EDUCATION AT A GLANCE 2020: IMPLICATIONS FOR THE U.S.

September 8, 2020

#OECDEAG
The long shadows of school closures
By the end of June, schools across the OECD had experienced some form of closure lasting an average of 14 weeks.
By the end of June, the duration of school closure had varied from 7 weeks in Iceland to 19 weeks in China.

Number of weeks of school closure by country between 17 February and 30 June 2020

Includes educational institutions from early childhood education to tertiary education. School closures can be nationwide or localised for some levels of education only and/or for some subnational entities. Scheduled school breaks and public holidays are not deducted from the number of weeks of school closure.
<table>
<thead>
<tr>
<th>Learning loss (school-year equivalents)</th>
<th>Pooled (0.232)</th>
<th>US (0.274)</th>
<th>Lowest [Greece] (0.137)</th>
<th>Highest [Singapore] (0.501)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25</td>
<td>1.9%</td>
<td>2.3%</td>
<td>1.1%</td>
<td>4.2%</td>
</tr>
<tr>
<td>0.33</td>
<td>2.6%</td>
<td>3.0%</td>
<td>1.5%</td>
<td>5.6%</td>
</tr>
<tr>
<td>0.50</td>
<td>3.9%</td>
<td>4.6%</td>
<td>2.3%</td>
<td>8.4%</td>
</tr>
<tr>
<td>0.67</td>
<td>5.2%</td>
<td>6.1%</td>
<td>3.0%</td>
<td>11.1%</td>
</tr>
<tr>
<td>1.00</td>
<td>7.7%</td>
<td>9.1%</td>
<td>4.6%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

**Note:** The values in parentheses in the row headers are the income return per standard deviation of individual test scores.

Present value of lost GDP due to Corona-induced learning loss (average 1/3 school year lost)

Source: Hanushek and Woessmann (OECD, 2020)
Students’ and teachers’ ICT skills were critical to maintain educational continuity as schools shifted to online learning.
Before the pandemic, just over half of teachers let their students frequently or always use ICT for projects or class work.

Percentage of lower secondary teachers who “frequently” or “always” let students use ICT for projects or class work

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>31%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>31%</td>
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<tr>
<td>Australia</td>
<td>31%</td>
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<tr>
<td>Colombia</td>
<td>31%</td>
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<tr>
<td>Russia</td>
<td>31%</td>
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<tr>
<td>Mexico</td>
<td>31%</td>
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<tr>
<td>Turkey</td>
<td>31%</td>
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<tr>
<td>Chile</td>
<td>31%</td>
</tr>
<tr>
<td>Spain</td>
<td>31%</td>
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<tr>
<td>Sweden</td>
<td>31%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>31%</td>
</tr>
<tr>
<td>United States</td>
<td>31%</td>
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<tr>
<td>Portugal</td>
<td>31%</td>
</tr>
<tr>
<td>Romania</td>
<td>31%</td>
</tr>
<tr>
<td>Iceland</td>
<td>31%</td>
</tr>
<tr>
<td>OECD average-31</td>
<td>31%</td>
</tr>
<tr>
<td>Israel</td>
<td>31%</td>
</tr>
<tr>
<td>Norway</td>
<td>31%</td>
</tr>
<tr>
<td>Finland</td>
<td>31%</td>
</tr>
<tr>
<td>Austria</td>
<td>31%</td>
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<tr>
<td>Brazil</td>
<td>31%</td>
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<tr>
<td>Sweden</td>
<td>31%</td>
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<tr>
<td>Portugal</td>
<td>31%</td>
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<tr>
<td>Poland</td>
<td>31%</td>
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<tr>
<td>Ireland</td>
<td>31%</td>
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<tr>
<td>France</td>
<td>31%</td>
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<tr>
<td>Germany</td>
<td>31%</td>
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<tr>
<td>Italy</td>
<td>31%</td>
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<tr>
<td>Hungary</td>
<td>31%</td>
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<tr>
<td>Czech Republic</td>
<td>31%</td>
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<tr>
<td>Austria</td>
<td>31%</td>
</tr>
<tr>
<td>Japan</td>
<td>31%</td>
</tr>
<tr>
<td>South Korea</td>
<td>31%</td>
</tr>
<tr>
<td>China</td>
<td>31%</td>
</tr>
</tbody>
</table>

TALIS Table I.2.1
Teachers themselves do not rely heavily on distance learning for their own professional development.

Figure A7.6

Percentage of lower secondary teachers who participated in selected types of professional development (2018)

- Courses/seminars attended in person
- Peer and/or self-observation and coaching as part of a formal school arrangement
- Online courses/seminars
- Formal qualification programme

Countries included:
- Lithuania
- Latvia
- Slovenia
- Austria
- Estonia
- Netherlands
- Belgium (Canada)
- New Zealand
- Turkey
- Iceland
- Israel
- United States
- Italy
- Czech Republic
- Israel
- United States
- Korea
- Chinese Taipei
- England (UK)
- Shanghai (China)
- Sweden
- Norway
- Denmark
- Saudi Arabia
- Spain
- South Africa
- Finland
- Portugal
- Argentina
- Brazil
- Belgium
- Slovak Republic
- Hungary
- Colombia
- Chile
- Mexico
- France
- Japan
- French Comm.
The pandemic may place significant strains on education funding
Private expenditure is at risk, particularly in countries that rely heavily on household expenditure.

Figure C3.2.b

Distribution of public and private expenditure on tertiary educational institutions (2017)
On average, each USD invested in tertiary education generates a public benefit of USD 3 for a man and USD 2 for a woman.

Financial benefits for each equivalent USD invested in tertiary education for men and women (2017)

In equivalent USD converted using PPPs

- Man
- Woman

Countries and their respective financial benefits:
- Ireland, Israel, Italy, United States, Australia, Portugal, Hungary, United Kingdom, Germany, Belgium, France, Slovenia, Chile, Austria, Turkey, EU Average, OECD Average, Luxembourg, New Zealand, Poland, Korea, Spain, Finland, Czech Republic, Canada, Slovak Republic, Latvia, Denmark, Norway, Switzerland, Sweden.
The crisis has impacted the internationalization of tertiary education.
In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005.
Countries with a large share of international students may see a greater impact…

Incoming student mobility in tertiary education, by level of study (2018)
…particularly in countries where foreign students pay higher tuition fees than domestic ones

Table C5.1

Annual average (or most common) tuition fees for bachelor's programmes charged by tertiary institutions to national and foreign students (2017/18)

In USD converted using PPPs

*Tuition fees may apply for students outside EU/EEA area
**Reference year 2016/17
Professions with vocational qualifications have formed the backbone of economic and social life during the lockdown.
Employment advantage of vocational skills

Figure A3.2

Employment rates, by age group, educational attainment and programme orientation (2019)

- Below upper secondary
- Upper secondary or post-secondary non-tertiary (general orientation)
- Upper secondary or post-secondary non-tertiary (vocational orientation)
- Short-cycle tertiary
- Bachelor’s, master’s or doctoral or equivalent
Work experience while studying increases employment prospects

Employment rate of 25-34 year-olds who attained vocational upper secondary or post-secondary non-tertiary education, by type of work experience while studying (2016)
However, only one in three VET students participate in combined school- and work-based programmes on average.

![Figure B7.6](image)

Distribution of upper secondary vocational students by type of vocational programme (2018)
The expansion of tertiary education is a worldwide trend.
A bachelor’s degree is the most common level of tertiary attainment across countries.
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Figure A1.6

Share of 25-34 year-olds with tertiary education, by level of tertiary education (2019)

District of Columbia 76%
New Mexico 32%
Higher educational attainment is associated with higher incomes

Relative earnings of tertiary-educated adults compared to earnings of adults with an upper secondary education (2018)

- All tertiary
- Short-cycle tertiary
- Bachelor’s or equivalent
- Master’s, Doctoral or equivalent

Countries included in the graph:
- Brazil
- Chile
- Colombia
- Costa Rica
- Lithuania
- Hungary
- United States
- Portugal
- Turkey
- Slovenia
- Germany
- Mexico
- Ireland
- Slovak Republic
- Poland
- Czech Republic
- OECD average
- Israel
- EU average
- Spain
- Austria
- Netherlands
- France
- Latvia
- Luxembourg
- Switzerland
- Canada
- Belgium
- Greece
- United Kingdom
- Italy
- Korea
- Finland
- Estonia
- New Zealand
- Australia
- Denmark
- Sweden
- Norway
Beyond the economic and employment outcomes, higher educational attainment brings greater social benefits

Percentage of adults who feel they have a say in what the government does, by educational attainment (2016 or 2018)

International Social Survey Programme (ISSP) (2016)
Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades.
Enrolment of 3-5 year-olds in pre-primary or primary education rose from 75% in 2005 to 88% in 2018, on average.

Figure B2.2

Change in enrolment rates of children aged 3 to 5 years (2005, 2010 and 2018)
A third of children under 3 are enrolled in early childhood education and care and other registered ECEC services.

Enrolment rates of children under the age of 3 in early childhood education and care, by age (2018)
Expenditure on 3-5 year-olds in education as a share of GDP has fallen in half of OECD countries between 2013 and 2017

Expenditure on children aged 3 to 5 enrolled in ECEC (ISCED 0) and primary education as a percentage of GDP (2013 and 2017)

Figure B2.4

% of GDP

2017  2013
Spending on education
Spending on education institutions ranges from 3% of GDP in Luxembourg to more than 6% in Norway.

Figure C2.1

Total expenditure on educational institutions as a percentage of GDP (2017)
OECD countries spent an average of USD 11 200 per student on primary to tertiary education in 2017.

Total expenditure on primary to tertiary educational institutions per full-time equivalent student, by source of funds (2017)
Between 2012 and 2017, education expenditure grew by 1.4% per year on average, while the number of students remained stable.

Average annual growth in total expenditure on primary to tertiary educational institutions per full-time equivalent student (2012 to 2017)
OECD countries allocate on average 8% of their total education spending from primary to tertiary level to capital expenditure.
In many countries teachers’ salaries are still low…

Figure D3.1.a

Lower secondary teachers' actual salaries relative to earnings for tertiary-educated workers (2019)

Ratio of salary

- Teachers’ actual salaries relative to earnings for tertiary-educated workers
- School heads' actual salaries relative to earnings for tertiary-educated workers

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Figure D3.1.a

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Contribution of various factors to salary cost of teachers per student in public institutions, primary education (2018)

USD converted using PPPs

- Contribution of theoretical class size
- Contribution of teaching time
- Contribution of instruction time
- Contribution of teachers' salary
- Difference of salary cost of teachers per student from OECD average

Figure D2.4
THANK YOU!

For more, please visit

www.oecd.org/edu

and

www.NCEE.org

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