

It is hard to question the importance of education quality for development - particularly economic development. At the same time, assessment of the strength of this influence remains an open question. Defining it seems particularly important in times of the economic crisis of 2008-2009 year, when most countries are looking for savings in government spending.

This project has by two main research goals. First, to determine the impact of the quality of education on the economic situation of countries and regions. The data on the economic growth will be used as a measure of the economic situation, but also other indicators allowing the evaluation of the quality of life of the society – such as indexes of happiness or measure of income inequality will be included in this study. The quality of education will be assessed primarily using PISA test results. Secondly, it is worth considering what factors influencing the PISA test results obtained in different countries / regions are so diverse. The study will be attempting to answer this question.

Although there are studies in the literature on the issues discussed, but they are rarely carried out using modern testing designs. In this study, the analyzes will be carried, inter alia, dynamic models for panel data, Bayesian models averaging and analysis of co-integration (mainly in relation to panel data).

Formally documented value of a good education is of double importance: both in terms of research is a valuable scientific results, and also in practical terms is an important voice in discussion on educational politics and as an additional argument for directing a stream of investments was on education. The same is true for the second part of the analysis - identifying key factors determining achievement of the desired educational outcomes. Need for rationalization of expenditure means that a reliable analysis, especially for Polish should enable directing investment in the educational infrastructure elements whose meaning can be considered as crucial and the places in which they can be regarded as the most needed.

PISA test results allow the evaluation of competencies acquired by students of different types (mathematical literacy, reading literacy, and scientific literacy). The study will enable the analysis of the determinants of different types of competence and the impact of different types of competence achieved economic growth whereas majority of earlier studies focused only on the skills of science. This part of the study may constitute a contribution to adequate profiling of educational expenses.