

## Abstract

# A Study for Developing Asian Educational Indicators

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The study starts with the understanding that the development of educational indicators has been led by Western developed countries. Accordingly, existing educational indicators may not be suitable to assess or expose the particularity of educational systems of Asian countries. Specifically, as international needs for educational indicators have been increased, the Organization for Economic Co-operation and Development (OECD) started a project on educational indicator development (INDicators of Education Systems, INES) in 1988. 「Education At a Glance (EAG) : OECD Indicators」, which is published every year as a result of the INES project, is widely cited and used to understand each country's educational situations. Many international organizations such as World Bank, UNESCO, UN, and EU have been also involved in projects on international education indicators. Since the development of educational indicators has been led by Western developed countries, existing educational indicators may fall short of capturing educational particularity of Asian countries. With this assumption, the study intends to develop educational indicators that can better reflect educational particularity of Asian countries and to find ways of collecting data and managing the project, Asian Education Indicators, so called.

First, in order to develop educational indicators that can better capture particularity of education systems of Asian countries, we explored what makes Asian education different compared to other continental countries.

Second, by considering educational conditions, the infrastructure of educational statistics, the particularity of Asian cultures, and the methodology of general indicator development, we created a theoretical framework for the development of educational indicators for Asian countries and we developed and selected educational indicators for Asian countries. Our theoretical framework consists of educational condition, educational performance, educational process, and socio-cultural characteristics as the crucial elements in understanding Asian countries' education. Although the particularity of Asian education is embedded in all areas, it will be most saliently shown in the field of socio-cultural characteristics. The specific indicators developed are as <Table> in next page.

<Table> Specific Educational Indicators

Educational Condition	Educational Performance
(1) Teacher-students ratio (2) Class size (3) Educational finance (4) Years of compulsory/free education (5) Double-shift school system rate (6) After school activities for lower-income group (7) Qualification of teachers (years of education, competitive examination, professional development, etc.) (8) Computer distribution rate (9) Basic educational facilities (library, science lab, playground, gym, cafeteria, dormitory, etc.) (10) Number of books in library	(1) Repetition rate of primary and secondary education (2) Literacy rate of people over 15 (3) enrollment rate of primary and secondary education based on gender (4) Graduation rate of pre-primary, primary, and secondary education (5) Completion rate of students with special needs (6) Under-achievement rate in national standardized assessment (7) International academic achievement study results (8) Degree of students' and parents' satisfaction of schooling (9) Reward results on international mathematics and science olympiad (10) Employment rate of people with a high school diploma
Educational Process	Socio-cultural Characteristics
(1) Ratio of vocational education schools (2) Existence of discriminative private school and its proportion (3) School autonomy in implementing curriculum (4) Teachers' morale and passion (5) Authoritarian school culture (relationship between teachers and teachers, and teachers and students) (6) Competitive school culture (achievement pressure of teachers and students) (7) Parents involvement in curriculum (8) Parents involvement in school steering committee (9) Ratio of nation-related contents in curriculum (10) Multi-cultural perspective in curriculum	(1) Trust on others and public institutions (2) Motivation of education (e.g., class mobilization) (3) Respect for the literacy (4) Contempt for vocational education (5) Familism and nepotism (6) Collective social culture (7) Authoritarianism of society (8) Strong influence of religion (e.g., confucianism) (9) Emphasis on the spirit of tradition and ethnicity (10) Parents' passion for their children's education

Lastly, the study provides plans for the next two years for the development of educational indicators for Asian countries. In 2013, we created a theoretical framework and developed educational indicators for Asian countries based on the framework. In 2014, the main focus will be to conduct a pilot data collection in cooperation with possible Asian countries. Based on the findings of the pilot data collection, the feasibility of data collection should be examined mainly. In 2015, based on accumulated research findings and cooperative network with Asian countries, it is suggested to publish 「Asian Education Indicators, AEI」 (tentative title). It is also important to develop and distribute manual for data collection, publication, and encouragement for Asian countries' participating in developing the educational indicator project administered by Korean Educational Development Institute. The continuation of the project will require an organization for AEI and that needs to be discussed in 2014.

**Key World:** Indicator, Education Indicator, OECD INES, World Bank, Educational Condition, Educational Performance, Educational Process, Socio-cultural Characteristics