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**Main policy lines of international
organisations, relevant for education councils
State of affairs June – October 2011**

OECD

1. Education at a glance 2011

13 September 2011

'Education at a glance' is an international compendium of national statistics measuring the state of education worldwide. The report includes indicators on the human and financial resources invested in education, on how education systems operate and evolve, and on the returns to educational investment.

Education at a glance aims to help educators and policy makers formulate strategies for maintaining quality in education. The report also addresses

- Analysis of tuition-fee reforms since 1995
- The relationship between social background and educational performance
- School accountability in public and private schools
- Job prospects for students in vocational and academic programmes.

The report includes for the first time analysis of education systems in Brazil, China, India, Indonesia, Russia and South Africa.

Download the publication and the highlights at

http://www.oecd.org/document/2/0,3746,en_2649_39263238_48634114_1_1_1_1,00.html

2. Learning for jobs

In OECD countries, many young people enter vocational programmes at upper secondary level. Sometimes these programmes are linked to workplace training, and sometimes they are formal apprenticeships, alternating on-the-job learning with school-based training.

Despite its international diversity, some common issues and challenges remain. For example:

- how to balance the needs of students and employers in the provision of training;
- the skills required by VET teachers and trainers;
- the extent to which the benefits of workplace training can be fully exploited;
- the most effective models for engaging employers and unions;
- how better measures of labour market outcomes can be developed, and compared across countries.

Learning for Jobs, the thematic review of initial VET, looks at these issues among others. The work got under way in 2007 and, following 17 country reviews across the globe, was completed with the publication of a final comparative report in 2010

<http://www.oecd.org/dataoecd/19/46/46972427.pdf> (summary)

http://www.oecd.org/document/16/0,3746,en_2649_39263238_45926672_1_1_1_1,00.html
(info on the final comparative report)

http://www.oecd.org/document/13/0,3746,en_2649_39263238_48109581_1_1_1_1,00.html
(key messages)

http://www.oecd.org/document/26/0,3746,en_2649_39263238_43736986_1_1_1_1,00.html
(country reports)

3. Compendium of OECD well-being indicators

This Compendium represents one of the first attempts to respond to the demand for comparative information on the conditions of people's lives in developed market economies. Previous contributions in this field have focused on the conditions of poorer countries and on a more narrow range of dimensions (e.g. Human Development Index). This Compendium extends these efforts on both fronts.

It is a preview of the type of measures that will be included in the "How's life?" report to be released in October 2011.

<http://www.oecd.org/dataoecd/4/31/47917288.pdf>

4. Inclusion of Students with Disabilities in Tertiary Education and Employment

May 2011

This publication examines the transition of young adults with disabilities from school to tertiary education and work. It analyses policy experiences in several OECD countries, and identifies recent trends in access to education and employment as well as the best transition policies and practices.

It concludes that access to tertiary education for young adults with disabilities has improved significantly the past decade. However, the transition school – tertiary education is still harder for those young adults.

The book provides policy recommendations for governments and for education institutions.

http://www.oecd.org/document/34/0,3746,en_2649_39263238_47953762_1_1_1_1,00.html

5. PISA - Against the odds: Disadvantaged students who succeed in school.

11 July 2011

The focus of this publication are socio-economic disadvantaged students who excel in school ('resilient students'). The book provides students, parents, policy makers and other education stakeholders with insights into what enables socio-economically disadvantaged students to fulfill their potential.

From an equity perspective, PISA results suggest that policies aimed at fostering positive approaches to learning should target disadvantaged students more than others.

<http://www.pisa.oecd.org/dataoecd/6/12/47092225.pdf>