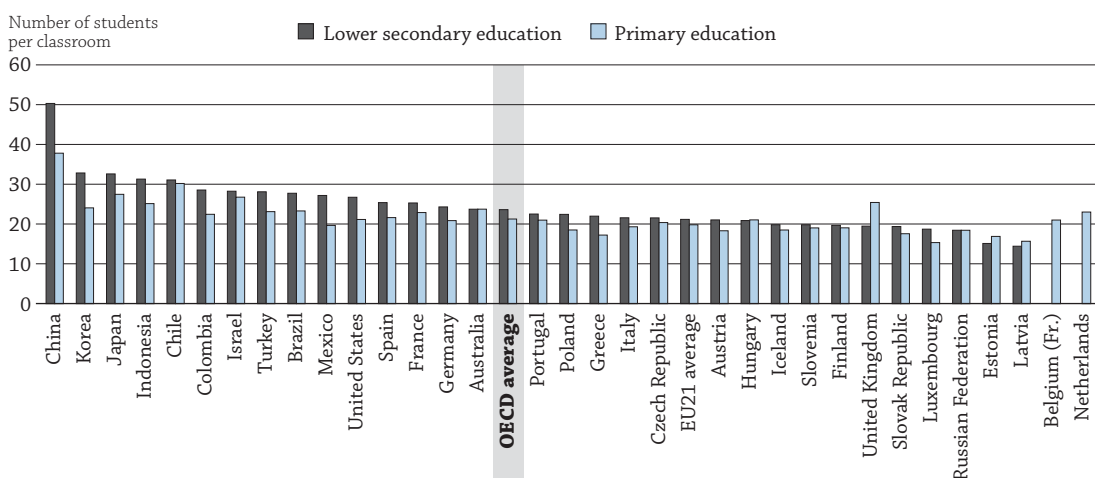


WHAT IS THE STUDENT-TEACHER RATIO AND HOW BIG ARE CLASSES?

- The average primary school class in OECD countries has 21 students, and this average increases to 24 in lower secondary education.
- The difference in average class size between public and private institutions in primary education varies substantially across OECD countries, but is considerably larger in partner countries.
- There are 15 students per teacher in primary education, on average across OECD countries.

Chart D2.1. Average class size in educational institutions, by level of education (2013)



Countries are ranked in descending order of average class size in lower secondary education.

Source: OECD, Table D2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284429>

Context

Class size and student-teacher ratios are much-discussed aspects of education and, along with students' instruction time (see Indicator D1), teachers' working time (see Indicator D4), and the division of teachers' time between teaching and other duties, are among the determinants of the demand for teachers. Together with teachers' salaries (see Indicator D3) and the age distribution of teachers (see Indicator D5), class size and student-teacher ratios also have a considerable impact on the level of current expenditure on education (see Indicators B6 and B7).

Smaller classes are often seen as beneficial because they allow teachers to focus more on the needs of individual students and reduce the amount of class time needed to deal with disruptions. Yet, while there is some evidence that smaller classes may benefit specific groups of students, such as those from disadvantaged backgrounds (Finn, 1998; Krueger, 2002; Piketty and Valdenaire, 2006), overall, evidence of the effect of differences in class size on student performance is weak. Given recent findings from the 2013 OECD Teaching and Learning International Survey (TALIS), however, larger classes seem to be associated with a higher percentage of students with behavioural problems and with more class time spent keeping order as opposed to teaching and learning (see Box D2.1).

The ratio of students to teaching staff indicates how resources for education are allocated. Smaller student-teacher ratios often have to be weighed against higher salaries for teachers, investing in their professional development, greater investment in teaching technology, or more widespread use of assistant teachers and other paraprofessionals whose salaries are often considerably lower than those of qualified teachers. As larger numbers of children with special needs are integrated into mainstream classes, more use of specialised personnel and support services may limit the resources available for reducing student-teacher ratios.

■ Other findings

- With the exceptions of Chile, Colombia, Korea, Luxembourg and Mexico, the student-teacher ratio decreases or stays the same in all countries with available data between primary and lower secondary level, despite a general increase in class size between these levels.
- On average across OECD countries, the student-teacher ratio in secondary education is slightly lower in private than in public institutions. This is most striking in Mexico where, at the secondary level, there are at least 17 students more per teacher in public than in private institutions.
- Class size varies significantly across countries. The biggest classes in primary education are observed in Chile and China, with 30 and 38 students per classroom, respectively, whereas in Latvia and Luxembourg classes have fewer than 17 students, on average.

INDICATOR D2

Analysis

Average class size in primary and lower secondary education

The average primary class in OECD countries had more than 21 pupils in 2013. There are fewer than 26 pupils per primary classroom in nearly all of the countries with available data, with the exception of Chile, China, Israel and Japan.

At the lower secondary level, the average class in OECD countries has 24 students. Among all countries with available data on this level of education, that number varies from fewer than 20 students in Estonia, Latvia, Luxembourg, the Russian Federation, the Slovak Republic and the United Kingdom, to around 33 students per class in Japan and Korea and 50 students in China (Table D2.1).

The number of students per class tends to increase between primary and lower secondary education. In China and Korea, the increase in average class size exceeds seven students. Meanwhile, the United Kingdom and, to a lesser extent, Estonia and Latvia show a drop in the number of students per class between these two levels of education (Chart D2.1).

The Indicator on class size is limited to primary and lower secondary education because class size is difficult to define and compare at higher levels, where students often attend several different classes, depending on the subject area.

D2

Box D2.1. Relationship between average class size and classroom environment

Despite the extensive literature on the effects of class size on education, evidence of the impact of class size is mixed in research. The often-cited relationship between class size and student performance, for example, has been found to be beneficial only to specific groups and in certain contexts, such as in schools considered at-risk, or for struggling students. Overall, there is little evidence that class size, by itself, determines achievement. Indeed, results from the OECD Programme for International Student Assessment (PISA) do not provide evidence of a relationship between class size and the performance of 15-year-olds. Instead, PISA finds that countries should prioritise policies to improve teacher quality – e.g. by raising salaries to attract good candidates and retain effective teachers – even if the trade-off is larger classes. The 2013 OECD Teaching and Learning International Survey (TALIS) also reports that class size is not a strong determinant of teachers' job satisfaction, or even of whether they use pedagogies involving small groups, project-based tasks or information and communication technologies. Nevertheless, one relationship merits further investigation: class size and classroom environment.

Generally speaking, smaller class sizes are perceived as allowing teachers to spend less time managing the class and more time with each student (OECD, 2012). Evidence from TALIS can help shed light on this relationship. After asking teachers how much class time they devote to teaching and learning activities versus administrative tasks and keeping order (or behaviour management), TALIS found that teachers spend 79% of their time, on average, on teaching and learning. But that proportion varies widely – from 87% in Bulgaria to 67% in Brazil – and class size could explain part of that difference.

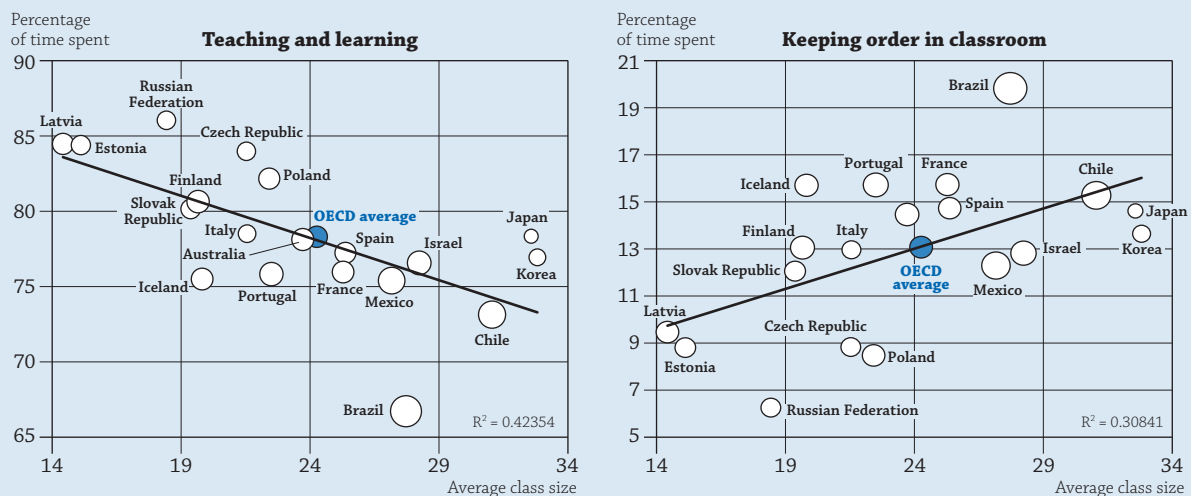
Chart D2.a shows that larger classes are correlated with less time spent on actual teaching and learning and with more time spent on keeping order in the classroom (although not shown, larger classes are also correlated with more class time spent on administrative tasks). Specifically, one additional student added to an average-size class is associated with a 0.5 percentage-point decrease in time spent on teaching and learning activities.

The charts also highlight an important mechanism through which class size may influence the percentage of time devoted to teaching and learning. The size of each bubble represents the proportion of lower secondary teachers who reported having more than 10% of students with behaviour problems in their classes (OECD, 2014). So the larger the bubble, the higher the share of teachers who reported that more than 10% of their students have behaviour problems. There is a positive correlation between average class size and the reported proportion of students with behaviour problems. This correlation is important because teachers who teach classes where more than one in ten students have behaviour problems spend almost twice as much time keeping order in the classroom as their peers with less than 10% of such students in their class (OECD, 2015). In other words, larger classes are associated with a higher proportion of students with behavioural problems, which, in turn, is associated with less time spent on teaching and learning activities.

...

Time spent on teaching and learning is an essential component of effective education environments. That is especially true given that time spent keeping order in the classroom and on administrative tasks are both associated with lower levels of teacher self-efficacy and job satisfaction. Therefore, these findings suggest that teachers in countries and schools with larger classes and more challenging classroom compositions may be in greater need of interventions to help them use class time more effectively.

Chart D2.a. Relationship between average class size and time spent teaching/learning and time spent keeping order in the classroom in lower secondary education (2013)



Class size in public and private institutions

Class size is one factor that parents may consider when deciding on a school for their children; and the difference in average class size between public and private schools (and between different types of private institutions) could influence enrolment.

In most OECD countries, average class size does not differ between public and private institutions by more than two students per class in both primary and lower secondary education (Table D2.1). However, there are marked differences among countries. For example, in Brazil, Colombia, the Czech Republic, Latvia, Poland, the Russian Federation and the United Kingdom, the average primary school class in public institutions is larger than the average class in a private school by more than four students. However, with the exception of Brazil, Colombia and the United Kingdom, the private sector is relatively small in all of these countries, representing 5% of students, at most, at the primary level (see Table C1.4a). In contrast, in China and Luxembourg, the average class in private institutions is larger than that in public institutions by four or more students.

The comparison of class size between public and private institutions shows a mixed picture at the lower secondary level, where private institutions are more prevalent. The average class in lower secondary private institutions is larger than in public institutions in 8 countries, smaller in 18 countries and the same in 4 countries. The differences, however, tend to be smaller than in primary education.

In countries where private (including both government-dependent and independent) institutions are more prevalent at the primary level (i.e. countries where more than 15% of students are enrolled in these institutions), such as Australia, Brazil, Colombia, Indonesia, Israel and Spain, there may be large differences in class size between public and private institutions. In Australia and Spain private institutions tend to have more students per class than public schools (see Tables C1.4a and D2.1). This suggests that in some countries, where a substantial proportion of students and families choose private schools, class size is not a determining factor in their decision.

Student-teacher ratios

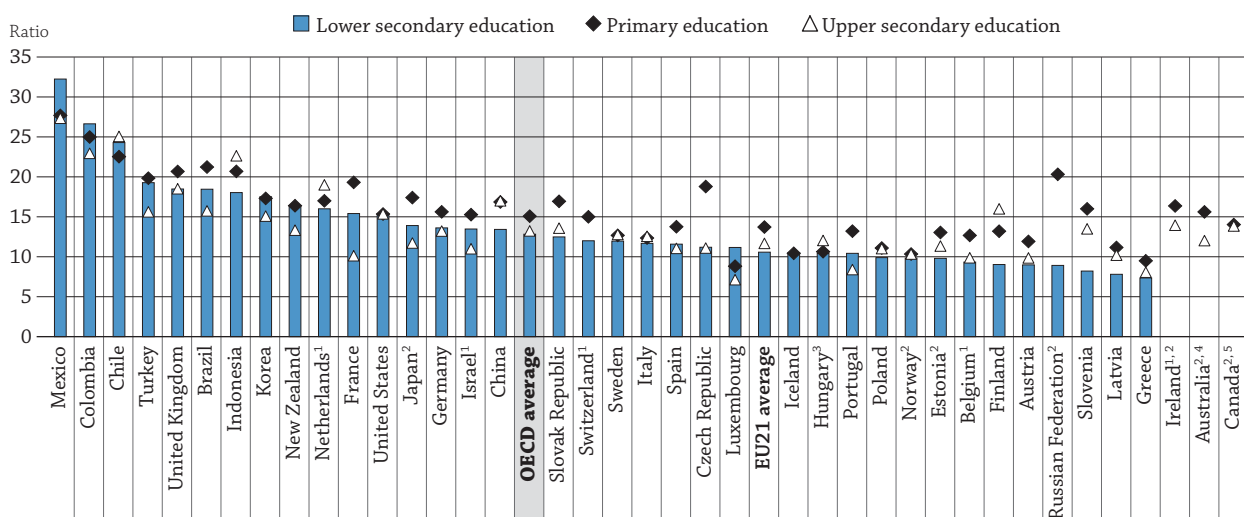
The ratio of students to teaching staff compares the number of students (full-time equivalent) to the number of teachers (full-time equivalent) at a given level of education and in similar types of institutions. However, this ratio does not take into account the amount of instruction time for students compared to the length of a teacher's working day, nor how much time teachers spend teaching. Therefore, it cannot be interpreted in terms of class size (Box D2.2).

At the primary level, there are 15 students for every teacher, on average across OECD countries. The student-teacher ratio ranges from 28 students per teacher in Mexico to 10 or fewer in Greece, Iceland, Luxembourg and Norway (Chart D2.2).

Student-teacher ratios also vary, and to a larger extent, at the secondary school level, ranging from 30 students per full-time equivalent teacher in Mexico to fewer than 10 in Austria, Greece, Latvia, Luxembourg, Portugal and the Russian Federation. On average across OECD countries, there are about 13 students per teacher at the secondary level (Table D2.2).

As the differences in student-teacher ratios indicate, there are fewer full-time equivalent students per full-time equivalent teacher at the secondary level than at the primary level of education. In most countries, the student-teacher ratio decreases between primary and lower secondary school despite an increase in class size. This is true in all but five countries: Chile, Colombia, Korea, Luxembourg and Mexico. However, the student-teacher ratio in Luxembourg is very low in both levels of education.

Chart D2.2. Ratio of students to teaching staff in educational institutions, by level of education (2013)



1. Public institutions only. For Israel, public institutions only for upper secondary education. For Belgium, data does not include independent private institutions.

2. Some levels of education are included with others. Please refer to "x" code in Table D2.2 for details.

3. Includes data on management personnel.

4. Includes only general programmes in upper secondary education.

5. Year of reference 2012.

Countries are ranked in descending order of ratio of students to teaching staff in lower secondary education in 2013.

Source: OECD. Table D2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284432>

This reduction in the student-teacher ratio reflects differences in annual instruction time: since annual instruction time tends to increase with the level of education (see Indicator D1), so does the number of teachers. It may also result from delays in matching the teaching force to demographic changes, or from differences in teaching hours for teachers at different levels of education (the number of teaching hours tends to decrease with the level of education, as teacher specialisation increases). The general trend is consistent among countries, but evidence is mixed as to whether smaller student-teacher ratios are more desirable, from an education perspective, at higher levels of education.

At the tertiary level, the student-teacher ratio ranges from over 20 students per teacher in Belgium, Brazil, Colombia, the Czech Republic, Indonesia and Turkey to 10 in Norway (Table D2.2). However, comparisons at this level should be made with caution since it is difficult to calculate full-time equivalent students and teachers on a comparable basis. In 6 of the 18 countries with comparable data at the tertiary level, the ratio of students to teaching staff is lower in short-cycle tertiary education than in bachelor's, master's, doctoral or equivalent levels. Among countries in which the ratio of students to teaching staff is higher in short-cycle tertiary education than in bachelor's, master's, doctoral or equivalent levels, Turkey displays the largest difference: 55 to 1 in short-cycle tertiary education and 17 to 1 in bachelor's, master's, doctoral or equivalent levels (Table D2.2).

Differences between public and private institutions in student-teacher ratios are similar to those observed in class size. On average among the countries for which data are available, the ratios of students to teaching staff are slightly lower in private institutions than in public institutions at the lower and upper secondary levels (Table D2.3). The largest differences between public and private institutions are in Brazil, Colombia, Mexico, Turkey and the United Kingdom, where, at the lower secondary level, there are at least seven more students per teacher in public institutions than in private institutions. At the upper secondary level in Mexico, the difference in student-teacher ratios between public and private institutions (a difference of 18 students per teacher) is even larger than that at the lower secondary level (16 students per teacher).

However, in some countries, the student-teacher ratio is lower in public institutions than in private institutions. At the lower secondary level, this difference is most pronounced in Luxembourg, which has some 24 students per teacher in private institutions, compared to 10 students per teacher in public institutions.

Box D2.2. What is the relationship between class size and the student-teacher ratio?

The student-teacher ratio is calculated by dividing the number of full-time equivalent students by the number of full-time equivalent teachers at a given level of education and type of institution. Class size, on the other hand, takes into account a number of different elements: the ratio of students to teaching staff, the number of classes or students for which a teacher is responsible, the amount of instruction time compared to the length of teachers' working days, the proportion of time teachers spend teaching, how students are grouped within classes, and team-teaching arrangements.

For example, in a school of 100 full-time students and 10 full-time teachers, the student-teacher ratio is 10 to 1. If teachers' work week is estimated to include 20 hours of teaching, and if instruction time for each student is 30 hours per week, then regardless of how students are grouped in the school, one way to estimate average class size is as follows:

Estimated class size = 10 students per teacher * (30 hours of instruction time per student / 20 hours of teaching per teacher) = 15 students.

Using a different approach, the class size presented in Table D2.1 is defined as the number of students who are following a common course of study, based on the highest number of common courses (usually compulsory studies), and excluding teaching in subgroups. The estimated class size will be close to the average class size in Table D2.1 where teaching in subgroups is less frequent, such as in primary and lower secondary education.

Given the difference between student-teacher ratio and average class size, it is possible for countries with similar student-teacher ratios to have different class sizes. For example, at the primary level, Israel and the United States have similar ratios of student to teaching staff (15 students per teacher – Table D2.2), but the average class size differs substantially (21 students in the United States and 27 in Israel – Table D2.1).

Definitions

Instructional personnel (teaching staff) includes two categories:

- **Teachers' aides and teaching/research assistants** include non-professional personnel or students who support teachers in providing instruction to students.
- **Teaching staff** refers to professional personnel directly involved in teaching students. The classification includes classroom teachers, special-education teachers and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside a regular class. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Methodology

Data refer to the academic year 2012/13 and are based on the UOE data collection on education statistics administered by the OECD in 2013 (for details see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

Class size is calculated by dividing the number of students enrolled by the number of classes. In order to ensure comparability among countries, special-needs programmes are excluded. Data include only regular programmes at primary and lower secondary levels of education, and exclude teaching in sub-groups outside the regular classroom setting.

The ratio of students to teaching staff is obtained by dividing the number of full-time equivalent students at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions.

Notes on definitions and methodologies regarding this indicator for each country are presented in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

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 D2 Tables


StatLink  <http://dx.doi.org/10.1787/888933286136>

Table D2.1 Average class size, by type of institution and level of education (2013)

Table D2.2 Ratio of students to teaching staff in educational institutions (2013)

Table D2.3 Ratio of students to teaching staff, by type of institution (2013)

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table D2.1. **Average class size, by type of institution and level of education (2013)**

Calculations based on number of students and number of classes

D2

		Primary education				Lower secondary education (general programmes)						
		Public institutions	Private institutions			Total Public and private institutions	Public institutions	Private institutions			Total Public and private institutions	
			Total private institutions	Government- dependent private institutions	Independent private institutions			Total private institutions	Government- dependent private institutions	Independent private institutions		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD	Australia	23	25	25	a	24	23	25	25	a	24	
	Austria	18	19	19 ^d	x(3)	18	21	22	22 ^d	x(8)	21	
	Belgium (Fr.)	20	22	22	a	21	m	m	m	m	m	
	Canada	m	m	m	m	m	m	m	m	m	m	
	Chile	29	31	32	24	30	31	31	33	25	31	
	Czech Republic	20	15	15	a	20	22	19	19	a	22	
	Denmark	21	m	19	m	m	21	m	20	m	m	
	Estonia	17	16	x(4)	16 ^d	17	15	12	x(9)	12 ^d	15	
	Finland	19	17	17	a	19	20	20	20	a	20	
	France	23	23	23 ^d	x(3)	23	25	26	26	14	25	
	Germany	21	21	x(2)	x(2)	21	24	24	x(7)	x(7)	24	
	Greece	17	19	a	19	17	22	23	a	23	22	
	Hungary	21	20	20	a	21	21	20	20	a	21	
	Iceland	19	16	16	a	18	20	13	13	a	20	
	Ireland	25	m	a	m	m	m	m	a	m	m	
	Israel	28	24	24	a	27	29	24	24	a	28	
	Italy	19	20	a	20	19	22	22	a	22	22	
	Japan	27	30	a	30	27	32	34	a	34	33	
	Korea	24	29	a	29	24	33	32	32	a	33	
	Luxembourg	15	19	16	19	15	19	18	20	17	19	
	Mexico	20	19	a	19	20	28	24	a	24	27	
	Netherlands	23 ^d	m	x(1)	m	23	m	m	a	m	m	
	New Zealand	m	m	m	m	m	m	m	m	m	m	
	Norway ¹	m	m	m	m	m	m	m	m	m	m	
	Poland	19	11	10	12	18	23	17	23	16	22	
	Portugal	21	21	23	20	21	22	23	25	22	22	
	Slovak Republic	18	17	17	a	18	19	18	18	a	19	
	Slovenia	19	22	22	a	19	20	19	19	a	20	
	Spain	21	24	25	22	22	25	26	27	22	25	
	Sweden	m	m	m	m	m	m	m	m	m	m	
	Switzerland	m	m	m	m	m	m	m	m	m	m	
	Turkey	23	20	a	20	23	28	20	a	20	28	
	United Kingdom	27	18	27	12	25	20	19	21	12	19	
	United States	22	18	a	18	21	28	20	a	20	27	
	OECD average		21	21	21	20	21	24	22	23	20	24
	EU21 average		20	19	20	17	20	21	21	21	18	21
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	
	Brazil	25	18	a	18	23	28	24	a	24	28	
	China	37	44	44 ^d	x(3)	38	50	52	52 ^d	x(8)	50	
	Colombia	24	19	a	19	22	30	25	a	25	29	
	India	m	m	m	m	m	m	m	m	m	m	
	Indonesia	26	22	a	22	25	31	31	a	31	31	
	Latvia	16	8	a	8	16	15	9	a	9	14	
	Russian Federation	18	13	a	13	18	19	11	a	11	18	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	
	G20 average		24	23	30	20	24	28	26	31	21	28

1. Students are organised in groups that vary in size during the school day.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286142>

Table D2.2. **Ratio of students to teaching staff in educational institutions (2013)***By level of education, calculations based on full-time equivalents*

		Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education			
			Lower secondary education	Upper secondary education	All secondary education		Short-cycle tertiary education	Bachelor's, master's, doctoral or equivalent level	All tertiary education	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
OECD	Australia ¹	16	x(3)	12 ^d	12	m	m	14	14	
	Austria	12	9	10	9	10	9	17	15	
	Belgium ²	13	9	10	10	15	x(7)	21 ^d	21	
	Canada ^{3, 4}	14 ^d	x(1)	14	14	m	m	m	m	
	Chile	23	24	25	25	a	m	m	m	
	Czech Republic	19	11	11	11	31	13	22	22	
	Denmark	m	m	m	m	m	m	m	m	
	Estonia	13	10	11 ^d	11 ^d	x(3)	m	m	m	
	Finland	13	9	16	13	17	a	14	14	
	France	19	15	10	13	x(6, 7)	17 ^d	17 ^d	17 ^d	
	Germany	16	14	13	13	13	15	12	12	
	Greece	9	7	8	8	m	a	m	m	
	Hungary ⁵	11	10	12	11	13	19	14	15	
	Iceland	10	10	m	m	m	m	m	m	
	Ireland ²	16	x(3)	14 ^d	14	m	x(8)	20 ^d	20	
	Israel ²	15	13	11	12	m	m	m	m	
	Italy	12	12	13	12	m	a	19	19	
	Japan ⁶	17	14	12 ^d	13 ^d	m	m	m	m	
	Korea	17	18	15	16	m	m	m	m	
	Luxembourg	9	11	7	9	m	m	m	m	
	Mexico	28	32	27	30	a	17	14	14	
	Netherlands ²	17	16	19	17	20	15	15	15	
	New Zealand	16	16	13	15	21	16	17	17	
	Norway	10	10	10 ^d	10 ^d	x(3)	x(3)	10	10	
	Poland	11	10	11	10	16	8	15	15	
	Portugal	13	10	8 ^d	9 ^d	x(3, 7)	a	14 ^d	14 ^d	
	Slovak Republic	17	12	14	13	13	9	14	14	
	Slovenia	16	8	13	11	a	21	18	18	
	Spain	14	12	11	11	m	12	12	12	
	Sweden	13	12	13	12	11	10	11	11	
	Switzerland ²	15	12	m	m	m	m	m	m	
	Turkey	20	19	16	17	a	55	17	22	
	United Kingdom	21	18	19	18	a	20	18	18	
	United States	15	15	15	15	x(8)	x(8)	x(8)	15 ^d	
	OECD average		15	13	13	13	16	17	16	16
	EU21 average		14	11	12	12	16	14	16	16
Partners	Argentina	m	m	m	m	m	m	m	m	
	Brazil	21	18	16	17	17	57	27	27	
	China	17	13	17	15	m	m	m	m	
	Colombia	25	27	23	25	12	x(7)	24 ^d	35	
	India	m	m	m	m	m	m	m	m	
	Indonesia	21	18	23	20	a	x(7)	31 ^d	31	
	Latvia	11	8	10	9	16	25	19	20	
	Russian Federation	20	9 ^d	x(2)	9	17	11	11	11	
	Saudi Arabia	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	
	G20 average		18	17	16	16	m	m	m	m

1. Includes only general programmes in lower and upper secondary education.

2. Public institutions only. For Israel, public institutions only for upper secondary education. For Belgium, data does not include independent private institutions.

3. Year of reference 2012.

4. Primary includes pre-primary.

5. Includes data on management personnel.

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

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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.


StatLink  <http://dx.doi.org/10.1787/888933286152>

Table D2.3. Ratio of students to teaching staff, by type of institution (2013)*By level of education, calculations based on full-time equivalents*

		Lower secondary education				Upper secondary education				All secondary programmes			
		Public institutions	Private institutions			Public institutions	Private institutions			Public institutions	Private institutions		
			Total private institutions	Government-dependent private institutions	Independent private institutions		Total private institutions	Government-dependent private institutions	Independent private institutions		Total private institutions	Government-dependent private institutions	Independent private institutions
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia ¹	x(5)	x(6)	x(7)	a	12 ^d	12 ^d	12 ^d	a	12	12	12	a
	Austria	9	11	11 ^d	x(3)	10	9	9 ^d	x(7)	9	10	10 ^d	x(11)
	Belgium	9	m	9	m	10	m	10	m	10	m	10	m
	Canada ²	m	m	m	m	14	12	12 ^d	x(7)	14	12	12 ^d	x(11)
	Chile	21	27	29	22	24	26	28	16	23	26	28	18
	Czech Republic	11	10	10	a	11	12	12	a	11	12	12	a
	Denmark	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia ³	10	8	a	8	11 ^d	8 ^d	a	8 ^d	11 ^d	8 ^d	a	8 ^d
	Finland	9	9	9	a	16	16	16	a	12	15	15	a
	France	15	m	18	m	10	m	11	m	12	m	14	m
	Germany	14	13	x(2)	x(2)	13	12	x(6)	x(6)	14	13	x(11)	x(11)
	Greece	7	7	m	7	8	8	m	8	8	8	m	8
	Hungary ⁴	10	10	10	a	12	12	12	a	11	11	11	a
	Iceland	11	3	3	a	m	m	m	m	m	m	m	m
	Ireland	x(5)	m	m	m	14 ^d	m	a	m	14	m	m	m
	Israel	14	7	7	a	11	m	m	a	12	m	m	a
	Italy	12	11	a	11	13	7	a	7	12	8	a	8
	Japan ³	14	12	a	12	11 ^d	13 ^d	a	13 ^d	13 ^d	13 ^d	a	13 ^d
	Korea	17	18	18	a	14	16	16	a	16	17	17	a
	Luxembourg	10	24	12	a	9	4	12	2	9	6	12	4
	Mexico	35	19	a	19	33	15	a	15	34	17	a	17
	Netherlands	16	m	a	m	19	m	a	m	17	m	a	m
	New Zealand	17	13	a	13	14	12	13	10	15	12	13	11
	Norway ⁵	10	9	9 ^d	x(3)	10 ^d	16 ^d	16 ^d	x(7)	10 ^d	14 ^d	14 ^d	x(11)
	Poland	10	9	11	8	11	11	13	11	10	10	12	10
	Portugal ³	10	12	14	10	8 ^d	9 ^d	16 ^d	8 ^d	9 ^d	10 ^d	15 ^d	8 ^d
	Slovak Republic	13	12	12	a	14	12	12	a	13	12	12	a
	Slovenia	8	8	8	a	14	13	10	32	11	13	10	32
	Spain	10	15	15	14	10	14	15	13	10	14	15	13
	Sweden	11	17	17	a	12	14	14	a	12	15	15	a
	Switzerland	12	m	m	m	m	m	m	m	m	m	m	m
	Turkey	20	9	a	9	16	7	a	7	18	8	a	8
United Kingdom	27	14	16	7	22	18	19	9	24	16	18	8	
United States	16	11	a	11	16	11	a	11	16	11	a	11	
OECD average		14	12	13	12	14	12	14	11	14	12	14	12
EU21 average		12	12	12	9	12	11	13	11	12	11	13	11
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	20	12	a	12	17	10	a	10	19	11	a	11
	China	13	18	18 ^d	x(3)	18	10	10 ^d	x(3)	15	13	13 ^d	x(11)
	Colombia	31	17	a	17	27	16	a	16	30	17	a	17
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	20	16	a	16	18	28	a	28	19	21	a	21
	Latvia	8	4	a	4	10	7	a	7	9	6	a	6
	Russian Federation	9 ^d	4 ^d	a	4 ^d	x(1)	x(2)	a	x(4)	9	4	a	4
	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		18	13	18	11	16	13	13	13	17	13	14

1. Includes only general programmes in lower and upper secondary education.

2. Year of reference 2012.


3. Upper secondary includes programmes from post-secondary education.

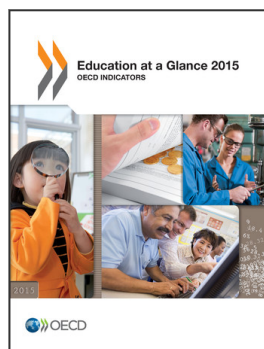
4. Includes data on management personnel.

5. Upper secondary includes programmes from post-secondary non-tertiary and short-cycle tertiary education.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics, Latvia: 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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