Education challenges

Seminar on strengthening the European knowledge base

10 October 2017

OECD
BETTER POLICIES FOR BETTER LIVES

Key challenges

The old bureaucratic system		The modern enabling system
Some students learn at high levels (sorting)	Student inclusion	**All** students need to learn at high levels
Routine cognitive skills	Curriculum, instruction and assessment	Complex ways of thinking, complex ways of doing, collective capacity
Standardisation and compliance	Teacher quality	High-level professional knowledge workers
'Tayloristic', hierarchical	Work organisation	Flat, collegial
Primarily to authorities	Accountability	Primarily to peers and stakeholders

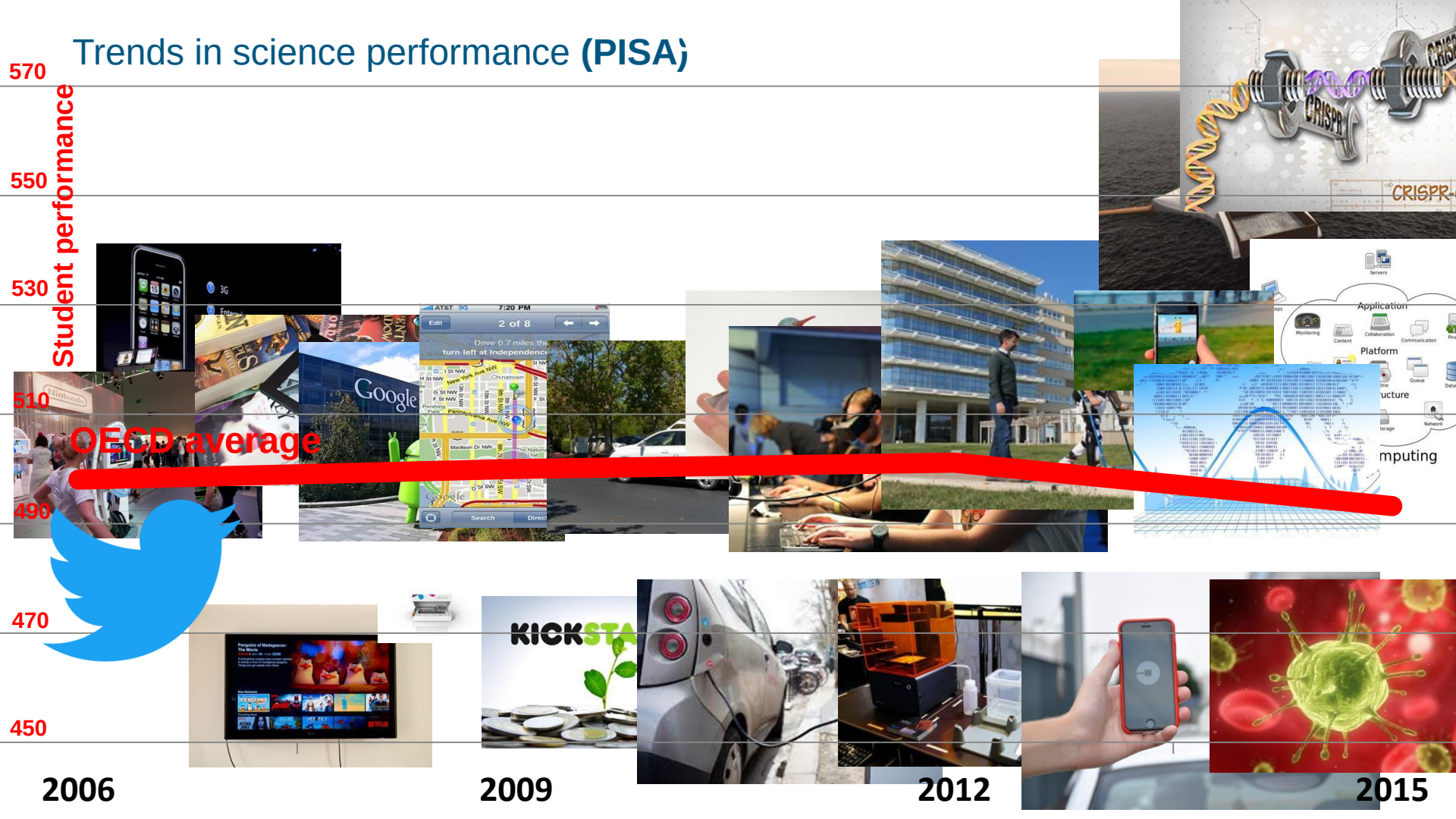
The ‘pace of progress’ challenge

Trends in science performance **(PISA)**

Student performance

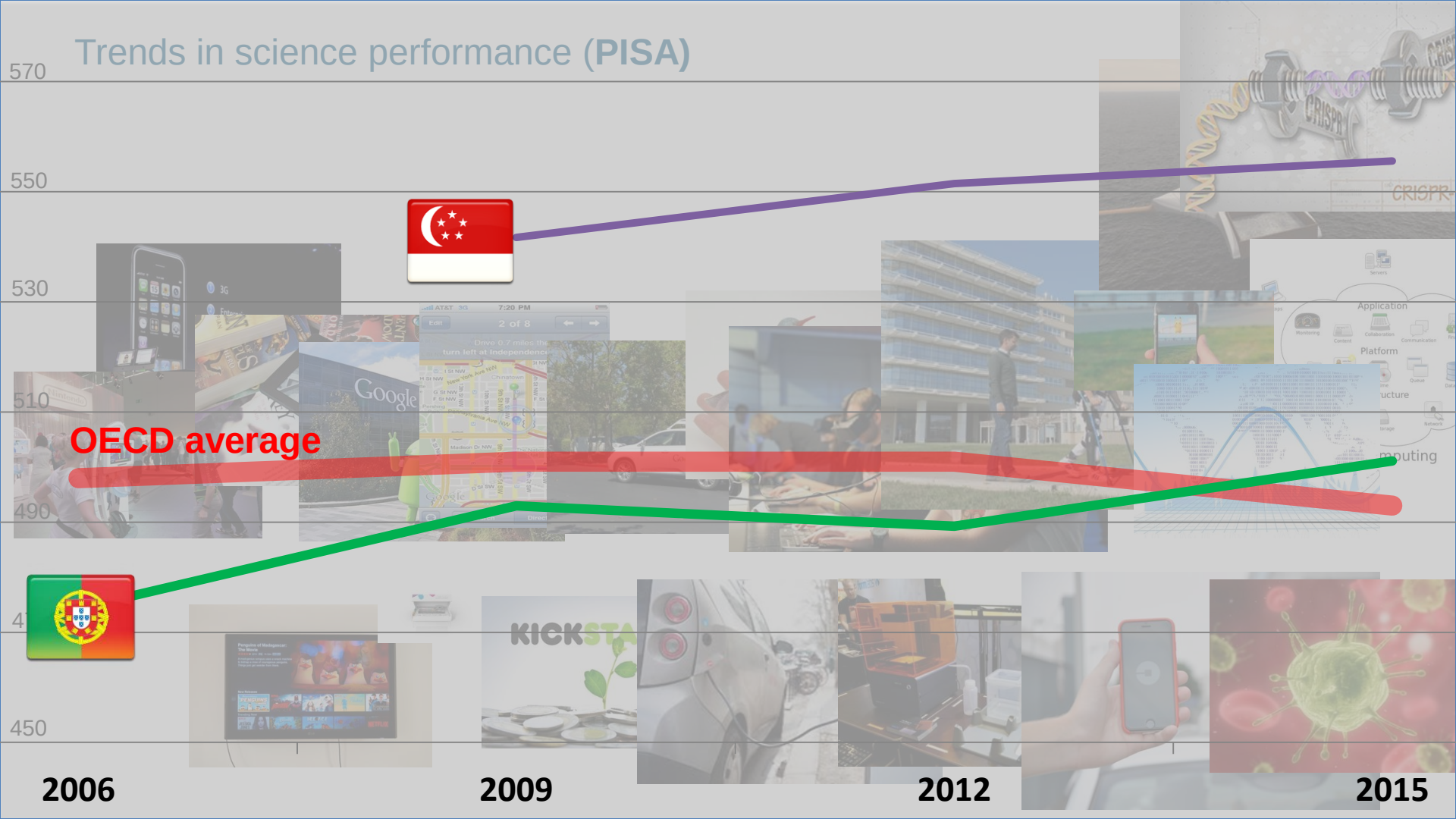
570
550
530
510
490
470
450

OECD average

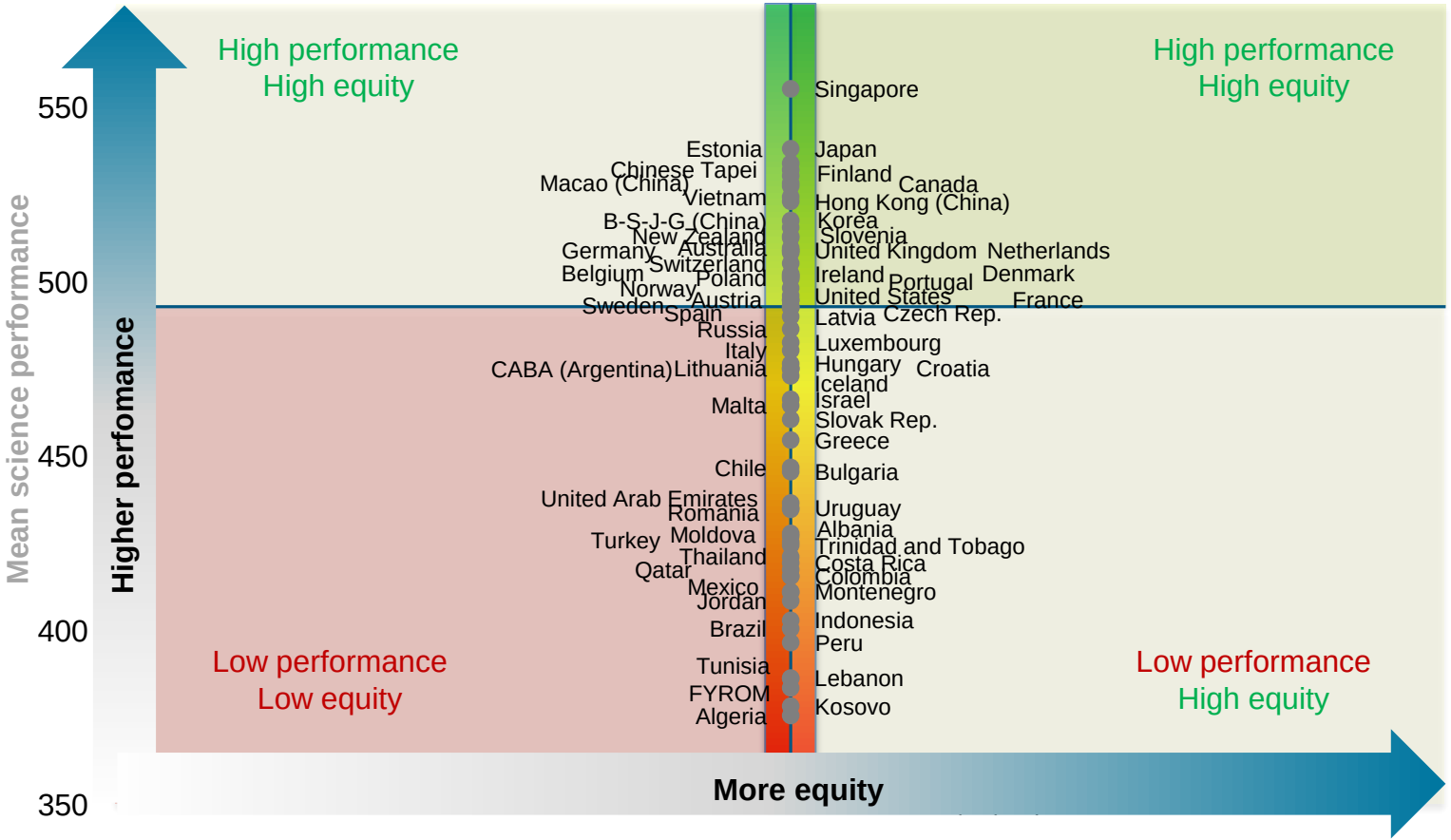


2006 2009 2012 2015

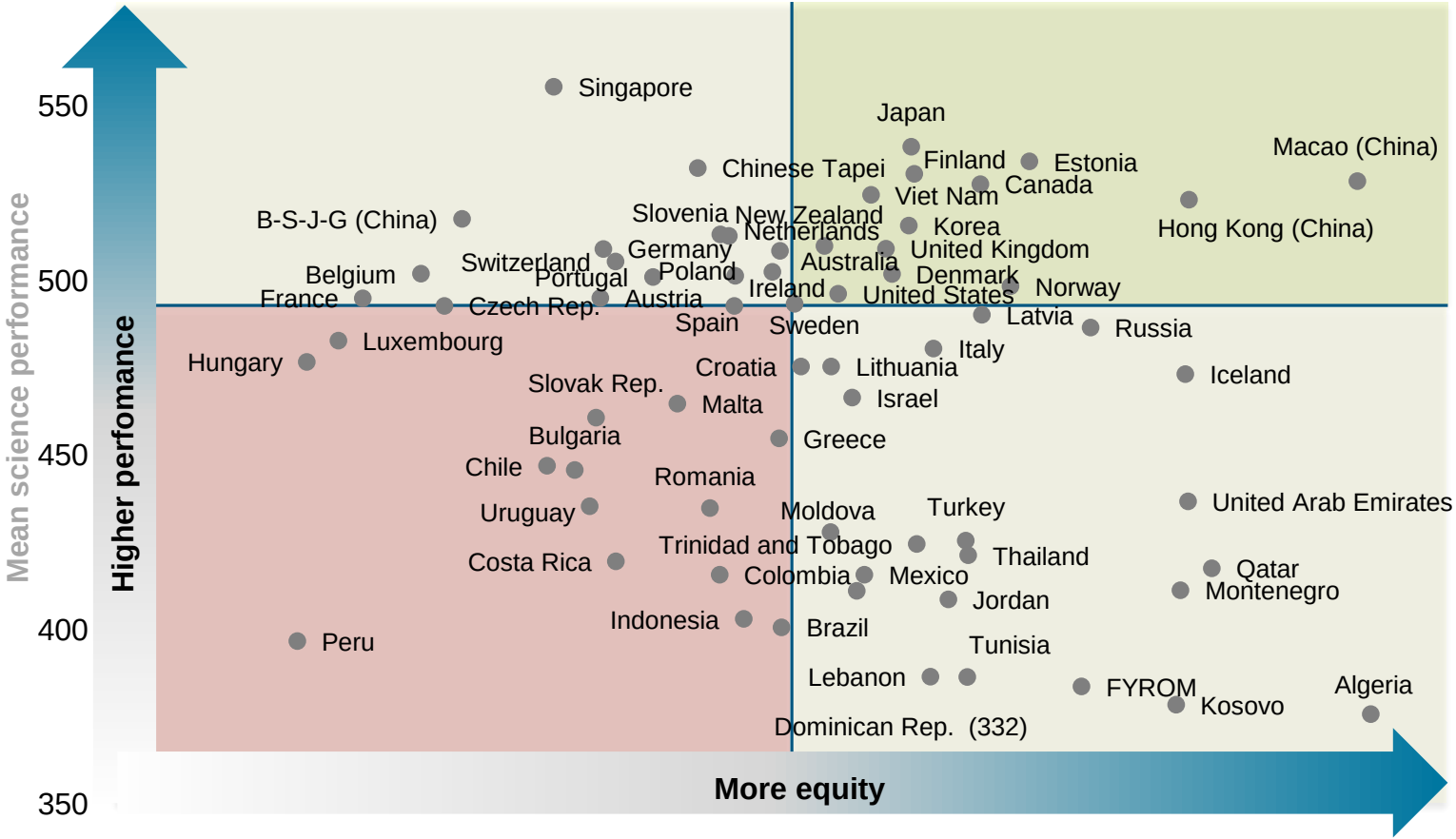
Trends in science performance (**PISA**)



Science performance in PISA (2015)

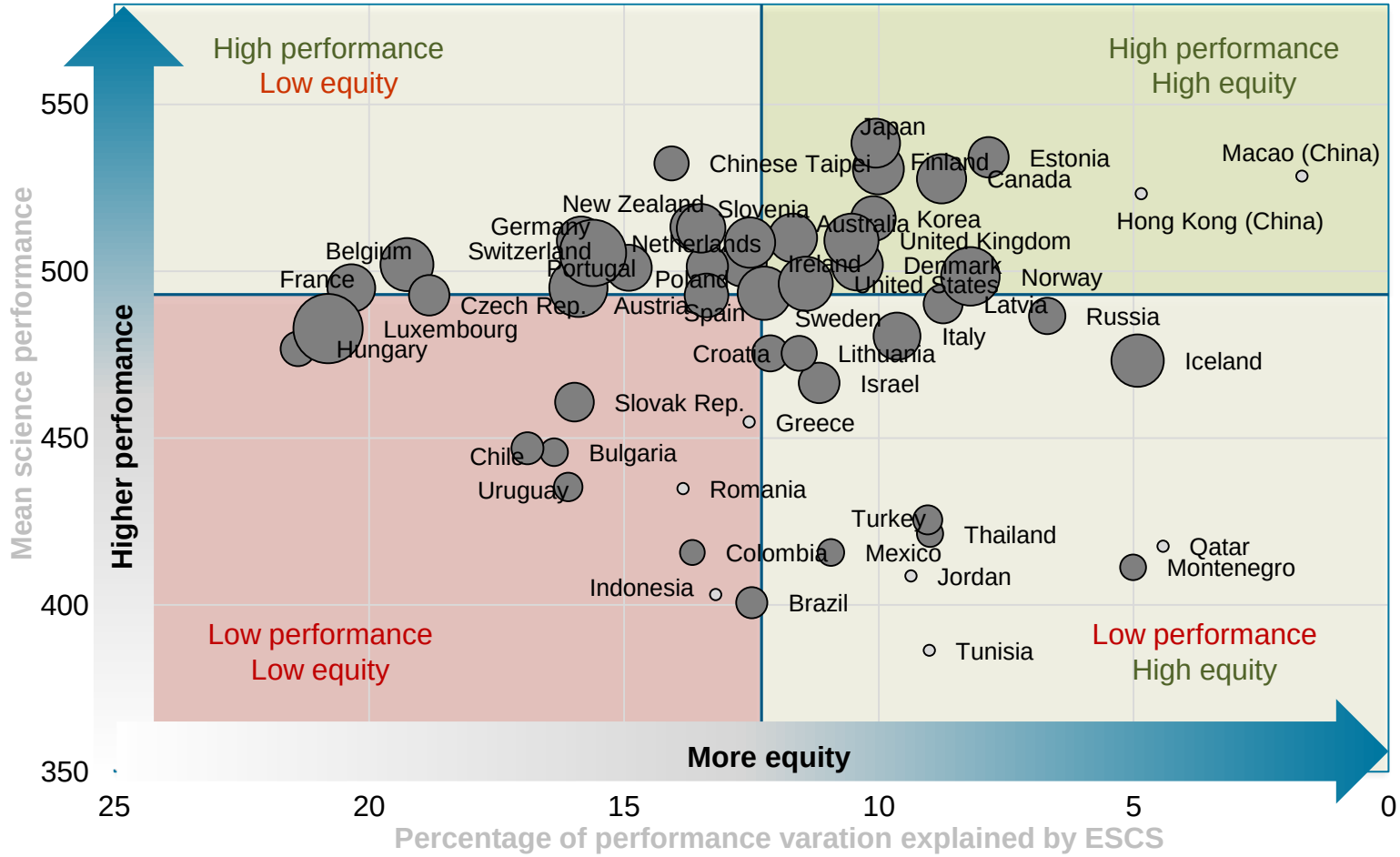


Science performance and equity in PISA (2015)



Some countries combine excellence with equity

Science performance (2015) and spending per student (between ages 6 and 15)

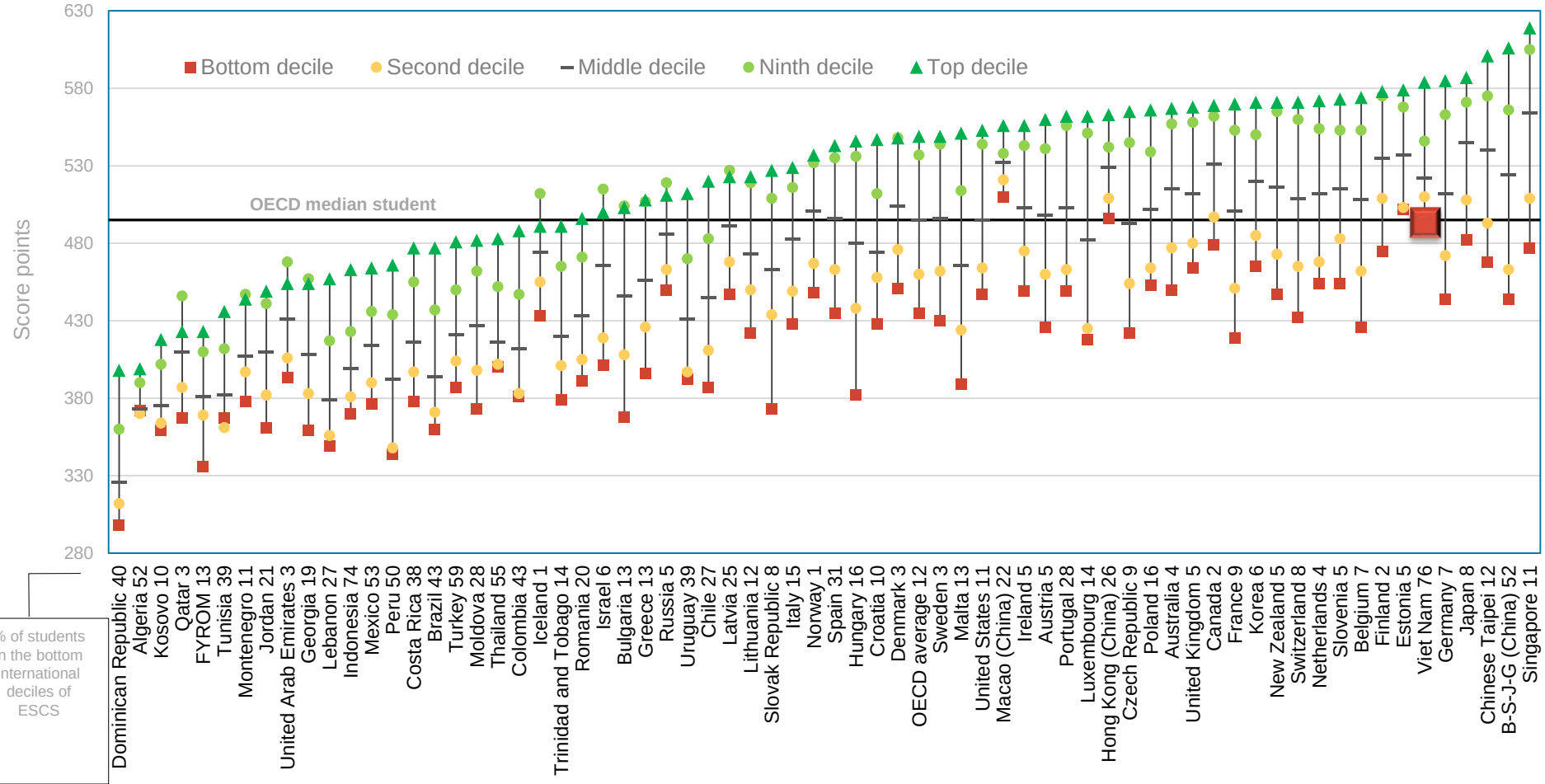


Spending per student explains less than X% of performance differences among countries

Poverty is not destiny - Science performance

by international deciles of the PISA index of economic, social and cultural status (ESCS)

Figure I.6.7

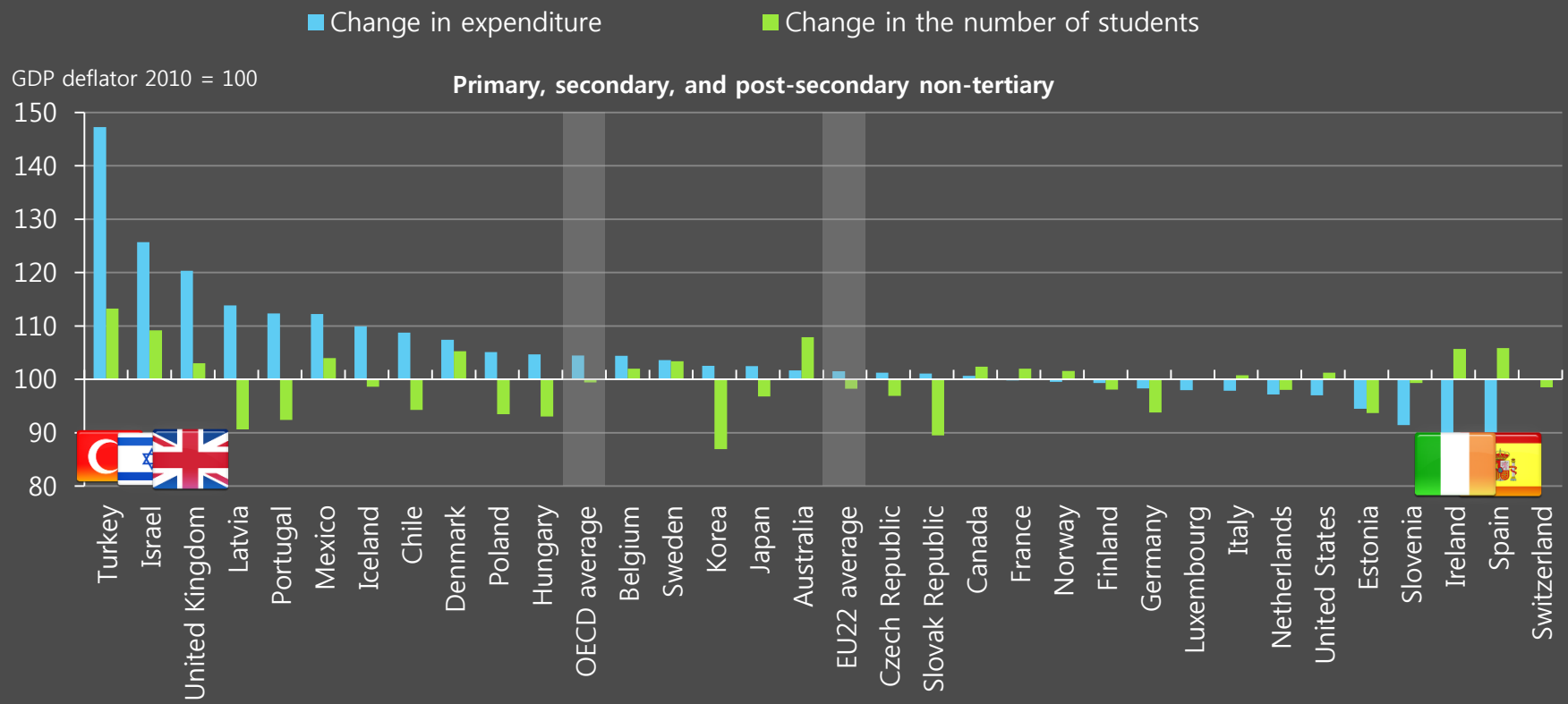


The ‘efficiency’ challenge

And public expenditure at these levels has increased by 4% since 2010, although enrolments have declined

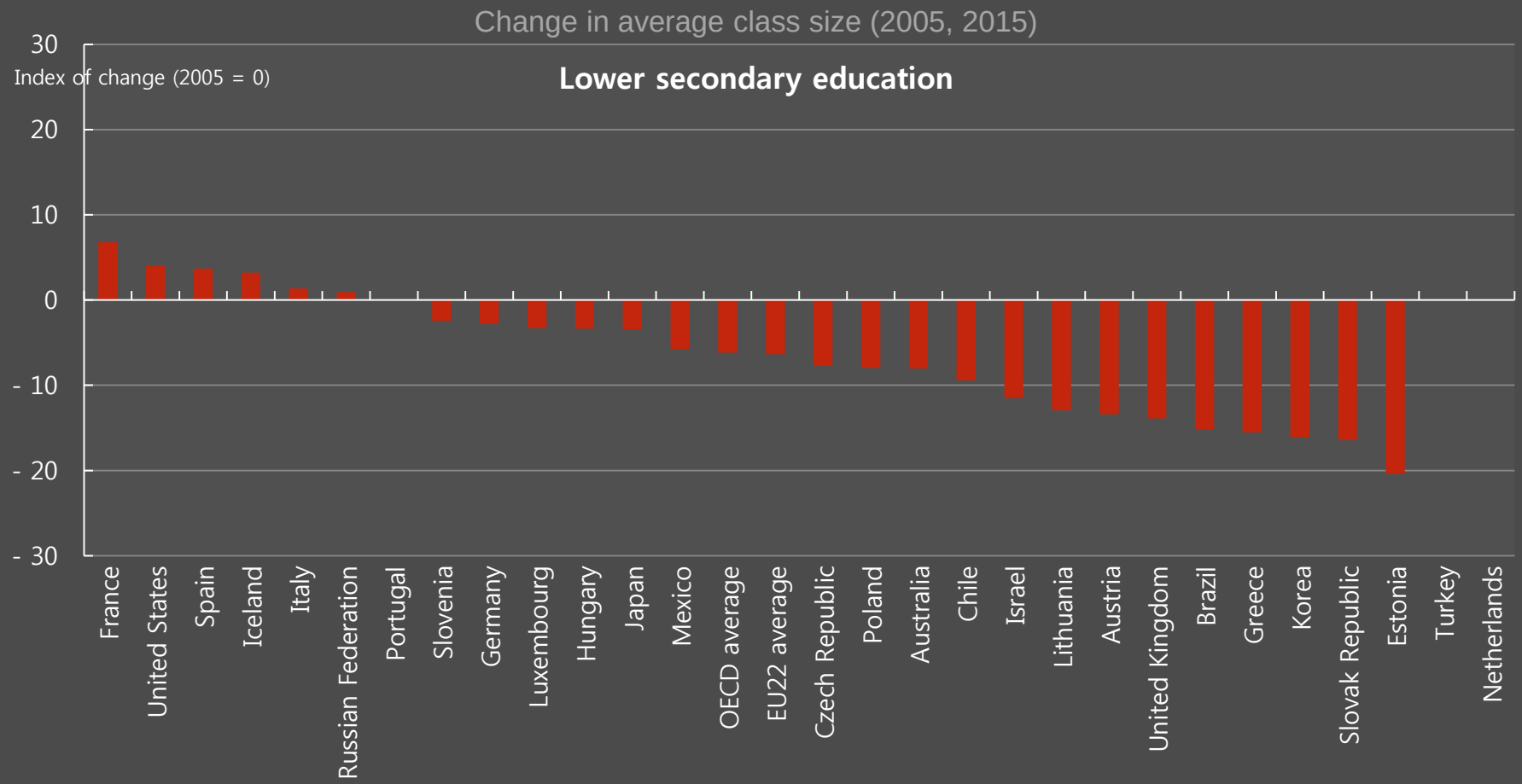
Table B1.3

Index of change in expenditure per student by educational institutions for all services (current prices) and number of students (2010 to 2014)



Class sizes have been decreasing in most countries

Figure D2.2



Teacher salaries and class size are the largest drivers of teacher salary cost per student

Figure B7.3

Contribution of various factors to salary cost of teachers per student in public institutions, lower secondary education (2015)

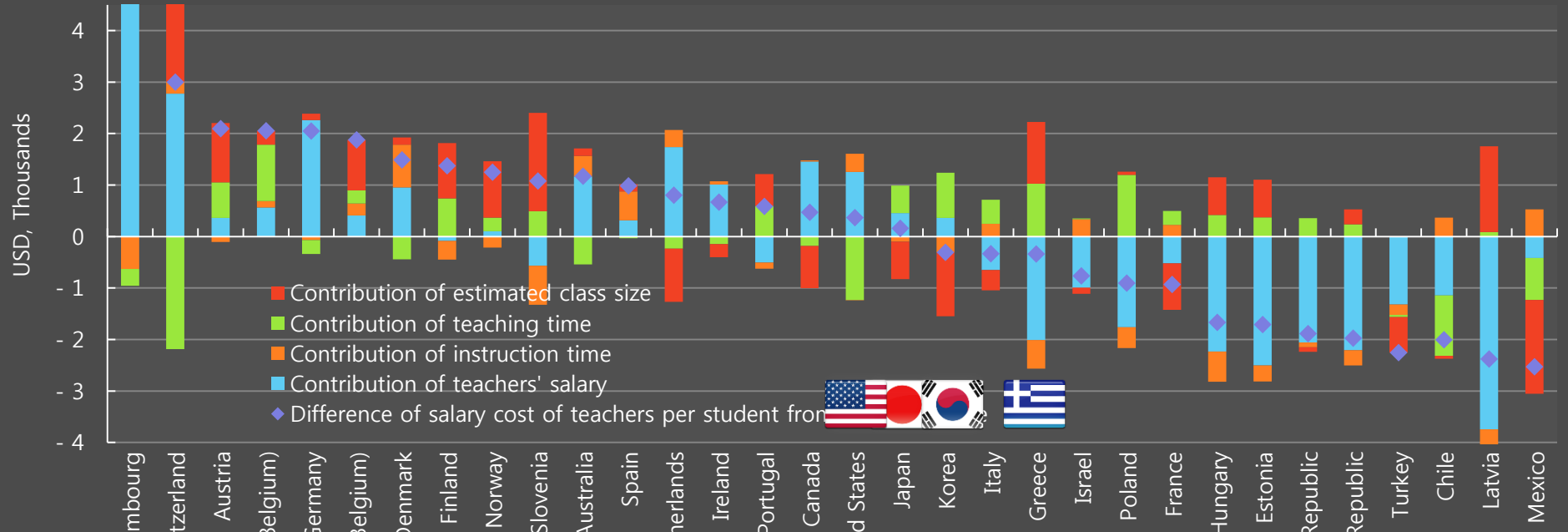
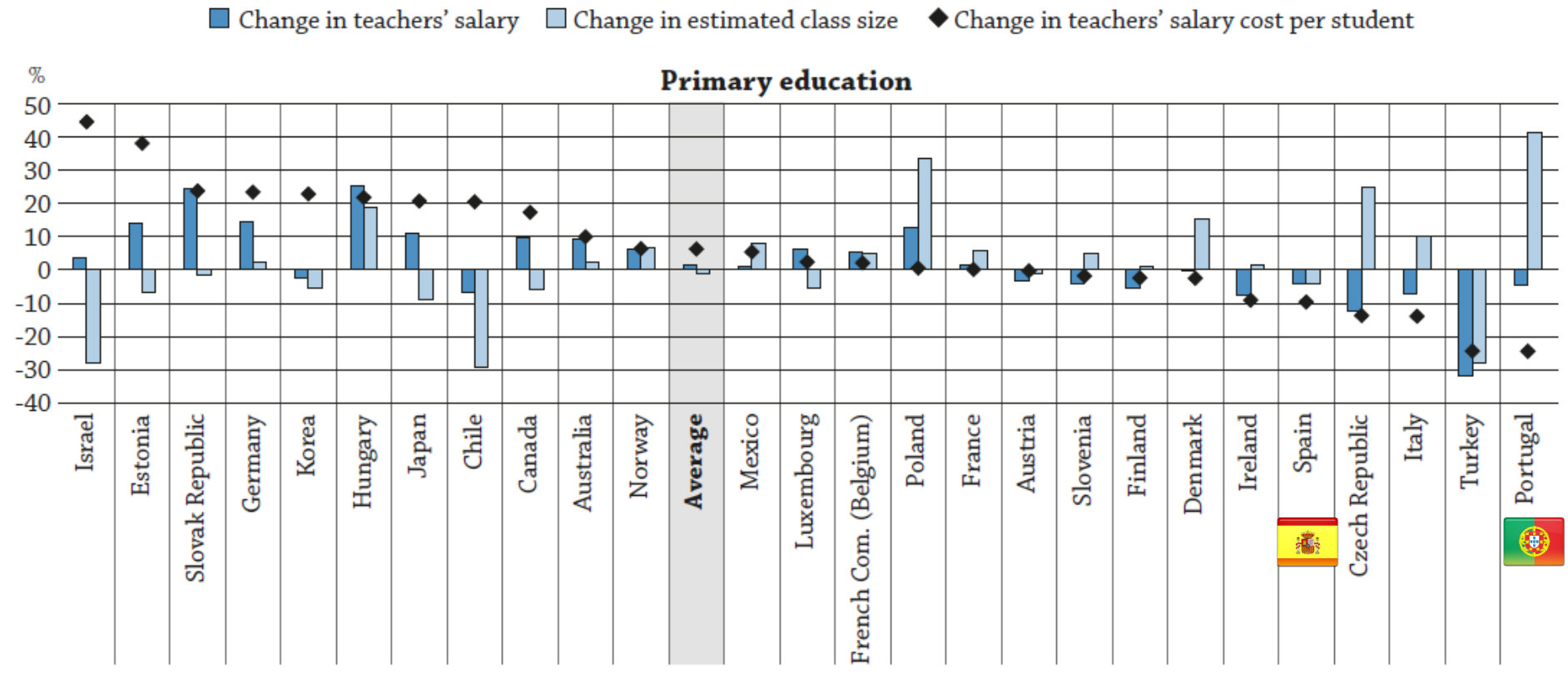
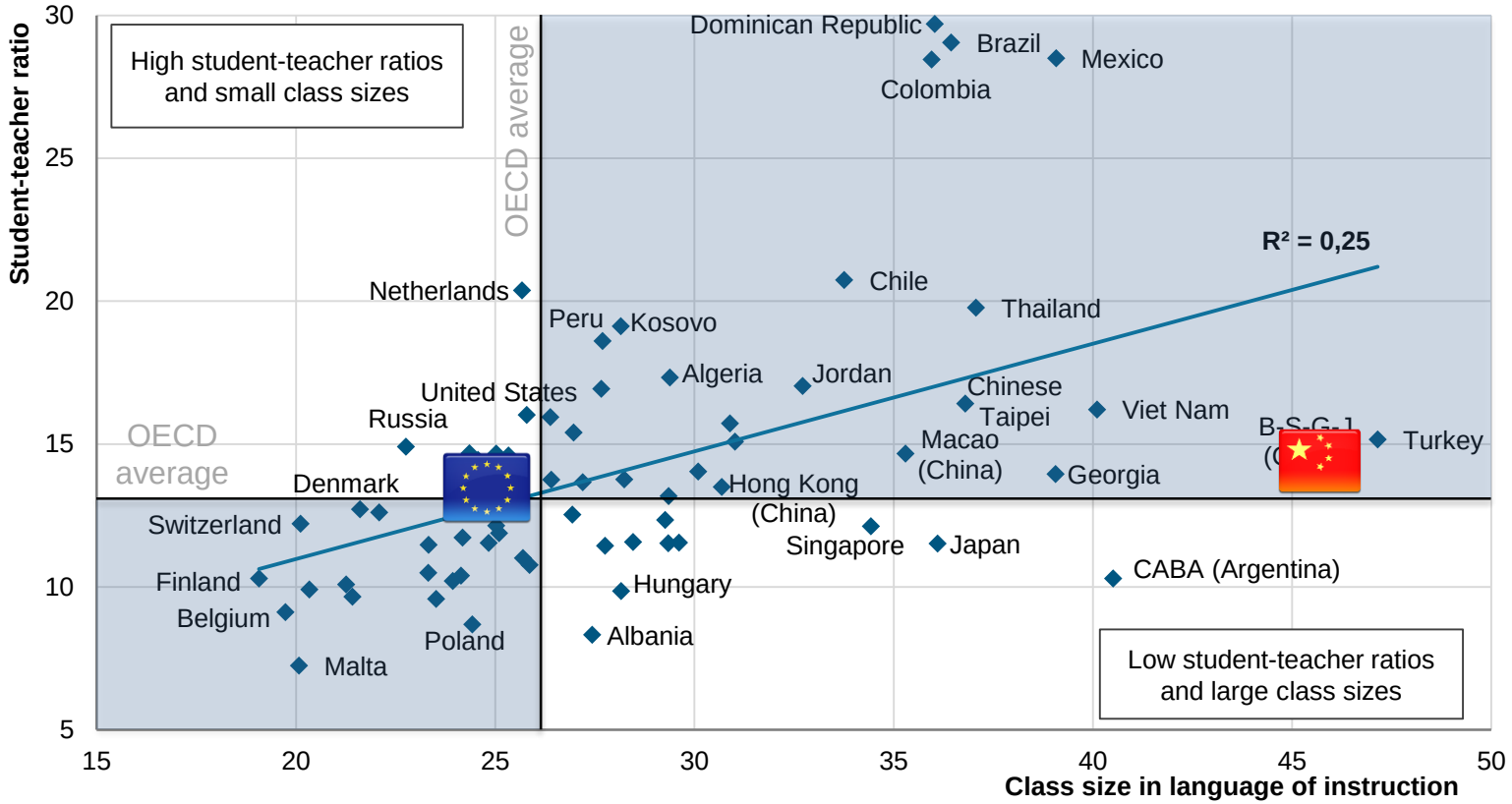


Figure B7.2. **Change in the salary cost of teachers per student, teachers' salaries and estimated class size in primary and lower secondary education (2010 and 2015)**

Percentage change between 2010 and 2015, public institutions



Student-teacher ratios and class size



Learning time and science performance

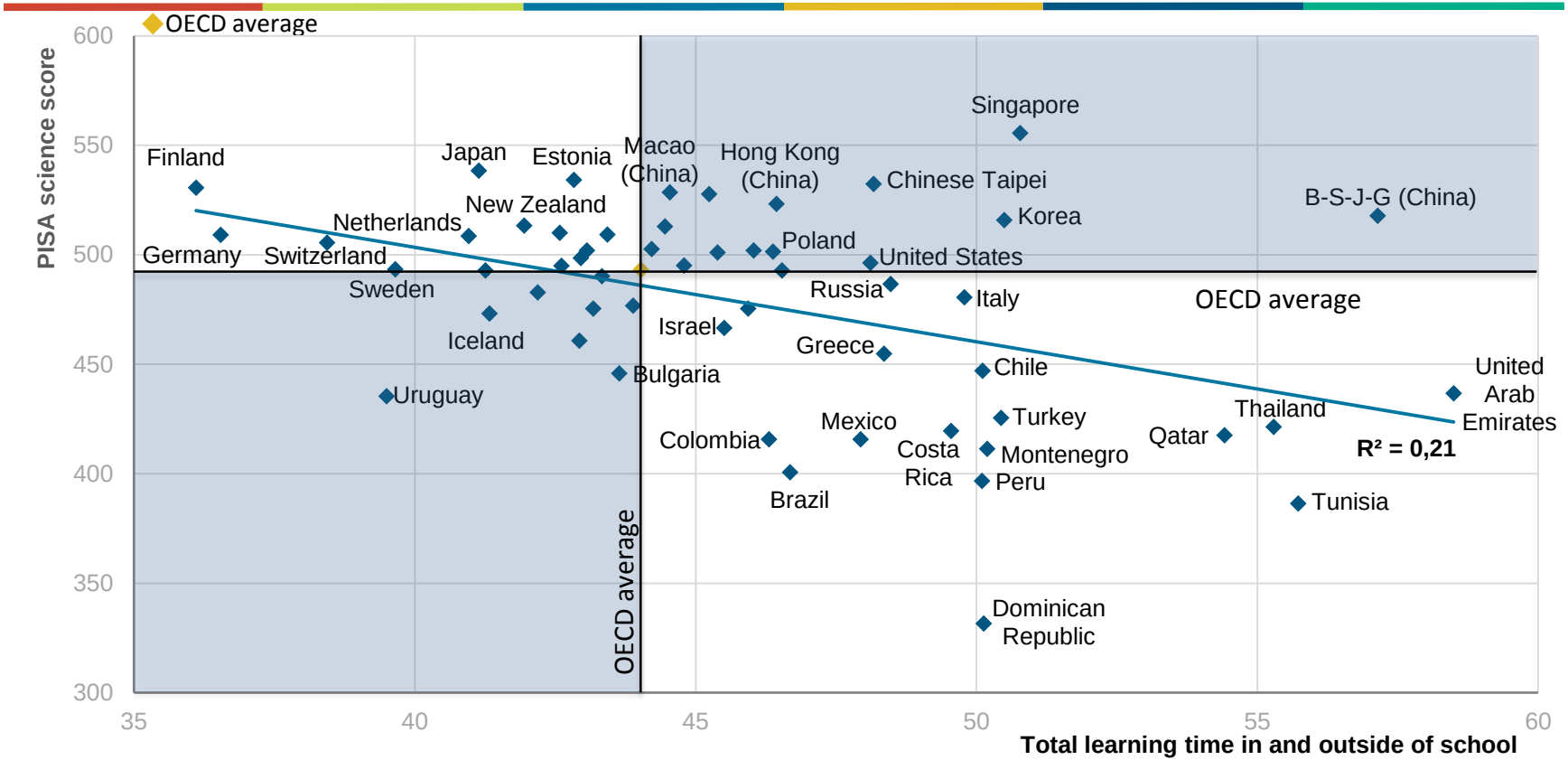
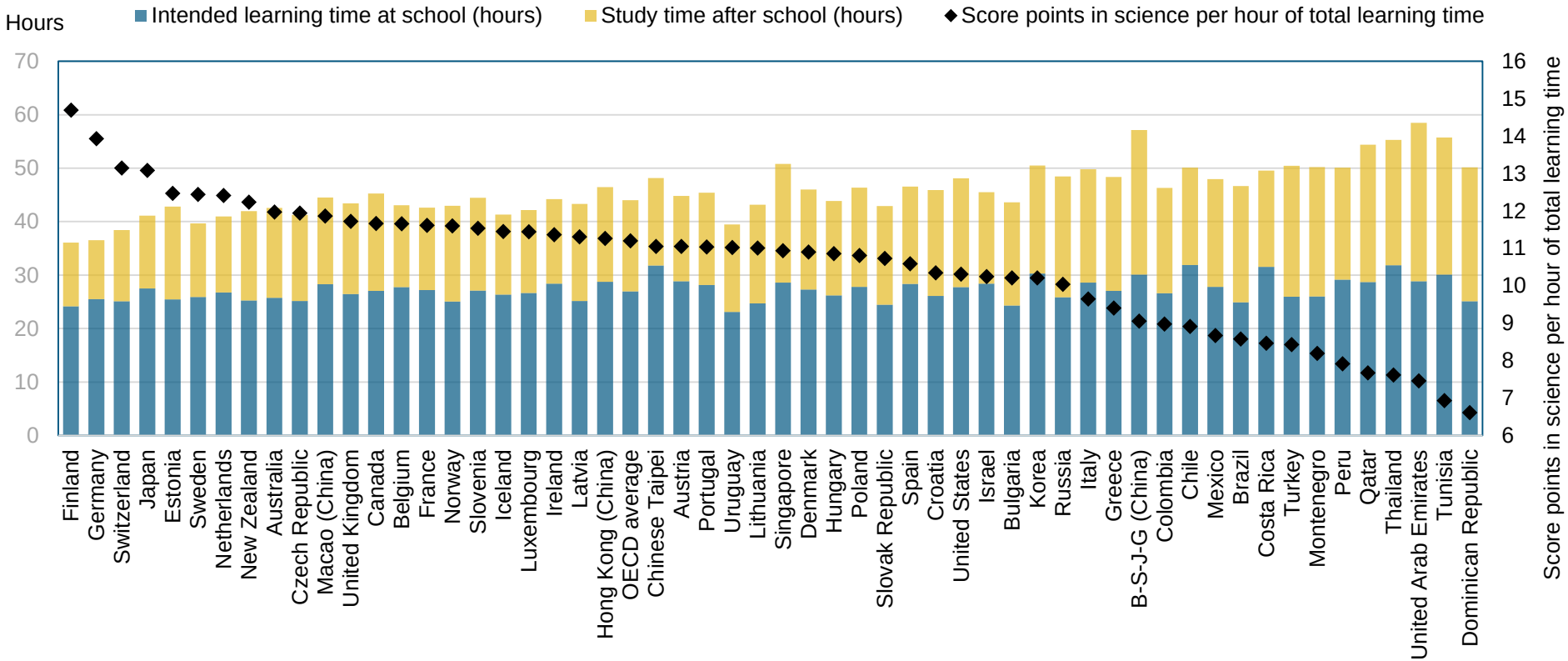


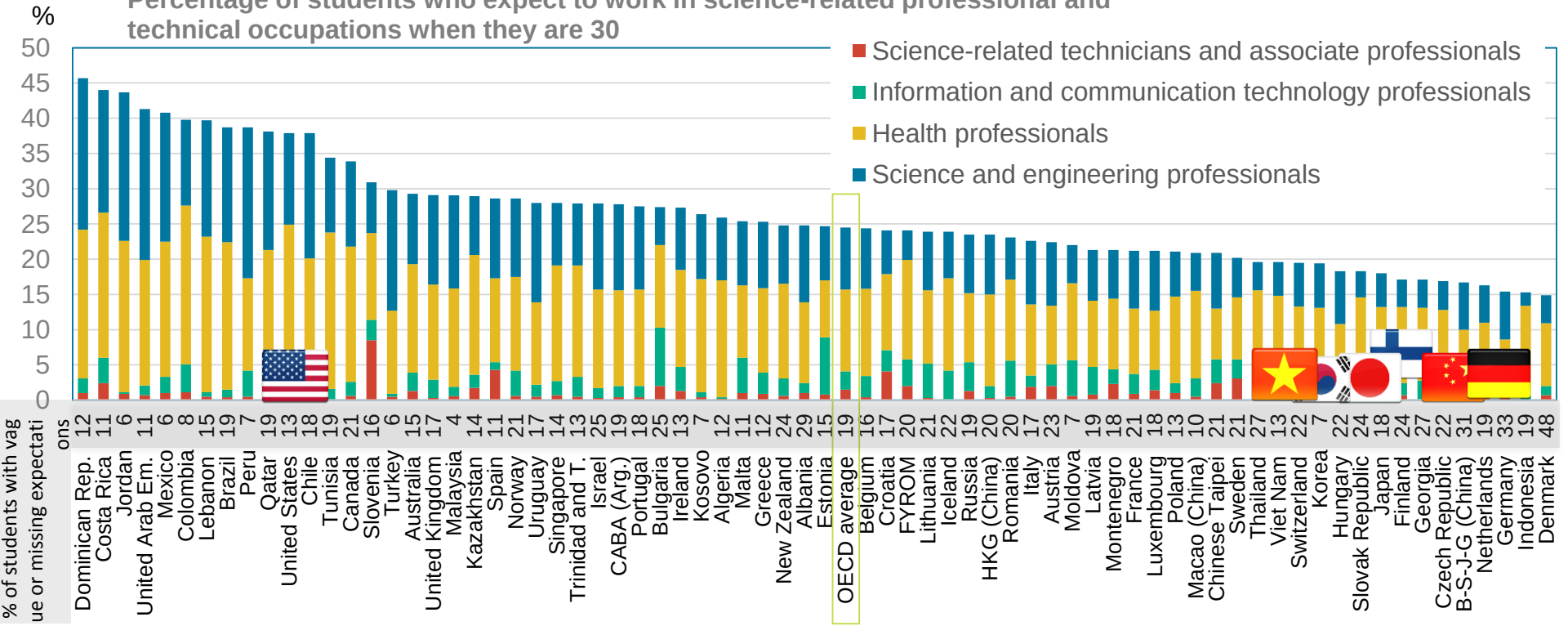
Figure II.6.23

Learning time and science performance



The ‘relevance challenge’

Students expecting a career in science



Multiple outcomes

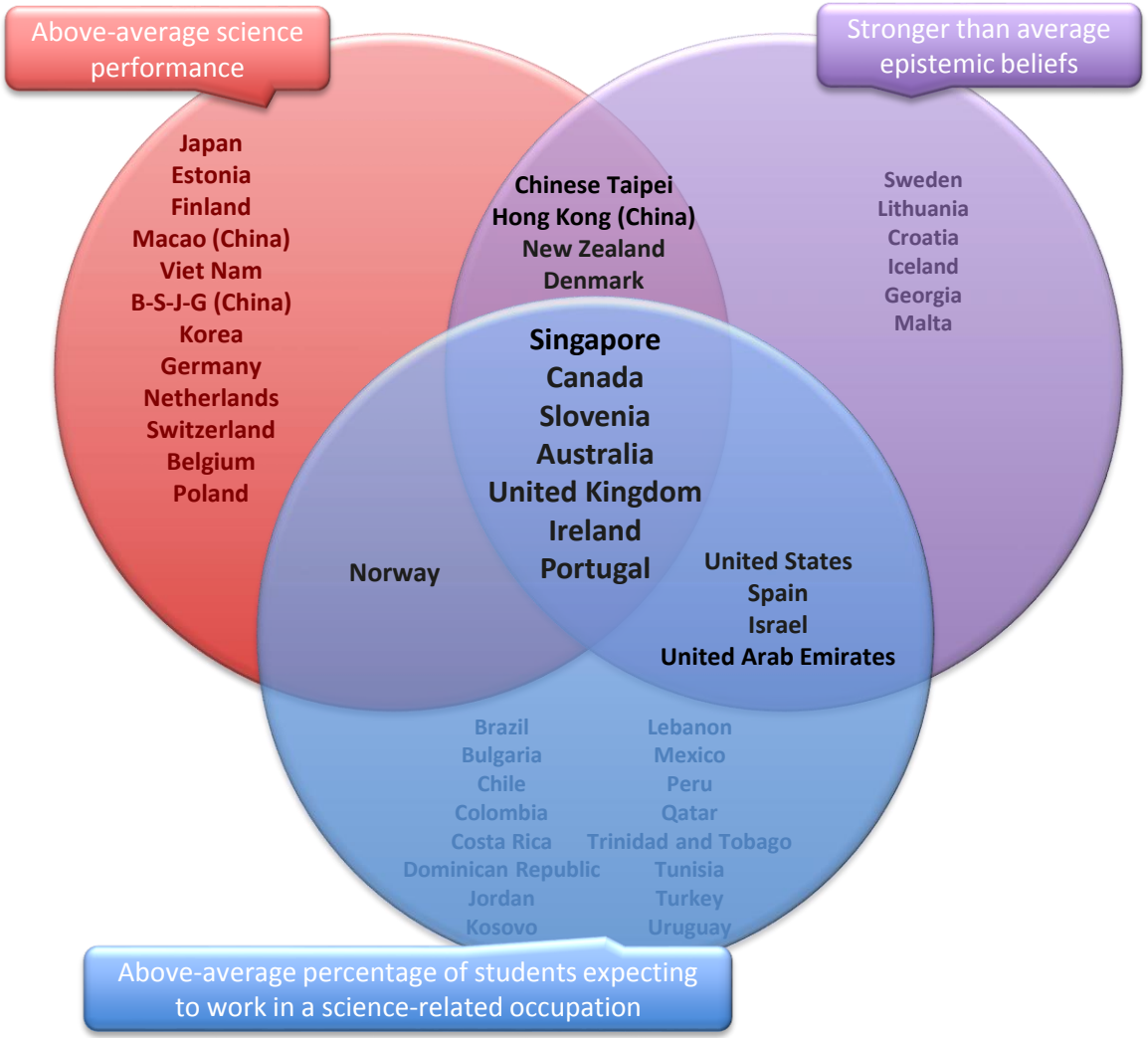
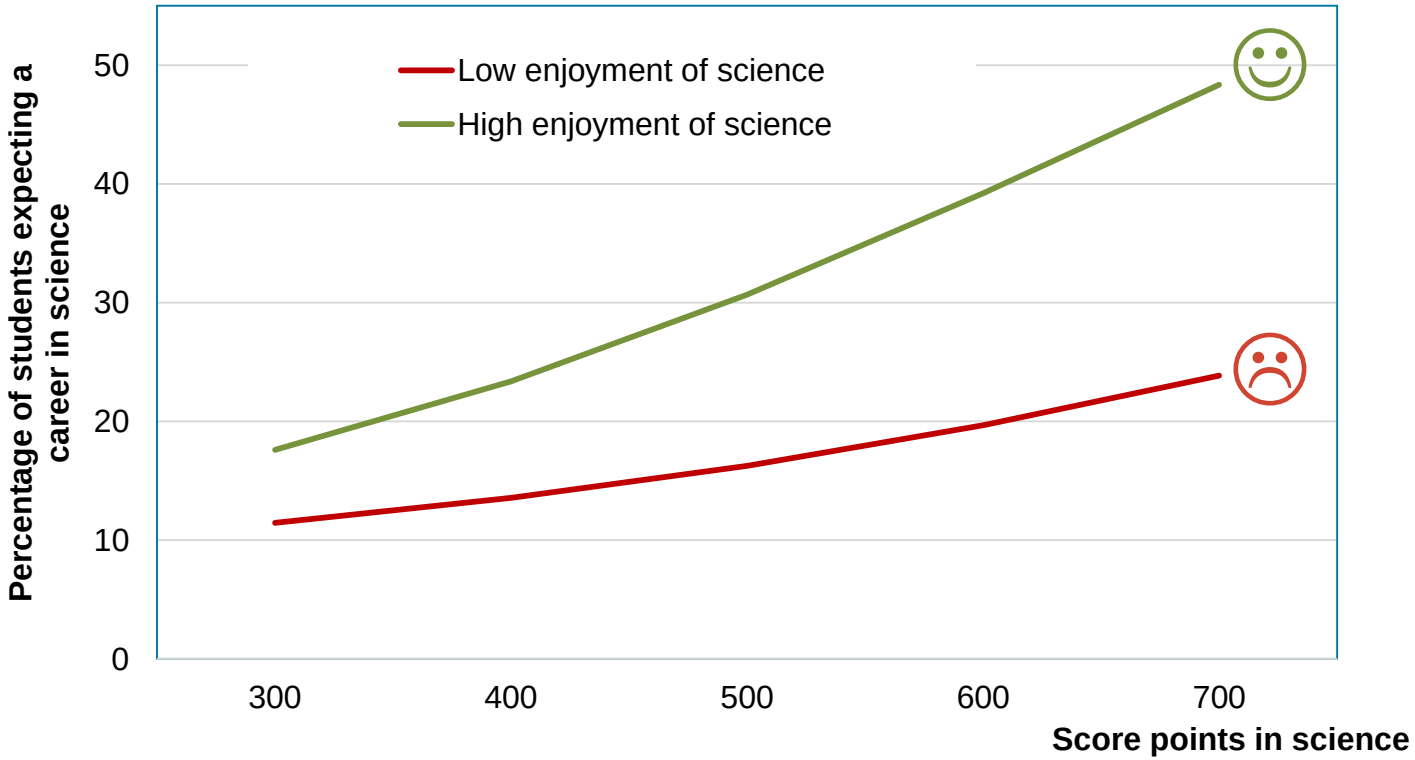


Figure I.3.17

Students expecting a career in science

by performance and enjoyment of learning



The ‘equity’ challenge

Figure I.6.14

Differences in educational resources

between advantaged and disadvantaged schools

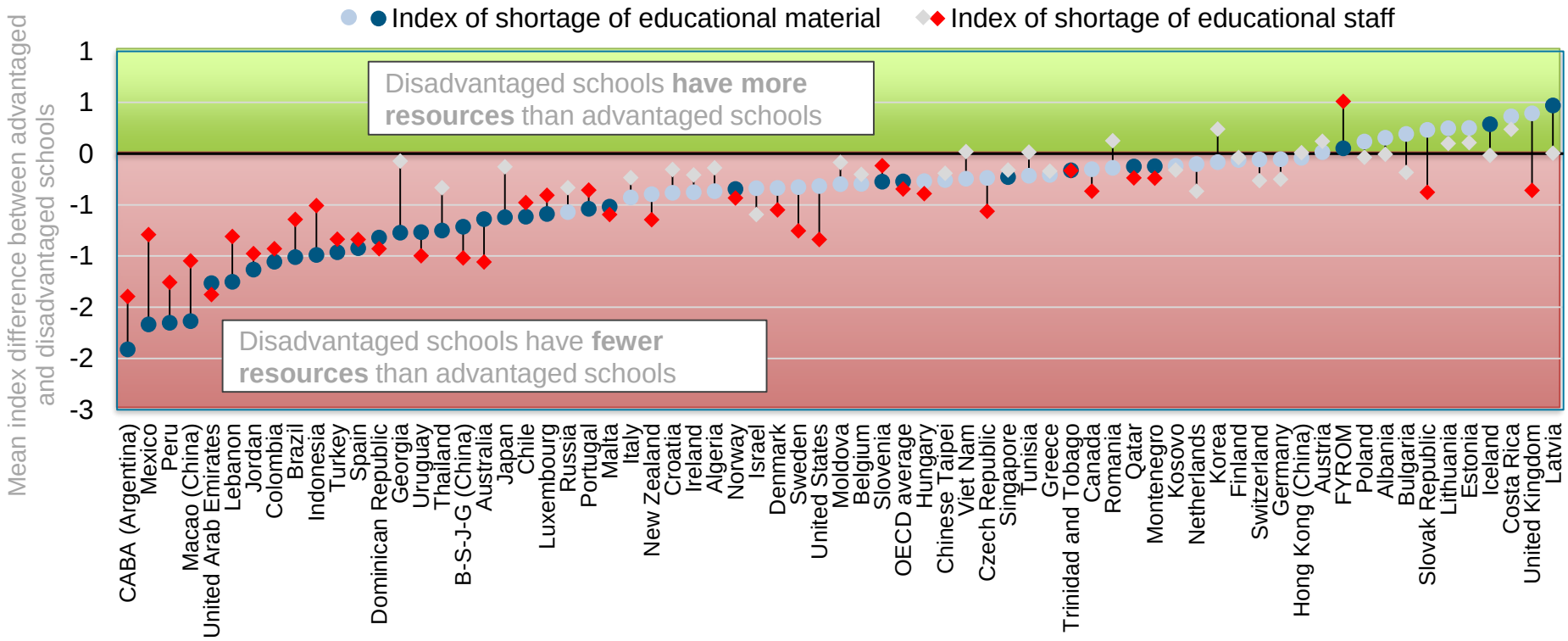
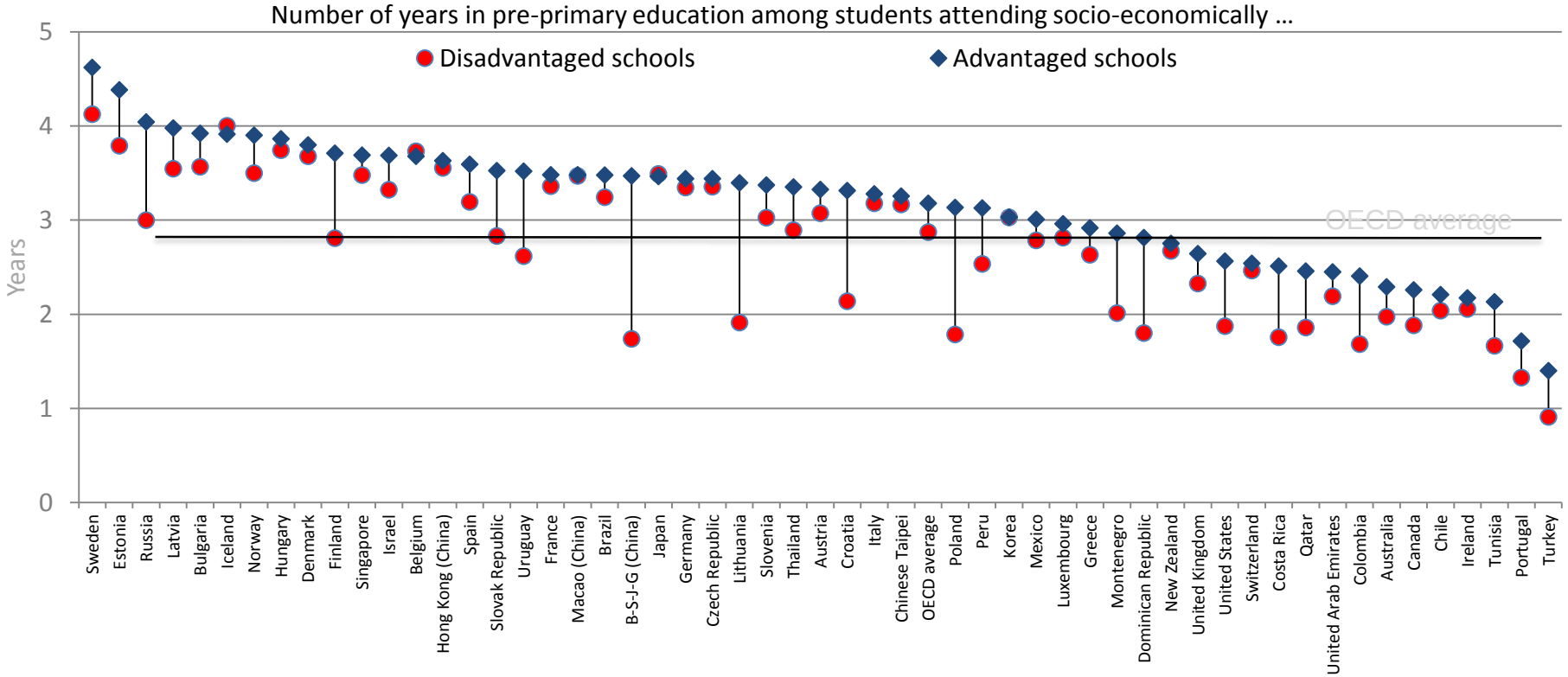


Table II.6.51

Attendance at pre-primary school

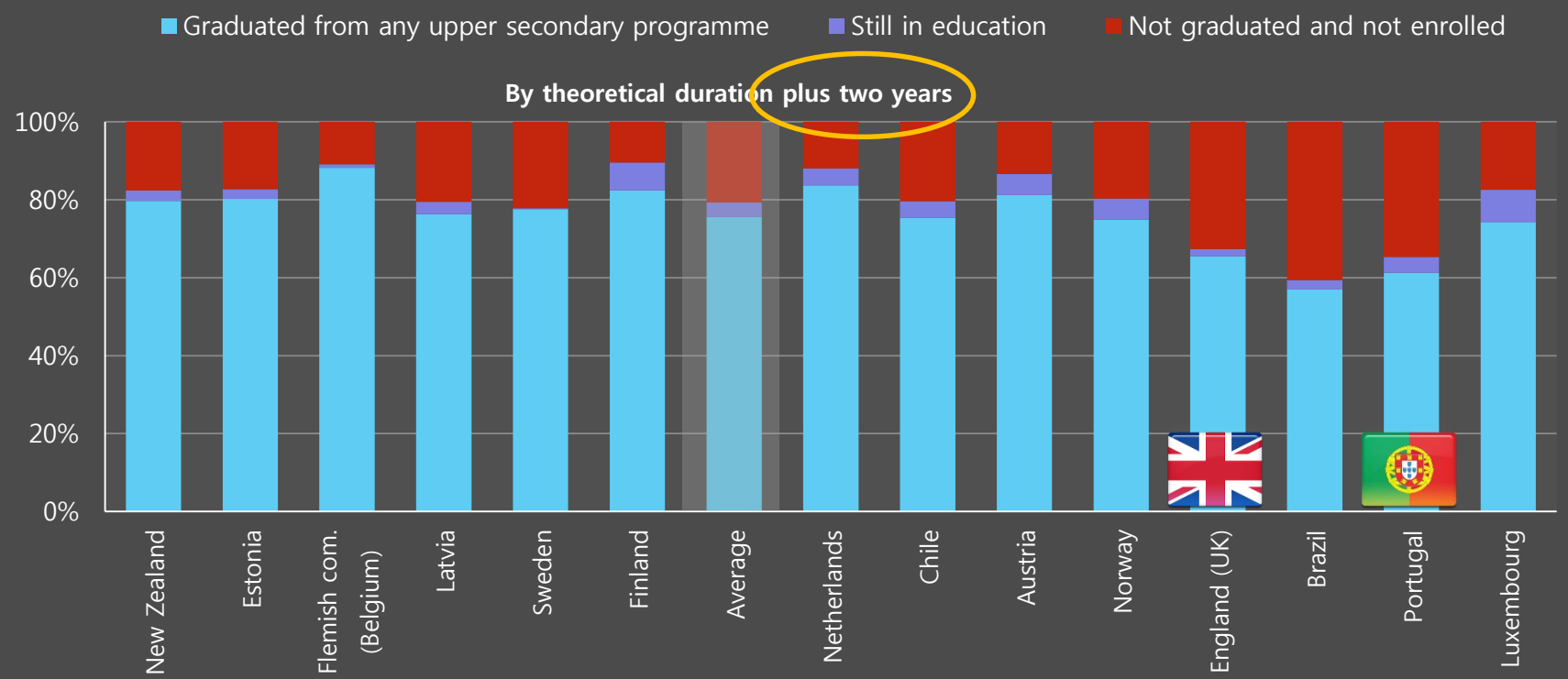
by schools' socio-economic profile



Completion of upper secondary level is still a challenge for some

Figure A9.2

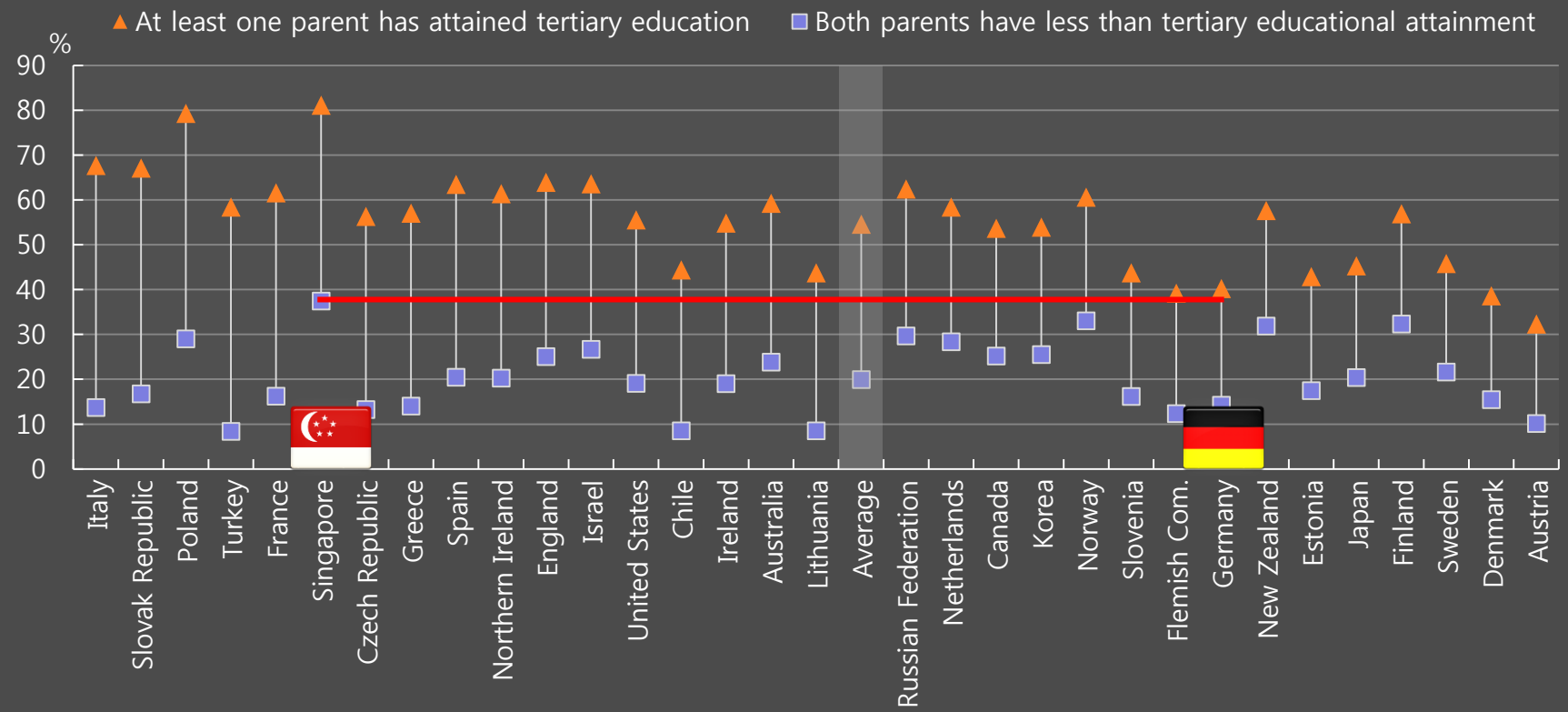
Outcomes for students who entered upper secondary education, by duration (2015)



Adults with tertiary-educated parents are twice more likely to reach that level themselves than those without

Figure A4.3

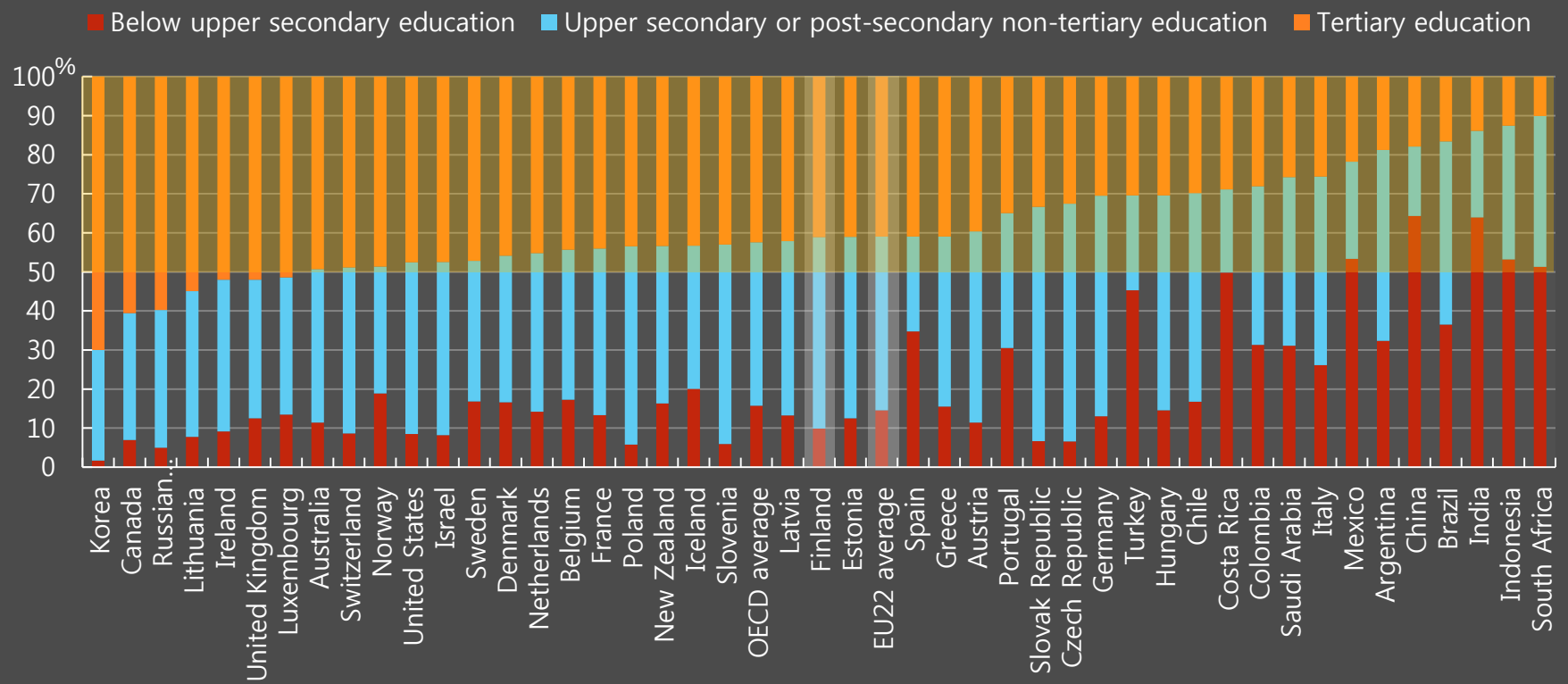
Share of 30-44 year-olds who completed tertiary-type A or an advanced research programme, by parents' educational attainment (2012 or 2015)



Tertiary education is becoming the norm

Figure A1.2

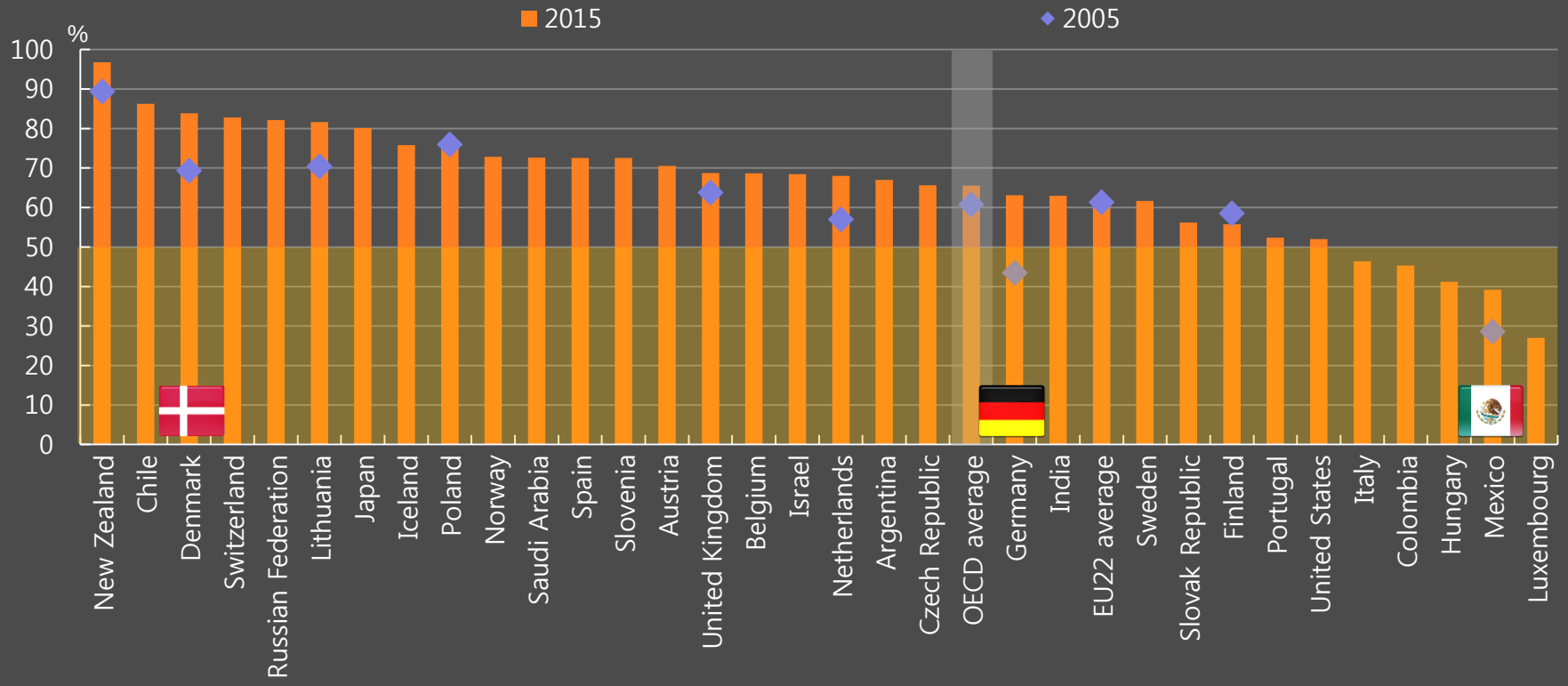
Educational attainment of 25-34 year-olds (2016)



65% of adults are expected to enter tertiary education for the first time in 2015

Figure C3.3

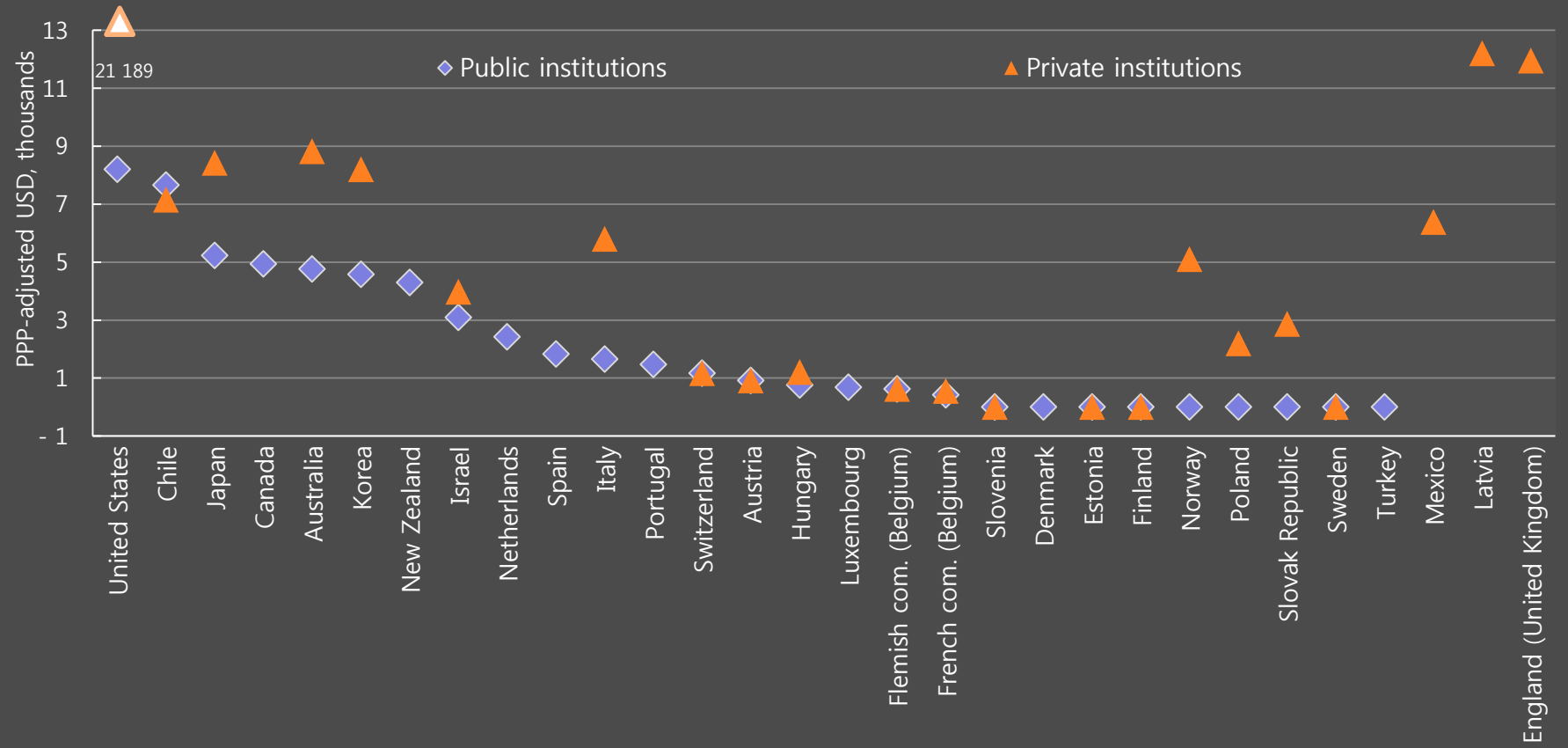
First-time tertiary entry rates (2005, 2015)



High tuition fees are characteristic of tertiary education in many countries

Figure B5.1

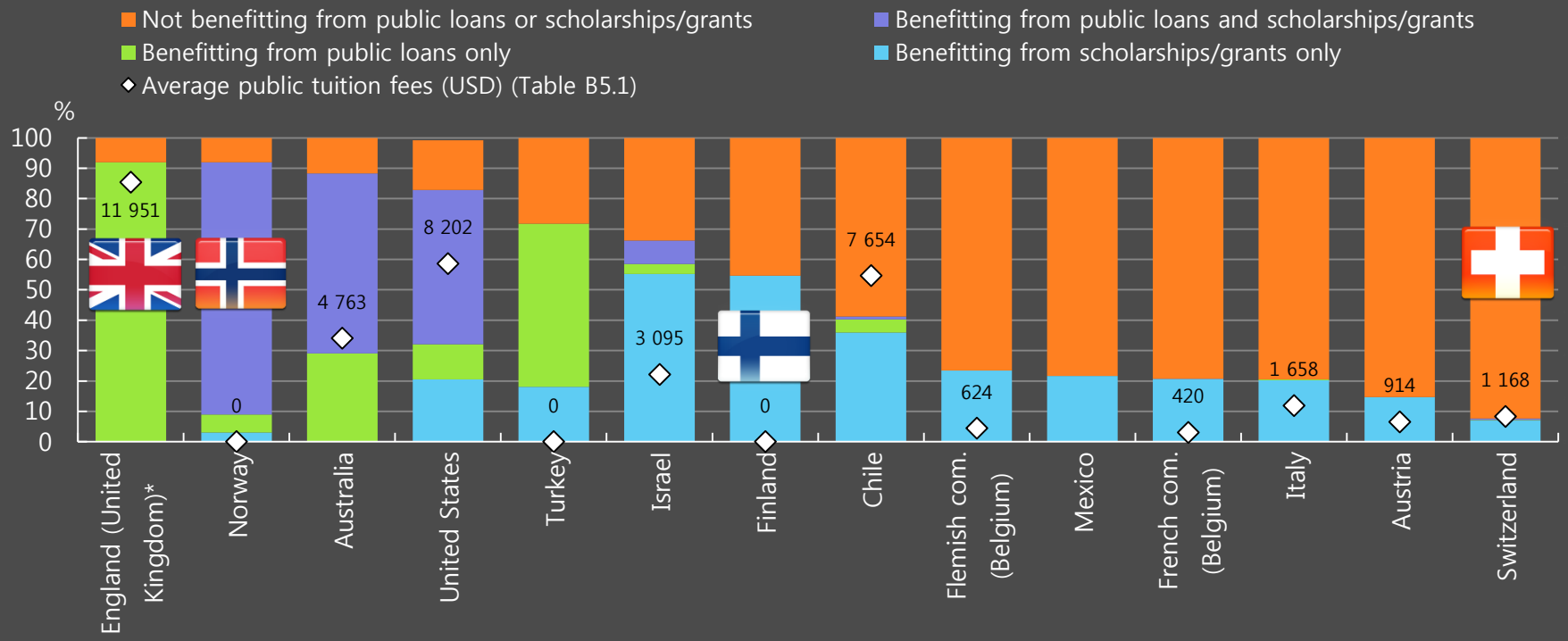
Tuition fees charged by public and private institutions at bachelor's or equivalent level (2015/16)



Flexible funding mechanisms help students

Figure B5.3

Distribution of financial support to students at bachelor's or equivalent level (2015/16)

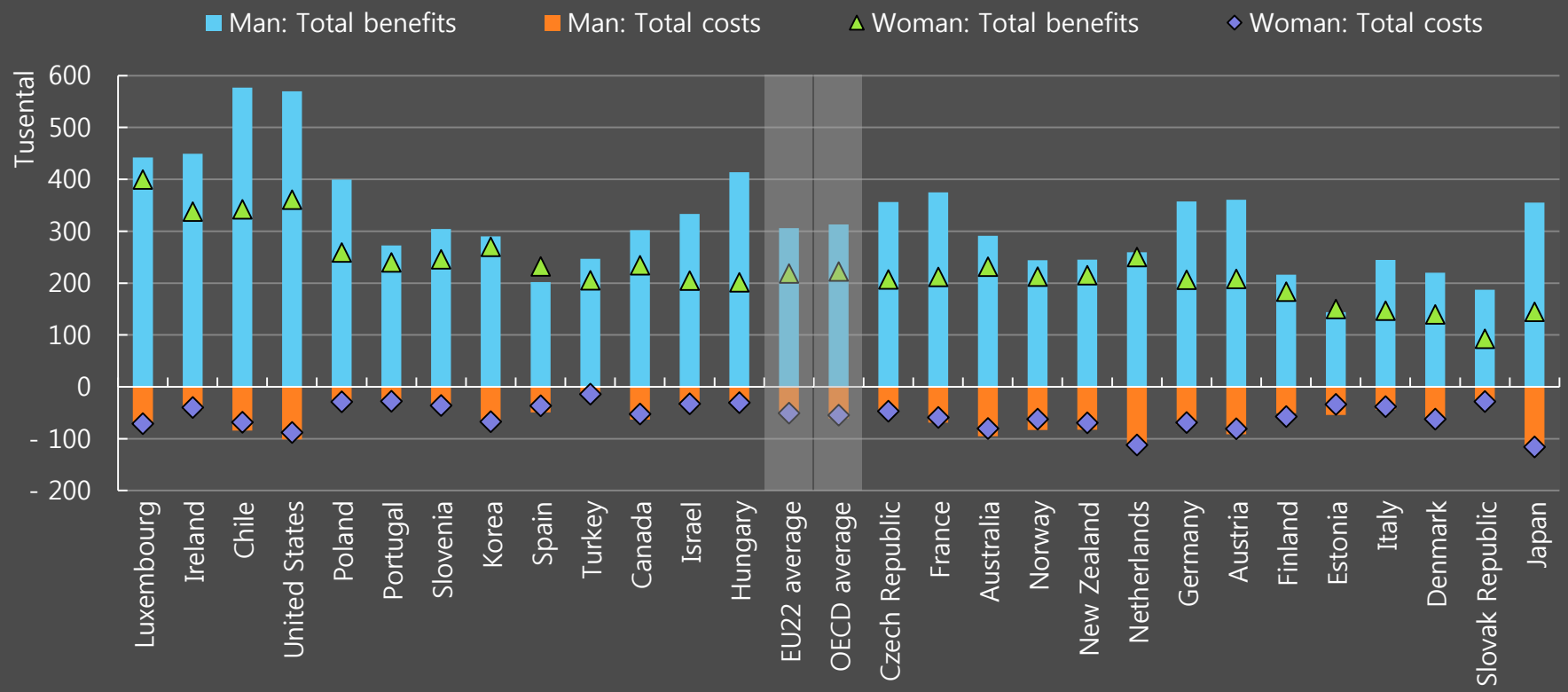


**All tertiary institutions are government-dependent private institutions in England (United Kingdom).*

The returns are still worth it for individuals

Figure A7.2

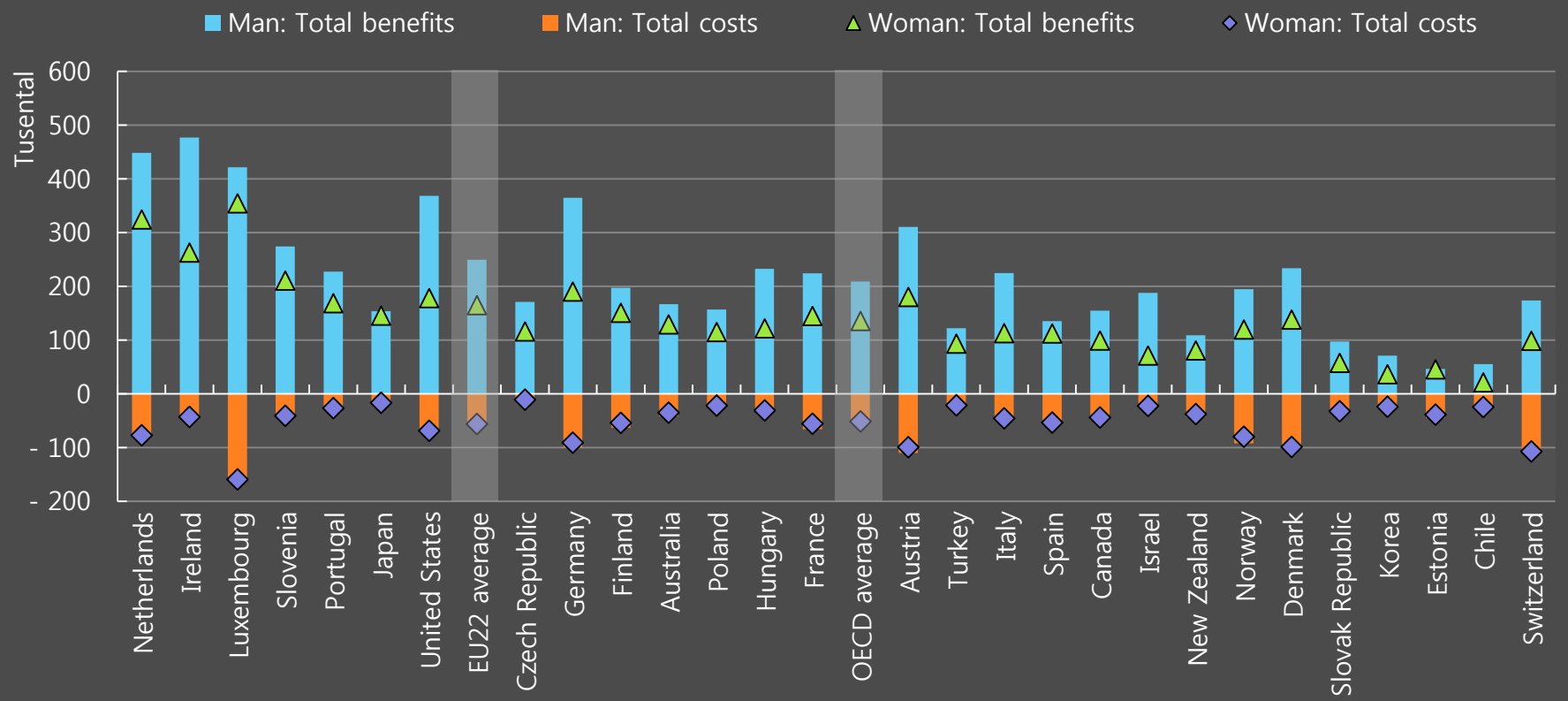
Private costs and benefits of education for a man or a woman attaining tertiary education (2013)



…and also for taxpayers

Figure A7.3

Private costs and benefits of education for a man or a woman attaining tertiary education (2013)

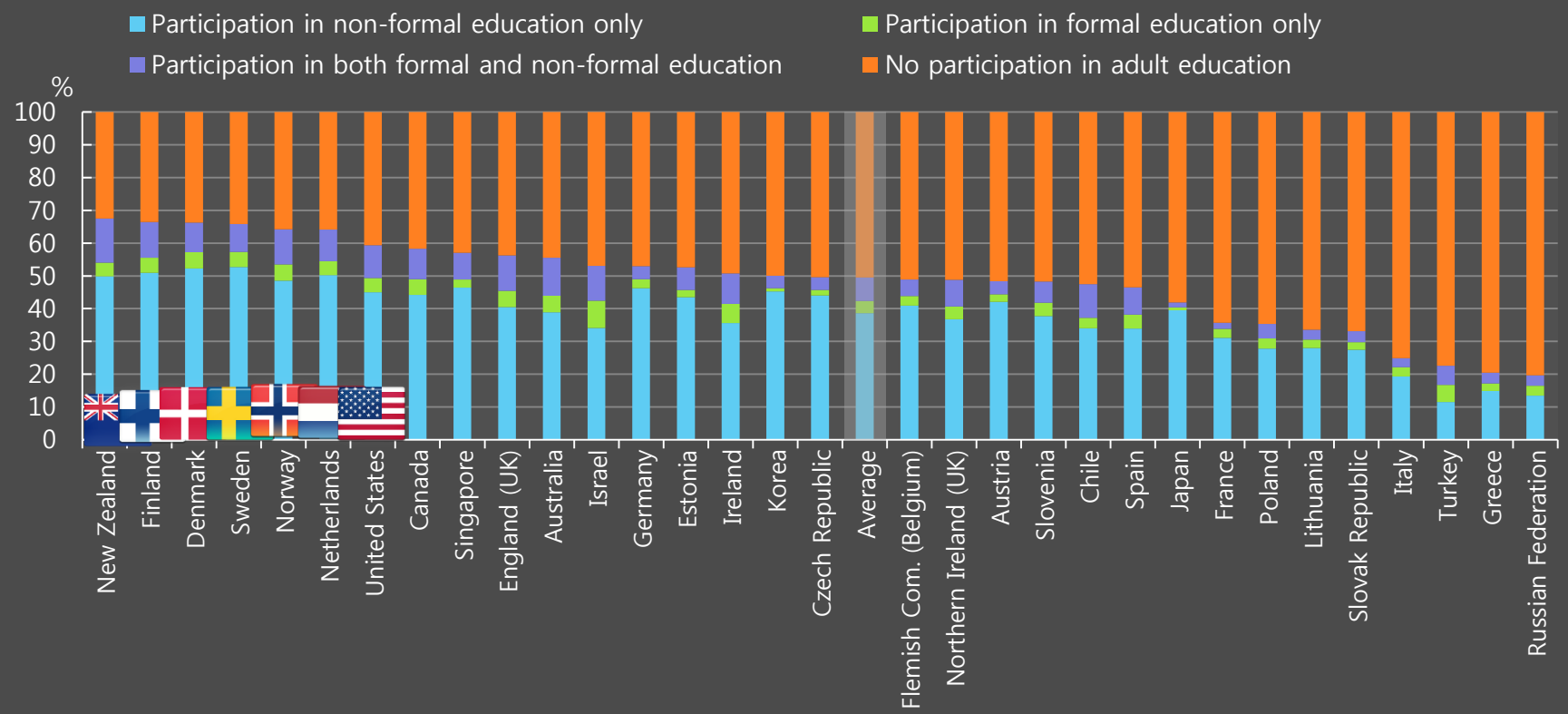


The ‘lifelong learning’ challenge

About half of the adult population participates in continuous education

Figure C6.1

Adults' participation in formal and/or non-formal education, by type (2012 or 2015)



Thank you

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