

II. OECD

1. Starting strong. A quality toolbox for Early Childhood Education and Care.

January 2012

The benefits of ECEC are conditional on quality. Expanding access to services without attention to quality will not deliver good outcomes for children or society on the long term.

This publication focuses on quality. It attempts to define quality, and identifies five levers for policy that can enhance quality in ECEC.

- Setting out quality goals and regulations
- Designing and implementing curriculum and standards
- Improving workforce conditions, qualifications and training
- Engaging families and communities
- Advancing data collection, research and monitoring

http://www.oecd.org/document/0/0,3746,en_2649_39263231_49317504_1_1_1_1,00.html

2. How's life? Measuring well-being.

October 2011

This report looks at the most important aspects that shape people's lives and well-being: income, jobs, housing, health, work and life-balance, education, social connections, civic engagement and governance, environment, personal security and subjective well-being. It paints a comprehensive picture of well-being in OECD countries and other major economies.

http://www.oecd.org/document/10/0,3746,en_2649_201185_48791306_1_1_1_1,00.html

3. Literacy for life

December 2011

This is the second report from the Adult Literacy and Life Skills Survey. It presents additional results on the nature and magnitude of the literacy gaps faced by OECD countries and how these gaps have evolved over the medium term.

The Survey took place between 2003 and 2008 and involved 11 countries.

<http://www.oecdbookshop.org/oecd/display.asp?sf1=identifiers&st1=9789264091269>

4. Equity and quality in education: supporting disadvantaged students and schools

9 February 2012

The report says that helping those in need would reduce school failure, boost economic growth and contribute to a fairer society.

The report outlines five recommendations for improving equity in education systems to help disadvantaged students:

- ↪ Eliminate grade retention (costly and ineffective)
- ↪ Avoid early tracking
- ↪ Manage school choice to avoid segregation
- ↪ Allocate funding according to student needs, and invest in early ages
- ↪ Encourage students to complete by improving the quality of secondary-level courses, including work-based training and making the different secondary pathways equivalent.

It proposes 5 additional recommendations that are related to boosting support for school directors and teachers.

<http://www.oecd.org/dataoecd/4/50/49603567.pdf>

5. The policy impact of PISA

OECD, March 2012

This OECD Policy Working Paper (number 71) is an exploration of the normative effects of international benchmarking in school system performance.

Drawing on the results of a survey of country practices, the study shows that PISA has become accepted as a reliable instrument for benchmarking student performance worldwide, and that PISA results have had an influence on policy reform in the majority of participating countries/economies.

<http://eunec.wieni.com/sites/www.eunec.eu/files/attachment/files/5k9fdfqffr28.pdf>

6. Preparing teachers and developing school leaders for the 21st century

March 2012

To help governments effectively address these and other key issues, placing teachers and school leaders at the centre of improvement efforts, the U.S. Department of Education, the OECD and Education International are bringing education ministers, union leaders and other teacher leaders together in the second International Summit on the Teaching Profession in March 2012.

This publication, by Andreas Schleicher, is the background document for this conference; it summarizes the evidence that underpins the Summit, bringing together data analysis and experience for better education policies for better lives.

<http://www.oecd.org/dataoecd/4/35/49850576.pdf>

7. Languages in a global world. Learning for better cultural understanding

OECD, CERI, 2 May 2012

This book addresses language diversity around the world and its relation to education and culture. In this time of globalisation, language learning is central to politics, economics, history, and most obviously education.

This book questions why some individuals are more successful than others at learning non-native languages, and why some education systems, or countries, are more successful than others at teaching languages. Language learning is not only a means of improved communication, but more importantly it plays a key role in promoting global understanding and respecting cultural differences. This publication explores language learning all across the globe, in countries ranging from France to Kazakhstan to Taiwan. It provides a fundamental sense of the centrality of language and culture to humanity both at present and into the future. It invites a humanitarian dialogue about language and culture around the world.

The book's structure is designed with chapters written by different authors on the subject of language learning. These individual authors bring a wide range of perspectives and research experience to this subject. For example, there are chapters on the role of motivation in non-native language learning; the way that languages, cultures and identities are connected; and the insights that neuroscience provides into how the brain understands and produces language.

http://www.oecd.org/document/48/0,3746,en_21571361_49995565_49697008_1_1_1_1,00.html