



Improving quality of education – Human capital development in Emerging Asia

7TH OECD-AMRO-ADB/ADBI-ERIA
ASIAN REGIONAL ROUNDTABLE

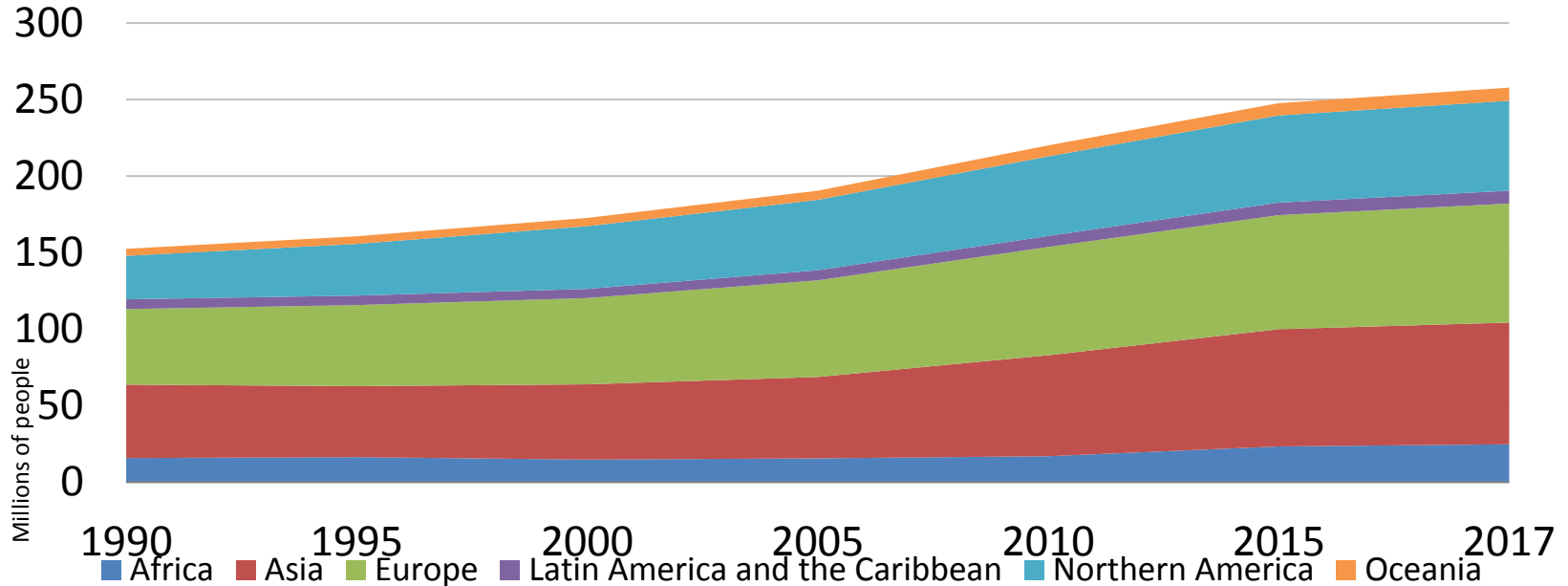
Yuri Belfali

Head of Early Childhood and Schools Division



More people on the move

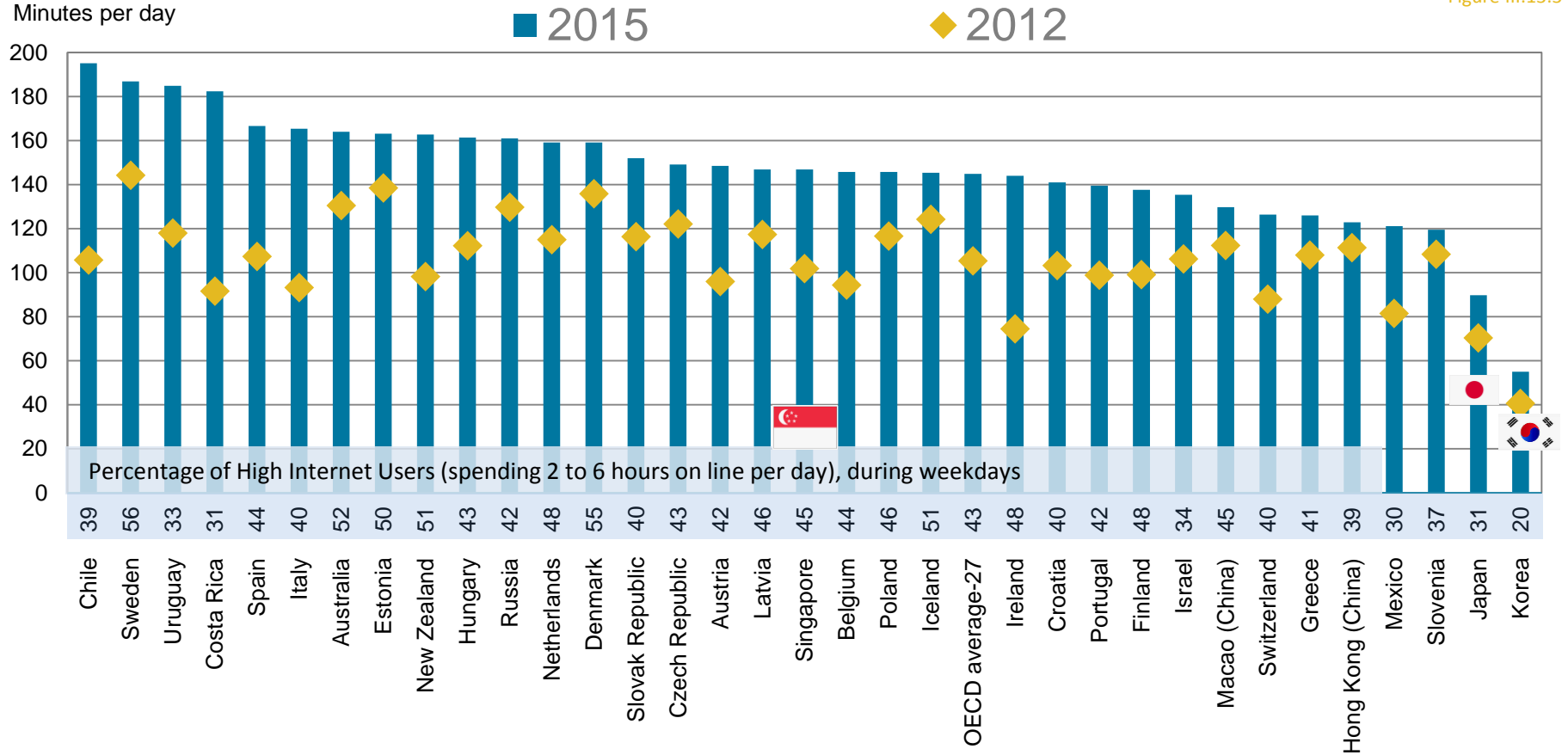
Estimates of international migrant stock by region of destination, 1990-2017



Source: OECD (2019), *Trends Shaping Education 2019*, https://doi.org/10.1787/trends_edu-2019-en

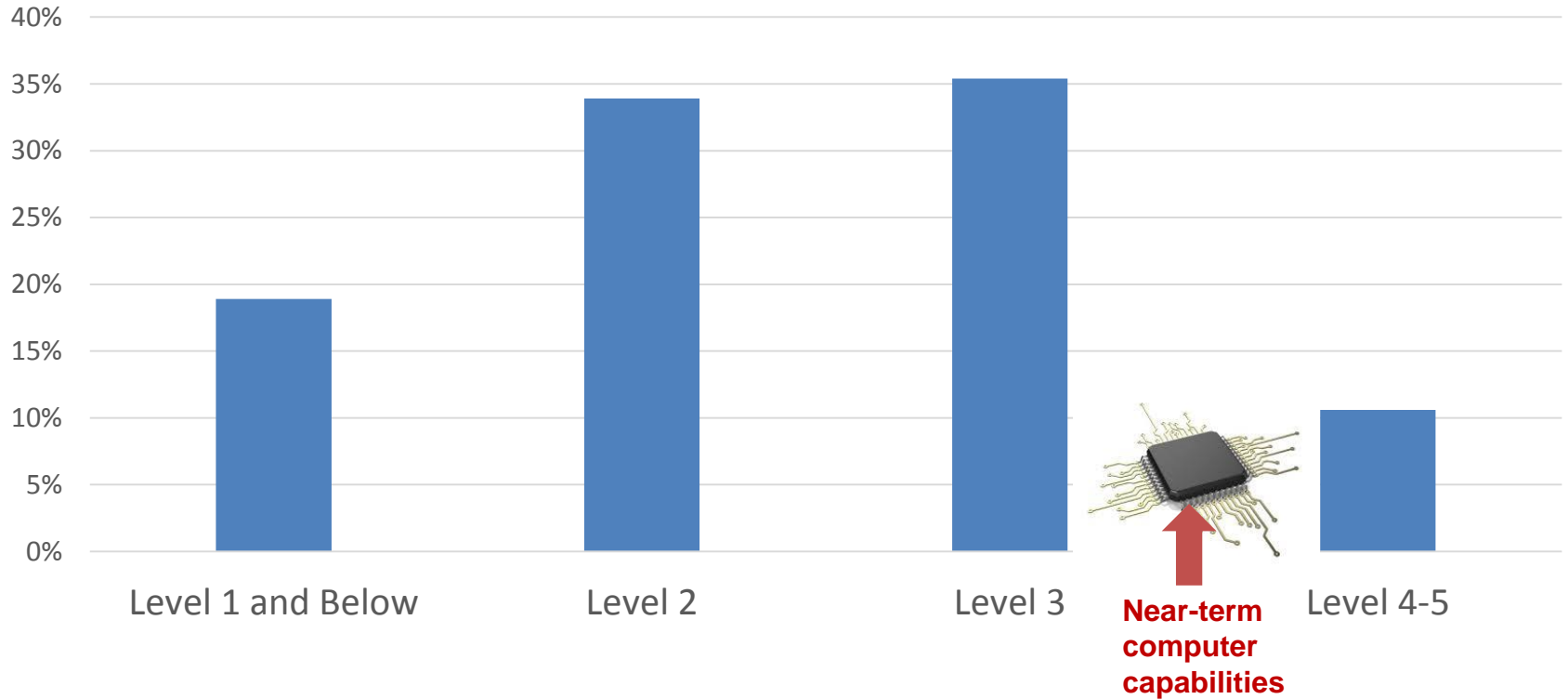
More time online outside school on a typical school day (PISA)

Figure III.13.3

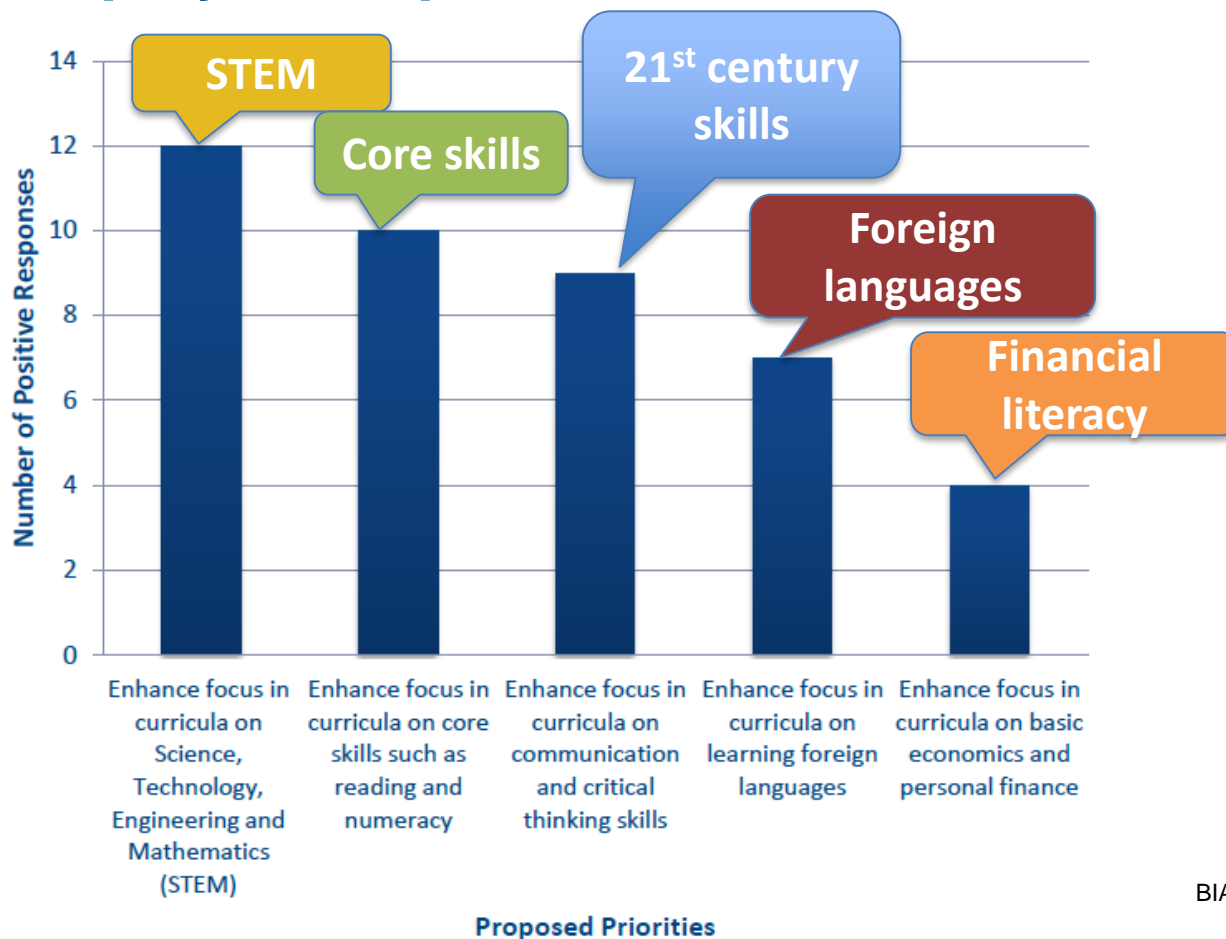


Is AI more intelligent than human-being?

Literacy Proficiency in OECD Countries (PIAAC)



What do employers expect from education?



Trends in science performance (PISA)

570

550

530

510

490

470

450

Student performance

OECD average

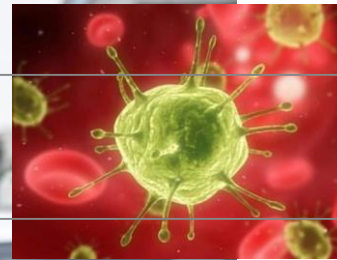
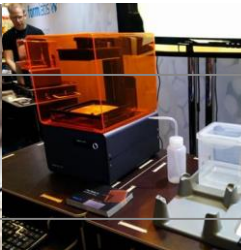
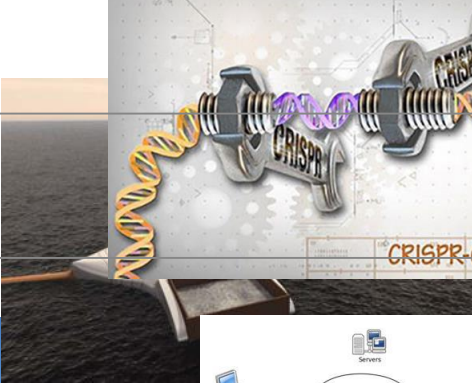
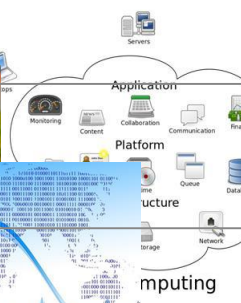
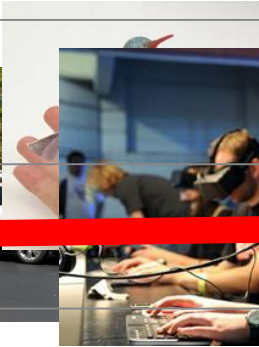
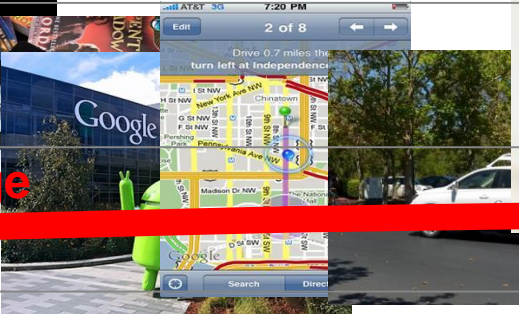


2006

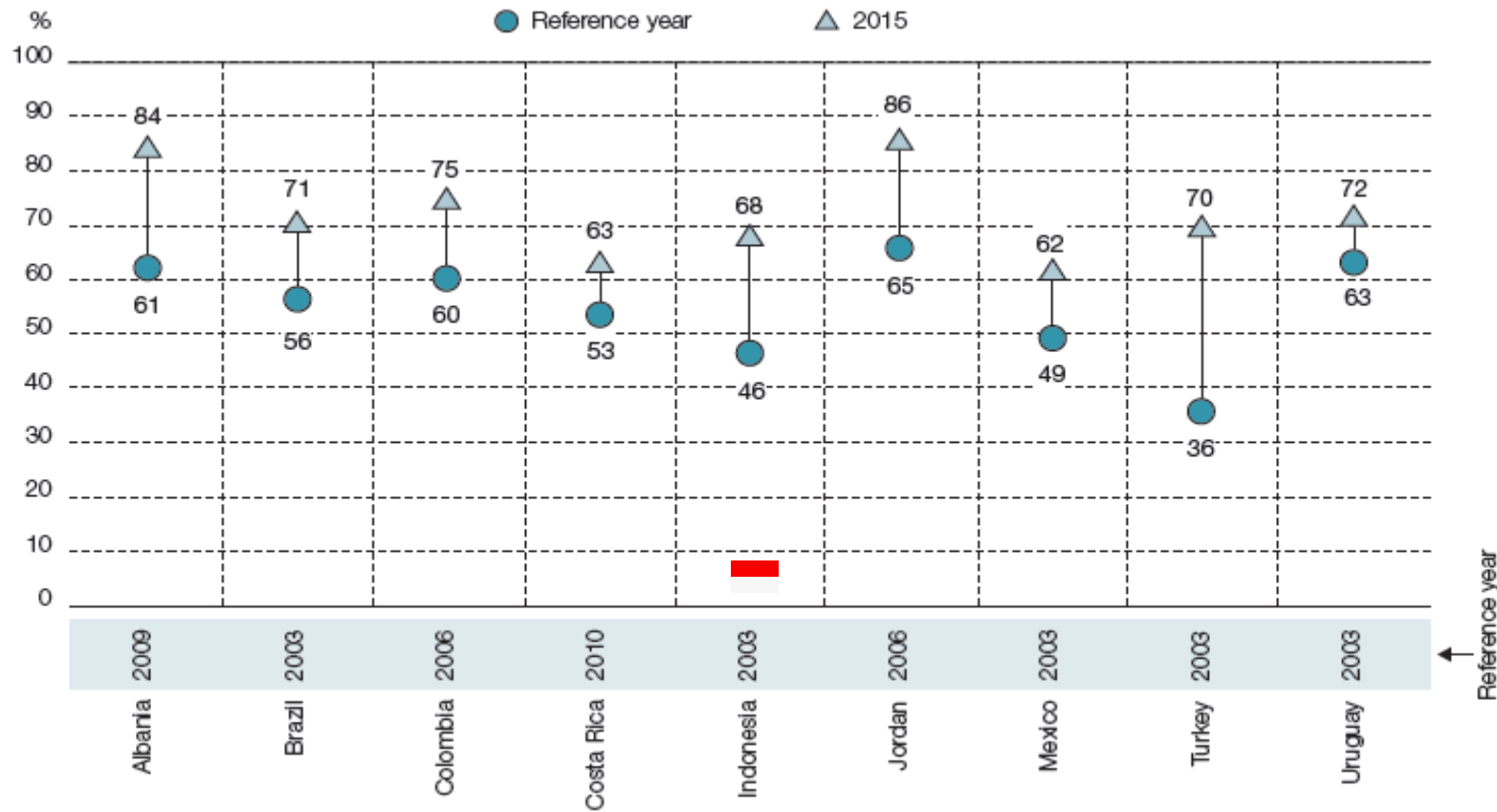
2009

2012

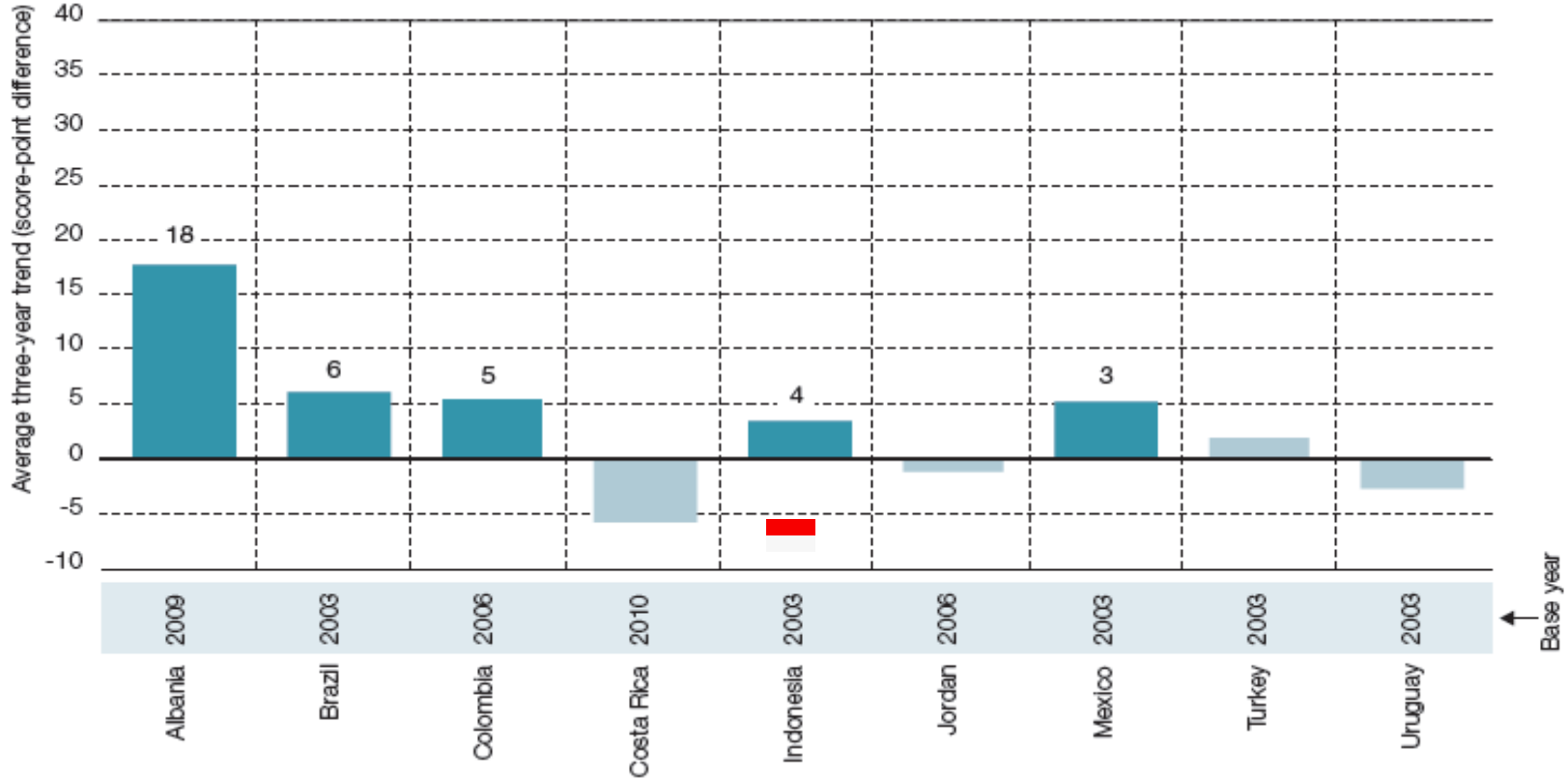
2015



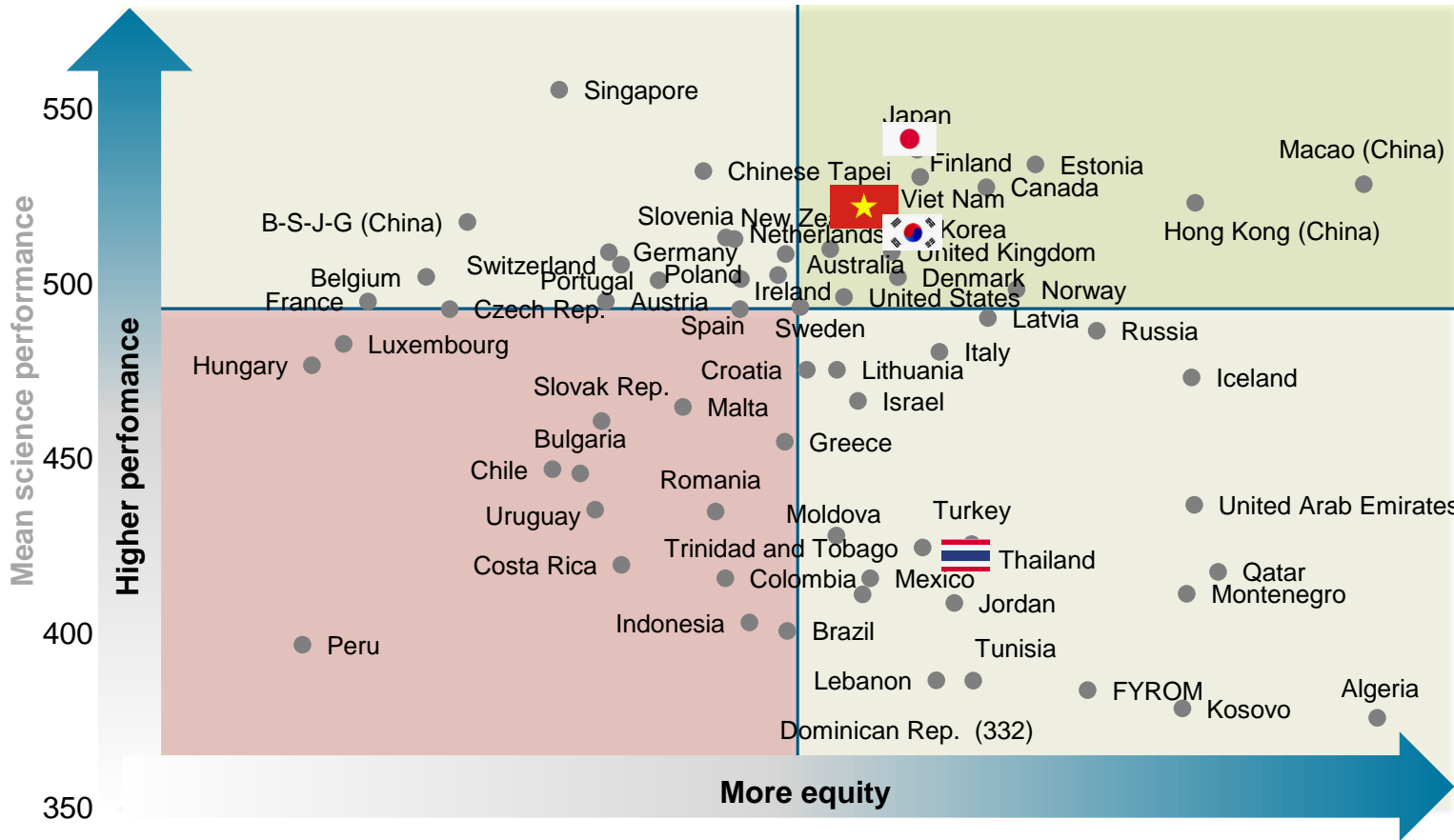
Some countries significantly increased the enrolment of 15-year-olds



And still improving mean performance (math)



Science performance and equity in PISA (2015)

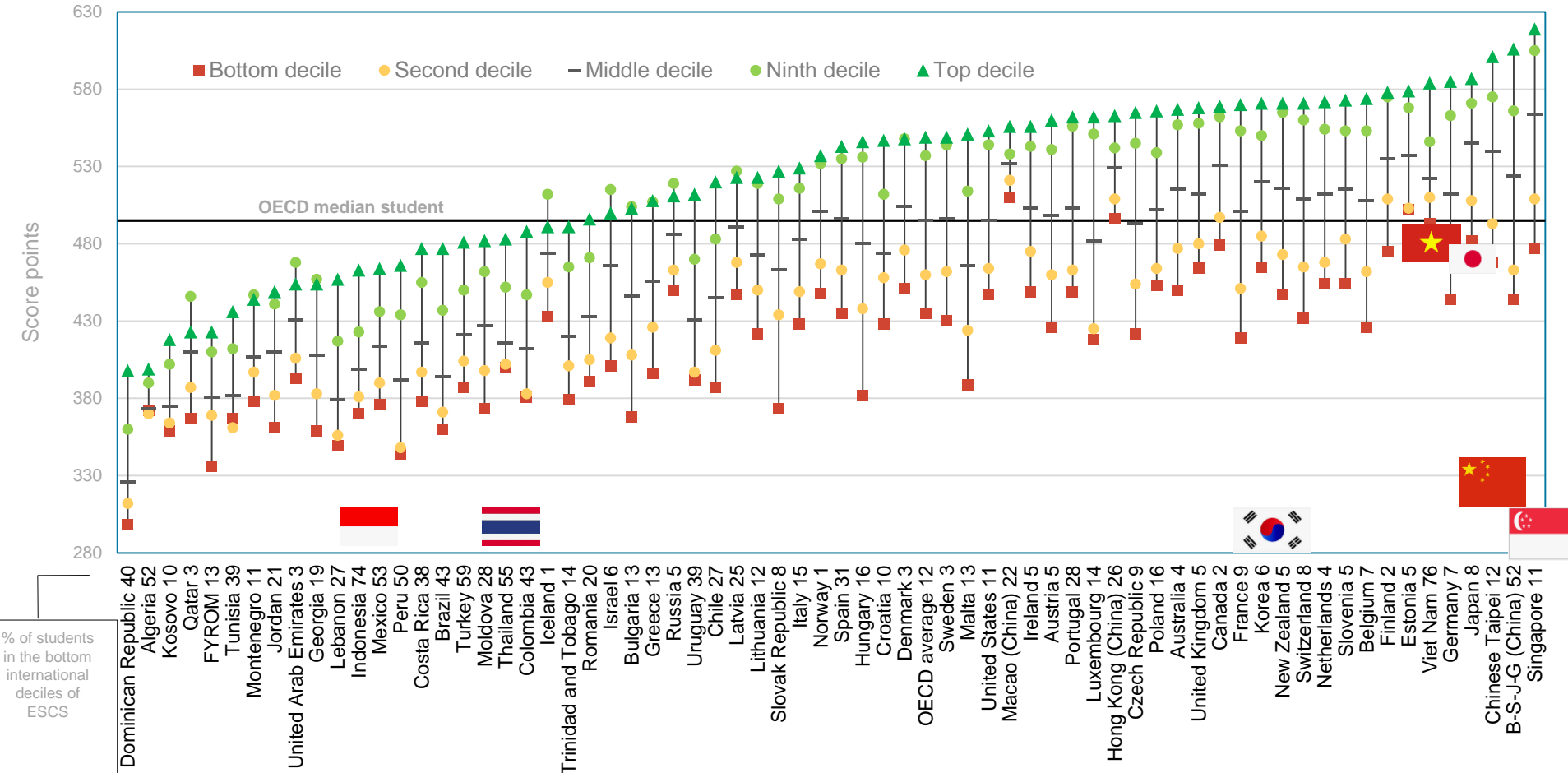


Some countries combine excellence with equity

Poverty is not destiny - Science performance

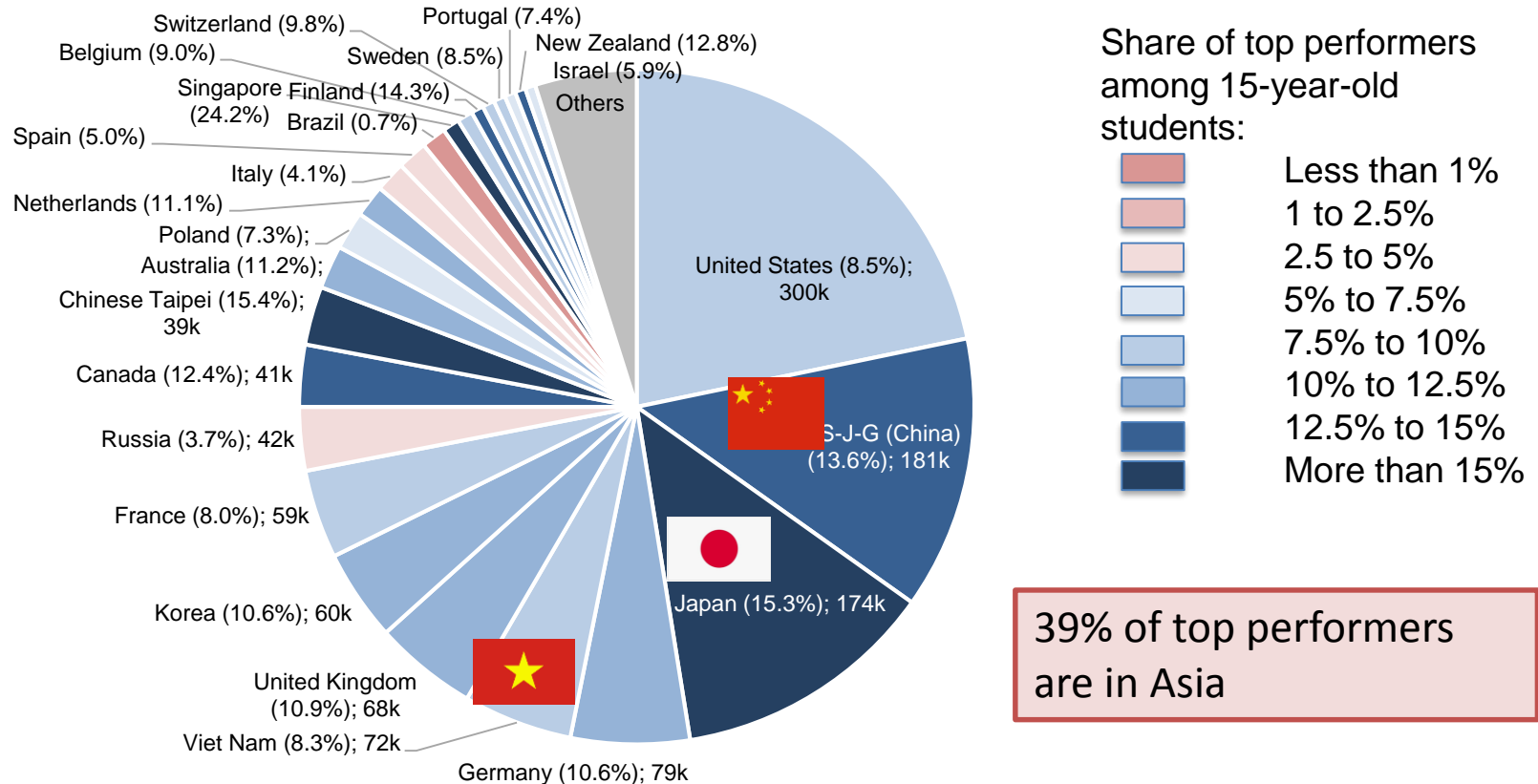
by international deciles of the PISA index of economic, social and cultural status (ESCS)

Figure I.6.7

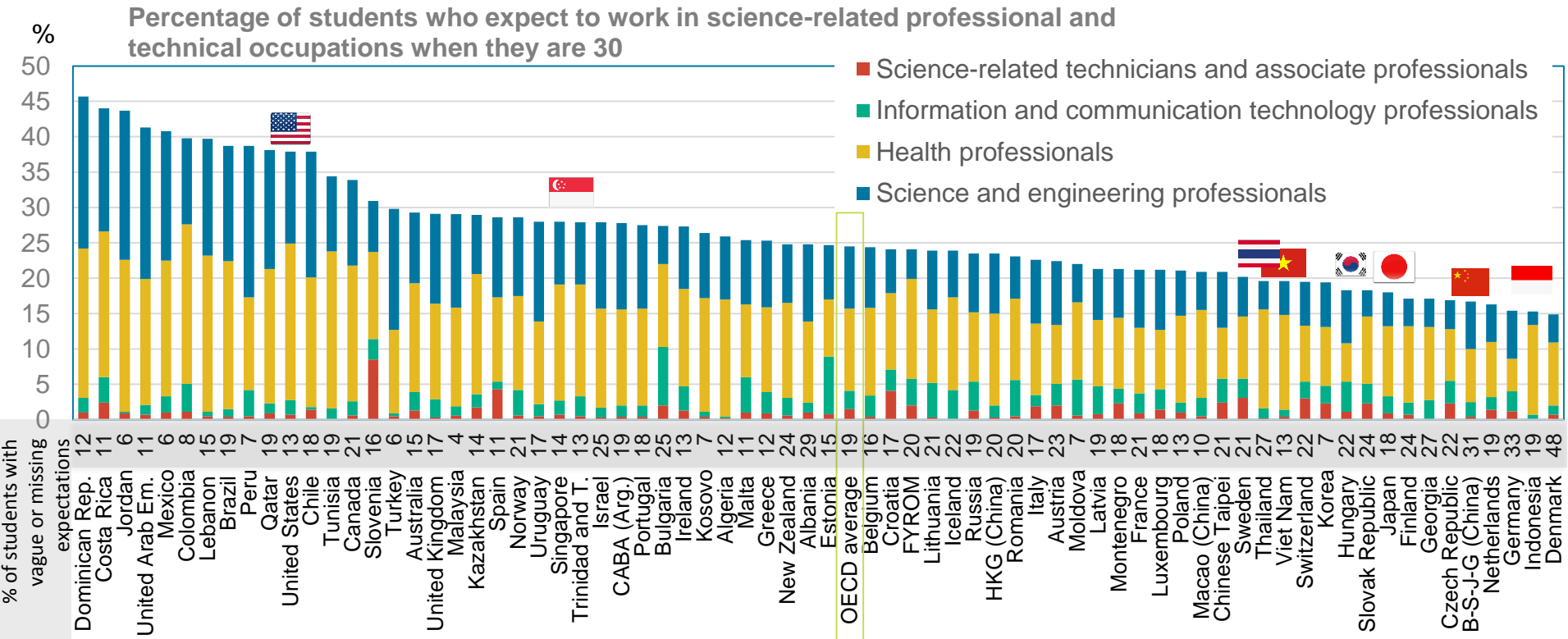


The global pool of top performers: A PISA perspective

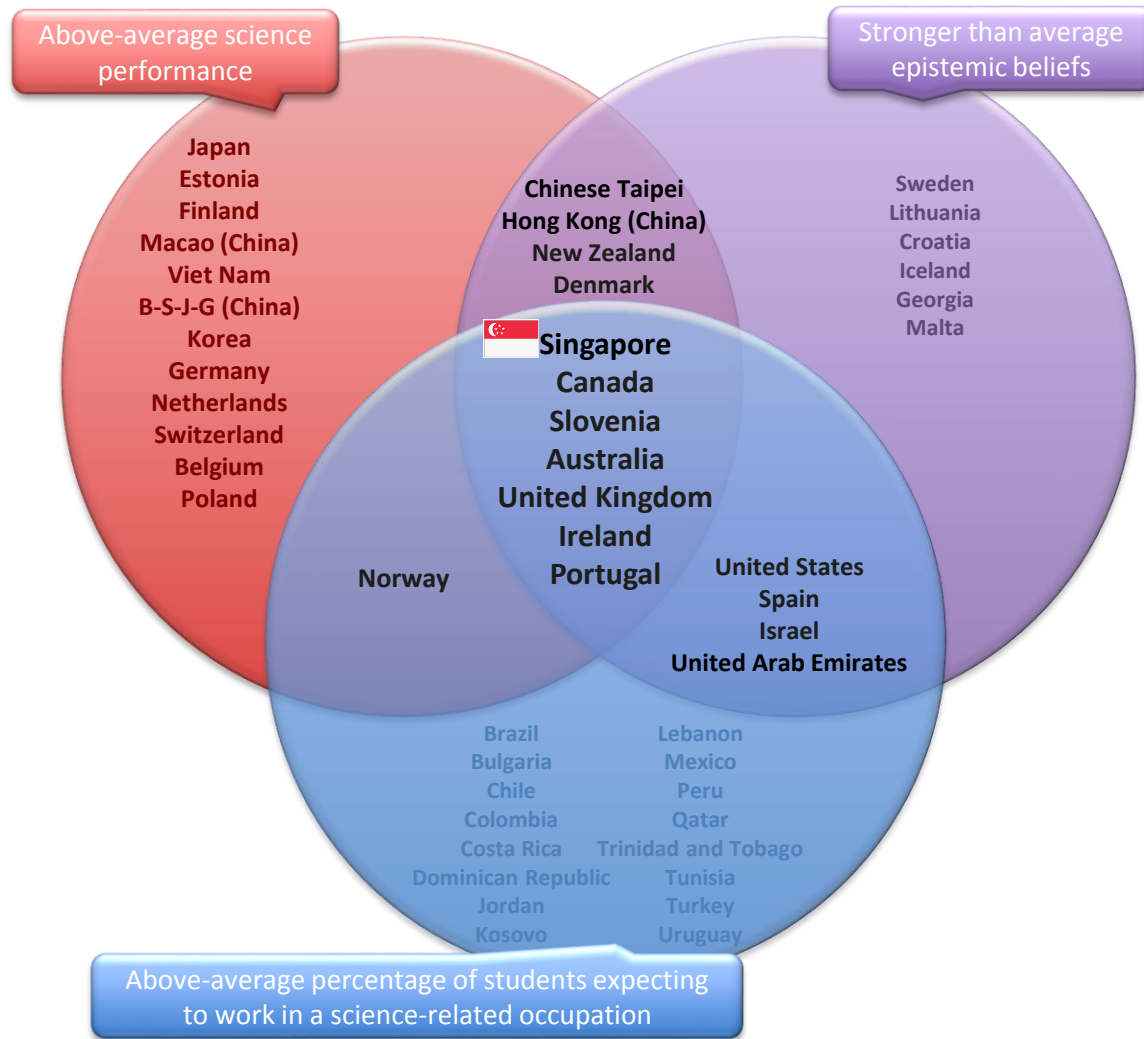
Figure I.2.18



Students expecting a career in science



Multiple outcomes



Spending per student from the age of 6 to 15 and science performance

Figure II.6.2

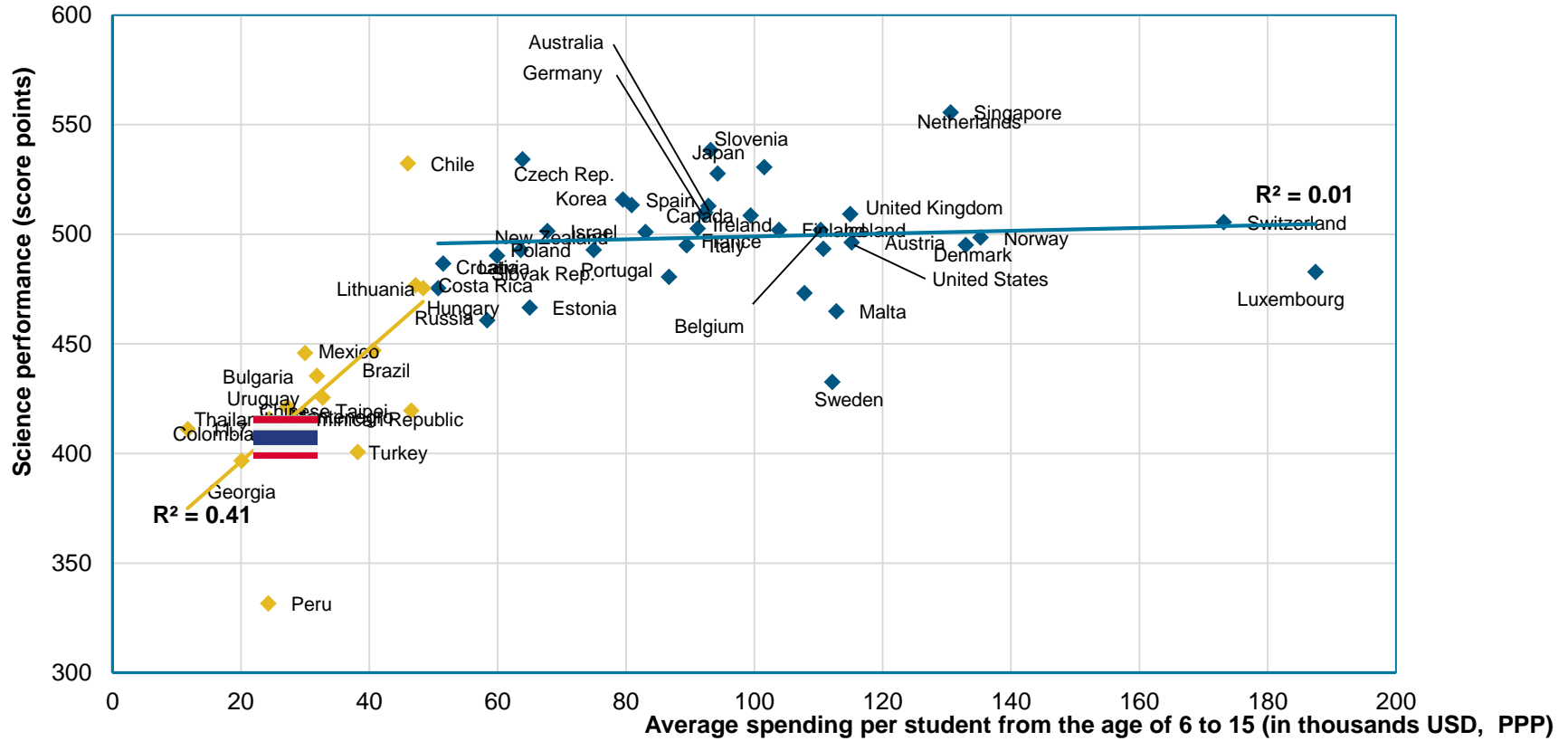
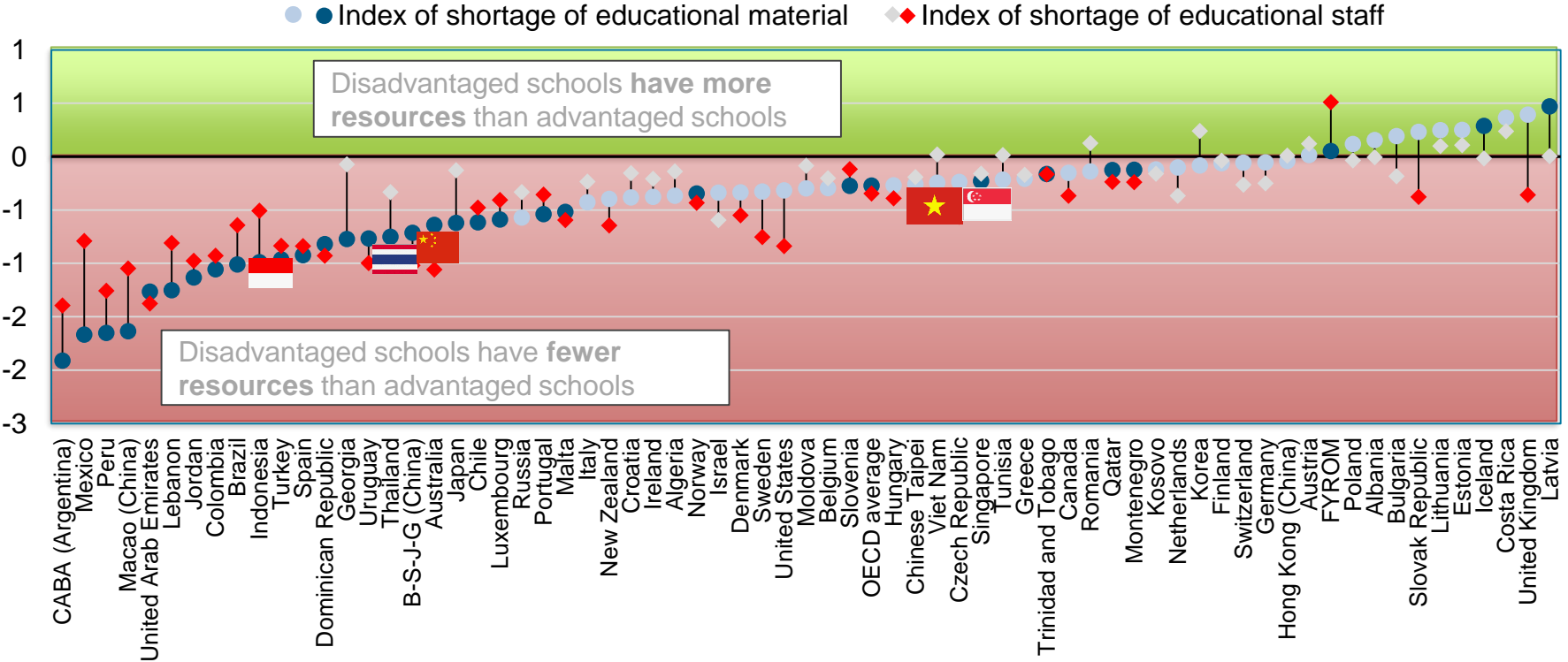


Figure I.6.14

Differences in educational resources

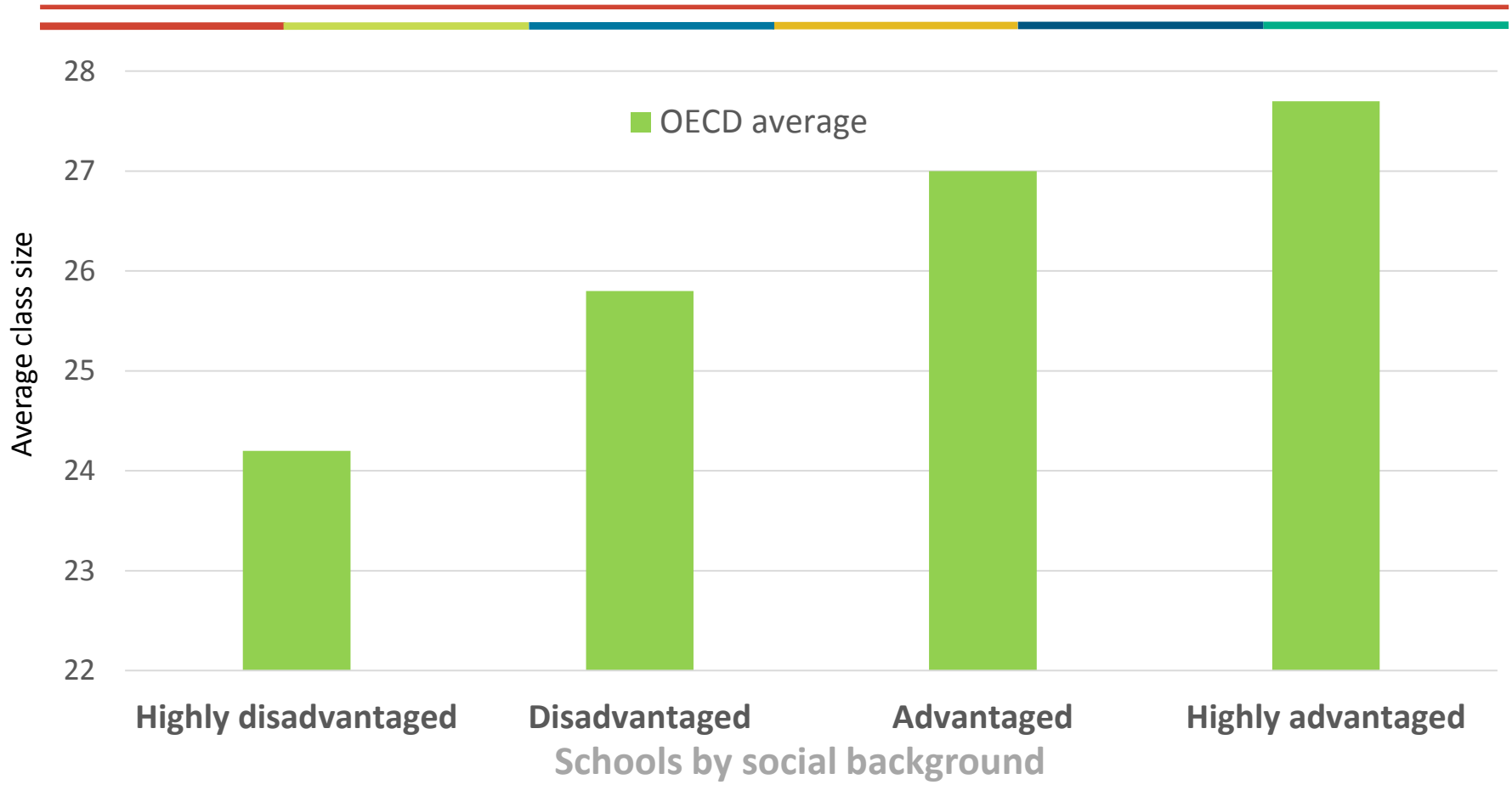
between advantaged and disadvantaged schools

Mean index difference between advantaged and disadvantaged schools



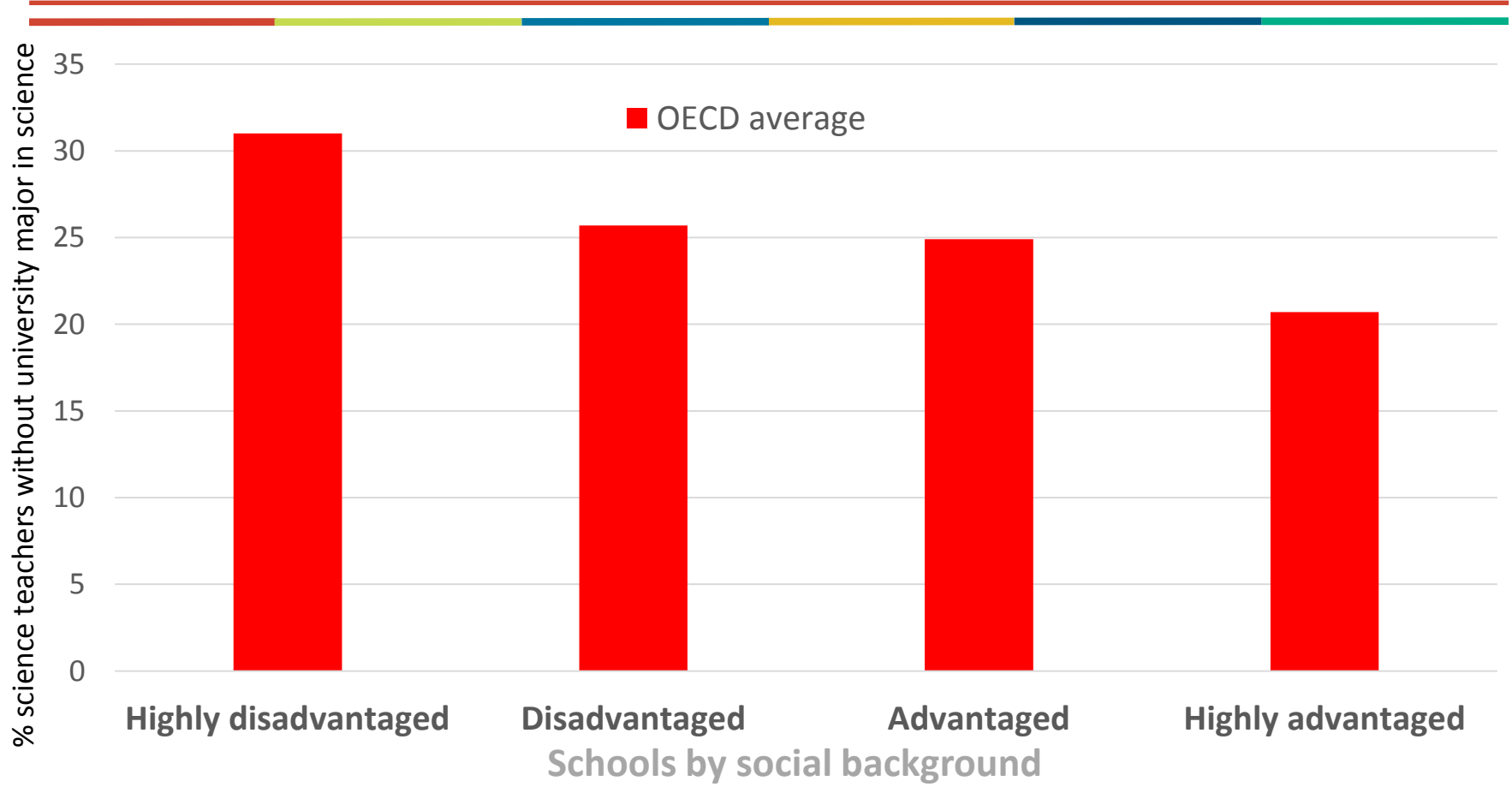
Aligning resources with needs

Average class size in <9th grade>, by quarter of school socio-economic profile



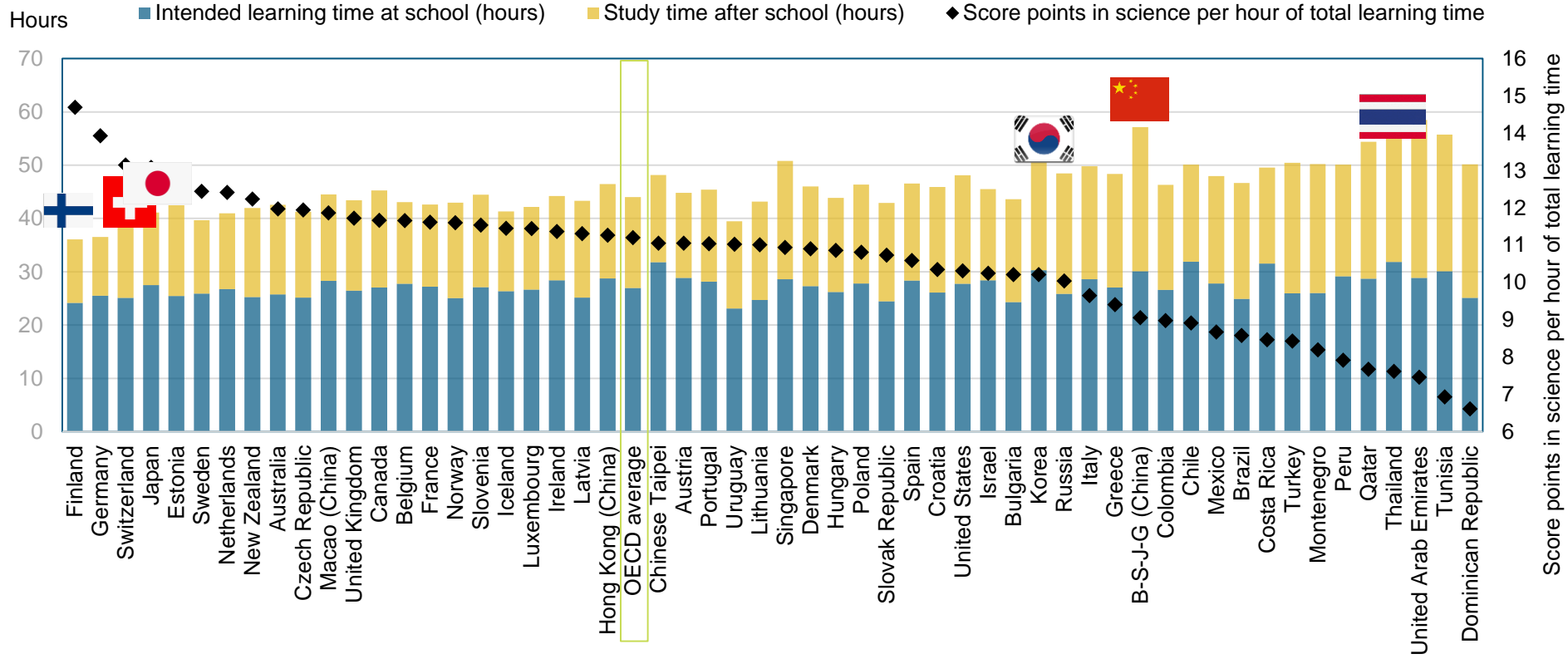
Aligning resources with needs

Science teachers without a university major in science, by school socio-economic profile (OECD Average)



Learning time and science performance

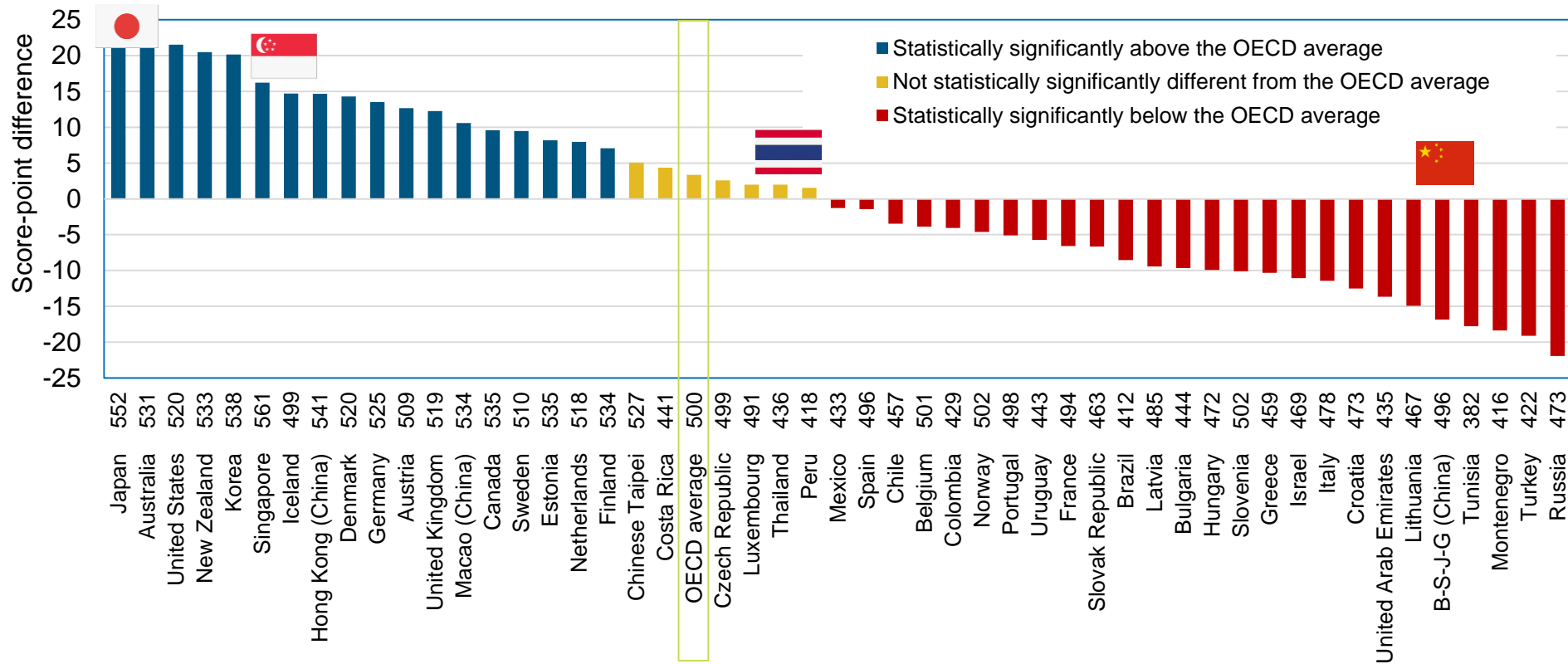
Figure II.6.23



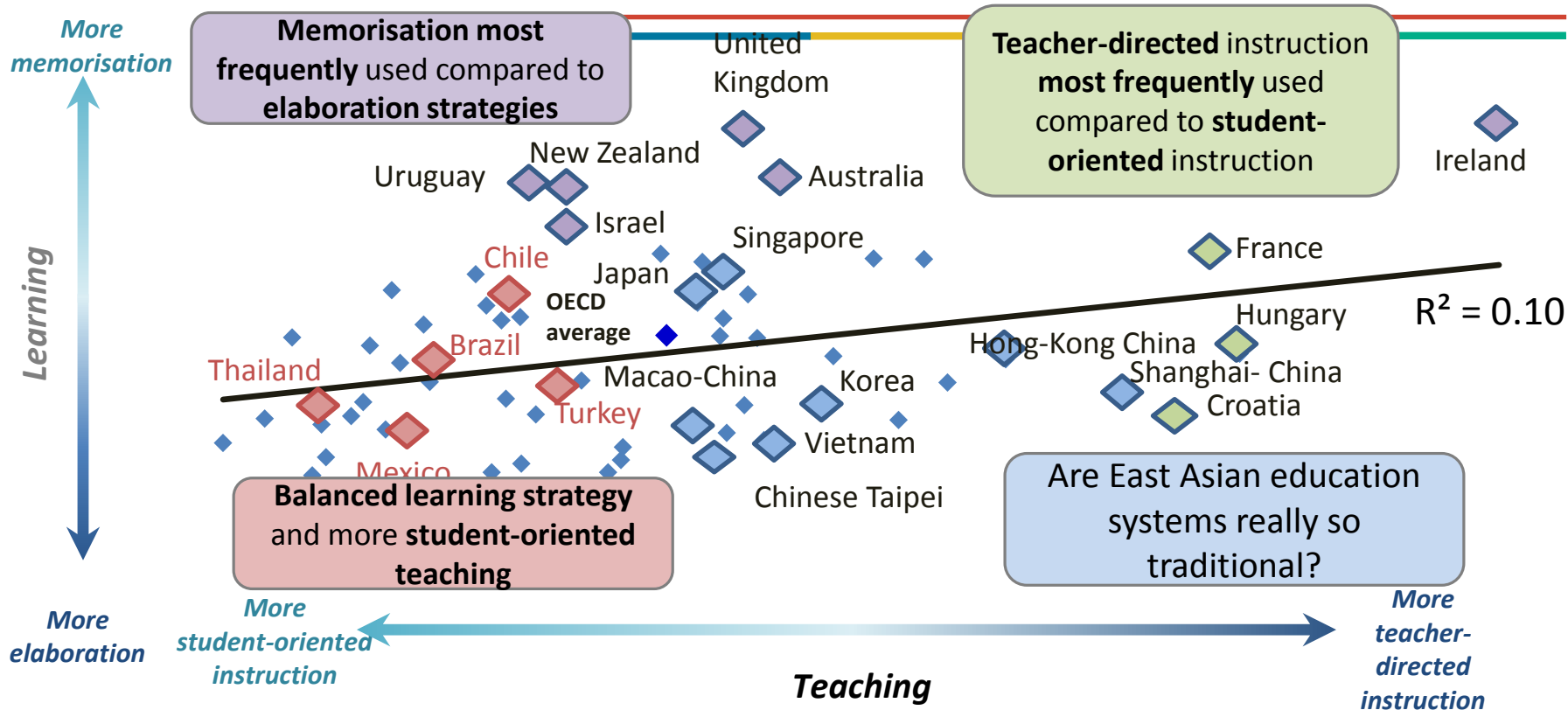
Collaborative problem solving skills of 15-year-old students

Figure V.3.9

relative to performance in reading, mathematics and science



Teaching and learning strategies in mathematics around the world



Policy levers to teacher professionalism

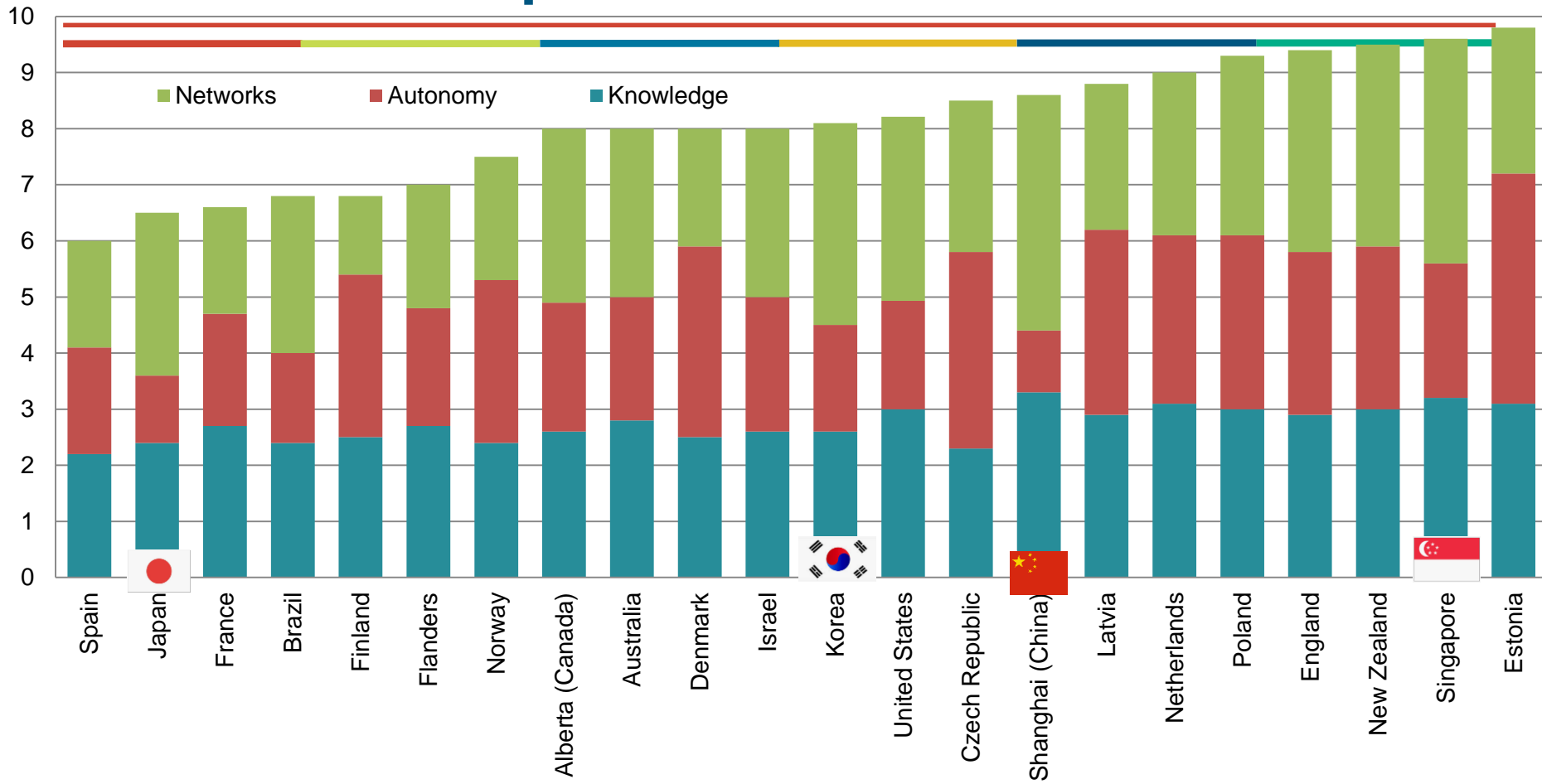
Autonomy: Teachers' decision-making power over their work (teaching content, course offerings, discipline practices)

**Teacher
professionalism**

Peer networks: Opportunities for exchange and support needed to maintain high standards of teaching (participation in induction, mentoring, networks, feedback from direct observations)

Knowledge base for teaching (initial education and incentives for professional development)

TALIS Teacher professionalisation index



OECD learning compass for curriculum design

The background features a stylized illustration of a hand holding a compass. The hand is purple and white, with the index finger pointing towards the top-left. The compass has a yellow and orange frame, a white face with a blue center, and a yellow and orange compass rose. The background includes a city skyline on the left, a sign with the word 'Welcome' on a post, rolling green hills with trees, and a small house on the right. The overall style is clean and modern with a color palette of blues, greens, yellows, and purples.

Competencies:

Knowledge
Skills
Attitude
Value

Apply competencies for:

Action
Anticipation
Reflexion

Transformative competencies:

Taking responsibility
Reconciling tensions & dilemmas
Creating new values

Core foundations:

Cognitive
Health
Social and emotional

THE FUTURE OF EDUCATION AND SKILLS

Education 2030



THE
FUTURE
WE WANT



Thank you!

Please visit our website:

<http://www.oecd.org/education/2030-project/>

<https://www.oecd.org/pisa/pisa-2018-global-competence.htm>

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