



OECD  
**WORK ON**  
**EDUCATION**



2010 - 2011





The Staff of the OECD Directorate for Education

**DID YOU KNOW...** There are 20 different nationalities among the staff working in the OECD Directorate for Education almost equally split between men and women.

# Education at the OECD

## Who we are

The Directorate for Education is part of the OECD Secretariat and contributes to the organisation's commitment to building a stronger, cleaner and fairer world economy.

## What we do

We provide comparative data and analysis on education policy-making to help build efficient and effective educational systems and improve learning outcomes. We provide a forum where governments, business, civil society and academia can share best practices and learn from one another.

Our statistics and indicators provide a strong evidence base for international comparisons of all aspects of education systems. Our policy analyses facilitate peer learning across countries as new policy options are explored and experiences compared. Our future-oriented educational research helps shape policy agendas by identifying upcoming issues while drawing upon the overall breadth of the OECD's policy work.

## Who we work with

We develop analysis and best practices together with the 31 OECD member countries and with over 40 non-member economies. We help them to answer the most important questions in education policy: how to best allocate resources in education to support social and economic development, and how to offer everyone the chance to make the most of their innate abilities at every stage of life.

We partner with other international organisations (such as UNESCO, World Bank, UNICEF, European Training Foundation) and leading NGOs (such as The British Council, Open Society Institute) as well as the private sector. We collaborate with the European Commission's Directorate-General for Education and Culture on projects of mutual interest to maximize synergies.

## How we are governed

The work of the Directorate for Education is overseen by four specialised bodies: the Education Policy Committee chaired by Mr. Keray Henke, Canada; the Centre for Educational Research and Innovation Governing Board chaired by Ms. Frances Kelly, New Zealand; the Institutional Management in Higher Education Governing Board, chaired by Professor Marijk van der Wende, Netherlands; and the Programme for International Student Assessment Governing Board, chaired by Ms. Lorna Bertrand, United Kingdom. Each body has its own mandate, budget, and membership under the governance of the OECD Council.

## Our commitments

We are committed to supporting an integrated approach to education which helps OECD countries improve the quality, equity, efficiency and effectiveness of their education systems.

By improving learning outcomes for all, we help mitigate inequalities and help countries foster:

- ▶ economic and social development
- ▶ innovation and sustainable growth
- ▶ social mobility



Ministerial Meeting 2009, OECD Conference Centre Paris

**DID YOU KNOW...** The OECD Directorate for Education is best known for its Programme for International Student Assessment (PISA) reports on the educational performance of 15-year olds in 31 OECD member and 43 non-member economies; the annual publication of education indicators, *Education at a Glance*; and its country reviews of education policies in over 40 OECD and non-member economies.



# What does the OECD do?



*In 1949, the Chateau de la Muette became the headquarters of the Organization for European Economic Co-operation (OEEC) set up under the Marshall Plan to help administer funds provided by the United States and Canada to promote post-war recovery and to encourage European economic cooperation. The OEEC developed into the Organisation for Economic Co-operation and Development in 1961, with the new Château as its headquarters.*

**DID YOU KNOW...** The 33 member countries of OECD are:

Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States. The European Commission also participates in the work of the OECD.

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.

Exchanges between member country governments are supported by information and analysis provided by the Paris-based OECD Secretariat. The Secretariat collects data, monitors trends, conducts analysis and provides forecasts of economic development, trade, environment, education, agriculture, technology, taxation and more.

In today's globalised economy, education is a driving force for growth and development. The OECD Directorate for Education focuses on the key challenges facing education systems today, including how to improve the quality of teachers, teaching and learning in order to provide the knowledge and skills needed in the 21st century.

**The OECD 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

The challenges faced by 21st century economies and societies are daunting: addressing the human and social consequences of an international financial crisis, meeting development goals, encouraging green growth and responding to climate change, ageing societies and the knowledge economy.

Education is a critical part of any response. Knowledge increases both wealth and well-being; university graduates in most countries earn more. Our research shows that people who complete upper secondary education are much more likely to report good health than those who do not.

Yet education systems need to do a much better job in providing equitable educational opportunities - starting in early childhood, and continuing throughout life. They need to equip people with knowledge, skills and tools to stay competitive and engaged.

Education is an investment in the future. Our work on education aims to make that investment strong, effective and fair.



Angel Gurría, OECD Secretary-General

*“Education is an investment in the future”*



Barbara Ischinger, Director for Education

*“Education and skills for strong, sustainable and balanced growth in the 21st century”*

Without continuing commitment to education, sustainable economic recovery will elude us. As far-reaching as the labour market impacts of the crisis are, the potential social consequences may last even longer.

We need to identify the right mix of skills that will be needed for strong, sustainable and balanced growth in the 21st century. Today, education and training systems need to prepare learners for more rapid change than ever before, for jobs that have not yet been created, using technologies that have not yet been invented, to solve problems that cannot be foreseen. By focusing our efforts on how best to foster human and social capital, we help countries leverage education systems to power the future.

The OECD’s Directorate for Education helps member and non-member economies explore how skills can be matched to new needs, how to foster innovation, how to equip teachers for the 21st century, and how to reinforce the positive social impacts of education. We encourage countries to compare their performance and experience and to learn from each other.



# Early Childhood Education and Care

## Laying strong foundations for lifelong social, economic and educational development

- ▶ How do we define quality in early childhood education?
- ▶ What factors enhance children's well-being and learning?
- ▶ What policies make a difference in how well children do?

The **Starting Strong Network** helps countries to develop effective and efficient approaches and good practice in the field of early childhood education and care (ECEC). It does so through its clearing house of new policy research, data and methodology development, workshops and by fostering contacts among professionals worldwide.

How can countries improve quality in early childhood education and care? Policy work on **Encouraging Quality in Early Childhood Education and Care** will investigate what defines quality, which policies can promote and enhance quality, and how such policies can be effectively put in place. This project focuses in particular on the challenge of moving from policy analysis to successful implementation.

Our work also focuses on raising the quality of the workforce in early childhood education and care as well as integrating early learning with broader social policies and the needs of working parents.



Equitable access to quality early childhood education and care can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families.

**DID YOU KNOW...** Over two-thirds of young children aged between 3 and 4 years are enrolled in education in OECD countries.

# Schooling

## Promoting the teaching methods and school facilities that best prepare students for the future

- ▶ What can be done to prepare students better for a rapidly changing world?
- ▶ How can schools provide a safe, sustainable and inspiring environment for learning?
- ▶ What can be done to better prepare teachers to lead and learn in a changing world?

OECD's three-annual **Programme for International Student Assessment (PISA)** surveys have revealed wide differences in the quality of learning outcomes across countries, as well as in the capacity of countries to moderate social inequalities. They also reveal some of the features of schools and school systems that do well or that have seen rapid improvement, ranging from the attitudes and awareness of students through the learning environment that schools offer up to the allocation of resources to education.

The challenge facing schools is how to move from a “pass/fail” mentality to creating customised learning systems that identify and develop the talents of all students through knowledge-rich, evidence-based education systems. The policies to do this exist, but the **Teaching and Learning International Survey (TALIS)** provides, for the first time ever, a rich dataset on how they are actually being implemented, based on the experience of some 90 000 teachers and school principals, representing over 2 million professionals participating in the survey in 23 countries.

A changing world requires educators who want to both lead and learn. **Improving School Leadership** provides them with in-depth analyses of different approaches to school leadership, while **Schooling for Tomorrow** explores how futures thinking can help schools clarify their mission and strategy given society's shifting priorities and expectations. Work on **Sustainable Schools** focuses on how to design and deliver safe, healthy and high quality educational facilities.



Society will change radically over the twelve or more years that today's students will spend in school. Teachers play a vital role in equipping students with the skills they need to understand a rapidly changing world and take advantage of the opportunities it offers.

**DID YOU KNOW...** One in four of the 90 000 teachers and school principals across 23 countries surveyed recently report that at least 30% of learning time is lost through disruptive student behaviour or bureaucratic procedures.



# Transitions beyond Initial Education

## Defining and delivering the skills for a modern workforce

- ▶ How should education and work be combined to give students the skills needed to succeed?
- ▶ How do we factor in the demand for specific skills when developing national standards, curricula and instructional practices?
- ▶ What are the most effective ways of addressing unemployment and skill shortages?

Workers, students, parents, employers, education providers and government agencies need reliable information on how supply and demand for skills evolve.

The **Vocational Education and Training (VET)** project examines whether VET systems can deliver the skills required, and ensure that they adapt to fast-changing needs. Building on past work on VET at secondary level and apprenticeships, encapsulated in Learning for Jobs, we will now delve deeper into the role of post-secondary and tertiary vocational education in paving pathways to jobs.

The OECD **Skills Strategy** will develop intelligence about national supply chains from the acquisition and development of skills, through their utilisation in labour markets and society more broadly, up to how they feed into better jobs, higher productivity and ultimately better economic and social outcomes. The strategy will also customise OECD policy insights so that member countries can draw upon this knowledge base in real-time when developing national policy.



The skill level of the workforce in OECD countries is rising along with the expansion of general education, but training in specific skills is needed for most jobs. Promising sectors in terms of numbers of jobs, such as health services, elder care and information technology, or emerging fields like renewable energy require targeted training. Vocational education and training systems play a large role in supplying these skills and in meeting the needs of a well-functioning modern economy.

**DID YOU KNOW...** In a third of OECD countries, students in upper secondary vocational education and training programmes spend between 50-75% of their time on practical training.

# Higher Education

## Improving access, quality and relevance

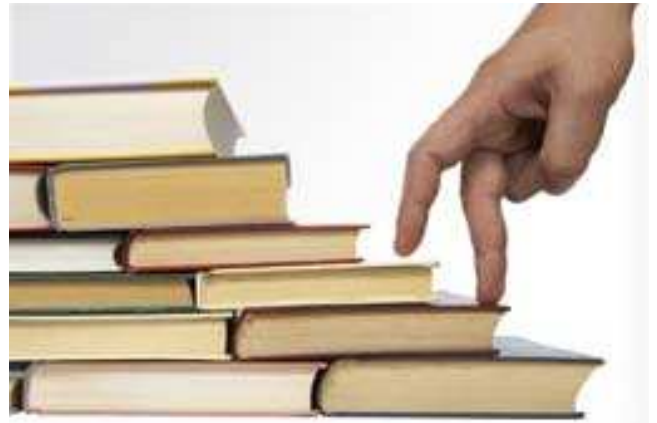
- ▶ **What do we know about the outcomes of higher education?**
- ▶ **What can policy makers do to improve access, quality and value for money in higher education?**
- ▶ **What can higher education institutions do to improve governance, financing and partnerships?**

Better management and delivery of tertiary education help countries achieve their economic and social objectives. We explore the factors underlying high quality teaching and learning, and offer advice on system objectives, quality assurance, financing and policies, and mechanisms to ensure effective governance.

The Feasibility Study for the International **Assessment of Higher Education Learning Outcomes (AHELO)** is breaking new ground in assessing learning outcomes internationally.

Reviews of higher education in regions and city development show that stronger interaction and engagement between institutions and local actors will benefit social and economic development by reinforcing human capital and attracting investments.

In the midst of profound change, the university of the future is emerging from the interplay of socioeconomic forces at local, national and global levels. Analysis of **University Futures** trends on globalisation, demography and technology is helping institutions and systems adapt to new strategic demands.



Higher education faces a paradox as a result of the economic crisis. It is seen as key to paving the path to economic recovery and sustainable growth. Yet in many places the resources available to higher education systems to meet rising demand and prepare for future needs have been cut back. Ensuring higher quality, improved access and greater responsiveness, as well as facing closer scrutiny of the cost-effectiveness of strategies and policies, are some of the challenges facing the sector today.

**DID YOU KNOW...** Nearly three-quarters of 18-year-olds are still in education across OECD countries (73%).

# Adult Learning

## Recognising and enriching human capital

- ▶ How do we measure the value of learning throughout a whole lifetime?
- ▶ How can we assess and validate learning gained outside formal study?
- ▶ What can we do to better match people's needs for new skills and provide training programmes for qualification?

The learning outcomes from formal education and training are certified by awarding diplomas, but many occupations now require a significant amount of learning outside formal structures. This type of learning is not well understood and is often undervalued. It was also under-researched until the OECD launched a project on the **Recognition of Non-formal and Informal Learning** in 23 countries to help policy makers develop strategies to use all the skills, knowledge and competences of the workforce.

Adult participation in education and training has been a focus of statistical work and of programme and policy analysis. The OECD has conducted international reviews bringing together the education and employment perspectives on provision and policies for adult learning, with complementary studies on qualifications, ageing, and financing.

Another ambitious project currently underway, the **Programme for the International Assessment of Adult Competencies (PIAAC)** aims to publish a powerful comparative data set on human capital in 2013. Covering 26 countries with information from 5 000 participants in each country, PIAAC will cover key cognitive skills; educational attainment and skill formation; skill use in the workplace and elsewhere; labour market outcomes; characteristics of individuals; and changes in literacy and numeracy skills over time.



Deepening globalisation, increasing mobility, and accelerating innovation are combining to produce more knowledge and diffuse it more quickly than many people can absorb. Knowledge is accumulating so rapidly and production systems evolving so quickly that many of the skills and competencies people need just to do their job now have to be acquired after they start working. We help countries share lessons on how to enhance, measure and make the most of their human capital.

**DID YOU KNOW...** The recognition of non-formal and informal learning can make it easier for people who drop out of school to return to formal learning later on.

# Outcomes, Benefits and Returns

## Understanding the impacts of education beyond the classroom

- ▶ How does learning affect social and personal well-being?
- ▶ How could we measure the outcomes of learning in higher education?
- ▶ How can we assess knowledge and skills of the adult population?

Fifteen-year-olds are at a watershed in their education – it is a time when they make decisions affecting their future careers and opportunities. The **Programme for International Student Assessment (PISA)** measures how well they apply their knowledge in key subjects and to real life situations, and allows national education systems to be compared.

Schools are judged by a wide array of criteria and outcomes. Our project on **Improving School Outcomes** is designed to help countries choose the best tools to assess and improve outcomes.

The **Assessment of Higher Education Learning Outcomes (AHELO)** programme is designing criteria to measure learning outcomes on an international scale. AHELO goes beyond current university rankings that say more about image and prestige to examine how well institutions teach and how well students learn.

Education affects employment and earnings, but it also has an impact on an individual's well-being and contribution to society. Work on the **Social Outcomes of Learning** examines the evidence on how education influences health, civic participation and social engagement.

The OECD Directorate for Education continually strives to improve its support for policy makers grappling with hard choices and trade-offs as they seek to improve the efficiency of national education policies and the impact of human capital formation on economic and social well-being.



Everybody has views on what education should be and whether the system is doing a good job. Yet sound policy can hardly be based on opinion alone. Objective, comparable data on performance and what works in achieving goals can help participants in the debate to assess their own proposals and learn from the experience of others. It is also important to know how education influences aspects of individuals' well-being outside the classroom and contributes to society more broadly.

**DID YOU KNOW...** Over 60 countries have participated in PISA so far and that they represent roughly 90% of the world economy?



# Equity and Equality of Opportunity

## Giving everyone the chance to succeed through education

► How can schools and school leaders help overcome failure?

► How do different countries respond to cultural and ethnic differences?

► What can be done to assure equity in education?

Ethnic and cultural diversity makes society richer, but reaping the full benefits requires special efforts from the education system. The **OECD Thematic Reviews on Migrant Education** examined the education outcomes of the children of immigrants in five OECD countries. Diversity in the classroom can enhance learning and prepare students for the outside world, if teachers are trained to see it as an opportunity and not an obstacle. The **Teacher Education for Diversity** project examines how countries educate teachers to respond to increasing cultural diversity and the educational challenges faced by indigenous populations.

Language is one key to success. The project on **Globalisation and Linguistic Competencies** explores why some individuals are successful in learning non-native languages and others not, and why certain education systems appear more successful than others at teaching non-native languages.

Thematic reviews of **Equity in Education** have examined ten OECD and non-OECD economies and identified the design of education systems, classroom practices and resourcing as the key factors in ensuring equity in education. **No More Failures** focuses on how to reduce school failure and dropout, and avoid the large social costs of marginalised adults with few basic skills. We also publish comparable data in the field of special needs education.

Future work will examine students' learning outcomes in the light of their social and immigrant backgrounds.



Students have different aptitudes and interests, but they should all have a fair chance to achieve their full potential, irrespective of gender, socio-economic status or ethnic origin. They should all receive a basic minimum level of instruction, including reading, writing and simple arithmetic. Individuals and society as a whole pay a high price for a lack of education. People without the skills to participate socially and economically generally have poorer health, rely more on welfare payments, and harm their children's chances too.

**DID YOU KNOW...** Net migration to OECD countries has tripled since 1960, however until recently very little research has focused on the integration of immigrant children into school.

# Innovation and Knowledge Management

## Combining traditional goals and new methods

- ▶ **What new skills and competencies do today's students need?**
- ▶ **What are the critical skills and education needed for innovation?**
- ▶ **How can the education system meet the needs of a new generation of learners and their future society and economy?**

Everyone agrees that students need “21st century competencies” but what does that actually mean? Our work strips away the rhetoric to look at the underlying issues.

The **Innovative Learning Environments** project examines the shift to learning as a social, cultural, intrapersonal and active process. It provides concrete examples of successful environments and of ways that policy can respond to research findings. It shows how experience can inform policy design.

The **New Millennium Learners** project argues that although young people are comfortable with technology, the education system still has to help them develop the skills and competencies to make best use of these tools.

The **OECD Innovation Strategy** emphasises the key role of education together with entrepreneurship, research, immigration, tax and trade, to help countries capture the economic benefits of innovation.

Work on **Markets in Education** examines the influence of market mechanisms on policy, and looks at whether schools and parents are actually benefitting from increased competition and choice.



Students who have grown up with computers, game consoles and social networks – “digital natives” – bring a new set of skills to the classroom and challenge educators to reassess their own attitudes and methods to make the most of new ways of learning. This doesn't mean abandoning the traditional goals of education, but it does mean equipping students, teachers and school leaders with the tools they need to shape a dynamic learning environment and make sense of an exponential growth in accessible, digitalised knowledge.

**DID YOU KNOW...** As young people's access to Internet grows, a second digital divide is emerging. Whether teens use technology for learning depends on their socio-economic background, which in turn has an impact on their educational performance.

# Directorate For Education

## Who Does What

The OECD Directorate for Education delivers its work through seven main programmes guided by a common set of strategic objectives to maximise synergies

**Barbara Ischinger**  
Director



**Bernard Hugonnier**  
Deputy Director



**Deborah Roseveare:** Division Head - **Education and Training Policy (ETP)**  
Each country's education system responds to a unique combination of history, culture and expectations. ETP helps compare experiences and find the best ways to achieve shared goals.



**Dirk Van Damme:** Division Head - **Centre for Educational Research and Innovation (CERI)**  
An intricate set of emerging trends and issues are shaping education and CERI stimulates innovative thinking and research on how to adapt learning to society's constantly evolving demands.



**Andreas Schleicher:** Special Advisor on Education Policy to the Secretary General  
Head of Division - **Indicators and Analysis Division (IA)**  
Comparing performance is key to knowing whether education policies and practices are effective. IA offers indicators for cross-national comparisons so countries can learn from each other's experience. The **Programme for International Student Assessment (PISA)** is the international benchmark of how far 15-year-olds have acquired the knowledge and skills essential for full participation in society.



**Richard Yelland:** Division Head - **Programme on Institutional Management in Higher Education (IMHE)**  
IMHE is an international forum to share experiences and best practices regarding innovation, reform, access and regional competitiveness in higher education. The **Centre for Effective Learning Environments (CELE)** examines how the planning and design of buildings contributes to better outcomes for schools, colleges and universities.



**Ian Whitman:** Division Head - **Programme for Co-operation with Non-member Economies (NME)**  
The OECD has a longstanding commitment to engaging and co-operating with many other economies around the world. The Programme for Co-operation with Non-member Economies undertakes country reviews of education policies in non-member economies and fosters policy dialogue.

# Find Out More

## Websites

- ▶ [www.oecd.org/edu](http://www.oecd.org/edu)
- ▶ Educational facilities and infrastructure: [www.oecd.org/edu/facilities](http://www.oecd.org/edu/facilities)
- ▶ Education indicators: [www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)
- ▶ Education of migrants: [www.oecd.org/edu/migration](http://www.oecd.org/edu/migration)
- ▶ Educationtoday collaborative platform: [www.oecd.org/edu/educationtoday](http://www.oecd.org/edu/educationtoday)
- ▶ Equity in education: [www.oecd.org/edu/equity](http://www.oecd.org/edu/equity)
- ▶ Evaluation and Assessment Frameworks for improving school outcomes: [www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy)
- ▶ Feasibility Study for the International Assessment of Higher Education Learning Outcomes (AHELO): [www.oecd.org/edu/ahelo](http://www.oecd.org/edu/ahelo)
- ▶ Higher education: [www.oecd.org/edu/higher](http://www.oecd.org/edu/higher)
- ▶ Innovation in education: [www.oecd.org/edu/ceri](http://www.oecd.org/edu/ceri)
- ▶ Programme for Co-operation with Non-member Economies (NME): [www.oecd.org/edu/nme](http://www.oecd.org/edu/nme)
- ▶ Programme on Institutional Management in Higher Education (IMHE): [www.oecd.org/edu/imhe](http://www.oecd.org/edu/imhe)
- ▶ Programme for International Student Assessment (PISA): [www.pisa.oecd.org](http://www.pisa.oecd.org)
- ▶ Programme for the International Assessment of Adult Competencies (PIAAC): [www.oecd.org/piaac](http://www.oecd.org/piaac)
- ▶ Teaching and learning effectiveness: [www.oecd.org/edu/talis](http://www.oecd.org/edu/talis)
- ▶ Vocational Education and Training: [www.oecd.org/edu/learningforjobs](http://www.oecd.org/edu/learningforjobs)



## Key books published 2010

- ▶ Are the New Millennium Learners Making the Grade?: Technology Use and Educational Performance in PISA 2006
- ▶ Educating Teachers for Diversity: Meeting the Challenge
- ▶ Improving School Leadership: The Toolkit
- ▶ Learning Mathematics for Life: A Perspective from PISA
- ▶ Learning Our Lesson: Review of Quality Teaching in Higher Education
- ▶ Closing the Gap for Immigrant Students: Policies, Practice and Performance
- ▶ Pathways to Success: How Knowledge and Skills at Age 15 Shape Future Lives in Canada
- ▶ PISA 2009 Assessment Framework: Key Competencies in Reading, Mathematics and Science
- ▶ Recognising Non-Formal and Informal Learning: Outcomes, Policies and Practices
- ▶ Reviews of National Policies for Education: Higher Education in Egypt



- ▶ Reviews of National Policies for Education: Kazakhstan, Kyrgyz Republic and Tajikistan 2009: Students with Special Needs and those with Disabilities
- ▶ TALIS 2008 Technical Report
- ▶ The High Cost of Low Educational Performance: The Long-run Economic Impact of Improving PISA Outcomes



### Key books published 2009

- ▶ Beyond Textbooks: Digital Learning Resources as Systemic Innovation in the Nordic Countries
- ▶ Creating Effective Teaching and Learning Environments: First Results from TALIS
- ▶ Education at a Glance 2009: OECD Indicators
- ▶ Education Today: The OECD Perspective
- ▶ Equally prepared for life?: How 15-year-old boys and girls perform in school
- ▶ Evaluating and Rewarding the Quality of Teachers: International Practices
- ▶ Green at Fifteen?: How 15-Year-Olds Perform in Environmental Science and Geoscience in PISA 2006
- ▶ Highlights from Education at a Glance 2009
- ▶ Reviews of National Policies for Education: Tertiary Education in Chile
- ▶ Top of the Class: High Performers in Science in PISA 2006
- ▶ Working Out Change: Systemic Innovation in Vocational Education and Training



### Papers

- ▶ OECD Education Working Papers series: [www.oecd.org/edu/workingpapers](http://www.oecd.org/edu/workingpapers)
- ▶ Pointers for Policy Development: [www.oecd.org/edu/pointers](http://www.oecd.org/edu/pointers)
- ▶ More free reports on: [www.oecd.org/edu](http://www.oecd.org/edu)



### Key Events

- ▶ Education in a World Changed Utterly: Doing More with Less, Paris, 13-15 September 2010
- ▶ Learning for Jobs: International Conference on Vocational Education and Training, Leipzig, 28 September 2010
- ▶ Education Policy Committee meeting at Ministerial level: Investing in Human and Social Capital: new challenges, Paris, 4-5 November 2010

# More information on OECD's work on education

## Write to us

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Slideshare: <http://www.slideshare.net/OECDDEDU>



## How to apply for a job

Current job vacancies are open to nationals of OECD member countries and are published on [www.oecd.org/hrm](http://www.oecd.org/hrm)

In addition, the OECD Directorate for Education works with a network of external consultants, universities and research institutes. Calls for tender for the projects in the area of education are published on [www.oecd.org/pcm](http://www.oecd.org/pcm)

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- ▶ [www.oecd.org/edu/workingpapers](http://www.oecd.org/edu/workingpapers) for a series of education working papers, and
- ▶ [www.pisa.oecd.org](http://www.pisa.oecd.org) for the Programme for International Student Assessment (PISA) data.

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CO-OPERATION AND DEVELOPMENT