



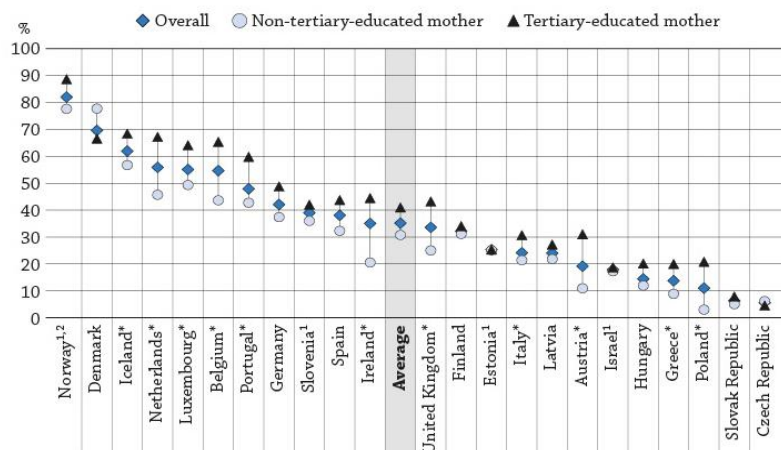
EDUCATION AT A GLANCE 2018

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems across OECD and partner countries.

UNITED KINGDOM

- Enrolment in early childhood education and care (ECEC) in the United Kingdom is universal or near universal from the age of 3, **but, in common with almost all OECD countries, younger children are more likely to participate in ECEC if they come from a relatively advantaged socio-economic background or their mother has completed tertiary education.**
- **High tuition fees in the United Kingdom are offset by a well-developed system of financial support to students. However, it is expected that about 40-45% of the financial value of the loans will not be repaid by students in England.**
- **Despite high tuition fees, the United Kingdom's tertiary education system is very attractive to international students.** In 2016, the United Kingdom took in 14% of all international students from OECD countries, the second highest share after the United States.
- **The teaching workforce in the United Kingdom is one of the youngest among all OECD countries,** and starting salaries from pre-primary to upper secondary education are below the OECD average.
- Lower secondary school heads play an active role in decision making and leadership in the United Kingdom. **In England, they earn more than twice the salary of tertiary-educated workers,** the highest premium for school heads across OECD countries.
- Unemployment rates are below the OECD average for all levels of education in the United Kingdom. **However, as in the majority of countries, the penalties on the labour market for the less qualified are severe, especially for the younger generation.**

Figure 1. Participation rates of children under the age of 3, by mother's educational attainment (2014)
All ECEC services and other registered ECEC services outside the scope of ISCED 0



Enrolment in ECEC is universal or near universal from the age of 3, but, in common with the majority of OECD countries, there are inequities in the access of younger children

- Early childhood education is nearly universal in the United Kingdom from the age of 3, with higher enrolment rates for 3- and 4-year-olds than the OECD average. In 2016, 100% of 3-year-olds were enrolled in pre-primary education, compared to the OECD average of 76%.
- However, inequities remain in access to ECEC services among children under the age of 3 (Figure 1). Only 22% of children in households in the lowest income tertile are enrolled in ECEC services in the United Kingdom, compared to over 48% of those from the wealthiest tertile (OECD averages: 28% and 44% respectively). Similarly, 43% of children under 3 with a tertiary-educated mother participate in ECEC in the United Kingdom compared to only 25% of children without (OECD averages: 41% and 31% respectively).
- The United Kingdom is, alongside Japan and Turkey, one of the three countries where private funds account for more than 40% of total expenditure in pre-primary education (ISCED 02). However, in the United Kingdom, most of the private funding comes from households while in Japan the high cost is shared by households, foundations and the business sector.

While access to tertiary education keeps on expanding, about one in four university-educated workers in England and Northern Ireland report being overqualified for their jobs

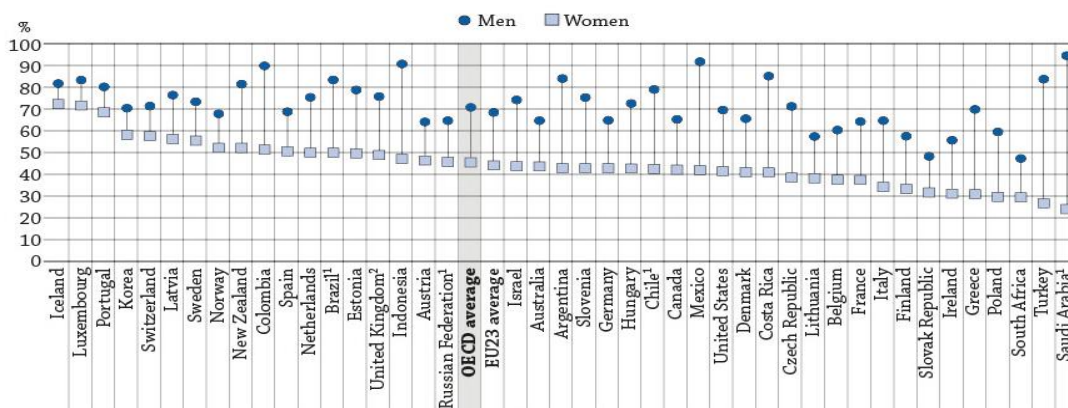
- Tertiary attainment levels have increased substantially in the United Kingdom among 25-34 year-olds, from 43% in 2007 to 52% in 2017, remaining at more than half of younger adults, which it reached for the first time in 2016.
- The gender gap in educational attainment in the United Kingdom is extremely narrow at tertiary level. Among 25-34 year-olds, some 50% of men and 54% of women in the United Kingdom attained tertiary education in 2017, compared with 38% of men and 50% of women on average across OECD countries.
- As in many OECD countries, individuals whose parents have not attained tertiary education tend to be under-represented among new entrants to tertiary education. In the United Kingdom, 18-24 year-olds without tertiary-educated parents represent 64% of the total population of that age group, but only 47% of new entrants to bachelor's, long first degree or equivalent programmes.
- In the United Kingdom, the average age of graduation from tertiary education is 23 years old, the lowest across OECD countries. Among all tertiary graduates in the United Kingdom, about 14% studied natural sciences, mathematics and statistics in 2016, the highest rate among OECD countries and more than double the OECD average of 6%. In contrast, engineering, manufacturing and construction accounted for 9% of graduates, one of the lowest rates among OECD countries (OECD average: 14%).
- Tertiary-educated individuals in the United Kingdom have one of the lowest unemployment rates among OECD countries. Only 2.7% of tertiary-educated 25-34 year-olds were unemployed in 2017 (OECD average: 5.7%).
- The earnings advantage from attaining at least a master's degree is lower in the United Kingdom than the OECD average, while attaining a bachelor's degree is slightly more advantageous. In 2016, 25-64 year-old workers in the United Kingdom who had attained a master's, doctoral or equivalent qualification earned 72% more on average than those whose highest level of attainment was upper secondary, 20 percentage points less than the OECD average. However, those holding a bachelor's degree earned 48% more than those with upper secondary education, compared to an earnings premium of 45% on average across OECD countries.
- However, the 2012 Survey of Adult Skills showed that university-educated adults (ISCED 5A or 6 in ISCED 97) in England or Northern Ireland were more likely to work in jobs that require lower qualifications (i.e. upper secondary or below), than on average across OECD countries: 28% of university degree holders in England and 24% in Northern Ireland reported being overqualified for their jobs, compared to 14% on average across OECD countries and economies that participated in the Survey of Adult Skills (PIAAC). Foreign-born adults are also more likely to report being overqualified for their position. In England, 40% of foreign-born adults with university degrees work in jobs requiring a lower qualification, about 12 percentage points higher than among the native-born population.

- On average across countries with available data, acknowledgement of environmental issues increases with higher educational attainment. This increase is particularly steep in the United Kingdom whereby about 90% of tertiary-educated adults agree that environmental issues are having an impact on their everyday lives compared to 78% among those with upper secondary or post-secondary non-tertiary education. In comparison, on average across countries that participated in the survey, 84% of tertiary-educated adults agree with this statement compared to 80% among those with lower educational attainment.

Across almost all countries, the penalties in the labour market for the less qualified are still severe, and employment rates vary more across regions for those with lower levels of education in the United Kingdom

- Across almost all countries, the risk of unemployment in the United Kingdom is higher for those without an upper secondary qualification¹ compared to those who attained this baseline level, although levels of unemployment both for those with and without upper secondary are below the OECD averages. Among those who have not completed upper secondary education, unemployment is significantly higher for younger generations. While 5.1% of 55-64 year-olds without upper secondary education were unemployed in 2017, the figure rises to 9.5% of those aged 25 to 34. Among tertiary-educated individuals, the generation gap closes, with the older and younger generations having similar unemployment rates of around 2.5%.
- In the United Kingdom, more than 80% of 25-34 year-old adults who have at least an upper secondary education are employed, compared to 63% among those who have not. However, in contrast to many countries, the employment rate for people with below upper secondary education improved over the last decade (60% in 2007 compared to 63% in 2017).
- The employment rate for younger women (aged 25-34) without upper secondary education is 49%, compared to 76% for their male peers (Figure 2), but the disparities narrow as educational attainment increases. The gender gap is only 9 percentage points among those who have completed tertiary education.

Figure 2. Employment rates of 25-34 year-olds with below upper secondary education, by gender (2017)



1. Year of reference differs from 2017. Refer to the source table for details.
 2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (17% of adults aged 25-64 are in this group).
 Countries are ranked in descending order of the employment rate of 25-34 year-old women with below upper secondary education.
 Source: OECD / ILO (2018), Table A3.2. 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/10.1787/888933802057>

- Employment rates in the United Kingdom vary across regions². For example, among younger adults (aged 25-34) who have not completed upper secondary education, the employment rate ranges from 55% in Northern Ireland and 57% in London, to more than 70% in the South East (76%), South West (74%) and East of England (71%), while

¹ equivalent to five good GCSEs or an equivalent vocational qualification.
² data are based on annual estimates and should be interpreted with some caution. Each estimate has a degree of uncertainty associated with sampling and measurement error, which can be expressed as a standard error.

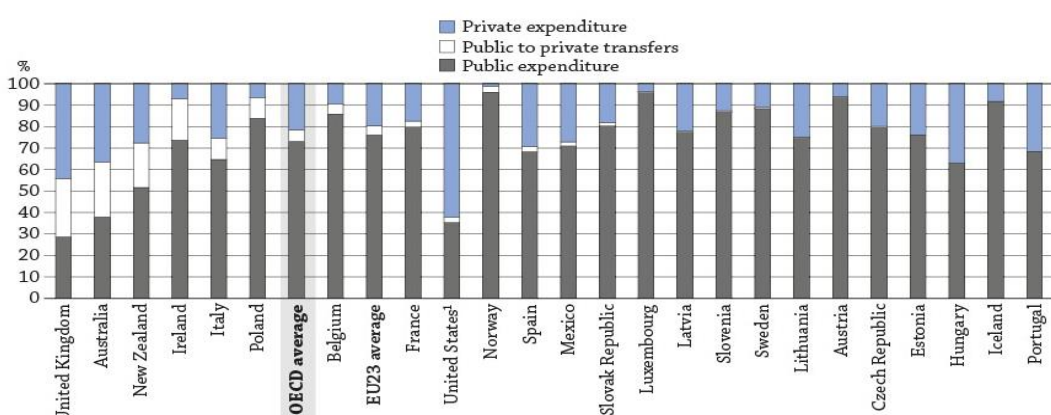
the rate for young adults with upper secondary education ranges from 76% in London to 87% in the South East of England.

- Among adults whose highest level of education is upper secondary, the employment rate for both general and vocational programmes in the United Kingdom is similar and comparatively high: 85% for those with vocational qualifications and 81% for those with general qualifications (compared to 80% and 71% on average across OECD countries).
- The proportion of young people in the United Kingdom who are neither in employment nor in education or training (NEET) is slightly lower than the OECD average, and has fallen since 2007. In 2017, 12.2% of 15-29 year-olds were classified as NEET, compared to 14.9% in 2007.

High tuition fees in the United Kingdom³ are offset by a well-developed system of financial support to students

- Among OECD countries, the United Kingdom spends the third highest proportion of its gross domestic product (GDP) on primary to tertiary educational institutions (6.2% compared to the OECD average of 5.0%), with above-average expenditure at each level of education. However differences exist across levels of education. Expenditure per student on tertiary educational institutions is more than twice the spending on primary education: USD 11 630 in primary education against USD 26 320 in tertiary education.⁴
- A relatively high share of the funding of tertiary educational institutions in the United Kingdom comes from the private sector. After transfers between the public and private sectors, private sources account for 71% of the total funding of tertiary educational institutions in the United Kingdom, of which about two-thirds are related to household expenditure.
- Tuitions fees in England (UK) are higher than in all OECD countries except the United States. Tertiary institutions charged tuition fees of USD 11 797 a year for a bachelor’s degree in 2015, about 4 times more than in 2005 due to changes to higher education funding . However, high levels of tuition fees are offset by a well-developed system of financial support for students. For instance, the great majority of bachelor’s degree students in the England – 92% of UK-domiciled full-time students – benefit from public loans or grants.

Figure 3. Distribution of public, private and international expenditure on educational institutions, tertiary education level (2015)



Note: International expenditure is aggregated with public expenditure for display purposes.

1. Net student loans rather than gross, thereby underestimating public transfers.

Countries and economies are ranked in descending order of the proportion of public-to-private transfers.

Source: OECD/UIS/Eurostat (2018), Table C3.2. 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/10.1787/888933804451>

³ With the exception of Scottish students studying in Scotland

⁴ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

- These public transfers to the private sector play an important role in the financing of tertiary education in the United Kingdom and represent 27% of the total funds devoted to tertiary educational institutions (the highest proportion among OECD countries). Public transfers are thus reducing the financial burden of access to tertiary education for students (Figure 3).
- Financial support to students comes in various forms across the United Kingdom. Wherever they study in the United Kingdom, English-domiciled students are provided with loans to cover tuition fees, while Welsh-domiciled students are provided with a mixture of grants and loans. Scottish students studying in Scotland do not pay tuition fees, but have a loan provided if they study elsewhere in the United Kingdom, while the tuition fee cap is lower for Northern Irish students in Northern Ireland.
- England replaced a mortgage-loan system with an income-contingent loan system in 1999, fixing the conditions for the remission and forgiveness of student loans. Loans are written off 30 years after graduation. England has the largest share of students benefitting from remission and/or forgiveness across countries with available data, at 70%, and it is expected that about 40-45% of the loan volume to full-time higher education borrowers will not be repaid, representing an additional cost for the public sector, which extends and guarantees the loans.

Despite high tuition fees, the United Kingdom's tertiary education system is very attractive to international students, and offers large advantages to both individuals and society

- In spite of high tuition fees and slightly lower earning premium for tertiary graduates, the gains associated with a higher level of education still exceed the cost of tertiary studies in the United Kingdom. However the net financial return (the difference between the benefits and cost) is lower than in most countries, reaching USD 169 200 for women and USD 231 700 for men compared to USD 192 300 and USD 267 100 on average across OECD countries.
- More education not only benefits individuals, but the general public too. In the United Kingdom, male tertiary graduates generate USD 154 000 and female graduates USD 127 000 in total benefits through income tax and social contributions – far outweighing the public cost of their education
- Despite charging higher tuition fees for foreign students than for national students (OECD, 2016), the United Kingdom's tertiary education system is still very attractive to international students. International students accounted for 18% of tertiary enrolment in the United Kingdom in 2015, the third highest rate behind Luxembourg (47%) and New Zealand (20%), and well above the OECD average (6%). The United Kingdom takes in 14% of all international students across OECD countries, the second highest share after the United States.
- The proportion of international students in the United Kingdom is particularly large at higher levels of tertiary education. It is about three times higher than the OECD total for students in both bachelor's or equivalent programmes (14% compared to 4% on average) and master's programmes (36%, compared to 12% on average). International students account for 43% of students in doctoral or equivalent programmes in the United Kingdom, considerably above the proportion for OECD countries as a whole (26%).
- Students from Asia form the largest group of international students enrolled in OECD tertiary education programmes at all levels (1.9 million, 55% of all international students in 2016). Of these, over 860 000 come from China. About 60% of Asian students converge on only three countries: Australia (13%), the United Kingdom (10%) and the United States (36%). In contrast, only 5% of students from India come to study in the United Kingdom, while 45% study in the United States.

Teachers in the United Kingdom are among the youngest across OECD countries and earn less than average at all levels of education

- As in most OECD countries, the majority of teaching staff in the United Kingdom are women, with the share of women decreasing as the level of education increases. At lower secondary level, there is more gender balance in the United Kingdom than in many other countries. In 2016, 36% of lower secondary teachers in the United Kingdom were men, almost 5 percentage points higher than the average across OECD countries (31%).

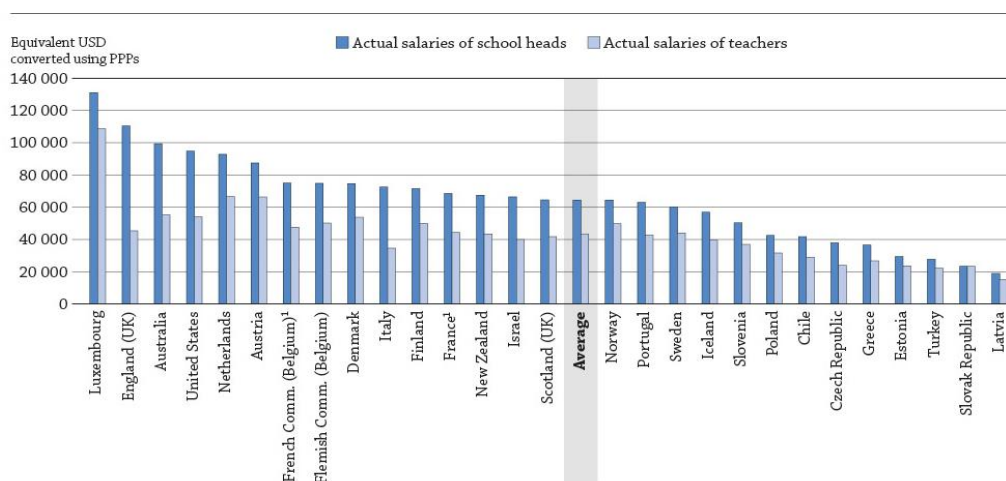
- The teaching workforce in the United Kingdom has become younger since 2005 and is now the youngest among all OECD countries in primary education and the second youngest after Turkey in lower secondary education. In primary schools, 31% of teachers are aged 30 or younger, compared to the OECD average of 12%.
- In England and Scotland, teachers at every level from pre-primary education up to upper secondary have the same starting salary. In contrast to the general trend across OECD countries, teachers' statutory salaries in England and Scotland fell in real terms between 2005 and 2017, by about 10% in England and about 5% in Scotland.
- Although teachers' pay starts comparatively low when looking at the starting salary for teachers with the minimum level of qualifications (unqualified teachers)⁵, salary levels in England and Scotland progress relatively rapidly compared to most OECD countries. After 15 years experience, teachers' salaries have increased considerably, and exceed the OECD average across all levels of education except upper secondary education in both England and Scotland. However, salary progression slows down after 15 years of experience, resulting in top of scale salaries that lag behind those in other OECD countries.
- When bonuses and allowances are included, the average actual salaries of lower secondary teachers in England and Scotland are lower than the average earnings of tertiary-educated workers, as in most countries. However, this relative earnings gap is slightly higher than the OECD average.

Schools in England and Scotland have a high level of autonomy

- When autonomy and accountability are intelligently combined, they tend to be associated with better student performance. The United Kingdom is among the few countries where local authorities are the main initial source of funds as well as the main final purchasers of educational services. In the United Kingdom, local authorities generate and spend 55% of education funds in primary, secondary and post-secondary non-tertiary education.
- There are substantial differences between countries in the mechanisms by which decisions are taken. England has the highest degree of school autonomy among OECD countries after the Czech Republic and the Netherlands with nearly two-thirds of the decisions taken at the school level. The degree of school autonomy is also high in Scotland, with 48% of the decisions taken at the school level compared to 34% on average across OECD countries.

Figure 4. Actual salaries of lower secondary teachers and school heads (2016)


Annual actual salaries of teachers and school heads in public institutions, in equivalent USD converted using PPPs



1. Year of reference differs from 2016. See Table D3.4 for more information.

Countries and economies are ranked in descending order of actual salaries of school heads.

Source: OECD (2018), Table D3.4. 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/10.1787/888933805534>

⁵ Minimum qualifications are the most prevalent across the majority of countries, though this is not the case in England

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- England and Scotland are among the few countries where local authorities, schools and/or teachers are free to decide how much time should be allocated to each compulsory subject. In England, the whole curriculum at the primary and lower secondary level is organised in a flexible timetable, i.e. compulsory subjects and total instruction time are specified, but not how long to allocate to each subject. Only the Netherlands has a similar arrangement. In Scotland, while some compulsory subjects are specified, there is no regulation of total instruction time, which is the responsibility of local authorities and schools themselves.
- School heads at the lower secondary level in England and Scotland play an active role in the implementation of decisions taken at the school level. In both countries they earn more than teachers, but there are significant differences between the two (Figure 4). In England, school heads' actual salaries are more than twice those of lower secondary teachers (the highest premium for school heads compared to teachers) and also compared to earnings of tertiary-educated workers. In comparison, school heads in Scotland earn 55% more than teachers (OECD average: 49%).

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Note regarding data from Israel


The statistical data for Israel are supplied by and 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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

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For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=GBR&threshol=10&topic=EO>.

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Key Facts for the United Kingdom in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	United Kingdom		OECD average		EU23 average	
Equity							
Educational attainment of 25-34 year-olds by gender							
2017							
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	13%	12%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	38%	34%	46%	37%	48%	39%
	Tertiary	50%	54%	38%	50%	36%	49%
Percentage of 15-29 year-olds NEETs by country of birth							
2017							
Table A2.3	Native-born	**		13%		12%	
	Foreign-born	**		18%		19%	
Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment							
2017							
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	**	**	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	**	**	76%	72%	76%	71%
	Tertiary	**	**	87%	79%	87%	78%
Earnings of 25-64 women relative to men, by educational attainment							
2016							
Table A4.3	Below upper secondary	79%		78%		79%	
	Upper secondary or post-secondary non-tertiary	74%		78%		79%	
	Tertiary	78%		74%		75%	
Share of girls among repeaters in secondary general programmes							
2016							
Table B1.3	Lower secondary	**		39%		38%	
	Upper secondary	**		42%		42%	
Percentage of women and men entering doctoral programmes by field of study							
2016							
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	28%	28%	22%	20%	20%	19%
	Engineering, manufacturing and construction	20%	8%	22%	10%	23%	11%
	Health and welfare	11%	18%	12%	19%	11%	18%
First-time tertiary graduates							
2016							
Table B5.1	Share of female first-time tertiary graduates	56%		57%		58%	
Participation of 25-64 year-olds in formal and/or non-formal education							
2012 ¹							
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	**		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
Early childhood education and care (ECEC)							
Enrolment rates in ECEC at age 3							
2016							
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	100%		76%		82%	
Share of children enrolled in pre-primary education (ISCED 02), by type of institution							
2016							
Table B2.2	Public institutions	52%		68%		75%	
	Private institutions	48%		32%		25%	
Expenditure on pre-primary level (ISCED 02)							
2015							
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 8 957		USD 8 426		USD 8 163	
Vocational education and training (VET)							
Percentage of upper secondary students enrolled in vocational education, by programme orientation							
2016							
Table B1.3	All vocational programmes	53%		44%		47%	
	Combined school- and work-based programmes	20%		11%		11%	
Share of women among upper secondary graduates, by programme orientation							
2016							
Figure B3.1	General programmes	50%		54%		55%	
	Vocational programmes	49%		46%		45%	
Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation							
2015							
Table C1.1	General programmes	USD 11 660		USD 8 981		USD 9 235	
	Vocational programmes	USD 9 440		USD 10 831		USD 11 115	
Tertiary education							
Share of international or foreign students, by education level²							
2016							
Table B6.1	Bachelor's or equivalent	14%		4%		6%	
	Master's or equivalent	36%		12%		13%	
	Doctoral or equivalent	43%		26%		23%	
	All tertiary levels of education	18%		6%		9%	
Share of first-time tertiary graduates by education level							
2016							
Table B5.1	Short-cycle tertiary	13%		14%		10%	
	Bachelor's or equivalent	85%		75%		76%	
	Master's or equivalent	1%		10%		14%	
Employment rate of 25-64 year-olds, by educational attainment							
2017							
Table A3.1	Short-cycle tertiary	82%		81%		82%	
	Bachelor's or equivalent	86%		84%		83%	
	Master's or equivalent	86%		88%		88%	
	Doctoral or equivalent	88%		92%		92%	
	All tertiary levels of education	85%		85%		85%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2016							
Table A4.1	Short-cycle tertiary	125		123		125	
	Bachelor's or equivalent	148		145		137	
	Master's, doctoral or equivalent	172		191		175	
	All tertiary levels of education	150		155		152	

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Source	Main topics in <i>Education at a Glance</i>	United Kingdom	OECD average	EU23 average			
Financial resources invested in education							
Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)							
2015							
Table C1.1	Primary	USD 11 630	USD 8 539	USD 8 512			
	Secondary	USD 10 569	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 20 526	USD 11 049	USD 10 919			
Total expenditure on primary to tertiary educational institutions							
2015							
Table C2.1	As a percentage of GDP	6.2%	5.0%	4.6%			
Share of expenditure on tertiary educational institutions by source of funds³							
2015							
Figure C3.1	Public expenditure	29%	73%	76%			
	Private expenditure	44%	21%	19%			
	Public to private transfers	27%	6%	4%			
Total public expenditure on primary to tertiary education							
2015							
Table C4.1	As a percentage of total government expenditure	12.4%	11.1%	9.6%			
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education							
2016							
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2a	Pre-primary	**	**	0.82	**	0.83	1.1
	Primary	**	**	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	**	**	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	**	**	0.96	1.42	1	1.45
	2017						
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)							
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary	**	**	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	**	**	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	**	**	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	**	**	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	2017						
Organisation of teachers' working time in public institutions over the school year							
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	**	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	**	**	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	**	**	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	**	**	655 hours	1 638 hours	633 hours	1 572 hours
	2016						
Percentage of teachers who are 50 years old or over							
Table D5.1	Primary to upper secondary	19%	35%	38%			
Share of female teachers, in public and private institutions							
2016							
Table D5.2	Primary	85%	83%	86%			
	Lower secondary	64%	69%	71%			
	Upper secondary	61%	60%	63%			
	Tertiary	45%	43%	44%			
Average class size by level of education							
2016							
Table D2.1	Primary	26	21	21			
	Lower secondary	20	23	23			

The reference year is the year cited or the latest year for which data are available.

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

** Please refer to the source table for details on these data.

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>.



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