LSO: INES Network on Labour Market, Economic and Social Outcomes of Learning
Foreword

The OECD Indicators of Education Systems (INES) programme is the authoritative source of accurate and relevant information on education around the world.

Developing policy-relevant education indicators, collecting the underlying data and organising complex material into an annual, reader-friendly publication – Education at a Glance – requires the dedication of a large group of people in OECD and partner countries. The Network on Labour Market, Economic and Social Outcomes of Learning (LSO) is one of the three groups of national experts that have contributed to these activities since the early 1990s. Its indicator-development work focuses on the complex relationships among education, labour markets, economic performance and social progress in a globalised economy: How do young people make the transition from education to the labour force? Do labour markets reward skills by offering better jobs and higher earnings? How are social interactions and health-enhancing behaviours related to education?

This brochure describes how the LSO Network works to enrich our understanding of the outcomes of education.

Andreas Schleicher
Director of the OECD Directorate for Education and Skills
What is the LSO Network?

The LSO Network is composed of OECD countries, partner countries and international organisations responsible for developing education indicators in the context of the OECD Indicators of education systems (INES) project.

The INES project provides the basis for the annual report: *Education at a Glance: OECD Indicators*.

The work of the LSO Network focuses on various outcomes of education, including: educational attainment; school-to-work transitions; adult learning; employment, unemployment and earnings; educational and social intergenerational mobility; and social outcomes, such as health, trust in public institutions, participation in the political process and volunteering.

**Thirty-two OECD and partner countries** are members of the LSO Network. The European Commission, Eurostat, the UNESCO Institute for Statistics (UIS) and the European Centre for the Development of Vocational Training (CEDEFOP) also participate.
## Participating countries and organisations

<table>
<thead>
<tr>
<th>OECD countries</th>
<th>OECD partner countries</th>
<th>International organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Brazil</td>
<td>CEDEFOP</td>
</tr>
<tr>
<td>Austria</td>
<td>Russia Federation</td>
<td>European Commission</td>
</tr>
<tr>
<td>Belgium</td>
<td>Scandinavia</td>
<td>Eurostat</td>
</tr>
<tr>
<td>Canada</td>
<td></td>
<td>OECD</td>
</tr>
<tr>
<td>Chile</td>
<td></td>
<td>UNESCO-UIS</td>
</tr>
<tr>
<td>Czech Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>Norway</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>Poland</td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>Slovak Republic</td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td>Sweden</td>
<td></td>
</tr>
<tr>
<td>Luxembourg</td>
<td>Switzerland</td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td>Turkey</td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>United Kingdom</td>
<td>OECD</td>
</tr>
<tr>
<td>New Zealand</td>
<td>United States</td>
<td>UNESCO-UIS</td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slovak Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switzerland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What kinds of data does the LSO Network collect?

**NEAC data collection:** Countries provide data on educational attainment of adults aged 25 to 64 and their labour market status.

**TRANS data collection:** Countries provide data on labour force status and participation in formal education by age, gender and level of educational attainment of young people aged 15 to 29, including data on young people who are neither employed nor in education or training (NEET).

**EARNINGS data collection:** Countries provide data on earnings from work, by level of educational attainment, age and gender. Data on the distribution of earnings, classifying earners by their level of income in relation to the overall median earnings for all earners, are also collected.

**Ad-hoc data collections:** The LSO Network conducts ad-hoc data collections on other topics under its mandate, such as, adult learning (when European and national surveys become available) and various social outcomes.
LSO indicators using the Survey of Adult Skills (PIAAC): The LSO Network has a mandate from the INES Working Party to develop indicators based on the Survey of Adult Skills that are relevant to the LSO Network’s area of expertise. These indicators have been published in Education at a Glance since 2014.

LSO Indicators in Education at a Glance 2017

- **A1** To what level have adults studied?
- **A4** To what extent does parents’ education influence their children’s educational attainment?
- **A5** How does educational attainment affect participation in the labour market?
- **A6** What are the earnings advantages from education?
- **A7** What are the incentives to invest in education?
- **A8** How are social outcomes related to education?
- **C5** Transition from school to work: where are the 15-29 year-olds?
- **C6** How many adults participate in education and learning?
Where is the LSO Network located within the OECD education governance structure?

The Education Policy Committee (EDPC) is responsible for the overall strategy and co-ordination of INES (Indicator of Education System) statistical work. The EDPC is supported by the INES Advisory Group, which is composed of members of the EDPC, the Employment, Labour and Social affairs Committee (ELS), the Centre for Educational Research and Innovation (CERI) Governing Board, and the Programme for International Student Assessment (PISA) Governing Board.

The INES Working Party oversees and coordinates statistical work, development of indicators, and analysis required by the EDPC.

The Boards of Participating Countries manage the large-scale survey programmes, such as the Programme for the International Assessment of Adult Competencies (PIAAC) and the Teaching and Learning International Survey (TALIS).

The Network for the collection and adjudication of system-level descriptive information on educational systems, policies and practices (NESLI) develops indicators for collection of system-level data. The NESLI Network reports to the INES Working Party.

The LSO Network reports to the INES Working Party.
Governance of OECD education indicator work

**Level 1**

- Education Policy Committee
- Supported by an INES Advisory Group

**Level 2**

- INES Working Party for the annual INES data collection and products (including Education at a Glance)
- Board of Participating Countries for large-scale country-financed surveys

**Level 3**

- Network for the collection of system-level descriptive information (NESLI)
- Network for data development on labour market, economic and social outcomes of education (LSO)
- Expert Networks

Supported by an INES Advisory Group

**Organizations**

- Employment, Labour and Social Affairs Committee
- CERI Governing Board
- PISA Governing Board

© OECD 2017
What does the LSO Network do?

In support of the mandate of the OECD Education Policy Committee, and reporting to the INES Working Party, the LSO Network delivers information on economic, labour market and social outcomes of education.

The Network:

- **Delivers the information requested by the EDPC**, in agreement with the INES Working Party
- **Monitors existing data collections** by ensuring the reliability and integrity of the data collected.
- **Develops new data collections and improves existing data collections** to enhance the quality and policy relevance of the network’s data-gathering efforts.
- **Conducts research and feasibility studies** for potential new data collections and **conducts pilot studies and designs data-collection instruments** that can deliver the information specified in agreement with the INES Working Party.
- **Conducts agreed data collections**, incorporating quality-assurance mechanisms and data-cleaning procedures necessary to deliver internationally comparable data and indicators.
• **Collates, reviews, analyses and summarises the results** from the cross-country comparisons, identifying trends and patterns among countries. Based on this analytical work, the Network **suggests specific indicators for inclusion in Education at a Glance** and occasionally develops more substantive reports on certain policy-relevant topics within the Network’s domain.

• **Supports developments related to the Survey of Adult Skills** through the Network’s own data collections, and by contributing to the analysis of the data collected in this survey.

*Extract from the EDPC document “Development of the INES Networks”*

[EDU/EDPC/INES/LSO(2015)2]
What does LSO Network produce?

The INES programme – and the LSO Network as part of this programme – produces a wide variety of outputs designed to assist policymakers, educators, researchers, and members of the public obtain the information they seek, in formats that best meet their needs:

**Education at a Glance (EAG)**

This annual publication is the authoritative source for information on the state of education around the world. It provides data on the structure, finances, and performance of education systems in the 35 OECD countries and a number of partner countries.

**Education at a Glance Country Notes**

Released each year, Country Notes present key data from Education at a Glance by country, using a brief, easy-to-read format, with charts. The notes present 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.
Education Indicators in Focus (EDIF)

Released each month, these briefs highlight specific indicators in Education at a Glance that are drawing public attention, are of particular interest to policy makers and practitioners, or are new to the publication. Containing a mix of engaging text, charts, and policy insights, the briefs provide a detailed overview of a specific issue or question in a short, highly readable format.

Education GPS

Education GPS is the OECD source for internationally comparable data and analysis on education policies and practices, opportunities and outcomes. Designed for policy makers, researchers, and practitioners, the GPS also enables users to search for specific indicators in Education at a Glance and compare the results of different countries through online charts and tables.

In addition to these resources, the INES website (http://www.oecd.org/edu/eag.htm) contains a variety of presentations, media releases and other resources on education. Data from Education at a Glance are also used in other OECD publications and databases, such as:

OECD Factbook, OECD Employment Outlook, Your Better Life Index, Education Today, and the OECD Science, Technology and Industry Scoreboard
How does the LSO Network work?

The LSO Network **meets twice a year**, in both plenary and working groups. National experts are invited to participate in the discussions in working groups.

Countries participate in at least two working groups; countries with more than one representative can participate in all working groups via e-mail exchange. Chairs of the working groups lead and co-ordinate the activities of the five operating working groups:

- Educational attainment (meets in plenary session)
- Economic outcomes (ECO)
- Adult Learning (AL)
- Learning and labour transitions (LLT)
- Education and social outcomes (ESO)

The LSO Network is managed by the OECD Secretariat, the elected LSO Chair and the LSO Bureau. It receives funding from participating countries to carry out special indicator-development research projects with the assistance of external experts.
OECD and the Directorate for Education and Skills

The OECD provides a setting where governments compare policy experience, seek answers to common problems, identify good practices and co-ordinate domestic and international policies. It brings together countries committed to democracy and the market economy from around the world to:

- support sustainable economic growth
- boost employment
- raise living standards
- maintain financial stability
- assist member and non-member countries’ economic development
- contribute to growth in world trade

In today’s globalised economy education is a major driving force for growth and development. The OECD Directorate for Education and Skills focuses on current key challenges facing education systems including how to improve the quality of teachers, teaching and learning in order to equip students with the knowledge and skills needed in the 21st century.
The work of the LSO Network is made available through a private-access website:
https://community.oecd.org/community/lso-network

For further information on Education at a Glance, please visit our website:
www.oecd.org/education/eag.htm

Contact us at: edu.contact@oecd.org