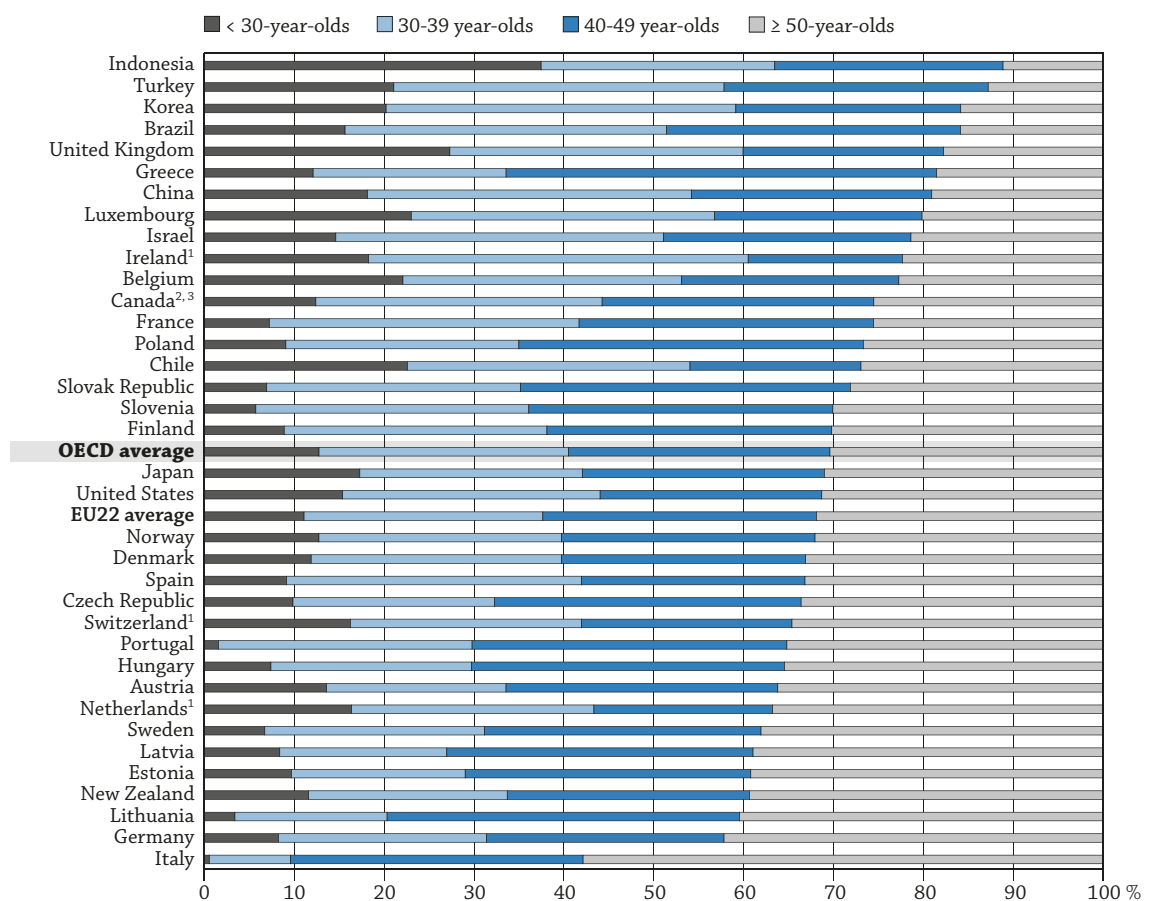


WHO ARE THE TEACHERS?

- On average across OECD countries, 31% of primary school teachers were at least 50 years old in 2014. The average increases to 34% at the lower secondary level and 38% at the upper secondary level.
- More than two out of three teachers are women, on average across OECD countries, but the percentage of female teachers decreases as the level of education increases: 97% at the pre-primary level, 82% at the primary level, 68% at the lower secondary level, 58% at the upper secondary level and 43% at the tertiary level.
- Between 2005 and 2014, the share of secondary teachers aged 50 or older has risen in 16 of the 24 OECD countries with available data.

Figure D5.1. Age distribution of teachers in primary education (2014)
Distribution of teachers in educational institutions, by age group




1. Public institutions only.

2. Primary includes pre-primary and lower secondary.

3. Year of reference 2013.

Countries are ranked in ascending order of the percentage of teachers aged 50 years or older at the primary level.

Source: OECD, Table D5.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933399182>

Context

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

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.

■ Other findings

- In nearly all countries except Finland, Latvia, Lithuania and the Russian Federation, most teachers at the tertiary level are men.
- Indonesia has the largest proportion (37%) of primary teachers under the age of 30 of all countries with available data. By contrast, Italy and Portugal have fewer than 3% of primary teachers in that age group.

■ Trends

Between 2005 and 2014, the proportion of secondary teachers aged 50 or older climbed by 4 percentage points, on average across countries with comparable data. This corresponds to an average annual growth rate of 1.32% (Figure D5.2). The increase over these nine years is 10 percentage points or more in Greece, Japan, Korea, Portugal, Slovenia and Spain, and, in Austria, it is 19 percentage points. In countries that stand to lose a significant number of teachers through retirement and whose school-age population is expected to remain the same or grow, 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).

Analysis

Age distribution of teachers

The age distribution of teachers varies considerably across countries and can be affected by a variety of factors, such as the size and age distribution of the population, the duration of tertiary education, and 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 to the labour market. Competitive salaries and good working conditions may attract young people to teaching in some countries and, in others, help to retain effective teachers.

D5

The age distribution of teachers is similar for the primary and secondary levels of education: about 82% of teachers are between 30 and 59 years old. At the primary level, 31% of school teachers are at least 50 years old, on average across OECD countries. The proportion exceeds 40% in Germany, Italy and Lithuania. At the other end of the spectrum, in most countries with available data, only 15% or less of primary teachers are under the age of 30. Only in Belgium, Chile, Indonesia, Korea, Luxembourg, Turkey and the United Kingdom does the proportion of primary teachers under the age of 30 equal or exceed 20% (Figure D5.1).

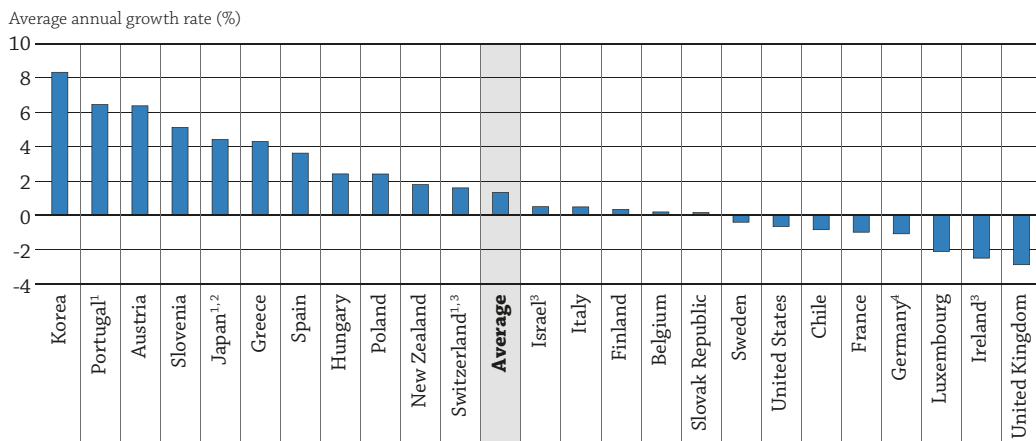
At the lower secondary level, on average across OECD countries, 34% of teachers are at least 50 years old, and 7% are 60 or older. The proportion of lower secondary teachers aged 60 or older varies from 1% or less in China, Indonesia, Korea and Turkey to 21% in Italy. At the upper secondary level, the proportion of teachers aged 50 or older is 4 percentage points larger than it is in lower secondary education, on average across OECD countries. Only in Brazil, Chile, China, Indonesia and Turkey are most upper secondary teachers below the age of 40.

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

Change in the age distribution of teachers between 2005 and 2014

The average annual growth rate between 2005 and 2014 in the proportion of secondary teachers aged 50 or older varied considerably among countries. In Austria, Greece, Japan, Korea, Portugal and Slovenia, it was over 4%. The proportion of secondary teachers aged 50 or older increased the most in Korea, by an average of 8.3% per year. In France, Germany, Ireland, Luxembourg and the United Kingdom, the proportion of secondary teachers aged 50 or older decreased by an average of 1% or more per year during the period (Figure D5.2).

Figure D5.2. Average annual growth rate of the share of teachers over the age of 50 in secondary education (2005 to 2014)



1. Upper secondary include programmes from post-secondary non-tertiary.

2. Year of reference 2004 instead of 2005.

3. Public institutions only.

4. Year of reference 2006 instead of 2005.

Countries are ranked in descending order of the average annual growth rate of the share of teachers aged 50 years or older at the secondary level.

Source: OECD. Table D5.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399197>

In all countries, 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 staff who will reach retirement age over the next decade. Teacher-training programmes will likely have to grow in these countries, and incentives for students to enter the teaching profession may have to increase (see Indicator D6 in OECD, 2014a).

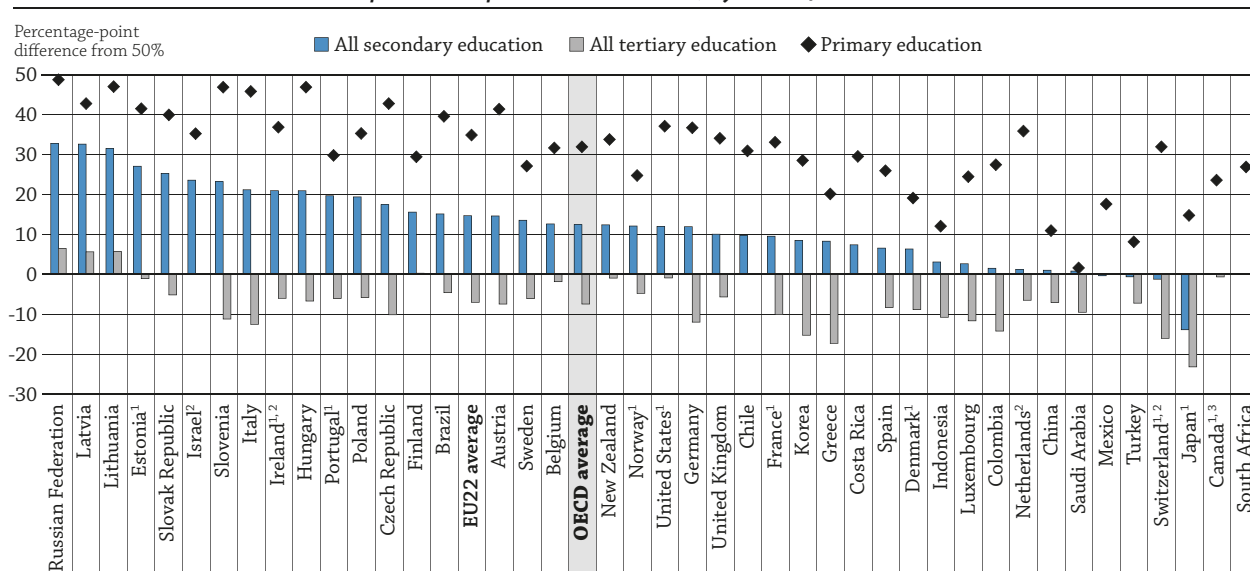
Gender profile of teachers

On average across OECD countries, more than two out of three teachers in all levels of education combined are women. The highest proportions of female teachers, however, are concentrated in the earlier years of schooling and shrink at each successive level of education. Indeed, while women represent 97% of the teaching staff in pre-primary education on average across OECD countries, the average drops to 43% at the tertiary level.

In 36 of the 38 OECD and partner countries with available data, 93% or more of pre-primary teachers are women. The exceptions are France, where 83% of pre-primary teachers are women, and the Netherlands (87%). In primary education, the share of female teachers is higher than 60% in all OECD and partner countries except Saudi Arabia and Turkey, averaging 82% across OECD countries.

In lower and upper secondary education, female teachers continue to be the majority, but the proportion of male teachers is larger at these levels than at the pre-primary and primary levels. In lower secondary education, 68% of teachers on average across OECD countries are women. Indeed, they represent at least 50% in all but one country with available data, – Japan, where women represent 42% of the teaching staff at this level. At the upper secondary level, the OECD average drops to 58%, and the proportion of female teachers varies considerably, from 30% in Japan to 81% in Latvia. When considering both lower and upper secondary levels combined, over half of all secondary teachers are men in Japan, Switzerland and Turkey (Figure D5.3).

Figure D5.3. Gender distribution of teachers (2014)
Percentage-point difference from 50% for share of women among teaching staff
in public and private institutions, by level of education



How to read this figure

The zero line represents a 50-50 gender ratio for teachers in a given education level. Points above zero mean there is a higher share of female teachers and points below zero mean there is a higher share of male teachers. For example, in Slovenia, 97% of teachers in primary education are female, and the same is true for 73% of teachers at secondary and only 39% at the tertiary level.

1. Some levels of education are included with others. Please refer to “x” code in Table D5.3 for details.

2. Public institutions only. For the Netherlands, private data are available and included for pre-primary education. For Israel, private data are available and included in all levels except for pre-primary and upper secondary.

3. Year of reference 2013.

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

Source: OECD, Table D5.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399207>

At the tertiary level, the gender profile of teachers is reversed. Male teachers represent 57% of the teaching staff at that level, on average across OECD countries. In fact, of the OECD countries with available data, only two, Finland and Latvia, have a share of female teachers that is not below 50% in tertiary education. As at the lower and upper secondary levels, Japan has the smallest share of female teachers (27%) at the tertiary level of all countries with available data.

The potential impact of 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; OECD, 2005; OECD, 2009). There is little evidence that a teacher's gender has an impact on student performance (e.g. Antecol, Eren and Ozbeklik, 2012; Holmlund and Sund, 2008), but some research has shown that female teachers' attitudes towards some school subjects, such as mathematics, can influence their female students' achievement (Beilock et al., 2009; OECD, 2014b).

In addition, school leadership does not reflect the gender balance among teachers (OECD, 2014b). While the proportion of male teachers in primary schools is relatively small in many countries, there is an over-representation of male principals relative to male teachers, especially at that level of education. This suggests that male teachers tend to be promoted to principal positions more often than female teachers – which is surprising, given that most principals are former teachers and most teachers are female (see Indicator D6).

Box D5.1 Relationship between male teachers' actual salaries and share of male teachers

A low share of male teachers in early levels of education is a policy-relevant reality in many OECD countries. There are a number of reasons that could explain why so few men decide to enter the teaching profession at these levels. From a cultural perspective, men and women may decide which careers they want to follow based on social perceptions of links between gender and vocations. 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; Kane and Mertz, 2011; OECD, 2015).

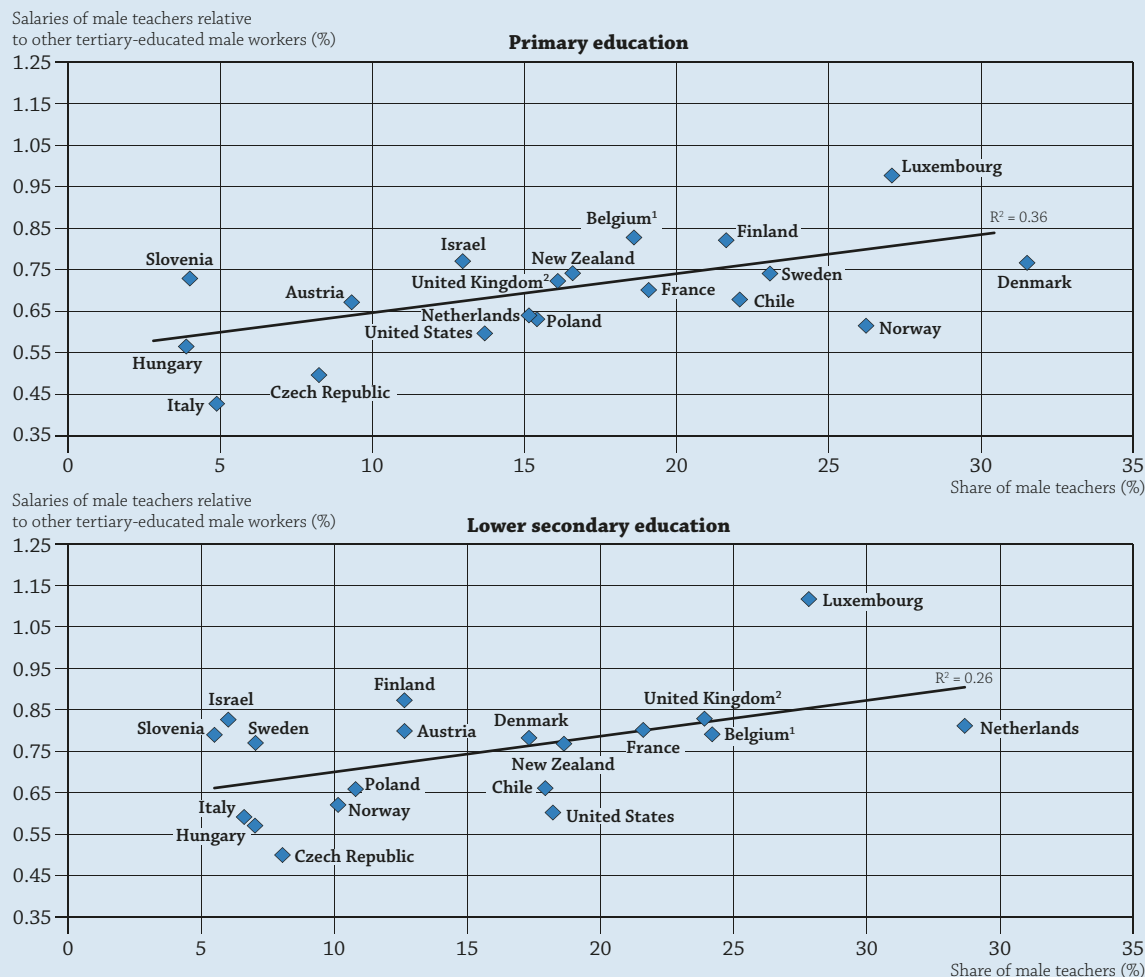
From the economic point of view, the choice of future jobs is also influenced by young people's expectations about their future wages. Thus, the low proportions of male teachers at initial levels of education can additionally be related to opportunity costs. Young men might have higher incentives to follow other careers, in which they know that they will earn higher salaries for similar qualifications. Indeed, in every country with available data, male teachers earn less than their male tertiary-educated counterparts in other professions. On average across OECD countries, male teachers between 25 and 64 years old at the primary level in public institutions earn 29% less than other male workers with higher education. The gap is similar at the lower secondary level, at which male teachers earn 24% less than other male workers with a tertiary degree. This pattern, however, is not observed among women. On average, female teachers in primary and lower secondary education earn virtually the same as women with a tertiary degree in other fields (see Indicator D3).

Figure D5.a shows a positive correlation between the share of male teachers in primary and lower secondary education and male teachers' actual salaries relative to wages of tertiary-educated male workers. That is, as the difference between teachers' wages and those of tertiary-educated workers decreases, the share of male teachers in public institutions tends to increase. In Hungary, for example, only 3% of teachers at the primary level in public institutions are men, and their salary corresponds to 57% of what other tertiary-educated male workers earn. In contrast, primary male teachers in Luxembourg earn, on average, only 2% less than other tertiary-educated male workers, and men represent 25% of the teaching force, the second highest share for primary education among countries with available data.

This relation could be capturing two different effects: either a higher relative salary tends to attract more men into the teaching profession, or the wage gap between male teachers and other tertiary-educated workers tends to shrink in countries where the share of men in the teaching profession is higher. Either way, it highlights an important issue of wage gap that warrants further investigation.

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Figure D5.a. Relationship between male teachers' actual salaries and share of male teachers in public institutions, by level of education (2014)



1. Unweighted average of salaries' ratio from the French and Flemish communities.

2. Data for the salaries' ratio correspond to England only.

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

StatLink  <http://dx.doi.org/10.1787/888933399215>

Methodology

Data refer to the academic year 2013/14 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm). Data on teachers by age for 2005 may have been revised in 2016 to ensure consistency with 2014 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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Indicator D5 Tables


StatLink  <http://dx.doi.org/10.1787/888933399143>

Table D5.1 Age distribution of teachers (2014)

Table D5.2 Age distribution of teachers (2005, 2014)

Table D5.3 Gender distribution of teachers (2014)

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

Table D5.1. Age distribution of teachers (2014)

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

	Primary					Lower secondary					Upper secondary				
	< 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	14	20	30	34	3	9	17	26	44	4	6	20	32	37	5
Belgium	22	31	24	22	1	18	29	25	26	3	15	28	26	28	3
Canada ^{1,2}	12 ^d	32 ^d	30 ^d	21 ^d	4 ^d	x(1)	x(2)	x(3)	x(4)	x(5)	12	32	30	21	4
Chile	23	31	19	19	8	22	30	19	20	10	21	30	19	21	9
Czech Republic	10	22	34	29	5	11	27	28	25	8	6	21	25	34	13
Denmark	12	28	27	23	10	12	29	27	22	9	7	26	27	24	16
Estonia ³	10	19	32	28	11	8	16	25	32	19	8 ^d	18 ^d	23 ^d	30 ^d	20 ^d
Finland	9	29	32	26	4	9	31	30	25	5	4	20	31	32	13
France	7	34	33	24	2	8	32	32	22	5	4	22	37	30	8
Germany	8	23	26	28	14	7	20	23	34	16	5	23	29	30	13
Greece	12	21	48	19	0	1	18	40	37	4	1	16	40	39	5
Hungary	7	22	35	35	1	6	23	32	37	2	6	30	31	28	4
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland ⁴	18	42	17	19	3	x(11)	x(12)	x(13)	x(14)	x(15)	8 ^d	36 ^d	27 ^d	24 ^d	5 ^d
Israel ⁴	15	36	28	18	4	10	32	30	22	6	10	29	27	23	12
Italy	1	9	33	42	16	0	11	29	38	21	0	7	24	51	18
Japan ³	17	25	27	30	2	16	25	29	29	2	11 ^d	22 ^d	29 ^d	33 ^d	4 ^d
Korea	20	39	25	14	2	13	33	30	24	1	12	31	27	28	2
Latvia	8	19	34	29	10	5	16	31	36	12	6	16	28	35	15
Luxembourg	23	34	23	17	3	18	43	22	16	2	8	31	29	25	6
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands ⁴	16	27	20	28	9	14	23	21	29	12	9	19	21	36	15
New Zealand	12	22	27	25	14	11	22	25	26	15	10	21	25	27	16
Norway ³	13	27	28	20	12	13	27	28	20	12	7 ^d	20 ^d	29 ^d	26 ^d	18 ^d
Poland	9	26	38	25	2	8	35	33	21	2	7	32	31	23	7
Portugal ³	2	28	35	32	3	1	22	42	32	3	3 ^d	27 ^d	39 ^d	28 ^d	3 ^d
Slovak Republic	7	28	37	23	6	12	30	23	27	8	8	25	24	32	10
Slovenia	6	30	34	29	1	5	33	27	32	3	4	22	38	30	6
Spain	9	33	25	28	5	3	26	37	30	5	2	25	37	30	5
Sweden	7	24	31	23	15	7	24	31	23	15	6	23	28	27	17
Switzerland ^{3,4}	16	26	23	28	7	11	29	25	28	8	5 ^d	23 ^d	30 ^d	31 ^d	10 ^d
Turkey	21	37	29	12	1	34	43	16	7	1	16	42	31	10	1
United Kingdom	27	33	22	15	2	24	31	23	17	4	20	27	24	21	7
United States	15	29	25	24	8	17	29	25	22	8	14	27	26	23	10
OECD average	13	28	29	25	6	11	27	28	27	7	8	25	29	29	9
EU22 average	11	27	30	26	6	9	26	29	29	8	7	23	30	31	10
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	16	36	33	14	2	17	35	30	15	3	17	34	29	16	3
China	18	36	27	19	0	18	41	31	10	0	21	41	30	8	0
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	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	37	26	25	11	0	21	30	37	12	0	23	33	33	12	0
Lithuania	4	17	39	33	7	7	20	29	34	10	5	16	28	36	15
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	16	30	28	22	4	15	30	29	22	5	12	28	30	24	6

1. Year of reference 2013.

2. Primary includes pre-primary.

3. Upper secondary includes programmes from post-secondary non-tertiary.

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

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

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


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Table D5.2. Age distribution of teachers (2005, 2014)

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

	Secondary (2014)					Secondary (2005)					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	Average annual growth rate (2005-14)	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	8	18	29	41	5	7	22	45	25	1	6.38	
Belgium	16	28	26	27	3	17	23	31	27	2	0.18	
Canada	m	m	m	m	m	m	m	m	m	m	m	
Chile	21	30	19	21	9	12	25	30	25	7	-0.86	
Czech Republic	9	24	26	30	11	m	m	m	m	m	m	
Denmark	9	28	27	23	13	m	m	m	m	m	m	
Estonia ¹	8 ^d	17 ^d	24 ^d	31 ^d	19 ^d	m	m	m	m	m	m	
Finland	6	25	30	29	9	8	25	30	32	5	0.33	
France	6	27	35	26	6	12	29	24	34	1	-1.00	
Germany ²	6	21	25	32	15	3	18	26	44	9	-1.10	
Greece	1	17	40	38	4	6	24	41	27	2	4.30	
Hungary ³	6	27	32	32	3	15	26	30	24	4	2.40	
Iceland	m	m	m	m	m	m	m	m	m	m	m	
Ireland ⁴	8	36	27	24	5	11	25	27	29	7	-2.52	
Israel ⁴	10	30	28	22	10	10	29	30	26	5	0.49	
Italy	0	9	26	45	19	0	6	32	55	8	0.47	
Japan ^{1, 5}	13 ^d	24 ^d	29 ^d	31 ^d	3 ^d	9	28	40	21	2	4.42	
Korea	12	32	28	26	1	17	30	40	12	1	8.34	
Latvia	6	16	29	35	14	m	m	m	m	m	m	
Luxembourg	12	36	26	21	4	18	25	26	29	2	-2.13	
Mexico	m	m	m	m	m	m	m	m	m	m	m	
Netherlands ⁴	12	21	21	32	14	m	m	m	m	m	m	
New Zealand	10	21	25	27	16	14	21	29	29	8	1.77	
Norway ¹	9 ^d	23 ^d	29 ^d	24 ^d	15 ^d	m	m	m	m	m	m	
Poland	7	33	32	22	5	16	33	29	19	3	2.40	
Portugal ¹	2 ^d	25 ^d	40 ^d	30 ^d	3 ^d	16	35	31	16	2	6.46	
Slovak Republic	11	28	24	29	9	16	21	25	30	7	0.14	
Slovenia	4	28	32	31	5	11	33	34	20	2	5.12	
Spain	3	25	37	30	5	8	32	35	21	4	3.62	
Sweden	6	23	29	25	16	10	24	24	30	13	-0.42	
Switzerland ^{1, 4}	8 ^d	26 ^d	27 ^d	29 ^d	9 ^d	13	24	30	28	5	1.59	
Turkey	25	42	23	8	1	m	m	m	m	m	m	
United Kingdom	22	29	24	20	6	15	24	28	31	2	-2.90	
United States	16	28	25	23	9	17	26	23	26	8	-0.67	
OECD average	9	26	28	28	9	12	25	31	28	5	-	
Average for countries with available data for both reference years	9	26	29	29	8	11	25	30	28	5	1.32	
EU22 average	8	25	29	30	9	11	25	30	29	4	-	
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	17	35	29	16	3	m	m	m	m	m	m	m
China	19	41	31	9	0	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	22	31	35	12	0	m	m	m	m	m	m	m
Lithuania	6	19	29	35	12	m	m	m	m	m	m	m
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
G20 average	13	28	28	24	6	m	m	m	m	m	m	m

1. Upper secondary includes programmes from post-secondary non-tertiary.

2. Year of reference 2006 instead of 2005.

3. Includes data on management personnel in reference year 2005.

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

5. Year of reference 2004 instead of 2005.

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

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


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Table D5.3. Gender distribution of teachers (2014)

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

	Pre-primary education	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)
OECD											
Australia	m	m	m	m	m	m	m	m	44	m	m
Austria	99	91	72	63	50	55	68	52	41	43	66
Belgium	97	82	63	63	62	62	45	x(10)	x(10)	48	70
Canada ¹	x(2)	74 ^d	x(2)	x(6)	x(6)	74	m	54	43	49	m
Chile	99	81	68	57	50	55	a	m	m	m	m
Czech Republic	100	93	77	59	59	59	41	52	40	40	75
Denmark	m	69	64	51	45	49	a	40	41	41	m
Estonia ²	99 ^d	92	82	78	65 ^d	72 ^d	x(5)	a	49	49	82
Finland	97	79	72	70	54	59	54	a	50	50	72
France	83	83	65	56	52	55	x(8)	49 ^d	38	40 ^d	66
Germany	97	87	66	55	47	53	58	21	38	38	66
Greece	99	70	66	54	45	51	58	a	33	33	64
Hungary	100	97	78	69	51	65	51	47	43	43	76
Iceland	m	m	m	m	m	m	m	m	m	m	m
Ireland ³	m	87	x(4)	71 ^d	m	71 ^d	m	x(10)	x(10)	44	m
Israel ³	99	85	79	x(6)	x(6)	70	m	m	m	m	m
Italy	99	96	78	72	62	67	m	a	37	37	78
Japan	97	65	42	x(6)	x(6)	30 ^d	x(4, 5, 8, 9)	48 ^d	21 ^d	27 ^d	48
Korea	99	79	69	51	44	50	m	44	32	35	61
Latvia ⁴	100	93	84	85	72	81	72	67	54	56	84
Luxembourg	96	75	58	54	44	49	m	44	38	38	m
Mexico	95	68	52	x(6)	x(6)	47	a	m	m	m	m
Netherlands ³	87	86	51	51	51	51	51	x(10)	x(10)	44	66
New Zealand	98	84	66	60	56	60	55	51	49	49	71
Norway ²	93 ^d	75	75	x(6)	x(6)	52 ^d	x(6)	x(6)	45	45	69
Poland	98	85	74	70	62	66	67	71	44	44	74
Portugal	99	80	72	x(6)	x(6)	68 ^d	x(6, 9)	a	44 ^d	44 ^d	70
Slovak Republic	100	90	78	74	71	72	68	62	44	45	77
Slovenia	98	97	79	70	65	67	a	47	37	39	75
Spain	93	76	59	56	51	54	a	47	40	42	64
Sweden	96	77	77	x(6)	x(6)	53	43	43	44	44	75
Switzerland ³	97	82	54	46	42 ^d	43 ^d	x(5)	a	34	34	60
Turkey	95	58	53	46	46	46	a	39	43	43	54
United Kingdom	96	84	59	62	59	61	a	52	43	44	67
United States	94	87	67	x(6)	x(6)	57	x(10)	x(10)	x(10)	49 ^d	70
OECD average	97	82	68	62	54	58	m	m	41	43	69
EU22 average	97	85	70	64	56	61	m	m	42	43	72
Partners											
Argentina	m	m	m	m	m	m	m	m	m	m	m
Brazil	95	90	69	62	50	60	46	44	45	45	71
China	97	61	52	50	50	50	x(8)	48 ^d	40	43 ^d	59
Colombia	96	77	54	x(6)	x(6)	46	m	35	36	36	m
Costa Rica	93	80	57	x(6)	x(6)	58	a	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	96	62	54	53	49	52	a	x(10)	x(10)	39	61
Lithuania ²	99 ^d	97	82	82	71	80	66	a	56	56	81
Russian Federation ²	99 ^d	99	83 ^d	x(3)	x(7, 8)	x(3, 7, 8)	61 ^d	72 ^d	51	57 ^d	82
Saudi Arabia	100	52	50	x(6)	x(6)	52	a	29	41	40	52
South Africa	m	78	x(4)	56 ^d	m	m	55	m	m	m	m
G20 average	96	76	61	56	51	54	m	46	40	42	64

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

1. Year of reference 2013.


2. Pre-primary includes early childhood development programmes.

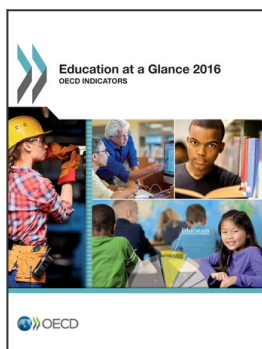
3. Public institutions only. For the Netherlands, private data are available and included for pre-primary education. For Israel, private data are available and included in all levels except for pre-primary and upper secondary levels.

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

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

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StatLink  <http://dx.doi.org/10.1787/888933399179>



From:
Education at a Glance 2016
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), "Indicator D5 Who are the Teachers?", in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-33-en>

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