

Corrigendum 10 November 2022

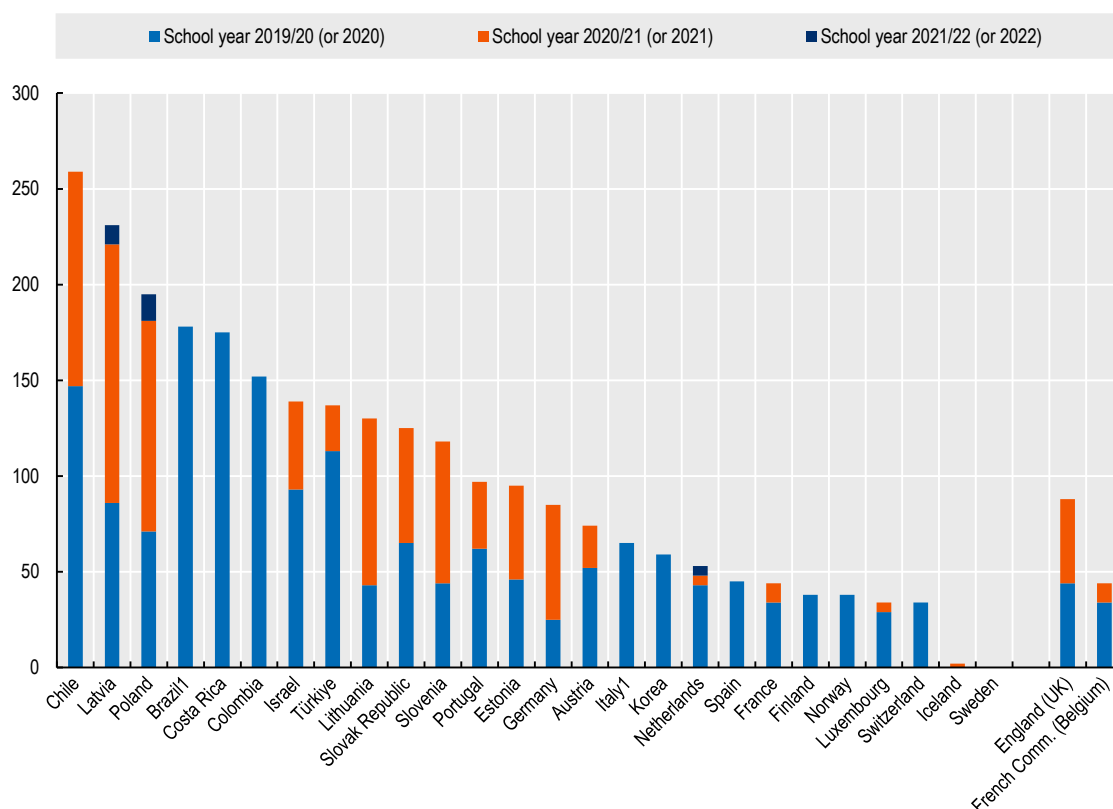
Page 24:

Figure 1. School closures due to COVID-19 (2020, 2021 and the first quarter of 2022)

The label of Türkiye has been updated according to its current nomenclature. Data for the United Kingdom are representative of England (UK) only. In Finland, lower secondary schools were fully closed for 38 days in the school year 2019/20. Data are missing for Brazil in 2021 only.

Figure 1. School closures due to COVID-19 (2020, 2021 and the first quarter of 2022)

Number of instruction days of full closure of lower secondary schools excluding school holidays, public holidays and weekends



Note: The data underlying this report were produced through the Survey on Joint National Responses to COVID 19, a collaborative effort conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children’s Fund (UNICEF), the World Bank (WB), and the Organisation for Economic Co-operation and Development (OECD). Data for other levels of education are available at <https://www.oecd.org/education/Results-4th-wave-COVID-Survey-OECD-database.xlsx>.
1. Data for 2021 and 2022 are missing (only in 2021 for Brazil).

Countries and other participants are ranked in descending order of the total number of days lower secondary schools were fully closed during the school years 2019/20 (2020), 2020/21 (2021) and 2021/22 (2022).

Source: OECD/UIS/UNESCO/UNICEF/WB (2022).

StatLink  <https://stat.link/9e2s7x>

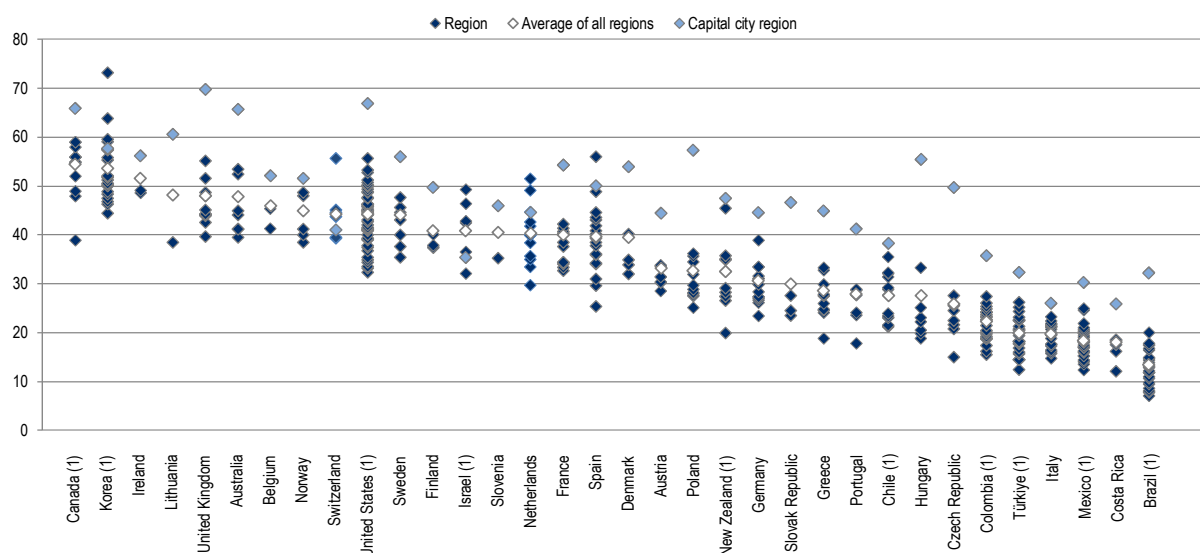
Page 42:

Figure A1.4

Data for Mexican regions have been updated, this update changed the ranking of Costa Rica and Mexico.

Figure A1.1. Percentage of 25-64 year-olds with tertiary attainment, by subnational region (2021)

In per cent



Note: The country average is the unweighted average of the regions for 25-64 year-olds.

1. Year of reference differs from 2021: 2020 for Chile, Colombia, Korea, Mexico, New Zealand and Türkiye; 2019 for the United States; 2017 for Israel; 2016 for Canada; and 2015 for Brazil.

Countries are ranked in descending order of the country average of the percentage of 25-64 year-olds with tertiary attainment (unweighted average of regions).

Source: OECD INES/CFE Subnational Data Collection (2022). See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-A.pdf).

StatLink 2 <https://stat.link/4tj2li>

Page 152:

Figure B2.3

Notes on the source of data for the figure have been updated.

Source: OECD/UIS/Eurostat (2022), Table B2.2. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-D.pdf).

Page 156:

Figure B2.4

Notes on the source of data for the figure have been updated.

Source: OECD/UIS/Eurostat (2022), Table B2.3. See Source section for more information and Annex 3 for notes (https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-B.pdf; https://www.oecd.org/education/education-at-a-glance/EAG2022_X3-C.pdf).

Page 214:

Table B5.1

The list of countries refers to “OECD and partners”.

Page 215:

Table B5.2

The list of countries refers to “OECD and partners”.

Page 252:

Table C1.3

Values for the OECD average for countries with data available for the reference years have been corrected. The corrected values are available at <https://stat.link/g2359r> and <https://stat.link/kbzdco>.

Page 368:

Figure D6.2

A note has been added for the Flemish community of Belgium. Updated Figure is available at <https://stat.link/ptnig8> and <https://stat.link/x4q5nb>.

Page 382:

Table D6.1

The note below the table has been slightly adjusted:

Note: Details of selective criteria (Columns 7 and 8) are available in Table D6.2. Data on teachers of pre-primary, primary, lower secondary (vocational subjects) and upper secondary (general or vocational subjects) levels and the percentage of new teachers and all current teachers with the relevant qualification in Column 4 (Columns 5 and 6) are available for consultation on line (see StatLink below). For definitions of the concurrent/consecutive models (Column 3) and types of legal employment status (Column 12), see Definitions and Methodology sections.

Updated table is available at <https://stat.link/c2x6wp> and <https://stat.link/x4q5nb>.

Page 389:

Figure D7.1

Data have been revised for Italy (see table D7.1). Updated Figure is available at <https://stat.link/5wfig3> and <https://stat.link/y2l9um>.

Page 403:

Table D7.1

For Italy, in column (1) professional development is compulsory for all teachers. For columns (2) to (25), information is not available. Revised tables are available at <https://stat.link/k1n89j> and <https://stat.link/y2l9um>.

Page 416:

Figure D8.5

Data have changed for Belgium, as indicated below for Table D8.1. Updated Figure is available at

Page 419:**Table D8.1**

For Belgium, columns (5) and (9) should be replaced respectively with values 22 and 21.

Page 426:**Table X1.5**

The starting age of compulsory education is 4 years in Greece. The starting age of compulsory education is 6 years in Lithuania.

Country note -Portugal**Page 6****Paragraph 5**

Remove the part “few cost-free opportunities exist for ongoing professional development activities” from the sentence: “Portuguese teachers rarely benefit from formal induction programmes, few cost-free opportunities exist for ongoing professional development activities and almost no classroom observations of teaching practice occur.”

Annex 3**Table X3.D3.3****Columns 1-6**

The minimum, most prevalent and maximum qualification to enter the teaching profession at pre-primary and primary level in Luxembourg is a Master's degree in education (ISCED 7) and the successful completion of a competitive examination. Revised table is available at <https://stat.link/vub723>.