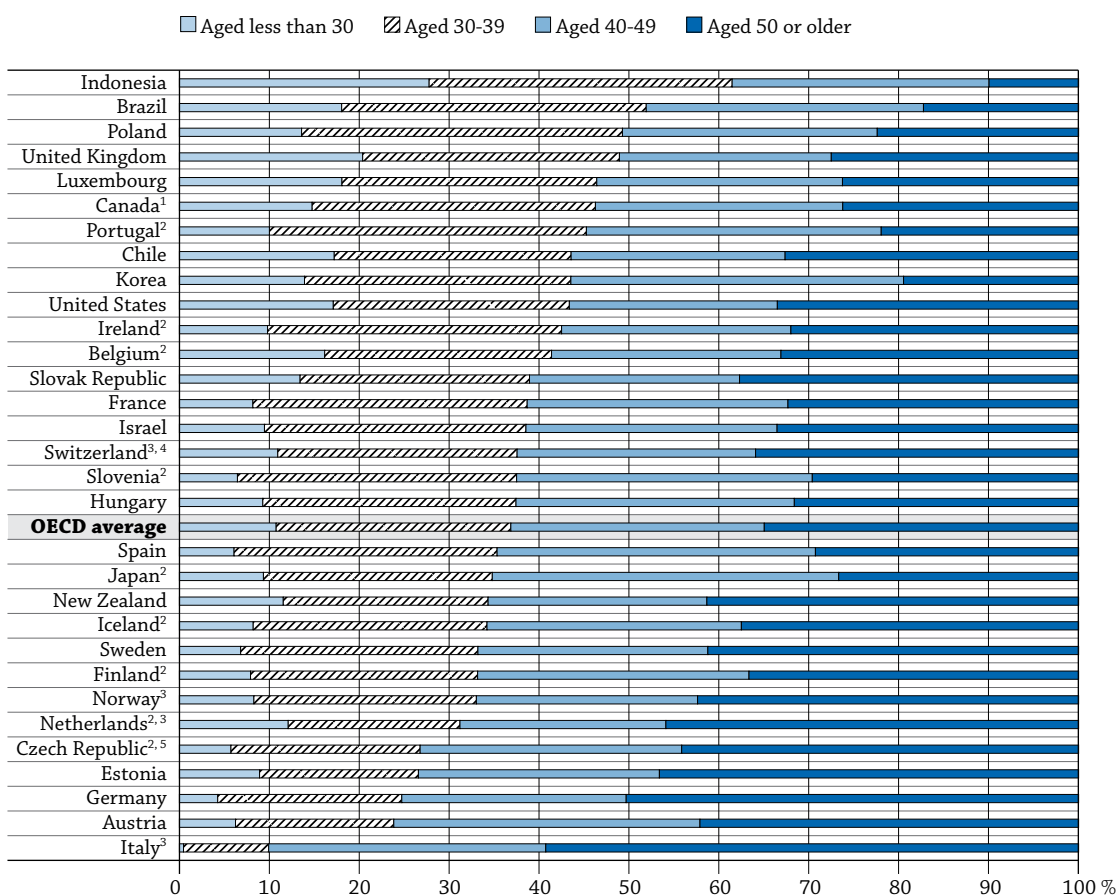


WHO ARE THE TEACHERS?

- In 19 of 32 OECD and other G20 countries, 60% or more of secondary school teachers were at least 40 years old in 2010. In Austria, the Czech Republic, Estonia, Germany and Italy 70% or more belong to this age group.
- On average in OECD countries, two-thirds of teachers and academic staff are women, but the proportion of female teachers decreases as the level of education increases: from 97% at the pre-primary level, 82% at the primary level, 68% at the lower secondary level, 56% at the upper secondary level, and to 41% at the tertiary level.
- Thirteen OECD countries require that teachers at some or all levels of education participate in continuing training/education to maintain employment.

Chart D5.1. Age distribution of teachers in secondary education (2010)
Distribution of teachers in educational institutions, by age group



1. Year of reference 2009.

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

3. Public institutions only.

4. Upper secondary education includes general programmes only.

5. Upper secondary education includes tertiary-type B education.

Countries are ranked in ascending order of the percentage of teachers aged 40 or older at the secondary level.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table D5.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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■ Context

The demand for teachers depends on a range of factors such as 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

- **At the tertiary level, most teachers are men in nearly all countries** except Finland, New Zealand, the Russian Federation and South Africa.
- On average among OECD countries, **58% of primary teachers are at least 40 years old**. However, in seven OECD or other G20 countries – Belgium, Brazil, Ireland, Israel, Korea, Luxembourg and the United Kingdom – more than one-half of the primary teachers are under the age of 40.
- **The duration of teacher training for pre-primary education varies widely** among the 26 OECD countries with data for pre-primary programmes: from two years for basic certification in Japan, Korea and the United States, to five years in France and Portugal.
- For all reporting OECD countries, **the final qualification for teacher-training programmes is a tertiary qualification** (either general tertiary-type A or more vocational tertiary-type B), but the percentage of teachers with such degrees varies among countries.

■ Trends

Between 1998 and 2010, the proportion of secondary teachers aged 50 or older climbed from 28.8% to 34.2% on average among countries with comparable data. This increase is particularly large in Austria, Germany, Ireland, Japan, Norway, Switzerland and the United Kingdom (an increase of 8 percentage points or more). In contrast, the proportion of teachers under the age of 40 increased slightly from 36.2% to 37.5% on average among countries with available data, but decreased in seven countries, most notably in Austria, Japan and Korea, where these proportions shrank by 14 percentage points or more.

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; Christensen, 2008; Peterson, 2010).

Analysis

Demographic profile of teachers

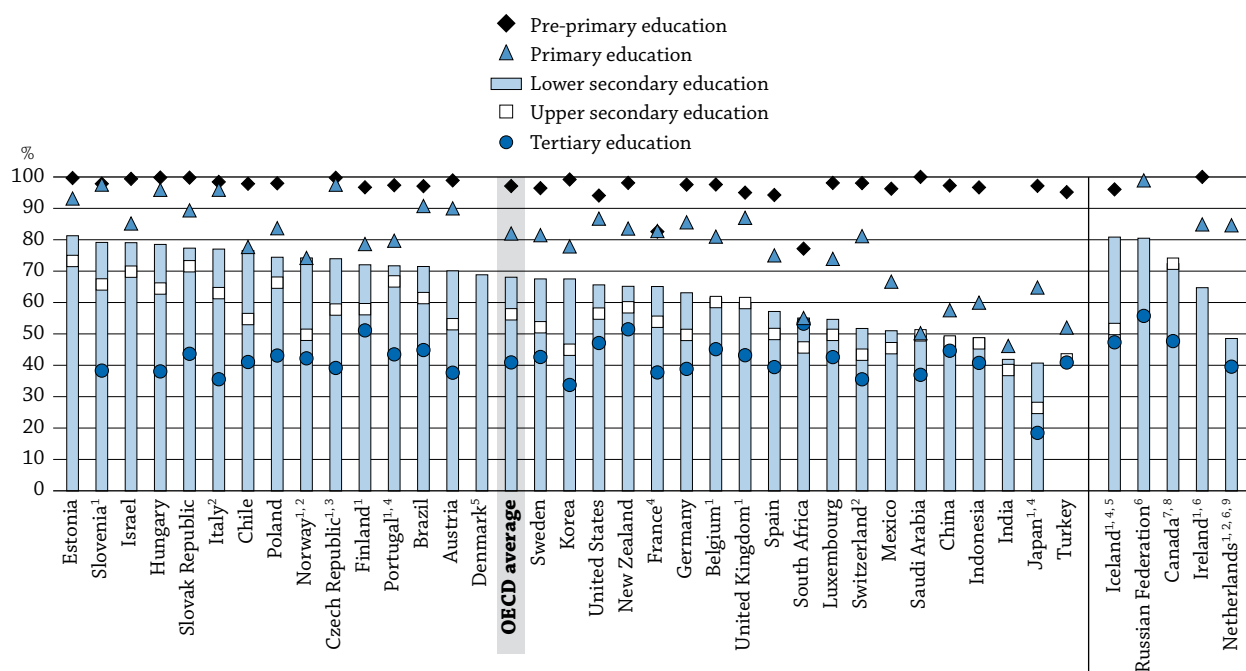
Gender

On average among 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, the majority of teachers are women in OECD countries, though the proportion of women drops at each successive level of education. However, at the tertiary level, the majority of teachers and academic staff are men in OECD countries. Women represent only 41% of the teaching staff at this level on average among OECD countries. Despite this general pattern, there are large differences between countries at each of the levels of education.

In pre-primary schools, of the 33 OECD and other G20 countries with staffing data, 94% or more of teachers in all but two countries are women. The exceptions are France and South Africa, where 83% and 77% respectively are women. At the primary level, 74% or more of teachers are women in all countries with staffing data, except nine countries: Canada (72%), China (58%), India (46%), Indonesia (60%), Japan (65%), Mexico (67%), Saudi Arabia (50%), South Africa (55%) and Turkey (52%). On average, women occupy 97% of pre-primary and 82% of primary teaching positions in OECD countries (Table D5.3 and Chart D5.2).

Chart D5.2. Gender distribution of teachers (2010)

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



1. Upper secondary education includes (part of) post-secondary non-tertiary education.

2. Public institutions only.

3. Upper secondary education includes tertiary type-B education.

4. Tertiary education includes (part of) post-secondary non-tertiary education.

5. Lower secondary education includes primary education.

6. Lower secondary education includes upper secondary education.

7. Lower secondary education includes pre-primary and primary education.

8. Year of reference 2009.

9. Primary education includes pre-primary education.

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

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics and Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. Table D5.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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While a majority of teachers (68%) are women at the lower secondary level in OECD countries, the proportion of male teachers at that level is larger than at the primary level. Among the 28 OECD countries with staffing data, the proportion of female teachers varies considerably, from less than half of the teachers in Japan (41%) to more than 81% in Estonia. At the upper secondary level, the average percentage of female teachers in the 31 OECD countries with staffing data drops to 56% and varies from 26% in Japan to 73% in Estonia. However, among other G20 countries, 80% of upper secondary teachers are women in the Russian Federation.

At the tertiary level, even if most of the teaching staff are men on average in OECD countries, the share of female teachers varies considerably between countries: from about one-third or less of the teaching staff in Japan and Korea (19% and 34%, respectively) to more than half in Finland, New Zealand, the Russian Federation and South Africa (51%, 52%, 56%, and 53% respectively). As at the lower and upper secondary levels, Japan is a significant outlier at the tertiary level of education. However, the smaller proportions of female teachers in Japan, whatever the level of education, may be partly related to weaker involvement of women in the labour market compared with other countries.

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.

At the primary level, 58% of teachers are at least 40 years old, on average among OECD countries. The proportion exceeds 70% in the Czech Republic, Germany, Italy and Sweden. In only seven countries – Belgium, Brazil, Ireland, Israel, Korea, Luxembourg and the United Kingdom – are more than half of primary teachers under the age of 40. Only in Belgium, Ireland, Korea, Luxembourg and the United Kingdom does the proportion of teachers under the age of 30 exceed 20% (Table D5.1 and Chart D5.3).

There is a similar age distribution of teachers at the secondary level. On average among OECD countries, 63% of teachers are at least 40 years old. In Austria, the Czech Republic, Estonia, Germany and Italy, 70% or more of secondary teachers are at least 40 years old. Only in Brazil and Indonesia are most secondary teachers (51.9% and 61.5% respectively) below the age of 40. In 11 additional countries, 40% or more of secondary teachers are below the age of 40. The proportion of secondary school teachers aged 50 or older is larger than that of primary school teachers in most countries (in 23 of 30 OECD and other G20 countries). The proportion of teachers aged 50 or older is at least 10 percentage points higher in upper secondary than in primary education in Belgium, the Czech Republic, Estonia, Finland, France, Israel, Italy, the Netherlands, Norway, Poland and the Slovak Republic (Table D5.1 and Chart D5.1).

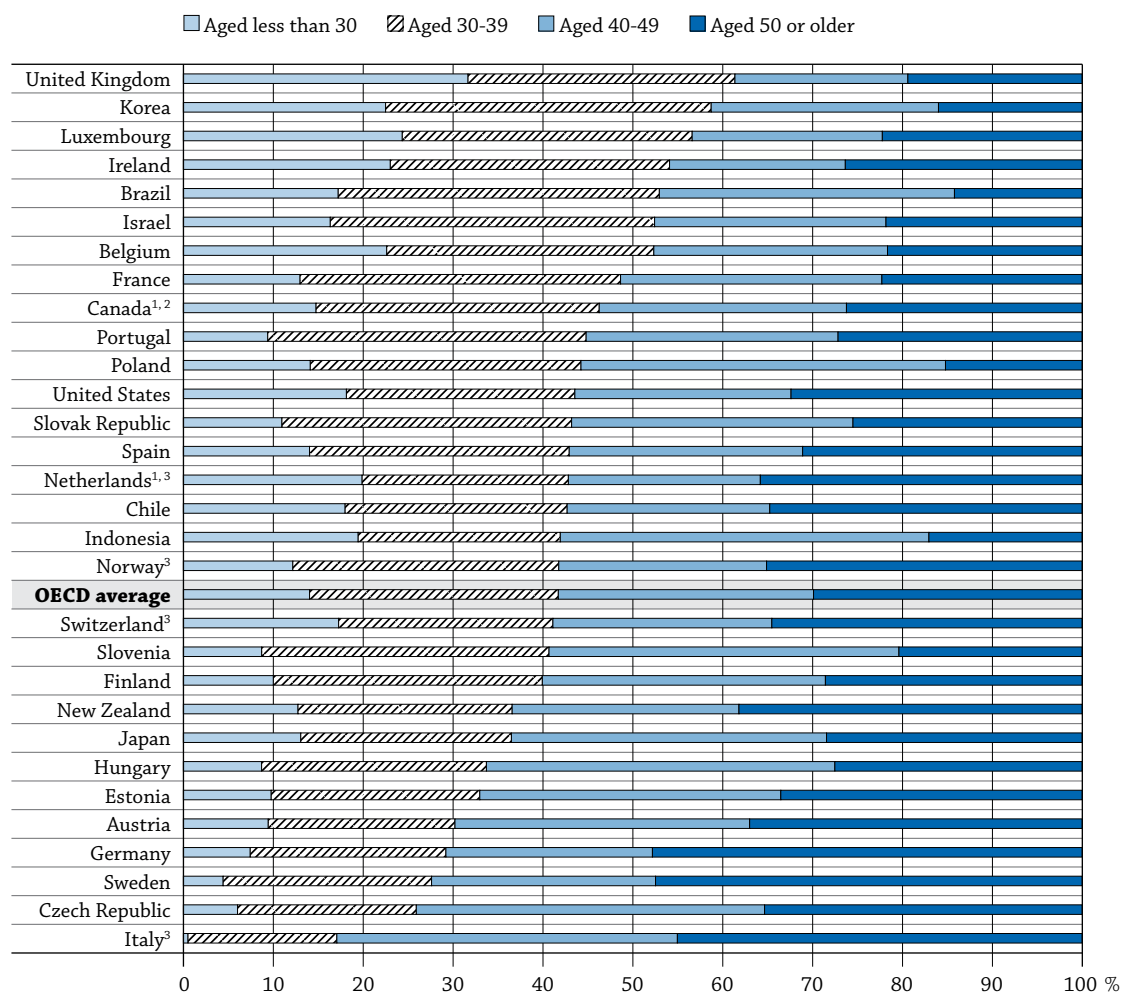
In addition to prompting recruitment and training efforts to replace retiring teachers, the ageing of the teacher workforce also has budgetary implications. In most school systems, there is a link between teachers' salaries and years of teaching experience. The ageing of teachers increases school costs, 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 may represent a significant part of the staff (at the primary and secondary levels, 14% and 11% of teachers, respectively, are aged 30 or younger, on average in OECD countries). Only in Austria, the Czech Republic, Estonia, Finland, Germany, Hungary, Italy, Portugal, Slovenia and Sweden, are 10% or fewer of primary and secondary teachers 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 1998 and 2010

Among countries with comparable trend data for both 1998 and 2010, the average proportion of secondary school teachers under the age of 40 increased by 1.3 percentage points between 1998 and 2010, whereas the proportion of those aged 50 or older increased by 5.4 percentage points. In 9 of 16 OECD countries, the proportion of teachers under the age of 40 increased between 1998 and 2010. Yet the range among countries

Chart D5.3. Age distribution of teachers in primary education (2010)
Distribution of teachers in educational institutions, by age group




1. Primary education includes pre-primary education.

2. Year of reference 2009.

3. Public institutions only.

Countries are ranked in ascending order of the percentage of teachers aged 40 or older at the primary level.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table D5.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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is wide. In Belgium (Flemish Community), Canada, Germany, Luxembourg and the United Kingdom, the proportion rose by more than 8 percentage points. Conversely, in Austria, Japan and Korea, the proportion dropped by 14 percentage points or more. From 1998 to 2010, the proportion of secondary teachers aged 50 or older increased the most (by at least 8 percentage points) in Austria (from 20% to 42%), Germany (from 40% to 50%), Ireland (from 23% to 32%), Japan (from 18% to 27%), Norway (from 33% to 42%), Switzerland (from 27% to 36%) and the United Kingdom (from 19% to 28%) (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 a demographic growth and thus an increase in the school-age population over the period, such as Ireland, Israel and Spain (see Indicator C1, Table C1.6), new teachers will need to be recruited 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 D3). In contrast, as there can be high individual and social costs when substantial resources are invested in teacher education, countries with a decreasing 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).

Developing teachers' knowledge and skills

The far-reaching economic and social changes occurring today have made high-quality schooling more important than ever before. Countries are no longer only interested in getting an adequate supply of teachers, but also in raising the quality of learning for all. The latter can only be achieved if all students receive high-quality instruction. Teachers are central to school improvement efforts. Improving the efficiency of schools depends to a large measure on ensuring that competent people want to work as teachers, and that their teaching is of high quality. Countries create these conditions in different ways (Hiebert and Stigler, 1999; OECD, 2005).

Selection into teacher education

Diploma requirements for entry into pre-service teacher-training programmes differ little across OECD and other G20 countries. The minimum requirement is typically an upper secondary diploma. In Brazil, candidates for teacher-training programmes for teaching at the primary level need only a lower secondary diploma. In contrast, candidates for teacher-training programmes for teaching at the lower and upper secondary levels in Italy and Spain need a tertiary diploma, as do candidates for teacher-training programmes for teaching at the upper secondary level in Switzerland (see Annex 3).

In addition, applicants in several countries must pass competitive exams to enter pre-service training programmes. Such exams are required for candidates for pre-primary teacher training in Denmark and Luxembourg; for pre-primary and primary teacher training in Austria; for primary and secondary teacher training in Australia, Germany, Hungary, Indonesia and Mexico; and for all levels of education in Finland, Greece, Ireland, Israel, Korea and Turkey (Table D5.4).

Teachers' educational attainment

The duration of teacher training ranges widely among the 26 OECD countries with data for pre-primary programmes: from two years for basic certification in Japan, Korea and the United States, to five years in France and Portugal. In the countries with data for both pre-primary and primary teacher-training programmes, while the duration of these programmes is similar in 18 countries, it increases from the pre-primary to the primary level by one year in Norway, and by two years in the Czech Republic, Finland and Germany. For lower secondary teachers, the variation in the duration of teacher-training programmes ranges from 3 years in Belgium, to between 5.5 years and 6 years in Austria, Germany and Spain. In the 35 countries with data for both lower secondary and upper secondary teacher-training programmes, while the duration of these programmes is similar in 23 countries, there are some variations in the remaining countries. In Hungary and Switzerland, upper secondary programmes are one year longer than lower secondary programmes, in the Netherlands they are one to two years longer, and in Belgium and Denmark they are two years longer. Teacher training for upper secondary teachers ranges from 3 to 4 years in England and Israel to 6.5 years in Germany (Table D5.4).

The final qualification for teacher-training programmes for all reporting OECD countries is a tertiary qualification (either general tertiary-type A or more vocational tertiary-type B). Yet the percentage of teachers with such degrees varies among countries. At the pre-primary level, data were provided by only 21 countries, of which 7 reported that all of their teachers were qualified according to current standards. At the primary level, 19 countries reported that 92% or more of their teachers were qualified according to current standards, with 7 countries claiming 100% compliance. At the lower secondary level, 20 countries reported that at least 90% of their teachers were qualified according to current standards, with 8 countries claiming 100% compliance. At the upper secondary level, 17 countries reported that at least 92% of their teachers were qualified according to current standards, with 8 countries claiming 100% compliance.

Students in teacher-training programmes in many countries must also participate in a teaching practicum in addition to formal instruction. Among OECD countries, Austria has such a requirement for teacher trainees at the pre-primary or primary level; Denmark has such a requirement for students who want to teach at the pre-primary, primary, or lower secondary level; Mexico has such a requirement for teacher trainees at the primary or lower secondary level; 10 countries have such a requirement for students who want to teach at the primary, lower or upper secondary level; and 20 countries have such a requirement for students who want to teach at any level. While England has no such requirement, Scotland requires a teaching practicum for all students in teacher-training programmes.

Requirements to enter the teaching profession

Twenty-two OECD countries and Brazil require that, in addition to holding a diploma from a tertiary institution, candidates for the teaching profession must also acquire a licence or supplementary credential, pass a competitive examination, and/or participate in an on-the-job teacher practicum as part of an induction process or probationary period. Candidates in Australia, Germany, Israel, Italy (secondary level), Japan, Mexico (upper secondary level) and the United States are required to both pass a competitive examination and acquire a licence or supplementary credential to become a teacher. In Canada, England, Germany, Israel, Japan, Korea, New Zealand (primary and secondary levels), Scotland and the United States, candidates must participate in a teacher practicum to acquire the licence or supplementary credential necessary to become a teacher. Candidates in Greece, Hungary, Ireland, Israel, Luxembourg, New Zealand (primary and secondary levels), Scotland, Spain and Turkey must also participate in an on-the-job teacher practicum as part of an induction process or probationary period. This is only required at the upper secondary level in Austria and Denmark. Moreover, 11 OECD countries and Indonesia require that teachers acquire a licence or supplementary credential at the primary and secondary levels to become fully certified. This is required only at the secondary level in Italy and at the upper secondary level in Denmark (Table D5.5).

Beyond such additional work, 13 OECD countries require teachers at some or all levels of instruction to participate in continuing education. However, this number is likely to increase in the coming years as continuing education for teachers takes on new significance with the rising demand for both differentiated instruction to address a wider range of learning styles and the integration of technology to connect the classroom to the outside world.

Level of government at which decisions about teachers in public lower secondary schools are taken

The division of authority among central, state, regional, local, and school administrators over teacher hiring, dismissal, duties, conditions of service, pay, and professional development in public institutions at the lower secondary level varies considerably across OECD countries (Chart D5.4). While advocates of more autonomy at the local or school level contend that such freedom empowers principals and teachers and fosters greater community involvement, critics counter that such freedom tends to politicise staffing decisions, increase inequality between regions, and atomize standards.

In roughly one-third of OECD countries for which data are available, authority over teacher hiring, dismissal, and duties is highly centralised. In the case of Australia, Austria, Belgium (French Community), France, Luxembourg, Mexico, Spain and Turkey, all such authority rests with state or central administrators, either exclusively or in consultation with school leaders. In contrast, authority in these three domains belongs to local or school leaders alone in Belgium (Flemish Community), Canada, Chile, the Czech Republic, Denmark, England, Estonia, Finland, Hungary, Iceland, Ireland, the Netherlands, Norway, Poland, Scotland, the Slovak Republic, Slovenia, Sweden and the United States (Table D5.6, available on line).

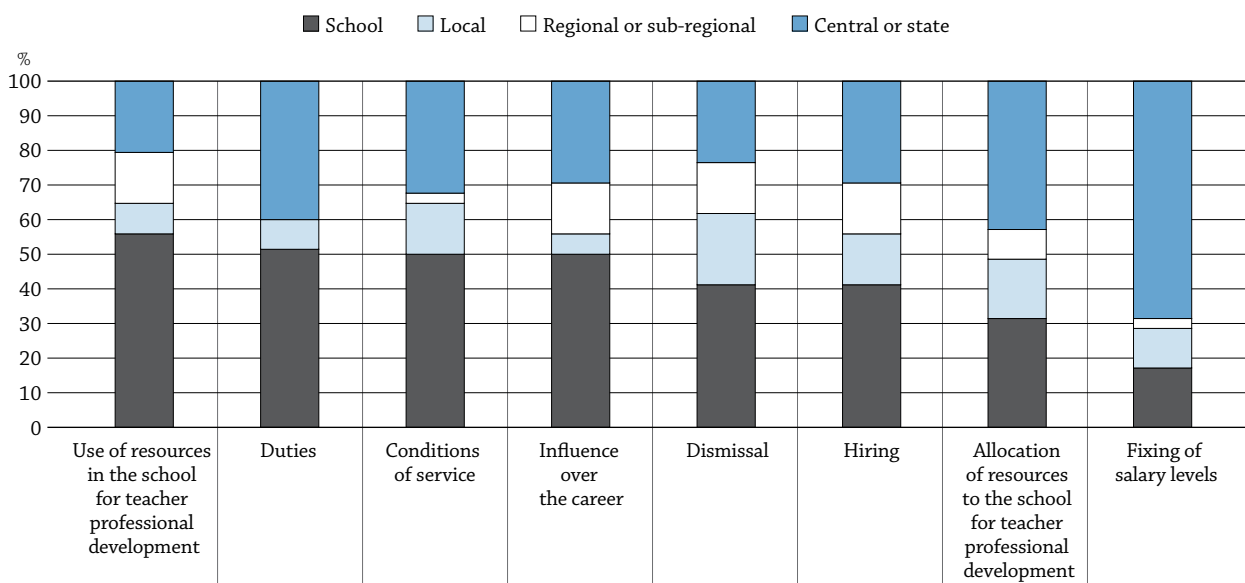
Authority over teachers' pay belongs largely to state or central administrators. Only in the Czech Republic, England, Estonia, Hungary, the Netherlands and Sweden is teachers' pay decided at the school level, either exclusively or within a centrally established framework. Teachers' pay is decided at the local level within a framework established centrally in Chile and within a framework negotiated with teachers' unions in Finland,

Iceland and Norway. In the United States, although individual states often determine a minimum salary schedule for teachers, this may be supplemented by local districts.

The allocation of resources for professional development of teachers is decided at the state or central level in around 40% of the OECD countries while the use of these resources are typically decided at the local or school level. Both allocation and use of such resources are decided by state or central administrators in only seven countries: Belgium (French Community), Chile, Greece, Israel, Luxembourg, Mexico and Portugal. Such joint policy is made at the school level alone in 12 countries: Australia, Denmark, England, Estonia, Hungary, Iceland, Indonesia, the Netherlands, Scotland, the Slovak Republic, Slovenia and Sweden. In three countries – the Czech Republic, Finland and Poland – allocation of resources is decided at the local level while how those resources are used is decided at the school level.

Chart D5.4. Level of government at which decisions about teachers are taken in public lower secondary education (2011)

Percentage of OECD countries reporting decisions about teachers taken at each level of government



Decisions are ranked in descending order of the percentage of OECD countries reporting these decisions as taken at the school level.

Source: OECD, Table D5.6, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Definitions

Credential or licence refers to a certification, licence, or similar document granted by a government agency or institution that attests that a teacher is qualified and meets standards to teach in the public education system. The requirements for a credential exceed the education diploma.

Duration of pre-service training for new teachers refers to the typical number of full-time equivalent years of teacher training required to become a fully qualified teacher according to the formal policy of the country.

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 education (general programmes) in the public sector.

A **register for teachers** refers to an administrative record of teachers that contains a detailed profile of all teachers (e.g. their qualification, experience, career path, etc).

Teaching practicum provides student teachers and/or inexperienced teachers, as well as experienced teachers, with a guided teaching/learning experience where they can benefit from the instructional expertise of an experienced teacher.

Methodology

Data on teachers by gender and by age refer to the academic year 2009-10 (and 1997-98) and are based on the UOE data collection on education statistics administered by OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012). Data on teachers by age for 1998 may have been revised in 2011 to ensure consistency with 2010 data.

Data on pre-service teacher-training requirements and requirements to enter the teaching profession are from the 2011 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2009-10.

Data on the level of decision-making about teachers are from the 2011 OECD-INES survey on decision making in education and refer to the school year 2010-11. More detailed information on definitions and methodology can be found in Indicator D6, “Who makes key decisions in education systems?”

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.

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.

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The following additional material relevant to this indicator is available on line:

- **Table D5.6. Level of government at which different types of decisions about teachers are taken in public lower secondary education (2011)**

StatLink  <http://dx.doi.org/10.1787/888932668470>

Table D5.1. Age distribution of teachers (2010)*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	9.4	20.8	32.8	34.9	2.1	6.5	15.8	33.1	41.9	2.7	5.8	20.0	35.3	34.6	4.2
Belgium ¹	22.6	29.7	26.0	20.2	1.5	18.1	25.3	24.4	28.8	3.4	15.2	25.2	26.1	29.8	3.8
Canada ^{2, 3}	14.8	31.5	27.5	22.4	3.8	x(1)	x(2)	x(3)	x(4)	x(5)	14.8	31.5	27.5	22.4	3.8
Chile	18.0	24.7	22.5	25.8	9.0	17.5	23.9	22.7	26.5	9.4	17.1	27.5	24.3	23.4	7.7
Czech Republic ^{1, 4}	6.0	19.9	38.7	30.2	5.1	7.3	24.4	31.3	28.4	8.6	4.5	18.3	27.4	34.9	14.9
Denmark	x(6)	x(7)	x(8)	x(9)	x(10)	8.6	30.8	23.5	28.1	9.0	m	m	m	m	m
Estonia	9.8	23.2	33.5	23.8	9.8	9.6	18.1	26.9	28.5	16.9	8.3	17.3	26.7	29.3	18.4
Finland ¹	10.0	29.9	31.5	25.7	2.9	11.2	30.2	28.8	25.7	4.1	5.1	21.0	31.4	30.9	11.7
France	13.0	35.7	29.1	21.4	0.8	10.8	34.0	25.6	26.3	3.4	5.6	27.1	32.4	30.6	4.4
Germany	7.4	21.8	23.0	37.1	10.8	4.8	19.9	23.5	40.5	11.3	3.1	21.7	28.1	36.3	10.8
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	8.7	25.0	38.8	26.9	0.6	8.0	24.4	34.8	31.2	1.7	10.4	31.4	27.6	25.9	4.7
Iceland ¹	x(6)	x(7)	x(8)	x(9)	x(10)	9.3	29.1	28.4	24.4	8.7	5.6	18.5	27.9	31.8	16.2
Ireland ¹	23.0	31.1	19.6	22.0	4.4	x(11)	x(12)	x(13)	x(14)	x(15)	9.8	32.7	25.5	26.1	5.9
Israel	16.3	36.1	25.7	19.0	2.8	9.9	30.8	30.0	25.0	4.2	9.2	28.1	26.8	25.2	10.7
Italy ⁵	0.5	16.6	37.9	39.3	5.7	0.5	11.6	28.1	50.0	9.8	0.4	7.9	32.8	50.0	8.9
Japan ¹	13.1	23.4	35.1	27.8	0.7	10.8	26.8	40.5	21.2	0.8	8.0	24.2	36.7	28.2	2.8
Korea	22.5	36.2	25.3	14.0	2.0	14.8	29.8	38.6	16.0	0.7	13.1	29.5	35.6	20.6	1.1
Luxembourg ⁶	24.4	32.3	21.2	21.1	1.1	27.0	31.4	20.9	18.7	2.0	12.7	26.5	31.2	26.2	3.4
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands ^{1, 2, 5}	19.9	22.9	21.4	29.5	6.3	x(11)	x(12)	x(13)	x(14)	x(15)	12.1	19.1	22.9	35.9	10.0
New Zealand	12.8	23.8	25.2	27.0	11.2	12.0	23.4	24.6	28.1	12.0	11.1	22.1	24.1	29.5	13.3
Norway ⁵	12.2	29.6	23.1	24.0	11.1	12.2	29.6	23.1	24.0	11.1	4.9	20.6	25.9	31.1	17.5
Poland	14.1	30.1	40.6	13.8	1.4	14.9	37.6	30.7	15.0	1.7	12.7	34.3	26.7	20.8	5.5
Portugal ¹	9.4	35.4	28.0	25.2	2.0	9.9	34.0	32.8	21.2	2.1	10.1	36.4	32.8	18.6	2.1
Slovak Republic	11.0	32.2	31.3	22.5	3.0	14.6	26.8	21.8	30.7	6.1	12.1	24.1	25.0	31.1	7.7
Slovenia ¹	8.7	32.0	38.9	19.9	0.5	7.5	31.7	31.2	27.0	2.6	5.4	30.3	34.6	25.3	4.4
Spain	14.0	28.9	26.0	26.7	4.4	6.2	29.5	35.3	24.5	4.5	5.9	28.9	35.6	25.3	4.4
Sweden	4.4	23.2	24.9	31.0	16.5	6.8	30.4	26.1	22.7	14.0	6.8	22.9	25.1	27.1	18.1
Switzerland ^{5, 7}	17.3	23.8	24.4	30.0	4.5	12.3	26.7	25.5	29.6	5.9	6.9	26.5	29.6	29.6	7.4
Turkey	m	m	m	m	m	a	a	a	a	a	m	m	m	m	m
United Kingdom	31.7	29.7	19.2	18.0	1.4	22.7	30.3	22.0	21.8	3.2	19.1	27.6	24.4	23.5	5.4
United States	18.1	25.4	24.1	26.3	6.1	18.4	26.7	23.1	25.1	6.7	15.6	25.8	23.1	26.7	8.8
OECD average	14.0	27.7	28.4	25.2	4.7	11.6	27.2	28.0	27.1	6.2	9.4	25.1	28.7	28.6	8.2
EU21 average	13.1	27.4	29.3	25.7	4.2	10.8	27.0	27.8	28.4	5.9	8.7	24.9	29.0	29.6	7.8
Other G20															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	17.2	35.7	32.8	12.2	2.0	18.5	34.0	30.9	14.2	2.5	17.5	33.7	30.7	15.2	2.9
China	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	19.4	22.5	41.0	16.0	1.0	34.0	30.7	26.7	7.7	1.0	19.9	37.5	31.0	10.2	1.4
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).

2. Primary education includes pre-primary education.

3. Year of reference 2009.

4. Upper secondary education includes tertiary-type B education.

5. Public institutions only.

6. Lower secondary private institutions included with upper secondary institutions.

7. Upper secondary education includes general programmes only.

Source: OECD, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668375>

Table D5.2. Age distribution of teachers (1998, 2010)

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

		Secondary education (2010)					Secondary education (1998)					Percentage of teachers under 40 years old		
		< 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	2010	1998	Dif.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13) = (11) - (12)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	6.2	17.6	34.1	38.8	3.3	8.1	30.4	41.1	19.5	0.9	23.8	38.5	-14.7
	Belgium ¹	16.2	25.2	25.5	29.5	3.6	m	m	m	m	m	41.4	m	m
	Belgium (Fl.)	18.1	27.4	24.9	27.2	2.4	13.3	24.2	35.3	24.8	1.9	45.5	37.5	8.0
	Canada ²	14.8	31.5	27.5	22.4	3.8	9.1	24.8	40.9	24.0	1.2	46.3	33.9	12.4
	Chile	17.2	26.3	23.8	24.4	8.2	m	m	m	m	m	43.6	m	m
	Czech Republic ^{1, 3}	5.7	21.0	29.1	32.0	12.1	m	m	m	m	m	26.8	m	m
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	8.9	17.7	26.8	28.9	17.7	m	m	m	m	m	26.6	m	m
	Finland ^{1, 3}	7.9	25.3	30.2	28.5	8.2	7.5	25.9	34.8	29.2	2.6	33.2	33.4	-0.2
	France	8.2	30.5	29.0	28.4	3.9	12.6	23.8	33.6	29.1	0.8	38.7	36.4	2.3
	Germany	4.3	20.5	25.0	39.2	11.1	2.6	12.5	44.8	36.6	3.5	24.7	15.1	9.6
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	9.3	28.2	31.0	28.3	3.3	m	m	m	m	m	37.4	m	m
	Iceland ¹	8.2	26.0	28.3	26.6	10.9	6.7	24.2	34.2	23.9	11.1	34.2	30.9	3.3
	Ireland ¹	9.8	32.7	25.5	26.1	5.9	14.8	27.8	34.7	19.1	3.7	42.5	42.6	-0.1
	Israel	9.5	29.1	27.9	25.1	8.4	m	m	m	m	m	38.5	m	m
	Italy ⁴	0.5	9.5	30.8	50.0	9.3	m	m	m	m	m	9.9	m	m
	Japan ¹	9.3	25.5	38.5	24.8	1.8	13.1	36.8	31.7	16.8	1.6	34.8	49.9	-15.1
	Korea	13.9	29.6	37.0	18.5	0.9	11.9	46.2	25.9	12.6	3.5	43.5	58.0	-14.5
	Luxembourg ⁴	18.1	28.3	27.3	23.4	2.9	7.7	26.7	34.5	28.2	2.9	46.4	34.4	12.0
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands ^{1, 4}	12.1	19.1	22.9	35.9	10.0	m	m	m	m	m	31.2	m	m
	New Zealand	11.5	22.8	24.3	28.7	12.6	10.1	21.7	30.9	28.9	8.4	34.3	31.9	2.5
	Norway ⁴	8.3	24.7	24.6	27.8	14.5	12.9	20.5	33.1	27.7	5.8	33.0	33.5	-0.5
	Poland	13.6	35.7	28.3	18.4	4.0	m	m	m	m	m	49.3	m	m
	Portugal ¹	10.0	35.3	32.8	19.8	2.1	m	m	m	m	m	45.3	m	m
	Slovak Republic	13.4	25.5	23.4	30.9	6.9	m	m	m	m	m	38.9	m	m
	Slovenia ¹	6.5	31.0	32.9	26.1	3.5	m	m	m	m	m	37.5	m	m
	Spain	6.1	29.3	35.4	24.8	4.5	m	m	m	m	m	35.3	m	m
	Sweden	6.8	26.4	25.6	25.0	16.2	8.4	17.1	28.6	38.1	7.8	33.2	25.6	7.6
	Switzerland ^{4, 5}	10.9	26.6	26.5	29.6	6.3	11.3	27.1	34.6	23.9	3.1	37.6	38.3	-0.8
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	20.4	28.6	23.6	22.9	4.6	17.3	22.6	40.7	18.5	0.9	48.9	40.0	9.0
	United States	17	26	23	25.8	8	m	m	m	m	m	43	m	m
	OECD average	10.8	26.1	28.2	27.9	7.0	~	~	~	~	~	~	~	~
	OECD average for countries with available data for both reference years	11.0	26.5	28.2	27.4	6.8	10.5	25.8	35.0	25.1	3.7	37.5	36.2	1.3
	EU21 average	10.1	25.7	28.2	29.2	6.8	~	~	~	~	~	~	~	~
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	18.0	33.9	30.8	14.6	2.6	m	m	m	m	m	51.9	m	m
	China	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	27.8	33.7	28.6	8.8	1.2	m	m	m	m	m	61.5	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 2009 instead of 2010.

3. Includes tertiary-type B education (for Finland, in 1998 only).

4. Public institutions only (for Luxembourg, in 1998 only).

5. Upper secondary education includes general programmes only.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668394>

Table D5.3. **Gender distribution of teachers (2010)**

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

					Upper secondary education				Tertiary education				
		Pre- primary education	Primary education	Lower secondary education	General programmes	prevocational/ vocational programmes	All programmes	Post- secondary non- tertiary education	Type B	Type A and advanced research programmes	Total tertiary education	All levels of education	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	
	Austria	98.9	90.0	70.1	61.7	49.5	53.1	52.4	x(10)	x(10)	37.7	64.2	
	Belgium	97.6	81.0	61.5	x(6)	x(6)	60.2	x(6)	x(10)	x(10)	45.2	68.7	
	Canada ¹	x(2)	72.4	x(2)	x(6)	x(6)	72.4	m	52.9	39.5	47.7	m	
	Chile	97.8	77.7	76.6	57.2	49.5	54.7	a	41.8	40.8	41.1	67.6	
	Czech Republic	99.7	97.5	73.9	x(6)	x(6)	57.8	x(6)	x(6)	39.2	39.2	m	
	Denmark	m	x(3)	68.8	m	m	m	m	m	m	m	m	
	Estonia	99.6	93.1	81.3	78.7	65.3	73.2	x(5)	m	m	m	m	
	Finland	96.7	78.6	72.0	69.6	52.4	57.9	x(6)	a	51.1	51.1	70.6	
	France	82.6	82.8	65.1	55.0	51.2	53.9	x(8)	41.4	36.8	37.7	65.8	
	Germany	97.5	85.5	63.1	53.2	42.2	49.7	51.6	54.0	35.3	38.9	64.4	
	Greece	m	m	m	m	m	m	m	m	m	m	m	
	Hungary	99.8	95.9	78.5	68.2	53.1	64.5	51.5	49.3	36.9	38.1	75.6	
	Iceland	96.0	x(3)	80.8	x(6)	x(6)	51.6	x(6, 10)	x(10)	x(10)	47.3	72.0	
	Ireland	100.0	84.9	x(6)	65.3	52.2	64.7	x(6)	m	m	m	m	
	Israel	99.4	85.2	79.1	x(6)	x(6)	69.8	m	m	m	m	m	
	Italy ²	98.4	95.9	77.0	74.7	56.5	63.0	m	32.9	35.6	35.6	75.9	
	Japan	97.1	64.8	40.7	x(6)	x(6)	26.4	x(4, 8, 9)	34.2	17.1	18.5	46.7	
	Korea	99.2	77.9	67.5	46.5	41.0	45.0	a	42.3	31.6	33.8	55.7	
	Luxembourg ³	98.1	73.9	54.6	54.0	45.4	49.7	m	x(10)	x(10)	42.6	m	
	Mexico	96.2	66.6	51.0	45.2	48.0	45.5	a	m	m	m	m	
	Netherlands ²	x(2)	84.6	x(6)	48.1	49.8	48.6	x(6)	x(10)	x(10)	39.6	64.0	
	New Zealand	98.1	83.6	65.2	59.4	54.2	58.5	52.4	62.3	47.9	51.5	69.6	
	Norway ²	m	74.2	74.2	x(6)	x(6)	49.7	x(6)	x(10)	x(10)	42.2	62.7	
	Poland	98.0	83.7	74.4	70.6	62.4	66.3	63.6	67.8	42.5	43.1	72.7	
	Portugal	97.4	79.7	71.7	x(6)	x(6)	66.7	x(6, 8)	x(10)	x(10)	43.5	70.4	
	Slovak Republic	99.8	89.3	77.3	74.6	70.3	71.6	49.8	60.5	43.3	43.7	75.5	
	Slovenia	97.8	97.5	79.1	71.2	62.3	65.8	x(4, 5)	x(10)	x(10)	38.3	74.1	
	Spain	94.2	75.0	57.2	x(6)	x(6)	50.0	a	44.6	38.3	39.5	64.4	
	Sweden	96.4	81.5	67.5	48.1	54.3	52.1	46.6	x(10)	x(10)	42.7	73.3	
	Switzerland ²	98.0	81.1	51.7	43.4	m	43.4	m	m	35.6	35.6	59.1	
	Turkey	95.2	52.0	a	42.9	40.8	41.9	a	31.3	42.0	40.9	50.3	
	United Kingdom	95.0	87.0	59.9	60.0	59.6	59.8	x(6)	x(10)	x(10)	43.2	67.0	
	United States	94.1	86.7	65.6	x(6)	x(6)	56.5	63.0	x(10)	x(10)	47.1	69.0	
	OECD average		97.1	82.0	68.1	59.4	53.0	56.3	53.9	47.3	38.3	40.9	66.6
	EU21 average		97.1	86.2	69.5	63.5	55.1	59.4	52.6	50.1	39.9	41.2	69.8
Other G20	Argentina	m	m	m	m	m	m	m	m	48.6	m	m	
	Brazil	97.1	90.7	71.5	63.1	53.3	61.4	a	x(10)	x(10)	44.9	74.6	
	China	97.2	57.6	48.9	46.9	48.5	47.6	m	48.1	25.6	44.7	55.2	
	India	m	46.2	41.9	x(6)	x(6)	38.5	m	m	m	m	m	
	Indonesia	96.7	60.0	48.7	48.2	45.1	47.0	a	x(8)	x(8)	40.8	57.5	
	Russian Federation	m	98.9	x(4)	83.1	64.4	80.5	x(5)	67.7	52.4	55.7	75.0	
	Saudi Arabia	100.0	50.2	49.6	x(6)	x(6)	49.6	a	x(10)	x(10)	36.5	50.1	
	South Africa ¹	77.2	55.1	55.1	45.7	x(3)	45.7	a	x(10)	x(10)	53.3	62.8	
	G20 average		94.5	72.4	53.7	55.4	50.0	52.0	m	45.0	36.4	41.3	62.1

1. Year of reference 2009.

2. Public institutions only (for Italy, from pre-primary to secondary levels).

3. Lower secondary private institutions included with upper secondary institutions.

Source: OECD, Argentina, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics and Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668413>

Table D5.4. [1/2] **Pre-service teacher-training requirements in public institutions (2010)**

		Competitive examination required to enter pre-service teacher training				Duration of teacher-training programme in years				Teaching practicum required as part of pre-service training			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	m	Yes	Yes	Yes	m	4	4	4	m	Yes	Yes	Yes
	Austria ²	Yes	Yes	a	No	3	3	5.5	5.5	Yes	Yes	a	No
	Belgium (Fl.)	No	No	No	No	3	3	3	5	Yes	Yes	Yes	Yes
	Belgium (Fr.)	No	No	No	No	3	3	3	5	Yes	Yes	Yes	Yes
	Canada	m	No	No	No	m	5	5	5	m	Yes	Yes	Yes
	Chile	m	No	No	No	m	m	m	m	m	No	No	No
	Czech Republic	No	No	No	No	3	5	5	5	Yes	Yes	Yes	Yes
	Denmark	Yes	No	No	No	4	4	4	6	Yes	Yes	Yes	No
	England	No	No	No	No	3, 4	3, 4	3, 4	3, 4	No	No	No	No
	Estonia	No	No	No	No	4, 5	4, 5	4, 5	4, 5	No	Yes	Yes	Yes
	Finland	Yes	Yes	Yes	Yes	3	5	5	5	Yes	Yes	Yes	Yes
	France	No	No	No	No	5	5	5	5, 6	Yes	Yes	Yes	Yes
	Germany	a	Yes	Yes	Yes	3	5.5	5.5, 6.5	6.5	a	Yes	Yes	Yes
	Greece	Yes	Yes	Yes	Yes	4	4	4	4, 5	Yes	Yes	a	a
	Hungary	m	Yes	Yes	Yes	m	4	4	5	m	Yes	Yes	Yes
	Iceland	m	No	No	No	m	3, 4	3, 4	4	m	Yes	Yes	Yes
	Ireland	Yes	Yes	Yes	Yes	3	3, 5.5	4, 5	4, 5	Yes	Yes	Yes	Yes
	Israel ³	Yes	Yes	Yes	Yes	3, 4	3, 4	3, 4	3, 4	Yes	Yes	Yes	Yes
	Italy	m	No	No	No	m	4	4-6	4-6	m	Yes	Yes	Yes
	Japan ⁴	No	No	No	No	2, 4, 6	2, 4, 6	2, 4, 6	4, 6	Yes	Yes	Yes	Yes
	Korea	Yes	Yes	Yes	Yes	2, 4, 6.5	4	4, 6.5	4, 6.5	Yes	Yes	Yes	Yes
	Luxembourg	Yes	No	No	No	4	3, 4	5	5	Yes	Yes	Yes	Yes
	Mexico	m	Yes	Yes	Yes	m	4	4, 6	4, 6	m	Yes	Yes	No
	Netherlands ⁵	No	No	No	No	4	4	4	5, 6	Yes	Yes	Yes	Yes
	New Zealand	No	No	No	No	3, 4	3, 4	3, 4	4	Yes	Yes	Yes	Yes
	Norway	No	No	No	No	3	4	4, 6	4, 6	Yes	Yes	Yes	Yes
	Poland	No	No	No	No	3, 5	3, 5	3, 5	3, 5	Yes	Yes	Yes	Yes
	Portugal	No	No	No	No	5	5	5	5	Yes	Yes	Yes	Yes
	Scotland	No	No	No	No	4, 5	4, 5	4, 5	4, 5	Yes	Yes	Yes	Yes
	Slovak Republic	m	No	No	No	m	5	5	5	m	Yes	Yes	Yes
	Slovenia	m	m	m	m	m	5	5-6	5-6	m	m	m	m
	Spain	No	No	No	No	3	3	6	6	Yes	Yes	Yes	Yes
	Sweden	No	No	No	No	3.5	3.5	4.5	4.5	Yes	Yes	Yes	Yes
	Switzerland	m	No	No	No	m	3	5	6	m	Yes	Yes	Yes
	Turkey	Yes	Yes	a	Yes	4-5	4-5	a	4-5	Yes	Yes	a	Yes
	United States	No	No	No	No	2-4	4	4	4	Yes	Yes	Yes	Yes
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	No	No	No	No	m	m	m	m	No	No	No	No
	China	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	m	Yes	Yes	Yes	m	4-5	4-5	4-5	m	Yes	Yes	Yes
	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

1. Tertiary-type A programmes are largely theory-based and are designed to provide qualifications for entry into advanced research programmes and professions with high knowledge and skill requirements. Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes but are more occupationally oriented and usually lead directly to the labour market.

2. Refers to pre-primary education provided in primary schools only, for Columns 1, 5, 9, 13 and 17.

3. Year of reference 2012 for Column 7.

4. Year of reference 2007 for Columns 17, 18, 19 and 20.

5. Refers to pre-primary education provided in primary schools for 4-5 year-olds only, for Columns 1, 5, 9, 13 and 17.

6. Refers to full-time teachers only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668432>

Table D5.4. [2/2] **Pre-service teacher-training requirements in public institutions (2010)**

		ISCED type of final qualification ¹				Percentage of current teacher stock with this type of qualification			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Australia	m	5A	5A	5A	m	87%	91%	x(19)
	Austria ²	5A	5A	5A	5A	94%	94%	95%	78%
	Belgium (Fl.)	5B	5B	5B	5A, 5B	99%	98%	97%	96%
	Belgium (Fr.)	5B	5B	5B	5A	100%	100%	m	m
	Canada	m	5A	5A	5A	m	m	m	m
	Chile	m	5A, 5B	5A, 5B	5A, 5B	m	m	m	m
	Czech Republic	5B, 5A	5A	5A	5A	12%	87%	88%	87%
	Denmark	5B	5A	5A	5A	100%	100%	100%	100%
	England	5A	5A	5A	5A	100%	100%	100%	100%
	Estonia	4, 5A, 5B	5A	5A	5A	70%	66%	75%	84%
	Finland	5A	5A	5A	5A	m	90%	90%	95%
	France	5A	5A	5A	5A	m	m	m	m
	Germany	5B	5A	5A	5A	m	m	m	m
	Greece	5A	5A	5A	5A	97%	94%	97%	98%
	Hungary	m	5A	5A	5A	m	95%	100%	100%
	Iceland	m	5A	5A	5A	m	92%	x(18)	82%
	Ireland	3, 4, 5A, 5B	5A, 5B	5A, 5B	5A, 5B	m	m	m	m
	Israel ³	5A	5A	5A	5A	74%	83%	92%	87%
	Italy	m	5A	5A	5A	m	86%	90%	99%
	Japan ⁴	5A+5B, 5A, 5A	5A+5B, 5A, 5A	5A+5B, 5A, 5A	5A	74%, 21%, 0.4%	15%, 80%, 3%	5%, 89%, 5%	75%, 24%
	Korea	5B, 5A, 5A	5A	5A	5A	100%	100%	100%	100%
	Luxembourg	5B	5B	5A	5A	86%	95.6%, 4.5%	100%	100%
	Mexico	m	5A	5A, 5B	5A, 5B	m	96%	90%	91%
	Netherlands ⁵	5A	5A	5A	5A	100%	100%	100%	100%
	New Zealand	5B, 5A	5B, 5A	5B, 5A	5A	m	m	m	m
	Norway	5A	5A	5A	5A	83%	47%	46.8%, m	20.5%, m
	Poland	5B, 5A	5B, 5A	5A	5A	0.9%, 91.5%	0.8%, 98%	99%	98%
	Portugal	5A	5A	5A	5A	100%	100%	100%	100%
	Scotland	5A	5A	5A	5A	m	m	m	m
	Slovak Republic	m	5A	5A	5A	m	93%, 7%	91%, 9%	87%, 13%
	Slovenia	m	5A	5A	5A, 5B	m	m	m	m
	Spain	5B, 5A	5A	5A	5A	100%	100%	100%	100%
	Sweden	5A	5A	5A	5A	54% ⁶	82%	x(18)	72%
	Switzerland	m	5A	5A	5A	m	m	m	m
	Turkey	5A	5A	a	5A	94%	91%	a	98%
	United States	5B, 5A	5A	5A	5A	99%	99%	99%	99%
Other G20	Argentina	m	m	m	m	m	m	m	m
	Brazil	3B, 5A	3B	5A	5A	87%	99%	84%	91%
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	m	5A	5A	5A	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m

1. Tertiary-type A programmes are largely theory-based and are designed to provide qualifications for entry into advanced research programmes and professions with high knowledge and skill requirements. Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes but are more occupationally oriented and usually lead directly to the labour market.

2. Refers to pre-primary education provided in primary schools only, for Columns 1, 5, 9, 13 and 17.

3. Year of reference 2012 for Column 7.

4. Year of reference 2007 for Columns 17, 18, 19 and 20.

5. Refers to pre-primary education provided in primary schools for 4-5 year-olds only, for Columns 1, 5, 9, 13 and 17.

6. Refers to full-time teachers only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668432>

Table D5.5. [1/2] **Requirements to enter the teaching profession in public institutions (2010)**

		Competitive examination required to enter the teaching profession				Credential or licence, in addition to the education diploma, required to start teaching				Credential or licence, in addition to the education diploma, required to become a fully qualified teacher				Teaching practicum required to obtain credential/licence			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	Australia	m	Yes	Yes	Yes	m	Yes	Yes	Yes	m	Yes	Yes	Yes	m	No	No	No
	Austria ¹	No	No	a	No	No	No	No	No	No	No	No	No	No	No	No	No
	Belgium (Fl.)	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Belgium (Fr.)	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Canada	m	No	No	No	m	Yes	Yes	Yes	m	Yes	Yes	Yes	m	Yes	Yes	Yes
	Chile	m	No	No	No	m	No	No	No	m	No	No	No	m	No	No	No
	Czech Republic	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Denmark	Yes	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No
	England	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes
	Estonia	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Finland	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	France	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
	Germany	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes	a	Yes	Yes	Yes
	Greece	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
	Hungary	m	No	No	No	m	No	No	No	m	No	No	No	m	No	No	No
	Iceland	m	No	No	No	m	No	No	No	m	Yes	Yes	Yes	m	No	No	No
	Ireland	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m
	Israel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Italy	m	Yes	Yes	Yes	m	No	Yes	Yes	m	No	Yes	Yes	m	No	No	No
	Japan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Korea	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Luxembourg	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
	Mexico	m	Yes	Yes	Yes	m	No	No	Yes	m	No	No	No	m	No	No	No
	Netherlands ²	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	New Zealand	No	No	No	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes
	Norway	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Poland	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Portugal	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Scotland	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Slovak Republic	m	No	No	No	m	No	No	No	m	No	No	No	m	No	No	No
	Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
	Sweden	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
	Switzerland	m	No	No	No	m	Yes	Yes	Yes	m	No	No	No	m	No	No	No
	Turkey	Yes	Yes	a	Yes	No	No	a	No	No	No	a	No	No	No	a	No
	United States	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
	China	m	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	m
	Indonesia	m	No	No	No	m	No	No	No	m	Yes	Yes	Yes	m	No	No	No
	Russian Federation	m	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	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Refers to pre-primary education provided in primary schools only, for Columns 1, 5, 9, 13, 17, 21 and 25.

2. Refers to pre-primary education provided in primary schools for 4-5 year-olds only, for Columns 1, 5, 9, 13, 17, 21 and 25.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668451>

Table D5.5. [2/2] Requirements to enter the teaching profession in public institutions (2010)


		Teaching practicum required after being recruited, as an induction/probation period				Existence of a register for teachers				Compulsory requirement for continuing education to maintain employment in the teaching profession			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
OECD	Australia	m	No	No	No	m	Yes	Yes	Yes	m	m	m	m
	Austria ¹	No	No	a	Yes	Yes	Yes	Yes	Yes	No	No	No	No
	Belgium (Fl.)	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No
	Belgium (Fr.)	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Canada	m	No	No	No	m	Yes	Yes	Yes	m	No	No	No
	Chile	m	No	No	No	m	No	No	No	m	No	No	No
	Czech Republic	No	No	No	No	No	No	No	No	No	No	No	No
	Denmark	No	No	No	Yes	No	No	No	No	No	No	No	No
	England	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Estonia	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Finland	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
	France	No	No	No	No	No	No	No	No	Yes	Yes	No	No
	Germany	a	No	No	No	a	No	No	No	a	No	No	No
	Greece	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
	Hungary	m	Yes	Yes	Yes	m	No	No	No	m	Yes	Yes	Yes
	Iceland	m	No	No	No	m	Yes	Yes	Yes	m	Yes	Yes	No
	Ireland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
	Israel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Italy	m	No	No	No	m	No	No	No	m	No	No	No
	Japan	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
	Korea	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No
	Luxembourg	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Mexico	m	No	No	No	m	No	No	No	m	No	No	No
	Netherlands ²	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	New Zealand	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	m	m	m	m
	Norway	No	No	No	No	Yes	No	No	No	No	No	No	No
	Poland	No	No	No	No	No	No	No	No	No	No	No	No
	Portugal	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No
	Scotland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Slovak Republic	m	No	No	No	m	No	No	No	m	No	No	No
	Slovenia	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No
	Sweden	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No
	Switzerland	m	No	No	No	m	No	No	No	m	No	No	No
	Turkey	Yes	Yes	a	Yes	No	No	a	No	No	No	a	No
	United States	No	No	No	No	No	No	No	No	Yes	Yes	Yes	Yes
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No
	China	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	m	No	No	No	m	Yes	Yes	Yes	m	No	No	No
	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

1. Refers to pre-primary education provided in primary schools only, for Columns 1, 5, 9, 13, 17, 21 and 25.

2. Refers to pre-primary education provided in primary schools for 4-5 year-olds only, for Columns 1, 5, 9, 13, 17, 21 and 25.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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