

**Revised version February 2012**

The following list provides a description of the changes made to the publication since the original version was printed.

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Figure 1.2

“Russian” should read “Russian Federation”.

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Figure 1.3

The percentage of students below level 2 for Korea should read 5, instead of 6.

See: <http://dx.doi.org/10.1787/888932560854>.

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Figure 1.4

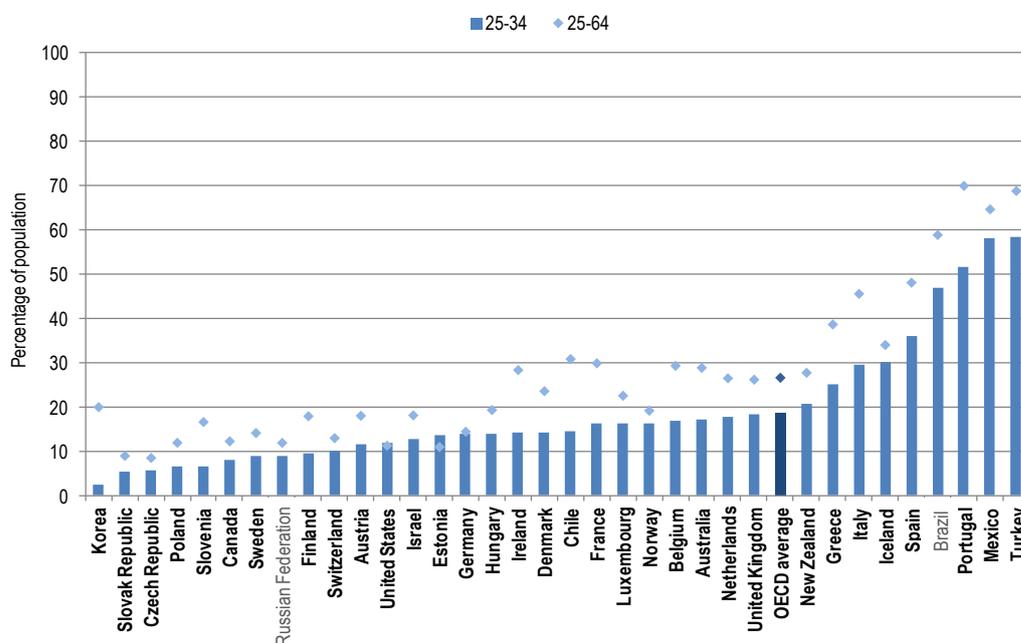
The data for Brazil and Russia should read as follows:

Brazil: 47% for 25 to 34 year-olds and 59% for 25 to 64 year-olds.

Russia: 9% for 25 to 34 year-olds and 12% for 25 to 64 year-olds.

**Figure 1.4. How many individuals have not attained at least upper secondary education?**

*Proportion of 25-34 and 25-64 years-old who have not completed upper secondary education (2009)*



*How to read this chart:* The graph shows the percentage of population from 25 to 34 years (bars) or 25 to 64 years (dots) that have not attained at least upper secondary education. For example, in Spain only half of the 25 to 64 year-olds has attained upper secondary education, but younger age groups have significantly higher attainment rates as shown by the 25 to 34 year-olds. Non OECD member economies are included for comparison

Source: OECD (2011a), *Education at a Glance 2011: OECD Indicators*, OECD, Paris.

See: <http://dx.doi.org/10.1787/888932560873>.

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Figure 1.8

“Slovak” should read “Slovak Republic”.

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The third paragraph should read:

Another reason for the inappropriate diversion of resources is when local authorities do not receive enough resources overall. A study in the United Kingdom found that local governments divert school funding intended for disadvantaged students to other purposes (Sibieta, Chowdry and Muriel, 2008). And where authorities have differing levels of funding, those with higher fiscal capacity can supplement educational expenditures from their own tax revenues, increasing economic inequalities between jurisdictions (Chetty and Friedman, 2011). For example, in the Czech Republic there are differences in educational expenditures across regions (Strakova, Simonova and Polechova, 2011). As reviewed in recommendation 3 on school choice, progressive voucher schemes allow extra resources for the children and schools that need them the most. The amount can be determined according to the educational needs of the children (See Box 2.7).

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“Montserrat Grañeras Pastrana” should also be listed as a national coordinator for Spain as “Head of Research of IFIIE (Instituto de Formación del Profesorado, Investigación e Innovación Educativa), Ministry of Education”.