




ILSA ANALYTICAL ISSUES

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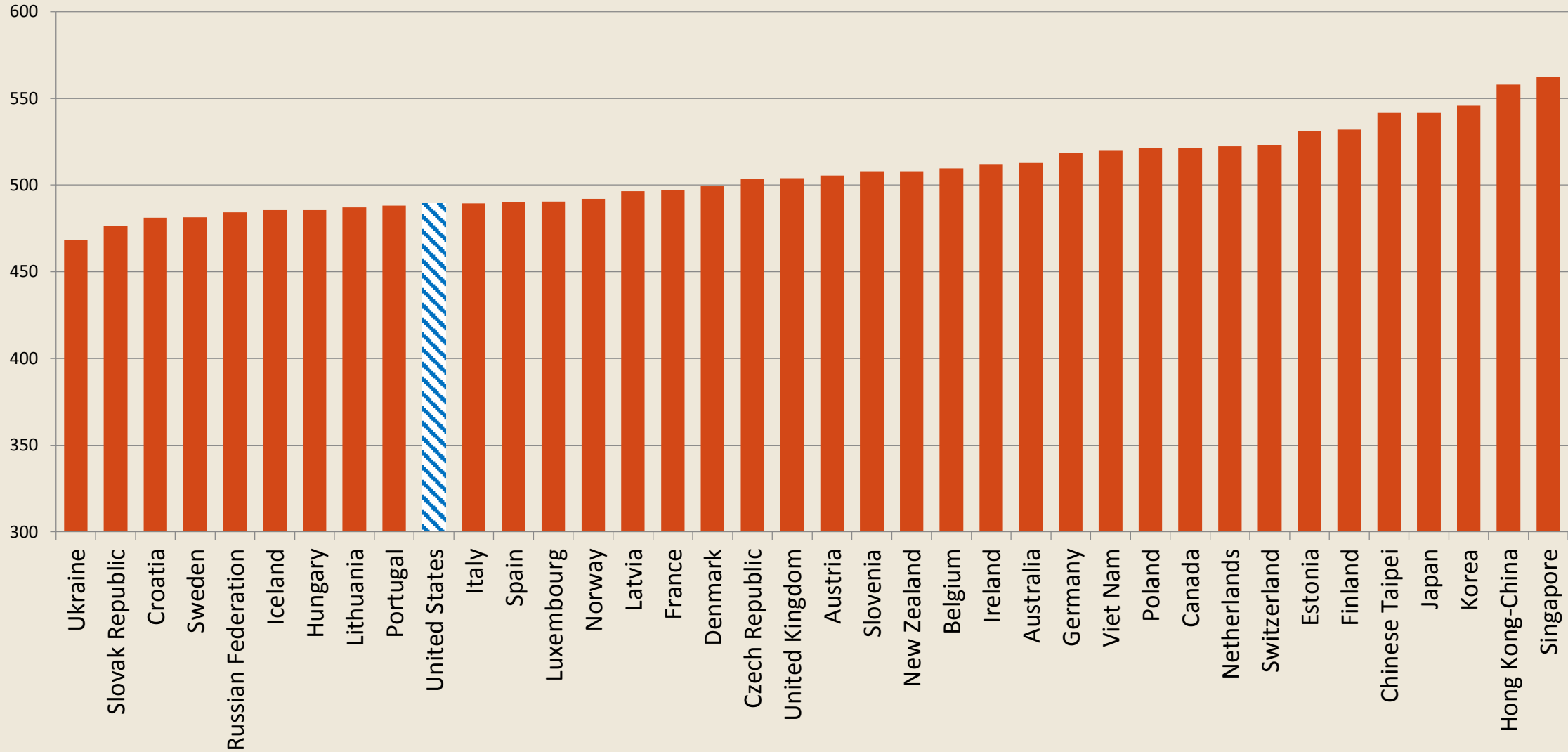
Overview of Comments

- Conditional on having ILSA, what can be done?
 - *Very useful reviews and analyses by Jan-Eric Guftafsson and Anna Katyn Chmielewski*
- Appeal of ILSAs
- Why not to use ILSAs
- Possible improvements

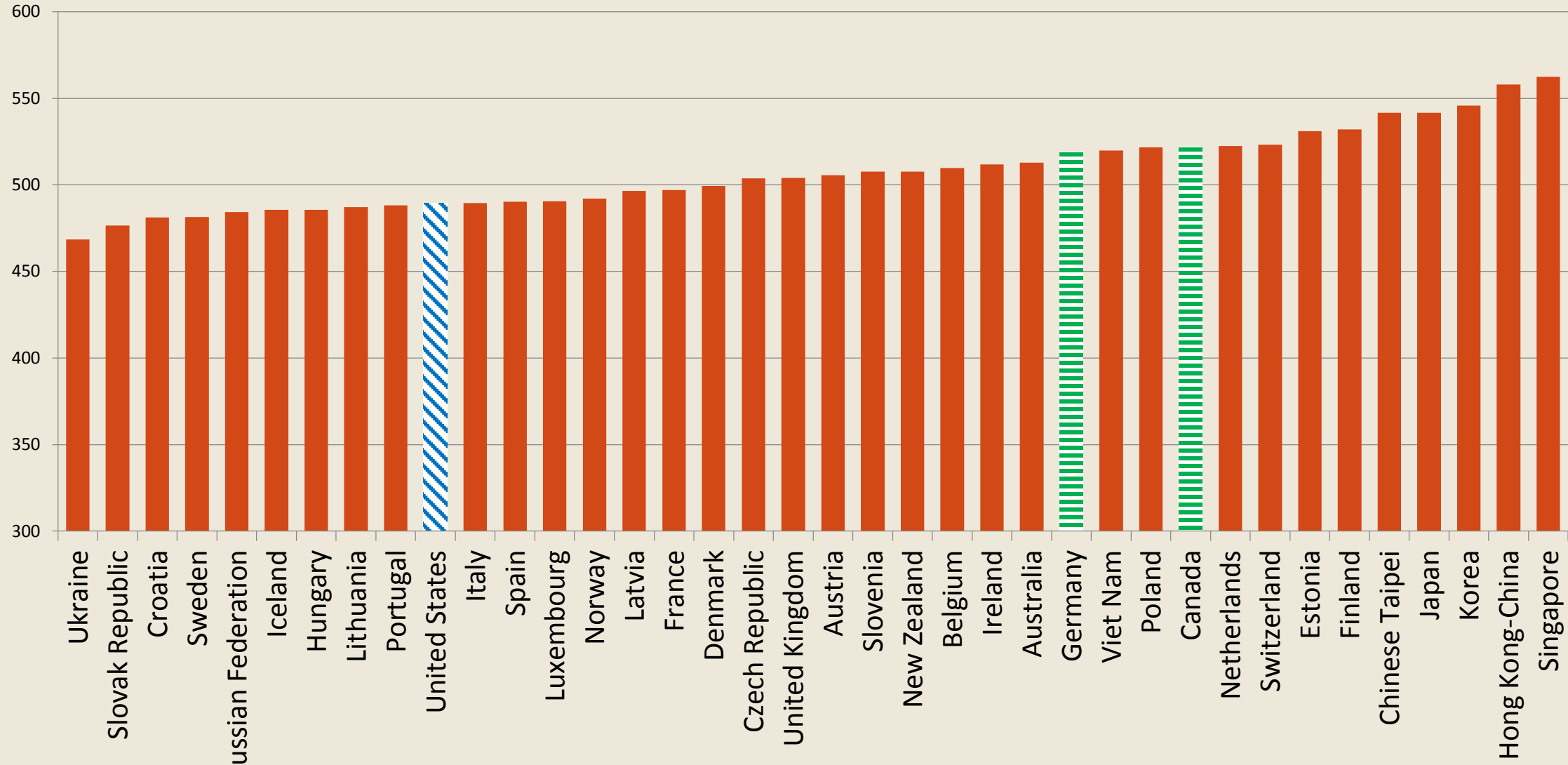
Appeal of ILSAs

- Identify what is possible
 - *Provides goals*
 - *Direct policy (MDGs, SDGs)*

Average Math+Science, PISA 2012



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UN Sustainable Development Goals

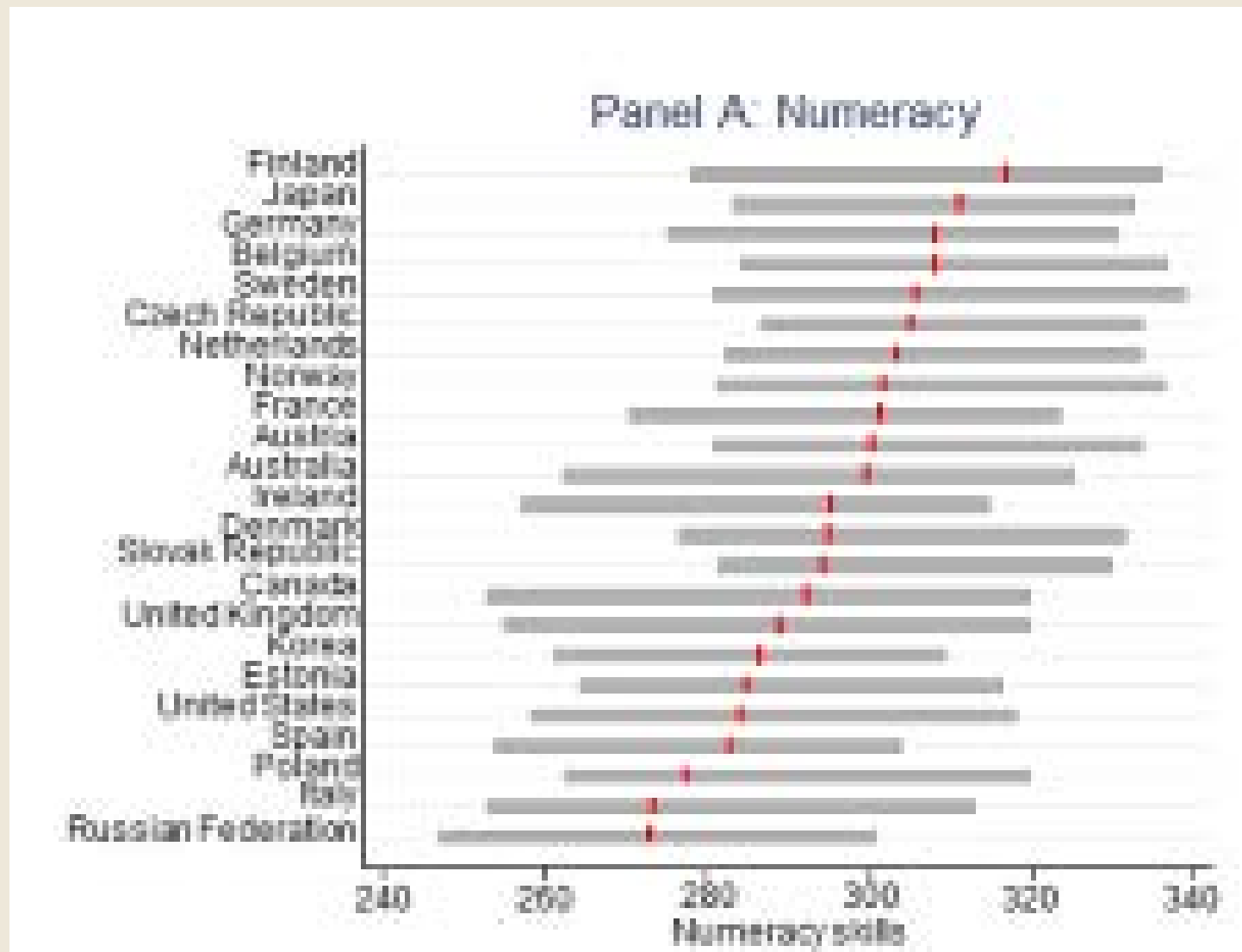


4 QUALITY
EDUCATION



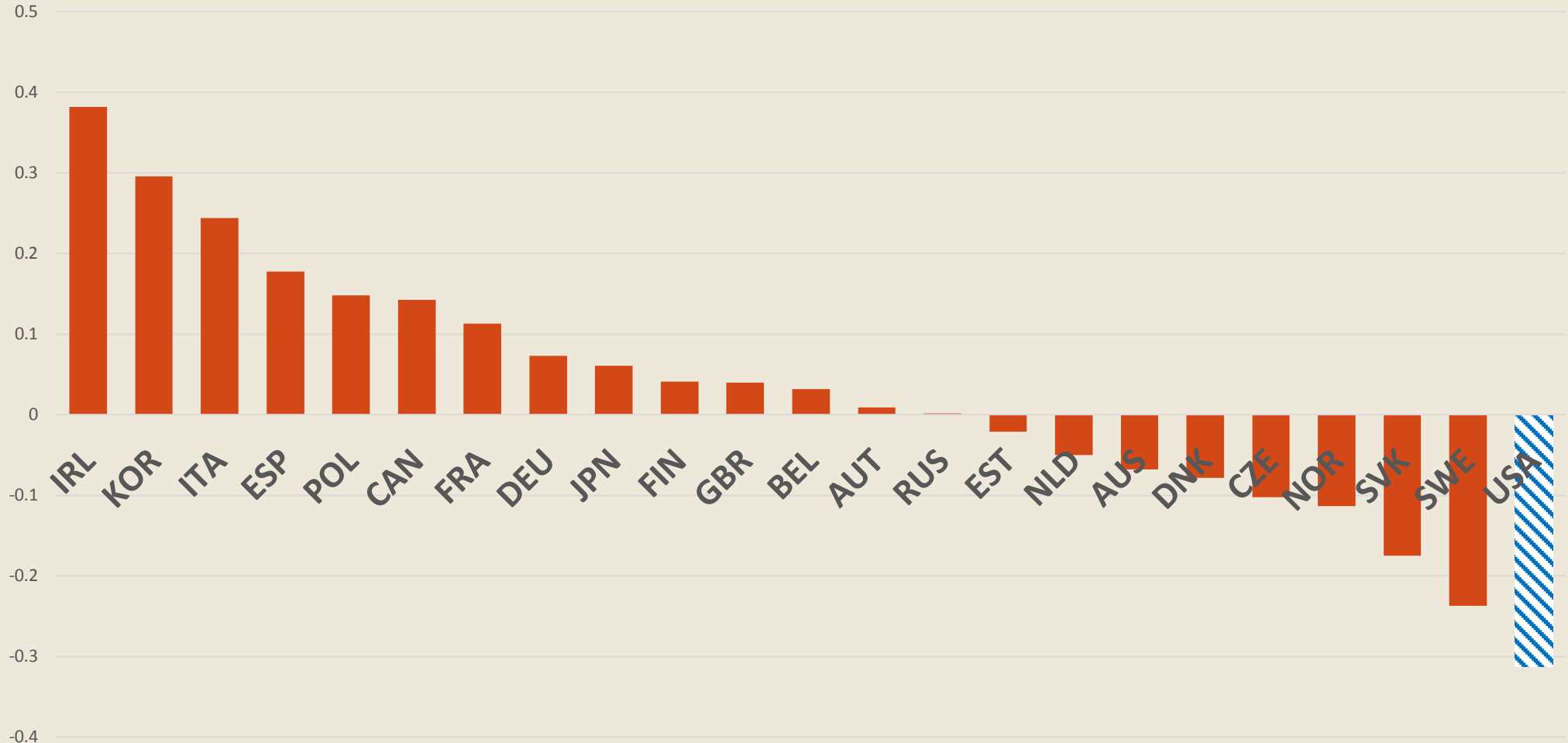
Appeal of ILSAs

- Identify what is possible
 - *Provides goals*
 - *Direct policy (MDGs, SDGs)*
- Understand effects of broad institutions
 - *General equilibrium impacts*
 - *Selection effects*
 - *Generalize from country results*
- Project impacts of improvement



Hanushek, Piopiunik and Wiederhold (2016)

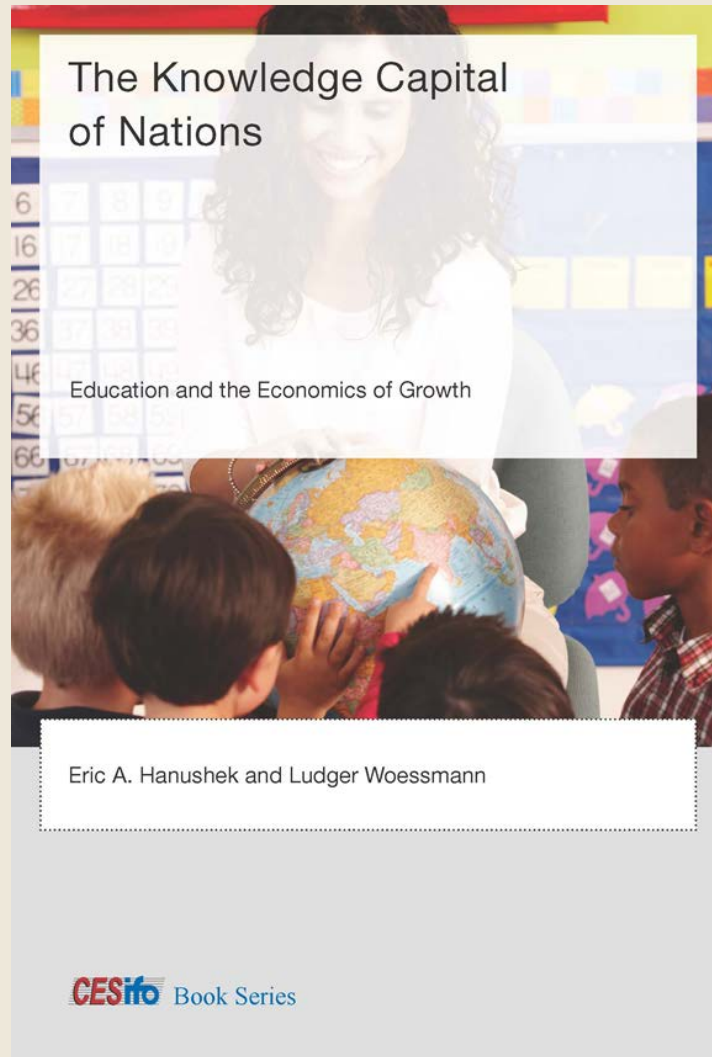
Teacher Skill Premia



Hanushek, Piopiunik and Wiederhold (2016)

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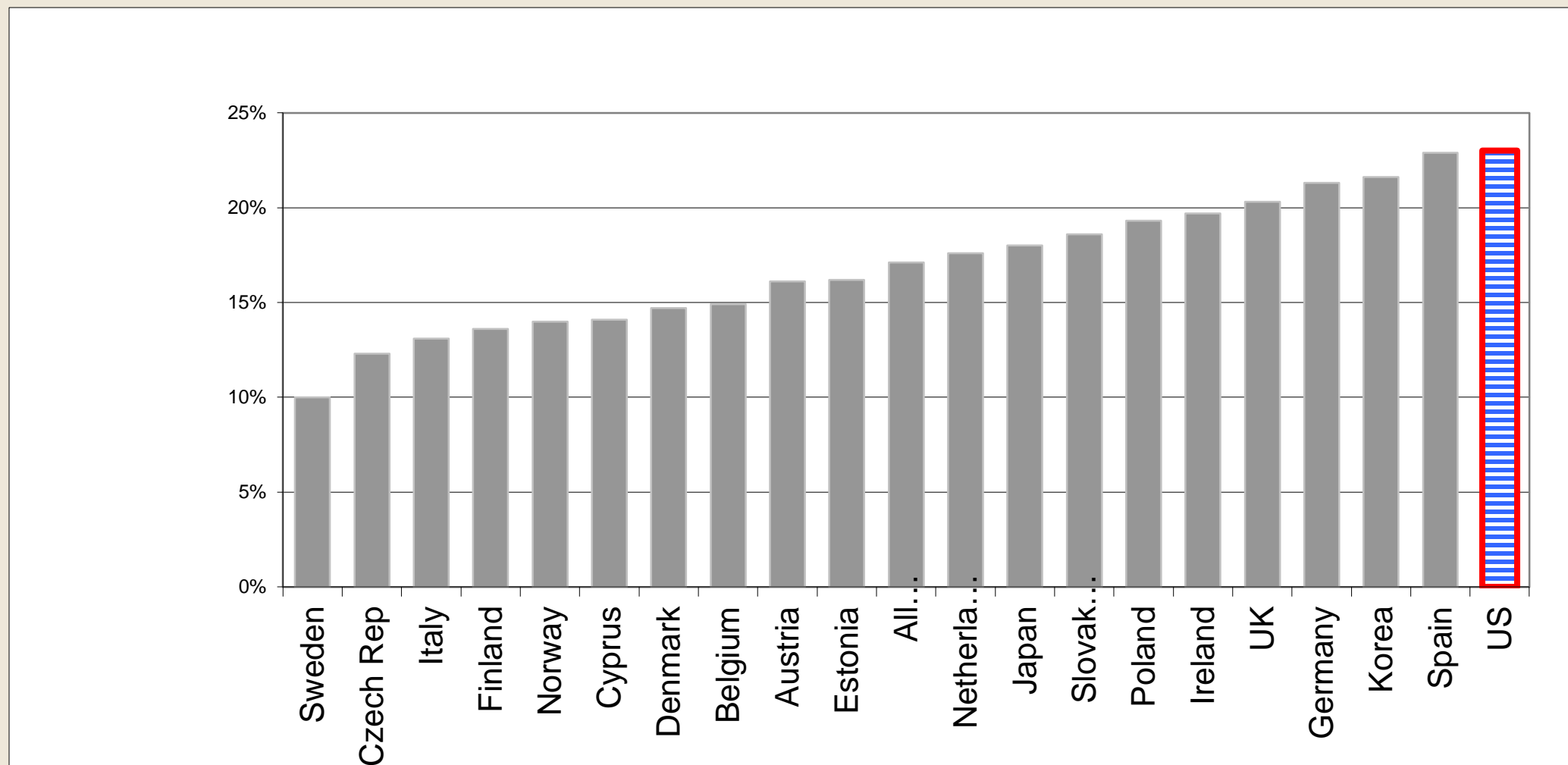


■ <http://hanushek.stanford.edu/>

Growth = Skills



Individual Returns to Skills (PIAAC)



Hanushek, Schwerdt, Wiederhold, and Woessmann (2015)

Why NOT to Use ILSAs

- Not good for much evaluation
- Within country
 - *Larger samples*
 - *Individual panel data*
 - *Cheaper*
- Often clearer causal analysis

Potential Improvements

- Keep constant measurement
 - *Country panels*
- Develop better external institutional data
- Consider individual panels
 - *Canada, Australia, Poland(?)*
- Link students in low income countries to world