Education at a Glance

‘Human capital development - building evidence on skills and employment’, ETF International Workshop

Michael Ward
Senior Policy Analyst, Directorate for Education and Skills, OECD

22-23 May 2024 in Stockholm, Sweden
The Organisation for Economic Co-operation and Development (OECD)
How we work: Our approach

By convening countries and experts, stimulating technical dialogue, and sharing our expertise on social, economic and environmental issues, we help identify innovative and effective policy solutions. We do this by:

**Inform & advise**
As one of the world’s largest and most trusted sources of comparative socio-economic data and analysis, we provide knowledge and advise to inform better policies

- 500+ major reports and country surveys annually
- 5 billion+ data points annually

**Engage & influence**
We bring policy makers and policy shapers together to exchange ideas, share experiences and forge progress across a range of policy areas

- 140,000+ policy makers and shapers visit the OECD annually
- 300+ committees and working groups underpin our work

**Set standards & provide policy support**
We encourage countries to do better by developing internationally agreed standards so that everyone plays by the same rules and co-operates to reach shared objectives

- 450+ international standards over the past 60 years
- 700+ country support projects annually
OECD standards are at the core of our mission to promote shared values, good policies and practices in both domestic and international settings, and well-governed markets.

Some examples are:

Examples of OECD standards:
- G20/OECD Principles of Corporate Governance
- OECD Guidelines for Multinational Enterprises
- Codes of Liberalisation
- Multilateral Convention to Implement Tax Treaty Related Measures to Prevent Base Erosion and Profit Shifting (BEPS)
- OECD Anti-Bribery Convention
- Recommendations on Artificial Intelligence
- Recommendation on Good Statistical Practice
- Recommendation on Artificial Intelligence
- Convention on Mutual Administrative Assistance in Tax Matters and Automatic Exchange of Information in Tax Matters
- Recommendation on Artificial Intelligence

Other examples:
- Recommendations on the OECD Polluter-Pays Principle
- Recommendations on Gender Equality
- Recommendation of the Council on the Governance of Infrastructure
- OECD Seeds Scheme
- Guidelines on Corporate Governance of SOEs
- Arrangement on Exports Credits
- DAC Recommendation on Ending Sexual Abuse
- Council Decisions on Mutual Acceptance on Data in Chemicals Assessment
- Recommendation on Ageing and Employment Policies
- Recommendation on Integrated Mental Health, Skills and Work Policy
OECD in numbers

38
MEMBER COUNTRIES & WORK WITH 100+ ECONOMIES

80%
OF WORLD TRADE AND INVESTMENT (MEMBERS & PARTNERS)

4,000
CONFERENCES PER YEAR

5 BILLION
DATA POINTS

500
MAJOR REPORTS PER YEAR

450+
INTERNATIONAL STANDARDS DEVELOPED
In January 2022, the OECD Council decided to open accession discussions with six Countries – Argentina, Brazil, Bulgaria, Croatia, Peru and Romania.
What we do: Providing data and evidence

The OECD informs decision-making on better policies and standard-setting through knowledge and evidence. Our strength lies in the ability to help countries learn from one another and compare best practices so that one solution may also be adapted and applied elsewhere.

Measuring and benchmarking economies

- Outlook Series (Economic Outlook, Employment Outlook, International Migration Outlook, etc.)
- At a Glance Series (Education at a Glance, Health at a Glance, etc.)
- Trade in value Added (TiVA)
- FDI Restrictiveness
- Green Growth Indicators
- Product Market Regulation (PMR)
- Social Institutions and Gender Index (SIGI)
- Settling in: Indicators of Immigration Integration
- Programme for International Student Assessment (PISA)
- Programme for the International Assessment
Organisational structure

**Council**

Oversight and strategic direction

Representatives of member countries and the European Union provide strategic orientations for the OECD. Chaired by the Secretary-General, decisions are taken mostly by consensus.

**Committees & Other Groups**

Discussion and review

Expert Committees and their subsidiary bodies bring together Members, partner economies and other stakeholders to share policy experiences, develop standards, innovate and review policy implementation and impact.

**Policy Makers & Policy Shapers**

Representatives from government, business, labour, civil society and academia participate in our work through consultations and regular exchanges.

**Secretariat**

Evidence and analysis

OECD Directorates collect data, provide analysis and formulate proposals to inform committee discussions.

Consensus is at the heart of our approach and decision-making.
The OECD Directorate for Education and Skills (EDU)
OECD committee structure related to education

Center for Education Research and Innovation Governing Board

Education Policy Committee

PISA Governing Board

TALIS Governing Board

PIAAC Governing Board

INES-WP

LSO and NESLI
<table>
<thead>
<tr>
<th>Future Ready classrooms</th>
<th>Fairer learning</th>
<th>Building Resilience</th>
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</thead>
<tbody>
<tr>
<td>Empowering people and learning systems to embrace digital technologies</td>
<td>Build an international evidence base on early learning and child well-being</td>
<td>Integrate global competence learning into education</td>
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<td>Reframe the education narrative to build better complementarity between human and</td>
<td>Equip all students with foundation skills and competences to help their</td>
<td>Establish diverse educational pathways and career guidance</td>
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<td>technological capabilities</td>
<td>entrance into the labour market</td>
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<tr>
<td>Lead the global effort to benchmark AI and human capabilities</td>
<td>Implement digitally-enabled individualised and adaptive instruction</td>
<td>Understand how education can bring about collective behavioural change →</td>
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<tr>
<td>Integrate insights from neuroscience and clinical psychology into policy and teaching</td>
<td>Promote a growth mindset</td>
<td>sustainability</td>
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<tr>
<td>practice</td>
<td>Narrow the digital gap – school infrastructure and resources</td>
<td>Remedy the loss of important social developmental experiences for learners due to</td>
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<td></td>
<td>Promote inclusive policies</td>
<td>COVID-19</td>
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<td></td>
<td>Facilitate alternative credentials in higher education</td>
<td>Promote a growth mindset</td>
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<tr>
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<td></td>
<td>Build an international evidence base on early learning and child well-being</td>
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</table>
**Areas of Work 2023 - 24**

**ECONOMICS OF EDUCATION**

- Respond to rapid change in skill demand in the labour market
- Focus on reskilling and upskilling
- Mainstream flexible, modularised, cost-effective ways of learning using digital tools in VET
- Revise the analytical framework on economic returns to education
- Build the nexus between tax revenue and educational outcomes
- Encourage uptake of digital tools to improve administrative decision-making and boost productivity

**SURVEYS AND TOOLS**

- PISA
- TALIS
- Survey of adult skills
- Education at a Glance
- The International Early Learning and Child Well-being Study
- Survey on social and emotional skills
- Education Policy Outlook
- PISA Global Crisis Module
- Global Teaching Insights
- Education GPS
- PISA for Schools
- PISA-VET

**ADDRESSING EMERGING CHALLENGES**

- ...
The best ways for education systems to improve is to learn what works from each other. The OECD Directorate for Education and Skills deploys large-scale surveys and review to build comparable empirical evidence databases.

<table>
<thead>
<tr>
<th>Data collection: General surveys and tools</th>
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<tbody>
<tr>
<td>Education at a Glance: Ed Glance</td>
</tr>
<tr>
<td>PISA: Programme for International Student Assessment. Measures the extent to which 15-year-olds students have acquired key knowledge and skills.</td>
</tr>
<tr>
<td>TALIS: OECD Teaching and Learning International Survey. Gathers information about today’s teachers that helps counties build a high-quality teaching force.</td>
</tr>
<tr>
<td>Survey of Adult Skills: PIAAC (Programme for the International Assessment of Adult Skills) measuring adults’ proficiencies in literacy, numeracy and problem-solving.</td>
</tr>
</tbody>
</table>
Useful links

- Programme for International Student Assessment (PISA) [www.pisa.oecd.org](http://www.pisa.oecd.org)
- Centre for Educational Research and Innovation (CERI) [www.oecd.org/edu/ceri](http://www.oecd.org/edu/ceri)
- Education GPS (interactive data visualisation website) [http://gpseducation.oecd.org](http://gpseducation.oecd.org)
- Survey of Adult Skills (PIAAC) [www.oecd.org/skills/piaac](http://www.oecd.org/skills/piaac)
- Teaching and Learning International Survey (TALIS) [www.oecd.org/education/talis](http://www.oecd.org/education/talis)
The INES programme
The Indicators of Educational Systems (INES) Programme

Level 1

Education Policy Committee

Level 2

Working Party on Indicators on Education Systems (INES)

Joint data collection UNESCO/OECD/EUROSTAT

Level 3

INES Network on Data Collection and Development on Economic, Labour Market and Social Outcomes of Education (LSO)

INES Network for the Collection and Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI)

LSO and NESLI data collections
“… to direct, co-ordinate, and monitor the statistical work as well as the development of indicators and quantitative analyses needed to meet the requirements and priorities of the Education Policy Committee and the overall programme of work of the education bodies”
Two networks report to the INES Working Party

- INES Network on Data Collection and Development on Economic, Labour Market and Social Outcomes of Education (LSO)

- INES Network for the Collection and Adjudication of System-Level Descriptive Information on Educational Structures, Policies and Practices (NESLI)
The INES team

INES Project Manager: Abel Schumann

UOE
- Eric Charbonnier
- Corinne Heckmann (PM UOE)
- Giovanni Semeraro* (PM UOE)
- Simon Normandeau*
- Alison Burke
- Ozge Ozcan
- Hajar Yassine
- Eda Cabbar (assistant)
* Finance questionnaires

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- Yanjun Guo
- Lou Turroques
- Eda Cabbar (assistant)

NESLI
- Etienne Albiser (Project Manager)
- Elisa Duarte
- Giannina Rech
- Choyi Whang
- Améline Besin (assistant)

Other colleagues to know
- Rachel Linden (Communications)

PM: project manager
Education at a Glance
Education at a Glance

- Compendium of education statistics
- Provides analysis and highlights key insights and data
- Released every second Tuesday of September

Education at a Glance 2023
OECD Indicators

Regards sur l’éducation 2023
Les indicateurs de l’OCDE

12 September, 2023 11:00 CEST
Education at a Glance 2023
About 25 indicators built by 3 different INES bodies

Chap. A: Outcomes of Education
(6 indicators)

Chap. B: Participation in Education
(6 indicators)

Chap. C: Financial resources invested in education
(6 indicators)

Chap. D: Teachers, learning environment, organisation of schools
(6 indicators)

+ The Education Sustainable Development Goal (SGD 4) Chapter or boxes
**Education at a Glance production process**

**Reception of questionnaires from countries**
- Enrolment
- Graduates
- Entrants
- Personnel
- Class
- Finance

**Data cleaning & calculation of indicators**
- Earnings
- Instruction time
- Teachers’ salaries

**Production of Tables & Charts**
- Educational attainment and labour market outcomes
- School-to-work transition

**Drafting chapters of the publication and Country Notes**
- Sharing 1st version of Tables and Charts
- Sharing 2nd version of Tables and Charts + 1st version of indicator text
- Submission of Country Notes
- Sharing 3rd version of Tables and Charts

**EAG launch**
- Second Tuesday of September

**Key Dates**
- **April**: Drafting chapters of the publication and Country Notes
- **May**: Sharing 1st version of Tables and Charts
- **June**: Sharing 2nd version of Tables and Charts + 1st version of indicator text
- **July**: Submission of Country Notes
- **Second Tuesday of September**: Sharing 3rd version of Tables and Charts
### Questionnaire timelines

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Send-out date</th>
<th>Submission deadline</th>
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<tbody>
<tr>
<td>UOE (ENTR, ENRL, CLASS, PERS)</td>
<td>July</td>
<td>End of September</td>
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<tr>
<td>UOE (FIN, GRAD)</td>
<td>July</td>
<td>End of November</td>
</tr>
<tr>
<td>LSO (Earnings)</td>
<td>October</td>
<td>January</td>
</tr>
<tr>
<td>LSO (NEAC)</td>
<td>February</td>
<td>March</td>
</tr>
<tr>
<td>LSO (TRANS)</td>
<td>February</td>
<td>March</td>
</tr>
<tr>
<td>NESLI (Instruction time)</td>
<td>End of October</td>
<td>Beginning of December</td>
</tr>
<tr>
<td>NESLI (Teachers’ salaries)</td>
<td>End of October</td>
<td>Beginning of December</td>
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</tbody>
</table>
Countries are asked to review the following documents:

- Excel files with indicators’ values laid out in tables and figures (‘tables & charts’) – two rounds of revisions
- Drafts of written analysis contained in Education at a Glance (‘texts’) – one round of revisions
- Updates to the methodological annex – one round of revisions
- Country notes (i.e. automatically generated country profiles) – one/two rounds of revisions
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Milestone</th>
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<tbody>
<tr>
<td>Second half of April 2023</td>
<td>Submission of Tables &amp; Charts</td>
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<td>- Submission in two/three batches</td>
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<td></td>
<td>- Countries have two weeks to provide comments</td>
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<tr>
<td>Second half of May and early June 2023</td>
<td>Submission of first drafts and revised Tables &amp; Charts</td>
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<tr>
<td></td>
<td>- Submission in two/three batches</td>
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<tr>
<td></td>
<td>- Countries have two weeks to provide comments</td>
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<tr>
<td>Early June, 2023</td>
<td>Updates to Annex 3 are shared with countries</td>
</tr>
<tr>
<td>Early June, 2023</td>
<td>Countries provide list of contributors</td>
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<tr>
<td>Mid-June, 2023</td>
<td>Data cut-off</td>
</tr>
<tr>
<td>Mid-June, 2023</td>
<td>Submission of Spotlight on VET</td>
</tr>
<tr>
<td></td>
<td>- Countries have two weeks to provide comments</td>
</tr>
<tr>
<td>June, 2023</td>
<td>Submission of Country Notes</td>
</tr>
<tr>
<td></td>
<td>- Countries have two weeks to provide comments</td>
</tr>
<tr>
<td>July, 2023</td>
<td>Submission of revised Country Notes</td>
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<tr>
<td></td>
<td>- Countries have one week to provide comments</td>
</tr>
<tr>
<td>September 12, 2023</td>
<td>Launch of EAG 2023</td>
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</tbody>
</table>
EAG Country Notes

... presents key data from Education at a Glance by country, using a brief, easy-to-read format, with charts.

The notes presents the most important findings for each level of the country’s education system, and highlight specific areas of success and challenge.

They also provide insight into recent developments in the country’s education system, and connect Education at a Glance findings to the country’s current education policy discourse.
Informal Working Groups meet virtually as needed to discuss specific issues. All INES delegates are invited to participate.

Topics
- Urgent issues
  - Data collection on Ukrainian refugees
- Process
  - Streamlining the data collection and validation process
- Indicator development
  - Indicators on financing of education
  - Indicator modelling
  - Early Childhood education and Care (ECEC)
  - SDG indicators
  - Indicators on tertiary staff
  - Upper Secondary and Tertiary Completion Rates
Key insights from Education at a Glance
Tertiary Education
Tertiary attainment has increased strongly...

Trends in the share of tertiary-educated 25-34 year-olds (2000 and 2021)

Note: Countries sorted in descending order of growth.
The wage premium from tertiary education remains high

Figure A4.2.

Relative earnings of tertiary-educated adults, by level of tertiary attainment (2020)
Upper secondary attainment = 100

- Bachelor's or equivalent
- Short-cycle tertiary
- Master's or doctoral or equivalent
Tertiary completion rates are especially low for men.

Completion rates of full-time students who entered a bachelor's (or equivalent level) programme, by gender and timeframe (2020)

Figure B5.1.
The pandemic affected the share of international students only in a few countries
Early childhood education and care
Early childhood education and care becomes common at age 2 or 3 in most countries.
Men are a small minority among ECEC teaching staff

Share of male teachers among pre-primary teaching staff (2013 and 2021)
Compulsory education
The share of young adults without upper secondary attainment is declining

Trends in the share of 25-34 year-olds with below upper secondary attainment (2015 and 2022)
Compulsory instruction time in primary and lower secondary education differs strongly.

### Compulsory instruction time in general education (2023)

- **Primary**
- **Lower secondary**
- **White separations distinguish grades in each education programme**

#### Total number of compulsory instruction hours

- **Primary**
- **Lower secondary**

### Countries and Instruction Hours

- **Bulgaria** [7]
- **Croatia** [8]
- **Poland** [8]
- **Latvia** [9]
- **Hungary** [8]
- **Turkey** [8]
- **Finland** [9]
- **Slovenia** [9]
- **Korea** [9]
- **Austria** [8]
- **Sweden** [9]
- **Czech Republic** [9]
- **EU25 average** [9]
- **Brazil** [9]
- **Germany** [8]
- **Slovak Republic** [9]
- **Finland1** [9]
- **Slovenia** [9]
- **Estonia** [9]
- **Chile** [8]
- **Canada** [9]
- **Israel** [9]
- **Netherlands3** [9]
- **United States** [9]
- **Colombia** [9]
- **Costa Rica** [9]
- **Denmark** [10]
- **Australia** [11]
- **French Comm.**
- **Flemish Comm.**
Investment into education
Investment into early childhood education has been growing.

Average annual change in total expenditure on pre-primary education per child between 2015 and 2020.
OECD countries spend on average 5% of their GDP on educational institutions

**Total expenditure on educational institutions as a percentage of GDP (2019)**

- **Primary, secondary and post-secondary non-tertiary**
- **Tertiary**
Teacher salaries are often lower than the salaries of other tertiary educated workers

Actual salaries of upper secondary teachers and school heads (in general programmes) relative to earnings of tertiary-educated workers (2022)
Successes:

- The INES data collection is an authoritative source of internationally comparable data on education systems
  - Contains a large diversity of indicators, covering nearly all aspects of education systems
  - Data is very widely used by policymakers, researchers and in the public debate
  - Data is reliable: all data is extensively checked and validated by Member Countries and the OECD
Challenges:

- Human resource requirements: Agreeing on definitions, producing data according to international definitions (which may differ from national definitions), and validating the indicators that are produced takes a significant amount of time. Most countries dedicate several staff-years annually to INES data collections and the production of EAG.

- Time consuming: Collecting and validating data takes time, leading to significant time lags until data is released.

- Some indicators are difficult to harmonise internationally, e.g. there is no good international data on special education needs, because national approaches differ substantially.

- Aggregate data collected by INES provides limited information on within-country distributions.
Thank you