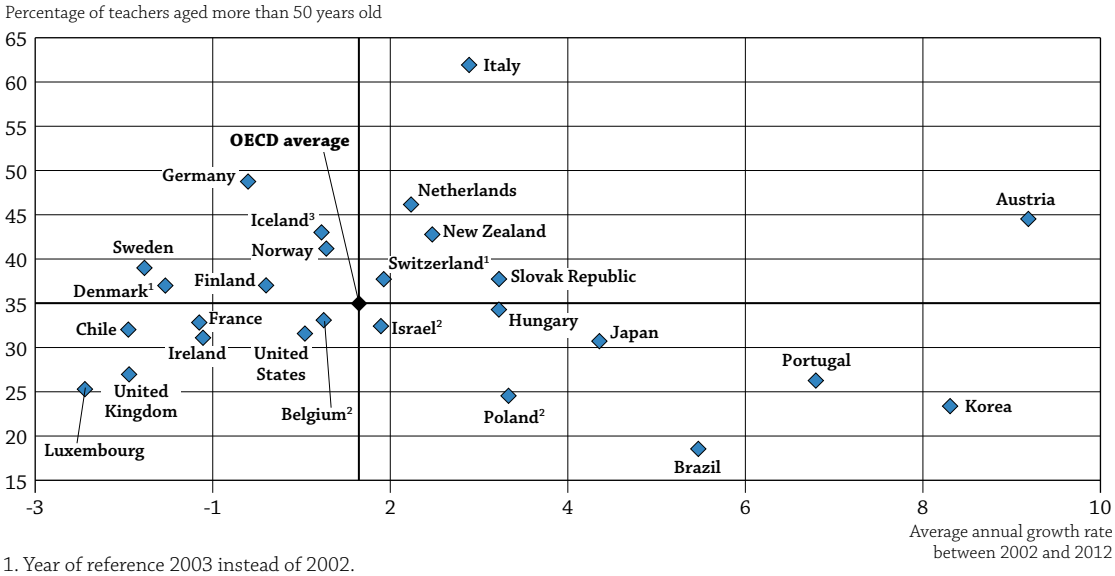
WHO ARE THE TEACHERS?

- On average across OECD countries, 36% of secondary school teachers were at least 50 years old in 2012; from 25% or less in Brazil, Indonesia, Korea, Luxembourg and Poland to more than 60% in Italy.
- Between 2002 and 2012, the proportion of secondary teachers aged 50 years or older increased by an annual growth rate of 1.3% on average across countries with comparable data.
- On average across OECD countries, two-thirds of teachers and academic staff are women; but the proportion of female teachers decreases as the level of education increases: 97% at the pre-primary level, 82% at the primary level, 67% at the lower secondary level, 57% at the upper secondary level, and 42% at the tertiary level.

Chart D5.1. Percentage of secondary school teachers aged 50 years or older and its average annual growth rate (2002-2012)



1. Year of reference 2003 instead of 2002.
2. Year of reference 2004 instead of 2002.
3. Year of reference 2011 instead of 2012.

Source: OECD. Table D5.2. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888933120214

Context

The demand for teachers depends on a range of factors including the age structure of the school-age population, average class size, the teaching load of teachers, required instruction time for students, use of teaching assistants and other "non-classroom" staff in schools, enrolment rates at the different levels of education, in-grade retention rates, and starting and ending age of 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 academic talent to the teaching profession and provide high-quality training (Hiebert and Stigler, 1999; OECD, 2005).

Teacher policy needs to ensure that teachers work in an environment that encourages effective teachers to continue in teaching. In addition, as teaching at the pre-primary, primary and lower secondary levels remains largely dominated by women, this gender imbalance in the teaching profession and its impact on student learning warrant detailed study.

Other findings

- **Most teachers at the tertiary level are men in nearly all countries** except Finland and the Russian Federation.
- On average across OECD countries, **31% of primary teachers are at least 50 years old.** However, in seven OECD and partner countries – Belgium, Brazil, Ireland, Israel, Korea, Luxembourg and the United Kingdom – more than one in two primary teachers are under the age of 40.
- **Lower secondary teachers have an average of 16 years of teaching experience** (which includes almost 10 years in their actual school), 3 years of experience in other educational roles, and 4 years of experience in other types of jobs.

Trends

Between 2002 and 2012, the proportion of secondary teachers aged 50 or older climbed by 4 percentages points on average across countries with comparable data. The increase is 10 percentage points or more in Italy, Japan, Korea and Portugal, and critically so in Austria, which saw a 26 percentage-point increase in this proportion during the period. In countries that stand to lose a significant number of teachers through retirement and whose school-age population remains the same or increases, governments will have to boost the appeal of teaching to upper secondary and tertiary students, expand teacher-training programmes, and, if necessary, provide alternate routes to certification for mid-career professionals intent on changing careers. Fiscal constraints – particularly those driven by pension obligations and health-care costs for retirees – are likely to result in greater pressure on governments to reduce academic offerings, increase class size, integrate more self-paced, online learning, or implement some combination of these measures (Abrams, 2011; Peterson, 2010).

D5

Analysis

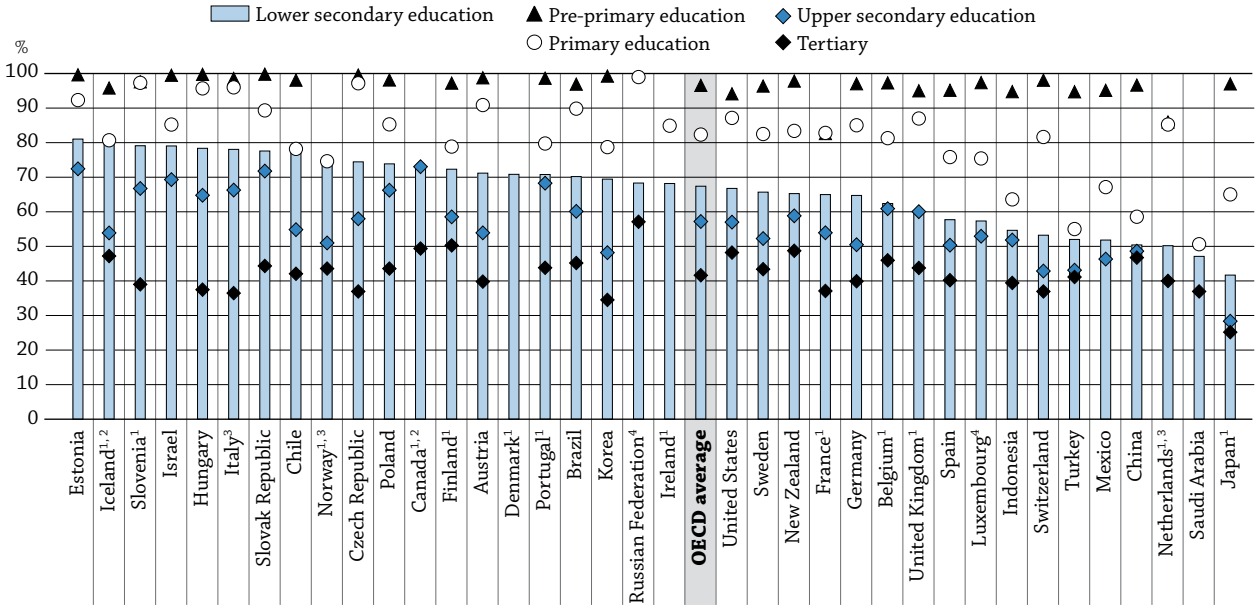
Gender profile of teachers

On average across OECD countries, two-thirds of the teachers and academic staff from all levels of education (i.e. from pre-primary through tertiary education) are women. From pre-primary through upper secondary levels of schooling, most teachers in OECD countries are women, though the proportion of women shrinks at each successive level of education. At the tertiary level, most teachers and academic staff in OECD countries are men. Women represent only 42% of the teaching staff at this level, on average across OECD countries. Despite this general pattern, there are large differences between countries at each level of education.

On average, women occupy 97% of pre-primary and 82% of primary teaching positions in OECD countries. In all countries with available data but France and the Netherlands, at least 93% of pre-primary teachers are women; in France, 83% are and 86% in the Netherlands. In 37 countries with staffing data, except Canada, China, Indonesia, Japan, Saudi Arabia and Turkey, at least three out of 4 primary teachers are women (Chart D5.2).

Chart D5.2. Gender distribution of teachers (2012)

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



1. Some levels of education are included with others. Refer to "x" code in Table D5.3 for details.
2. Year of reference 2011.
3. Public institutions only (for Italy, from pre-primary to secondary levels).
4. Lower secondary private institutions included with upper secondary institutions.

Countries are ranked in descending order of the percentage of female teachers at the lower secondary level.

Source: OECD. Table D5.3. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888933120233

While most lower secondary teachers (67%) in OECD countries are women, the proportion of male teachers at that level is larger than at the primary level. Among OECD countries, the proportion of female teachers varies considerably, from fewer than half the teachers in Japan to more than 80% in Estonia, Iceland and the Russian Federation. At the upper secondary level, the average percentage of female teachers in OECD countries drops to 57% and varies from 28% in Japan to 73% in Canada.

While most tertiary teachers are men, on average across OECD countries, the share of female teachers varies considerably among countries, from about one in 4 in Japan to one in 2 or more in Finland and the Russian Federation.

Age distribution of teachers

Variations in the size and age distribution of the population, duration of tertiary education, teachers' salaries and working conditions affect the age distribution of teachers. Declining birth rates drive down demand for new teachers;

tertiary education is completed later in some countries than in others. While competitive salaries and good working conditions in some countries attract young people to teaching, they also keep teachers from leaving the profession and thus limit the number of openings (see Box D.5.2. for more information on teacher's employment status).

Some 31% of primary school teachers are at least 50 years old, on average across OECD countries. The proportion exceeds 40% in Germany, Italy and Sweden. Only in Belgium, Chile, Ireland, Korea, Luxembourg and the United Kingdom does the proportion of teachers under the age of 30 equal or exceed 20% (Chart D5.3, available on line).

There is a similar age distribution of teachers at the secondary level. On average across OECD countries, 36% of teachers are at least 50 years old. In Austria, Estonia, Germany, Iceland, Italy, the Netherlands, New Zealand and Norway 40% or more of secondary teachers are at least 50 years old. Only in Brazil and Indonesia are most secondary teachers (51% and 62%, respectively) below the age of 40. The proportion of teachers aged 50 or older is at least 10 percentage points larger in upper secondary than in primary education in Estonia, France, Israel, Italy and the Slovak Republic (Tables D5.1 and D5.2).

In addition to prompting recruitment and training efforts to replace retiring teachers, the ageing of the teacher workforce also has budgetary implications. In most school systems, there is a link between teachers' salaries and years of teaching experience. The ageing of teachers increases school costs, which, in turn, limits the resources available to implement other initiatives at the school level (see Indicator D3).

Despite the larger proportions of teachers aged 50 or over at the secondary level compared to the primary level, young teachers still represent a significant part of the staff (at the primary and secondary levels, 13% and 10% of teachers, respectively, are aged 30 or younger, on average across OECD countries). Only in the Czech Republic, Estonia, Finland, Germany, Hungary, Iceland, Italy, Portugal, Slovenia and Sweden 10% of primary and secondary teachers or fewer are younger than 30. This can be partly explained by the relatively late age at which students complete tertiary education in these countries (see Annex 1).

Change in the age distribution of teachers between 2002 and 2012

Among countries with comparable trend data for both 2002 and 2012, the average proportion of secondary school teachers aged 50 years or older increased by an annual growth rate of 1.3% between 2002 and 2012. Yet the range among countries is wide. In Brazil, Japan, Korea and Portugal, the average annual growth rate increased by more than 4%. The proportion of secondary teachers aged 50 or older increased the most in Austria, by 9% by year. In Chile, Denmark, Luxembourg, Sweden and the United Kingdom, the average annual growth rate decreased by 1% or more (Table D5.2).

In all countries, the changes in the number of teachers should be balanced against changes in the school-age population. In countries with an increase in the school-age population over the period (see Indicator C1), new teachers will be needed to compensate for the significant number of staff hired during the 1960s and 1970s and who will reach retirement age in the next decade. Teacher-training programmes will likely have to grow, and incentives for students to enter the teaching profession may have to increase (see Indicator D6). In contrast, as there can be high individual and social costs when substantial resources are invested in teacher education, countries with a shrinking school-age population, such as Austria, Chile, Germany, Japan, Korea and Poland, need to ensure that the quality of teacher preparation is not undermined by large number of candidates and/or graduates from teacher-training programmes who are not able to find work as teachers (OECD, 2005).

Box D5.1. **Teachers' work experience**

The OECD Teaching and Learning International Survey (TALIS) 2013 results provide a profile of teachers' work experience. Teachers were asked about their work experience as a teacher in their school, as a teacher throughout their careers, in other education roles (excluding teacher) and in other jobs. As shown in the figure below, lower secondary teachers have, on average, 16 years of teaching experience (which includes almost 10 years in their actual school), 3 years of experience in other educational roles and 4 years of experience in other types of jobs. Teachers in Bulgaria, Estonia and Latvia report the most years of experience in their profession, with more than 20 years of working experience as a teacher and around 15 years in their current school.

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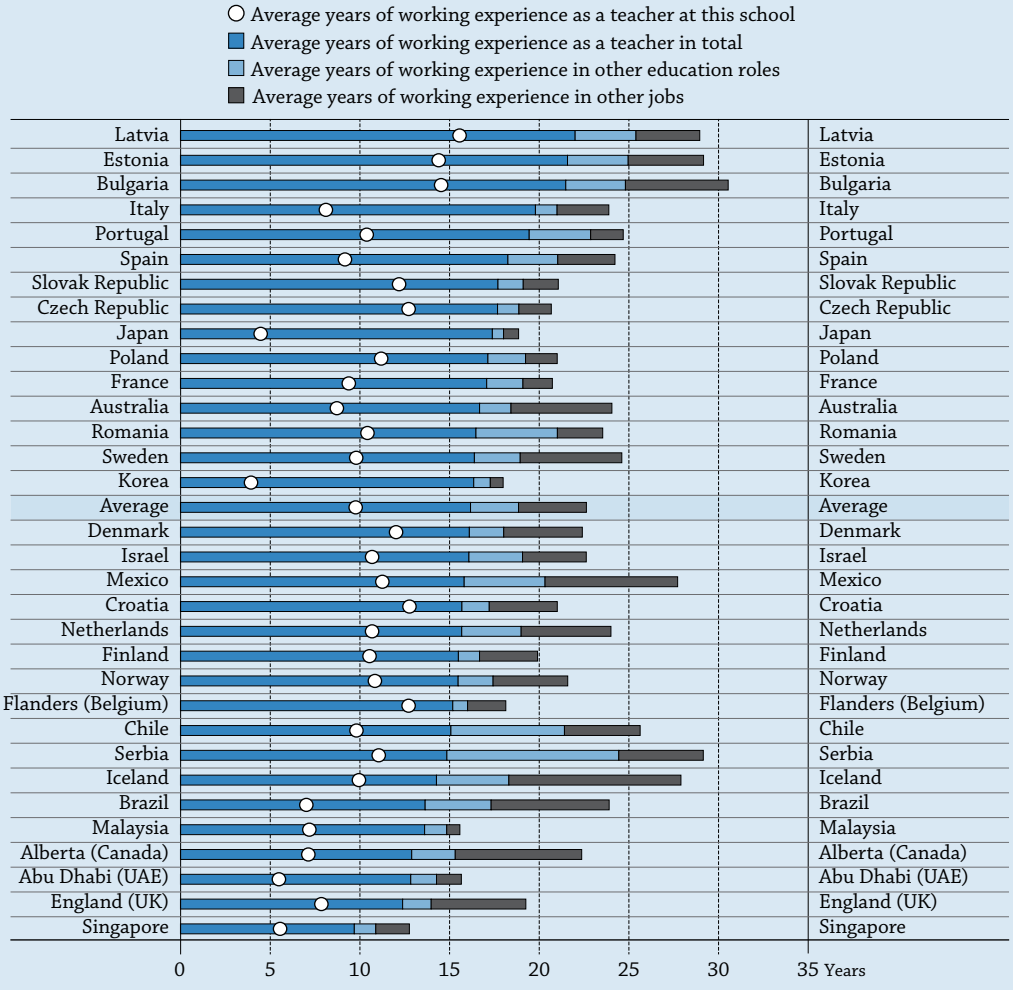
At the other end of the spectrum, teachers in Singapore report having a little less than 10 years of experience as a teacher, on average. Interestingly, the large proportion of experienced teachers does not appear to be associated with greater participation in mentoring programmes. In fact, the percentage of teachers who report having a mentor or serving as a mentor does not exceed 10% in Bulgaria, Estonia and Latvia, while in Singapore almost 40% of teachers report participating in these programmes.

The figure below also shows that teachers in Korea and Japan have less experience in their current school compared with the other TALIS countries, revealing a higher mobility among schools in these two countries. If teachers in Korea and Japan are above the TALIS average in terms of total teaching experience, they are well below average when it comes to their experience in their current school. In fact, they report that not even a third of their teaching experience was gained in their current school. The professional experience of these teachers also differs from that of their peers elsewhere in the number of years they spent in other education roles or in other jobs. Teachers in Korea and Japan report that their professional experience consists almost uniquely in working as a teacher, whereas, on average across TALIS-participating countries, teachers report more than 5 years of experience working in other education roles or in other jobs.

Chart D5.a. Work experience of teachers (2013)

Lower secondary education teachers' average years of work experience



Countries are ranked in descending order, based on the average years of working experience as a teacher in total.

Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing.

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These results are significant considering that teachers' work experience helps shape their skills. A teacher's tenure may also affect his or her willingness to implement innovative practices or reforms (Goodson, Moore and Hargreaves, 2006). Years of experience may especially matter early in a teacher's career. Some research shows that each additional year of experience is related to higher student achievement, especially during a teacher's first five years in the profession (Rockoff, 2004; Rivkin, Hanushek and Kain, 2005; Harris and Sass, 2011).

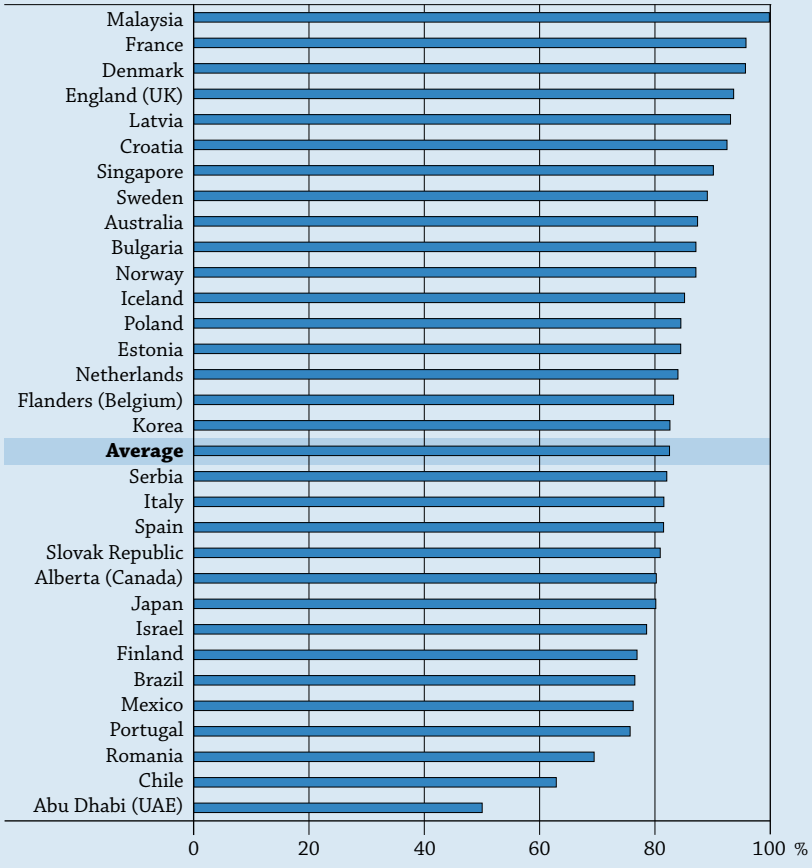
Box D5.2. **Teachers' employment status**

The Teaching and Learning International Survey (TALIS) results show that, when substitute teachers are excluded, 83% of lower secondary teachers, on average across countries, are employed permanently and 82% are employed full time. As shown in the figure below, Malaysian teachers report the highest level of job security. Nearly all of them report being permanent teachers and almost all of them report that they work full time.

As employment status can be an important factor in attracting teachers to the profession and retaining them, efforts should be made to offer greater job security (through long-term or permanent contracts) and more flexibility (by offering the possibility of working part time) (OECD, 2005).

Chart D5.b. **Employment contract status of teachers in lower secondary education (2013)**

Percentage of permanent teachers at lower secondary education



Source: OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing.
StatLink http://dx.doi.org/10.1787/888933120233

D5

Definitions

ISCED type of final qualification refers to the type of educational qualification (e.g. ISCED 3, 5B, 5A) that a new teacher would be required to have to teach primary, lower secondary, and upper secondary school (general programmes) in the public sector.

Methodology

Data refer to the academic year 2011/12 and are based on the UOE data collection on education statistics administered by the OECD in 2012 (for details, see Annex 3 at *www.oecd.org/edu/eag.htm*). Data on teachers by age for 2002 may have been revised in 2013 to ensure consistency with 2011 data.

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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Tables of Indicator D5

StatLink http://dx.doi.org/10.1787/888933120138

Table D5.1. Age distribution of teachers (2012)

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

		Primary education					Lower secondary education					Upper secondary education				
		< 30 years	30-39 years	40-49 years	50-59 years	>= 60 years	< 30 years	30-39 years	40-49 years	50-59 years	>= 60 years	< 30 years	30-39 years	40-49 years	50-59 years	>= 60 years
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	11	21	31	34	2	7	17	29	44	3	6	20	34	36	5
	Belgium[1]	21	31	25	22	1	17	27	24	28	4	14	27	26	30	4
	Canada[2, 3]	14	32	29	21	4	x(1)	x(2)	x(3)	x(4)	x(5)	14	32	29	21	4
	Chile	20	28	20	22	9	20	27	20	22	10	18	28	21	23	9
	Czech Republic	9	22	38	27	4	12	27	28	27	6	7	20	28	33	11
	Denmark	x(6)	x(7)	x(8)	x(9)	x(10)	6	31	26	27	10	m	m	m	m	m
	Estonia	9	21	33	26	10	8	16	27	31	17	8	17	25	31	19
	Finland[1]	9	30	33	26	3	10	30	30	26	5	5	21	31	31	12
	France	13	37	30	20	1	10	34	27	25	4	4	24	35	29	8
	Germany	7	22	25	33	13	6	20	24	36	14	4	21	29	33	12
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	7	23	37	32	1	6	23	33	35	2	8	31	29	28	4
	Iceland[1, 3]	8	29	29	24	10	8	29	29	24	10	5	19	27	32	17
	Ireland[1]	21	34	18	22	4	x(11)	x(12)	x(13)	x(14)	x(15)	9	36	27	24	4
	Israel	16	36	26	18	3	11	31	30	23	5	10	28	26	24	12
	Italy[4]	n	12	36	41	11	n	13	29	43	15	n	8	27	52	13
	Japan	15	23	30	30	1	13	25	34	26	1	9	24	33	30	4
	Korea	22	38	24	14	2	13	32	34	20	1	13	31	30	25	1
	Luxembourg[5]	24	32	23	20	2	22	36	24	17	2	12	28	31	25	4
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands[4]	19	25	20	29	7	14	22	21	31	11	9	18	22	38	13
	New Zealand	12	23	26	27	13	11	23	24	28	14	10	22	25	29	15
	Norway[1, 4]	13	28	25	22	12	13	28	25	22	12	5	20	27	29	18
	Poland	12	26	42	19	1	12	36	32	18	2	10	33	29	22	6
	Portugal[1]	4	35	30	28	2	3	31	37	25	3	6	34	35	22	3
	Slovak Republic	11	32	31	23	3	15	26	22	31	6	12	24	25	31	8
	Slovenia[1]	7	32	36	24	1	7	33	28	29	3	5	27	36	27	5
	Spain	13	31	24	27	4	8	29	31	28	4	4	28	36	28	4
	Sweden	5	23	27	27	17	7	31	29	21	12	6	23	27	27	17
	Switzerland	17	25	24	29	6	12	28	25	28	7	6	23	31	31	9
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	31	29	20	19	2	23	31	22	22	3	20	28	24	24	5
	United States	15	29	25	24	8	17	29	25	22	8	14	27	26	23	10
	OECD average	13	28	28	25	5	11	27	28	27	7	9	25	29	29	9
	EU21 average	12	27	29	26	5	10	27	28	29	7	8	25	29	30	8
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	16	36	33	13	2	17	35	30	15	3	16	34	30	16	3
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	m	m	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	m	m	m
	Indonesia	19	22	41	16	1	34	30	27	8	1	21	37	31	9	1
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	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	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Upper secondary education includes post-secondary non-tertiary education (or part of post-secondary non-tertiary for Iceland and Portugal and lower secondary and post-secondary non-tertiary for Ireland).
2. Primary education includes pre-primary education.
3. Year of reference 2011.
4. Public institutions only.
5. Lower secondary private institutions included with upper secondary institutions.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table D5.2. Age distribution of teachers (2002, 2012)

Percentage of teachers in public and private secondary education institutions, based on head counts

		Secondary education (2012)					Secondary education (2002)					Percentage of teachers aged 50 years or older		
		< 30 years	30-39 years	40-49 years	50-59 years	>= 60 years	< 30 years	30-39 years	40-49 years	50-59 years	>= 60 years	2012	2002	Average annual growth rate (2002 - 2012)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	7	18	31	41	4	10	29	43	18	1	45	19	9.2
	Belgium[1, 2]	15	27	25	29	4	14	23	33	28	3	33	30	0.9
	Canada[3]	14	32	29	21	4	m	m	m	m	m	26	m	m
	Chile	19	28	21	23	9	7	23	33	27	10	32	37	-1.4
	Czech Republic	9	23	28	30	9	m	m	m	m	m	39	m	m
	Denmark[4]	6	31	26	27	10	12	24	24	35	6	37	41	-1.0
	Estonia	8	17	26	31	18	m	m	m	m	m	49	m	m
	Finland[1]	7	25	30	28	9	8	26	30	32	4	37	36	0.2
	France	7	29	31	27	6	13	27	25	34	1	33	35	-0.6
	Germany	5	21	26	35	13	4	15	33	42	7	49	49	0.0
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	7	28	31	31	3	15	26	33	22	3	34	26	2.9
	Iceland[1, 3]	6	23	28	29	14	7	21	32	28	12	43	39	0.9
	Ireland[1]	9	33	26	26	6	11	26	30	27	6	31	33	-0.5
	Israel[2]	10	30	28	23	9	12	30	31	24	4	32	28	1.6
	Italy[5]	n	10	28	48	14	1	11	40	44	4	62	48	2.6
	Japan	11	24	34	28	3	11	32	36	19	2	31	21	4.1
	Korea	13	32	32	22	1	17	37	35	10	1	23	11	8.2
	Luxembourg	15	31	28	22	3	8	27	29	29	2	25	31	-1.9
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands[5]	12	20	22	34	12	9	17	36	35	3	46	38	1.9
	New Zealand	10	22	25	28	15	14	20	32	28	7	43	35	2.2
	Norway[1, 5]	9	24	26	26	15	12	23	27	30	7	41	38	0.9
	Poland[2]	11	35	30	20	4	22	31	28	16	3	25	18	3.1
	Portugal[1]	5	33	36	24	3	22	37	27	12	2	26	14	6.7
	Slovak Republic	14	25	23	31	7	19	24	29	23	6	38	28	2.9
	Slovenia[1]	6	30	32	28	4	m	m	m	m	m	32	m	m
	Spain	6	29	33	28	4	m	m	m	m	m	32	m	m
	Sweden	7	27	28	24	15	11	20	24	35	9	39	44	-1.2
	Switzerland[4, 5]	9	26	28	30	8	13	24	31	28	5	38	32	1.6
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	21	29	23	23	4	13	22	33	30	1	27	31	-1.4
	United States	16	28	25	23	9	17	22	32	26	3	32	30	0.7
	OECD average	10	26	28	28	8	12	25	31	27	4	36	32	~
	Average for countries with available data for both reference years	10	27	28	27	8	13	25	31	26	4	35	31	1.3
	EU21 average	9	26	28	29	8	12	24	31	29	4	37	33	~
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	17	35	30	16	3	26	35	26	11	2	19	13	5.3
	China	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	m	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	m
	Indonesia	29	33	29	8	1	m	m	m	m	m	10	m	m
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	m	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	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Including post-secondary non-tertiary education (part of post-secondary non-tertiary education for Iceland and Portugal).
2. Year of reference 2003 instead of 2002.
3. Year of reference 2011 instead of 2012.
4. Year of reference 2004 instead of 2002.
5. Public institutions only (for Switzerland for the year 2002 only).

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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

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Table D5.3. Gender distribution of teachers (2012)

Percentage of women among teaching staff in public and private institutions by level of education, based on head counts

		Pre-primary education	Primary education	Lower secondary education	Upper secondary education			Post-secondary non-tertiary education	Tertiary education			All levels of education
					General programmes	Pre-vocational/ vocational programmes	All programmes		Type B	Type A and advanced research programmes	Total tertiary education	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD	Australia	m	m	m	m	m	m	m	m	44	m	m
	Austria	99	91	71	63	50	54	53	x(10)	x(10)	40	65
	Belgium	97	81	62	61	x(6)	61	x(6)	x(10)	x(10)	46	70
	Canada[1]	x(2)	73	x(2)	x(6)	x(6)	73	m	54	43	49	m
	Chile	98	78	77	57	49	55	a	43	42	42	64
	Czech Republic	100	97	74	x(6)	x(6)	58	56	61	34	37	m
	Denmark	x(3)	x(3)	71	m	m	m	m	m	m	m	m
	Estonia	100	92	81	78	64	72	x(5)	m	m	m	88
	Finland	97	79	72	70	54	59	x(6)	n	50	50	71
	France	83	83	65	55	51	54	x(8)	38	37	37	66
	Germany	97	85	65	54	43	50	53	55	37	40	65
	Greece	m	m	m	m	m	m	m	m	m	m	m
	Hungary	100	96	78	68	54	65	52	48	36	37	76
	Iceland[1]	96	81	81	x(6)	x(6)	54	x(6, 10)	x(10)	x(10)	47	73
	Ireland	m	85	x(6)	69	53	68	x(6)	m	m	m	m
	Israel	99	85	79	x(6)	x(6)	69	m	m	m	m	m
	Italy[2]	99	96	78	75	61	66	m	33	36	36	77
	Japan	97	65	42	28	63	28	x(6, 10)	47	19	25	48
	Korea	99	79	69	50	43	48	a	43	32	35	60
	Luxembourg[3]	97	75	57	62	43	53	m	m	45	45	m
	Mexico	95	67	52	46	48	46	a	m	m	m	m
	Netherlands[2]	86	85	50	50	50	50	51	41	40	40	64
	New Zealand	98	83	65	60	54	59	55	49	49	49	70
	Norway[2]	m	75	75	x(6)	x(6)	51	x(6)	x(10)	x(10)	44	63
	Poland	98	85	74	71	62	66	65	69	43	44	74
	Portugal	99	80	71	x(6)	x(6)	68	x(6, 10)	x(10)	x(10)	44	70
	Slovak Republic	100	89	78	74	71	72	55	62	44	44	76
	Slovenia	98	97	79	71	64	67	x(4, 5)	x(10)	39	39	75
	Spain	95	76	58	x(6)	x(6)	50	a	45	39	40	65
	Sweden	96	82	66	50	54	52	51	n	43	43	74
	Switzerland	98	82	53	45	42	43	m	33	37	37	58
	Turkey	95	55	52	44	42	43	a	33	42	41	52
	United Kingdom	95	87	60	60	60	60	a	x(10)	x(10)	44	68
	United States	94	87	67	x(6)	x(6)	57	63	x(10)	x(10)	48	70
	OECD average	97	82	67	59	53	57	55	47	40	42	68
	EU21 average	96	86	69	64	56	60	54	50	40	42	71
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m
	Brazil	97	90	70	62	52	60	a	x(10)	x(10)	45	74
	China	97	59	50	48	49	49	m	49	28	47	57
	Colombia	93	77	54	x(6)	x(6)	46	a	m	m	m	68
	India	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	95	64	55	53	49	52	m	39	x(10)	39	61
	Latvia	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	100	99	84	x(6)	68	68	x(8)	75	53	57	83
	Saudi Arabia	m	51	52	x(6)	x(6)	56	a	x(10)	x(10)	37	51
	South Africa	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2011.
2. Public institutions only (for Italy, from pre-primary to secondary levels).
3. Lower secondary private institutions included with upper secondary institutions.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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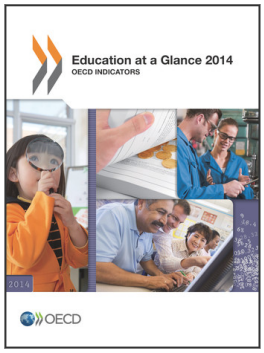

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