

International Workshop on Educational Reporting in the Context of Evidence-Based Governance

4 and 5 March 2010 in Berlin, Germany

organised by the German Institute for International Educational Research (DIPF) and sponsored by the German Federal Ministry of Education and Research (BMBF)

Policy-makers and the public have high expectations with regard to a theoretically well-founded and empirically grounded approach to educational governance, especially when it comes to establishing an educational monitoring system and its core element, educational reporting. Most industrialized countries have now established an information system which regularly monitors to which extent their education systems manage to

- (a) enable individuals to shape their own biography, their relationship to their environment and their social life (*individual regulatory skills*),
- (b) provide for skills needed by the labour market, thus ensuring the workforce capacity in both a quantitative and a qualitative sense, as necessary for prosperity and societal development (*human resources*), and
- (c) ensure participation in society, foster social cohesion, and counteract systematic discrimination on grounds of gender, region, social background, national or ethnic origin (*equal opportunities*).

Despite the extent of information gathered, however, there is still comparatively little knowledge about how educational reports are actually used at the different levels of government, or which mechanisms are in place for their further refinement.

Goals of the workshop

The workshop aimed to provide a platform for discussing the preparation and presentation of educational reports in a variety of countries. It discussed the needs and strategies for research related to educational reporting, specifically in the area of indicator development. It also discussed ways to meet the challenge of creating a scientifically well-grounded report which at the same time serves as a useful tool for policy makers and, potentially, other stakeholders, and of balancing the potentially conflicting needs for consistent, and relevant, reporting.

Workshop structure

The workshop started with a keynote speech setting the scene for the following two days. The ensuing presentations was devoted to the national perspectives: Senior national experts from Austria, Canada, Sweden and Switzerland provided an overview on the theoretical and conceptual foundations of national educational reporting in their countries.

On the second day, the focus was on indicators and indicator models, which lie at the heart of educational monitoring and reporting. Eminent researchers from Austria, Belgium and Switzerland as well as from OECD presented different research perspectives and strategies to advance indicator development.

Each day concluded with a discussion focussing on the strategies, processes and procedures to ensure the scientific excellence and policy relevance of educational reports, sharing the experience gained in different settings, and identifying best practices.