved GDP from achieving the goal of being first in the world by 2000



Note: *K-12 education expenditures are assumed to be constant at the level attained in 2005. These data show that economic benefits from a 1989 reform that raised the U.S. to the highest levels of test performance would cover the cost of K-12 education by 2015

Source: Eric Hanushek

PISA Data Analysis Manual

SAS® SECOND EDITION



Programme for International Student Assessment



- www.oecd.org; www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
- email: pisa@oecd.org

Thank you !

... and remember:

Without data, you are just another person with an opinion