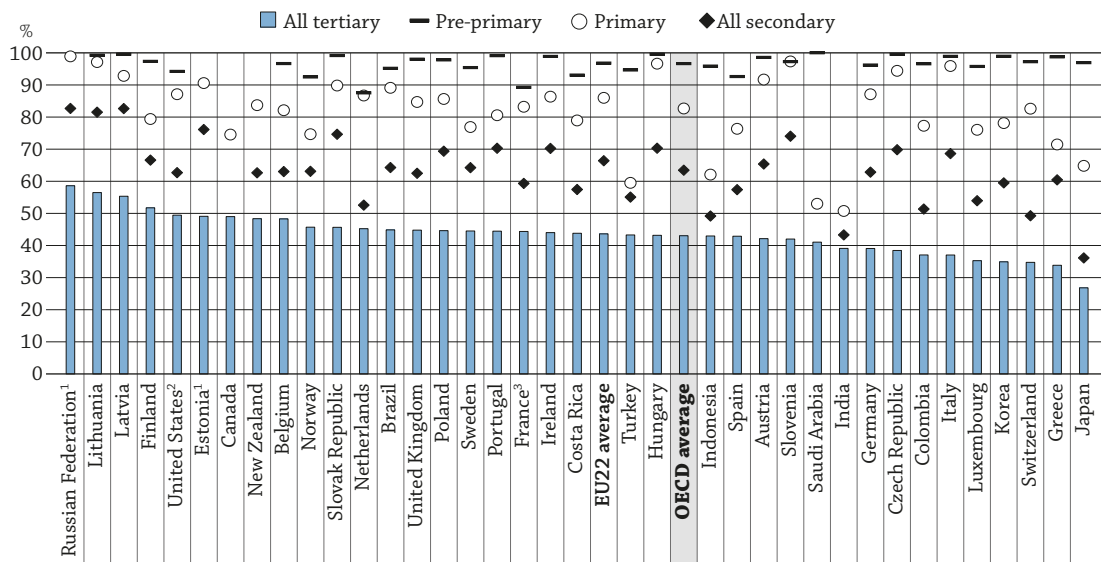


## WHO ARE THE TEACHERS?

- Women constitute almost all of the teaching workforce at the pre-primary level, while they represent less than half of it at the tertiary level. Over the past decade, there has been a gradual increase in this gender gap from primary level to upper secondary level, but a decrease at the tertiary level.
- On average across OECD countries, the share of teachers over 50 years old at primary and secondary levels combined has increased by 3 percentage points over the decade. However, teachers are getting younger in a third of OECD countries.
- In most countries, teachers above 50 years old constitute a large share of the teaching force. Among men, the share of younger teachers (below 30) at the upper secondary level is below 15% in most OECD countries with available data.

**Figure D5.1. Gender distribution of teachers (2016)**

Percentage of women among teaching staff in public and private institutions, by level of education



1. Pre-primary includes early childhood education.

2. All tertiary includes post-secondary non-tertiary education.

3. Public and government-dependent private institutions only for all levels except for tertiary. For tertiary education, public institutions only.

Countries are ranked in descending order of the share of female teachers in tertiary education.

Source: OECD / UIS / Eurostat (2018), Table D5.2 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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### Context

The demand for teachers depends on a range of factors, including average class size, required instruction time for students, use of teaching assistants and other non-classroom staff in schools, enrolment rates at the different levels of education, and starting and ending age for compulsory education. With large proportions of teachers in several OECD countries set to reach retirement age in the next decade, and/or the projected increase in the size of the school-age population, governments will be under pressure to recruit and train new teachers. Given compelling evidence that the calibre of teachers is the most significant in-school determinant of student achievement, concerted efforts must be made to attract top talent to the teaching profession and provide high-quality training (OECD, 2015<sup>[1]</sup>) (Stigler and Hiebert, 1999<sup>[2]</sup>).

Teacher-retention policies need to promote work environments that encourage effective teachers to continue teaching. In addition, as teaching at the pre-primary, primary and lower secondary levels remains largely dominated by women, the gender imbalance in the teaching profession and its impact on student learning warrant detailed study (OECD, 2017<sup>[3]</sup>).

### ■ Other findings

- On average across OECD countries, 12% of primary teachers are under the age of 30. The United Kingdom has the largest proportion of primary teachers (31%) under the age of 30 of all countries with available data. By contrast, in Italy and Portugal, only 1% of primary teachers are in that age group.
- At the primary level, the median of the average ages of teachers across OECD countries is about the same for men and women (44 years old). Men tend to be slightly older in higher levels of education (starting from lower secondary). The difference is the largest in tertiary education where the median of the average ages across countries is 48 for male teachers and 46 for female teachers.

## Analysis

### Teachers' age distribution

Teachers' age distribution varies considerably across countries and can be affected by a variety of factors, such as the size and age distribution of the population and the duration of tertiary education, as well as by teachers' salaries and working conditions. Declining birth rates, for example, may drive down the demand for new teachers, and longer tertiary education can delay the entrance of teachers into the labour market. Competitive salaries, good working conditions and career development opportunities may attract young people to teaching in some countries and, in others, may help to retain effective teachers.

D5

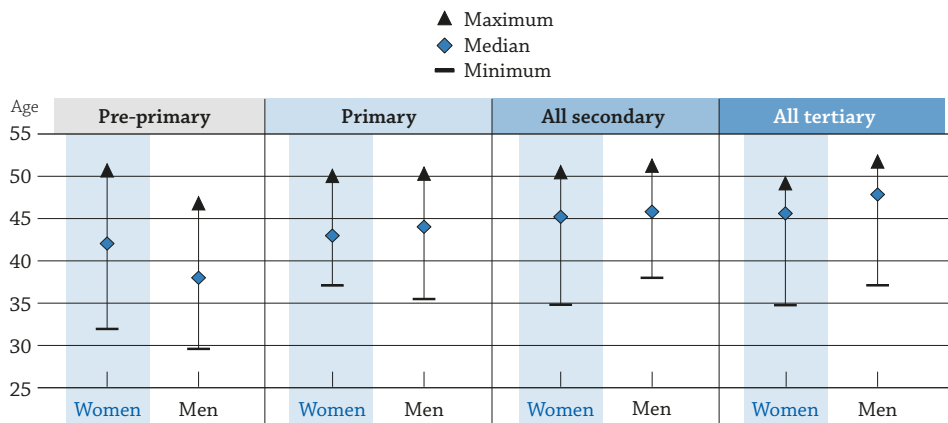
On average across the OECD, more than half of primary, lower secondary and upper secondary teachers are between the ages of 30 and 49.

Young teachers (below the age of 30) – make up only a small proportion of the teaching population: 12% in primary education, 10% in lower secondary and 8% in upper secondary, on average across the OECD. This pattern is particularly striking at the upper secondary level: in nearly two-thirds of the countries with available data, teachers below age 30 make up less than 10% of the teaching population. They account for less than 5% of teachers in the Czech Republic, Finland, Greece, Hungary, Italy, Lithuania, Portugal, Slovenia and Spain (Table D5.1).

In contrast, a high share of teachers are 50 or older. This share increases with education levels, from 31% in primary education to 35% in lower secondary and 38% in upper secondary education. This pattern is again quite striking at the upper secondary level, where older teachers account for more than 30% of all teachers in 28 out of 35 countries with available data. There is, however, a high level of cross-country variation, with figures ranging from 12% in Turkey to 63% in Italy for upper secondary education.

Across OECD countries with available data, the average age of teachers tends to be slightly greater in higher education levels compared to lower ones for both men and women. In half of the countries with available data, female secondary teachers are, on average, over age 45 and male secondary teachers are over age 46. In comparison, at the pre-primary level, female teachers are under age 42 and male teachers are under age 39 in half of the countries with available data. However, this last result should be interpreted with caution as, on average across the OECD, men make up only 3% of the teaching workforce at the pre-primary level.

**Figure D5.2. Distribution of the average ages of teachers, by gender and education level (2016)**  
*Median, minimum and maximum of the average ages of teachers*



Source: OECD/UIS/Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933805819>

Overall, the distribution of the average ages of female teachers only varies slightly between primary and tertiary education levels. The difference in teachers' average age across education levels is greater among men than women. Among countries with available data, the median average age of male teachers at the primary level is four years less than the median average age of male teachers at the tertiary level. For female teachers, this difference drops to only one year. These results mask stronger variations across countries. For example, in Canada, the difference

between the average age of primary teachers and the average age of tertiary teachers is the same for men and women (4 years). In contrast, larger differences between the average age of primary and tertiary teachers are observed for men and women in countries such as Korea and the United Kingdom: primary female teachers in Korea and the United Kingdom are respectively 6 and 8 years younger than their peers teaching at tertiary level. Among men, this difference rises to 13 years in Korea and 12 years in the United Kingdom (Figure D5.2).

The ageing of the teaching force has a number of implications for education systems across countries. In addition to prompting recruitment and training efforts to replace retiring teachers, it may also affect budgetary decisions. In most school systems, teachers' salaries increase with years of teaching experience. Thus, the ageing of teachers increases school costs, which can in turn limit the resources available for other initiatives (see Indicator D3).

### **Trends in teachers' ages between 2005 and 2016**

On average across OECD countries with available data for both years, the share of teachers age 50 and older has increased by 3 percentage points over the decade, for primary to upper secondary education combined. Hungary, Lithuania, Poland, Portugal and Slovenia saw an increase of over 10 percentage points (Education at a Glance Database), although in Poland the share of teachers of age 50 and older remains lower than the OECD average.

Around one-third of the countries with available data (Chile, France, Germany, Ireland, Luxembourg, the United Kingdom and the United States) exhibit a negative change in the percentage of teachers of age 50 and older, which indicates that the teaching population is getting younger. This may be explained, in part, by efforts to implement teacher recruitment policies. For instance, the United Kingdom, which has seen the largest decrease in the share of older teachers, launched an ambitious recruitment campaign in the early 2000s.

In countries where the school-age population has increased over this period (see Indicator B1), new teachers will be needed to replace the staff who will reach retirement over the next decade. Governments may have to develop teacher-training programmes and increase incentives for students to join the teaching profession (see Indicator D6 in [OECD, 2014<sub>[4]</sub>]). In addition, fiscal constraints (particularly driven by pension obligations and healthcare costs for retirees) may put pressure on governments to reduce academic offerings, increase class size or integrate more self-paced online learning (Peterson, 2011<sub>[5]</sub>).

### **Gender profile of teachers**

On average across OECD countries, more than two-thirds of teachers are women, in all levels of education combined. The highest proportions of female teachers, however, are concentrated in the earlier years of schooling, and the share shrinks at each successive level of education. Indeed, while women represent 97% of the teaching staff in pre-primary education on average across OECD countries, they represent 43% at the tertiary level (Table D5.2).

At the pre-primary level, women make up at least 90% of the teaching population in all countries with available data, except France (89%) and the Netherlands (88%). In primary education, the share of female teachers averages 83% in OECD countries, and it is above 60% in all OECD and partner countries except India (51%), Saudi Arabia (53%) and Turkey (59%).

In lower and upper secondary education, although female teachers continue to dominate, the proportion of male teachers is larger than at earlier levels. In lower secondary education, 69% of teachers on average across OECD countries are women. In fact, they represent at least 50% of the teaching staff at this level in all countries with available data except India (45%), Indonesia (49%) and Japan (42%).

At the upper secondary level, the share of female teachers' drops to 59% on average across OECD countries though this can vary from 30% in Japan to 80% in Latvia. It also varies considerably between programmes. On average across OECD countries, women represent 62% of teachers in general programmes and 56% of teachers in vocational programmes. In some countries such as Estonia, Finland and Hungary, the share of female teachers in general programmes is 15 percentage points higher than in vocational programmes, even though women still make up the majority of vocational teachers in these countries.

At the tertiary level, the gender profile of teachers is reversed, with men making up the majority across OECD countries and female teachers representing 43% of the teaching staff on average. In fact, among countries with available data, only Finland, Latvia, Lithuania and the Russian Federation have more than 50% of female teachers in tertiary education. The smallest share of female tertiary teachers in the OECD is found in Japan (27%). Among partner countries, the smallest share of tertiary teachers is in Colombia (37%).

Why do so few men decide to teach at the lower levels of education? One explanation may be cultural: social perceptions of links between gender and vocations may influence men and women's career choices. This gender bias often arises very early, at home, when parents have aspirations for their children's professions based on gender stereotypes (Croft et al., 2014<sup>[6]</sup>) (Kane and Mertz, 2012<sup>[7]</sup>) (OECD, 2015<sup>[1]</sup>). Even among teaching positions themselves, there are gender imbalances across the different fields of education. At the lower secondary level, women make up a lower share of teachers in science, mathematics and technology than in the overall teaching population (OECD, 2014<sup>[8]</sup>) (OECD, 2017<sup>[3]</sup>). This also may result from the social perception of science as being a masculine domain, which may discourage women from pursuing tertiary studies in that field (OECD, 2014<sup>[8]</sup>).

From an economic point of view, the choice of future jobs is also influenced by young people's expectations for future earning potential. In every country with available data, male teachers earn less than their male tertiary-educated counterparts in other professions, while female teachers in primary and lower secondary education earn virtually the same as women with a tertiary degree in other fields (see Indicator D3 and [OECD, 2017<sup>[3]</sup>]). These differences in relative salaries for men and women are likely to make the teaching profession more appealing to women, especially at the lower levels of education.

The potential impact of this gender imbalance in the teaching profession on student achievement, student motivation and teacher retention is worthy of study, especially in countries where few men are attracted to the profession (Drudy, 2008<sup>[9]</sup>) (OECD, 2005<sup>[10]</sup>) (OECD, 2009<sup>[11]</sup>). While there is little evidence that a teacher's gender has an impact on student performance (e.g. [Antecol, Eren and Ozbeklik, 2012<sup>[12]</sup>] [Holmlund and Sund, 2008<sup>[13]</sup>]), aiming for better balance across genders can nevertheless have positive effects on all students. In particular, there is evidence that female teachers' attitudes towards some school subjects, such as mathematics, can influence their female students' achievement (Beilock et al., 2010<sup>[14]</sup>) (OECD, 2014<sup>[15]</sup>). Furthermore, male teachers can serve as role models and contribute to students developing positive gender identities, particularly for those students who do not have many positive male role models in their lives.

The gender distribution of school leadership staff does not reflect the gender mix among teachers (OECD, 2014<sup>[15]</sup>). While the proportion of male teachers in primary schools is relatively small in many countries, there is an over-representation of male principals. This suggests that male teachers tend to be promoted to principal positions more often than female teachers, although most of them are recruited from the ranks of teachers who are mostly women (see Indicator D6 in [OECD, 2016<sup>[16]</sup>]).

### Share of male and female teachers by age group and level of education

The higher proportion of women among young teachers, together with the predominance of female tertiary graduates in the field of education (see Education at a Glance Database), may raise concerns about future gender imbalances at the primary to upper secondary levels, where women already dominate the profession.

Gender and age imbalances in the teaching profession can be analysed through at least two lenses: the age distribution among both female and male teachers, and the gender distribution of teachers in each age group. In most countries, the share of women is higher among young teachers (below age 30) than among older teachers (age 50 or older). At the primary level, the difference between the two age groups is rather small, with 84% of women in the younger group, compared to 82% in the older group, on average across OECD countries (Table D5.3). At lower secondary level, the difference is also small on average: women make up 70% of teachers under the age of 30, and 66% of those of age 50 or older. The difference grows larger at the upper secondary level: on average across OECD countries, 62% of teachers under age 30 are women, compared to 56% in the older group.

However, at the tertiary level, where female teachers are a minority on average, the higher share of women among the younger generation of teachers suggests an increase in gender parity. On average across OECD countries, the share of female tertiary teachers is closer to 50% (i.e. an equal gender distribution) among the younger group, with 52% of female teachers under age 30, and 38% age 50 or older.

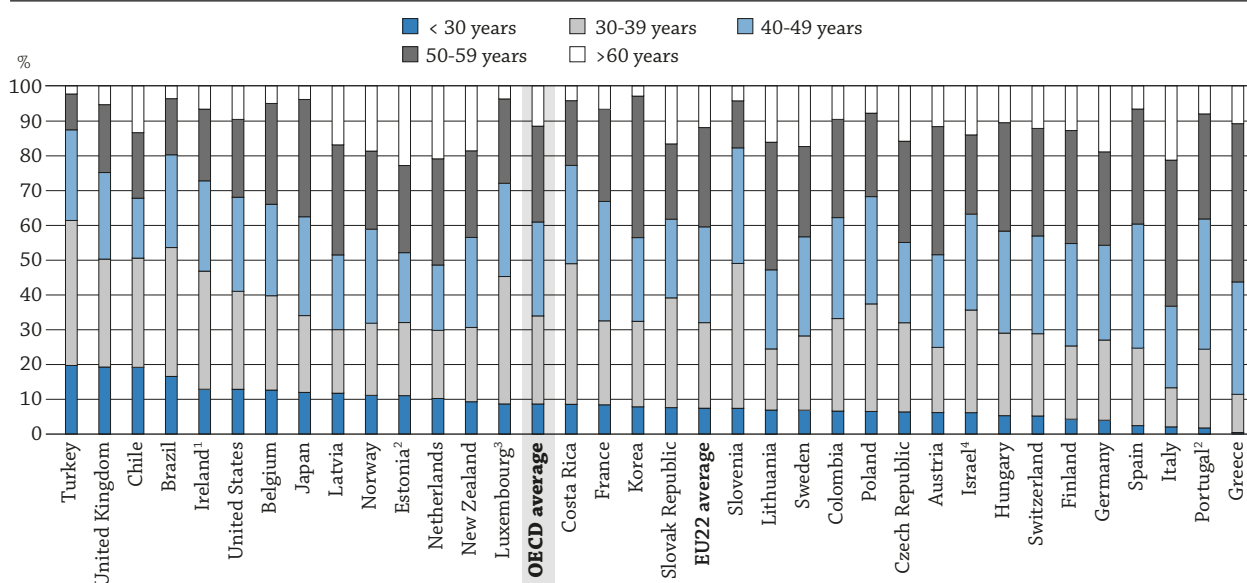
These indicators are consistent with the gender distribution dynamics observed over the decade, which point to a gradual increase in the gender gap in the teaching profession at the primary and secondary level, but a decrease at the tertiary level. On average, for all OECD countries with data for both years, the rise in the share of female teachers between 2005 and 2016 has widened the gender gap by 3 percentage points for the primary and secondary levels combined, while it has narrowed the gap by 4 percentage points at the tertiary level. At the primary and secondary levels combined, this difference reaches over 5 percentage points in countries such as the Czech Republic, Germany, Greece, Ireland and Korea. At the tertiary level, the gender gap has decreased considerably in many countries, with a change of at least 7 percentage points in Belgium, Germany, Japan, the Netherlands and Slovenia.

The gender gap at tertiary level has widened by 8 percentage points in the Russian Federation, where women represent almost 60% of tertiary teachers in 2016.

These persistent gender imbalances in the teaching profession have raised a number of concerns, and countries such as the United Kingdom have implemented policies encouraging the recruitment and retention of a diverse and inclusive teacher workforce, including in terms of gender (OECD, 2017<sup>[3]</sup>) (OECD, 2014<sup>[8]</sup>).

These findings suggest that it is more likely to have male teachers of older age groups with increasing levels of education. In most countries with available data, teachers over age 50 represent a large share of the male teaching force at secondary level. The share of younger teachers (under age 30) is below 15% in almost all of OECD countries with available data, except in Chile (19%) and Turkey (20%). Even in countries where men represent most of the teaching workforce, as in Japan and Switzerland, they are more likely to belong to older age groups. In fact, in some countries, the majority of male teachers in upper secondary education are above age 50. In Italy, 63% of male teachers in upper secondary are above age 50, the largest share across OECD and partner countries.

**Figure D5.3. Age distribution of male teachers in secondary education (2016)**



1. Public institutions only.

2. Upper secondary includes programmes from post-secondary non-tertiary education.

3. Upper secondary includes short-cycle tertiary.

4. Private institutions are not included for upper secondary education.

Countries are ranked in descending order of the share of male secondary teachers below the age of 30.

**Source:** OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

**StatLink**  <https://doi.org/10.1787/888933805838>

## Definitions

Instructional personnel (teachers) include two categories:

- **Teachers' aides and teaching/research assistants** include non-professional personnel or students who support teachers in providing instruction to students.
- **Teaching staff** refers to professional personnel directly involved in teaching to 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 include personnel whose primary assignment is instruction or research. Teaching staff also include department chairpersons whose duties include some teaching, but exclude non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

## Methodology

For more information, please see the OECD *Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (OECD, 2018<sup>[17]</sup>) and Annex 3 for country-specific notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

Lithuania was not an OECD member at the time of preparation of this publication. Accordingly, Lithuania does not appear in the list of OECD members and is not included in the zone aggregates.

D5

## Source

Data refer to the academic year 2015/16 and are based on the UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2017 (for details, see Annex 3 at <http://dx.doi.org/10.1787/eag-2018-36-en>).


### 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 D5 Tables**

StatLink  <https://doi.org/10.1787/888933805724>

**Table D5.1 Age distribution of teachers (2016)**

**Table D5.2 Gender distribution of teachers (2016)**

**Table D5.3 Gender distribution of teachers by age group (2016) and percentage of female teachers for all ages (2005, 2016)**

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

**D5**



Table D5.1. Age distribution of teachers (2016)

Percentage of teachers in public and private institutions, by level of education and age group, based on head counts

	Primary			Lower secondary			Upper secondary			Total: primary to upper secondary		
	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	15	47	39	10	41	49	6	49	45	10	45	45
Belgium	20	56	25	17	54	28	14	54	31	17	55	28
Canada <sup>1</sup>	11 <sup>d</sup>	63 <sup>d</sup>	26 <sup>d</sup>	x(1)	x(2)	x(3)	11	63	26	11	63	26
Chile	22	53	25	21	51	28	21	50	29	21	52	27
Czech Republic	8	51	41	9	56	36	4	45	51	7	50	43
Denmark	m	m	m	m	m	m	m	m	m	m	m	m
Estonia <sup>2</sup>	10	47	43	8	39	53	8 <sup>d</sup>	41 <sup>d</sup>	51 <sup>d</sup>	9 <sup>d</sup>	43 <sup>d</sup>	48 <sup>d</sup>
Finland	8	61	31	8	60	32	3	49	47	7	57	36
France	12	67	21	9	60	31	9	60	31	10	62	27
Germany	8	53	39	7	46	47	5	54	41	7	50	43
Greece	9	54	36	1	52	47	0	50	50	5	53	43
Hungary	7	54	39	5	53	42	4	60	36	5	56	39
Iceland	5	56	39	5	56	39	m	m	m	m	m	m
Ireland <sup>3</sup>	15	67	19	x(7)	x(8)	x(9)	11 <sup>d</sup>	63 <sup>d</sup>	26 <sup>d</sup>	13	65	22
Israel <sup>3</sup>	13	65	22	10	62	28	10	56	34	12	62	26
Italy	1	45	55	2	44	55	2	35	63	1	41	58
Japan <sup>4</sup>	17	52	31	16	54	31	11 <sup>d</sup>	52 <sup>d</sup>	37 <sup>d</sup>	15 <sup>d</sup>	52 <sup>d</sup>	33 <sup>d</sup>
Korea	19	66	15	12	60	28	11	59	31	14	62	23
Latvia	9	52	39	6	43	51	6	42	52	7	47	46
Luxembourg <sup>5</sup>	21	59	20	12	64	24	12 <sup>d</sup>	64 <sup>d</sup>	24 <sup>d</sup>	16 <sup>d</sup>	62 <sup>d</sup>	22 <sup>d</sup>
Mexico	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	15	49	36	15	45	40	11	41	49	14	46	40
New Zealand	12	49	38	12	47	41	10	46	43	12	48	40
Norway	16	54	30	16	54	30	8	49	43	14	53	33
Poland	9	59	31	6	66	28	5	63	32	7	62	31
Portugal <sup>4</sup>	1	61	38	1	59	40	2 <sup>d</sup>	62 <sup>d</sup>	36 <sup>d</sup>	1 <sup>d</sup>	61 <sup>d</sup>	38 <sup>d</sup>
Slovak Republic	7	63	30	9	53	38	8	50	43	8	55	37
Slovenia	5	58	36	5	58	36	3	53	44	5	57	38
Spain	9	58	33	3	60	37	3	60	37	5	59	35
Sweden	8	55	37	8	55	37	5	51	44	7	54	39
Switzerland <sup>4</sup>	17	49	33	10	55	36	5 <sup>d</sup>	53 <sup>d</sup>	42 <sup>d</sup>	12 <sup>d</sup>	52 <sup>d</sup>	36 <sup>d</sup>
Turkey	21	63	15	31	63	5	20	68	12	24	65	11
United Kingdom	31	54	15	24	58	18	20	56	25	26	56	19
United States	16	55	29	16	56	29	12	54	33	15	55	30
<b>OECD average</b>	12	56	31	10	54	35	8	53	38	11	55	34
<b>EU22 average</b>	11	56	33	8	53	38	7	52	41	9	54	37
<b>Partners</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	13	68	18	15	65	20	14	64	22	14	66	20
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	7	54	39	7	56	38	7	56	38	7	55	38
Costa Rica	5	63	31	8	67	24	9	67	23	7	65	28
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	4	52	44	5	47	48	4	43	53	4	47	48
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
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
<b>G20 average</b>	m	m	m	m	m	m	m	m	m	m	m	m

1. Primary education includes pre-primary programmes.

2. Upper secondary includes programmes from lower secondary vocational and post-secondary non-tertiary education.

3. For Ireland, public institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

4. Upper secondary includes post-secondary non-tertiary education.

5. Upper secondary includes short-cycle tertiary.

Source: OECD/UIS/Eurostat (2018). See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


StatLink  <https://doi.org/10.1787/888933805743>

Table D5.2. Gender distribution of teachers (2016)

Percentage of female teachers in public and private institutions by level of education, based on head counts

	Pre-primary	Primary	Lower secondary	Upper secondary			Post-secondary non-tertiary	Tertiary			All levels of education
				General programmes	Vocational programmes	All programmes		Short-cycle tertiary	Bachelor's, master's, doctoral or equivalent level	All tertiary	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>OECD</b>											
Australia	m	m	m	m	m	m	m	m	45	m	m
Austria	99	92	72	63	50	55	68	52	40	42	67
Belgium	97	82	64	63	63	63	46	x(10)	x(10)	48	70
Canada	x(2)	75 <sup>d</sup>	x(2)	x(6)	x(6)	75	m	54	42	49	m
Chile	99	81	68	58	51	56	a	m	m	m	m
Czech Republic	100	94	78	63	63	63	39	63	38	38	76
Denmark	m	m	m	54	m	m	a	m	m	m	m
Estonia <sup>1, 2</sup>	99	91	83	77	62 <sup>d</sup>	70 <sup>d</sup>	x(5)	a	49	49	82
Finland	97	79	74	70	55	60	54	a	52	52	73
France <sup>3</sup>	89	83	60	59	58	59	x(9)	59	41 <sup>d</sup>	44 <sup>d</sup>	67
Germany	96	87	67	56	49	54	59	39	39	39	66
Greece	99	71	66	56	50	54	53	a	34	34	65
Hungary	100	97	77	67	51	64	52	39	43	43	76
Iceland	94	83	83	m	m	m	m	m	m	m	m
Ireland <sup>4</sup>	99	86	x(4)	70 <sup>d</sup>	a	70 <sup>d</sup>	m	x(10)	x(10)	44	m
Israel <sup>4</sup>	99	85	79	x(6)	x(6)	70	m	m	m	m	m
Italy	99	96	77	71	58	63	m	a	37	37	77
Japan	97	65	42	x(6)	x(6)	30 <sup>d</sup>	x(6, 8, 9)	48 <sup>d</sup>	21 <sup>d</sup>	27 <sup>d</sup>	48
Korea	99	78	70	53	45	51	a	45	32	35	62
Latvia	100	93	85	84	71	80	65	64	54	55	84
Luxembourg	96	76	54	56	53	54 <sup>d</sup>	m	x(6)	35	35	m
Mexico	96	68	53	x(6)	x(6)	48	a	m	m	m	m
Netherlands	88	87	53	53	53	53	a	45	45	45	66
New Zealand	m	84	66	61	54	60	54	47	49	48	m
Norway <sup>5</sup>	92	75	75	53	53	53	53	53	46	46	65
Poland	98	86	73	70	62	66	68	68	45	45	75
Portugal	99	81	72	x(6)	x(6)	69 <sup>d</sup>	x(6, 10)	x(10)	x(10)	44 <sup>d</sup>	71
Slovak Republic	99	90	77	73	71	72	68	58	45	46	77
Slovenia	97	97	79	66	66	66	a	48	40	42	77
Spain	93	76	60	57	51	55	a	49	41	43	64
Sweden	95	77	77	x(6)	x(6)	53	44	43	45	45	75
Switzerland	97	83	54	47	43 <sup>d</sup>	44 <sup>d</sup>	x(5)	a	35	35	61
Turkey	95	59	59	50	52	51	a	40	44	43	57
United Kingdom	98	85	64	64	56	61	a	x(10)	x(10)	45	68
United States	94	87	67	x(6)	x(6)	58	x(10)	x(10)	x(10)	49 <sup>d</sup>	70
OECD average	97	83	69	62	56	59	m	m	41	43	70
EU22 average	97	86	71	64	58	62	m	m	43	44	73
<b>Partners</b>											
Argentina	m	m	m	m	m	m	a	m	m	m	m
Brazil	95	89	68	61	51	59	47	45	46	46	71
China	98	64	54	x(6)	x(6)	51	m	m	m	m	m
Colombia	97	77	53	x(6)	x(6)	46	66	37	37	37	60
Costa Rica	93	79	57	56	60	57	a	58	44	44	68
India	m	51	45	x(6)	x(6)	41	61	a	39	39	m
Indonesia	96	62	49	x(6)	x(6)	50	a	52	41	43	60
Lithuania	99	97	82	82	71	79	64	a	56	56	81
Russian Federation <sup>1</sup>	99	99	83 <sup>d</sup>	x(3)	x(7, 8)	x(3, 7, 8)	57 <sup>d</sup>	73 <sup>d</sup>	51	59 <sup>d</sup>	83
Saudi Arabia	100	53	m	m	m	m	a	x(10)	x(10)	41	m
South Africa <sup>6</sup>	m	79	x(6)	x(6)	x(6)	58 <sup>d</sup>	m	m	m	m	m
G20 average	96	75	61	m	m	54	56	m	40	43	m

Note: The data in "All levels of education" do not include early childhood educational development (ISCED 01).

1. Pre-primary includes early childhood education.

2. Upper secondary vocational includes lower secondary and post-secondary non-tertiary vocational programmes.

3. Public and government-dependent private institutions only for all levels except for tertiary. For tertiary education, public institutions only.

4. For Ireland, public institutions only for all levels except pre-primary, where data include independent private institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

5. Public and government-dependent private institutions only for primary, lower secondary and tertiary education.

6. Year of reference 2015.

Source: OECD/UIS/Eurostat (2018). See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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


StatLink  <https://doi.org/10.1787/888933805762>

Table D5.3. **Gender distribution of teachers by age group (2016) and percentage of female teachers for all ages (2005, 2016)**


Percentage of female teachers, by age group and level of education

	Primary		Lower secondary		Upper secondary		All tertiary		Total primary to upper secondary		All tertiary	
	2016		2016		2016		2016		2005	2016	2005	2016
	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	All ages	All ages	All ages	All ages
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(10)	(9)	(12)	(11)
<b>OECD</b>												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	94	91	76	72	71	53	53	37	m	73	m	42
Belgium <sup>1</sup>	85	78	71	59	69	58	65	44	65 <sup>d</sup>	70	41	48
Canada	83 <sup>d</sup>	70 <sup>d</sup>	x(1)	x(2)	83	70	58	44	73	75	48	49
Chile	80	80	70	65	61	49	m	m	70	71	m	m
Czech Republic <sup>1</sup>	93	94	74	82	58	61	m	m	71 <sup>d</sup>	77	40	38
Denmark	m	m	m	m	m	m	m	m	m	m	m	m
Estonia <sup>2</sup>	84	91	76	84	59 <sup>d</sup>	72 <sup>d</sup>	48	46	m	83 <sup>d</sup>	48	49
Finland	81	76	77	72	68	56	44	52	69	72	47	52
France <sup>1, 3</sup>	89	75	64	56	63	55	57 <sup>d</sup>	39 <sup>d</sup>	65	67	38	44 <sup>d</sup>
Germany	93	84	79	67	73	50	46	29	65	70	32	39
Greece	87	58	74	61	67	46	48	31	59	66	36	34
Hungary	94	97	70	76	61	59	51	38	79	78	39	43
Iceland	70	82	70	82	m	m	m	m	m	m	m	m
Ireland <sup>4</sup>	84	86	x(5)	x(6)	64 <sup>d</sup>	69 <sup>d</sup>	m	m	72	80	39	44
Israel <sup>4</sup>	91	83	86	76	82	66	m	m	79	80	m	m
Italy	96	96	59	77	57	62	52	32	78	78	34	37
Japan <sup>5</sup>	65	68	46	38	40 <sup>d</sup>	22 <sup>d</sup>	47 <sup>d</sup>	23 <sup>d</sup>	46	49 <sup>d</sup>	18	27 <sup>d</sup>
Korea	73	88	73	56	70	29	68	22	61	67	31	35
Latvia	84	94	70	85	63	82	57	53	m	87	m	55
Luxembourg <sup>6</sup>	79	77	67	45	66 <sup>d</sup>	48 <sup>d</sup>	41	27	m	64 <sup>d</sup>	m	35
Mexico	m	m	m	m	m	m	m	m	56	57	m	m
Netherlands	89	83	62	44	64	46	50	36	66	69	35	45
New Zealand	87	86	74	66	65	59	49	47	69	72	50	48
Norway <sup>7</sup>	69	77	69	77	58	47	44	42	m	69	m	46
Poland	83	87	66	75	62	62	m	m	76	77	41	45
Portugal <sup>5</sup>	86	79	62	71	54 <sup>d</sup>	69 <sup>d</sup>	45 <sup>d</sup>	39 <sup>d</sup>	74	74 <sup>d</sup>	42 <sup>d</sup>	44 <sup>d</sup>
Slovak Republic	89	91	76	78	79	72	57	41	77	79	42	46
Slovenia	100	97	80	79	9	99	67	38	78	82	33	42
Spain	79	75	66	57	62	52	51	37	62	66	39	43
Sweden	71	77	71	77	53	51	46	43	m	71	m	45
Switzerland <sup>1</sup>	89	78	68	48	56 <sup>d</sup>	40 <sup>d</sup>	54	29	62	64 <sup>d</sup>	32	35
Turkey	73	45	65	38	66	34	53	30	m	56	38	43
United Kingdom	82	88	67	60	65	56	50	41	68	72	40	45
United States <sup>8</sup>	88	88	69	68	62	56	m	m	74	75	44 <sup>d</sup>	49 <sup>d</sup>
OECD average	84	82	70	66	62	56	52	38	68	72	39	43
Average for countries with available data for both reference years									68	71	39	43
EU22 average	87	85	70	69	61	61	52	39	70	74	39	44
<b>Partners</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	83	92	62	71	55	60	50	42	m	73	m	45
China	m	m	m	m	m	m	m	m	m	58	m	m
Colombia	72	77	55	54	49	47	m	m	m	64	m	37
Costa Rica	68	80	58	60	59	58	47	39	m	69	m	44
India	m	m	m	m	m	m	m	m	m	47	m	39
Indonesia	m	m	m	m	m	m	m	m	m	56	m	43
Lithuania	90	97	74	81	67	79	54	51	84 <sup>d</sup>	85	53	56
Russian Federation <sup>9</sup>	m	m	m	m	m	m	64 <sup>d</sup>	53 <sup>d</sup>	86	87	51 <sup>d</sup>	59 <sup>d</sup>
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	41
South Africa	m	m	m	m	m	m	m	m	m	70	m	m
G20 average	m	m	m	m	m	m	m	m	m	67	m	41

- Upper secondary includes post-secondary non-tertiary education (only for 2005 for Belgium, the Czech Republic and France).
- Upper secondary includes programmes from lower secondary and post-secondary non-tertiary vocational education.
- Public and government-dependent private institutions only for all levels except for tertiary. For tertiary education, public institutions only.
- For Ireland, public institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.
- Post-secondary non-tertiary education included in upper secondary and in all tertiary.
- Upper secondary includes short-cycle tertiary education.
- Public and government-dependent institutions only for primary, lower secondary and tertiary education.
- All tertiary includes post-secondary non-tertiary education.
- All tertiary includes part of upper secondary vocational education.

Source: OECD/UIS/Eurostat (2018). See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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

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