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Main Policy Lines in Education and Training

 May 2013 - October 2013

1. **OECD**

# Education at a glance 2013

25 June 2013

The launch in Brussels was hosted by Mr Xavier Prats Monné, Deputy Director-General for Education and Culture, European Commission and by Mr Andreas Schleicher, Deputy Director of the OECD’s Education and Skills Directorate.

Education at a Glance provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education, and the learning environment and organisation of schools.

The 2013 edition includes new indicators on the links between education levels and employment. The main message is clear: it is a person’s education that determines whether he/she will be extremely or only moderately exposed to the economic and social risks in times of crisis: the value of education increases during an economic crisis.

[www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)

# Do immigrant students’ reading skills depend on how long they have been in their new country?

PISA in Focus 29, June 2013

An analysis of PISA data shows that there are no marked differences in reading proficiency between immigrant students who arrived in their new country before they were five and those who arrived between the ages of six and 11. In contrast, in most OECD countries, immigrant students who arrived at the age of 12 or older – and have spent at most four years in their new country – lag farther behind students in the same grade in reading proficiency than immigrants who arrived at younger ages.

An examination of age-at-arrival profiles for the major immigrant groups in selected countries confirms the importance of language barriers. But language may not be the only factor involved. Differences in educational and living standards between the origin and destination countries may also be relevant.

These findings can be used to inform immigration policy: Where late arrival is the result of migration policies that delay family reunification, the intended benefits of these policies should be carefully weighed against the costs of remedial assistance. More immediately, though, targeted help with language skills,  [targeted help with language skills](http://www.oecd.org/edu/Untapped%20Skills.pdf%22%20%5Ct%20%22_blank) for those foreign-born students who arrive when they’re in their teens can limit the need for future assistance; and flexible arrangements to defer tracking can help to ensure that students perform at their full potential when decisions are taken about further education. Both measures will have a direct impact on these students’ employment prospects later on.

<http://www.oecd.org/pisa/pisainfocus/pisa%20in%20focus%20n29%20%28eng%29--Final.pdf>

# How is international student mobility shaping up?

Education Indicators in Focus, July 2013

 The number of students enrolled in tertiary education outside their country of citizenship has risen dramatically over the past decades. Today, almost 4.5 million students are enrolled outside their country, Asian students (from China, India and Korea) account for 53% of all international students. New players are entering the education market, such as Australia, New Zealand, Spain, the Russian Federation and Korea. 77% of all international students are enrolled in OECD countries. The top five destinations for tertiary studies abroad: the United States, The United Kingdom, Australia, Germany and France. As international students primarily go to English-speaking countries to study, often in the fields of social sciences, business and law, some non-English-speaking countries have started to offer courses in English in order to overcome their linguistic disadvantages.
The reputation of a country’s higher education and of its programmes, immigration policy and language all have an impact on the decision of where to study. Therefore immigration policies have also been recently modified in some OECD countries to make it less difficult for international students to enter the country.

 The amount of tuition fees charged can also have an impact on the attractiveness of a destination. In the majority of OECD countries the tuition fees charged are higher for international students enrolled in the same programme than for domestic students. However, high levels of tuition fees, especially in Australia and the UK, are not necessarily a hindrance for students as in some cases they can benefit from loans or scholarships.

Studying abroad helps students to expand their knowledge of other societies, languages, cultures and business methods, and to leverage their labour market prospects. International students are also beneficial for the host countries. Their expenditure on tuition, accommodation and living expenses, furthermore if they stay on after graduation, have a long-term influence on the economy. In Australia, Canada, the Czech Republic and France the stay rate is more than 30%, thereby affecting the labour market.

http://www.oecd.org/edu/skills-beyond-school/EDIF%202013--N°14%20(eng)-Final.pdf

# Governing Complex Education Systems (GCES)

A CERI project (Centre for Educational Research and Innovation)

Partly in response to the risen complexity in education systems, governments in almost all OECD countries have increased school autonomy. The combination of this new governance with increasingly individualized, informed and demanding populations suggests that complexity and the importance of diverse local contexts can only be expected to increase.

In this context, ministries of education remain responsible for ensuring high quality, efficient, equitable and innovative education. This responsibility is increased by the increasing importance attached to education for building a strong knowledge economy and also by international comparisons such as PISA that increase the visibility of national performance.

One of the crucial questions of this project is therefore how to achieve national objectives for education systems under the condition of increasing complexity. The GCES project focuses on two key elements: governance mechanisms and knowledge options.

[Project documents, reports of conferences, case studies](http://www.oecd.org/edu/ceri/governingcomplexeducationsystemsgces.htm)

# Art for Art’s Sake? The Impact of Arts Education.

A CERI publication, 13 June 2013

Arts education is often said to have a positive impact on the three subsets of ‘skills for innovation’:

* Subject-based skills (including in non-arts subjects)
* Skills in thinking and creativity
* Behavioural and social skills

This report examines the impact of arts education on these kind of outcomes. The kinds of arts education include arts classes in school (music, visual arts, theatre,..), arts-integrated classes (arts integrated as support for an academic subject) and arts study out of school (private music lessons, dance, ..). The report does not deal with education *about* the arts or cultural education.

The [report](http://www.oecd-ilibrary.org/education/art-for-art-s-sake_9789264180789-en) can be downloaded at the website of OECD/CERI.

# The OECD Survey of Adult Skills

The OECD Survey of Adult Skills is an international survey conducted in 33 countries, as part of the Programme for the International Assessment of Adult Competencies (PIAAC). It measures the key cognitive and workplace skills needed for individuals to participate in society and for economies to prosper. It is the largest and most comprehensive international survey of adult skills ever undertaken. The results have been presented to the public on 8 October 2013.

During the briefing event Andreas Schleicher, Deputy Director of the OECD's Education and Skills Directorate, presented the key findings of the international survey. Mr Xavier Prats Monné, Deputy Director-General for Education and Culture in the European Commission, elaborated the relevance of the findings for European policy making.

Seven findings are specifically relevant for EU education and training policies:

* 20% of the EU working age population has low literacy and low numeracy skills
* Education and skills increase employability
* The high-skilled are progressing well through adult learning, but people with low proficiency are easily caught in a low skills trap as they are less likely to participate in learning activities
* There are significant differences between individuals with similar qualifications across the EU: upper secondary graduates in some Member States score similar or better than higher education graduates in others
* 25% of the adults lack the skills to effectively make use of ICT
* The skills of a person tend to deteriorate over time if they are not used frequently
* Sustaining skills brings significant positive economic and social outcomes

The Survey will contribute to the monitoring of the Europe 2020 strategy and to the implementation of the Education and Training Strategy.

The Commission and OECD will launch a new Education and Skills online Assessment tool later this year. This will allow people to test their skills and benchmark their own abilities in an international context.

Read [more](http://www.oecd.org/site/piaac/surveyofadultskills.htm) about results, implementation, design and beneficiaries of the study.

# Innovative Learning Environments

A CERI publication, September 2013

How to design a powerful learning environment so that learners can thrive in the 21st century? This volume is based on 40 in-depth case studies of powerful 21st century learning environments that have taken the innovation journey.

*Innovative Learning Environments* presents a wealth of international material and features a new framework for understanding these learning environments, organized into eight chapters. It argues that a contemporary learning environment should:

* Innovate the elements and dynamics of its "pedagogical core".
* Become a "formative organization" through strong design strategies with corresponding learning leadership, evaluation and feedback.
* Open up to partnerships to grow social and professional capital, and to sustain renewal and dynamism.
* Promote 21st century effectiveness through the application of the ILE learning principles.

In conclusion it offers pointers to how this can be achieved, including the role of technology, networking, and changing organizational cultures.