

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



How we work: Set standards and provide policy support

- 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:



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



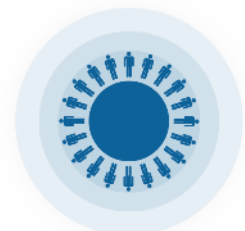
38

MEMBER COUNTRIES
& WORK WITH 100+
ECONOMIES



80%

OF WORLD TRADE
AND INVESTMENT
(MEMBERS & PARTNERS)



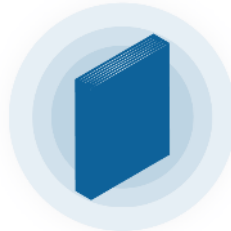
4,000

CONFERENCES PER
YEAR



5 BILLION

DATA POINTS



500

MAJOR REPORTS PER
YEAR



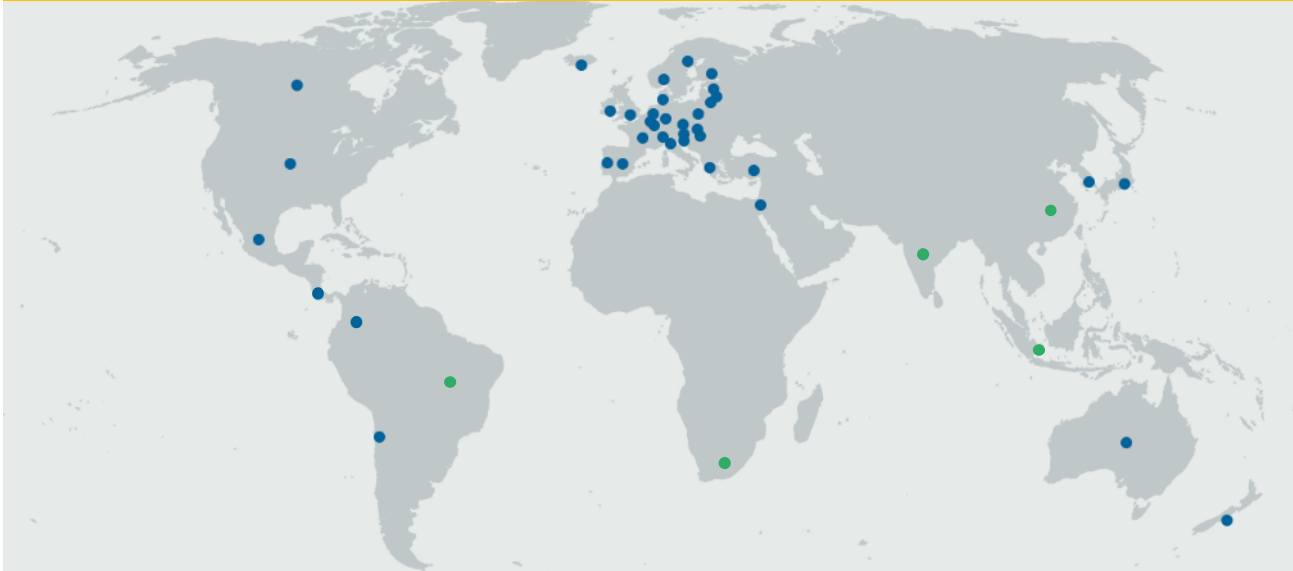
450+

INTERNATIONAL
STANDARDS
DEVELOPED



Who are our members

OECD 38 Member countries and 5 key partners represent about 80% of world trade and investment



MEMBERS

- | | | |
|----------------|-----------------|----------------|
| Australia | Ireland | South Korea |
| Austria | Israel | Spain |
| Belgium | Italy | Sweden |
| Canada | Japan | Switzerland |
| Chile | Latvia | Türkiye |
| Colombia | Lithuania | United Kingdom |
| Costa Rica | Luxembourg | United States |
| Czech Republic | Mexico | |
| Denmark | Netherlands | |
| Estonia | New Zealand | |
| Finland | Norway | |
| France | Poland | |
| Germany | Portugal | |
| Greece | Slovak Republic | |
| Hungary | Slovenia | |
| Iceland | | |

KEY PARTNERS

- Brazil
- China
- India
- Indonesia
- South Africa

The European Union has a permanent delegation to the OECD

Most recent accessions:



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.

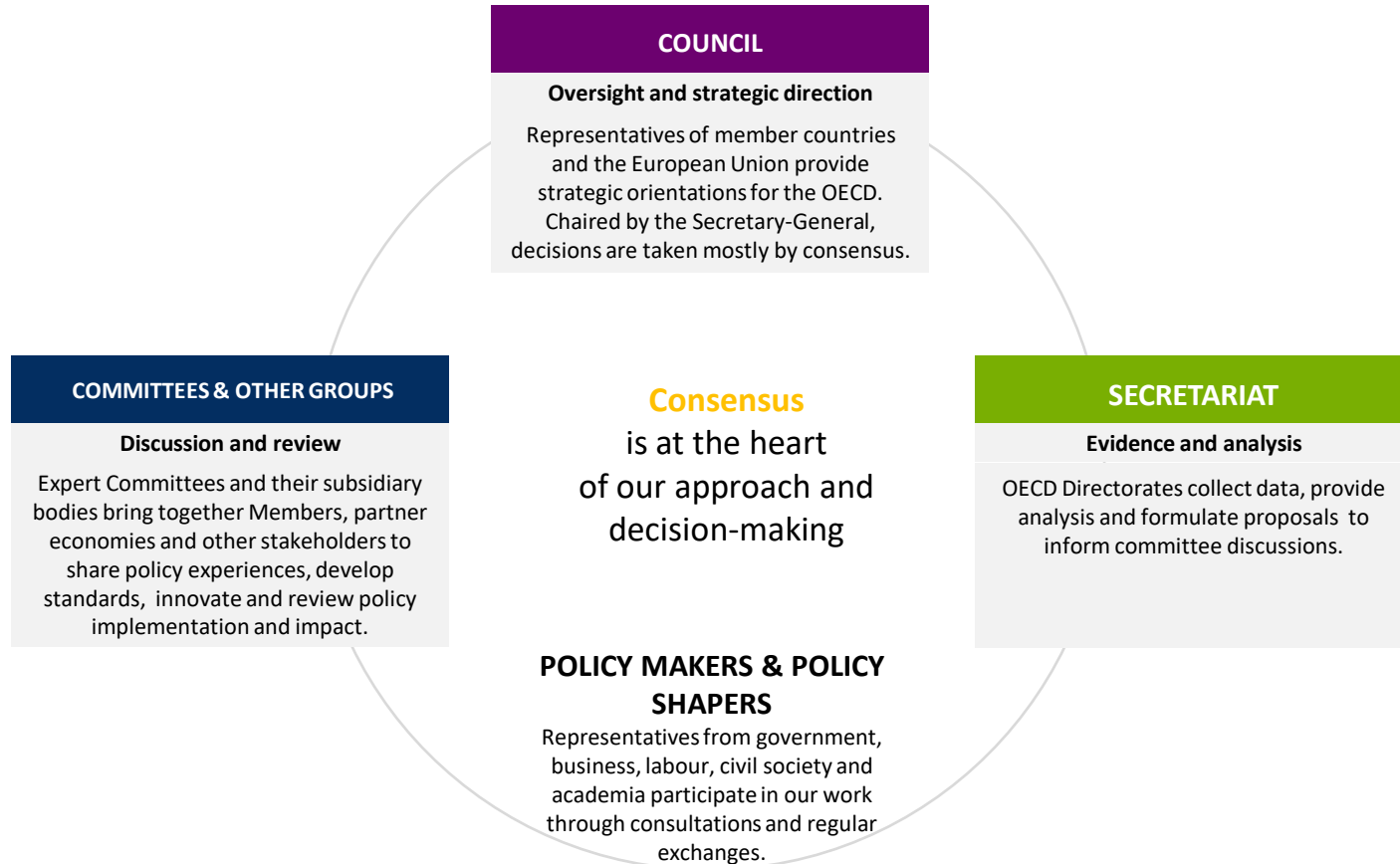
Measuring and benchmarking economies

- 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



**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



Thematic areas of Work 2023 - 24

EDUCATION AND SKILLS

Future Ready classrooms

- > Empowering people and learning systems to embrace digital technologies
- > Reframe the education narrative to build better complementarity between human and technological capabilities
- > Lead the global effort to benchmark AI and human capabilities
- > Integrate insights from neuroscience and clinical psychology into policy and teaching practice

Fairer learning

- > Build an international evidence base on early learning and child well-being
- > Equip all students with foundation skills and competences to help their entrance into the labour market
- > Implement digitally-enabled individualised and adaptive instruction
- > Promote a growth mindset
- > Narrow the digital gap – school infrastructure and resources
- > Promote inclusive policies
- > Facilitate alternative credentials in higher education

Building Resilience

- > Integrate global competence learning into education
- > Establish diverse educational pathways and career guidance
- > Understand how education can bring about collective behavioural change → sustainability
- > Remedy the loss of important social developmental experiences for learners due to COVID-19
- > Promote a growth mindset
- > Build an international evidence base on early learning and child well-being



Areas of Work 2023 - 24

EDUCATION AND SKILLS

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

- > ...



Data collection: General surveys and tools

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.

Education at a Glance

Education at a Glance is the authoritative source for information on the state of education around the world. Providing real-time data on the structure, finances and performance of education systems.

PISA

Programme for International Student Assessment. Measures the extent to which 15-year-olds students have acquired key knowledge and skills.

TALIS

OECD Teaching and Learning International Survey. Gathers information about today's teachers that helps counties build a high-quality teaching force.

Survey of Adult Skills

Product of PIAAC (Programme for the International Assessment of Adult Skills) measuring adults' proficiencies in literacy, numeracy and problem-solving.



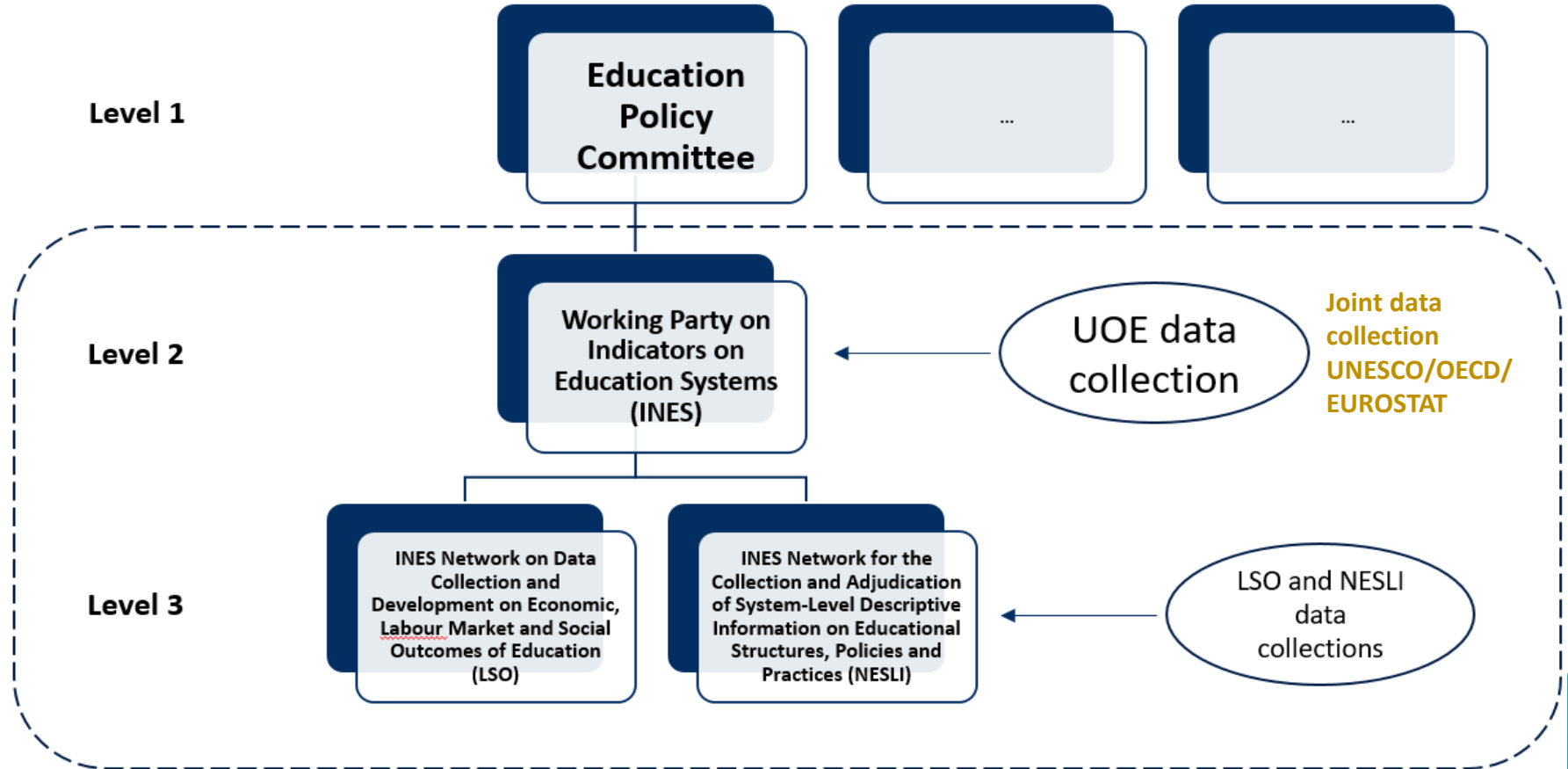
Useful links

- OECD Directorate for Education and Skills <https://www.oecd.org/education/>
- Programme for International Student Assessment (PISA) www.pisa.oecd.org
- Centre for Educational Research and Innovation (CERI) www.oecd.org/edu/ceri
- Education GPS (interactive data visualisation website) <http://gpseducation.oecd.org>
- Education 2030 www.oecd.org/education/2030
- Education at a Glance: OECD Indicators www.oecd.org/education/education-at-a-glance
- Survey of Adult Skills (PIAAC) www.oecd.org/skills/piaac
- Teaching and Learning International Survey (TALIS) www.oecd.org/education/talis
- Global Teaching Insights www.oecd.org/education/school/global-teaching-insights.htm
- Lessons for education from COVID-19 www.oecd.org/education/lessons-for-education-from-covid-19-0a530888-en.htm

The INES programme



The Indicators of Educational Systems (INES) Programme





Objective of the INES programme

“... 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

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Education at a Glance





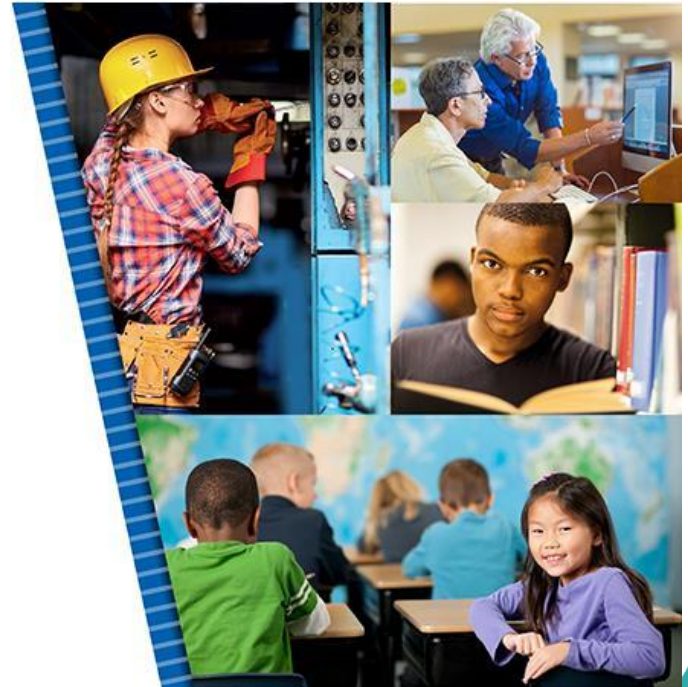
Education at a Glance

- 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





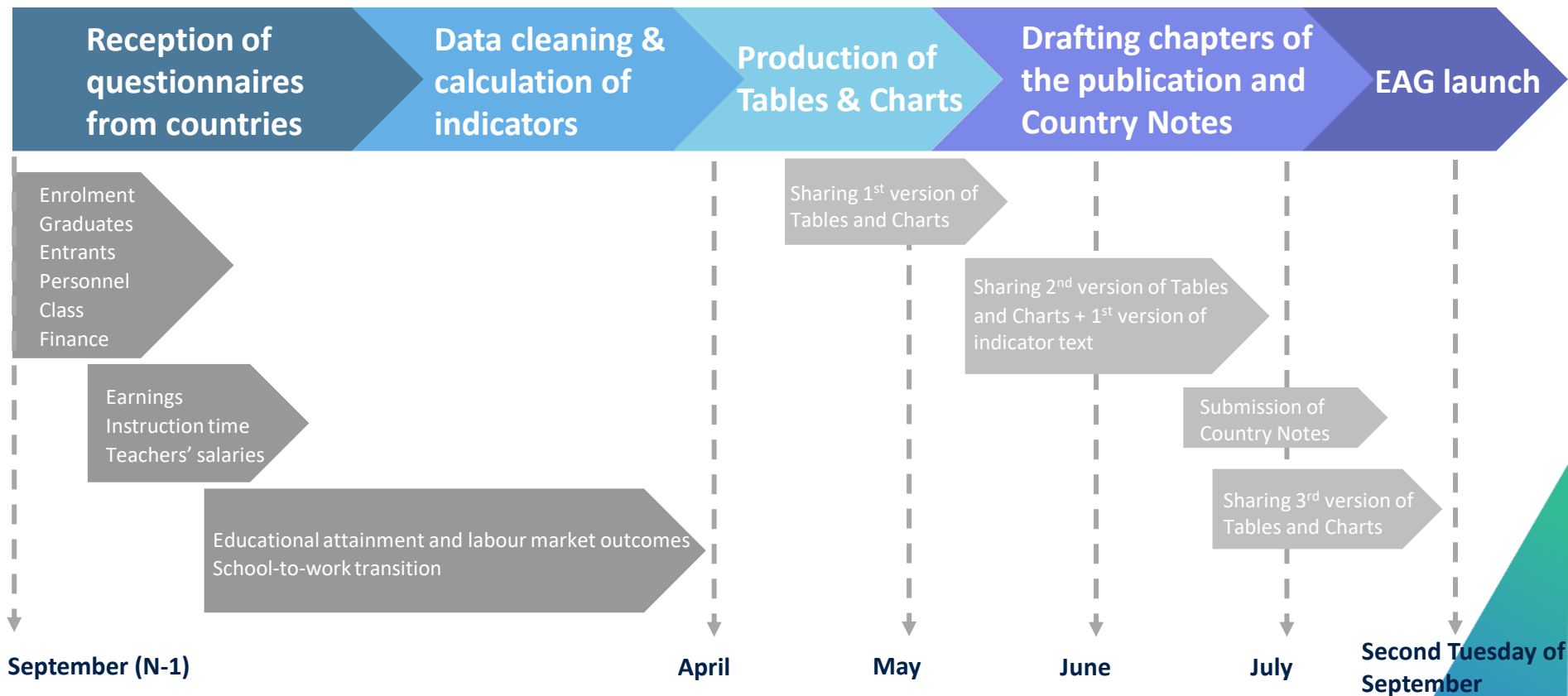
Education at a Glance 2023

About 25 indicators built by 3 different INES bodies





Education at a Glance production process





Questionnaire timelines

Questionnaire	Send-out date	Submission deadline
UOE (ENTR, ENRL, CLASS, PERS)	July	End of September
UOE (FIN, GRAD)	July	End of November
LSO (Earnings)	October	January
LSO (NEAC)	February	March
LSO (TRANS)	February	March
NESLI (Instruction time)	End of October	Beginning of December
NESLI (Teachers' salaries)	End of October	Beginning of December



Review process for Education at a Glance

- 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



Education at a Glance Timeline

Timeline	Milestone
Second half of April 2023	Submission of Tables & Charts - Submission in two/three batches - Countries have two weeks to provide comments
Second half of May and early June 2023	Submission of first drafts and revised Tables & Charts - Submission in two/three batches - Countries have two weeks to provide comments
Early June, 2023	Updates to Annex 3 are shared with countries
Early June, 2023	Countries provide list of contributors
Mid-June, 2023	Data cut-off
Mid-June, 2023	Submission of Spotlight on VET - Countries have two weeks to provide comments
June, 2023	Submission of Country Notes - Countries have two weeks to provide comments
July, 2023	Submission of revised Country Notes - Countries have one week to provide comments
September 12, 2023	Launch of EAG 2023



EAG Country Notes

» Education at a Glance 2021 : OECD Indicators

The screenshot shows the user interface of the 'Education at a Glance 2021 : OECD Indicators' interactive charts. At the top, there is a navigation bar with a hamburger menu icon, a font size selector 'AA', and a link 'How to: Interactive Charts'. Below this is a dark sidebar menu with the following items: 'Disclaimers', 'Australia' (with a dropdown arrow), 'Ensuring equal opportunities for students across socio-economic backgrounds' (highlighted in blue), 'Gender inequalities in education and outcomes', 'Education and migration background', 'Cross-regional disparities in education', 'Investing in education', 'Working conditions of school teachers', 'References', and 'More information'. The main content area displays the title 'Australia' in blue, followed by the subtitle 'Ensuring equal opportunities for students across socio-economic backgrounds' in blue, and a horizontal line. Below the line is a list of three bullet points.

Australia

Ensuring equal opportunities for students across socio-economic backgrounds

- Socio-economic status may significantly impact students' participation in education, particularly at levels of education that rely, in many countries, most heavily on private expenditure, such as early childhood education and care and tertiary education. In Australia, private sources accounted for 31% of total expenditure in pre-primary institutions, higher than the OECD average of 17%. At tertiary level, 65% of expenditure comes from private sources in Australia, compared to 30% on average across OECD countries.
- Tuition fees in public institutions in Australia are among the highest for a bachelor's programme across countries with available data. National students were charged USD 5 024 per year for a bachelor's degree in 2018, 6% more than they were charged on average in 2008.
- Financial transfers from the public to the private sector and direct public financial support to students may alleviate the financial burden of education. In Australia, 83% of national tertiary students received financial support in the form of public scholarships, grants and student loans. In 2018, public-to-private transfers represented 19% of total expenditure on tertiary institutions, higher than the OECD average of 8%. Public-to-private transfers are generally less common at pre-

... 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.



List of INES Informal working groups

- 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

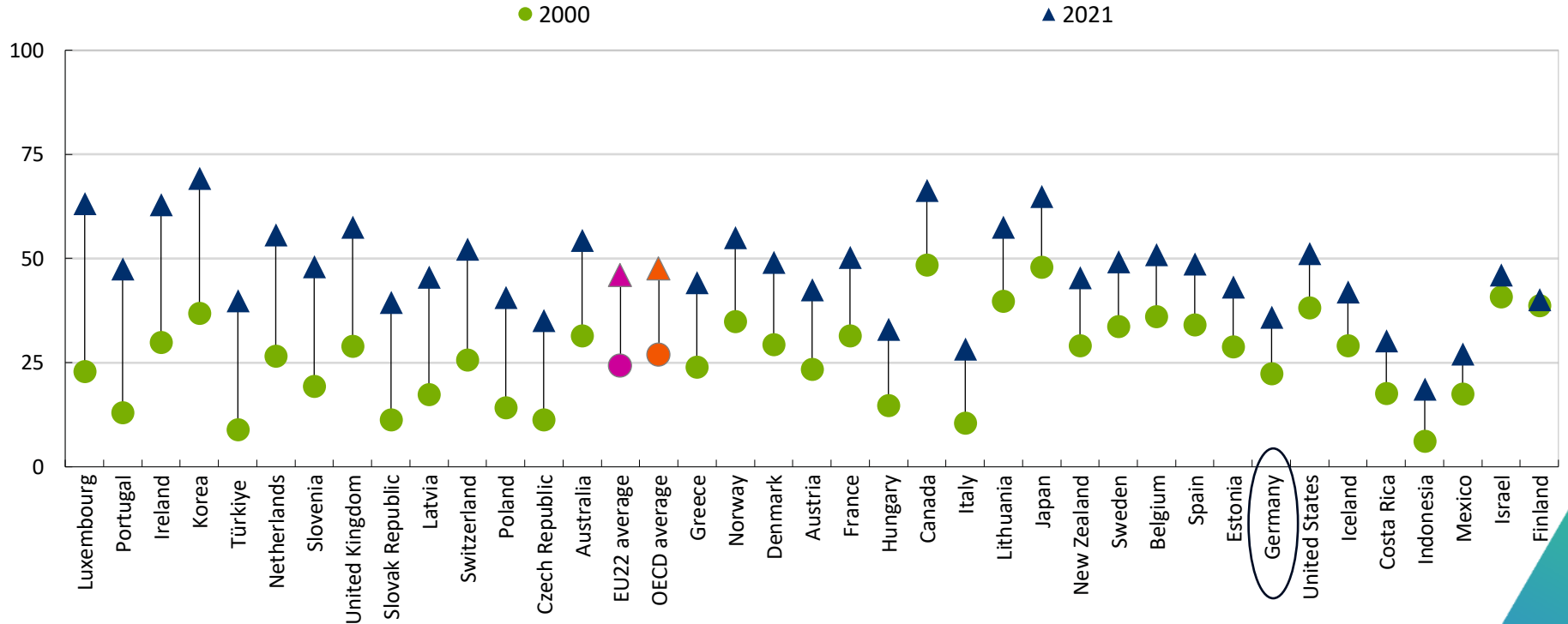




Tertiary attainment has increased strongly...

Figure A1.1

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.

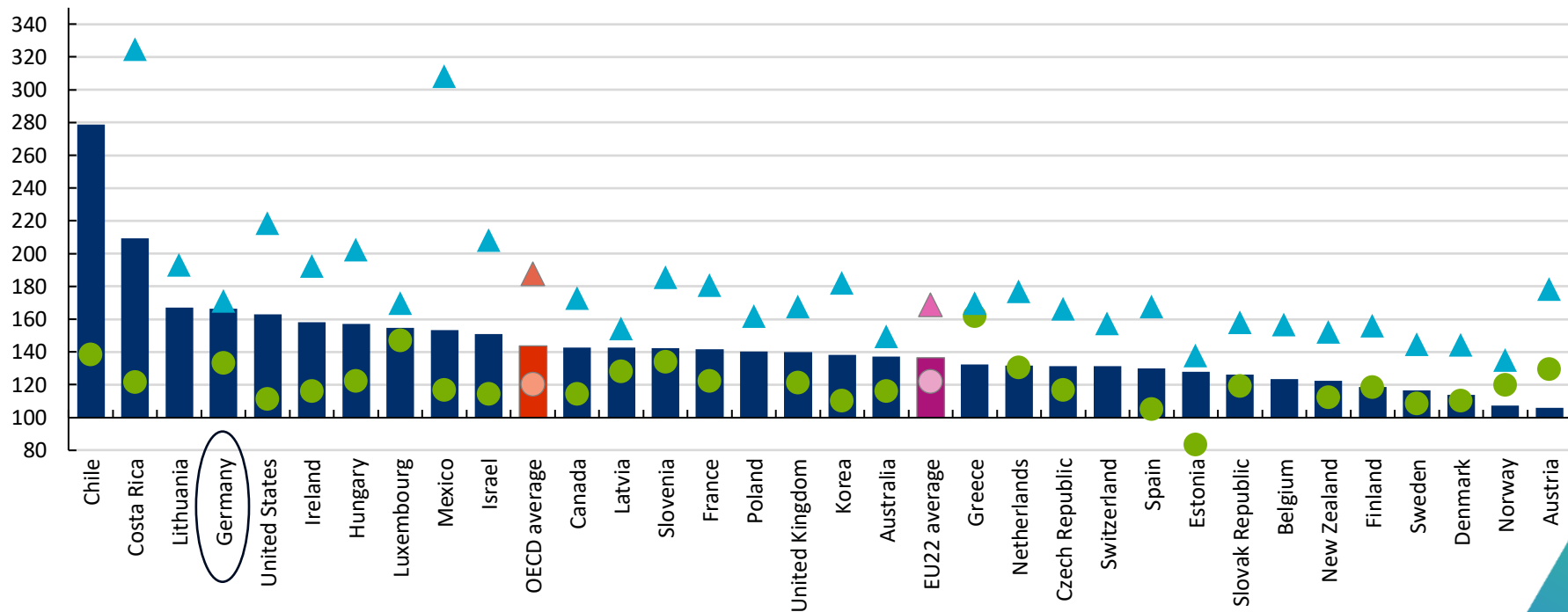
Relative earnings of tertiary-educated adults, by level of tertiary attainment (2020)

Upper secondary attainment = 100

■ Bachelor's or equivalent

● Short-cycle tertiary

▲ Master's or doctoral or equivalent

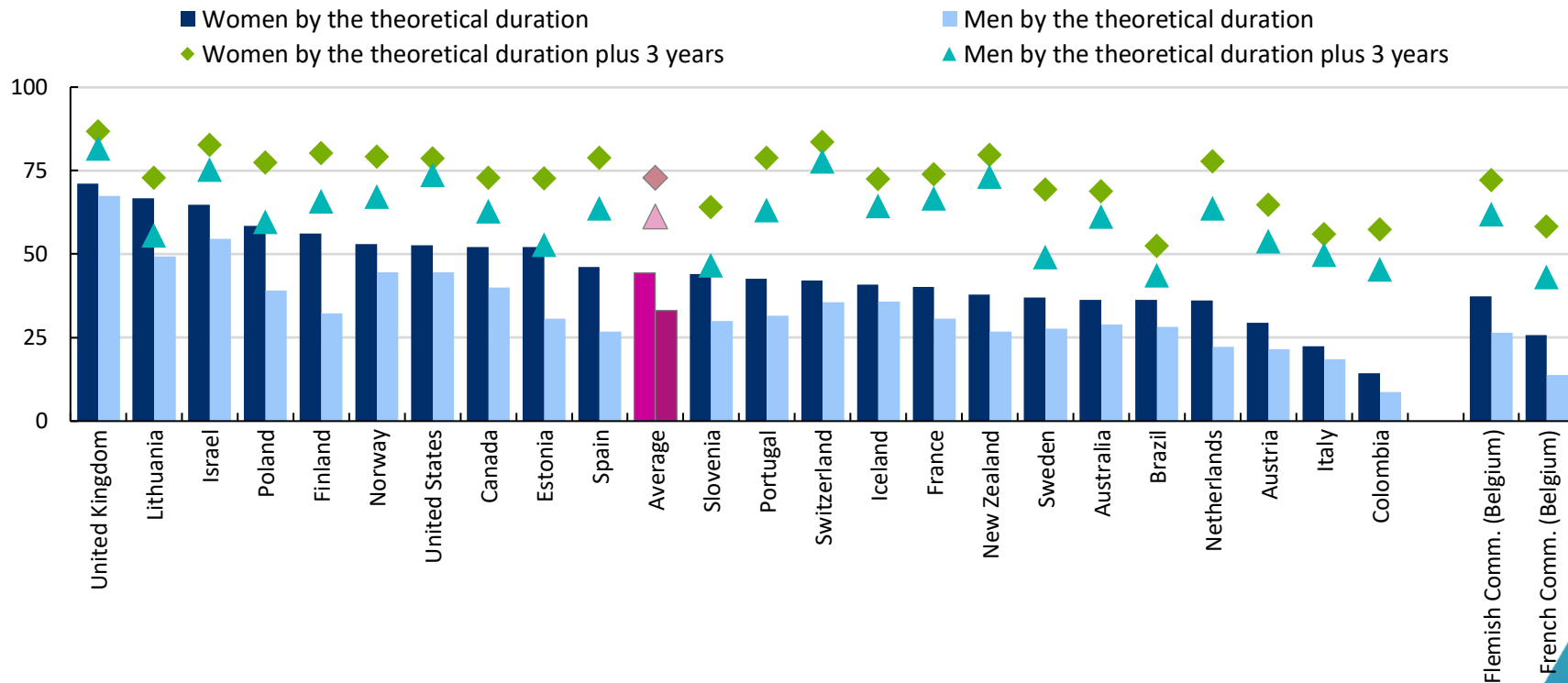




Tertiary completion rates are especially low for men

Figure B5.1.

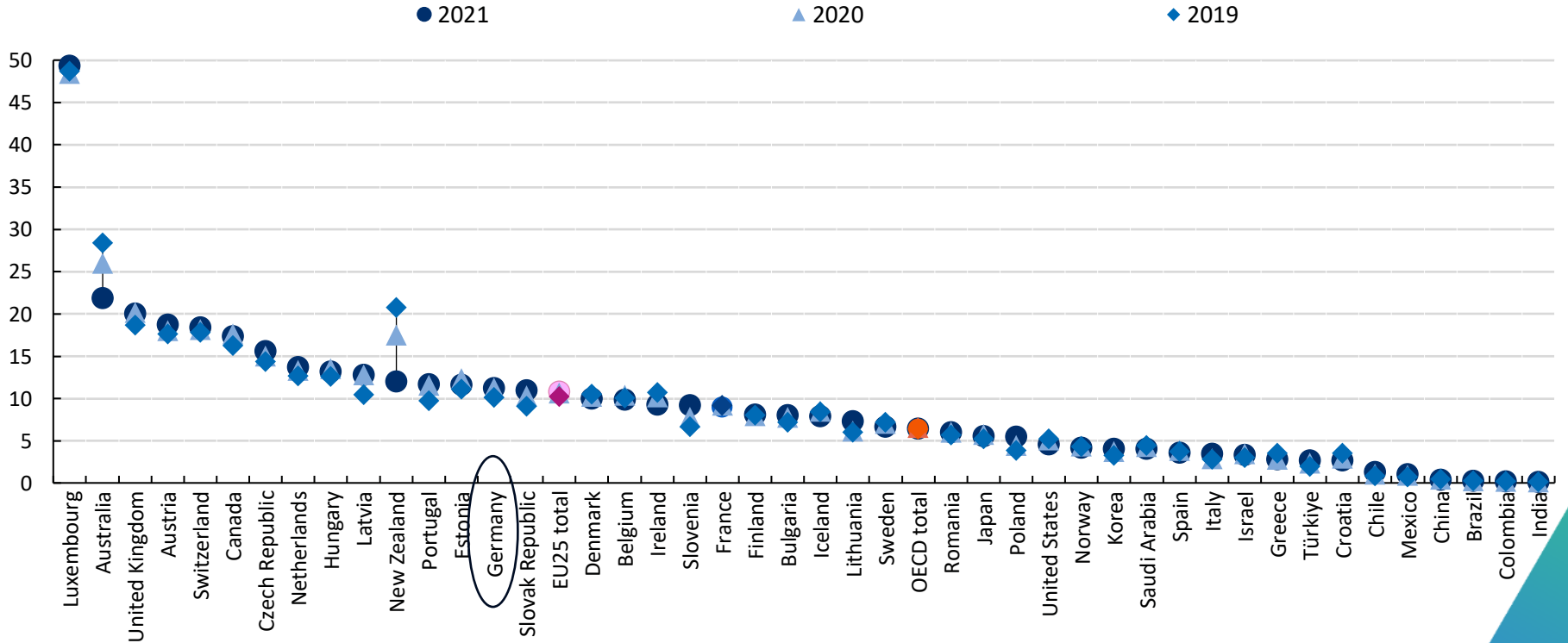
Completion rates of full-time students who entered a bachelor's (or equivalent level) programme, by gender and timeframe (2020)





The pandemic affected the share of international students only in a few countries

Share of international or foreign students in tertiary education in OECD countries (2019, 2020 and 2021)

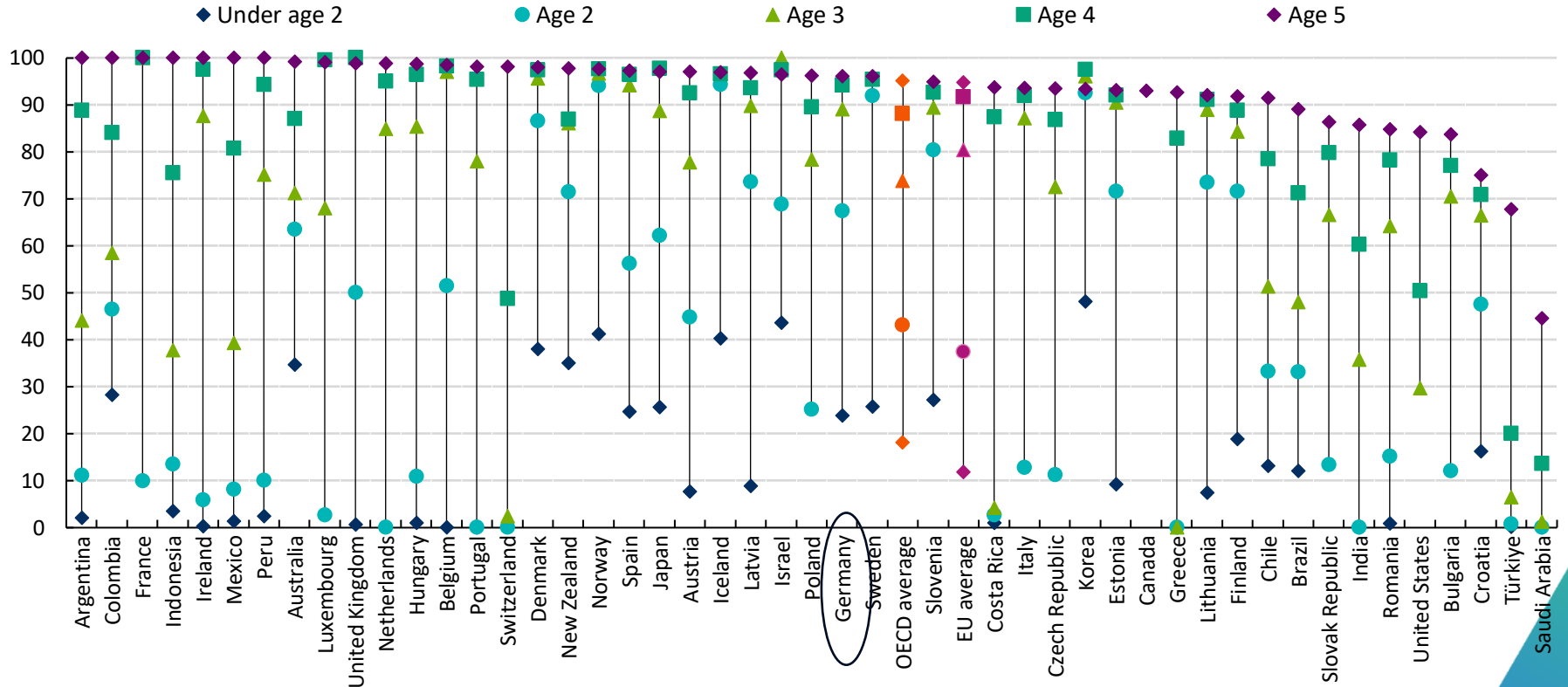


Early childhood education and care



Early childhood education and care becomes common at age 2 or 3 in most countries

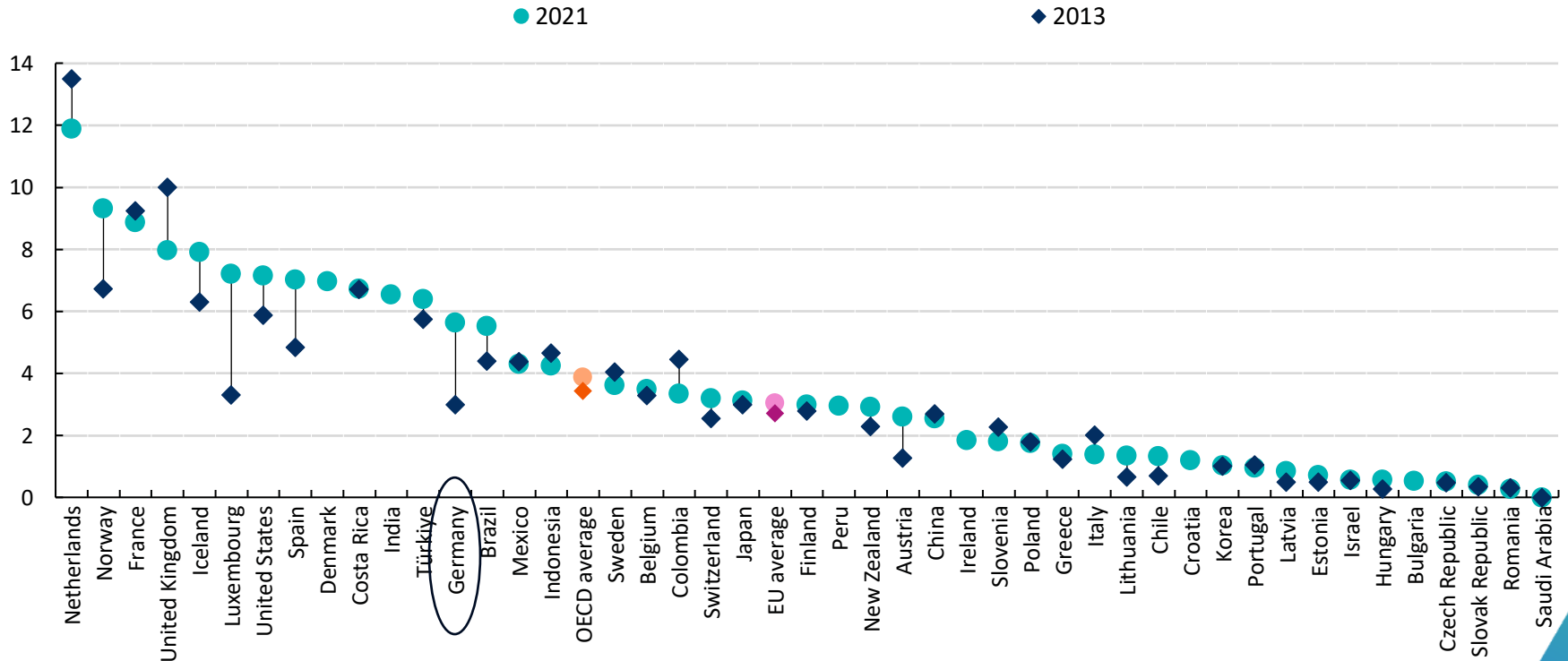
Enrolment rates of young children, by age (2021)





Men are a small minority among ECEC teaching staff

Share of male teachers among pre-primary teaching staff (2013 and 2021)

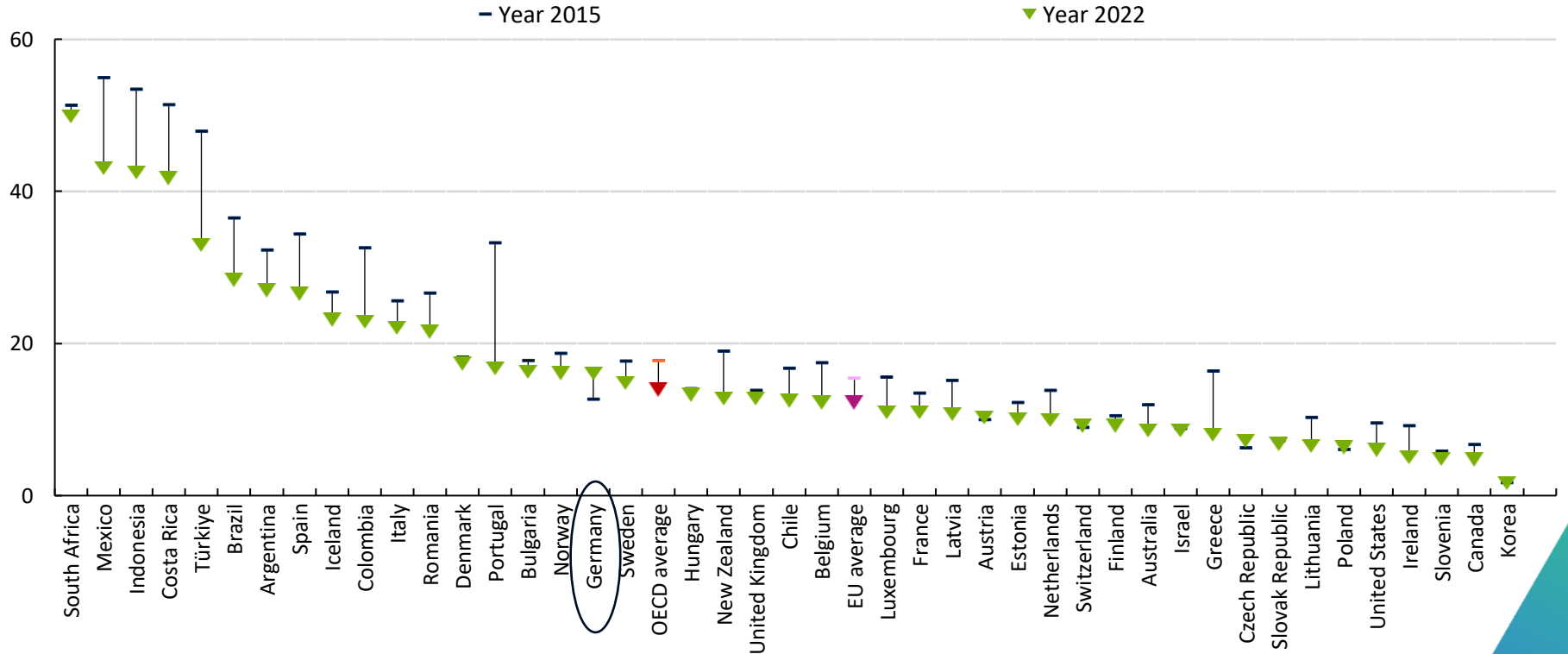


Compulsory education



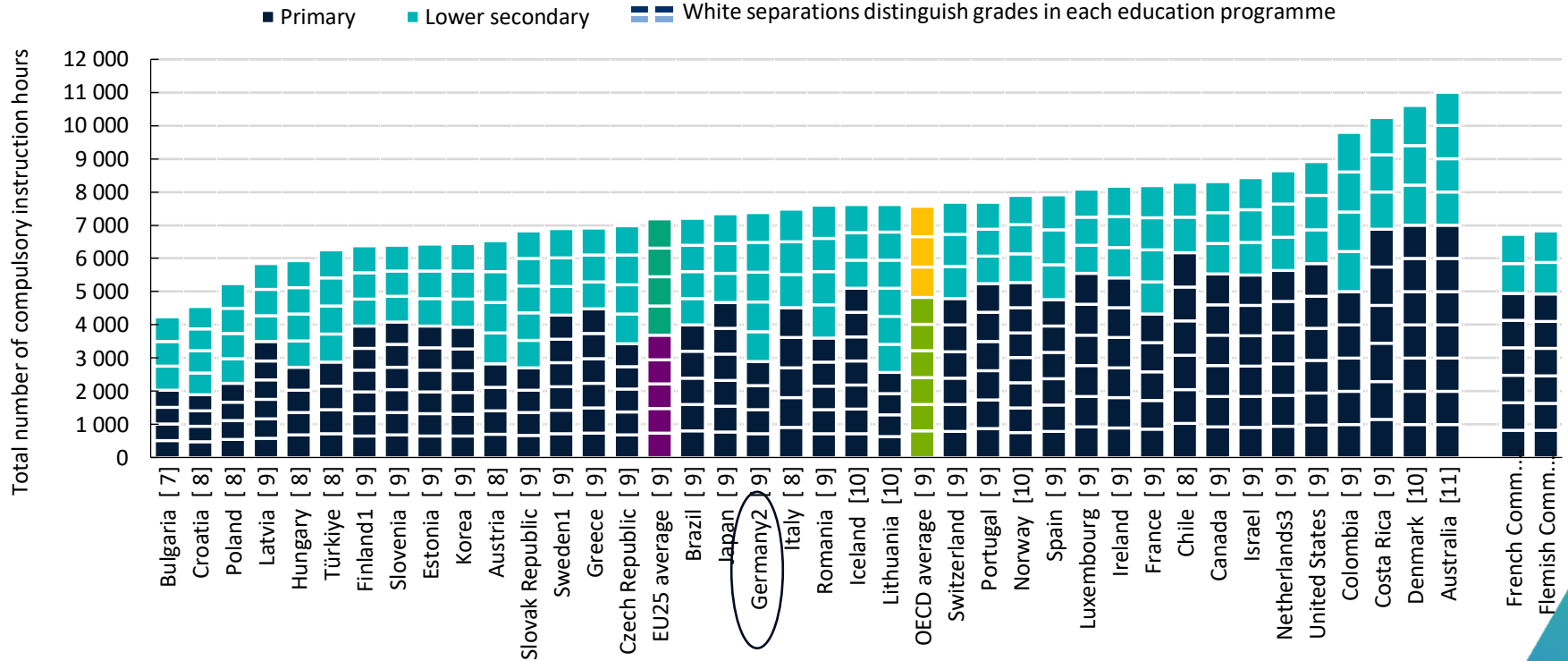
The share of young adults without upper secondary attainment is declining

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)



Investment into education

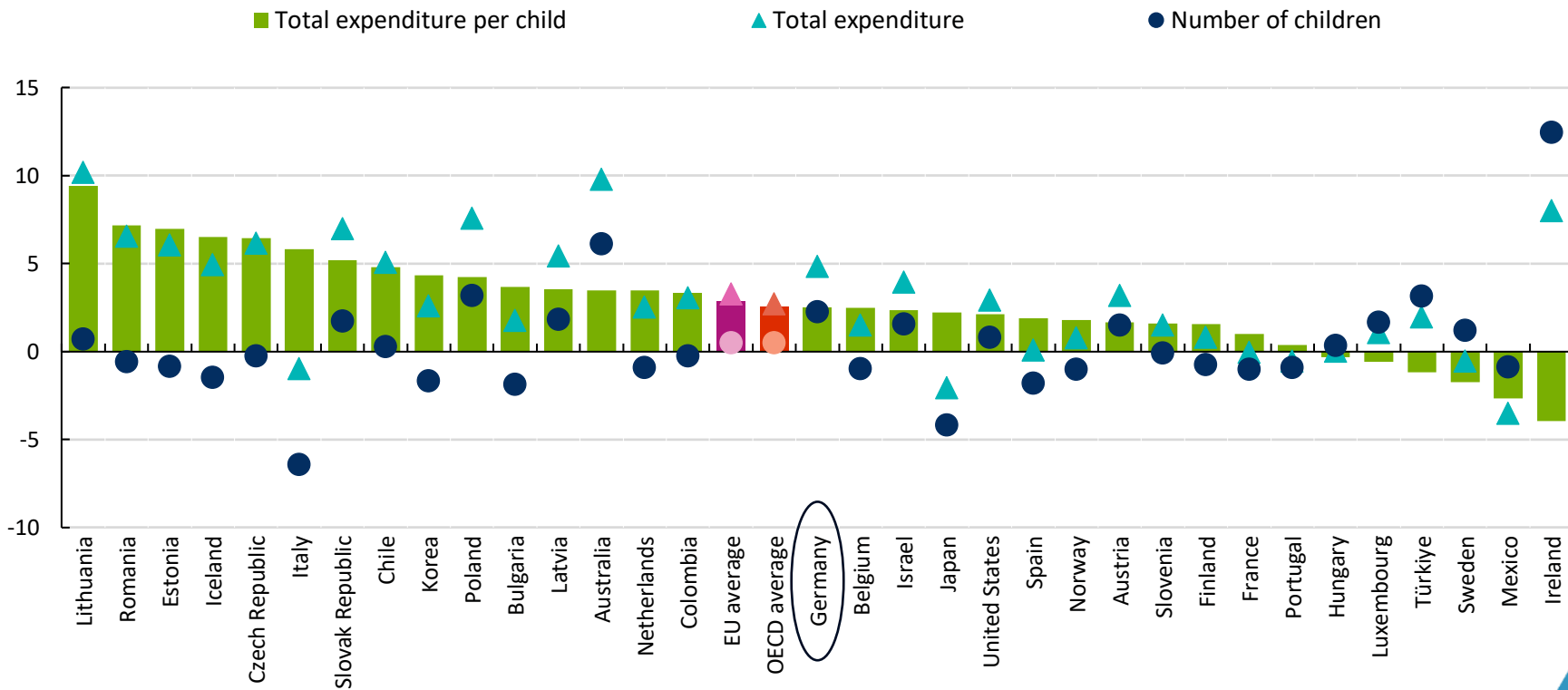




Investment into early childhood education has been growing

Figure B2.5.

Average annual change in total expenditure on pre-primary education per child between 2015 and 2020





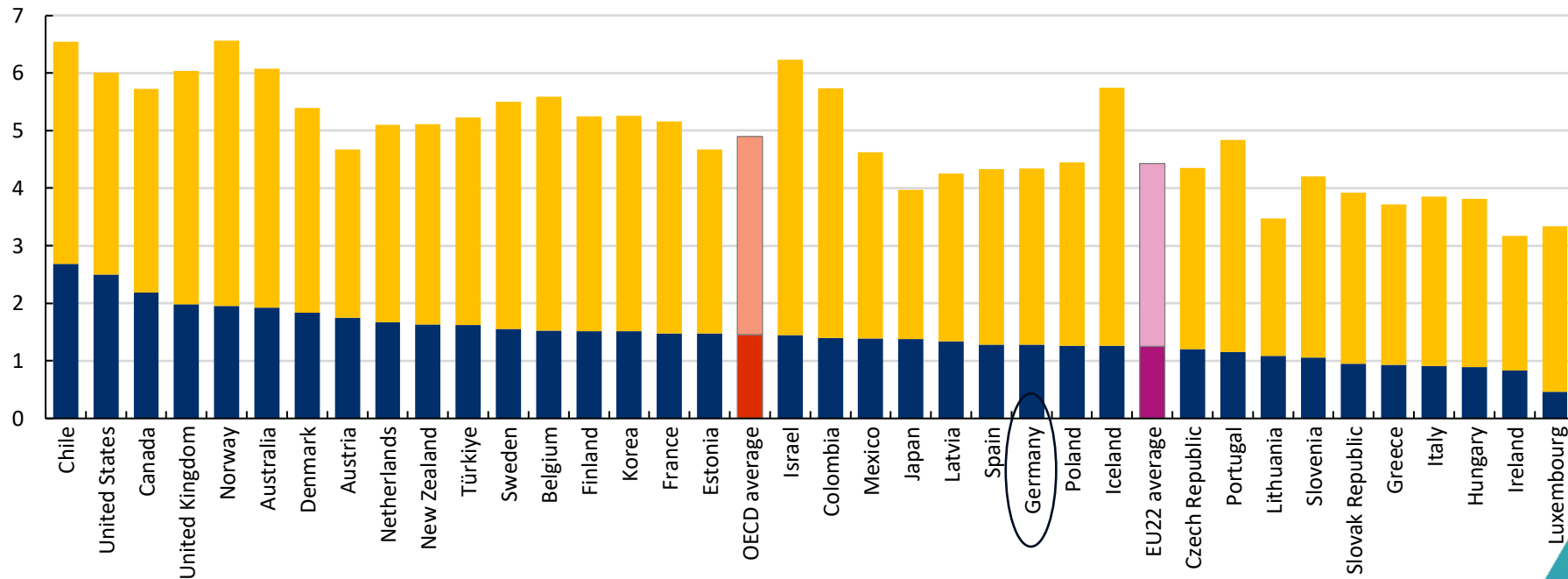
OECD countries spend on average 5% of their GDP on educational institutions

Figure C2.1.

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

■ Primary, secondary and post-secondary non-tertiary

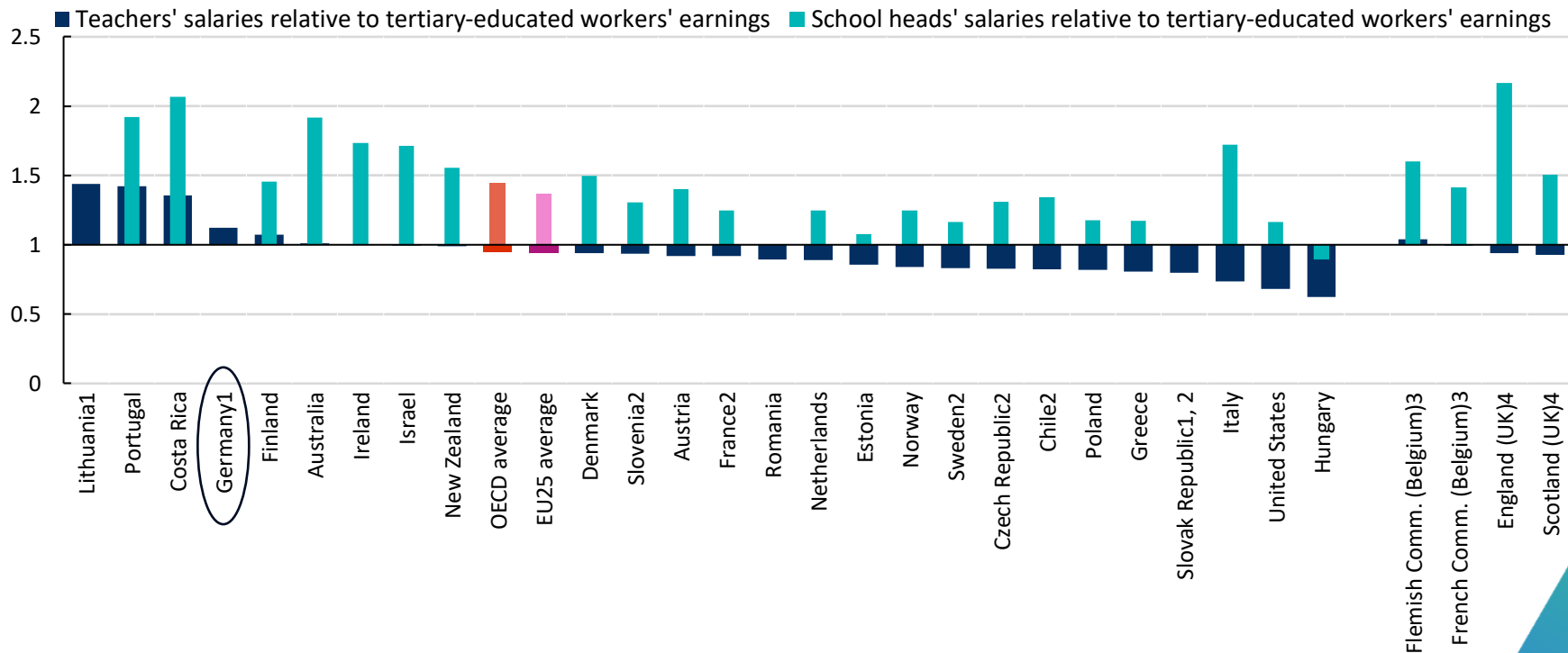
■ Tertiary





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)





Education at a Glance – successes ...

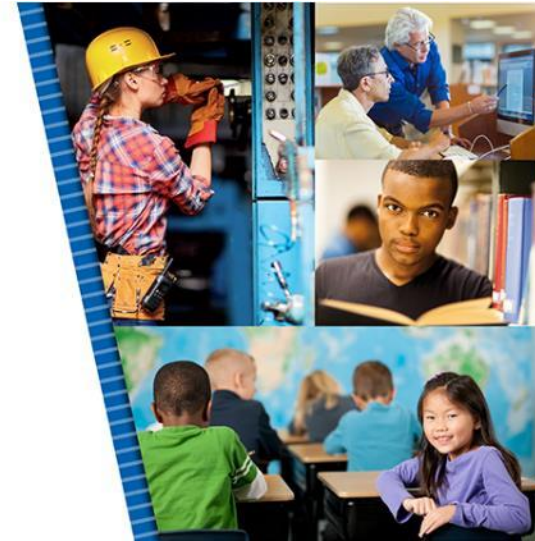
Successes:

- 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 policy makers, researchers and in the public debate
 - Data is reliable: all data is extensively checked and validated by Member Countries and the OECD

**Education
at a Glance 2023**
OECD Indicators

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Education at a Glance – ... and challenges

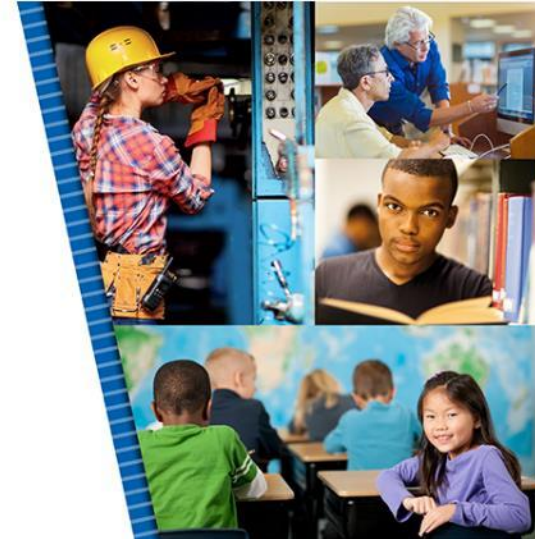
Challenges:

- 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.

**Education
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 EDUCATION
& SKILLS

Thank you

