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Main policy lines of international organisations, relevant for education councils

June - September 2010

OECD

1. International Migration Outlook

12 July 2010

This report finds that labour migration has slowed as a result of the economic crisis and that unemployment has generally hit migrant workers harder than nationals in OECD countries. This edition shows a slight drop in migration flows to the OECD notably in free movement migration and family migration. Temporary migration remains important, although affected by the economic downturn while the number of asylum seekers continues to rise.

The increasing flows of international students lead to some permanent stay.

Much of the population growth – and a substantial part of those entering the working-age population – in many OECD countries in recent years was due to international migration. Yet more of the growth in employment has come from increased employment rates rather than international migration.

The report looks at the disproportionate impact of the economic crisis on employment of immigrants in the OECD. Young migrants are particularly affected although immigrant women have been faring better than men. The factors that make immigrants vulnerable to job loss also make it more difficult for active labour market policies to reach them.

Two chapters deal with topical issues: public opinion and migration; and the impact of naturalisation on labour market integration.

http://www.oecd.org/document/41/0,3343,en_2649_33931_45591593_1_1_1_1,00.html

2. Measuring innovation: a new perspective

27 May 2010

This volume builds on 50 years of indicator development by OECD and goes beyond Research and Development to describe the broader context in which innovation occurs. It includes experimental indicators that provide insight into new areas of policy interest, and highlights measurement gaps to propose directions for advancing the measurement agenda. http://www.oecd.org/document/22/0,3343,en_41462537_41454856_44979734_1_1_1_1,00.html

3. Assessing the effects of ICT in education: Indicators, Criteria and Benchmarks for International Comparison.

2 June 2010

This book aims to provide a basis for the design of frameworks, the identifications of indicators and existing data sources, as well as gaps in areas needing further research. The book is organised along four blocks: contexts of ICT impact assessment in education, state of the art ICT impact assessment, conceptual frameworks and case studies. http://www.oecd.org/document/8/0,3343,en_2649_35845581_45512072_1_1_1_1,00.html

4. Education, alcohol use and abuse among young adults in Britain

Education Working Paper, 1 July 2010

In this paper the relationship between education and alcohol consumption is explored. The study examines whether the probability of abusing alcohol differs across educational groups. Higher educational attainment is associated with increased odds of daily alcohol consumption and problem drinking. The relationship is stronger for females than males. Individuals who achieved high test scores in childhood are at a significantly higher risk of abusing alcohol across all dimension. The results also suggest that educational qualifications and academic performance are associated with the probability of belonging to different typologies of alcohol consumers among women while this association is not present in the case of educational qualifications and is very weak in the case of academic performance among males.

5. Social capital, human capital and health. What is the evidence?

Centre for Educational Research and Innovation, 2010

CERI has been analysing these issues under the SOL project launched in 2005 (Social Outcomes of Learning). CERI will release a synthesis report of the SOL project in summer 2010.

The first chapter of this report examines the relationships among human capital, social capital and health, a new and rapidly expanding area of research. Most interestingly, research is beginning to suggest that the links between education levels and health are only partially explained by the increased income that highly education individuals earn, and that

there might in fact be a direct, causal effect of education and learning on health behaviours and outcomes.

The other chapters analyse social capital research from an international perspective and discuss the implications of social capital research for policy makers.

<http://www.oecd.org/dataoecd/40/24/45760738.pdf>

6. The nature of learning: using research to inspire practice

9 September 2010

This book brings together the lessons of research on both the nature of learning and different educational applications, and it summarises these as key concluding principles. It is essential reading for those interested in knowing what research has to say about how to optimise learning in classrooms, schools and other settings.

www.oecd.org/.../0,3343,en_2649_35845581_45983942_1_1_1_1,00.html

7. Education at a glance 2010

7 September 2010

Education at a glance provides a comparable and up-to-date array of indicators on the performance of education systems and their implications in policy discussions. The indicators look at who participates in education, what is spent on it, how education systems operate and what results are achieved.

Recent experience demonstrates the value of investing in education. During the economic downturn, young people with low levels of education were hard hit, with unemployment rates for those that had not completed high school rising by almost five percentage points in OECD countries between 2008 and 2009.

For people with tertiary degrees, by contrast, the increase in unemployment levels during the same period was below 2 percentage points. So one of the main conclusions of the reports is that governments should expand tertiary studies to boost jobs and tax revenues. There is compelling evidence of the economic and social benefits of education. But, at the same time, simply spending more is not enough. The significant increase in spending per student over the past decade has, in many countries, not been matched with improvements in the quality of learning outcomes.