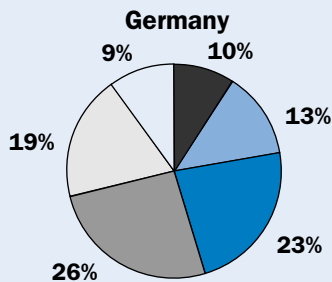
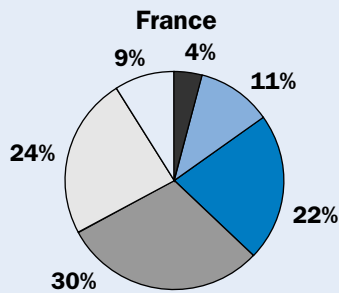
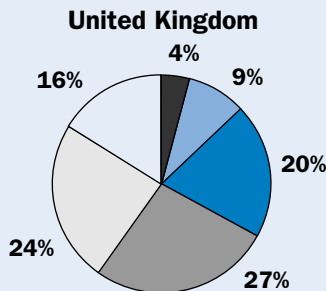
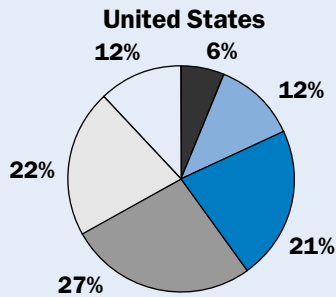
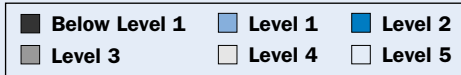


Reading Proficiency of 15-year-olds (2000)



Ability of students at each level:
Below 1: unable to routinely show basic knowledge and skills measured
1: only least complex tasks
2: basic reading tasks
3: moderately complex reading tasks
4: difficult reading tasks
5: sophisticated reading tasks

Source: *Education at a Glance—OECD Indicators 2003*, OECD, 2003

OECD's 2003 *Education at a Glance* "a wake-up call," Says U.S. Secretary of Education

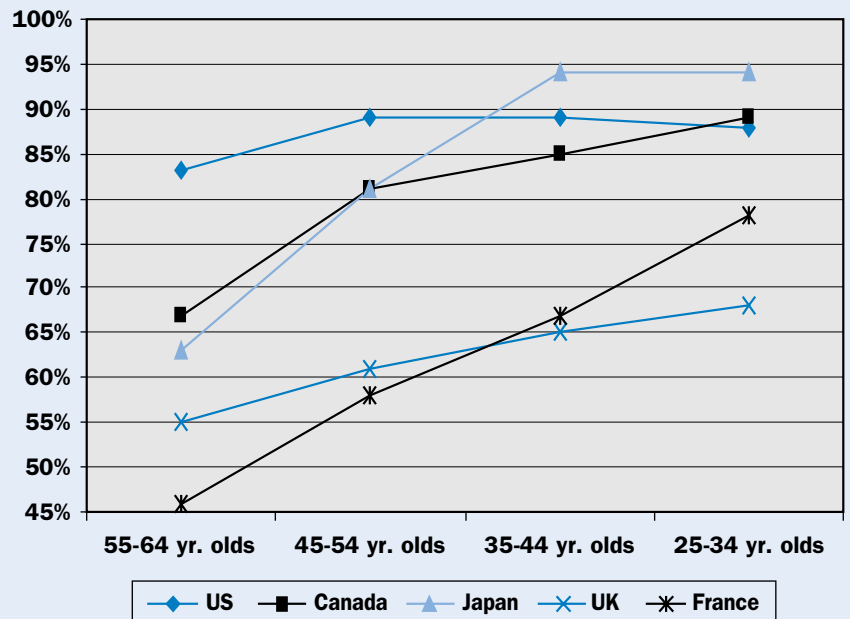
Upon release of the 2003 edition of the OECD's *Education at a Glance*, U.S. Secretary of Education Rod Paige affirmed that while the US, "remains mired in internal education politics and mediocrity, other countries are moving ahead by putting their focus squarely on achievement." He noted a troubling trend: US students start off strong, but are average among OECD countries in reading, math, and science by age 15. Stressing that the US education system is "standing still" amid the advances of other countries, Paige insists the OECD report "should bolster our resolve."

EAG shows that most countries have progressed so rapidly that the US, the country with the highest graduation rates at the bachelor's level a decade ago, now has fewer entrants to these programs than the OECD on average. And, the drop-out rate from first degree programs in the US is now above the average for OECD countries.

Secretary Paige maintains that US teachers, "among the hardest working in the world," will provide the catalyst for positive changes. To this end, the US has invested unprecedented levels in teacher development, and is insisting on "a highly qualified teacher in every classroom."

Sources: Secretary Paige's remarks during Press Conference announcing "2003 Education at a Glance Report," 15 Sept., 2003, Washington, DC. OECD, Paris (2003), *Education at a Glance—OECD Indicators 2003*, ISBN: 92-64-10233-7, \$56.00

Population That Has Attained At Least Upper Secondary Education (2001), by Age Group



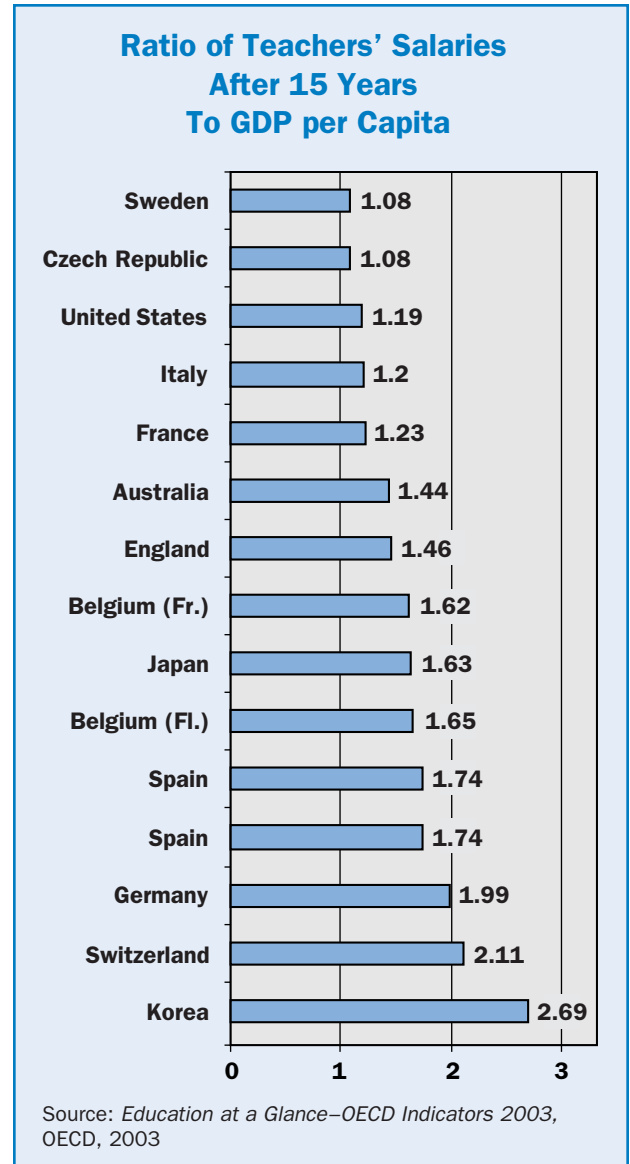
Source: *Education at a Glance—OECD Indicators 2003*, OECD, 2003

Teachers: Salaries and Shortages

Despite the obvious importance of education, public teachers in OECD countries are paid relatively less than their peers in other public sectors. There are differences of more than 30 percent between teachers' salaries and those of town planners, civil engineers, and executive officials in the United States. Librarians and social workers earn roughly the same, while draftsmen and computer operators earn less.

Germany pays its starting public primary teachers \$38,412 a year, 34 percent more than the US, making their teachers the highest paid across the OECD countries. But it is US primary school teachers who put in the most teaching hours per year, 1,139 hours to be exact (average is 792). Similarly, US teachers top the upper secondary school list with 1,121 hours (average is 656), and are second in the lower secondary school category, dedicating 1,127 hours (average is 714). Expanding this to working time (i.e. class time plus administration time) in hours, the US ranks fifth for primary education, fourth for lower secondary education, and fourth for upper secondary education, general programs.

OECD, Paris (2003), *Education at a Glance—OECD Indicators 2003*, ISBN: 92-64-10233-7, \$56.00



Top 10 OECD Countries: Primary to Tertiary Expenditure per Student (2000) (Annual Expenditure in US Dollars Converted Using PPP's)	
United States ²	10,240
Switzerland ¹	9,311
Austria	8,430
Norway ¹	8,333
Denmark	8,302
Canada	7,764
Sweden	7,524
Italy ¹	6,928
Australia	6,904
Germany	6,849

¹ Public Institutions Only
² Public and Independent Private Institutions Only
 Source: *Education at a Glance—OECD Indicators 2003*, OECD, 2003

Expenditure on Education

It is important to look at various factors when assessing spending on education in a given country and between countries. These include: percent of GDP spent (public and private), percent of public spending directed towards education, and expenditure per student to account for disparity in GDP levels when compared against countries. Denmark and Sweden devote the highest percentage of public resources to education (6.4 and 6.3 percent), while the US and the EU on average allot 4.8 percent (2000 figures). However, combining public and private spending, Korea holds the top position, spending 7.1 percent of GDP, with the US barely second with 7.0 percent, substantially exceeding the OECD average of 5.9 percent. The US dedicates the most money per student from primary to tertiary education: \$10,240 (US PPP).

OECD, Paris (2003), *Education at a Glance—OECD Indicators 2003*, ISBN: 92-64-10233-7, \$56.00

Student Motivation: Essential for Success

The way in which students approach learning, not just their instruction and ability to store knowledge, is critical for their educational success. A new study, the OECD's *Learners for Life—Student Approaches to Learning*, involved 15 year-olds in 26 countries. Students in the strong learner category were reported to have independent initiative, high self-confidence, an interest in reading, and exert great effort and persistence. An independent approach implies that students will continue learning after the removal of the stimulus of a teacher.

The relationship between various learning approaches and performance was largely consistent across countries. The positive benefits to be gained from ensuring teachers have the proper understanding of how to inspire learning, not just transfer knowledge, are emphasized.

OECD, Paris (2003), *Learners for Life—Student Approaches to Learning: Results from PISA 2000*, ISBN: 92-64-10390-2, \$24.00

Performance of 15 year-olds on the PISA Combined Reading Literacy Scale by PISA Self-Regulated Learning Cluster, 2000

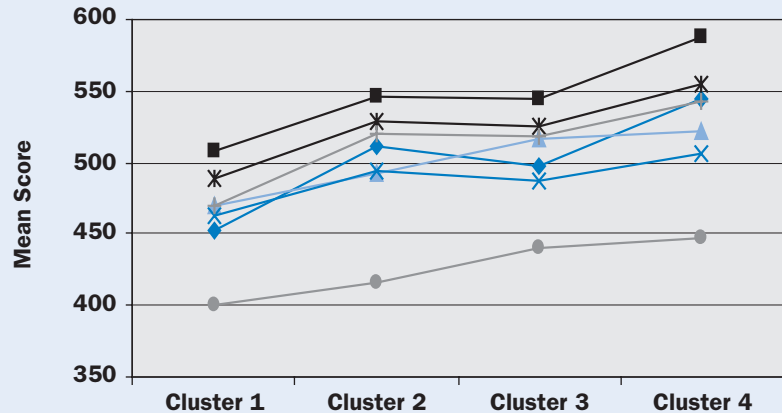
Prerequisites met in each cluster:

Cluster 1: Low-Level

Cluster 2: Medium-Level (scores generally below the mean)

Cluster 3: Medium-Level (scores generally above the mean)

Cluster 4: High-Level



Source: *Education at a Glance—OECD Indicators 2003*, OECD, 2003

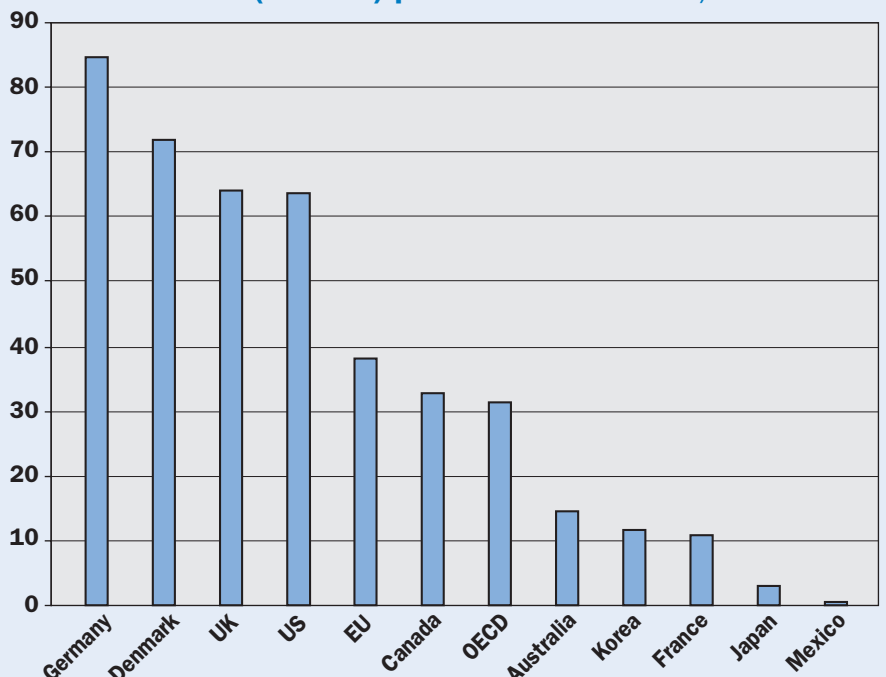
US Accounts for Half of All Websites in OECD

The OECD's 2003 *Communications Outlook* reports that the Netcraft Survey found more than 35 million websites in OECD countries in July 2002, representing an increase of 16 million sites since July 2000. 18 million of these servers were operating in the US, 7 million in Germany, and 3.9 million in the UK. Annual growth rates have been wide-ranged through the OECD, from 97 percent in Germany, to 20 percent in the US, to 11 percent in Sweden, with this slower growth occurring in countries where the Internet was adopted relatively early.

The graph to the right shows differences between OECD countries using another measure of Internet prevalence: websites per 1000 inhabitants.

OECD, Paris (2003), *OECD Communications Outlook 2003*, ISBN: 92-64-19984-5, \$75.00

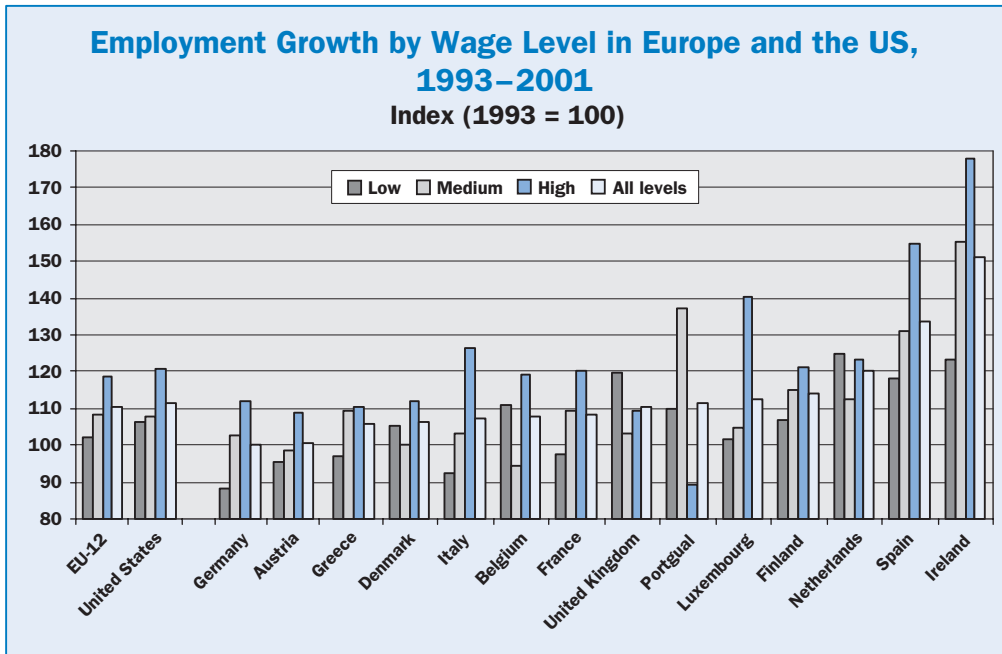
Websites (Servers) per 1000 Inhabitants, 2002



Source: *OECD Communications Outlook 2003*, OECD, 2003

Number of High Paid Jobs Growing Relatively Rapidly

According to the 2003 OECD *Employment Outlook*, employment has tended to grow more rapidly in industries and occupations that pay relatively well than in industries with average or below-average wages. This pattern holds for the EU countries as a group and the United States.



Sources: Secretariat calculations based on the European Union Labour Force Survey and the European Community Household Panel.

OECD, Paris (2003), *Employment Outlook 2003—Towards More and Better Jobs*, ISBN: 92-64-10061-X, \$75.00



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