

Corrigendum

Page 38: (Third bullet point) Tertiary education is the most common attainment level among 25-34 year-olds on average in OECD countries (45%). However, the share varies substantially across countries, ranging from 24% in Mexico to 70% in ~~Ireland~~ and Korea. A bachelor's degree or equivalent is the most common tertiary attainment level for younger adults in most OECD and partner countries.

Figure A1.1: The new values for Ireland are: Tertiary: 55%; Upper secondary or post-secondary non-tertiary (vocational orientation): 0; Upper secondary or post-secondary non-tertiary (general orientation or no distinction by orientation): 37%; Below upper secondary: 7%

The new position of Ireland in the ranking is between Israel and the United States. The position of the OECD average and EU23 average remains unchanged.

The new value for the OECD average for Upper secondary or post-secondary non-tertiary (general orientation or no distinction by orientation): 17%

Page 40:

Figure A1.2: The new values for Ireland are: Tertiary education: 8% ; Upper secondary or post-secondary non-tertiary education: -1%; Below upper secondary education: -7%

The new position of Ireland in the ranking is between Poland and Australia. The position of the OECD average remains unchanged, the new position of the EU23 average is between Korea and the Netherlands.

The new values for the EU23 average are: Tertiary education: 9%; Upper secondary or post-secondary non-tertiary education: -5%;

The new values for the OECD average are: Tertiary education: 8%

Page 41: (Paragraph under "Upper secondary and post-secondary non-tertiary education, by programme orientation") Among OECD countries, the share of 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest attainment ranges from ~~21% in Ireland~~ 22% in Costa Rica to 60% in the Czech Republic (Figure A1.1). On average across the OECD, this share has fallen from 44% in 2009 to 40% in 2019, as younger adults are more likely to pursue tertiary education than they were a decade ago (Table A1.2). However, upper secondary or post-secondary non-tertiary education still represents the most commonly attained level of education among 25-34 year-olds in 16 OECD countries: Austria, Chile, Colombia, the Czech Republic, Estonia, Finland, Germany, Greece, Hungary, Italy, Latvia, Mexico, Poland, Portugal, the Slovak Republic and Slovenia (Table A1.3).

Page 45: (First paragraph) In all OECD and partner countries, except South Africa, tertiary attainment is higher among younger adults than older adults. On average across OECD countries, 45% of 25-34 year-olds have a tertiary education, compared to 28% of 55-64 year-olds. In more than half of OECD countries, tertiary education is the most common attainment level reached by all 25-34 year-olds (Table A1.3). However, the share of tertiary-educated younger adults varies substantially across OECD countries, ranging from 24% in Mexico to 70% in ~~Ireland and~~ Korea (Figure A1.1).

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Figure A1.6: The new values for Ireland are: Short-cycle tertiary: 5%; Bachelor's or equivalent: 35%; Master's or equivalent: 14%; Doctoral or equivalent: 1%; Bachelor's, Master's, Doctoral or equivalent (in bracket): 50%

The new position of Ireland in the ranking is between Switzerland and Luxembourg. The position of the OECD average remains unchanged, the new position of the EU23 average is between the United States and the Slovak Republic.

Page 69:

Figure A3.1: The new values for Ireland are: Upper secondary or post-secondary non-tertiary (general or no distinction by programme orientation): 76%

Page 70: Third paragraph -> remove "France"

Employment rates also tend to increase between upper secondary education and post-secondary non-tertiary education. On average across the OECD, adults with post-secondary non-tertiary education enjoy better employment prospects than those with only upper secondary education (81% compared to 76%). However, in Estonia, ~~France~~, Spain and Sweden, the employment rate is slightly lower for adults with post-secondary non-tertiary education than for adults with upper secondary attainment (Table A3.1)

Page 156:

Delete Chile in the phrase: "*Compulsory education ends with the completion or partial completion of upper secondary education at the age of 16 on average across OECD countries, ranging from 14 in Korea and Slovenia to 18 in Belgium, ~~Chile~~, Germany and Portugal.*"

Page 184: Table B2.3:

The note 1 for France should be removed and the numbering of the other notes updated.

Page 204: first paragraph-> remove "mostly vocational"

For example, in France, students who complete a one-year short-cycle tertiary programme classified as insufficient for level completion may enter a bachelor programme (~~mostly vocational~~) in the first year of the programme.

Page 204, 4th paragraph

Replace sentence as follows: "For instance, in 2016, *the Chilean government* created by law (Law N° 21.910) *the first 15 public* centres for VET in tertiary education, one per region, facilitating student access to VET throughout the country"

Page 274:

The OECD average have been corrected in the following paragraphs:

On average across OECD countries, expenditure on core education services (such as teaching costs and other expenditure related to education) represents 89% of total expenditure per student from primary to tertiary educational institutions and it exceeds 90% in Chile, Latvia and Poland. In about one-third of OECD and partner countries with available data, annual expenditure on R&D and ancillary services per student accounts for around 11% or more of the total annual expenditure per student on primary to tertiary institutions. In the Slovak Republic and Sweden, this reaches 23% (Table C1.2).

However, this overall picture masks large variations across levels of education (Annex Table C1.2 and Figure C1.3). At non-tertiary levels (primary, secondary and post-secondary non-tertiary education), expenditure is dominated by spending on core education services. On average, OECD countries spend 96% of their total per-student expenditure (about USD 9 500) on core educational services at these levels. However, in Finland, France, Hungary, the Slovak Republic, and Sweden ancillary services account for 10% or slightly more of the expenditure per student (Annex Table C1.2).

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Figure C1.3. Total expenditure on educational institutions per full-time equivalent student, by type of service (2017). In equivalent USD converted using PPPs. Primary, secondary and post-secondary non-tertiary education

The value for United Kingdom, Core Services, is 10,527 instead of 10,456

The value for the OECD average, Core Services, is 9,549 instead of 9,547

The value for the OECD average, Ancillary Services, is 354 instead of 452

The value for the EU23 average, Core Services, is 9,818 instead of 9,815

The value for the EU23 average, Ancillary Services, is 525 instead of 529

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Table C1.1. Total expenditure on educational institutions per full-time equivalent student (2017) In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education

The value for the United Kingdom in Table C1.1, col. 14, should be 13,285 instead of 13,226

The value for the OECD average in Table C1.1, col. 14, should be 10,104 instead of 10,103

The value for the EU23 average in Table C1.1, col. 14, should be 10,506 instead of 10,503

Page 281:

Table C1.2. Total expenditure on educational institutions per full-time equivalent student for core educational services, ancillary services and R&D (2017). In equivalent USD converted using PPPs for GDP, direct expenditure within educational institutions, by level of education

The value for the United Kingdom in Table C1.2, col. 1, should be 10,527 instead of 10,456

The value for the OECD average in Table C1.2, col. 1, should be 9,549 instead of 9,547

The value for the EU23 average in Table C1.2, col. 1, should be 9,818 instead of 9,815

The value for the OECD average in Table C1.2, col. 2, should be 354 instead of 452

The value for the EU23 average in Table C1.2, col. 2, should be 525 instead of 529
The value for the United Kingdom in Table C1.2, col. 9, should be 12,122 instead of 12,063
The value for the OECD average in Table C1.2, col. 9, should be 9,958 instead of 9,956
The value for the EU23 average in Table C1.2, col. 9, should be 9,928 instead of 9,925
The value for the United Kingdom in Table C1.2, col. 11, should be 924 instead of 983
The value for the OECD average in Table C1.2, col. 11, should be 537 instead of 616
The value for the EU23 average in Table C1.2, col. 11, should be 916 instead of 919
The value for the United Kingdom in Table C1.2, col. 11, should be 924 instead of 983
The value for the OECD average in Table C1.2, col. 11, should be 537 instead of 616
The value for the EU23 average in Table C1.2, col. 11, should be 916 instead of 919
The value for the United Kingdom in Table C1.2, col. 13, should be 13,285 instead of 13,226
The value for the OECD average in Table C1.2, col. 13, should be 10,104 instead of 10,103
The value for the EU23 average in Table C1.2, col. 13, should be 10,506 instead of 10,503

Page 292:

*Table C2.1. Total expenditure on educational institutions as a percentage of GDP (2017)
Direct expenditure within educational institutions, by level of education.*

The value for the United Kingdom in Table C2.1, col. 14, should be 5.9 instead of 5.8

Page 304:

Table C3.1. Relative share of public, private and international expenditure on educational institutions, by final source of funds (2017). After transfers between public and private sectors, by level of education

Note 3 refers to the United States.

Page 312:

Figure C4.2. Index of change in total public expenditure on education as a share of total government expenditure (2012 and 2017). Primary to tertiary education (2012 = 100); 2015 constant prices.
OECD average should be between the Slovak Republic and Austria.

Page 354: Last paragraph

This combination of different regulations may result from the existence of different levels of governance responsible for education as in **federal** countries like Canada, Germany and Spain.

Page 357: First paragraph

In these two **federal** countries, the changes arise from varying proportions of subnational-level regulations on instruction time being taken into account, as discussed above.

Page 363: *References on Indicator D1:*

The link to the source on *Ministère de l'Éducation nationale et de la Jeunesse* (<https://www.education.gouv.fr/ma-classe-lamaison-mise-en-oeuvre-de-la-continue-pedagogique-289680>) is no longer available at the time of the publication. For information on « Ma classe à la maison », please visit: <https://www.education.gouv.fr/sites/default/files/2020-03/continuit-p-dagogique---fiche-cned-51963.pdf>.

Page 383: *Table D2.3:*

The value for class size in public institutions at the primary level (column 1) should be 25 for Ireland instead of “m”. The value for the index of change between 2005 and 2018 in public institutions at the primary level (column 11) should be 101.

Page 402: *WEB Table D3.6:*

Teachers' statutory salaries, based on the minimum qualifications ~~to enter the teaching profession~~ (2019)

Page 402: *WEB Table D3.15:*

Trends in teachers' statutory salaries, based on minimum qualifications ~~to enter the teaching profession~~ (2000 and 2019)

Page 446: *Table X1.5*

Column 2 (end of compulsory education) for Chile = 17