

## Further reading



### PISA

Launched in 1997 by the OECD, the Programme for International Student Assessment (PISA) is an international study which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date,

students representing more than 70 countries and economies have participated in the assessment.

In 2000 the focus of the assessment was reading, in 2003 mathematics and problem solving, in 2006 science and in 2009 reading again. The 2012 data collection focussed on mathematics, and included an optional computer-based assessment of mathematics and reading involving some 30 countries as well as an optional area of assessment: financial literacy, which 19 countries took up. The 2012 results are compiled into 6 volumes:

*What Students Know and Can Do (Volume I)*, <http://dx.doi.org/10.1787/9789264208780-en>.

*Excellence through Equity (Volume II)*, <http://dx.doi.org/10.1787/9789264201132-en>.

*Ready to Learn (Volume III)*, <http://dx.doi.org/10.1787/9789264201170-en>.

*What Makes Schools Successful (Volume IV)*, <http://dx.doi.org/10.1787/9789264201156-en>.

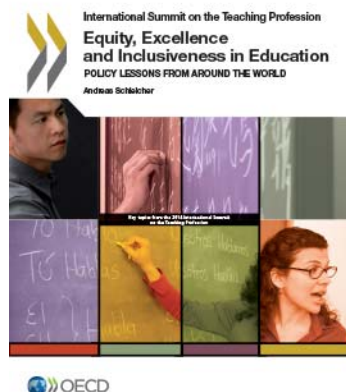
*Creative Problem Solving (Volume V)*, <http://dx.doi.org/10.1787/9789264208070-en>.

*Students and Money (Volume VI)*, <http://dx.doi.org/10.1787/9789264208094-en>.

### Equity, Excellence and Inclusiveness in Education

Excellence in education without equity risks leading to large economic and social disparities; equity in education at the expense of quality is a meaningless aspiration. This book identifies some of the steps policy makers can take to build school systems that are both equitable and excellent, and provides examples that illustrate proven or promising practices in specific countries.

<http://dx.doi.org/10.1787/9789264214033-en>.





## OECD Reviews of Vocational Education and Training

Higher level vocational education and training (VET) programmes, known as career and technical education in the United States, are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university programmes? How can employers and unions be engaged? The country reports in this series look at these and other questions. They form part of Skills beyond School, the OECD policy review of postsecondary vocational education and training.

<http://dx.doi.org/10.1787/20777736>.



## OECD Skills Outlook 2013

This book presents the initial results of the Survey of Adult Skills (PIAAC), which evaluates the skills of adults in 22 OECD member countries and two partner countries. It examines the social and economic context, the supply of key information processing skills, who has these skills at what level, the supply of and demand for these skills in the labour market, the acquisition and maintenance of skills over a lifetime, and how proficiency in these skills translates into better economic and social outcomes.

<http://dx.doi.org/10.1787/9789264204256-en>.



## Education at a Glance country-specific material:

**Country notes with key fact tables and multilingual summaries** for 34 OECD member countries, 8 non-OECD member countries, as well as the European Union.

*Financial Education for Youth: The Role of Schools* (2014), <http://dx.doi.org/10.1787/9789264174825-en>.

*TALIS 2013 Results: An International Perspective on Teaching and Learning* (2014), <http://dx.doi.org/10.1787/9789264196261-en>.

*OECD Factbook* (2014), <http://dx.doi.org/10.1787/factbook-2014-en>.

*Society at a Glance 2014: OECD Social Indicators* (2014), [http://dx.doi.org/10.1787/soc\\_glance-2014-en](http://dx.doi.org/10.1787/soc_glance-2014-en).

*Leadership for 21st Century Learning* (2013), <http://dx.doi.org/10.1787/9789264205406-en>.

*Women and Financial Education: Evidence, Policy Responses and Guidance* (2013), <http://dx.doi.org/10.1787/9789264202733-en>.

*Innovative Learning Environments* (2013), <http://dx.doi.org/10.1787/9789264203488-en>.

*Education Today 2013: The OECD Perspective* (2013), [http://dx.doi.org/10.1787/edu\\_today-2013-en](http://dx.doi.org/10.1787/edu_today-2013-en).

*Trends Shaping Education 2013* (2013), [http://dx.doi.org/10.1787/trends\\_edu-2013-en](http://dx.doi.org/10.1787/trends_edu-2013-en).

*Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies* (2013),  
<http://dx.doi.org/10.1787/9789264177338-en>.

*Art for Art's Sake?: The Impact of Arts Education* (2013),  
<http://dx.doi.org/10.1787/9789264180789-en>.

*Teachers for the 21st Century: Using Evaluation to Improve Teaching* (2013),  
<http://dx.doi.org/10.1787/9789264193864-en>.

*PISA 2012 Assessment and Analytical Framework : Mathematics, Reading, Science, Problem Solving and Financial Literacy* (2013), <http://dx.doi.org/10.1787/9789264190511-en>.

*Health at a Glance 2013: OECD Indicators* (2013), [http://dx.doi.org/10.1787/health\\_glance-2013-en](http://dx.doi.org/10.1787/health_glance-2013-en).

*Equity and Quality in Education: Supporting Disadvantaged Students and Schools* (2012),  
<http://dx.doi.org/10.1787/9789264130852-en>.

*How's Life? 2013: Measuring Well-being* (2013), <http://dx.doi.org/10.1787/9789264201392-en>.



**From:**  
**Education at a Glance 2014**  
Highlights

**Access the complete publication at:**  
[https://doi.org/10.1787/eag\\_highlights-2014-en](https://doi.org/10.1787/eag_highlights-2014-en)

**Please cite this chapter as:**

OECD (2014), "Further reading", in *Education at a Glance 2014: Highlights*, OECD Publishing, Paris.

DOI: [https://doi.org/10.1787/eag\\_highlights-2014-36-en](https://doi.org/10.1787/eag_highlights-2014-36-en)

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).