

PISA、PIAAC にみる日本の課題と実践への示唆

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PISA が始まって 10 年以上が経ち、調査サイクルも 2 巡目に入っている。この間、参加国・地域は 65 にまで倍増し、政策形成や実践への影響は日ごとに増している。PISA について、当初はフィンランドの好成績が注目を集めたが、最近ではアジア諸国が上位に入っている。日本ではこれまで、ランキングの上下が様々な議論を呼び、学力低下やゆとり教育の功罪、格差拡大への懸念などが問題とされてきた。今回調査の対象となった生徒たちは、小学校を改訂前の指導要領で、中学校を現行の指導要領への移行措置の下で学んできた世代にあたり、いわば学力調査の影響をこれまでで最も強く受けた世代といえる。このような環境は、国際学力競争における位置づけや、学習に取り組む意欲や態度、学習の社会的成果に対する意識の変化に影響しているのだろうか。

また、今年 PIAAC の結果も公表され、日本は世界でトップクラスの「成人力」があることが明らかになった。日本の成人は学歴や職業による得点差が小さく、全体的に高い能力をもつと分析されている。PIAAC の公表により、義務教育後の学力や学習機会についても捕捉できるようになったことから、今後、この調査結果をどのように政策に反映し、実践の改善につなげるかが課題となる。本発表では、PISA、PIAAC 調査結果を分析し、日本の課題を明らかにし、実践への示唆を得たい。

Report from Japan

Insights from the Japanese PISA and PIAAC results: - Challenges and suggestions for implementation

Kampei Hayashi

It has been over 10 years since PISA (the Programme for International Student Assessment) began, and the second cycle of its survey is currently underway. In this period, the number of participating countries and regions doubled to 65, greatly boosting PISA's impact on policy making and implementation.

Finland used to gather world's attention for its excellent performance in the early days of PISA. In addition, several Asian countries now regularly rank among the best.

As for Japan, the ups and downs of its ranking have led to a wide variety of opinions and arguments, including concerns for a decline in academic ability and widening gap, and the merits and demerits of introducing *Yutori* education or "education free from pressure".

The Japanese students in the latest survey are of the generation most impacted by the results of academic ability surveys. They received primary education under the pre-revised national curriculum and then junior high education in the transitional period during which the new curriculum guidelines were introduced.

It would be most interesting to ascertain if this shift in academic environment affected the students' rank in the international surveys like PISA, their motivation or attitude towards learning, and their general awareness of social effects of education.

This year, the PIAAC, (Programme for the International Assessment of Adult Competencies) results showed that Japan ranked top in adult competencies. The PIAAC results shows that Japanese adults have relatively small variation in score across levels of education and across occupations, alongside the overall high scores. The PIAAC survey also revealed aspects of the situations of Japanese people after the compulsory education, including their level of academic ability and learning opportunities. It will be an important task for Japan to work out how best to reflect this information through improvement in education policy and their implementation.

In my presentation today, I intend to analyze both PISA and PIAAC results to identify the challenges that Japan face and suggest ideas for implementation.