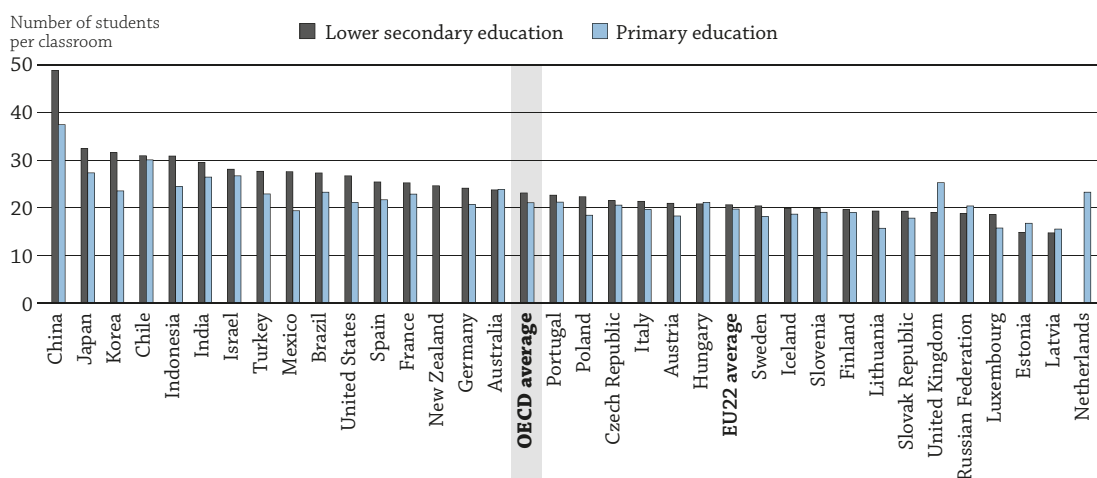


WHAT IS THE STUDENT-TEACHER RATIO AND HOW BIG ARE CLASSES?

- The average primary school class in OECD countries has 21 students, and this average increases to 23 in lower secondary education. These figures represent a decrease when compared to the OECD average class sizes in 2005.
- The difference in average class size between public and private institutions in primary education varies substantially across OECD countries, but is considerably larger in partner countries.
- There are 15 students per teacher in primary education, on average across OECD countries. The figure increases to 17 students per teacher, on average, at the tertiary level.

Figure D2.1. Average class size, by level of education (2014)



Countries are ranked in descending order of the average class size in lower secondary education.

Source: OECD. Table D2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398905>

Context

Class size and student-teacher ratios are much-discussed aspects of education and, along with students' instruction time (see Indicator D1), teachers' working time (see Indicator D4), and the division of teachers' time between teaching and other duties, are among the determinants of the demand for teachers. Together with teachers' salaries (see Indicator D3) and the age distribution of teachers (see Indicator D5), class size and student-teacher ratios also have a considerable impact on the level of current expenditure on education (see Indicators B6 and B7).

Smaller classes are often seen as beneficial because they allow teachers to focus more on the needs of individual students and reduce the amount of class time needed to deal with disruptions. Yet, while there is some evidence that smaller classes may benefit specific groups of students, such as those from disadvantaged backgrounds (Piketty and Valdenaire, 2006), overall, evidence of the effect of differences in class size on student performance is weak.

The ratio of students to teaching staff indicates how resources for education are allocated. Smaller student-teacher ratios often have to be weighed against higher salaries for teachers, investing in their professional development, greater investment in teaching technology, or more widespread use of assistant teachers and other paraprofessionals, whose salaries are often considerably lower than those of qualified teachers.

■ **Other findings**

- With the exceptions of Chile, Colombia, Luxembourg and Mexico, the student-teacher ratio decreases or stays the same between primary and lower secondary levels in all countries with available data, despite a general increase in class size between these levels.
- On average across OECD countries, the student-teacher ratio in lower and upper secondary education is slightly lower in private institutions than in public institutions. This is most striking in Mexico where, at the secondary level, there are at least 14 more students per teacher in public institutions than in private institutions.
- Class size varies significantly across countries. The biggest classes in primary education are observed in Chile (30 students per classroom) and China (37 students), while in Latvia, Lithuania and Luxembourg, classes have fewer than 17 students, on average.

Analysis

Average class size in primary and lower secondary education

The average primary class in OECD countries had 21 pupils in 2014. There are fewer than 26 pupils per primary classroom in nearly all of the countries with available data, with the exception of Chile, China, India, Israel and Japan.

At the lower secondary level, the average class in OECD countries has 23 students. Among all countries with available data on lower secondary education, that number varies from fewer than 20 students in Estonia, Latvia, Lithuania, Luxembourg, the Russian Federation, the Slovak Republic and the United Kingdom to 32 students per class in Japan and Korea, and 49 students in China (Table D2.1).

The number of students per class tends to increase between primary and lower secondary education. In China, Korea and Mexico, the increase in average class size exceeds seven students. Meanwhile, the United Kingdom and, to a lesser extent, Estonia, Latvia and the Russian Federation show a drop in the number of students per class between these two levels of education.

The indicator on class size is limited to primary and lower secondary education because class size is difficult to define and compare at higher levels, where students often split and attend several different classes, depending on the subject area.

Class size in public and private institutions

Class size is one factor that parents may consider when deciding on a school for their children, and the difference in average class size between public and private schools (and between different types of private institutions) could influence enrolment.

In most OECD countries, average class size does not differ between public and private institutions by more than two students per class in both primary and lower secondary education. However, there are marked differences among countries. For example, in Brazil, the Czech Republic, Iceland, Latvia, Poland, the Russian Federation and the United Kingdom, the average primary school class in public institutions is larger than the average class in a private school by more than four students (Table D2.1). However, with the exception of Brazil and the United Kingdom, the private sector is relatively small in all of these countries, representing at most 5% of students at the primary level (see Table C1.4a in OECD, 2015). In contrast, in China and Luxembourg, the average class in private institutions is larger than that in public institutions by six students.

The comparison of class size between public and private institutions shows a mixed picture at the lower secondary level, where private institutions are more prevalent. The average class in lower secondary private institutions is larger than in public institutions in 10 countries, smaller in 15 countries and the same in 7 countries. The differences, however, tend to be smaller than in primary education.

In countries where private institutions (including both government-dependent and independent) are more prevalent at the primary level (i.e. countries where more than 15% of students are enrolled in these institutions), such as Australia, Brazil, Indonesia, Israel and Spain, there may be considerable differences in class size between public and private institutions (see Table C1.4a in OECD, 2015). Among those countries, private institutions tend to have more students per class than public schools in Australia and Spain.

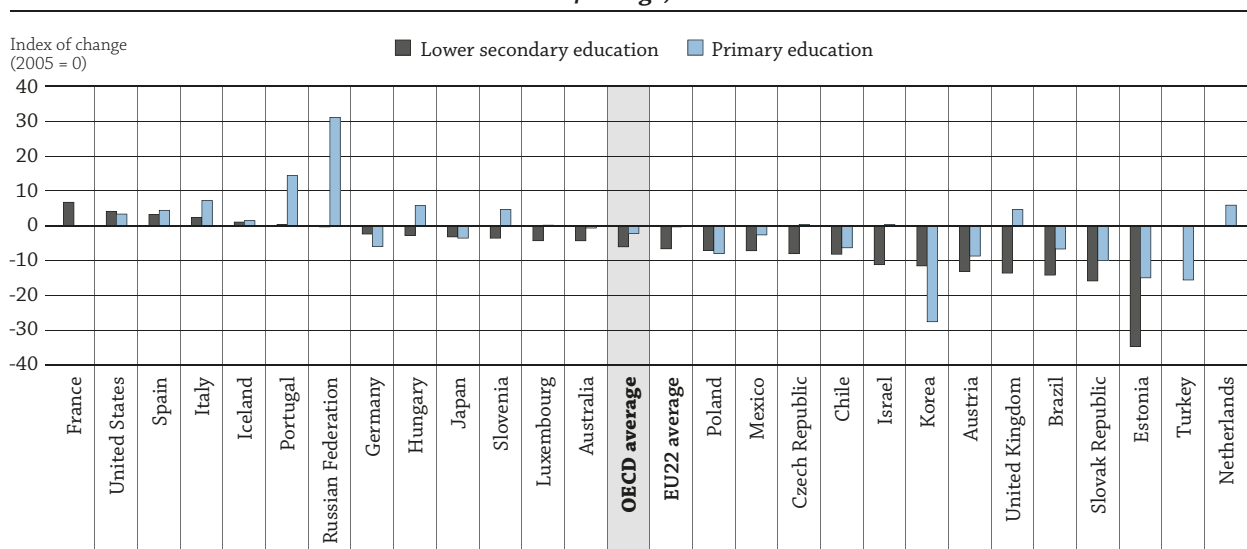
Trends in average class size

On average across OECD countries, the size of classes in primary and lower secondary education decreased between 2005 and 2014. The most significant change occurred at the lower secondary level, where the average class size decreased by 6% in that period (Table D2.1). These averages mask considerably large changes in the class sizes of particular countries (Figure D2.2). In Estonia, for example, the average class size in lower secondary education decreased by 35% in these nine years. In Korea, classes at the primary level are, on average, 28% smaller. Other countries, however, experienced an increase in the average size of classes between 2005 and 2014, such as Portugal, where the average primary class size increased by 14%, and the Russian Federation, where the increase was 31%.

There have also been different trends in average class sizes within countries, when comparing changes in different types of institutions. In Estonia, while the average class size in primary public institutions experienced a sharp decrease of 15% between 2005 and 2014, the average class size in private institutions actually increased by 4%.

Indeed, during that period, the average primary class size in four countries (Chile, Estonia, Luxembourg and Turkey) increased in independent private institutions while it decreased in public institutions. The reverse is true in Portugal and Spain. However, even in countries where the average class sizes in public and private institutions have either both decreased or both increased during the period, the magnitude of change sometimes varies considerably. At the lower secondary level, for example, while the average class size in public institutions in Estonia decreased by 35%, the decrease in private institutions was smaller (14%) during the same period.

Figure D2.2. Change in average class size (2005, 2014)
Index of change, 2005 = 0



Countries are ranked in descending order of the index of change in lower secondary education between 2005 and 2014.

Source: OECD, Table D2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398911>

Student-teacher ratios

The ratio of students to teaching staff compares the number of students (full-time equivalent) to the number of teachers (full-time equivalent) at a given level of education and in similar types of institutions. However, this ratio does not take into account the amount of instruction time for students compared to the length of a teacher's working day, or how much time teachers spend teaching. Therefore, it cannot be interpreted in terms of class size (Box D2.1).

At the primary level, there are 15 students for every teacher, on average across OECD countries. The student-teacher ratio ranges from 27 students per teacher in Mexico to 10 or fewer in Greece, Lithuania, Luxembourg and Norway (Table D2.2).

Student-teacher ratios also vary, and to a larger extent, at the secondary school level, ranging from 27 students per full-time equivalent teacher in Mexico to fewer than 10 students per teacher in Austria, Lithuania and the Russian Federation. On average across OECD countries, there are about 13 students per teacher at the secondary level (Table D2.2).

As the differences in student-teacher ratios indicate, there are fewer full-time equivalent students per full-time equivalent teacher at the secondary level than at the primary level. In most countries, the student-teacher ratio decreases or stays the same between primary and lower secondary school despite an increase in class size. This is true in all but four countries: Chile, Colombia, Luxembourg and Mexico. However, the student-teacher ratio in Luxembourg is very low in both levels of education.

This reduction in the student-teacher ratio reflects differences in annual instruction time: since annual instruction time tends to increase with the level of education (see Indicator D1), so does the number of teachers. It may also result from delays in matching the teaching force to demographic changes, or from differences in teaching hours for teachers at different levels of education (the number of teaching hours tends to decrease with the level of education, as teacher specialisation increases).

At the tertiary level, the student-teacher ratio ranges from over 20 students per teacher in Belgium, Brazil, the Czech Republic, Greece, Indonesia, Korea and Saudi Arabia to 10 in Norway. However, comparisons at this level should be made with caution, since it is difficult to calculate full-time equivalent students and teachers on a comparable basis. In 6 of the 22 countries with available data at the tertiary level, the ratio of students to teaching staff is lower in short-cycle tertiary education than in bachelor's, master's, doctoral or equivalent levels. Among countries in which the ratio of students to teaching staff is higher in short-cycle tertiary education than in bachelor's, master's, doctoral or equivalent levels, Turkey displays the largest difference: 48 to 1 in short-cycle tertiary education and 17 to 1 in bachelor's, master's, doctoral or equivalent levels (Table D2.2).

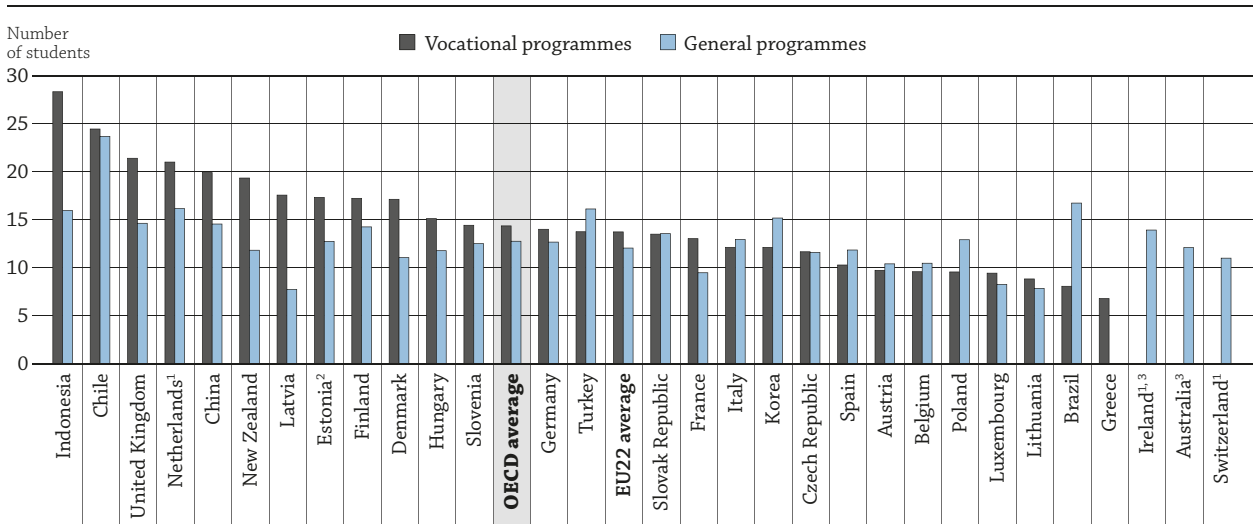
Differences between public and private institutions in student-teacher ratios are similar to those observed in class size. On average across the countries for which data are available, the ratios of students to teaching staff are slightly lower in private institutions than in public institutions at the lower and upper secondary levels. The largest differences between public and private institutions are in Brazil, Colombia, Mexico and Turkey, where, at the lower secondary level, there are at least seven more students per teacher in public institutions than in private institutions. At the upper secondary level, Colombia is the country with the highest difference in student-teacher ratios between public and private institutions, a difference of 13 students per teacher (Table D2.3).

However, in some countries, the student-teacher ratio is lower in public institutions than in private institutions. At the lower secondary level, this difference is most pronounced in Luxembourg, which has 22 students per teacher in private institutions, compared to 10 students per teacher in public institutions.

General and vocational programmes in upper secondary education

On average across OECD countries, the ratio of students to teaching staff in upper secondary vocational programmes (14 to 1) is slightly higher than that in general programmes (13 to 1) (Figure D2.3). The difference between the ratios of the two programmes can, however, be considerably higher in some countries. In Indonesia, which has the highest difference between programmes of all countries with available data, general programmes have 12 fewer students per teacher than vocational programmes. The difference is also large in Brazil, but the ratio is inverted: general programmes have 9 more students per teacher than vocational programmes. Among OECD countries with comparable data, Chile has the highest rate in both programmes: 24 students per teacher. When partner countries are also considered, Indonesia has the highest ratio in vocational programmes, 28 students per teacher.

Figure D2.3. Ratio of students to teaching staff in upper secondary education, by type of programme (2014)



1. Public institutions only.

2. Vocational programmes include programmes from post-secondary non-tertiary education.

3. Upper secondary general programmes include lower secondary.

Countries are ranked in descending order of the ratio of students to teaching staff in vocational programmes in upper secondary education.

Source: OECD, Table D2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933398921>

Box D2.1. What is the relationship between class size and the student-teacher ratio?

The student-teacher ratio is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent teachers at a given level of education and type of institution. Class size, as presented in Table D2.1, is defined as the number of students who are following a common course of study, based on the highest number of common courses (usually compulsory studies), and excluding teaching in subgroups. The calculation is done by dividing the number of students by the number of classes.

The two indicators, therefore, measure very different characteristics of the education system. Student-teacher ratios provide information on the level of teaching resources available in a country, whereas class size measures the average number of students that are grouped together in classrooms.

Given the difference between student-teacher ratio and average class size, it is possible for countries with similar student-teacher ratios to have different class sizes. For example, at the primary level, Israel and the United States have similar ratios of students to teaching staff (15 students per teacher – Table D2.2), but the average class size differs substantially (21 students in the United States and 27 in Israel – Table D2.1).

Definitions

Instructional personnel (teaching staff) includes two categories:

Teachers' aides and teaching/research assistants includes non-professional personnel or students who support teachers in providing instruction to students.

Teaching staff refers to professional personnel directly involved in teaching students. The classification includes classroom teachers, special-education teachers and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside a regular class. At the tertiary level, academic staff includes personnel whose primary assignment is instruction or research. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Methodology

Data refer to the academic year 2013/14 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

Class size is calculated by dividing the number of students enrolled by the number of classes. In order to ensure comparability among countries, special-needs programmes are excluded. Data include only regular programmes at primary and lower secondary levels of education, and exclude teaching in subgroups outside the regular classroom setting.

The ratio of students to teaching staff is obtained by dividing the number of full-time equivalent students at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions.

Notes on definitions and methodologies regarding this indicator for each country are presented in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator D2 Tables


StatLink  <http://dx.doi.org/10.1787/888933398860>

Table D2.1 Average class size by type of institution (2014) and index of change between 2005 and 2014

Table D2.2 Ratio of students to teaching staff in educational institutions (2014)

Table D2.3 Ratio of students to teaching staff, by type of institution (2014)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

D2

Table D2.1. [1/2] **Average class size by type of institution (2014) and index of change between 2005 and 2014**
By level of education, calculations based on number of students and number of classes

	Primary education					Lower secondary education				
	Public institutions	Private institutions			Total public and private institutions	Public institutions	Private institutions			Total public and private institutions
		Total private institutions	Government-dependent private institutions	Independent private institutions			Total private institutions	Government-dependent private institutions	Independent private institutions	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD										
Australia	23	25	25	a	24	23	25	25	a	24
Austria	18	19	x(2)	x(2)	18	21	21	x(7)	x(7)	21
Belgium (Fr.)	m	m	m	m	m	m	m	m	m	m
Canada	m	m	m	m	m	m	m	m	m	m
Chile	29	31	32	24	30	30	31	33	25	31
Czech Republic	21	15	15	a	21	22	19	19	a	22
Denmark	m	m	m	m	m	m	m	m	m	m
Estonia	17	16	x(2)	x(2)	17	15	13	x(7)	x(7)	15
Finland	19	17	17	a	19	20	20	20	a	20
France	23	23	23 ^d	x(3)	23	25	26	26	13	25
Germany	21	21	21 ^d	x(3)	21	24	24	24 ^d	x(8)	24
Greece	m	m	m	m	m	m	m	m	m	m
Hungary	21	20	21	16	21	21	21	22	16	21
Iceland	19	13	13	a	19	20	11	11	a	20
Ireland	25	m	a	m	m	m	m	a	m	m
Israel	28	24	24	a	27	29	24	24	a	28
Italy	20	20	a	20	20	21	21	a	21	21
Japan	27	29	a	29	27	32	33	a	33	32
Korea	24	28	a	28	24	32	31	31	a	32
Latvia	16	9	a	9	16	15	10	a	10	15
Luxembourg	15	21	17	21	16	19	19	20	18	19
Mexico	19	19	a	19	19	28	24	a	24	28
Netherlands	23 ^d	m	x(1)	m	23	m	m	a	m	m
New Zealand	m	m	m	m	m	25	21	a	21	25
Norway ¹	m	m	m	m	m	m	m	m	m	m
Poland	19	11	10	12	18	23	17	23	15	22
Portugal	21	21	24	20	21	23	24	25	22	23
Slovak Republic	18	17	17	0	18	19	18	18	0	19
Slovenia	19	20	20	a	19	20	21	21	a	20
Spain	21	24	25	22	22	25	26	27	22	25
Sweden	18	16	16	a	18	20	21	21	a	20
Switzerland	m	m	m	m	m	m	m	m	m	m
Turkey	23	19	a	19	23	28	19	a	19	28
United Kingdom	26	21	27	14	25	20	18	20	11	19
United States	22	18	a	18	21	28	20	a	20	27
OECD average	21	20	m	m	21	23	21	m	m	23
EU22 average	20	18	m	m	20	21	20	m	m	21
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	25	18	a	18	23	28	24	a	24	27
China	37	43	x(2)	x(2)	37	49	51	x(7)	x(7)	49
Colombia	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m
India ²	x(5)	x(5)	x(5)	x(5)	26	x(10)	x(10)	x(10)	x(10)	30
Indonesia	25	22	a	22	25	31	31	a	31	31
Lithuania	16	15	a	15	16	19	20	a	20	19
Russian Federation	21	13	a	13	20	19	12	a	12	19
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	24	23	m	m	24	28	26	m	m	28

1. Students are organised in groups that vary in size during the school day.

2. Year of reference 2013.

Sources: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398873>

Table D2.1. [2/2] **Average class size by type of institution (2014) and index of change between 2005 and 2014**
By level of education, calculations based on number of students and number of classes

		Index of change between 2005 and 2014 (2005 = 100)								
		Primary education				Lower secondary education				
		Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions	Public institutions	Government-dependent private institutions	Independent private institutions	Total public and private institutions	
		(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
D2	OECD	Australia	98	103	m	99	94	98	m	96
	Austria	91	m	m	91	87	m	m	87	
	Belgium (Fr.)	m	m	m	m	m	m	m	m	
	Canada	m	m	m	m	m	m	m	m	
	Chile	86	98	102	94	86	95	101	92	
	Czech Republic	101	92	m	100	92	88	m	92	
	Denmark	m	m	m	m	m	m	m	m	
	Estonia	85	x(13)	104 ^d	85	65	x(13)	86 ^d	65	
	Finland	m	m	m	m	m	m	m	m	
	France	m	m	m	m	107	105	100	107	
	Germany	94	91 ^d	x(12)	94	98	93 ^d	x(16)	98	
	Greece	m	m	m	m	m	m	m	m	
	Hungary	106	110	m	106	97	101	m	97	
	Iceland	102	98	m	101	101	90	m	101	
	Ireland	102	m	m	m	m	m	m	m	
	Israel	104	m	m	100	92	m	m	89	
	Italy	108	m	103	107	103	m	98	102	
	Japan	97	m	86	96	97	m	93	97	
	Korea	72	m	86	72	88	90	m	88	
	Latvia	m	m	m	m	m	m	m	m	
	Luxembourg	99	83	112	100	97	97	86	96	
	Mexico	98	a	88	97	93	a	91	93	
	Netherlands	m	m	m	106	m	m	m	m	
	New Zealand	m	m	m	m	m	m	m	m	
	Norway ¹	m	m	m	m	m	m	m	m	
	Poland	94	82	100	92	94	86	102	93	
	Portugal	117	95	96	114	100	102	99	100	
	Slovak Republic	90	88	m	90	84	81	m	84	
	Slovenia	105	115	m	105	96	101	m	96	
	Spain	106	102	91	104	106	99	91	103	
	Sweden	m	m	m	m	m	m	m	m	
	Switzerland	m	m	m	m	m	m	m	m	
	Turkey	84	m	115	84	m	m	m	m	
	United Kingdom	102	m	127	105	83	108	116	86	
United States	103	a	99	103	105	a	95	104		
	OECD average	98	m	m	98	94	m	m	94	
	EU22 average	100	m	m	100	94	m	m	93	
Partners	Argentina	m	m	m	m	m	m	m	m	
	Brazil	96	m	97	93	85	m	94	86	
	China	m	m	m	m	m	m	m	m	
	Colombia	m	m	m	m	m	m	m	m	
	Costa Rica	m	m	m	m	m	m	m	m	
	India ²	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	
	Lithuania	m	m	m	m	m	m	m	m	
	Russian Federation	131	m	132	131	100	m	121	100	
	Saudi Arabia	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	
		G20 average	m	m	m	m	m	m	m	

1. Students are organised in groups that vary in size during the school day.

2. Year of reference 2013.

Sources: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/88893398873>

Table D2.2. **Ratio of students to teaching staff in educational institutions (2014)**

By level of education, calculations based on full-time equivalents

	Primary	Lower secondary	Upper secondary			All secondary education	Post-secondary non-tertiary	Tertiary			
			General programmes	Vocational programmes	All programmes			Short-cycle tertiary	Bachelor's, master's, doctoral or equivalent level	All tertiary	
											(1)
OECD											
Australia	16	x(3)	12 ^d	m	m	m	m	m	15	m	
Austria	12	9	10	10	10	9	11	9	17	15	
Belgium	13	9	10	10	10	10	17	x(10)	x(10)	22	
Canada ^{1, 2}	16 ^d	x(1)	x(5)	x(5)	14	m	m	m	m	m	
Chile	21	23	24	24	24	24	a	m	m	m	
Czech Republic	19	12	12	12	12	12	21	12	22	22	
Denmark	12	11	11	17	13	12	a	23	14	14	
Estonia	13	10	13	17 ^d	15 ^d	12 ^d	x(4)	a	15	15	
Finland	13	9	14	17	16	13	17	a	14	14	
France	19	15	9	13	10	13	x(8)	19 ^d	18	18 ^d	
Germany	15	13	13	14	13	13	13	13	12	12	
Greece	9	8	m	7	m	m	m	a	45	45	
Hungary	11	11	12	15	12	12	14	15	15	15	
Iceland	m	m	m	m	m	m	m	m	m	m	
Ireland ³	16	x(4)	14 ^d	m	14 ^d	14 ^d	m	x(10)	x(10)	20	
Israel ³	15	12	x(5)	x(5)	11	11	m	m	m	m	
Italy	12	12	13	12	12	12	m	a	19	19	
Japan	17	14	x(5)	x(5)	12 ^d	13 ^d	x(3, 4)	m	m	m	
Korea	17	17	15	12	15	15	m	29	19	21	
Latvia ⁴	11	8	8	18	10	9	16	23	18 ^d	19	
Luxembourg	9	11	8	9	9	10	m	9	m	m	
Mexico	27	33	x(5)	x(5)	21	27	a	18	15	16	
Netherlands ³	17	16	16	21	19	17	21	16	16	16	
New Zealand	16	16	12	19	13	15	21	17	17	17	
Norway	10	10	x(5)	x(5)	10 ^d	10 ^d	x(5)	x(5)	10	10	
Poland	11	10	13	10	11	11	15	8	15	15	
Portugal	14	10	x(5)	x(5)	9 ^d	10 ^d	x(5)	a	14 ^d	14 ^d	
Slovak Republic	17	12	14	14	14	13	13	9	14	14	
Slovenia	16	8	13	14	14	11	a	22	16	17	
Spain	14	12	12	10	11	12	a	11	13	13	
Sweden	13	12	x(5)	x(5)	14	13	11	10	11	11	
Switzerland ³	15	12	11	m	m	m	m	m	m	m	
Turkey	19	18	16	14	15	17	a	48	17	20	
United Kingdom	20	15	15	21	16	16	a	18	17	17	
United States	15	15	x(5)	x(5)	15	15	x(10)	x(10)	x(10)	15 ^d	
OECD average	15	13	13	14	13	13	m	m	17	17	
EU22 average	14	11	12	14	13	12	m	m	17	17	
Partners											
Argentina	m	m	m	m	m	m	m	m	m	m	
Brazil	21	18	17	8	15	17	19	50	25	25	
China	16	13	15	20	17	14	x(8)	22 ^d	19	20 ^d	
Colombia	24	26	x(5)	x(5)	22	25	m	m	m	m	
Costa Rica	m	m	m	m	m	m	a	a	m	m	
India	m	m	m	m	m	m	m	a	m	m	
Indonesia	21	18	16	28	20	19	a	x(10)	x(10)	28	
Lithuania	10	7	8	9	8	8	14	a	16	16	
Russian Federation	20	9 ^d	x(2)	x(7, 8)	x(2, 7, 8)	9	23 ^d	11 ^d	11	11 ^d	
Saudi Arabia	m	m	m	m	m	m	m	x(10)	x(10)	21	
South Africa	m	26 ^d	x(2)	m	m	m	m	m	m	m	
G20 average	18	17	14	15	15	15	m	m	17	18	

1. Year of reference 2013.

2. Primary includes pre-primary.

3. Public institutions only. For Israel, public institutions only for upper secondary education.

4. Bachelor's, master's and doctoral programmes includes teachers from government-dependent institutions in short-cycle tertiary education.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D2.3. Ratio of students to teaching staff, by type of institution (2014)
 By level of education, calculations based on full-time equivalents

	Lower secondary education				Upper secondary education				All secondary programmes			
	Public institutions	Private institutions			Public institutions	Private institutions			Public institutions	Private institutions		
		Total private institutions	Government-dependent private institutions	Independent private institutions		Total private institutions	Government-dependent private institutions	Independent private institutions		Total private institutions	Government-dependent private institutions	Independent private institutions
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD												
Australia ¹	x(5)	x(6)	x(7)	a	13 ^d	12 ^d	12 ^d	a	13	12	12	a
Austria	9	10	x(2)	x(2)	10	9	x(6)	x(6)	9	10	x(10)	x(10)
Belgium	9	9	9	m	10	10	10	m	10	10	10	m
Canada ²	m	m	m	m	14	12	x(6)	x(6)	m	m	m	m
Chile	20	26	27	21	23	25	27	16	21	25	27	17
Czech Republic	12	10	10	a	11	13	13	a	12	12	12	a
Denmark	11	11	11	3	13	7	6	28	12	10	11	4
Estonia ³	10	8	a	8	15 ^d	12 ^d	a	12 ^d	12 ^d	10 ^d	a	10 ^d
Finland	9	9	9	a	16	17	17	a	12	16	16	a
France	15	m	18	m	10	m	12	m	12	m	15	m
Germany	13	13	x(2)	x(2)	13	12	x(6)	x(6)	13	13	x(10)	x(10)
Greece	8	7	a	7	m	8	a	8	m	7	a	7
Hungary	11	11	12	8	12	13	12	14	12	12	12	13
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	x(5)	m	a	m	14 ^d	m	a	m	14	m	a	m
Israel	12	8	8	a	11	m	m	a	11	m	m	a
Italy	12	11	a	11	13	7	a	7	12	8	a	8
Japan ³	14	12	a	12	11 ^d	14 ^d	a	14 ^d	13 ^d	14 ^d	a	14 ^d
Korea	16	17	17	a	14	16	16	a	15	16	16	a
Latvia	8	5	a	5	10	8	a	8	9	7	a	7
Luxembourg	10	22	11	a	9	8	9	7	9	11	10	12
Mexico	36	18	a	18	23	15	a	15	30	16	a	16
Netherlands	16	m	a	m	19	m	a	m	17	m	a	m
New Zealand	16	13	a	13	13	11	12	11	15	12	12	12
Norway ³	10	9	x(2)	x(2)	10 ^d	14 ^d	x(6)	x(6)	10 ^d	13 ^d	x(10)	x(10)
Poland	10	9	11	8	11	13	12	13	11	11	12	11
Portugal ³	10	13	13	12	9 ^d	8 ^d	11 ^d	7 ^d	10 ^d	9 ^d	12 ^d	8 ^d
Slovak Republic	13	12	12	a	14	12	12	a	13	12	12	a
Slovenia	8	7	7	a	14	14	13	26	11	13	12	26
Spain	11	15	16	9	11	14	14	13	11	14	15	12
Sweden	12	15	15	0	14	14	14	0	13	14	14	0
Switzerland	12	m	m	m	m	m	m	m	m	m	m	m
Turkey	19	8	a	8	16	7	a	7	18	7	a	7
United Kingdom	15	15	16	10	15	17	19	8	15	16	18	9
United States	16	11	a	11	16	11	a	11	16	11	a	11
OECD average	13	12	m	m	13	12	m	m	13	12	m	m
EU22 average	11	11	m	m	13	11	m	m	12	11	m	m
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	19	12	a	12	17	10	a	10	18	11	a	11
China	12	18	18	a	16	19	19	a	14	18	18	a
Colombia	30	17	x(2)	x(2)	26	15	x(6)	x(6)	29	16	x(10)	x(10)
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	19	17	a	17	18	22	a	22	19	19	a	19
Lithuania	7	9	a	9	8	6	a	6	8	8	a	8
Russian Federation	9 ^d	3 ^d	a	3 ^d	x(1)	x(2)	a	x(4)	9	3	a	3
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	16	13	17	m	15	13	15	m	15	13	16	m


1. Includes only general programmes in lower and upper secondary education.

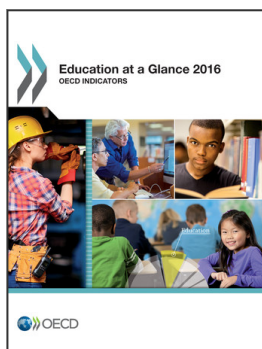
2. Year of reference 2013.

3. Upper secondary education includes programmes from post-secondary non-tertiary education. For Norway, upper secondary also includes short-cycle tertiary education.

Source: OECD, Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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