

Foreword

Governments are increasingly looking to international comparisons of education opportunities and outcomes as they develop policies to enhance individuals' social and economic prospects, provide incentives for greater efficiency in schooling, and help to mobilise resources to meet rising demands. The OECD Directorate for Education and Skills contributes to these efforts by developing and analysing the quantitative, internationally comparable indicators that it publishes annually in *Education at a Glance*. Together with OECD country policy reviews, these indicators can be used to assist governments in building more effective and equitable education systems.

Education at a Glance addresses the needs of a range of users, from governments seeking to learn policy lessons to academics requiring data for further analysis and the general public wanting to monitor how their countries' schools are progressing in producing world-class students. This publication examines the quality of learning outcomes, the policy levers and contextual factors that shape these outcomes.

Education at a Glance is the product of a long-standing, collaborative effort between OECD governments, the experts and institutions working within the framework of the OECD Indicators of Education Systems (INES) programme, and the OECD Secretariat. It was prepared within the Innovation and Measuring Progress Division of the OECD Directorate for Education and Skills under the responsibility of Tia Loukkola. The production of *Education at a Glance 2023* was led by Abel Schumann. It contains statistical and analytical contributions from Étienne Albiser, Hannah Borhan, Alison Burke, Éric Charbonnier, Minne Chu, Umberto Damiani, Eugénie de Laubier, Elisa Duarte, Bruce Golding, Jaione González Yubero, Yanjun Guo, Corinne Heckmann, Lucie Huang, Viktoria Kis, Bernardo Mayorga, Simon Normandeau, Christopher Olivares, Eloïse Passaga, Giannina Rech, Gara Rojas González, Özge Özcan Sahin, Giovanni Maria Semeraro, Lou Turroques, Palwacha Watanyar, Choyi Whang and Hajar Sabrina Yassine. Marieke Vandeweyer provided feedback and advice on vocational education and training. Administrative support was provided by Eda Cabbar. Rachel Linden supported the editorial and production process. The development of the publication was steered by member countries through the INES Working Party and facilitated by the INES networks. The members of the various bodies as well as the individual experts who have contributed to this publication and to the INES programme more generally are listed at the end of this publication.

While much progress has been made in recent years, member countries and the OECD continue to strive to strengthen the link between policy needs and the best available internationally comparable data. This presents various challenges and trade-offs. First, the indicators need to respond to education issues that are high on national policy agendas, and where the international comparative perspective can offer added value to what can be accomplished through national analysis and evaluation. Second, while the indicators should be as comparable as possible, they also need to be as country specific as necessary to allow for historical, systemic and cultural differences between countries. Third, the indicators need to be presented in as straightforward a manner as possible, while remaining sufficiently complex to reflect multi-faceted realities. Fourth, there is a general desire to keep the indicator set as small as possible, but it needs to be large enough to be useful to policy makers across countries that face different challenges in education.

The OECD will continue not only to address these challenges and develop indicators in areas where it is feasible and promising to develop data, but also to advance in areas where considerable investment is still needed in conceptual work. The OECD Programme for International Student Assessment (PISA) and its extension through the OECD Survey of Adult Skills, a product of the Programme for the International Assessment of Adult Competencies (PIAAC), as well as the OECD Teaching and Learning International Survey (TALIS), are major efforts to this end.

Table of contents

Foreword	3
Editorial	9
Reader's guide	11
Executive Summary	21
Ensuring continued learning for Ukrainian refugees	23
Chapter A. The output of educational institutions and the impact of learning	37
Indicator A1. To what level have adults studied?	38
Indicator A2. Transition from education to work: Where are today's youth?	54
Indicator A3. How does educational attainment affect participation in the labour market?	74
Indicator A4. What are the earnings advantages from education?	90
Indicator A6. How are social outcomes related to education?	108
Indicator A7. To what extent do adults participate in education and training?	126
Chapter B. Access to education, participation and progression	143

Indicator B1. Who participates in education?	144
Indicator B2. How do early childhood education systems differ around the world?	167
Indicator B3. Who is expected to complete upper secondary education?	192
Indicator B4. Who enters tertiary education?	214
Indicator B5. Who graduates from tertiary education?	228
Indicator B6. What is the profile of internationally mobile students?	246
Chapter C. Financial resources invested in education	263
Introduction	264
Indicator C1. How much is spent per student on educational institutions?	267
Indicator C2. What proportion of national output is spent on educational institutions?	285
Indicator C3. How much public and private investment in educational institutions is there?	300
Indicator C4. What is the total government spending on education?	319
Indicator C7. Which factors influence teachers' salary cost?	336
Chapter D: Teachers, the learning environment and the organisation of schools	355
Indicator D1. How much time do students spend in the classroom?	356
Indicator D3. How much are teachers and school heads paid?	377
Indicator D6. What assessments and examinations of students are in place?	404
Indicator D7. What is the profile of vocational teachers and what is the student-vocational teacher ratio?	427
Annexes	440
Annex 1. Characteristics of education systems	441
Annex 2 Reference statistics	448
Contributors to this publication	466

TABLES

Table A1.1. Educational attainment of 25-64 year-olds (2022)	50
Table A1.2. Trends in educational attainment of 25-34 year-olds, by programme orientation and gender (2015 and 2022)	51
Table A1.3. Educational attainment of 25-34 year-olds, by programme orientation (2022)	52
Table A2.1. Percentage of 18-24 year-olds in education/not in education, by work status (2022)	69
Table A2.2. Percentage of 25-29 year-olds with at least upper secondary attainment in education/not in education, by educational attainment, programme orientation and work status (2022)	70
Table A2.3. NEET rates among young adults one to three years after completion of selected education levels, by programme orientation and gender (2022)	71
Table A2.4. Employment rates of recent graduates, by educational attainment, programme orientation and years since graduation (2022)	72
Table A3.1. Employment rates of 25-64 year-olds, by educational attainment (2022)	85
Table A3.2. Trends in employment rates of 25-34 year-olds, by educational attainment, programme orientation and gender (2015 and 2022)	86
Table A3.3. Unemployment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)	87
Table A3.4. Inactivity rates of 25-34 year-olds, by educational attainment and programme orientation (2022)	88
Table A4.1. Relative earnings of workers compared to those with upper secondary attainment, by educational attainment and age group (2021)	102
Table A4.2. Distribution of workers by educational attainment and level of earnings relative to the median (2021)	103
Table A4.3. Women's earnings as a percentage of men's earnings, by educational attainment, programme orientation and age group (2021)	104
Table A4.4. Relative earnings of workers compared to those with below upper secondary attainment, by educational attainment, programme orientation and age group (2021)	105
Table A6.1. Average score for the perception of democracy, by educational attainment (2020)	122
Table A6.2. Share of adults who reported the following behaviour indicating civic engagement, by educational attainment and programme orientation (2020)	123
Table A6.3. Percentage of Internet users taking precautions to protect the privacy of their personal data, by type of precaution and educational attainment (2021)	124
Table A7.1. Share of adults participating in non-formal education and training, by labour-market status, job-relatedness and gender (2022)	139
Table A7.2. Share of adults participating in non-formal job-related education and training, by educational attainment, programme orientation and age group (2022)	140
Table A7.3. Training costs as a share of total labour costs, by size of enterprise (2010, 2015 and 2020)	141
Table B1. A. Access to higher levels of education: Restrictions and bridges for vocational graduates	155
Table B1.1. Enrolment rates by age group (2010, 2015 and 2021)	163
Table B1.2. Enrolment rates of 15-19 year-olds and 20-24 year-olds, by level of education (2021)	164
Table B1.3. Profile of students enrolled in vocational programmes (2021)	165
Table B2.1. Enrolment rates in early childhood education and care (ECEC) and primary education, by age (2021)	188
Table B2.2. Profile of teachers and ratio of children to staff in early childhood education (ECE), by level of education (2013 and 2021)	189
Table B2.3. Financing of early childhood education (ECE) in public and private institutions (2020)	190
Table B3.1. Completion rates of entrants to upper secondary education, by timeframe, programme orientation on entry and gender (2021)	210
Table B3.2. Distribution of entrants to upper secondary education, by programme orientation on entry, outcome and timeframe (2021)	211
Table B3.3. Status of upper secondary graduates in the year after their graduation, by gender and programme orientation (2020)	212
Table B4.1. Profile of first-time entrants to tertiary education (2021) and share by level of education (2015 and 2021)	224
Table B4.2. Distribution of new entrants to short-cycle tertiary, bachelor's and master's long first degree programmes, by field of study (2021)	225
Table B4.3. Profile of new entrants to short-cycle tertiary programmes (2021)	226
Table B5.1. Profile of first-time tertiary graduates by level of education (2021)	242
Table B5.2. Share of female graduates in tertiary education, by field of study (2015 and 2021)	243
Table B5.3. Distribution of graduates, by field of study and education level (2021)	244

Table B6.1. Share of international or foreign students in tertiary education in OECD and partner/accession countries (2019, 2020 and 2021)	259
Table B6.2. Profile of international and foreign students (2021)	260
Table B6.3. Distribution of tertiary students enrolled by field of study, by mobility status (2021)	261
Table C1.1. Total expenditure on educational institutions per full-time equivalent student (2020)	281
Table C1.2. Government and total expenditure on educational institutions per full-time equivalent student, by type of institution (2020)	282
Table C1.3. Change in total expenditure on educational institutions per full-time equivalent student (2019 to 2020)	283
Table C2.1. Total expenditure on educational institutions as a percentage of GDP (2020)	296
Table C2.2. Change in total expenditure on educational institutions and change in GDP (2012, 2016 and 2020)	297
Table C2.3. Total expenditure on educational institutions as a percentage of GDP, by source of funds (2020)	298
Table C3.1. Relative share of government, private and non-domestic expenditure on educational institutions, by final source of funds (2020)	313
Table C3.2. Relative share of government, private and non-domestic expenditure on educational institutions, by source of funds and government transfers to the private sector (2020)	314
Table C3.3. Trends in the share of government, private and non-domestic expenditure on educational institutions (2012, 2016 and 2020)	315
Table C3.4. Distribution of total private expenditure from primary to tertiary education (2020)	316
Table C4.1. Total government expenditure on education as a percentage of total government expenditure (2020)	331
Table C4.2. Distribution of sources of total government funds devoted to education, by level of government (2020)	332
Table C4.3. Change in government expenditure on education as a percentage of total government expenditure between 2019 and 2020	333
Table C7.1. Salary cost of teachers per student, by level of education (2015 and 2021)	351
Table C7.2. Contribution of various factors to salary cost of teachers per student in primary education (2021)	352
Table C7.3. Contribution of various factors to salary cost of teachers per student in lower secondary education (2021)	353
Table D1.1. Instruction time in compulsory general education ¹ (2023)	371
Table D1.2. Organisation of compulsory general education ¹ (2023)	372
Table D1.3. Instruction time per subject in primary education (2023)	373
Table D1.4. Instruction time per subject in general lower secondary education (2023)	374
Table D3.1. Teachers' statutory salaries, based on the most prevalent qualifications at different points in teachers' careers (2022)	398
Table D3.2. Statutory salaries of upper secondary teachers in vocational programmes, by qualification levels (2022)	399
Table D3.3. Teachers' and school heads' actual salaries relative to earnings of tertiary-educated workers (2022)	400
Table D3.4. Teachers' and school heads' average actual salaries (2022)	401
Table D6.1. National/central assessments (2023)	424
Table D6.2. National/central examinations (2023)	425
Table D7.1. Ratio of students to teaching staff in educational institutions, by level of education (2021)	436
Table D7.2. Age profile of teachers, by level of education (2021)	437
Table D7.3. Share of men among teachers, by level of education (2013 and 2021)	438
Table X1.1. Typical graduation ages, by level of education (2021)	442
Table X1.2. Typical age of entry, by level of education (2021)	443
Table X1.3. School year and financial year used for the calculation of indicators, OECD countries	444
Table X1.4. School year and financial year used for the calculation of indicators, partner and accession countries	445
Table X1.5. Starting and ending age of students in compulsory education, theoretical starting age and duration of education levels, and ages of entitlement to Early Childhood Education and Care (2021)	446
Table X2.1. Basic reference statistics in current prices (reference period: calendar year, 2012, 2015, 2016, 2019, 2020)	449
Table X2.2. Basic reference statistics (reference period: calendar year, 2012, 2015, 2016, 2019, 2020)	450
Table X2.3. Pre-primary and primary teachers' statutory salaries, in national currencies, based on the most prevalent qualifications at different points in teachers' careers (2022)	451
Table X2.4. Secondary teachers' statutory salaries, in national currencies, based on the most prevalent qualifications at different points in teachers' careers (2022)	452
Table X2.5. Trends in teachers' average actual salaries, in national currencies (2000, 2005 and 2010 to 2022)	453
Table X2.6. Reference statistics used in calculating teachers' salaries (2000 and 2005 to 2022)	455
Table X2.7. Distribution of teachers, by minimum or most prevalent qualifications and level of education (2022)	456
Table X2.8. Distribution of teachers aged 25-64, by educational attainment and level of education (2022)	457
Table X2.9. Distribution of school heads aged 25-64, by educational attainment and level of education (2022)	458

Table X2.10. Trends in teachers' statutory salaries, in national currencies, by level of education (2000 and 2005 to 2022) ¹	459
Table X2.11. Vocational upper secondary teachers' statutory salaries, in national currencies, by qualification levels and at different points in teachers' careers (2022)	461

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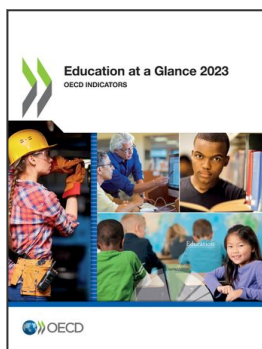
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