

Education at a Glance 2016. Published by the OECD. Embargoed until the 15th September 2016 11 30 am CET, 9 30 GMT.

A summary of the report's findings prepared by Education International for its affiliates.

Key points from the Executive Summary and Introduction.

OECD supports the United Nation's Sustainable Development Goals (SDGs) and the Education SDG; SDG 4. OECD countries have made high level of progress towards the SDG targets including, with a few exceptions, increasing the number of qualified teachers.

OECD countries spend an average 5.2 % of their GDP on education. In the 2015 report it was 5.3%

More countries are switching the cost of higher education to individual households. More students are graduating with a diploma and debt.

A gender divide still affects the outcomes of education. More women than men now are tertiary graduates but are under-represented in engineering and science.

Women are over represented in teaching but as teachers rise in successive levels of education the percentage of women shrinks and salaries rise. Principals are less likely to be women.

Fifteen year olds who attended at least one year of pre-primary education perform better than those who didn't.

Immigrants who receive pre-primary education score 49 points higher than immigrants who don't. Immigrants lag behind their peers in tertiary education.

Vocational upper secondary education leads to a lower unemployment rate.

The teaching workforce is aging as the profession fails to attract young adults. For example Italy and Portugal have only 3% of primary teachers below the age of 30.

Spending on education has continued to rise despite the economic crisis. Between 2008 and 2013 real expenditure increased from primary to tertiary education. However with a number of exceptions including England, France and Denmark, teachers' salaries have frozen or fallen but have since begun to rise.

Across, highly educated people are more likely to earn more than twice the median and less likely to earn less than half the median.

Some additional findings from the main report. (The numbers refer to the pages within the online version)

Tertiary educated women earn 27% less than tertiary educated men. (p 124)

Compared with the financial returns from upper secondary education on average men earn a net USD 258.4 k over their careers and women, USD 167.6 (p 137)

The net financial returns for a woman attaining tertiary education are about two thirds of that of a man at a similar level. (p 136)

The public benefits of education outweigh the costs. (p 136)

Higher levels of educational attainment yield higher financial returns with tertiary education yielding the highest. (p 136)

Individuals with higher educational attainment are more likely to report satisfaction with their lives (97% with tertiary education compared to 83% with upper secondary education and below), be healthier by 10 percentage points. (p 157)

On average 77% of current expenditure is spent on staff pay with 67% at higher education level. (p 256)

86% of 4 year olds are in pre-primary education. 76% are in public institutions in Europe compared to 67% on average across all OECD countries. (p 301)

Across OECD countries 17% of 20-24 year olds are not in education, employment or training (NEETS). The highest number is in Italy, followed by Turkey, Greece and then Spain. The lowest are in Iceland, followed by the Netherlands, Germany and then Luxembourg. (p 348)

50% of adults take part in formal/non-formal training in a given year. The internet is the most common source of information. (p 365)

The average compulsory instruction time per year in primary is 799 hours with students in lower secondary receiving 116 hours more. Young people in Hungary spend the lowest number of hours in compulsory instruction with young people in Australia, the highest. (p 382)

The average primary class size is 21 and 23 in lower secondary. However there are exceptions. In the UK there are much larger class sizes in publically provided schools (by more than four students) than in private schools where there is a high provision of private schools. The EAG describes the influence of smaller class sizes on student achievement as 'weak' with the exception of the achievement of children from disadvantaged backgrounds. (p 398)

On average across OECD countries, pre-primary teachers' actual salaries are 74% of the earnings of a tertiary educated 24-64 year old full time worker. Primary teachers are paid 81% of these benchmark earnings , lower secondary 85% and upper secondary teachers 89%. The highest paid earners are in Luxembourg and the lowest are in the Czech Republic. England is 6th on the table of earners with the US third from bottom. Most european countries are above the average with the exception of Belgium, then Sweden, Scotland, Poland, Hungary, Norway, Italy and the Slovak Republic.(p 407 onwards)

Teachers' salaries increased in real terms in the half of the OECD countries where there was available data with the exception of Denmark (Upper secondary), England, and France where the decline was between 9-11%. (p 415)

Principals who participate in professional development activities are more often engaged in distributed leadership. (p 457)

In systems where teachers and principals collaborate more frequently in managing schools, autonomy is positively related to mathematics. On average 29% of students are in schools whose principal reported teachers are asked to review management practices at least once a month. (p 459)