



Education at a Glance 2026

Global webinar

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1.1

Many countries are struggling to find qualified teachers

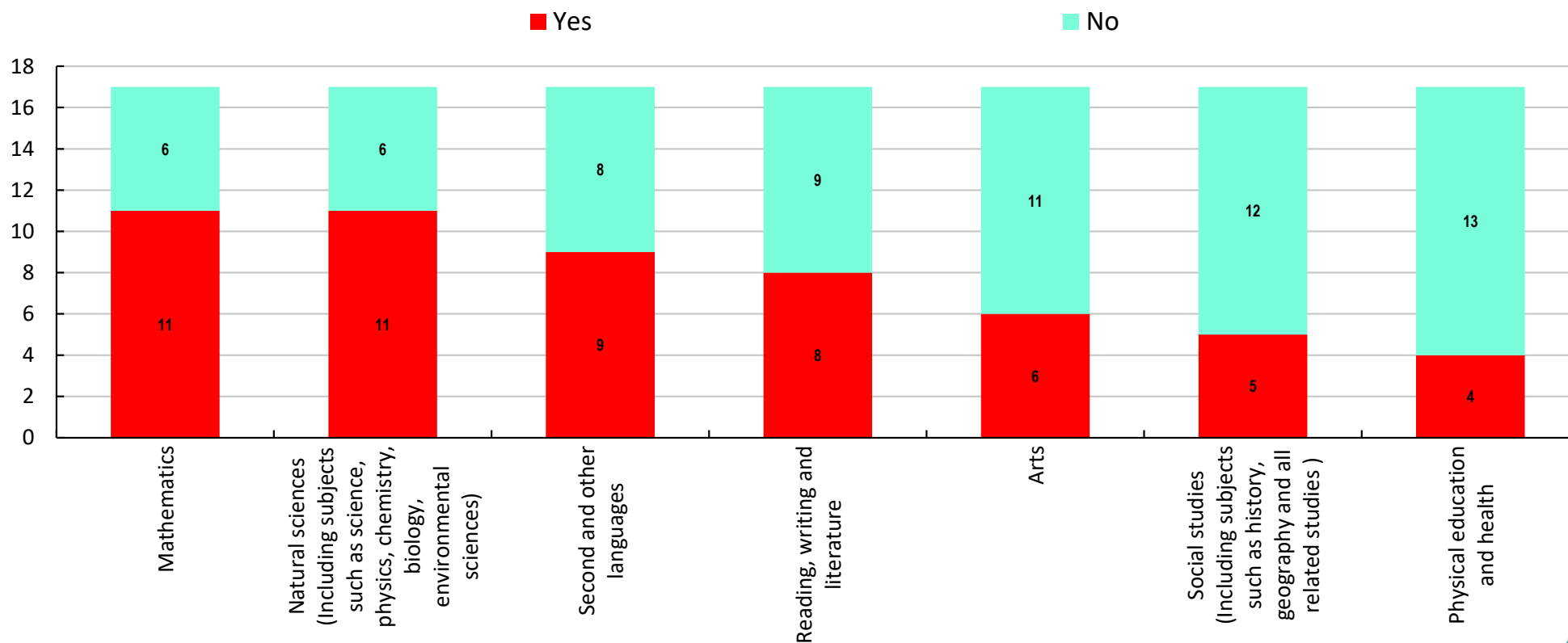




Teacher shortages tend to be particularly pronounced in STEM fields

Figure 4

Number of countries with reported shortages of fully qualified teachers in secondary education, by subject (2024/25)



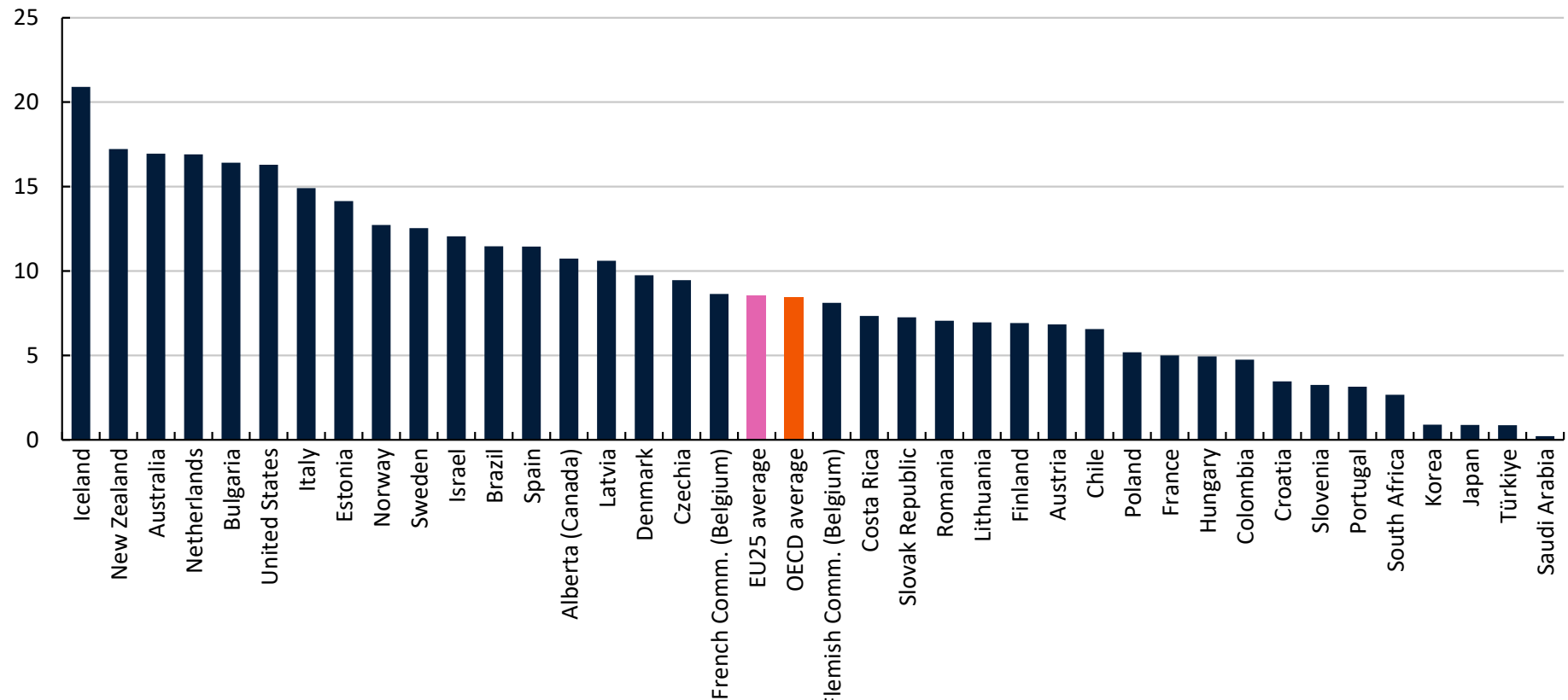
Note: A subject is considered to have teacher shortages if at least 5% of available teaching positions or advertised vacancies for the subject remain unfilled after the competitive examination or at the start of the school year.



Figure 2

Recruiting second-career teachers can diversify the teaching workforce

Share of second-career teachers among all lower secondary teachers (2024)



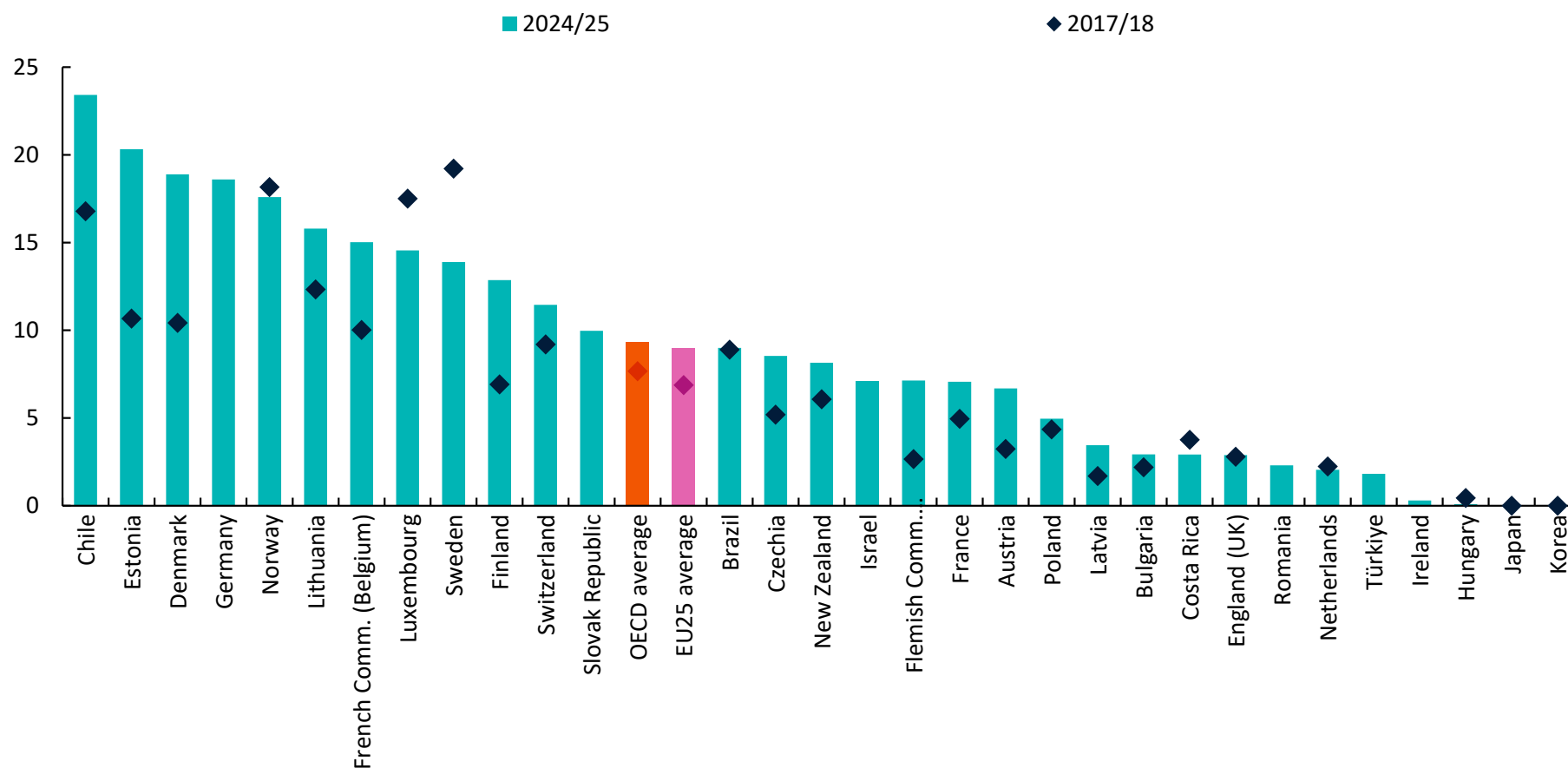
Note: Second-career teachers are defined as those with at least ten years of work experience outside teaching and for whom teaching was not a first career choice.



Figure 1

Many education systems became more reliant on non-fully qualified teachers

Trends in the share of non-fully qualified teachers in primary and secondary education (2017/18 and 2024/25)





Subnational differences in the share of non-fully qualified teachers

Figure 5

Share of students in schools with more than 10% non-fully qualified teachers, by education level (2024)

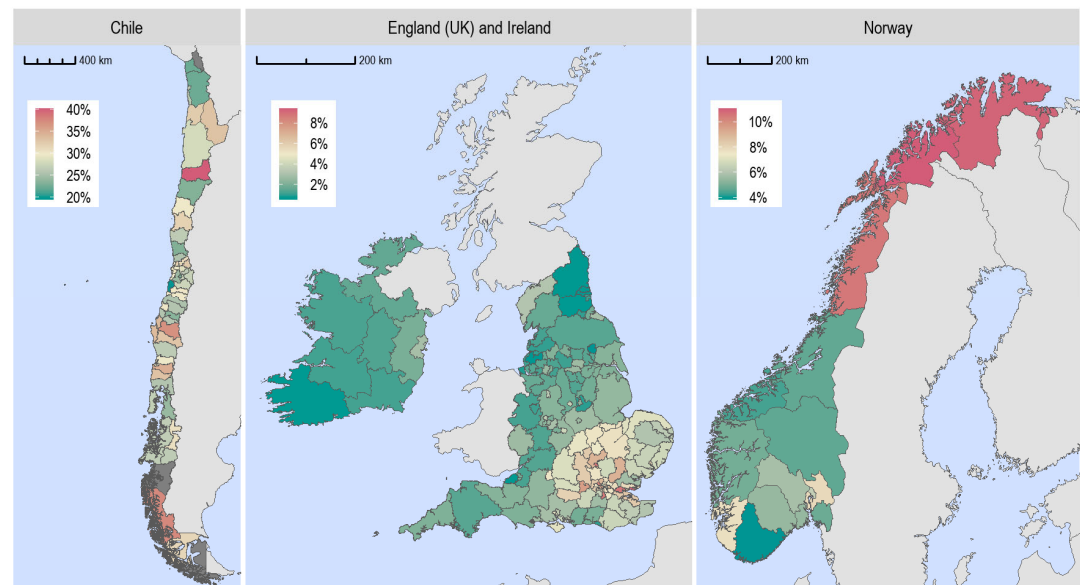
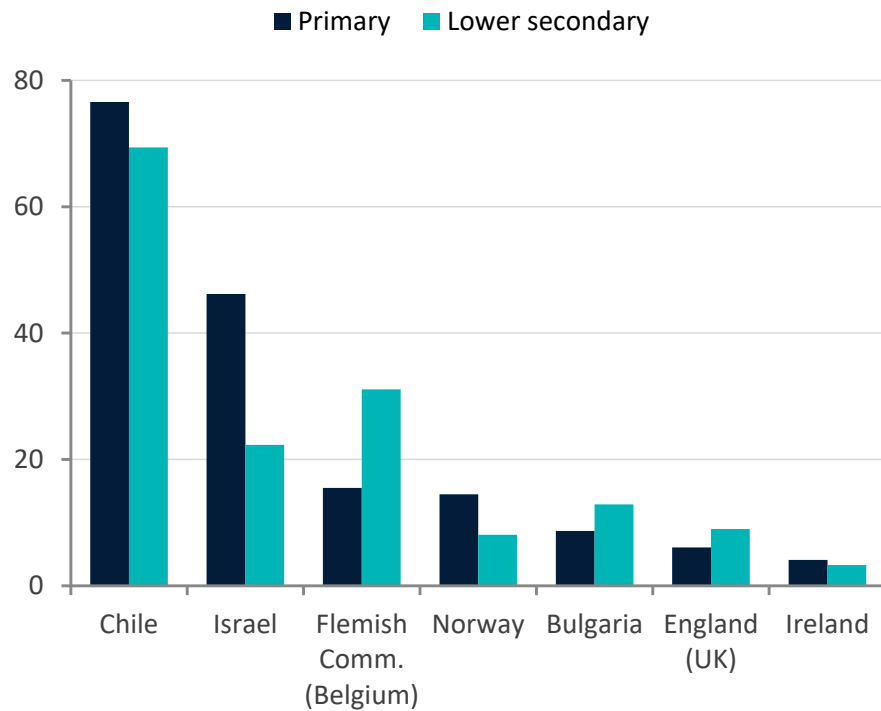
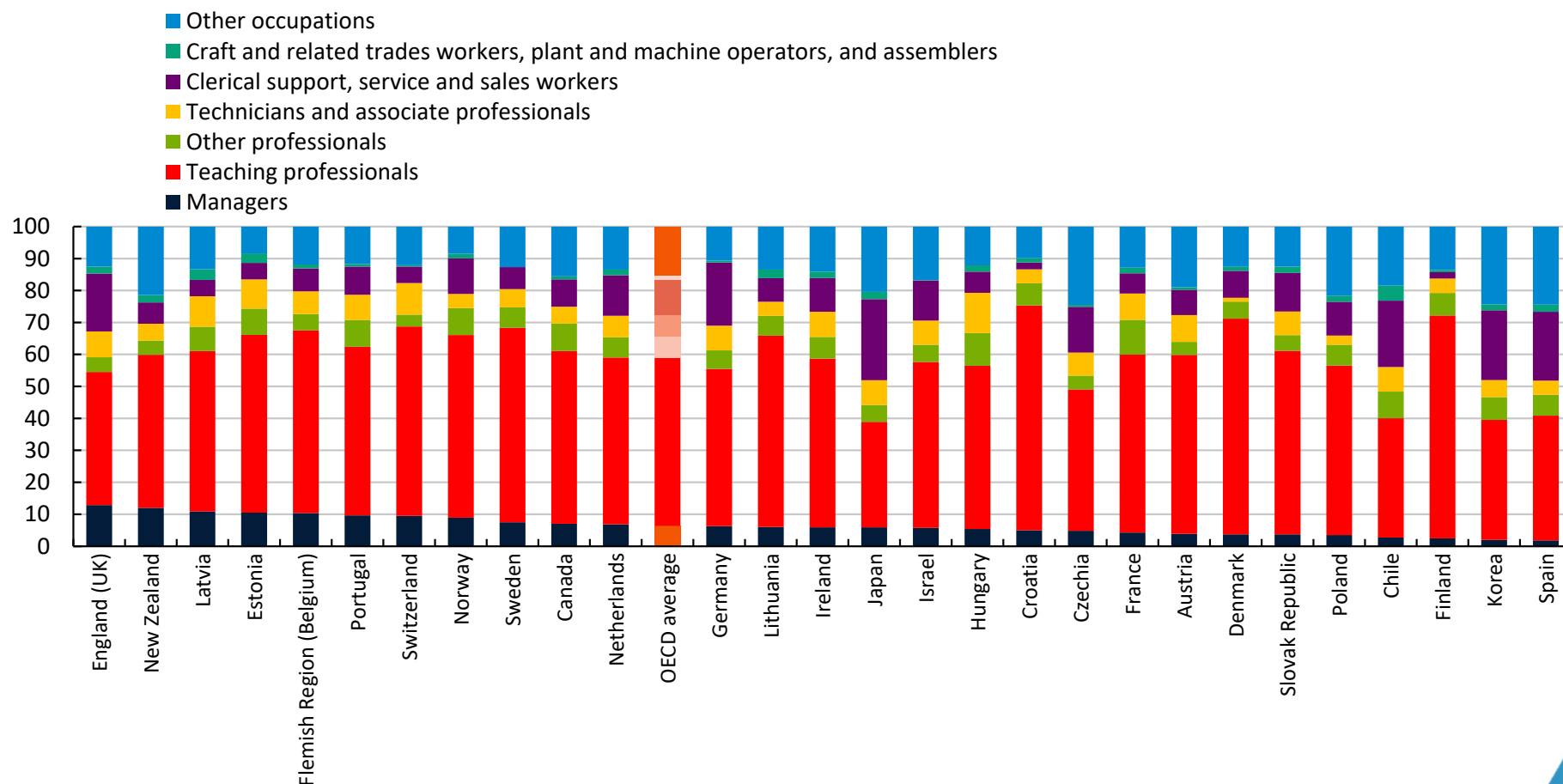




Figure A3.4.

Many workers who studied education work in other professions

Distribution of tertiary-educated adults whose field of study was education by occupation (2023)

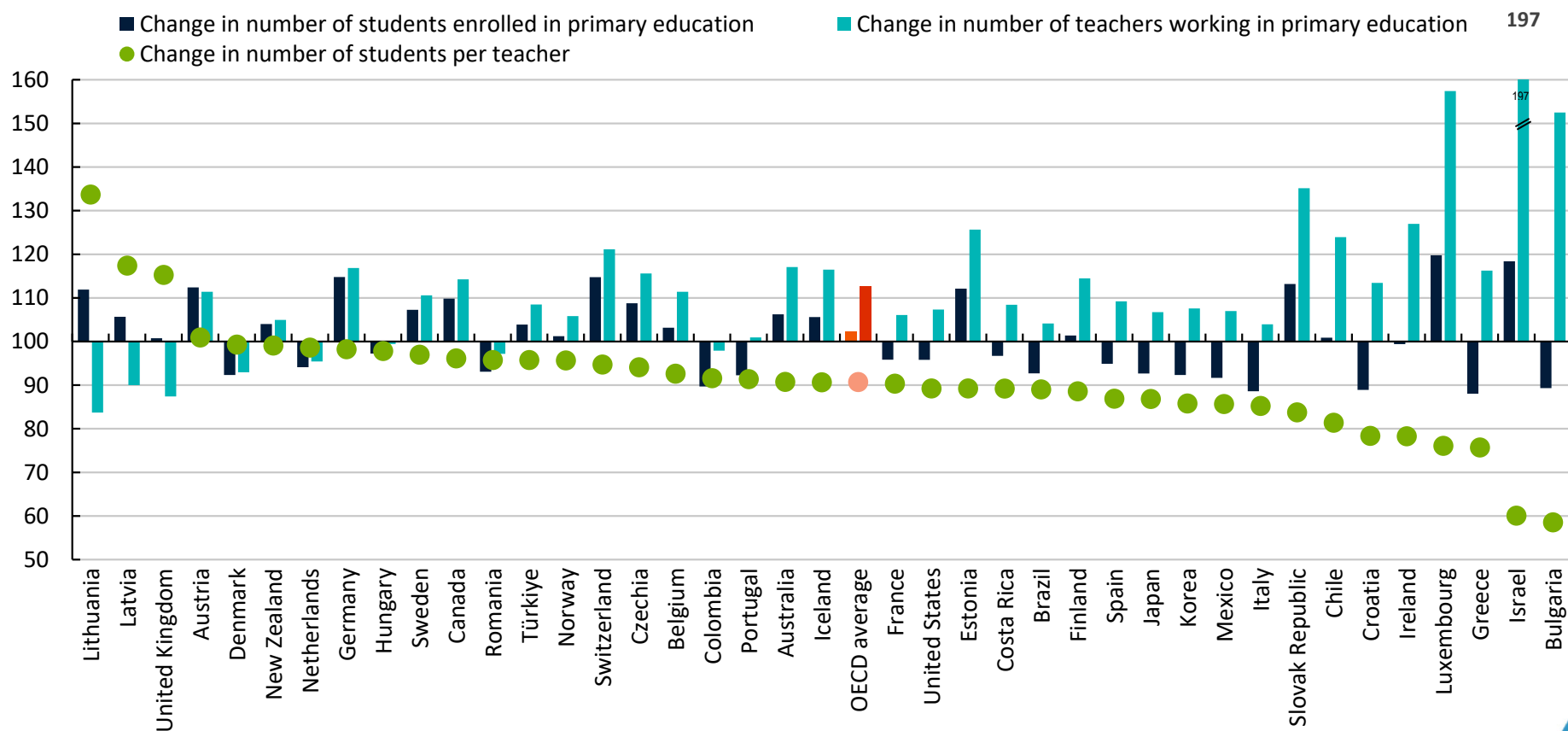




While there are teacher shortages, there are now actually more teachers per student than in 2015

Figure 14

Changes in the number of students and teachers in primary education between 2015 and 2024



1.2

Teacher shortages often reflect tight labour-markets





Shortages of skilled workers are not an education-specific challenge

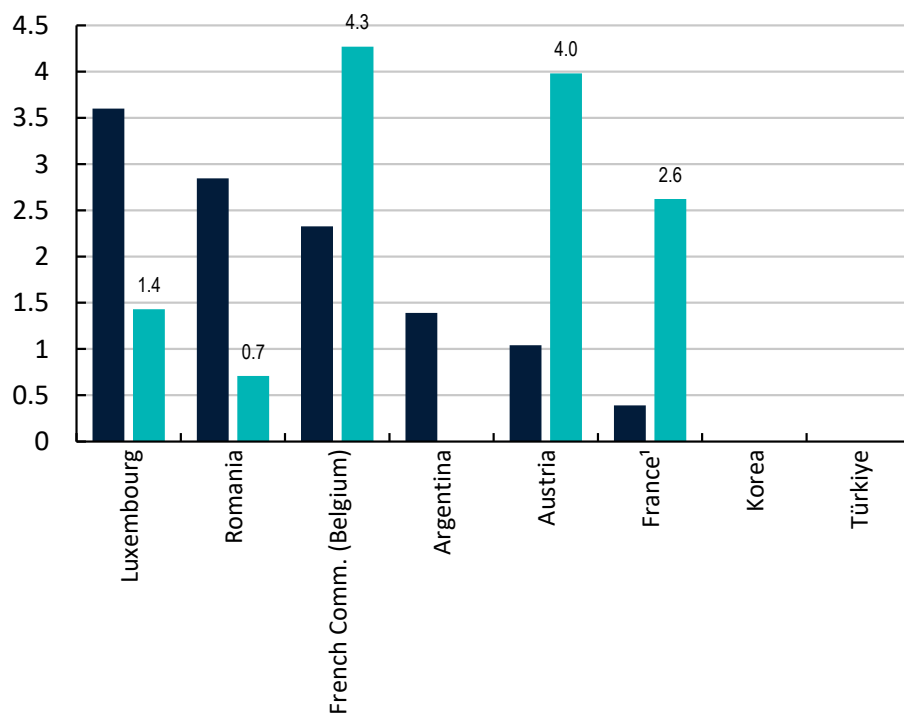
Figure 9

Comparing unfilled teaching positions in primary and secondary education with economy-wide job vacancy rates (2024)

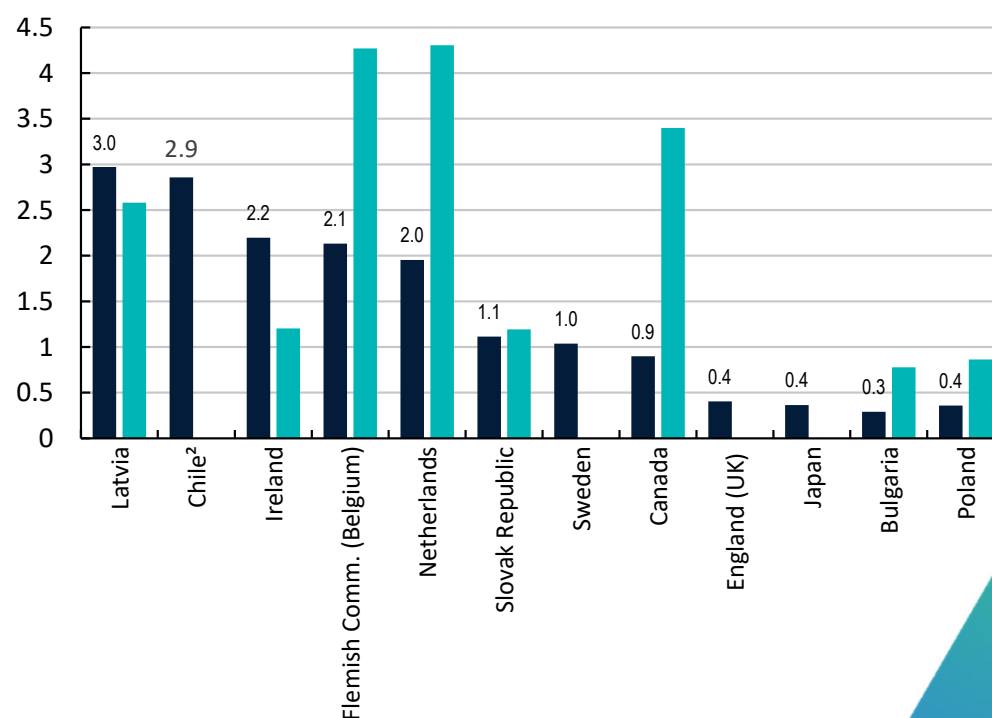
■ Unfilled teacher vacancy rates in primary and secondary education

■ Job vacancy rates (all jobs)

Group 1 : Shortage of fully qualified teachers before the start of the school year (pre-start stock measure)



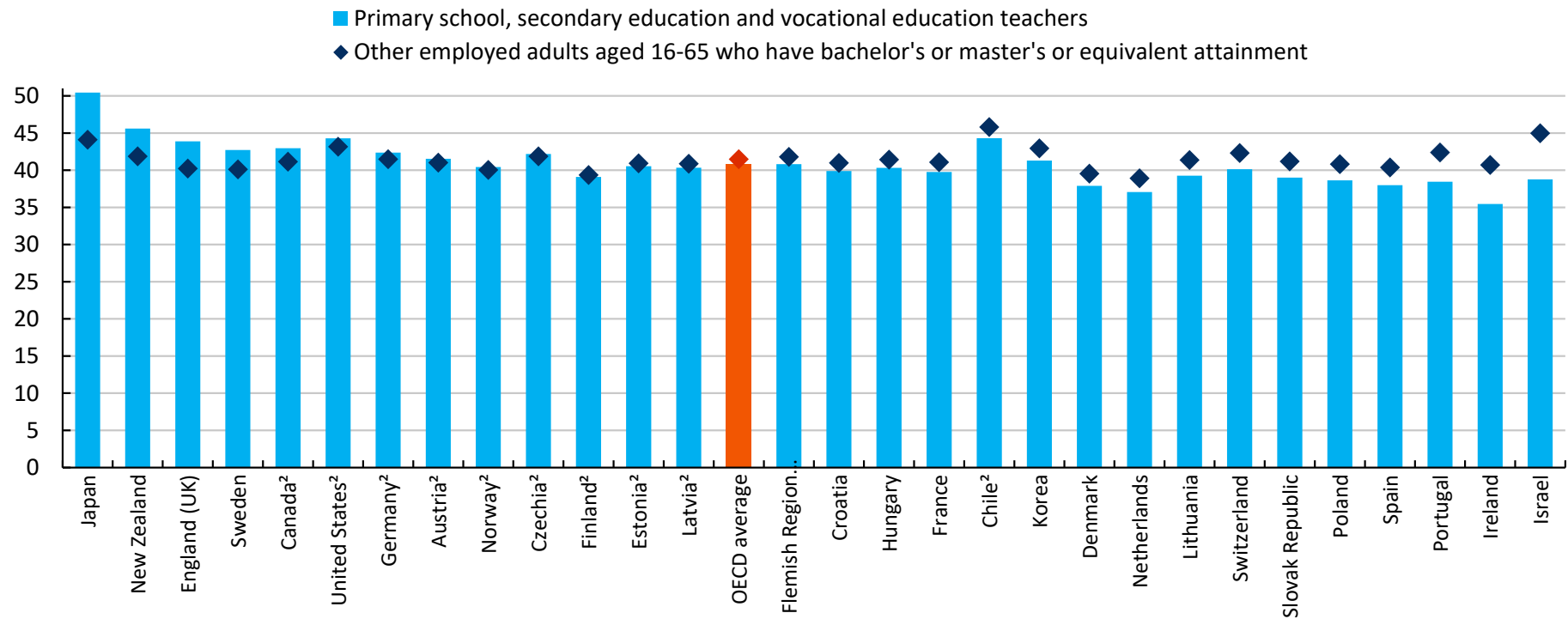
Group 2 : Unfilled teaching vacancies at or shortly after the start of the school year (post-start stock measure)





Teachers work similar hours as other workers in most countries

Comparing the working hours per week of teachers and the wider workforce with bachelor's or master's or equivalent attainment (2023)



2. Differences are not statistically significant.

1.4

Teacher working conditions are shaped by many factors



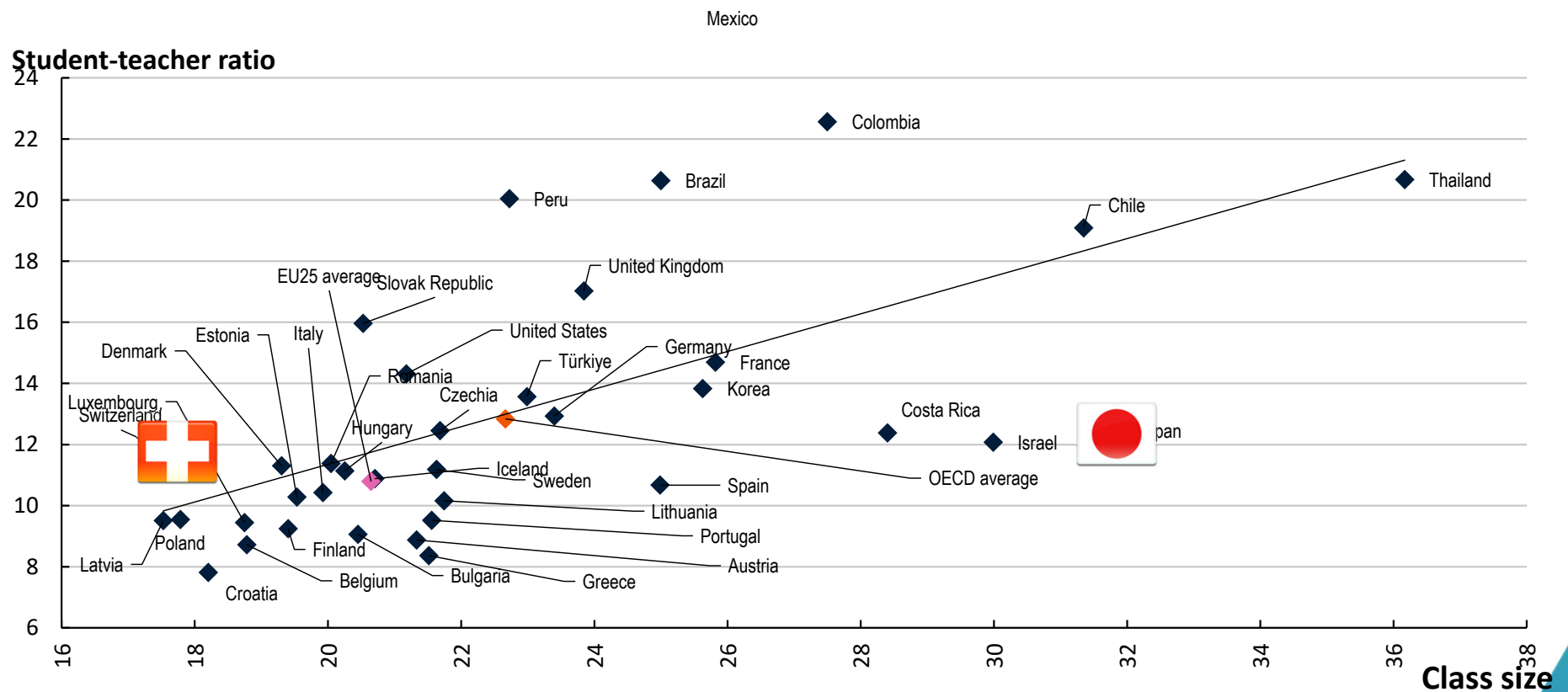


Countries use their teachers differently

Students-teacher ratios and class size are only moderately correlated

Figure D2.3

Student-teacher ratio and average class size in lower secondary education (2024)

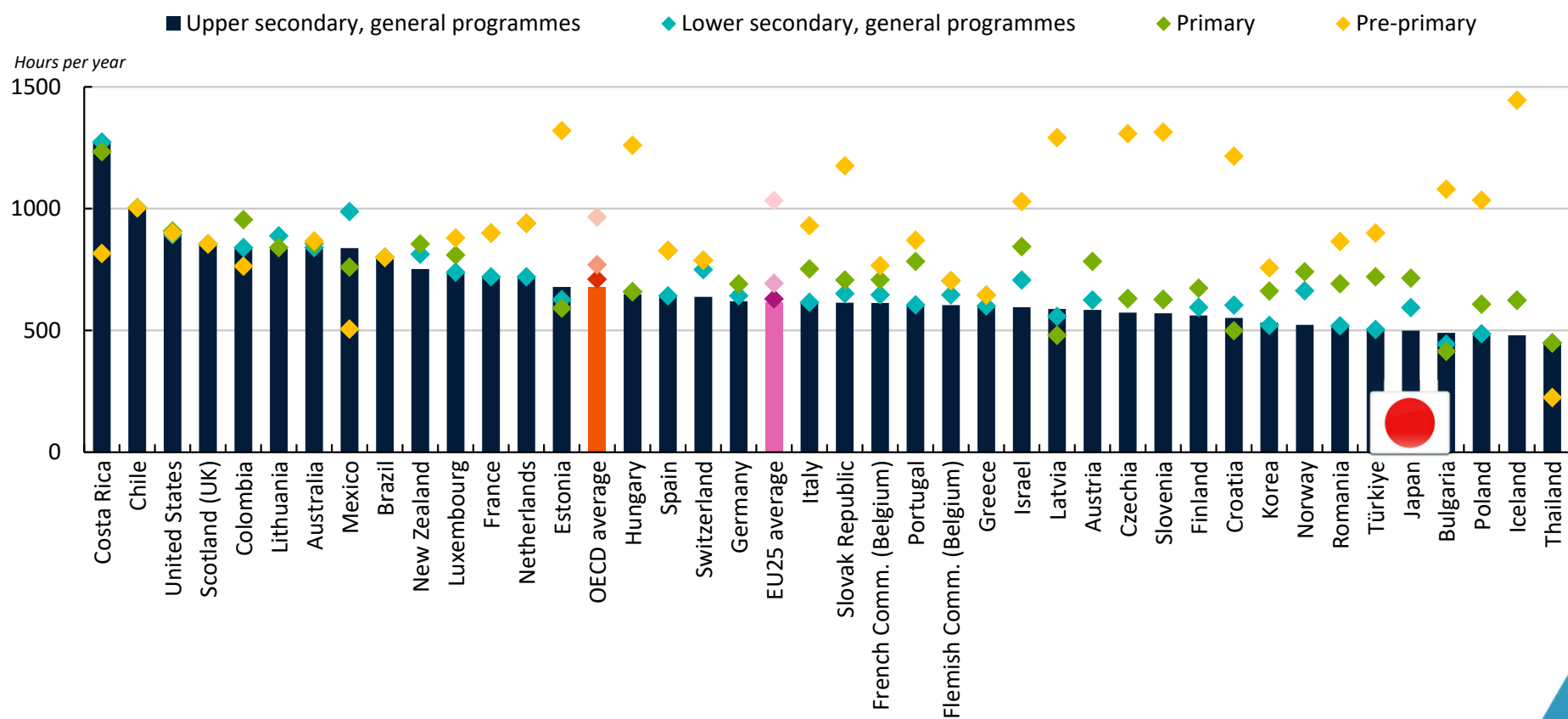




Teaching time

Figure D4.1

Teaching time of teachers, by level of education (2025)

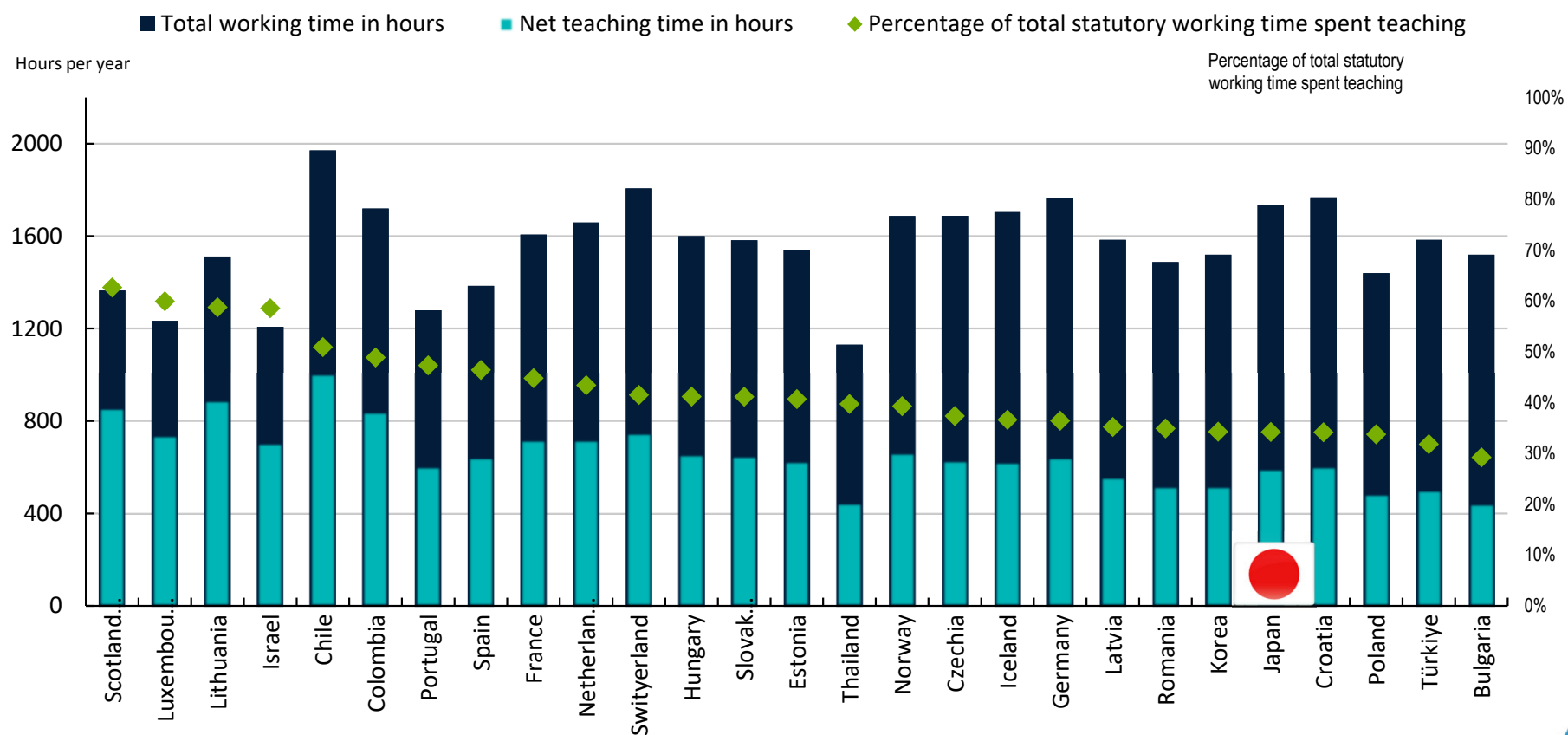




Statutory working time spent on teaching

Figure D4.3

Number of hours of teaching and percentage of working time spent teaching for lower secondary teachers (2025)

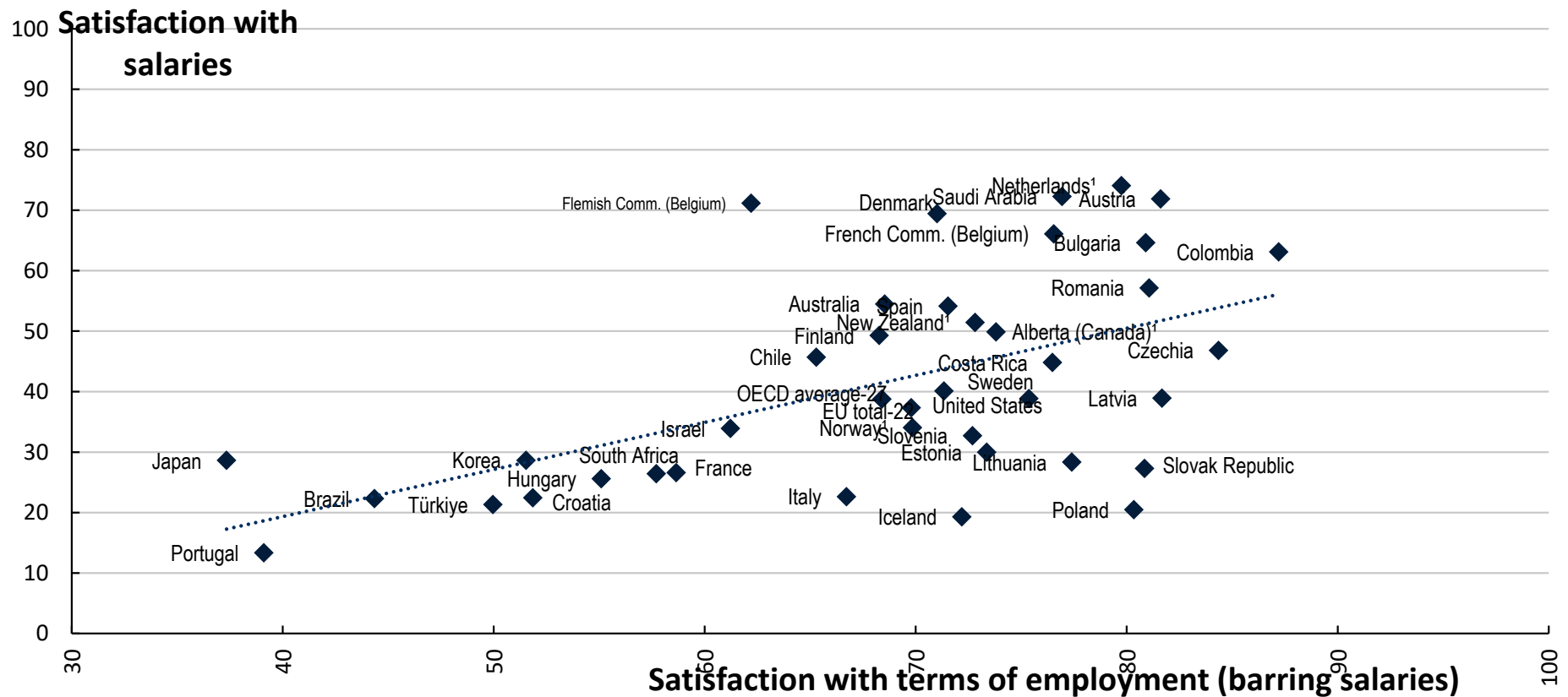




Teachers are often less satisfied with their salaries than with other employment conditions

Figure 12

Across OECD countries, 68% of lower secondary teachers are satisfied with their employment conditions excluding salaries, compared to only 39% who are satisfied with their salaries (TALIS 2024)





Teacher salaries are lower than salaries of other tertiary educated workers

Actual salaries of lower secondary teachers and school heads relative to earnings of tertiary-educated workers (2025)

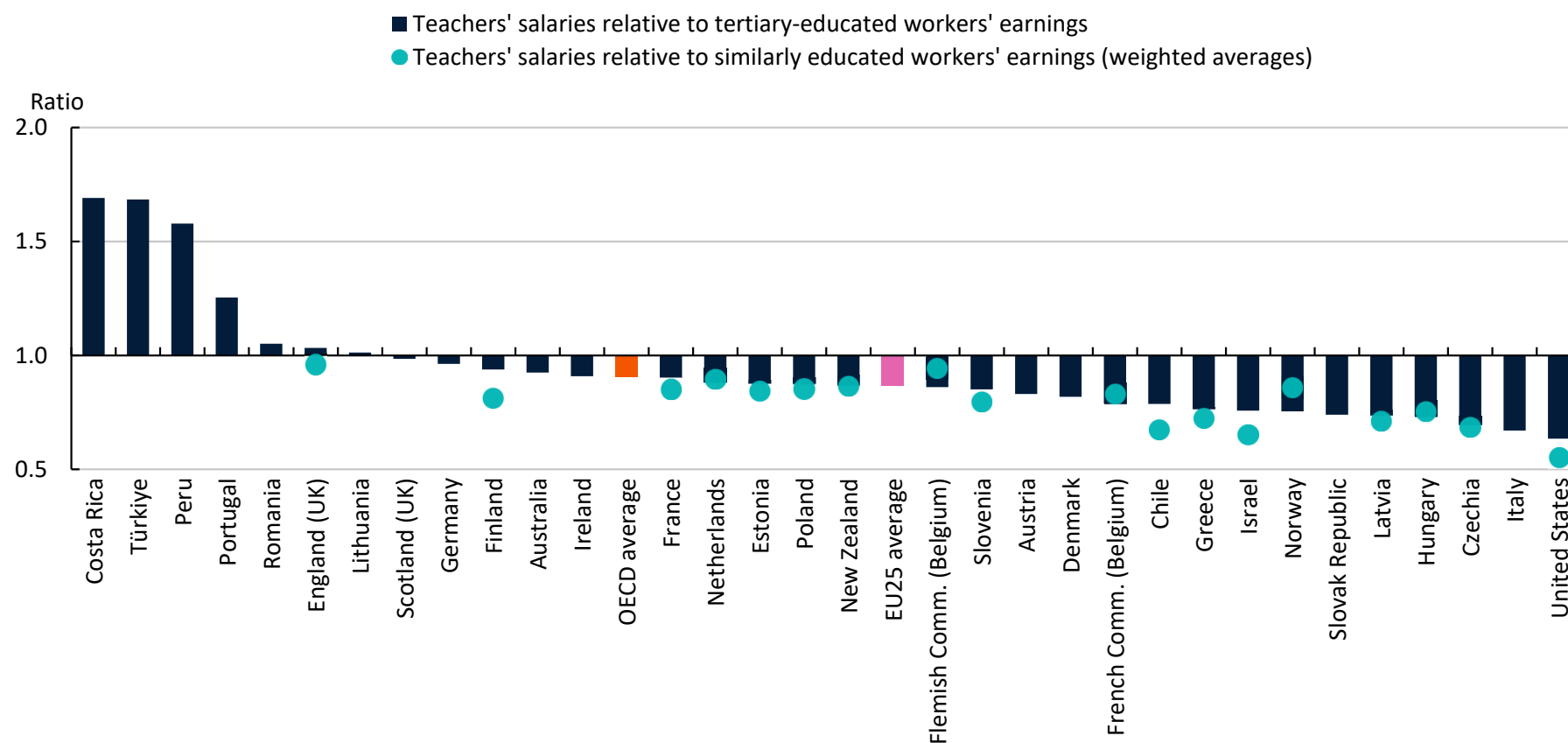
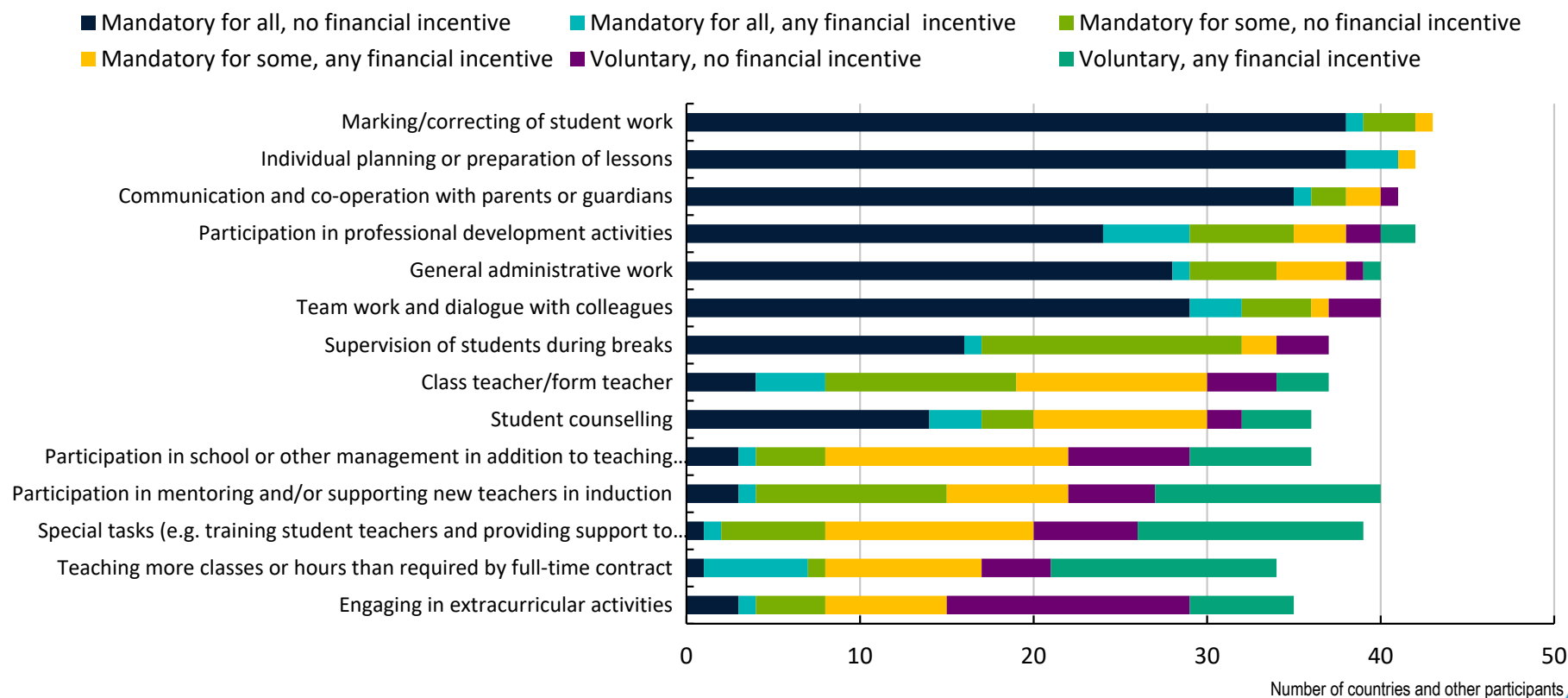


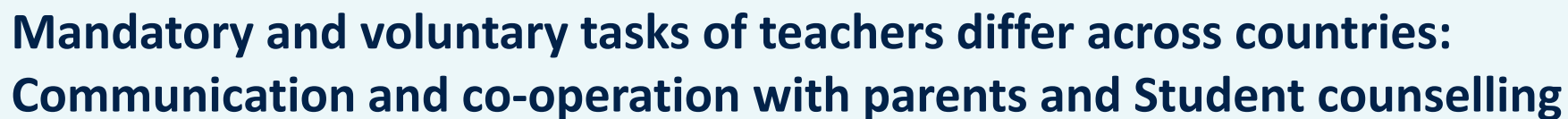


Figure D4.4

Mandatory and voluntary tasks of teachers differ across countries

Requirements and incentives for tasks and responsibilities of lower secondary teachers (2025)





Requirements and incentives for tasks and responsibilities of lower secondary teachers (2025)

	Communication and co-operation with parents or guardians	Student counselling
Australia		
Austria		
Canada		
Chile		
Colombia		
Costa Rica		
Czechia		
Denmark		
Estonia		
Finland		
France		
Germany		
Greece		
Hungary		
Iceland		
Ireland		
Israel		
Italy		
Japan		
Korea		
Latvia		
Lithuania		
Luxembourg		
Mexico		
Netherlands		
New Zealand		
Norway		
Poland		
Portugal		
Slovak Republic		
Slovenia		
Spain		
Sweden		
Switzerland		
Turkiye		
United States		
Flemish Comm. (Belgium)		
French Comm. (Belgium)		
England (UK)		
Scotland (UK)		
Brazil		
Bulgaria		
Croatia		
Peru		
Romania		
Thailand		

- | |
|---|
| Missing |
| Not required |
| Mandatory for all, any financial incentive |
| Mandatory for all, no financial incentive |
| Mandatory for some, any financial incentive |
| Mandatory for some, no financial incentive |
| Voluntary, any financial incentive |
| Voluntary, no financial incentive |

2.1

Rising formal qualifications
have not always translated into better skills

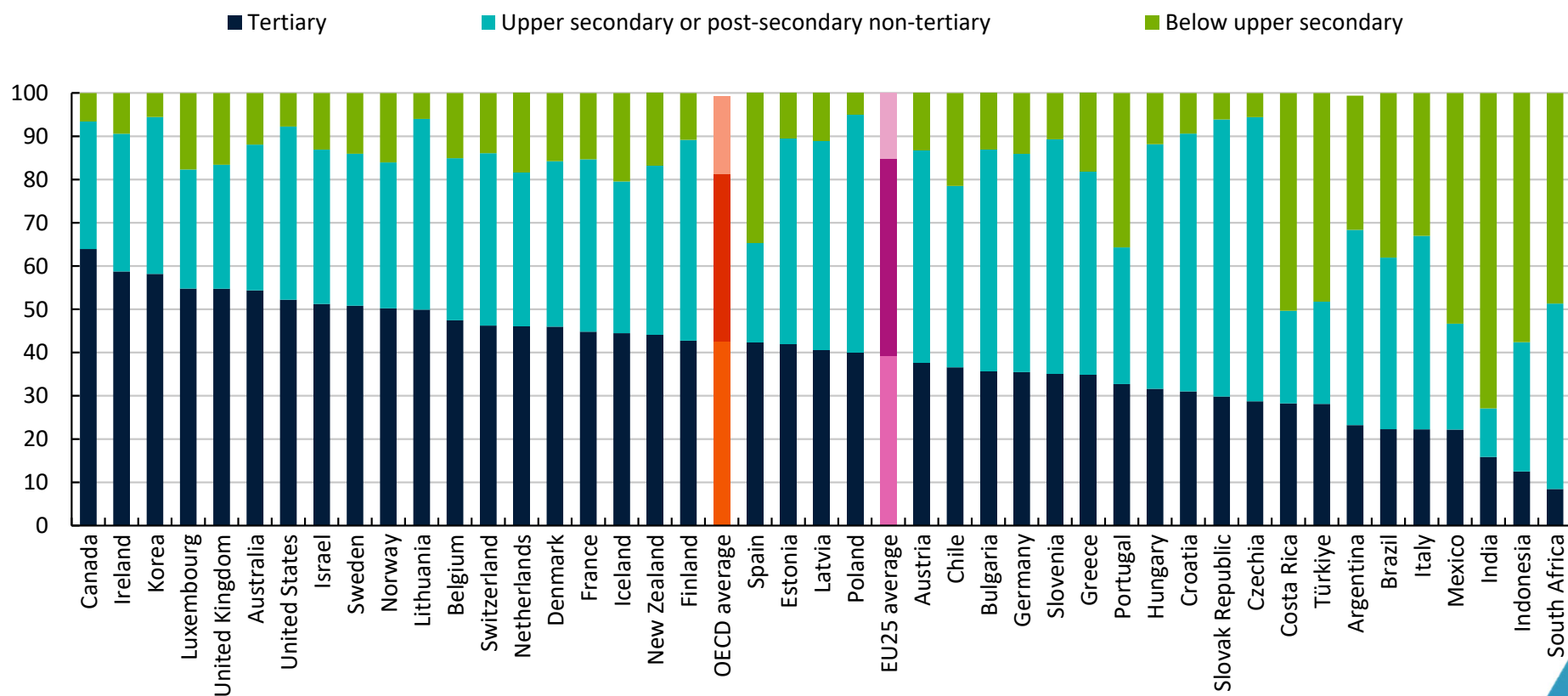




Tertiary attainment is increasingly common

Figure A1.1.

Distribution of educational attainment of adults (2025)

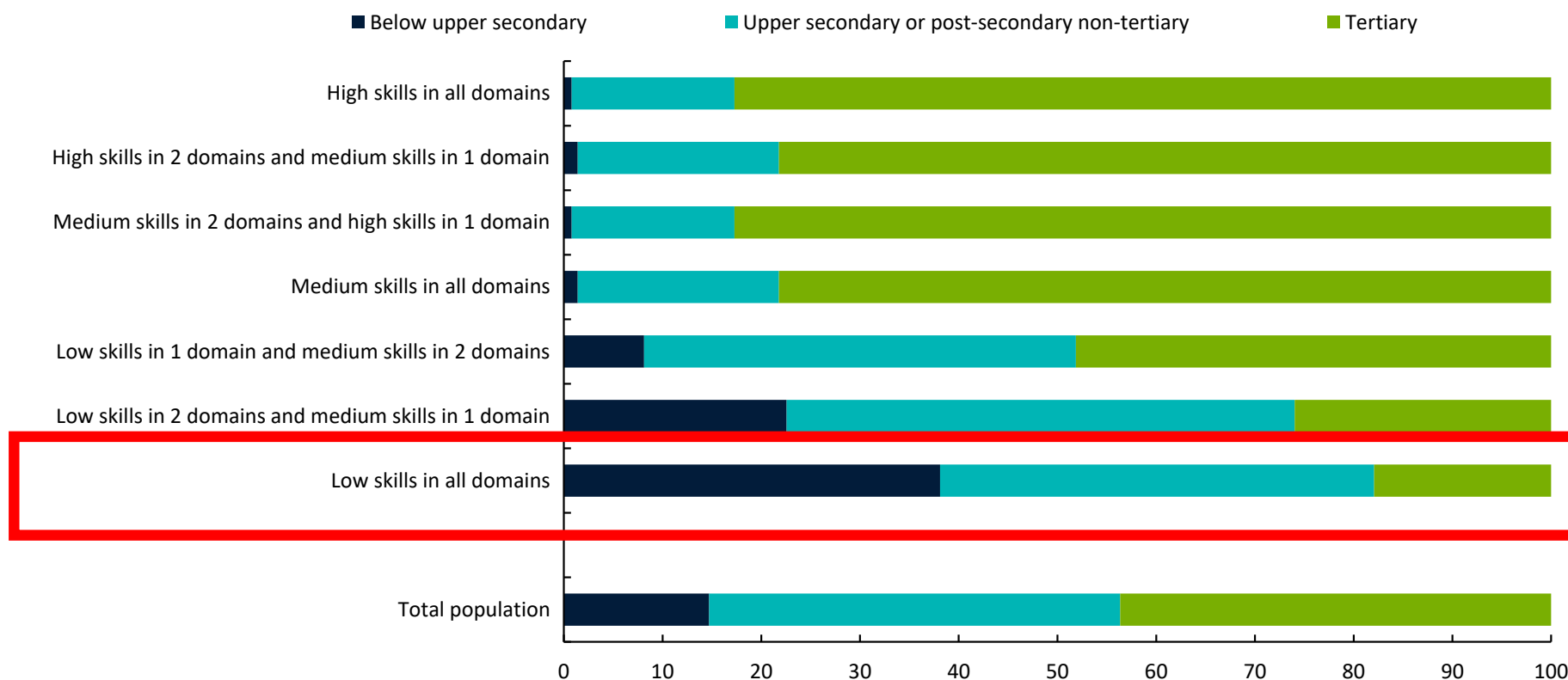




Some tertiary educated adults do not have strong foundation skills

Figure A1.4.

OECD average educational attainment of adults, by combined skill level (2023)



2.2

Many youths struggle with the transition into work

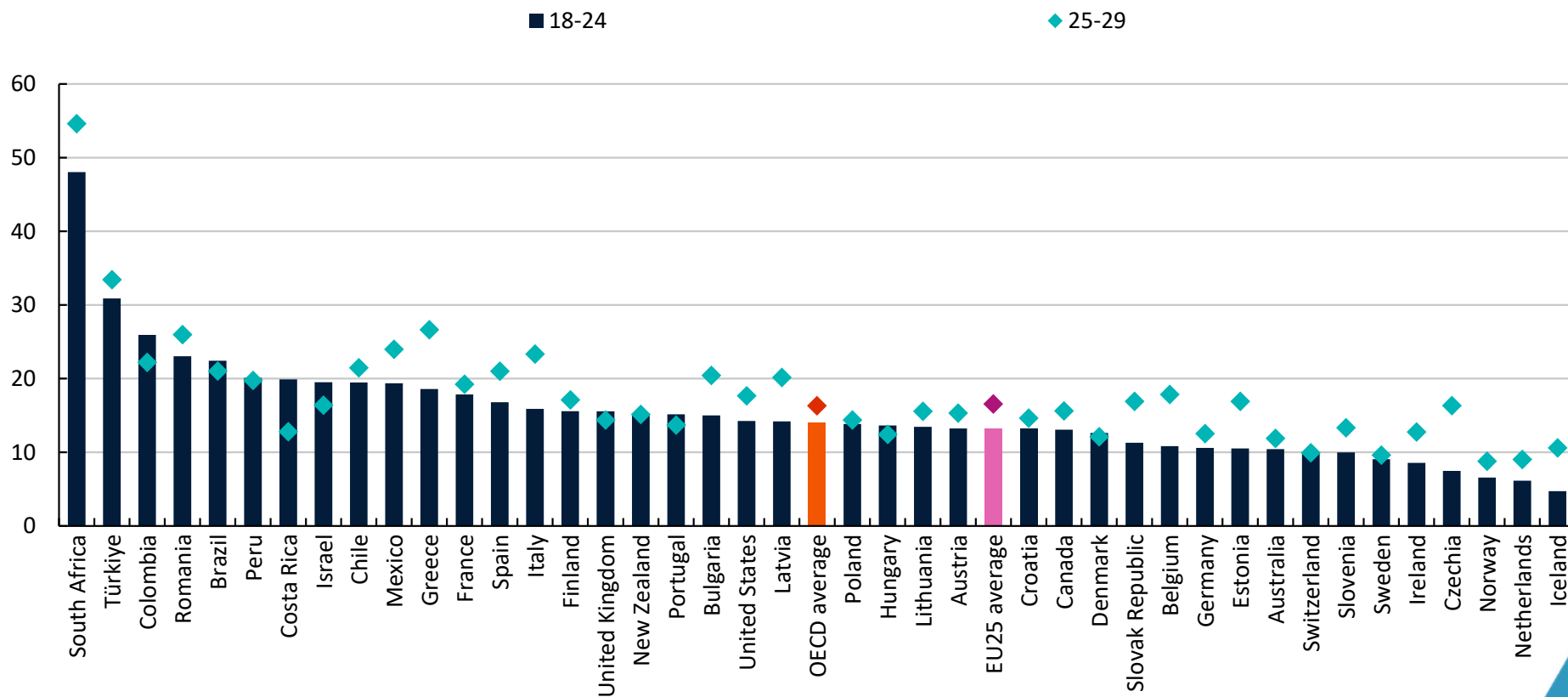




NEET rates remain high

Figure A2.2.

Share of NEETs among 18-29 year-olds, by age group (2025)

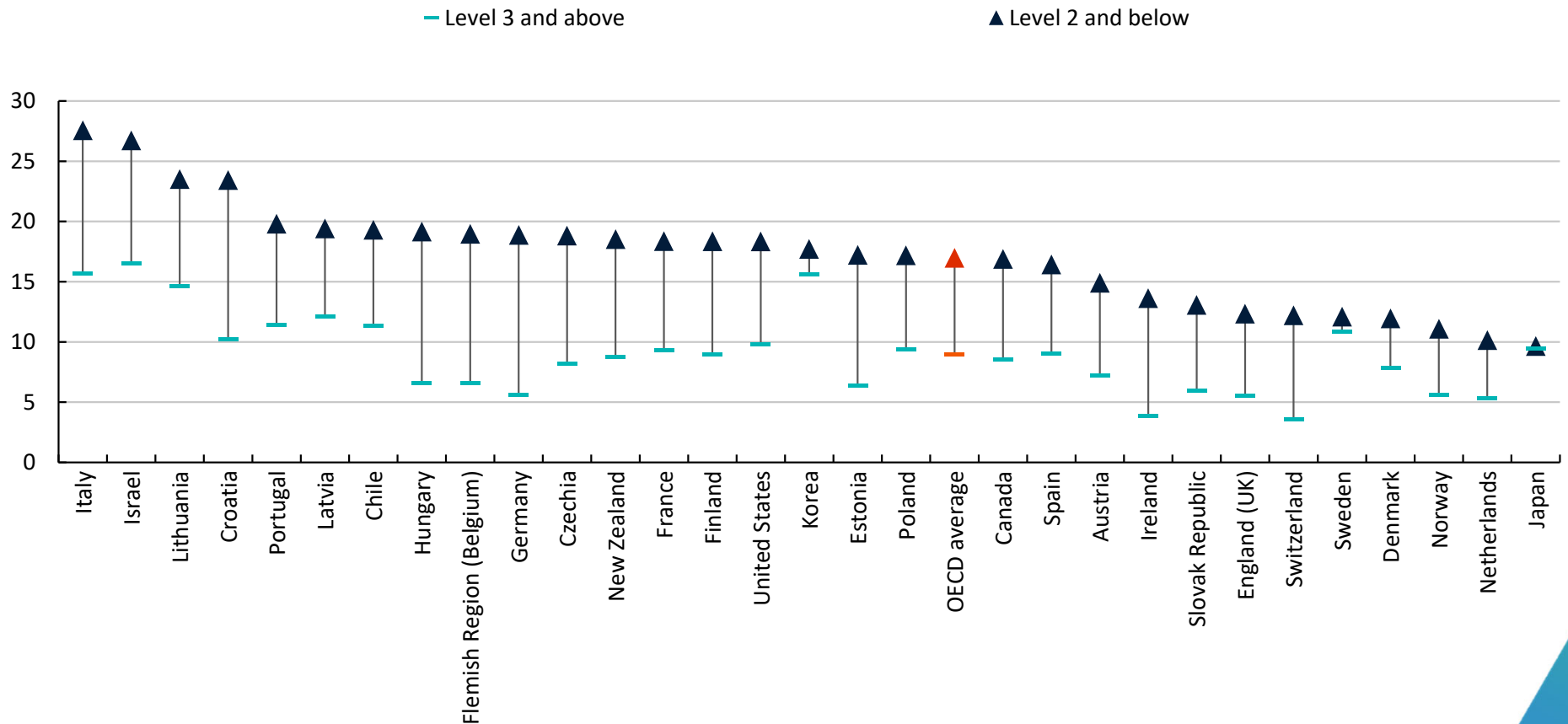




Low skills are a strong predictor of being NEET

Figure A2.4.

Share of NEETs by literacy proficiency level (2023)



2.4

Better skills, better jobs, better lives





Figure A4.1.

Workers without a tertiary qualification earn below average wages

Difference in earnings from the overall average, by level and programme orientation (2024)

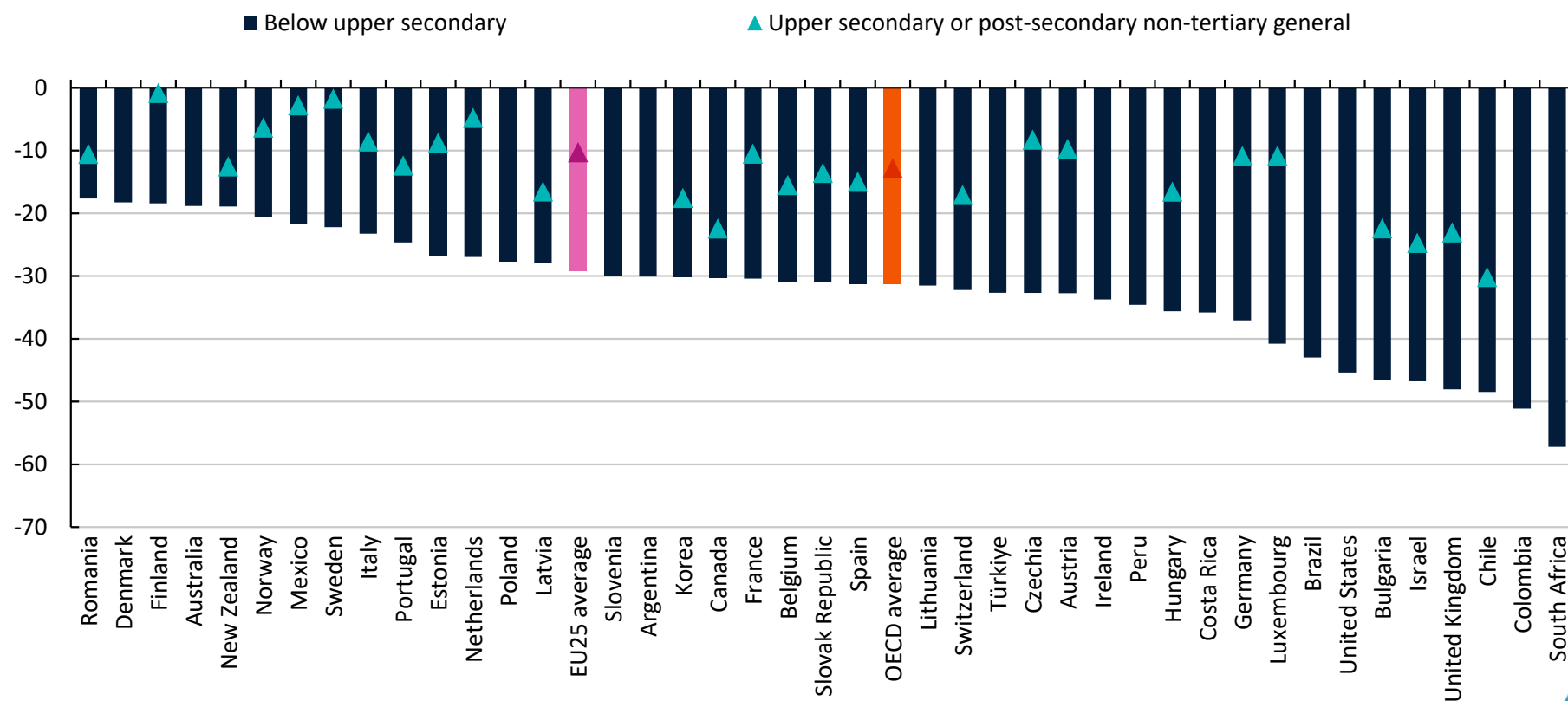
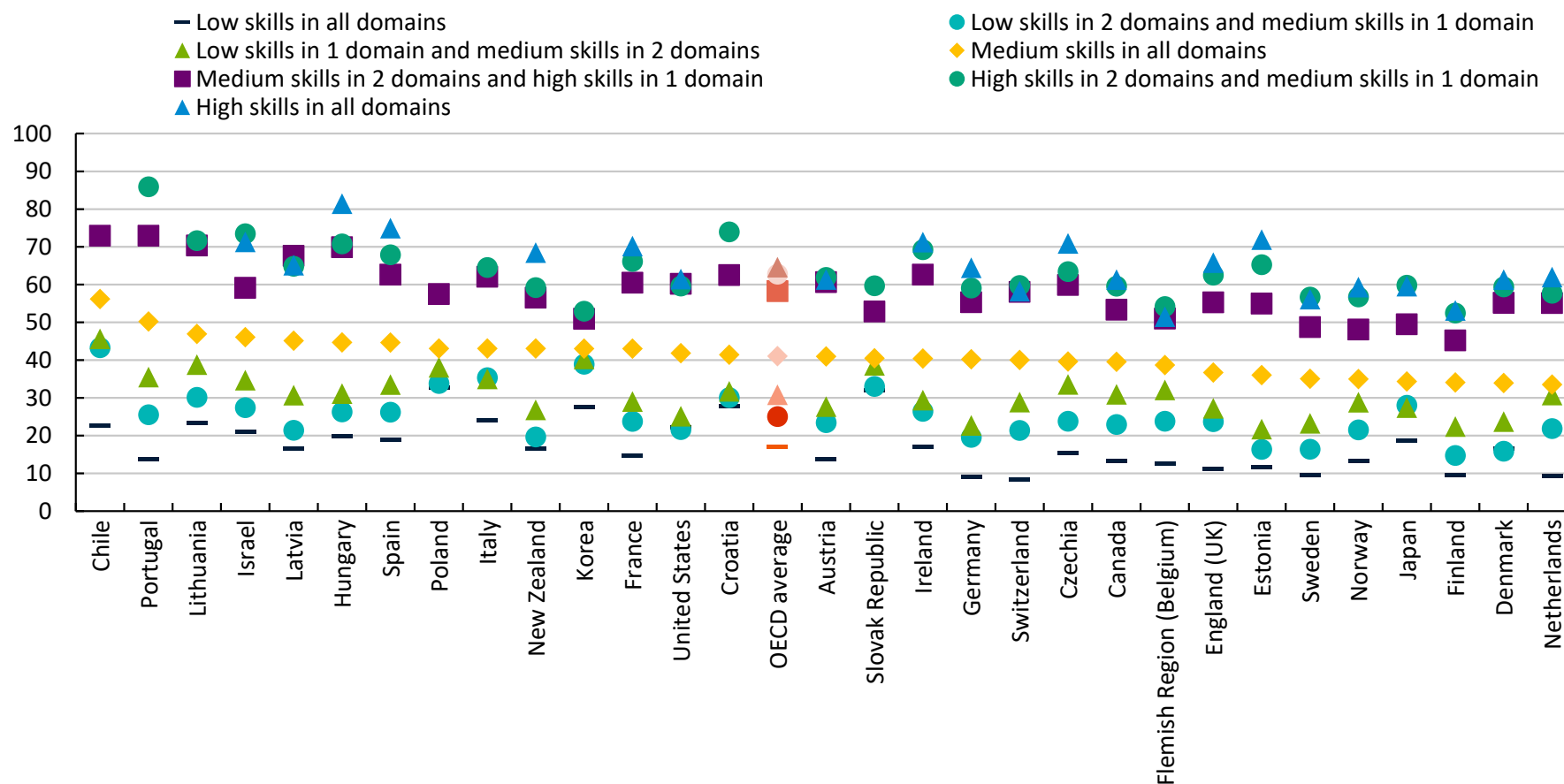




Figure A4.6.

High earners often have high skills in at least one domain

Share of high earners, by skill levels (2023)

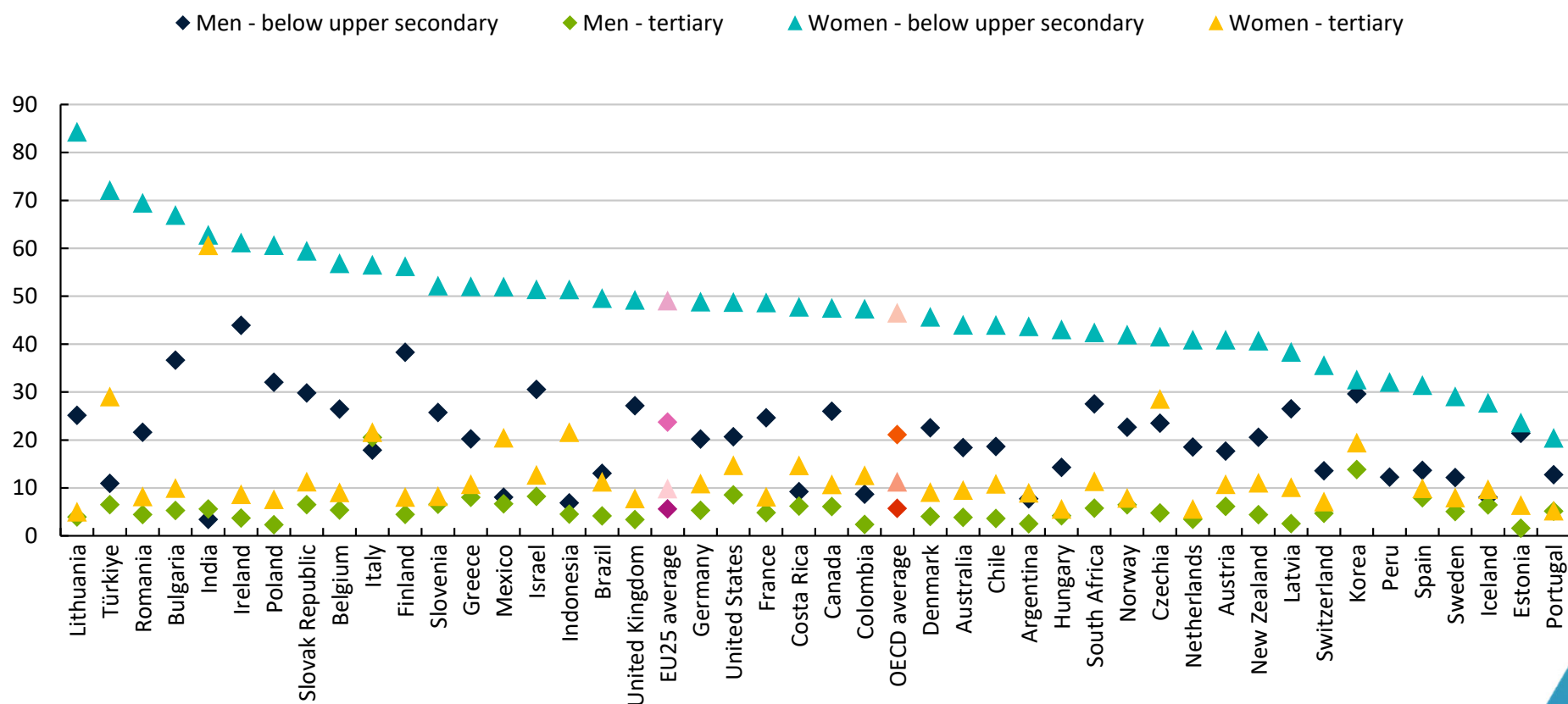




Women with below upper secondary attainment are at high risk of dropping out of the labour force

Figure A3.5.

Share of 25-34 year-olds who are not in the labour force, by gender and educational attainment level (2025)

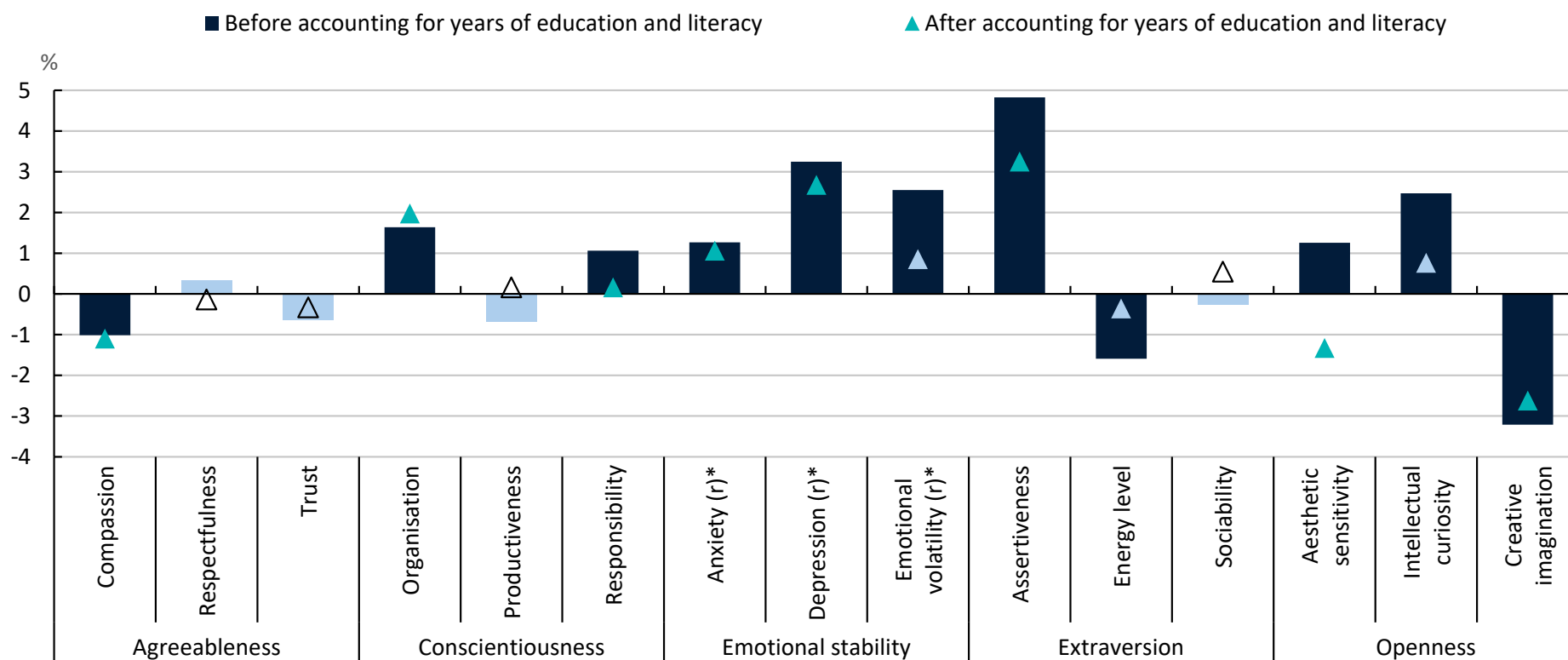




Also social and emotional skills are correlated with income

Figure A4.3.

Adjusted change in hourly wages related to a one-standard-deviation increase in the Big Five facets (2023)



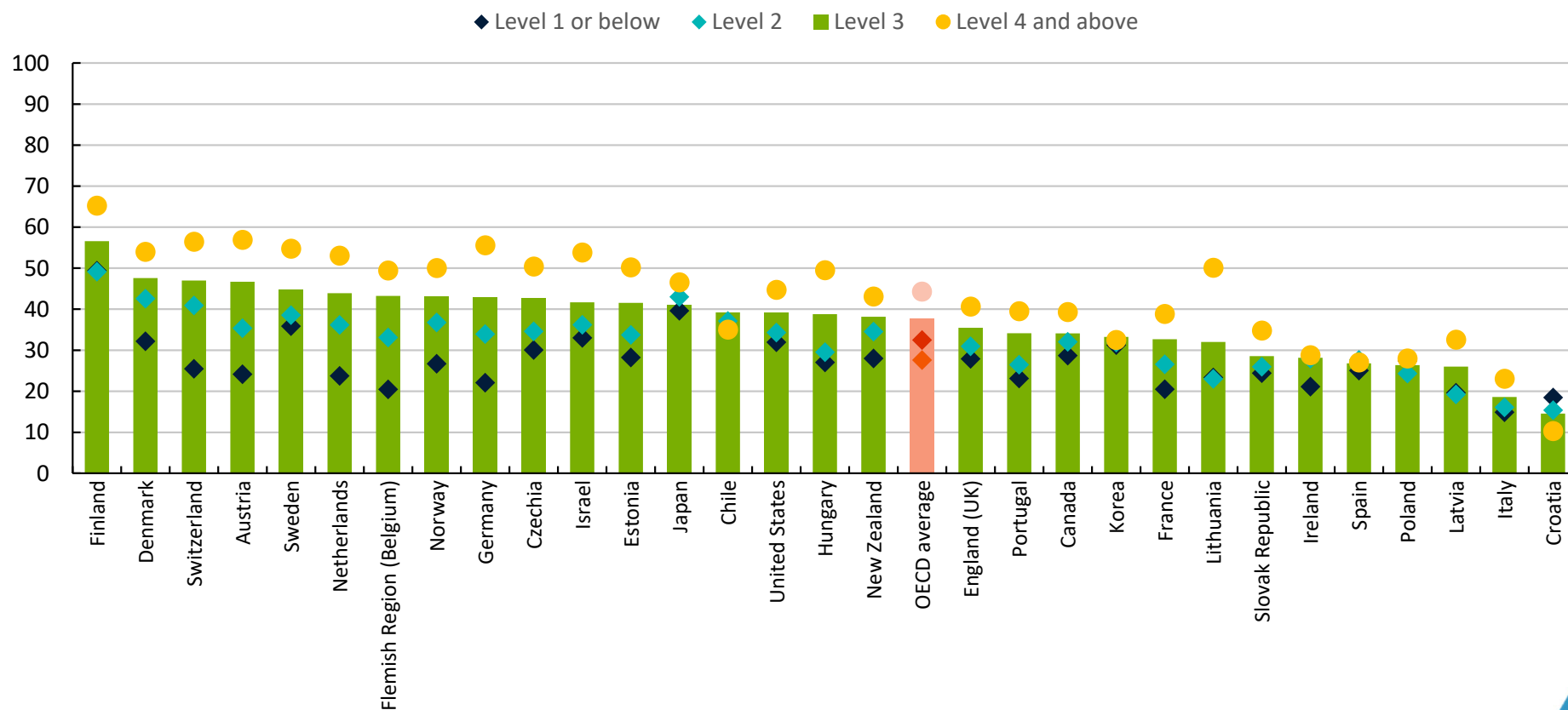
Note: Darker colours denote differences that are statistically significant at the 5% level. (r) denotes reverse-coded sub-domains, where a positive score corresponds to higher emotional stability.



Figure A6.1.

Higher skilled workers are more likely to work in jobs with flexible hours

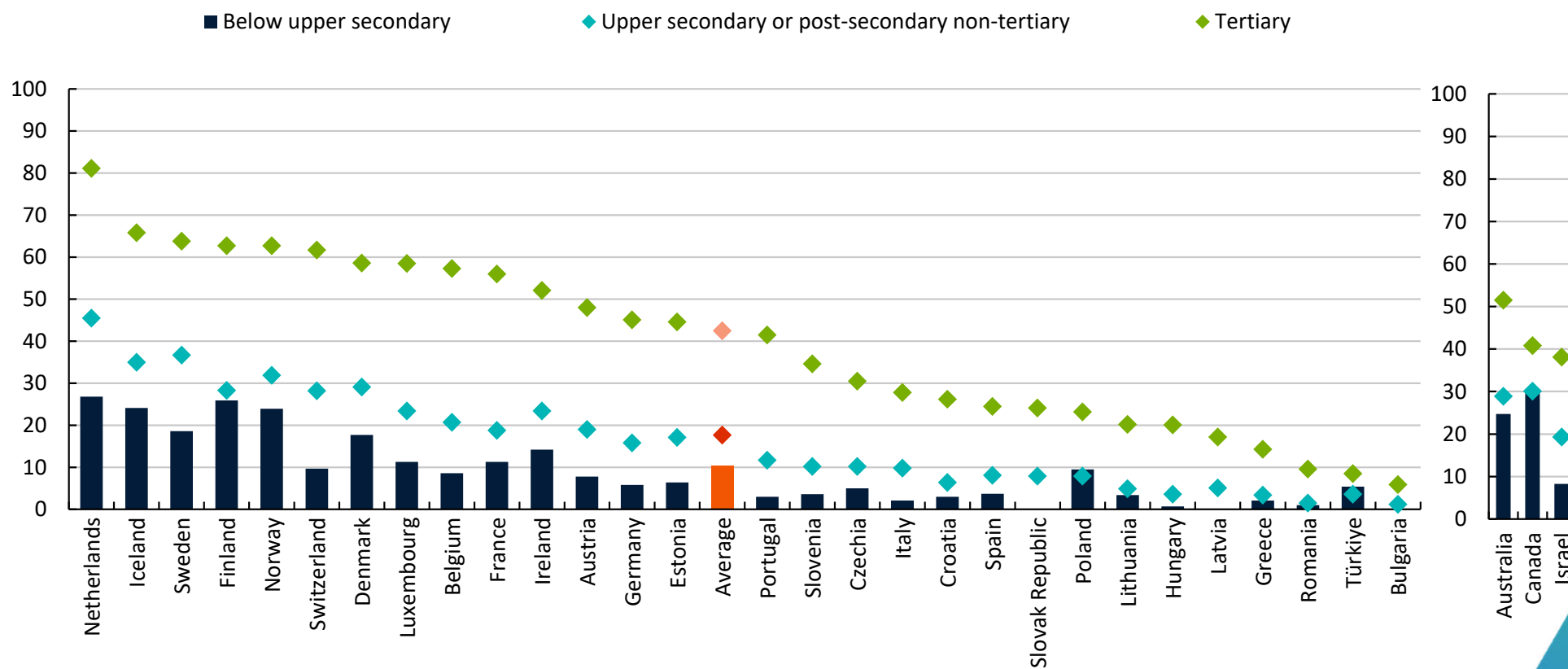
Share of employed adults reporting high or very high flexibility of working hours in their main job, by numeracy proficiency level (2023)



Tertiary educated adults are more likely to work from home

Figure A6.3.

Share of employed adults who sometimes or usually work from home, by educational attainment (2023)



2.3

Education continues to internationalise

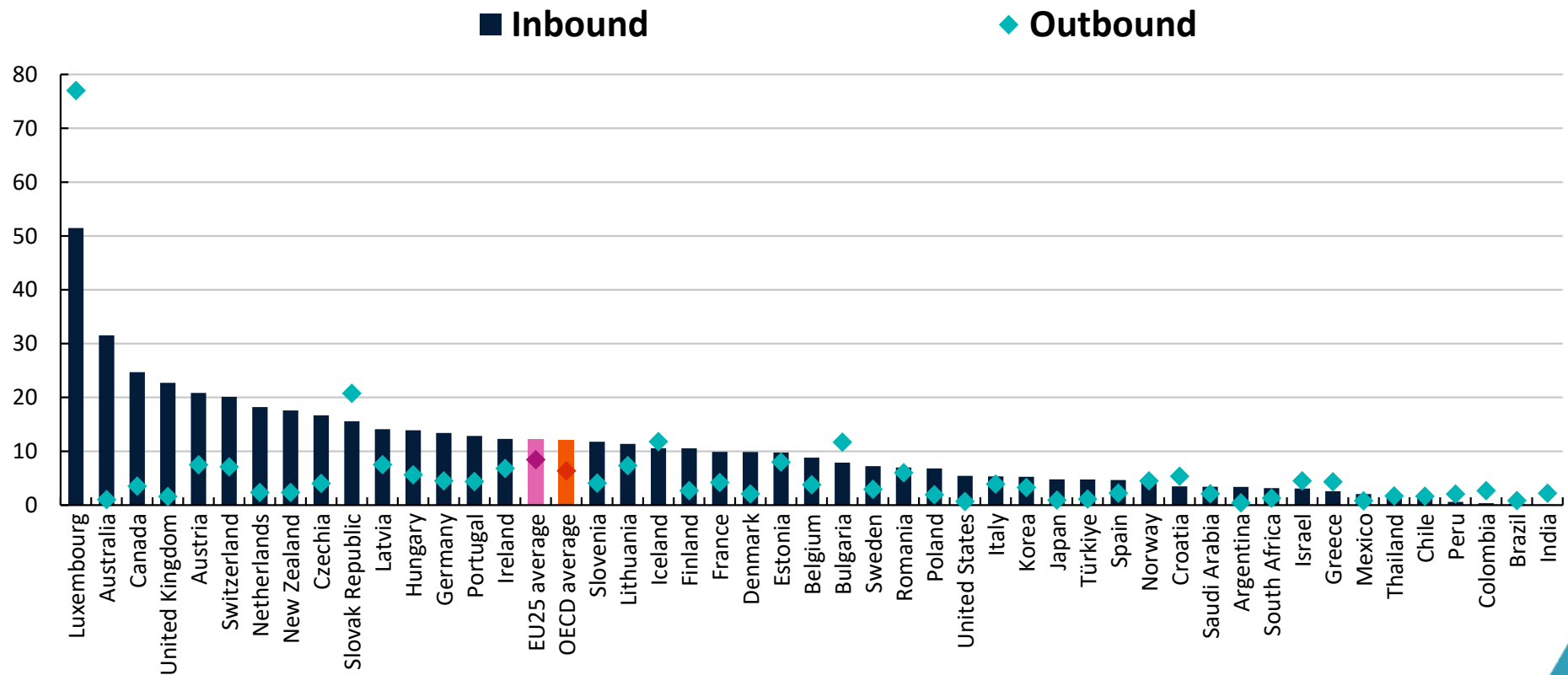




Most OECD countries have a higher share of inbound than outbound students

Figure B4.1

Share of inbound and outbound international students (2024)

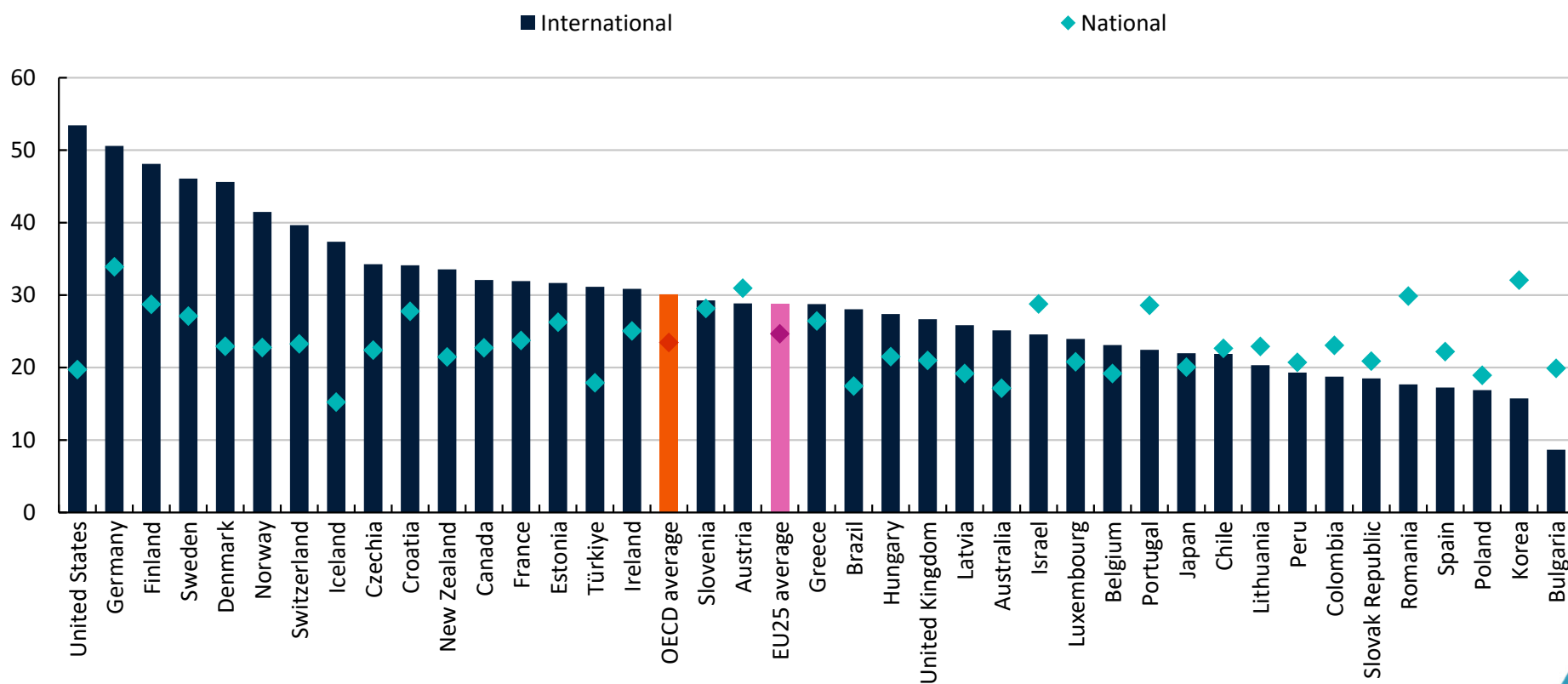




International students are more likely to study in STEM field than national students

Figure B4.3

Share of STEM graduates at tertiary level, by mobility status (2024)



2.5

Lifelong learning is not yet a reality

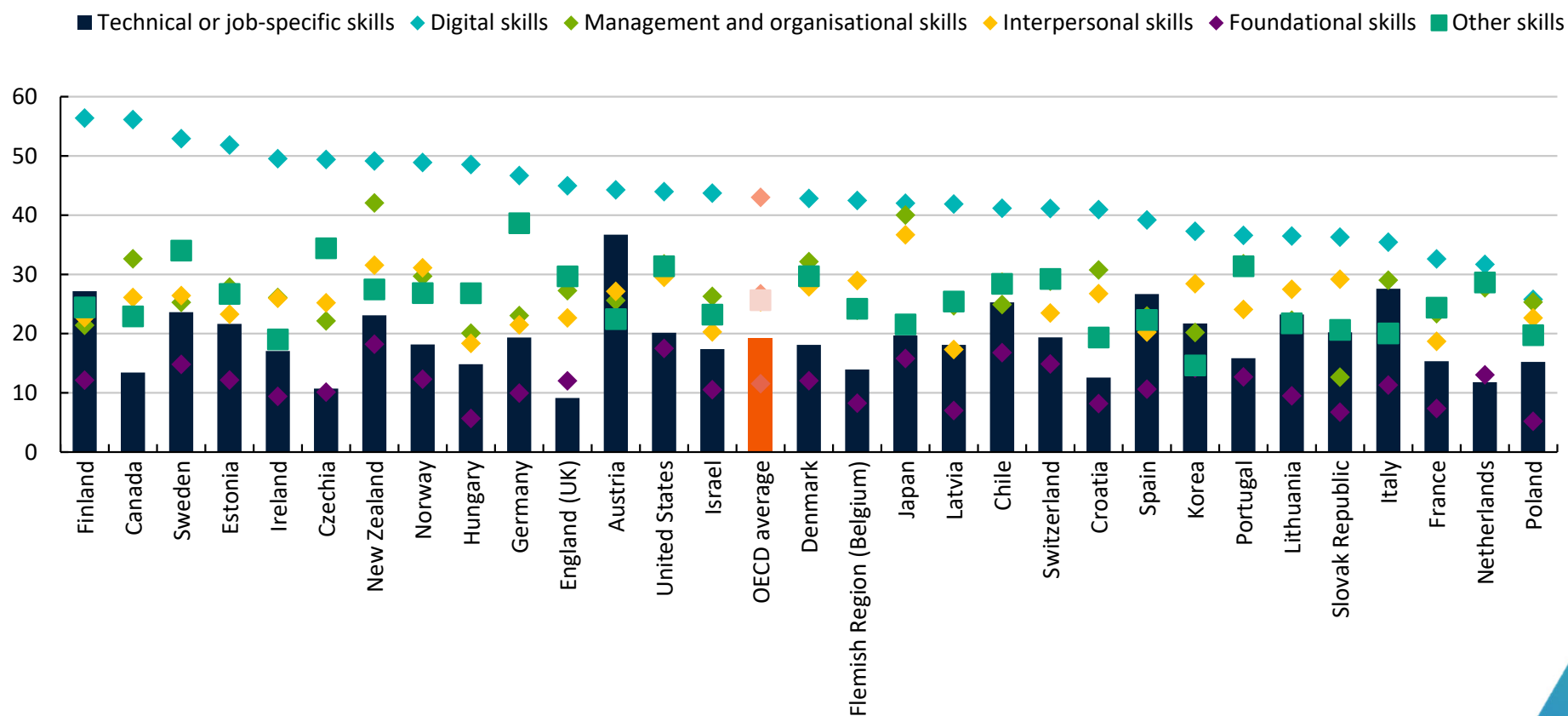




Figure A5.4.

Many workers don't have all skills required in their job

Share of adults reporting having skills **less than what is required** by their job, by skill (2023)





Those who need it most get the least of non-formal education

Figure A5.5.

Share of adults reporting having **never participated** in non-formal education or training, by educational attainment and gender (2023)

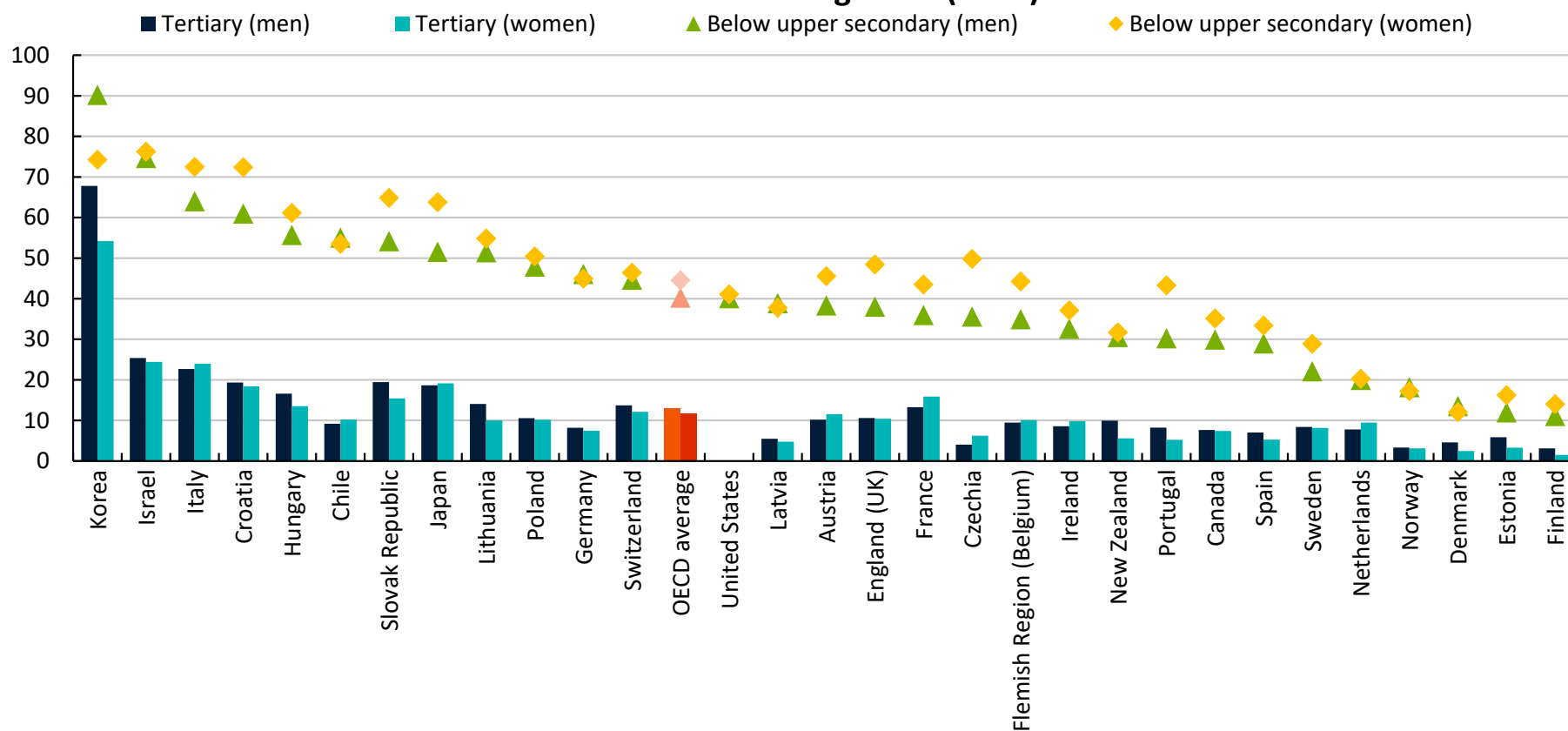
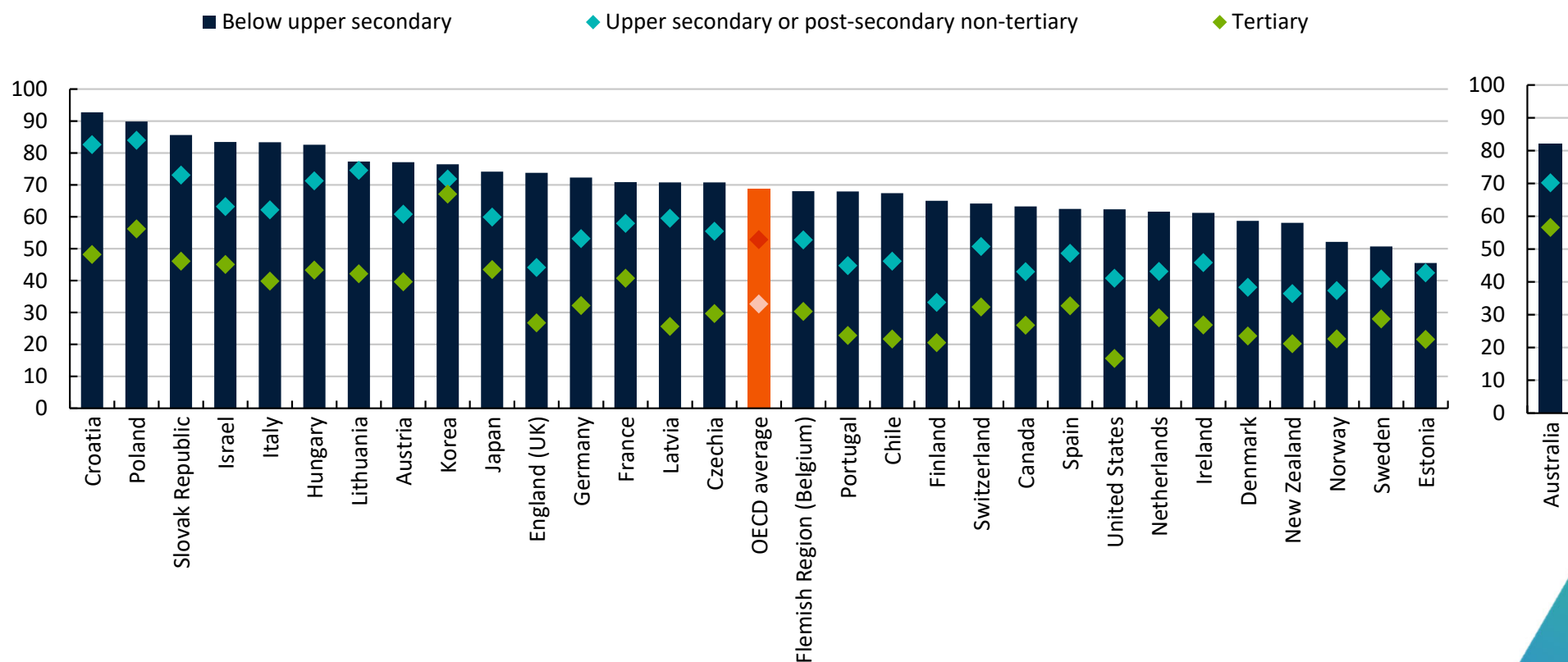




Figure A5.6.

Many adults are **not interested** in non-formal education

Share of adults who did not participate in non-formal education or training and did not want to, by educational attainment (2023)



3.1

Early childhood education

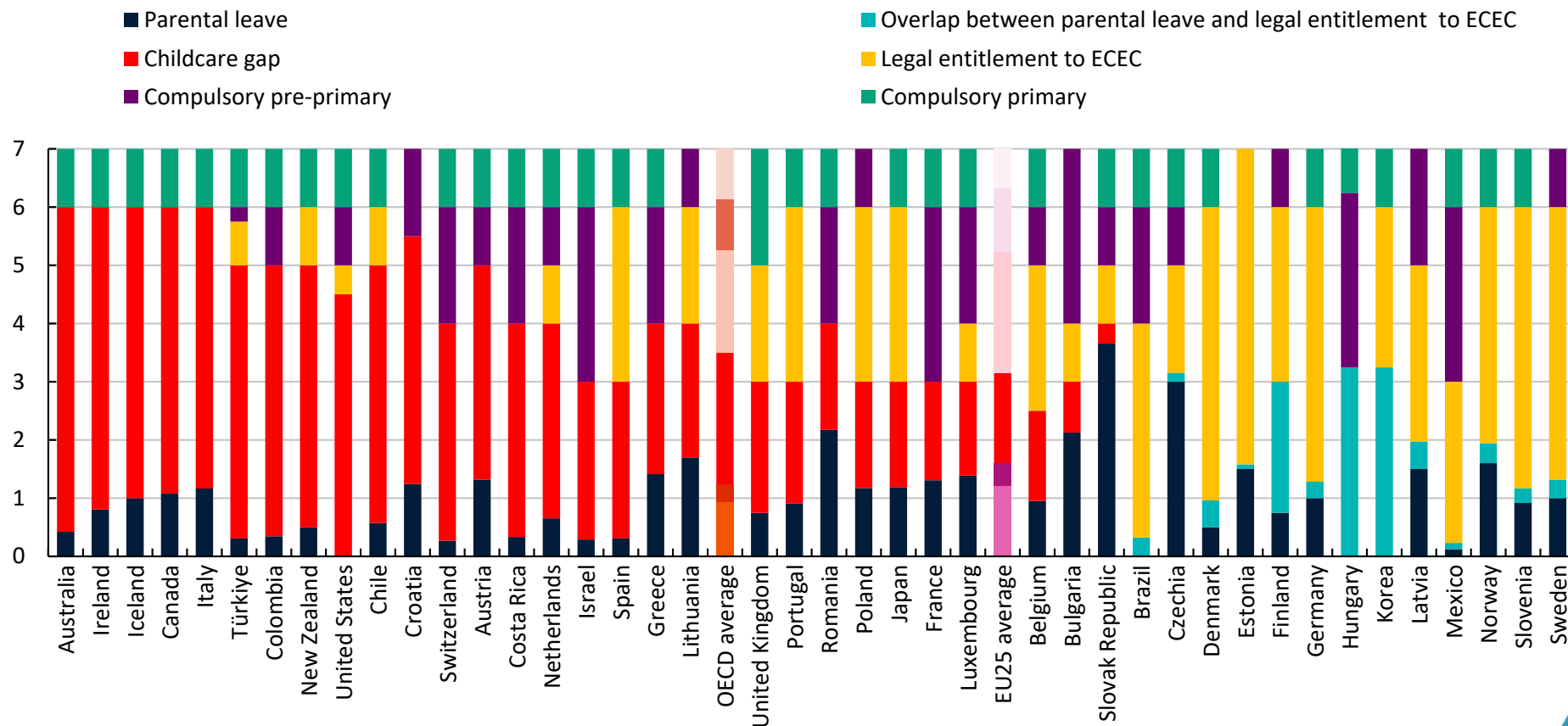




In many countries, there is a gap between the end of parental leave and the start of a child's entitlement to childcare or education

Figure B1.2

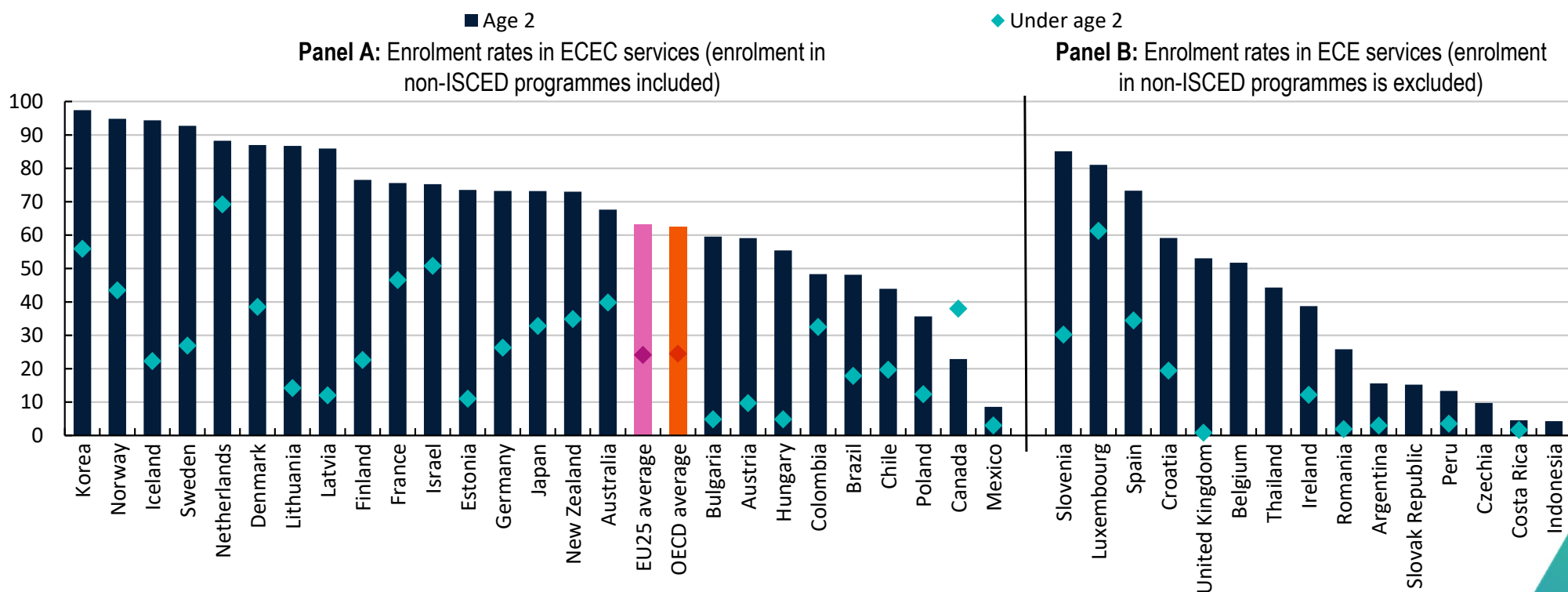
Childcare gap (2024)





Children below the age of three are often enrolled

Enrolment rates of children under 3 in early childhood education (ISCED 0) and other ECEC services (outside ISCED), by age group (2024)



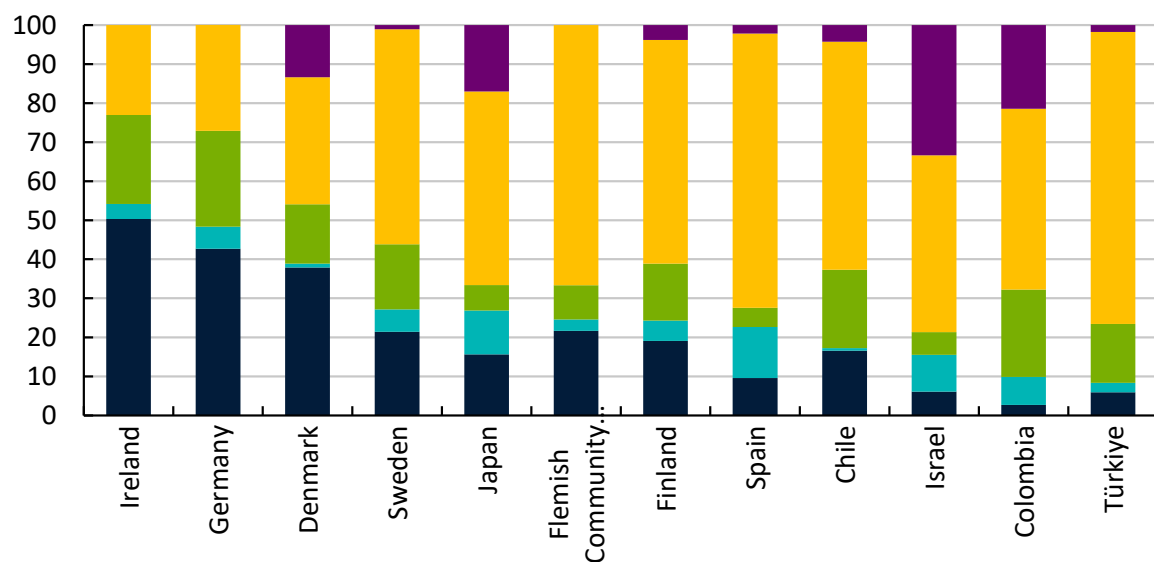


In some countries, waiting lists for early childhood education are common

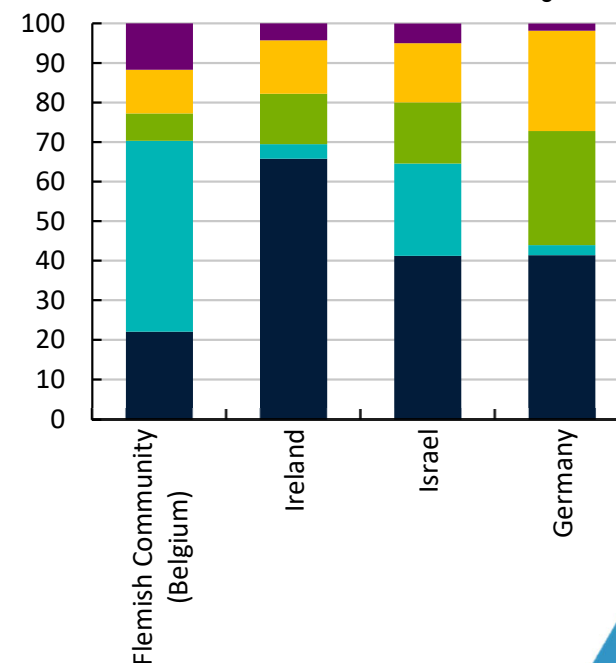
Share of early childhood education and care centres with children on waiting lists (2024)

- There is no information
- No children in these situations
- Children were placed on a waiting list and later enrolled
- Parents' demand unregistered (not placed on waiting list; outcome unknown)
- Children were placed on a waiting list and are still waiting for a place

Panel A: Pre-primary centres (ISCED 02)



Panel B: Centres for children under age 3





4.1

**Investment into pre-primary, primary and
secondary education**





Expenditure on education as share of GDP has declined in some countries

Trends in government expenditure on education as a percentage of GDP (2015 and 2023)

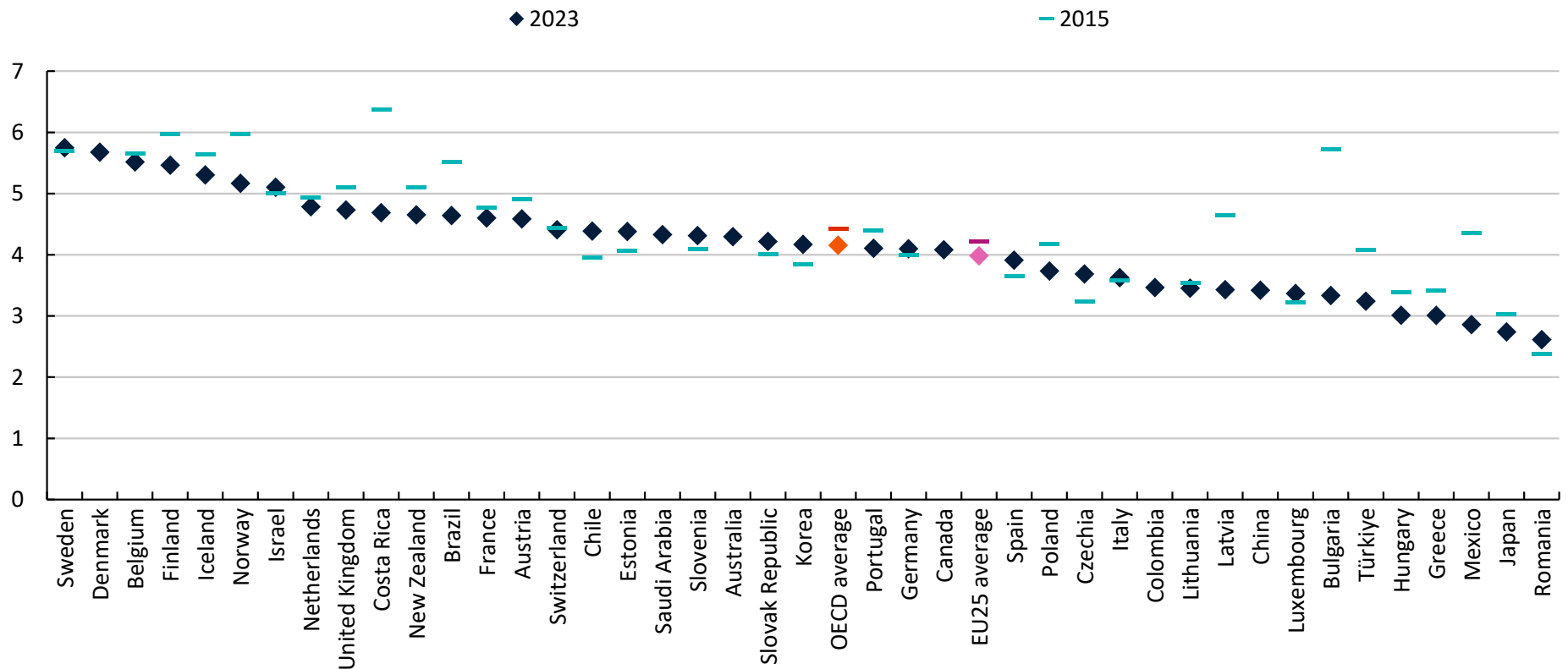
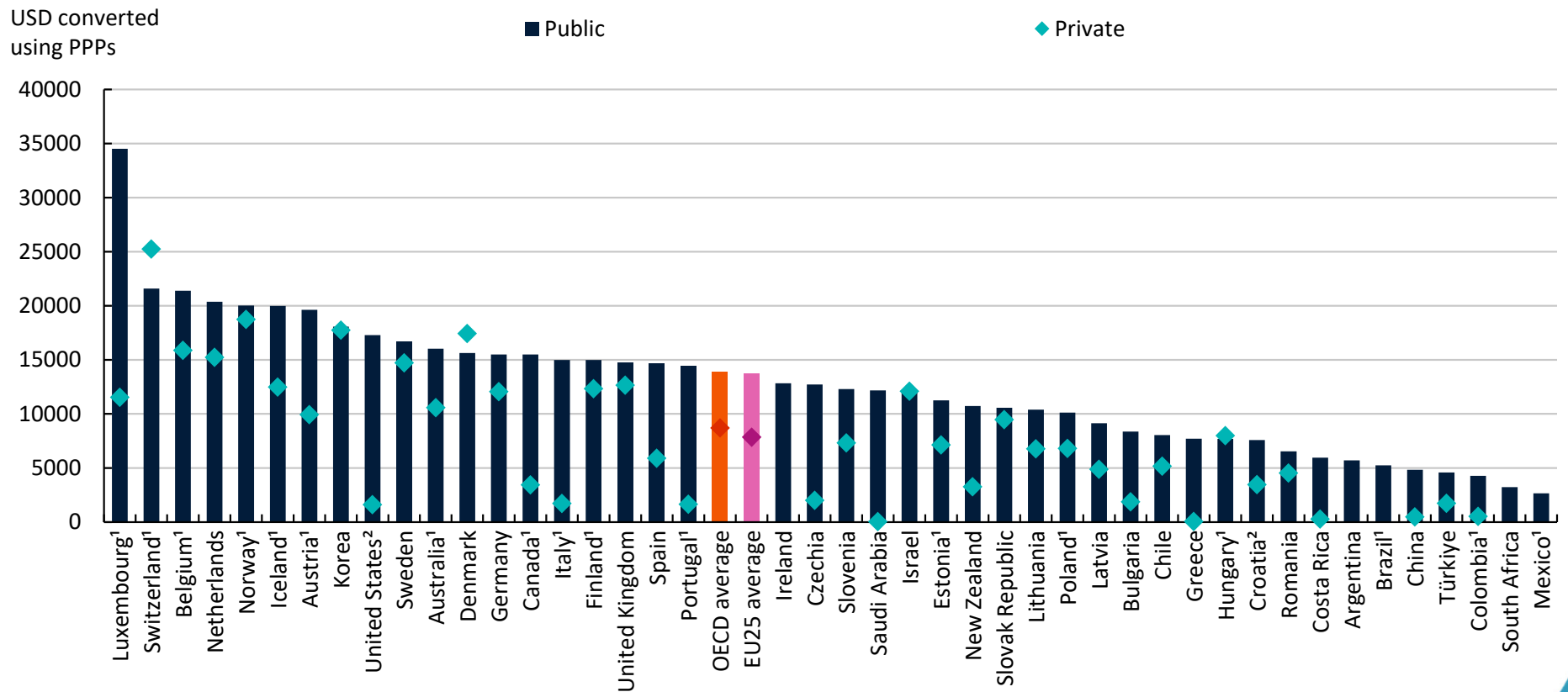




Figure C1.3

Expenditure per students varies widely across countries

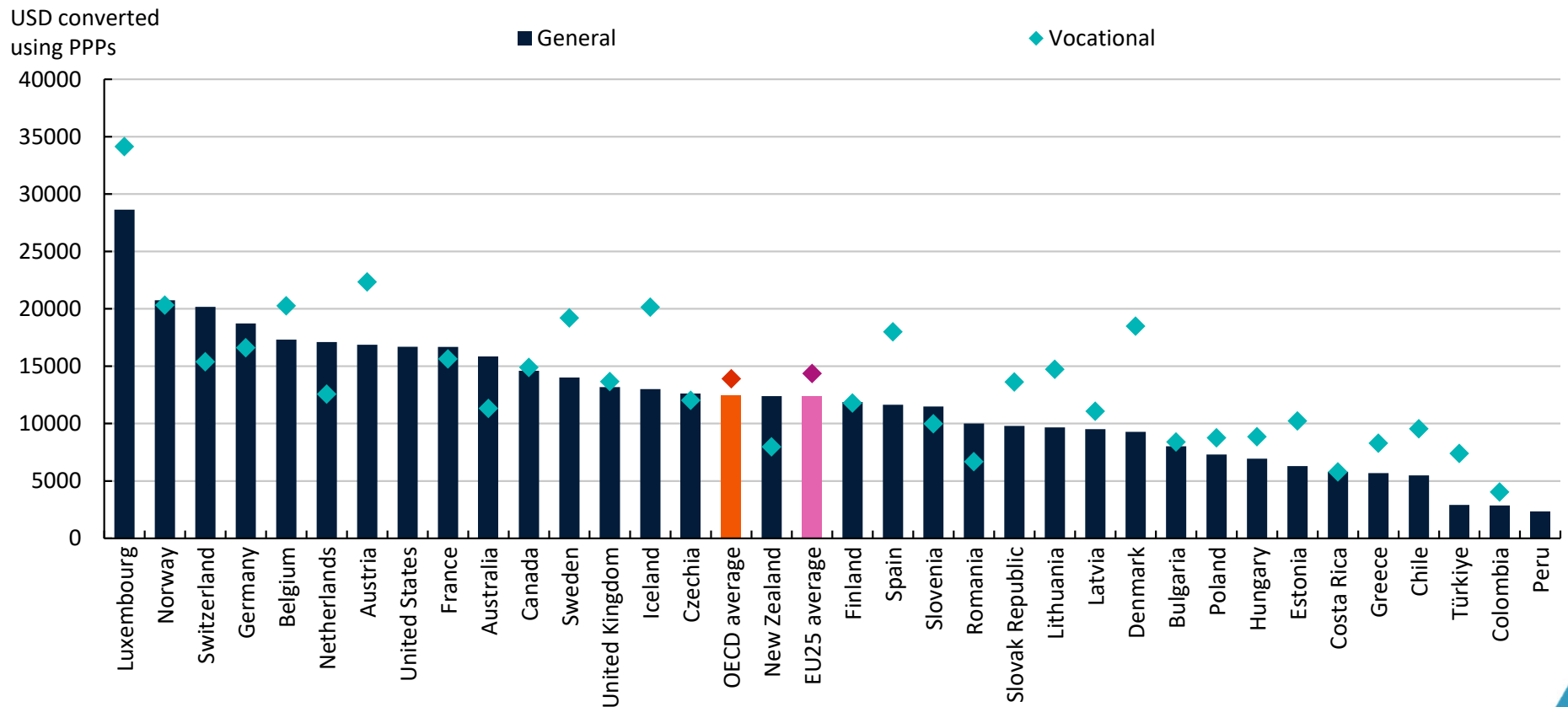
Government expenditure on educational institutions per full-time equivalent student, by type of institution (2023)





Not all countries invest in vocational education as much as in general schools

Government expenditure per full-time equivalent student on upper secondary educational institutions, by programme orientation (2023)



4.2

Investment into tertiary education





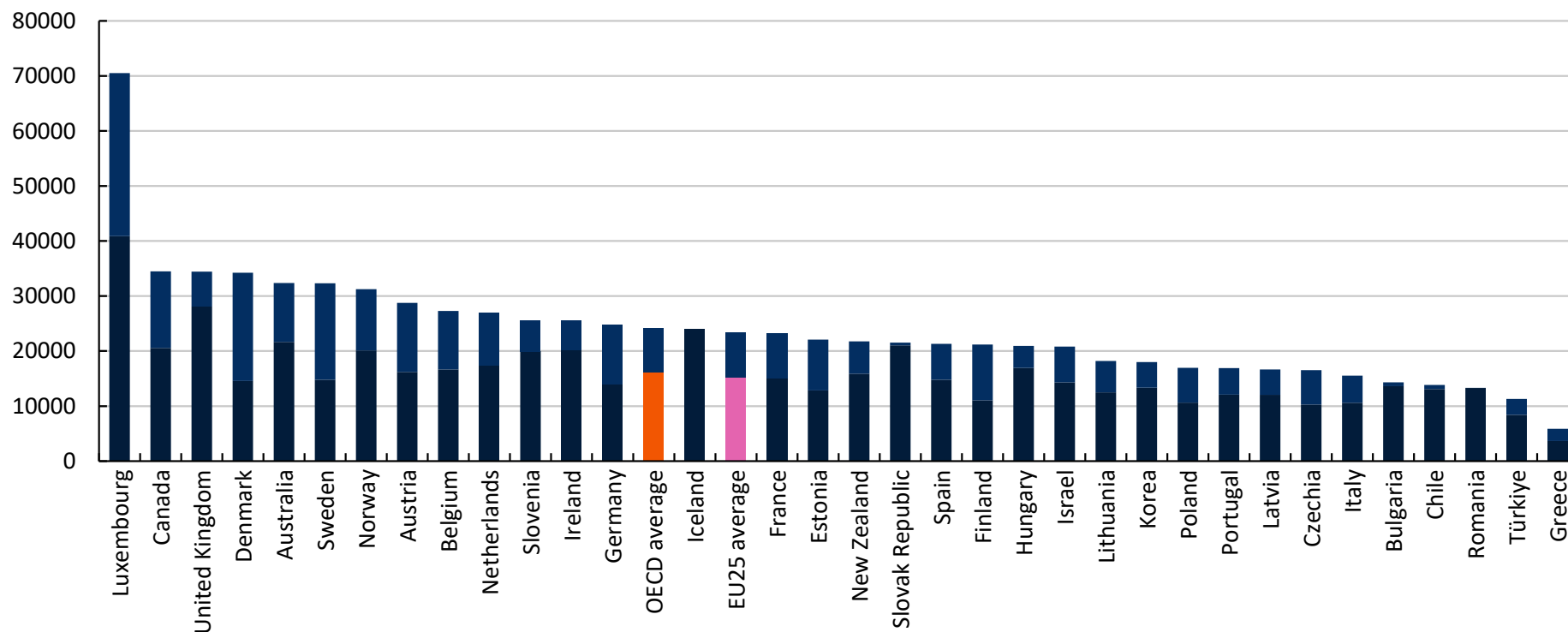
Expenditure per student in tertiary education

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by expenditure component (2023)

USD converted
using PPPs

■ Expenditure excluding R&D

■ R&D





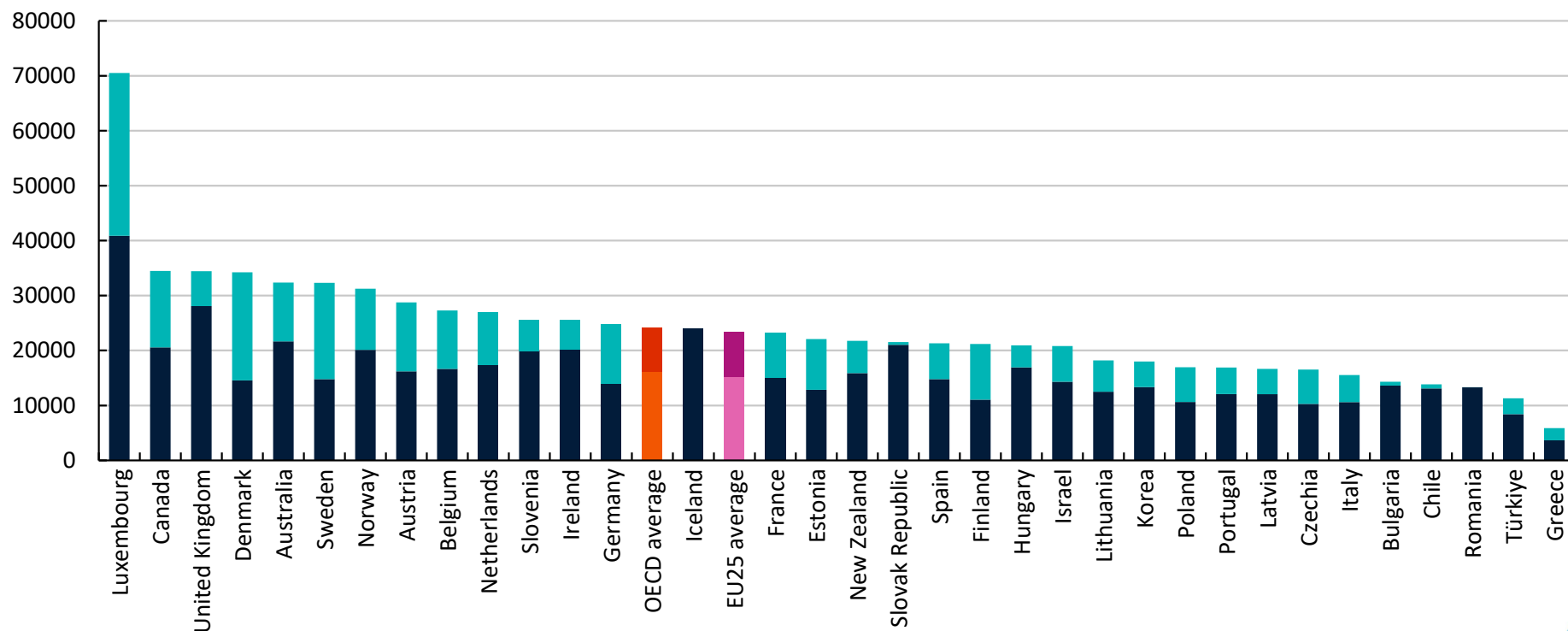
Expenditure per student in tertiary education

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by expenditure component (2023)

USD converted
using PPPs

■ Expenditure excluding R&D

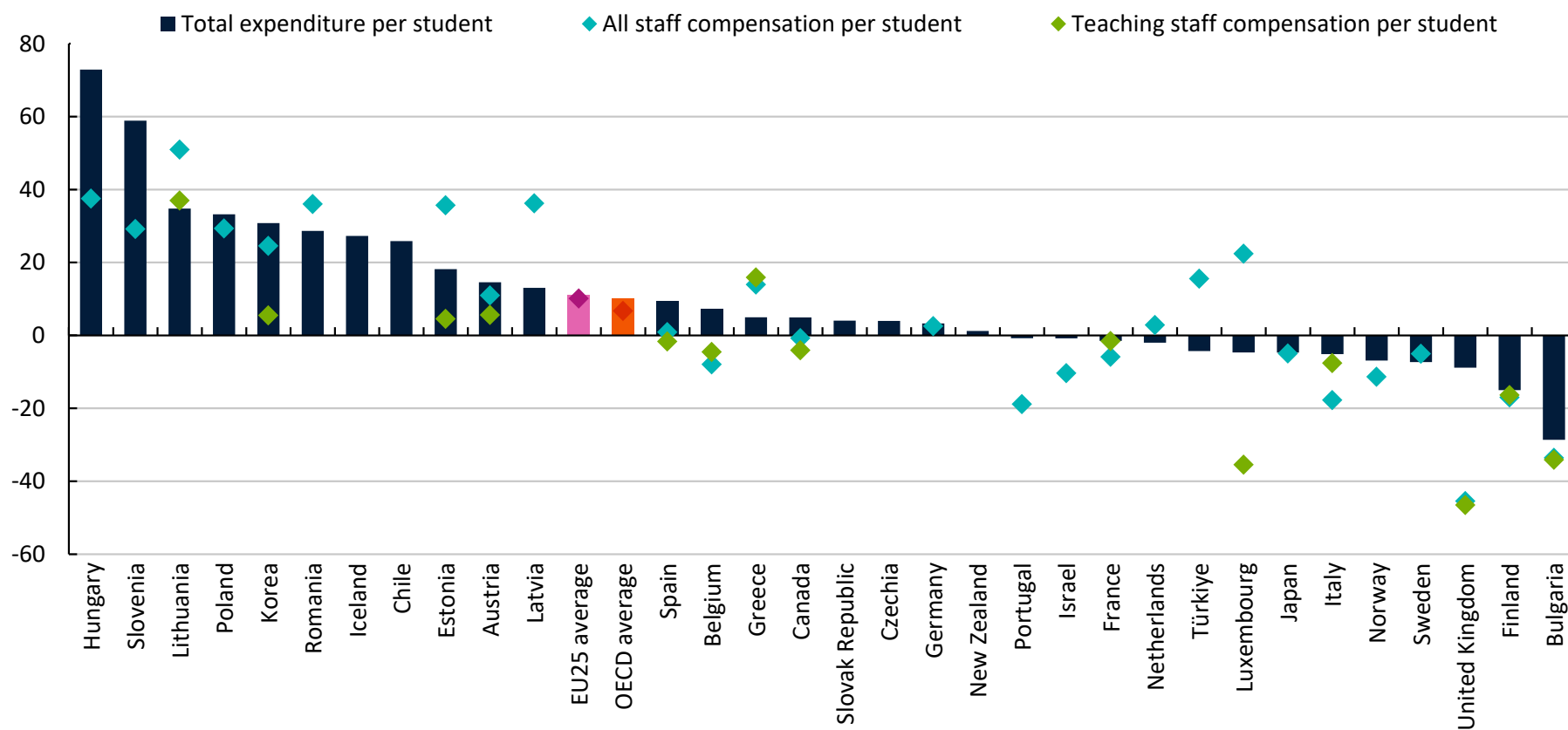
■ R&D





Changes in expenditure per student in tertiary education

Changes in expenditure per full-time equivalent student, by type of expenditure (2015 and 2023)



4.4

Private expenditure

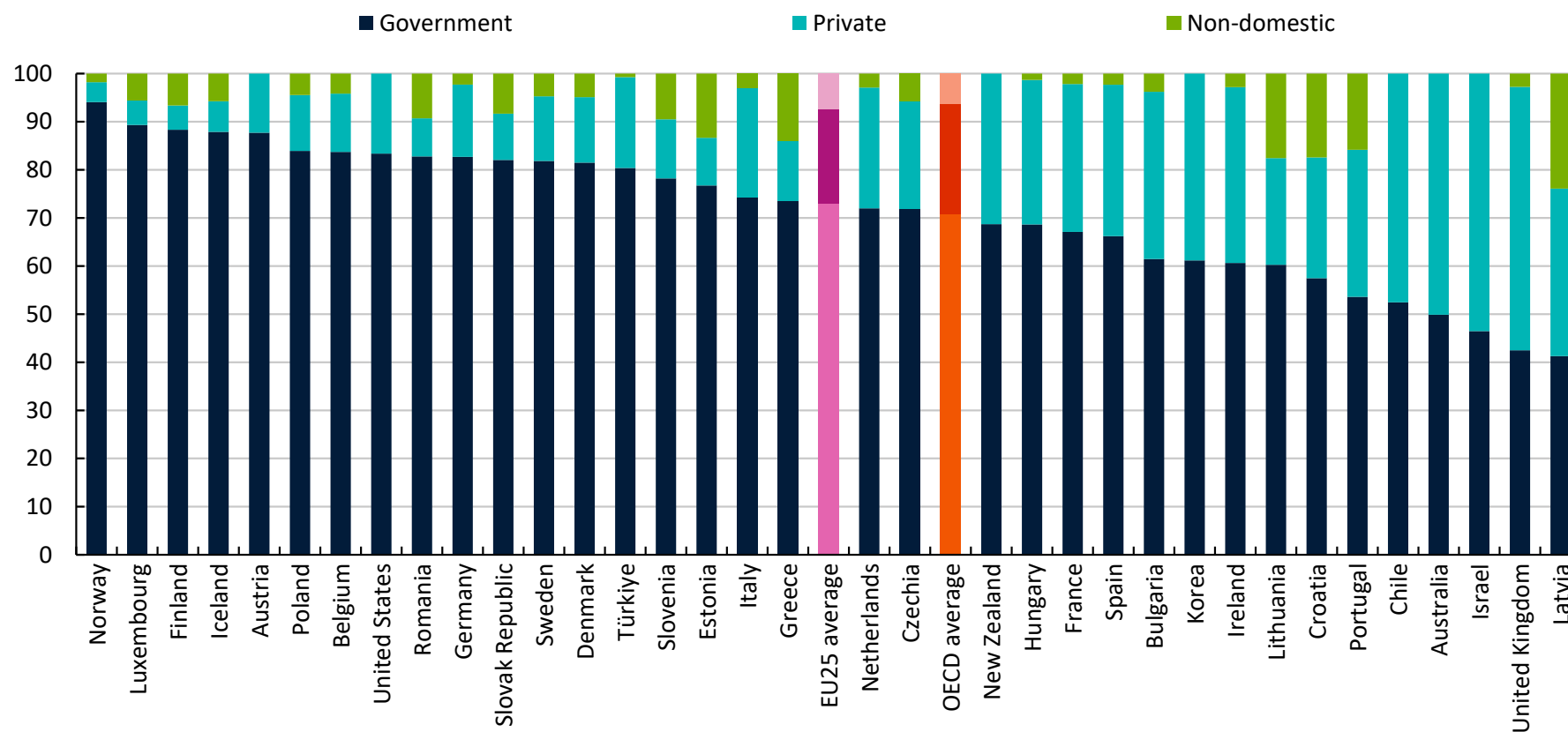




In some countries, private expenditure contributes widely to education budgets

Figure C1.4

Distribution of expenditure on educational institutions, by source of funds before transfers (2023)





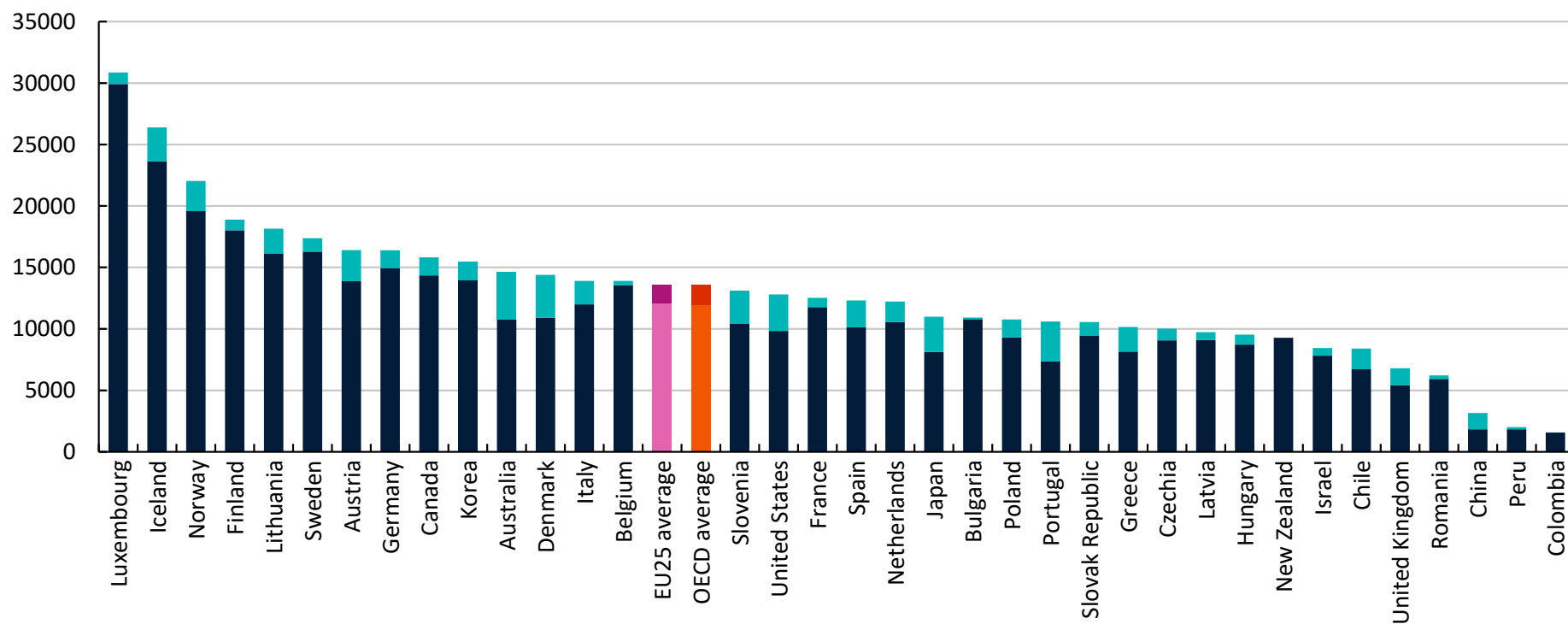
Private expenditure in pre-primary education

Expenditure on pre-primary educational institutions per child, by source (2023)

USD converted
using PPPs

■ Government expenditure

■ Private and non-domestic expenditure





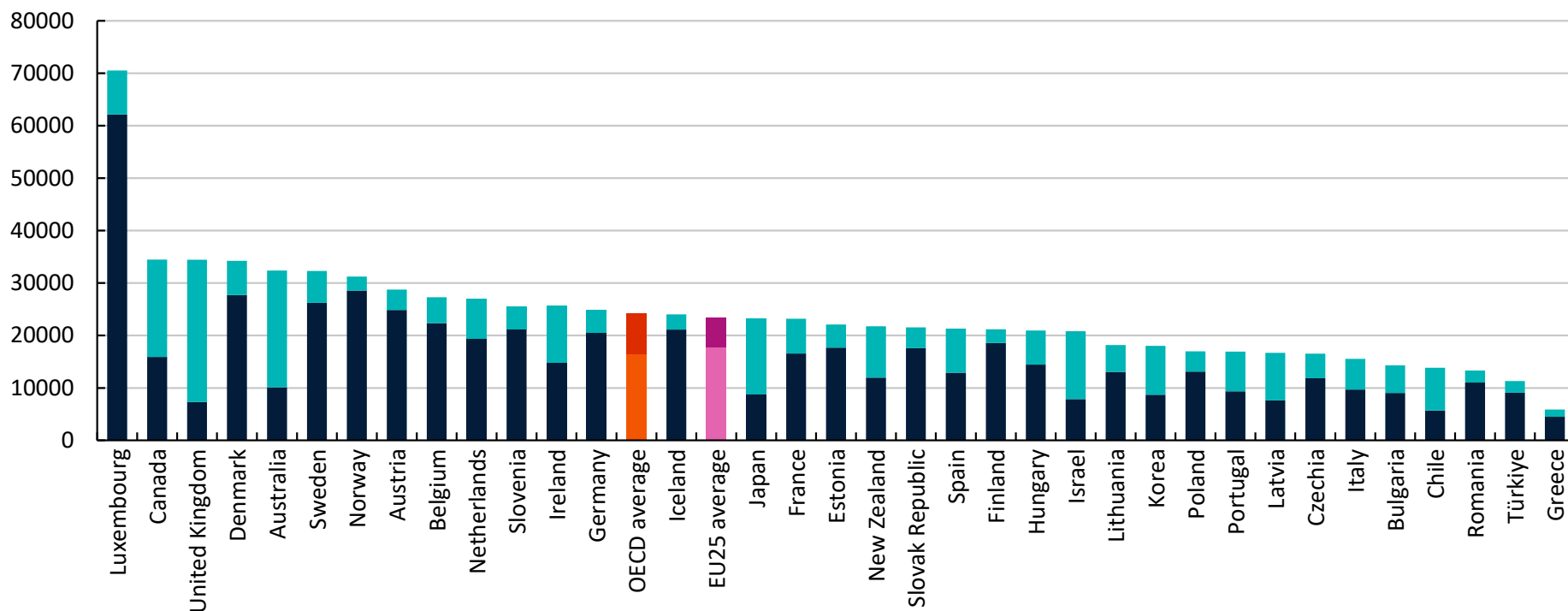
Private expenditure in tertiary education

Expenditure on bachelor's, master's and doctoral educational institutions per full-time equivalent student, by source of expenditure (2023)

USD converted
using PPPs

■ Government expenditure

■ Private and non-domestic expenditure



Adaptation to rising temperatures

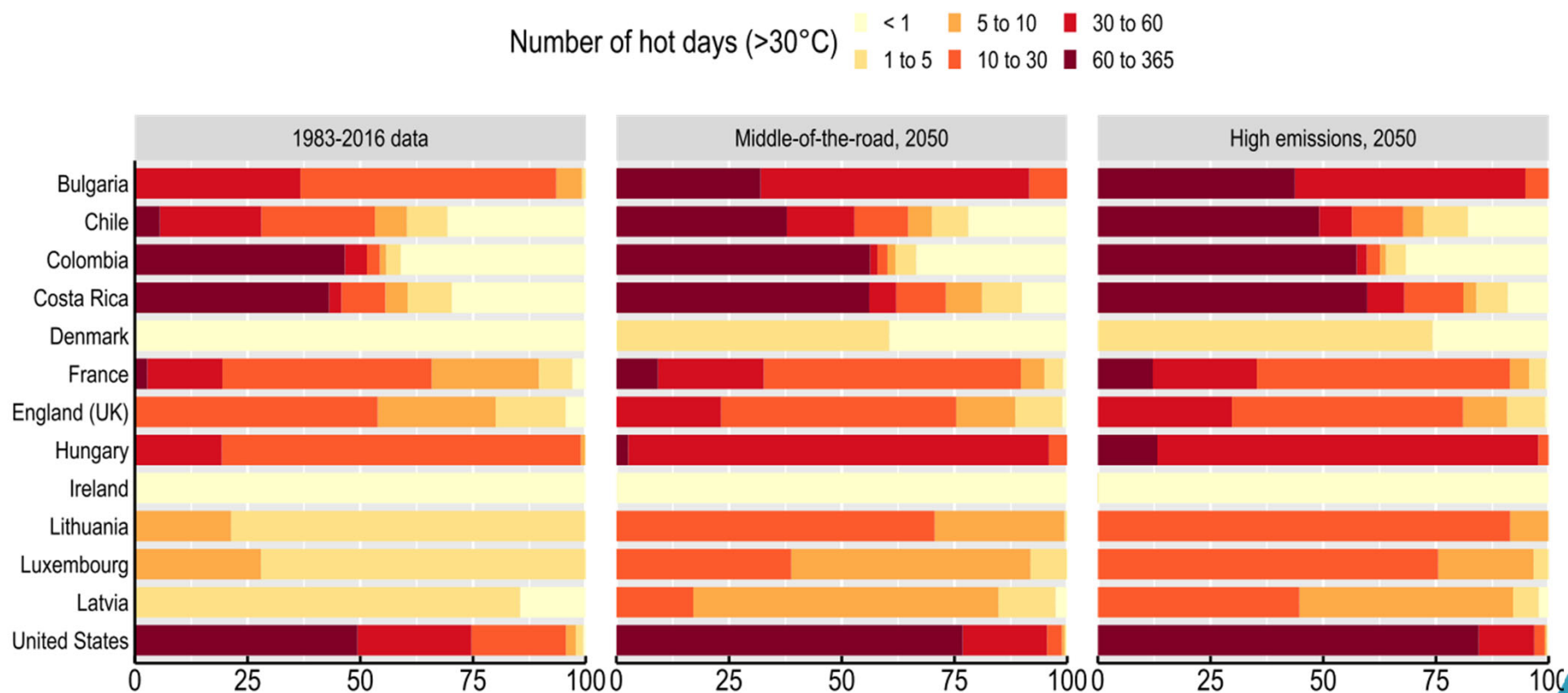




The number of hot days will increase widely in most countries

Figure B2.7

Distribution of students by school exposure to hot days, by climate scenario (1983-2016 and 2050)



School inspections and teacher appraisals





Requirement for and frequency of school inspections and self-evaluations (2025)

	Not covered by policy/regulations
	Missing
	Not mandatory
	Mandatory - at least once a year
	Mandatory - every two or three years
	Mandatory - every four to five years
	Mandatory - every six years or more
	Mandatory - other frequency

Topics covered by school inspections and self-evaluations

Figure D6.2

Areas addressed during school inspections and self-evaluations (2025)

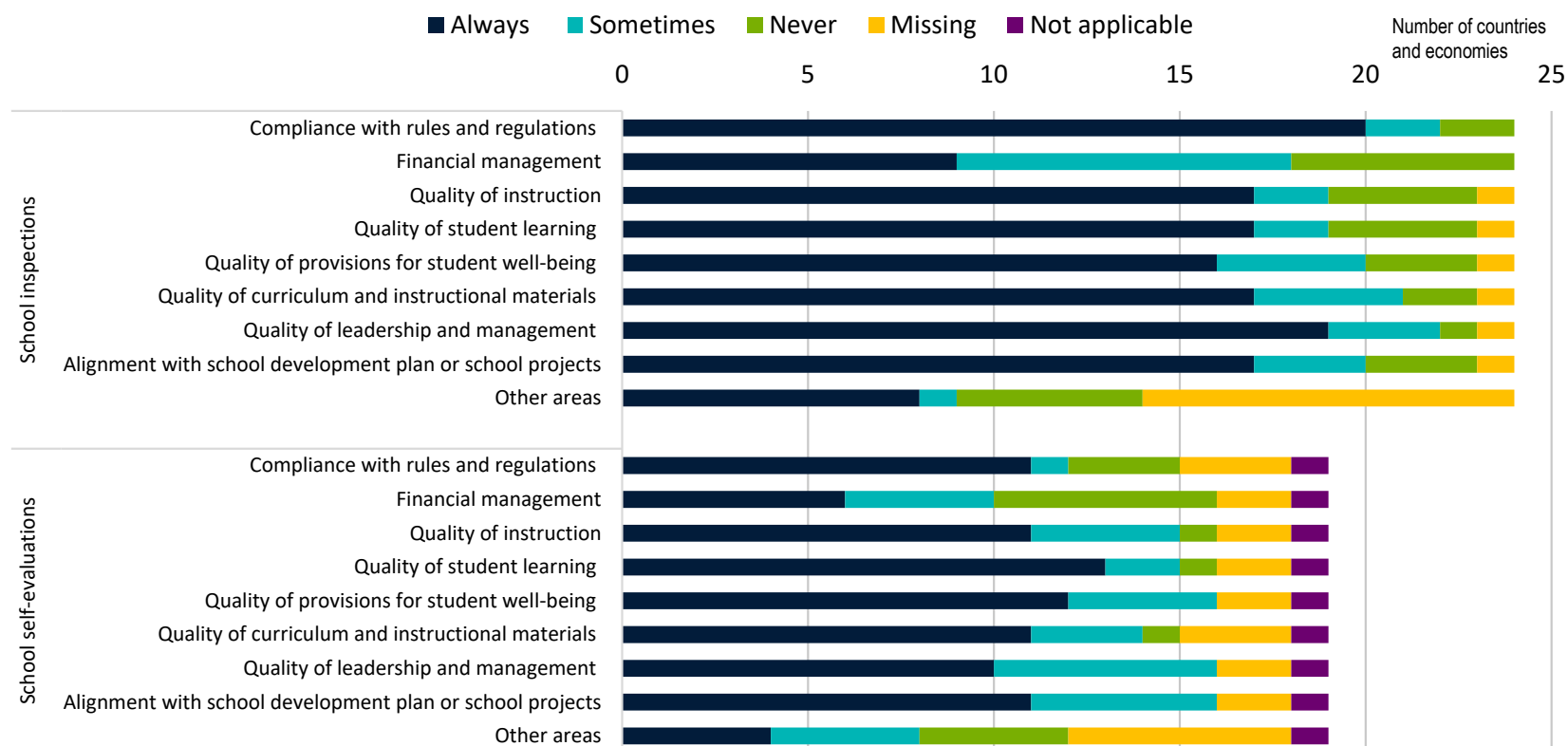
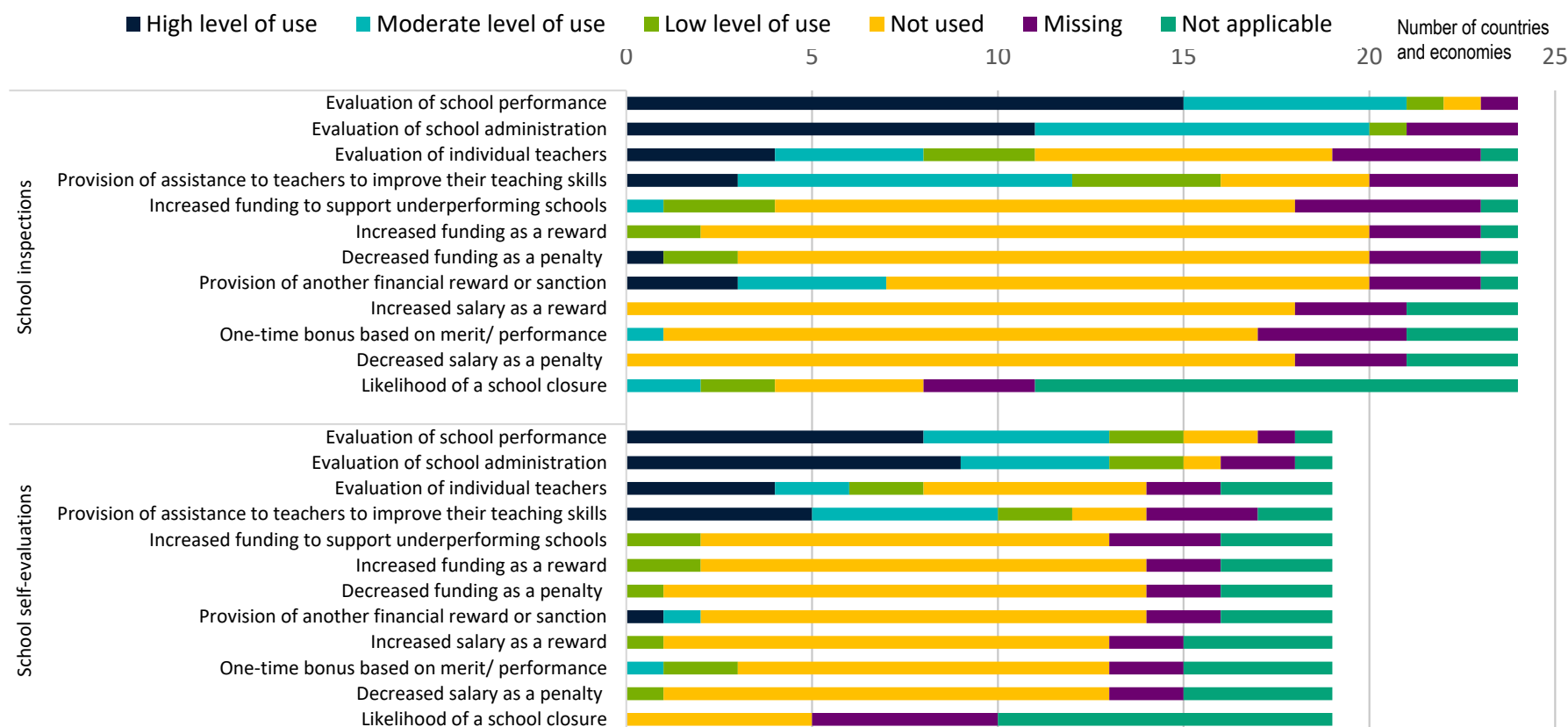




Figure D6.3

Influence of school inspections and self-evaluations on school management

Influence of school inspections and self-evaluations on school management (2025)

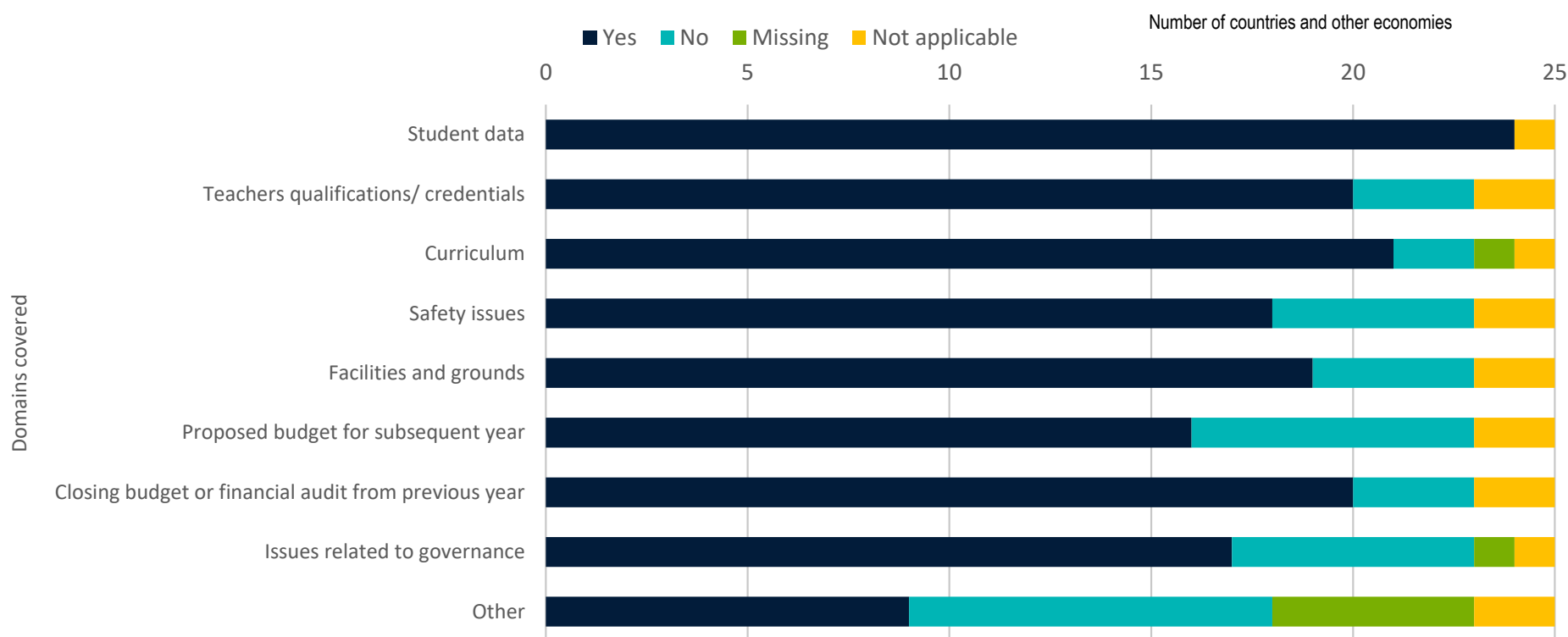




Topics addressed in school compliance reports

Figure D6.5

Domains addressed in school compliance reports (2025)





Use of school inspections and self-evaluations

Figure D6.4

Use of school inspections and self-evaluations for formative and summative purposes (2025)

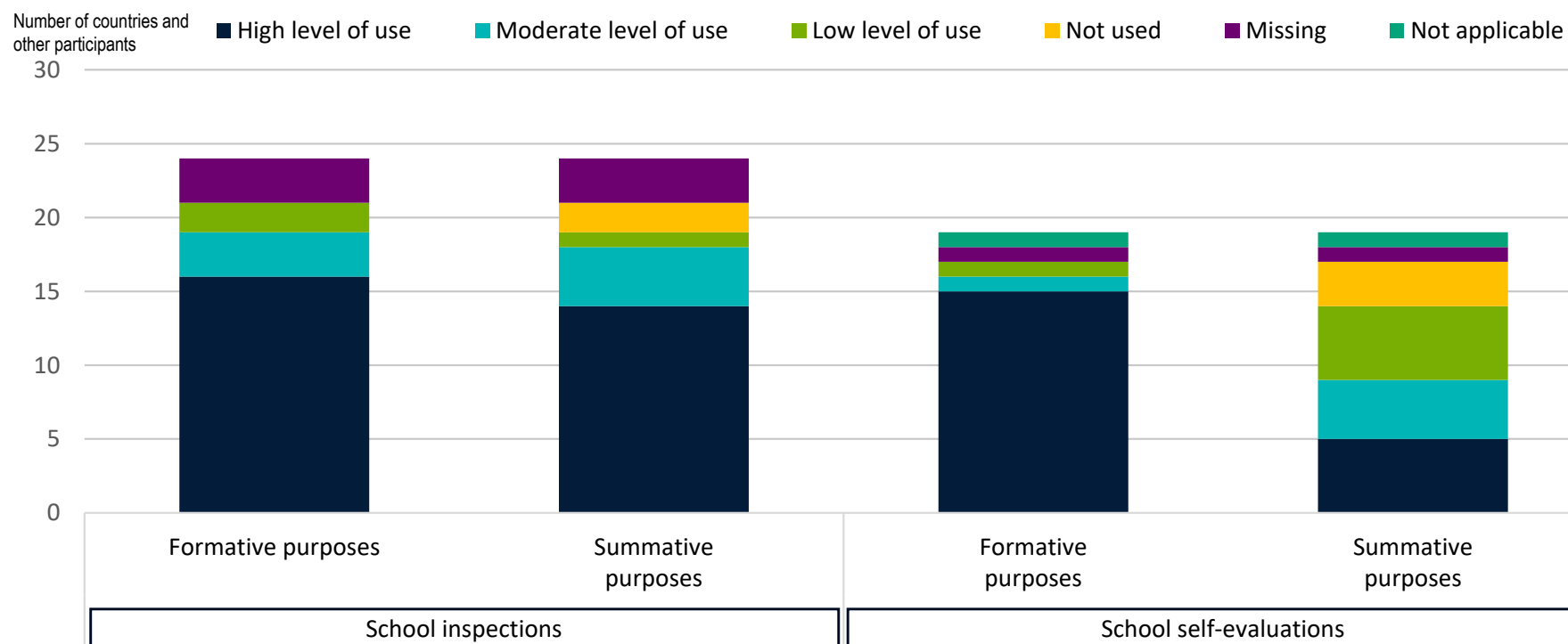




Figure D7.1

Requirement for and frequency of school inspections and self-evaluations

Requirement for and frequency of school inspections and self-evaluations (2025)

Austria	Brazil	Bulgaria	Chile	Costa Rica	Czechia	Denmark	England (UK)	Finland	Flemish Comm. (Belgium)	France	French Comm. (Belgium)	Germany	Hungary	Japan	Korea	Lithuania	Luxembourg	Netherlands	Norway	Poland	Portugal	Scotland (UK)	Romania	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Türkiye
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Teachers

Completion of probation																												
Teacher registration																												
Regular appraisal																												
Appraisal for promotion																												
Reward scheme																												

School heads

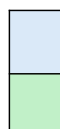
Initial certification																												
Regular appraisal																												



Mandatory periodic

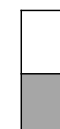


Mandatory non periodic



Mandatory (missing or other
periodicity or no periodicity)

Not mandatory/voluntary



No legislated
appraisal



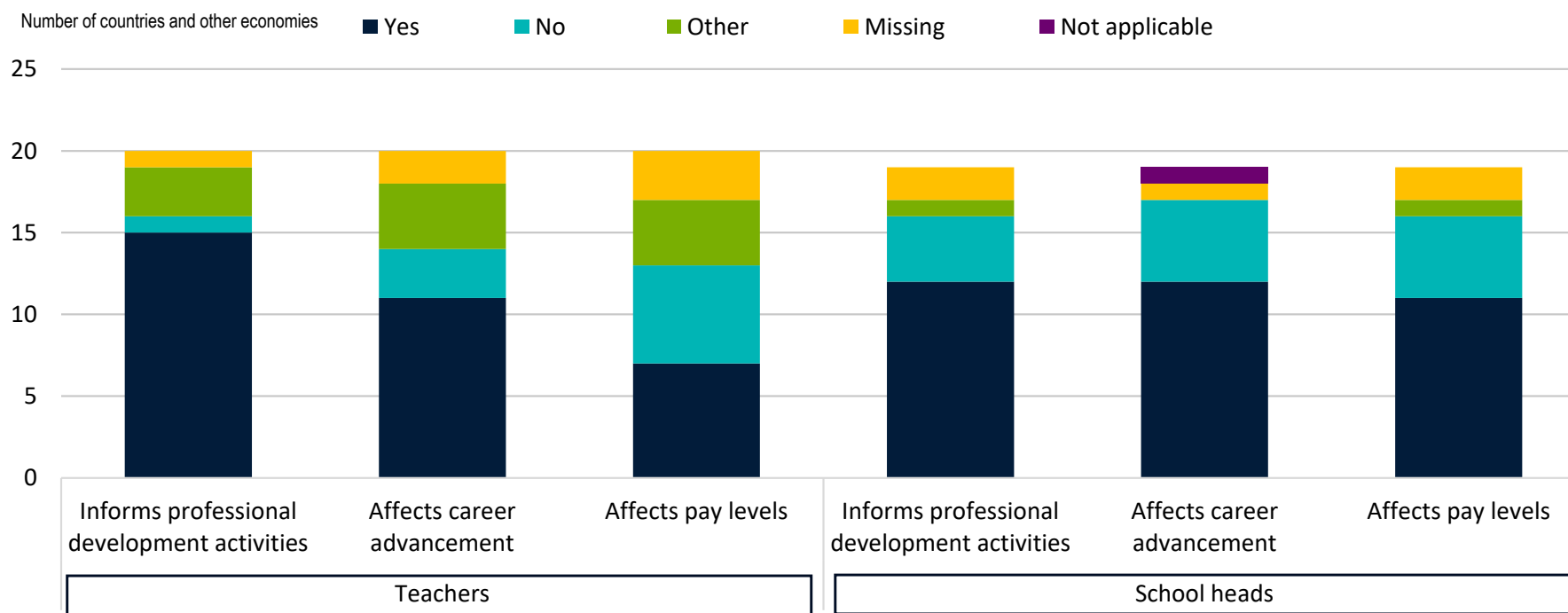
Missing



Impact of teacher and school head appraisal

Figure D7.2

Impact of regular appraisals on teachers and school heads (2025)

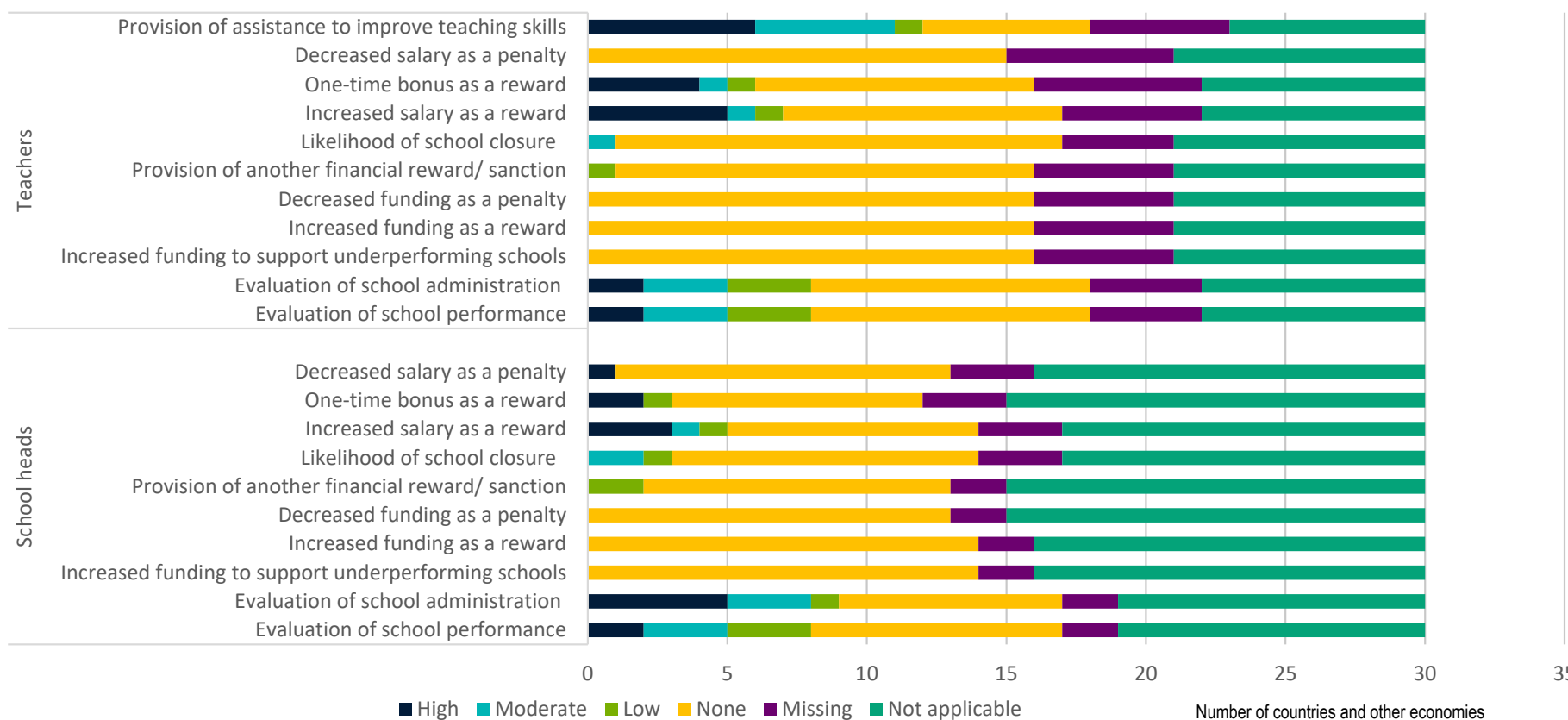




Decisions influenced by teacher and school-head appraisal

Figure D7.3

Influence of teacher and school head appraisals on educational authority decisions (2025)





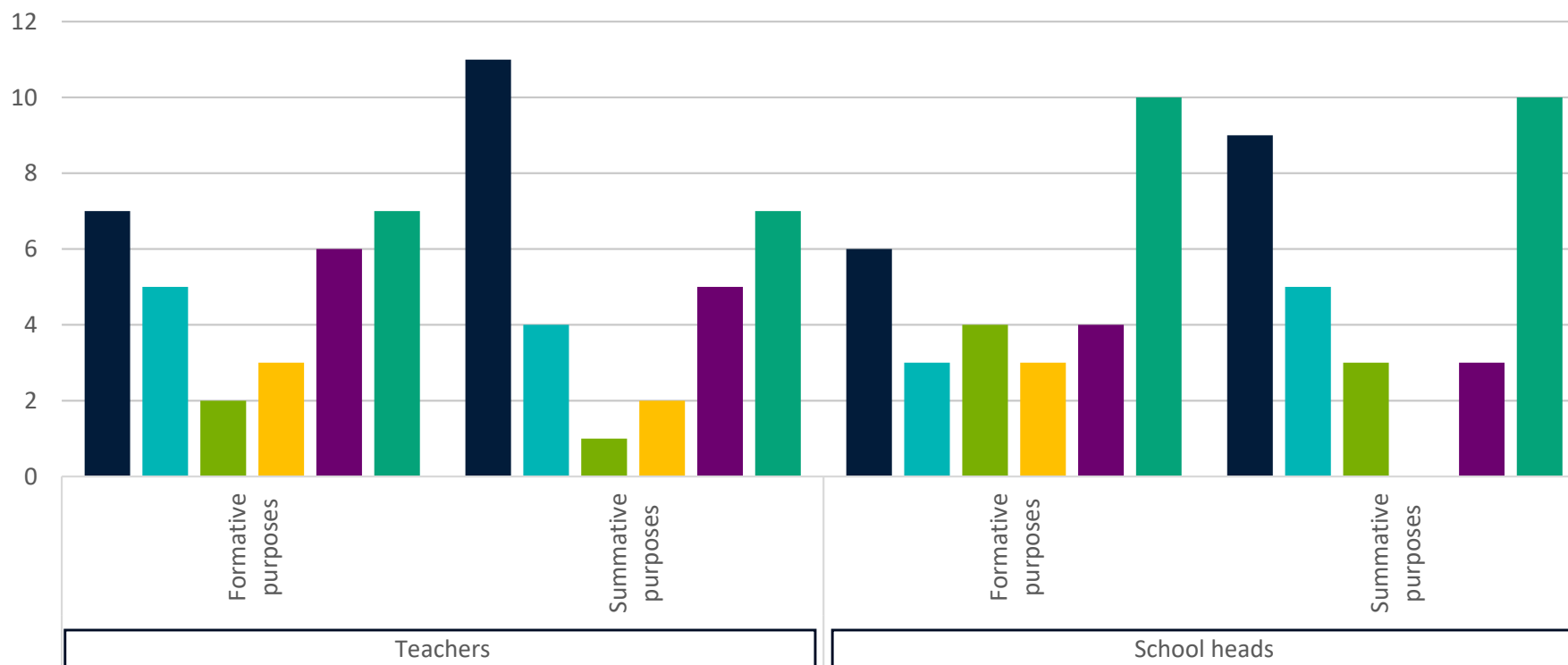
Use of teacher and school head appraisals

Figure D7.4

Use of teacher and school head appraisals for formative and summative purposes (2025)

Number of countries and other economies

■ High level of use ■ Moderate level of use ■ Low level of use ■ Not used ■ Missing ■ Not applicable





Thank you

