

Inclusive Growth Indicators on Regional Level

Role of Official Statistics &

Are educational indicators defined on international level powerful?



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Preliminary remarks

- **Inclusive Growth Approach** – Nobody should be left behind
 - GDP is not sufficient
 - Necessity for a global, multidimensional and interdisciplinary approach
 - significantly promoted by the “Stiglitz/Sen/Fitoussi”-report
- **Variety of initiatives**
 - OECD Better Life Initiative
 - EU Rethinking education
 - Europe 2020 Strategy
 - **Search for ...**
 - comprehensive and valid quantitative indicators
 - usable for “setting targets and monitoring their achievement”

Lessons to be learnt from other scientific areas

1. Indicators = a cultural technique

- Expectation for more predictability and transparency – to many indicators around?
- Mechanisms of political decision taking based on science-oriented evidence?

2. Scope of indicators

- Controlling/Monitoring/Evaluation?
- Describing/suitable for steering strategies?
- Set of indicators: commensurable theoretical frameworks?
- **Normative / empirically-based indicators?**

3. Acceptance in society

- Politics, administration, general public
- Different entities responsible for defining/selecting/using

4. Official statistics are predestinated ...

- Official Statistics data used for calculation
- Involvement in indicator development

The Dimension Education

- **OECD framework – Measuring Well-being and Progress**
 - 8 dimensions in the quality of life sector
 - health status, work-life-balance, **education and skills**, social connections, civic engagement and governance, environmental quality, personal security and subjective well-being
 - **Equal opportunities for all members of society to participate**
 - Barriers that hinder participation?
 - Special needs for disadvantaged social groups?
 - Flexibility, facilitate transitions
 - Diminish wrong decisions, allow re-entry
- ➔ Definition of an indicator set is far from being easy
 - ➔ Structure: input – process – output/outcome
 - ... but many surveys are not longitudinal

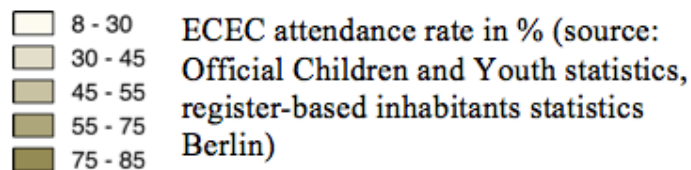
“Starting Strong”: Early Childhood education and care (ECEC)

- **Scientific findings show (for several countries) ...**
 - Participation in ECEC supports development, beneficial for results in school, better language knowledge ...
 - ➔ goal: high participation/attendance rate (input indicator)
 - ➔ EU 2020: 95% - four years old – starting age of compulsory education (OECD: 3 less than 6 years)
 - ➔ Focus on **the chance to benefit**
 - Keep in mind: ECEC programs vary markedly between and within countries
- **International level:** no process and output indicators possible, currently no further differentiation possible
 - ➔ To make sense: need for more information on national / regional level

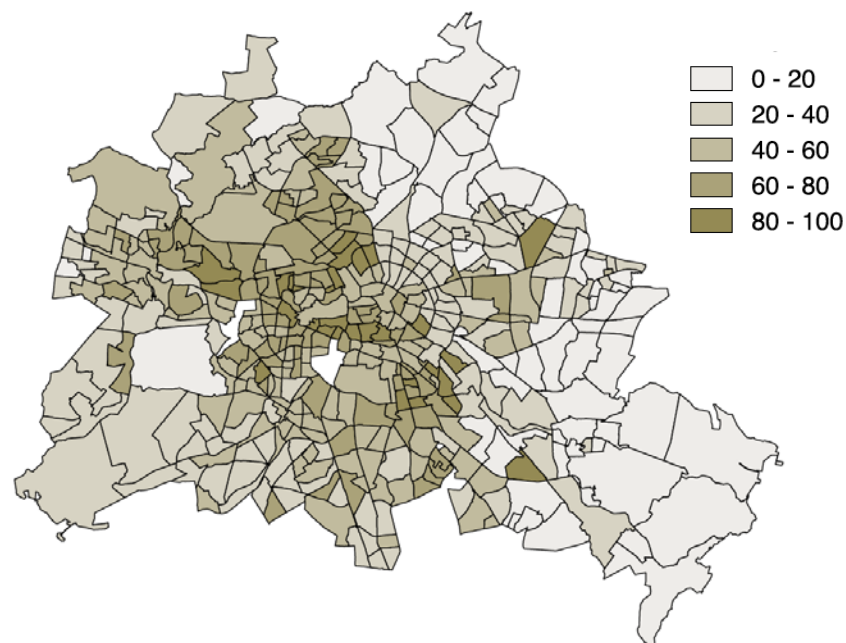
- **Official Statistics – Child and Youth Statistics**
 - All day care centers and ministries responsible for family-day care are reporting
 - Disaggregation level: 593 districts
 - No link to household data anymore (micro census)
- **Available data ...** beside others
 - Children are handicapped (law for ECEC)
 - Children with / without immigration background
- **A more detailed look – example Berlin**
 - 152.000 children in ECEC
 - Average hours - 40
 - Attendance rate: $u_3 = 48\% / 3u_6 = 95\%$
 - School enrollment examination – language competence

ECEC – Germany – Berlin – u3-ECEC rate = 48%

Fig. 1: Children younger than three years old in Berlin 2015 ([11], p. 36)

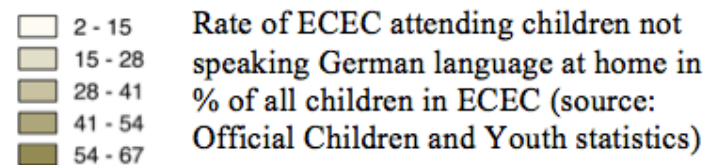
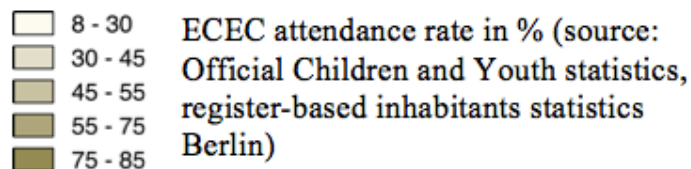


% of children with immigration background



ECEC – Germany – Berlin – u3-ECEC rate = 48%

Fig. 1: Children younger than three years old in Berlin 2015 ([11], p. 36)



Summing up

- The cultural heterogeneity of countries, educational systems and educational traditions make it difficult to define powerful international indicators
- ECEC participation/attendance rate
 - puts a focus on ECEC
 - but the value is limited without further context data
- ➔ Representative regional socio-demographic information is necessary
- ➔ Official statistics should provide some of these data, especially to ensure the national coherence and comparability.