



Annex A

**COUNTRIES OTHER THAN CANADA IMPLEMENTING
A LONGITUDINAL RESEARCH COMPONENT WITH PISA**



Six countries other than Canada are implementing longitudinal research in conjunction with PISA in their countries. These are listed below, together with a short summary of the design of the study, with references to websites for further information.

Australia: The Longitudinal Surveys of Australian Youth (LSAY) track young people as they move from school into further study, work and other destinations. Survey participants (collectively known as a “cohort”) enter the study when they turn 15 years. Studies began in 1995 (Y95 cohort), 1998 (Y98 cohort), 2003 (Y03 cohort) and more recently in 2006 (Y06 cohort). Since 2003, the initial survey wave has been integrated with PISA.

<http://www.lsay.edu.au/cohort/introduction.html>

Czech Republic: PISA-L was launched in PISA 2003. The main aim of the survey was to gain insights on the impact of student abilities and home backgrounds on student aspirations, choice of upper secondary track and success in transition to tertiary education. In 2004, information was collected about transition from lower secondary to upper secondary studies. In 2006 and 2007 students were approached once again and asked about their experience in secondary studies and their transition from secondary studies to labour market or to further education. In 2008 students who had entered the labour market were asked about their labour market experiences.

<http://www.soc.cas.cz>

Denmark: In Denmark, the students that participated in PISA 2003 were followed up in PISA Longitudinal. The results of analyses of a 2004 follow-up data collection, when participants were 19, can be found in T.P. Jensen & D. Andersen (2006). Participants in 2000 – Four Years Later. In J. Medjning & A. Roe (eds.), Northern lights on PISA 20003: A reflection from the Nordic countries. Copenhagen: Nordic Council of Ministers.

<http://www.akf.dk/> and <http://www.sfi.dk/>

Germany: In Germany a pseudo-longitudinal study was conducted that capitalised on the fact that approximately 360 schools had participated in both PISA 2000 and 2003. The matched results were used to examine the stability of achievement and school effects.

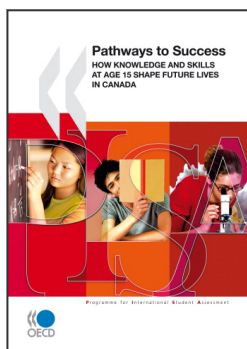
http://pisa.ipn.uni-kiel.de/index_eng.html

Switzerland: TREE (Transitions from Education to Employment) surveys the post-compulsory educational and labour market pathways of the PISA 2000 cohort. TREE is based on a sample of approximately 6,000 young people. The sample has been followed up by TREE each year since then.

http://www.tree-ch.ch/html_en/index_en.htm

Uruguay: In 2007, a research team from the University of Uruguay did the first follow up to a random sub-sample of about one-third of students that participated in PISA 2003. A report was published in 2008, with further analysis and reporting taking place in 2009. Results examine issues such as trajectories through upper secondary school, pathways to work and further education and patterns of early school leaving.

<http://www.anep.edu.uy/>



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