

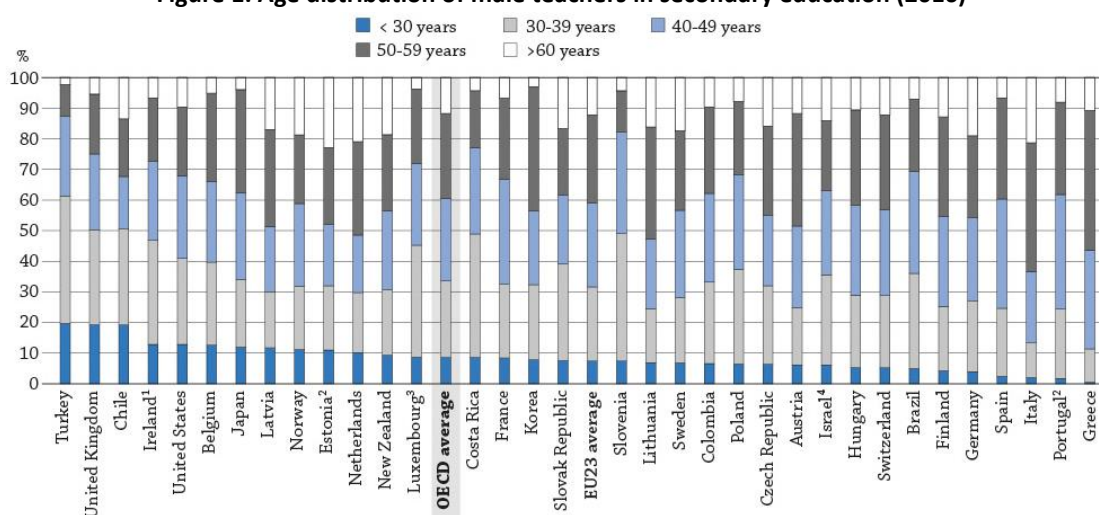
EDUCATION AT A GLANCE 2018

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

Estonia

- **Almost half (48%) of teachers in Estonia are over the age of 50** in primary to upper secondary education, and the overwhelmingly majority of them are women, except at the tertiary level.
- Except at pre-primary level, **Estonia is among OECD and partner countries having the lowest number of teaching hours per year**. Nonetheless, teachers' workloads are similar to other OECD countries, as **most of teachers' working time is allocated to their responsibilities besides teaching**.
- Despite a recent large increase, **teachers' actual salaries remain among the lowest across OECD countries**.
- **More women attain tertiary education than men** in Estonia but **tertiary-educated men find employment more easily than women**. Both of these gender gaps have persisted in the last decade.
- **Estonia has one of the highest levels of expenditure on early childhood education as a share of GDP but a lower level of expenditure on primary to tertiary education than on average across OECD countries**.
- **Unlike in most OECD countries, parental educational attainment does not affect their children's participation in early childhood education and care (ECEC)**: children under 3 without tertiary-educated mothers are as likely to participate in ECEC as those with tertiary-educated ones.

Figure 1. Age distribution of male teachers in secondary education (2016)



1. Public institutions only.

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

3. Upper secondary includes short-cycle tertiary.

4. Private institutions are not included for upper secondary education.

Countries are ranked in descending order of the share of male secondary teachers below the age of 30.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Although education opportunities are more inclusive than on average for OECD countries, employment opportunities remain highly inequitable

- More women than men have attained tertiary education in Estonia, a gap that has been persisting for the last decade. In 2017, 53% of 25-34 year-old women had attained tertiary education, up from 43% in 2007. In comparison, only 34% of young men had attained tertiary education in 2017, up from 26% in 2007. Nonetheless, tertiary-educated men find employment more easily than women and this gender gap has been increasing for the last decade, in favour of men. In 2017, 94% of tertiary-educated 25-34 year-old men were employed, compared to only 75% of their female peers. The employment rate among tertiary-educated young women has fallen from 82% in 2007, while the employment rate among tertiary-educated men remained unchanged. This decrease could be due to the aid provided to parents to encourage them to stay at home until their child reaches age 3. Among 25-34 year-old adults, 50% reported that the reason of their inactivity was the birth of their child (Statistics Estonia, 2017). Even when employed, tertiary-educated women earn about 30% less than their male counterparts, which could partly be explained by the gender difference in terms of field of study. The gap in earnings is greater than on average across OECD countries, where women earn about 25% less than men.
- Levels of educational attainment often persist from one generation to the next, thus perpetuating inequalities. In Estonia however, only 19% of the 25-64 year-olds whose parents did not complete upper secondary education, did not complete it themselves, compared with 35% on average among OECD countries. As in many other countries, vocational programmes are the commonest route for upward educational mobility among those whose parents did not complete upper secondary education. In Estonia, 33% attained a vocational upper secondary or post-secondary non-tertiary qualification, compared to 31% on average across OECD countries.
- In Estonia, 29% of foreign-born adults who arrived in the country by the age of 15 are tertiary educated, lower than the share among native-born adults (39%). Nevertheless, tertiary-educated native-born adults still find employment more easily than their foreign-born counterparts: 87% of them are employed compared to 73% of tertiary-educated foreign-born adults who arrived in the country by the age of 15, the largest difference among OECD countries. This in turn affects the earnings of foreign-born adults, as they are more likely to accept lower-paid employment: in Estonia, foreign-born adults earn at least 20% less than their native-born peers, regardless of their arrival age and the level of education they have attained.

Attracting younger adults to the teaching profession, especially men, is a big challenge

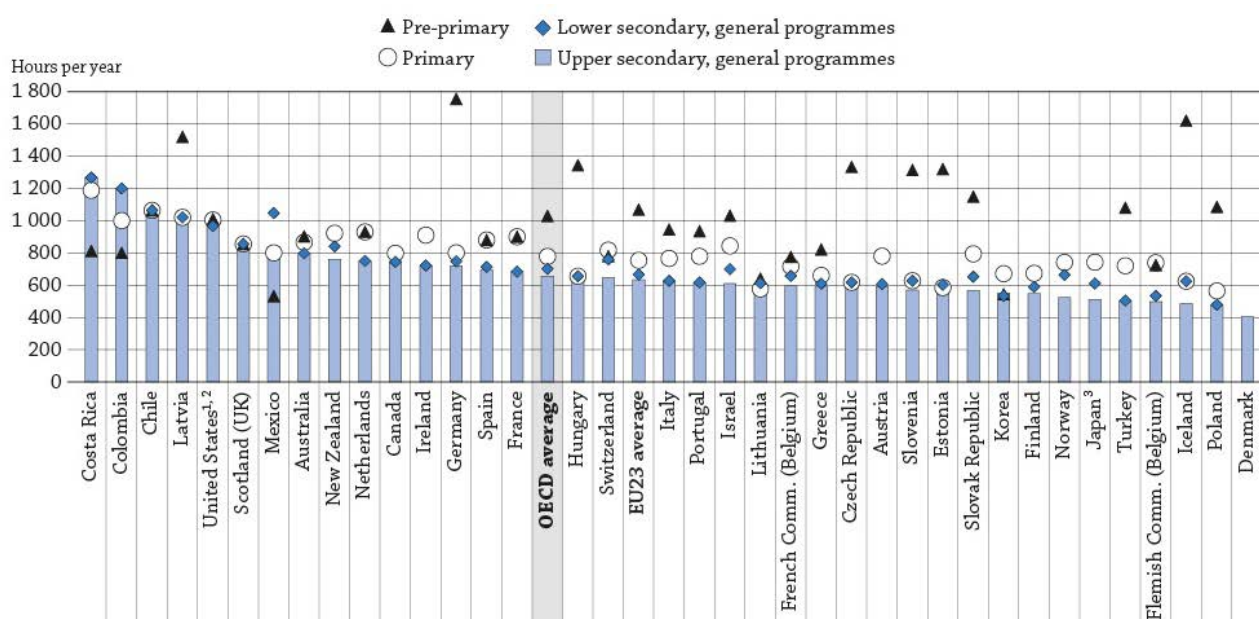
- The teaching profession is ageing. At most, 10% of the teaching workforce are under 30 years old at all levels of education. While the share of younger teachers is similar to the OECD average in upper secondary education, it is about 2 percentage points lower in primary and lower secondary education.
- Teachers over 50 make up almost half (48%) of the teaching workforce from primary to upper secondary education, compared with about one-third (35%) on average across OECD countries. This is the second highest share of teachers above 50 after Italy (58%). Teachers over 50 represent 43% of the teaching workforce in primary (compared to 32% on average across OECD countries), 53% in lower secondary (compared to 36%) and 51% in upper secondary education (compared to 39%), which suggests a possible future teacher shortage.
- The overwhelming majority of teachers in Estonia are women, except at the tertiary level. Women make up 82% of the teaching workforce (over all levels), compared to 70% on average across OECD countries. At tertiary level, there are almost as many female as male teachers.
- Just as in other OECD countries, men, who represent 18% of the teaching workforce, are likely to continue to be under-represented among teachers. Only 24% of teachers under 30 are men in lower secondary education and 41% in upper secondary education (Figure 1). On average across OECD countries, men make up 30% of teachers under 30 in lower secondary and 38% in upper secondary education. While there is little evidence that a teacher's gender has an impact on students' performance (Antecol, Eren and Ozbeklik, 2012; Holmlund and Sund, 2008), aiming for a better gender balance can nevertheless have positive effects on all students. Female teachers' attitudes towards science can influence the achievement of their female students, while male teachers can serve as role models and help students develop their gender identities (Drudy, 2008).

Teachers spend less time teaching than in other OECD countries, but they need to juggle different responsibilities

- Overall, teachers' working conditions in Estonia include small class sizes, low student-teacher ratios and less teaching time than on average across OECD countries. Except at the pre-primary level, Estonia has some of the shortest teaching hours per year among OECD and partner countries, and they have fallen in recent years. While net teaching time has remained constant in upper secondary (568 hours) between 2015 and 2016, it has decreased from 619 to 602 hours in lower secondary education. The decrease was even larger in primary education, where teaching time went from 619 to about 585 hours per year. In comparison, teaching hours are considerably longer on average across OECD countries: 784 hours per year in primary education, 703 hours in lower secondary education and 657 hours in upper secondary education. Nonetheless, these teaching hours are spread over fewer days of instruction than the OECD average: the average number of instructional days per year in primary and secondary education (172 days) is lower than on average across OECD countries (about 180 days).
- Although teachers in Estonia spend less time teaching, their workload is not necessarily lighter than teachers in other OECD countries. Most of a teacher's working time is spent on activities other than teaching. In Estonia, teachers not only have to teach, prepare lessons and mark their students' work, they are also required to provide counselling to students – something that is only mandatory in 15 OECD and partner countries. Teachers are also often required to participate in school or other management tasks. Nonetheless, there are no formal requirements on time spent at school in Estonia, which is the case in less than half of OECD countries with available data.

Figure 2. Number of teaching hours per year, by level of education (2017)

Net statutory contact time in public institutions




1. Actual teaching time.

2. Year of reference 2016.

3. Average planned teaching time in each school at the beginning of the school year.

Countries and economies are ranked in descending order of the number of teaching hours per year in general upper secondary education.

Source: OECD (2018), Table D4.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Salary and career progression influence teachers' decisions to enter – and remain in – the profession

- To make teaching an attractive profession, and reach the goal of 12.5% of teachers under 30 by 2020 set by Estonia's Lifelong Learning Strategy (OECD, 2016), the country must offer competitive salaries and good pay progression. In secondary education, teachers' salaries have undergone the largest increases among OECD

countries with available data, with lower and upper secondary teachers' salaries increasing by 51% between 2011 and 2016.

- Despite this large increase, teachers' actual salaries remain among the lowest across OECD countries. Primary and secondary teachers in Estonia earn about USD 23 600, which is much lower than the OECD average of USD 43 100.¹ Their earnings correspond to about 9% less than other tertiary-educated full-time workers. In comparison, on average across OECD countries, primary teachers earn 14% less than other tertiary-educated full-time workers, lower secondary teachers earn 9% less and upper secondary teachers earn 4% less. Aligning teachers' salaries with those of other tertiary-educated full-time workers has been one of the goals of Estonia's Lifelong Learning Strategy (OECD, 2016).
- Estonia spends one of the lowest shares of total expenditure on teachers' compensation among OECD countries. At the primary, secondary and post-secondary non-tertiary levels, teachers' salaries represent only 47% of current expenditure, the second lowest share after the Czech Republic.
- The career prospects and compensation teachers can expect in the longer term can be a factor in the attractiveness of the teaching profession. On average across the OECD, primary and secondary teachers' salaries increase by about 40% after 15 years of experience. In Estonia, the national government only establishes the minimum teacher salary since 2013. The actual compensation of individual teachers is defined at the school level, thus varying greatly across subsystems (state, municipal, private) and across municipalities. It typically takes into account a range of factors including teachers' years of experience, extra qualifications and professional development activities (Santiago et al., 2016).
- More competitive salaries could also help improve the gender balance by attracting more men to the teaching profession. The evidence suggests that students' expectations of a teaching career are more gender balanced in countries with higher teachers' salaries (OECD, 2018b).
- Some of the main policy levers for attracting more teachers relate to their working conditions and status rather than to their salaries. Providing teachers with better opportunities for professional development is a key aspect of effective teachers' policies. In Estonia, it is mandatory for teachers to participate in professional development activities. The Lifelong Learning Strategy also created a new continuous professional development system for teachers, which includes national qualification requirements, professional standards for teachers, a central in-service training system aligned to these professional standards, and non-mandatory in-service training hours (OECD, 2016).

Schools have a relatively extensive decision-making power

- An important feature of successful teachers' policy relates to the degree of autonomy schools and teachers have (OECD, 2018b). In Estonia, schools make a significant contribution to defining the curricula. A substantial part of the compulsory instruction time is allocated to flexible subjects. At the primary level, 12% of compulsory instruction time is allocated to subjects chosen by schools, compared to 5% on average across OECD countries.
- In public lower secondary education, schools take most decisions (58%), considerably more than on average across OECD countries (34%). Schools are responsible of at least half of the decisions regarding the organisation of instruction, planning and structures and resource management. They are also responsible for half of the decisions regarding personnel management. However, most of the decisions taken at the school level are within a framework set by a higher authority and not in full autonomy. Hiring, dismissal and salaries are all defined within a centrally set framework. Schools only have full autonomy over the conditions of service. Similarly, the hiring, and dismissal of school heads are decided at the local level, within a framework set by the central government. Salary levels of school heads are also determined locally, in full autonomy. While more autonomy could increase teachers and principals' stress levels, increasing the degree of professional autonomy and responsibility could help make teaching a more attractive option for high-achieving students. Moreover, greater school autonomy over managing teachers is associated with stronger alignment of teachers' competencies to local needs and more equitable sorting of teachers across schools, thus supporting the most disadvantaged with a better-qualified teaching workforce (OECD, 2018b).

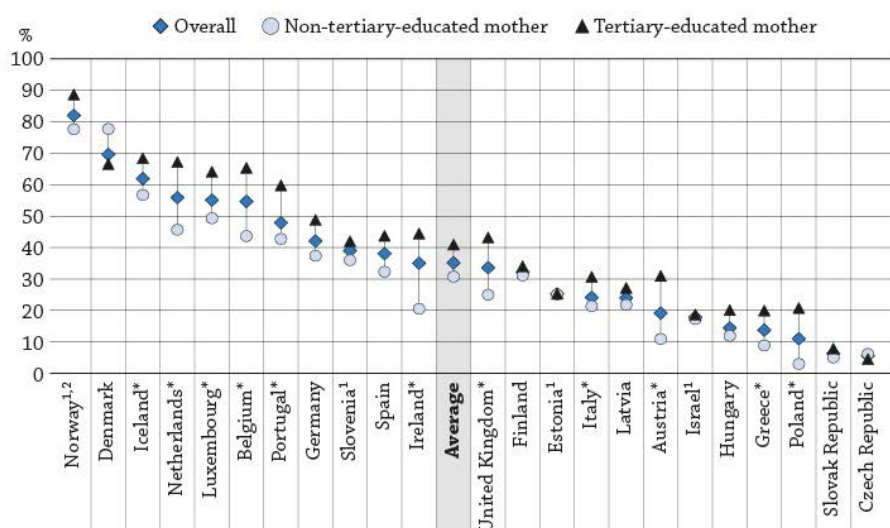
¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

Early childhood education and care remains high quality

- Early childhood education and care (ECEC) is a powerful tool for improving the future performance of students and developing their social and emotional skills, especially in the very early years (OECD, 2017). Early childhood educational development and pre-primary education are combined into an integrated system in Estonia. Children have earlier access to education than in other countries. In 2016, 71% of 2-year-olds were enrolled in early childhood education and care, compared to the OECD average of 45% and the EU23 average of 42%. Enrolment rises to 90% for 3-year-olds, compared to the OECD average of 76% and the EU23 average of 82%. Nonetheless, it remains limited among children under the age of 2 (7% in Estonia, compared to 24% and 20% respectively on average across OECD and EU23 countries).
- Estonia's ECEC programme is much more equitable than in other OECD countries. While in most countries children under 3 whose mothers did not attain tertiary education are less likely to participate in ECEC, in Estonia, they are as likely to participate in an ECEC programme as those with tertiary-educated mothers. The large majority (96%) of children in ECEC are enrolled in public institutions.
- Estonia has one of the highest levels of expenditure on early childhood education as a share of gross domestic product (GDP): 1.2%, far above the EU23 or OECD averages of 0.8%. Nevertheless, pre-primary teachers have very low actual salaries (including bonuses and allowances), which amount to only 67% of the average actual salary of full-time full-year similarly educated adults. In comparison, it amounts to 80% on average across EU23 countries.

Figure 3. Participation rates of children under the age of 3, by mother's educational attainment (2014)

All ECEC services (Early childhood education (ISCED 0) and other registered ECEC services outside the scope of ISCED 0)



Note: For most European countries, data refer to the 2014 wave of EU-SILC survey led by Eurostat. EU-SILC data are based on surveys and may as a result be affected by sample size and sample selection issues. The EU-SILC survey includes unregulated paid childminders' services. Differences in enrolment rates across groups are not statistically significant at $p < 0.05$ for a few countries. In countries with an *, differences in enrolment rates across groups are statistically significant at $p < 0.05$.

1. 2016 data, provided by the country. No sampling, therefore, no p-value reported. In Norway, data are based on children aged 1 and 2 years old.

2. Data provided by the country only for ISCED 0.

Countries are ranked in descending order of the overall enrolment rates of children under the age of 3.

Source: OECD (2018), Table B2.1c, available on line, and OECD Family Database. See *Source* section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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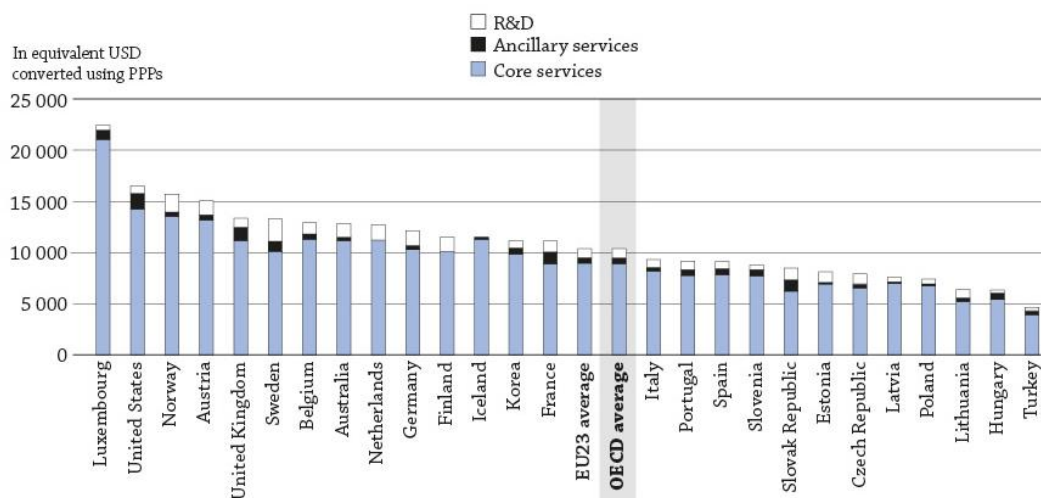
Education expenditure is still lower than on average across OECD countries

- Estonia's expenditure per student on primary to tertiary educational institutions was around USD 8 100 in 2015, equivalent to 78% of OECD average expenditure, and slightly higher relative to GDP per capita (28% compared to 26%). The difference with the OECD average is lower at primary and secondary level, where spending on educational institutions is between 68% and 74% of the OECD average. Expenditure was higher for post-secondary education (both tertiary and non-tertiary), in particular due to expenditure on research and development (R&D), which accounted for over one-third of expenditure per tertiary student in 2015.

- Estonia's expenditure on primary to post-secondary non-tertiary education has remained rather stable in the last decade and even increased relative to student numbers: expenditure per student increased by 25% between 2005 and 2015. Over the same period, expenditure per tertiary student more than doubled due to a large increase (over 80%) in expenditure combined with a 22% fall in the number of students.
- In 2015, Estonia's expenditure on primary to tertiary education reached 4.7% of GDP compared to an average across OECD countries of 5.0%. Estonia spent about the same share (1.4%) of its GDP on primary and secondary education (compared to 1.5% and 2.0% respectively on average across OECD countries), while expenditure on tertiary education reached 1.8% of GDP (compared to 1.5% on average across OECD countries). Much of the expenditure on education (from primary to tertiary level) is covered by public sources (85%) and a smaller part by households (6%) and other private entities (7%).

Figure 4. Total expenditure on educational institutions per student, by type of service (2015)

In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



Countries are ranked in descending order of total expenditure per student on educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C1.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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Vocational education and training can provide more direct pathways into the labour market

- Vocational education and training (VET) can equip people with the experience and skills needed in the labour market but in Estonia VET remains relatively unpopular among students, whether in initial or formal adult education. In 2016, 39% of upper secondary students in Estonia were enrolled in vocational programmes, compared to 44% of students on average across OECD countries and 47% on average across EU23 countries.
- Less than 1% of students in upper secondary education are enrolled in work-study programmes in Estonia, compared to the OECD and EU23 averages of 11%. Although comparisons across countries may be challenging due to the wide variety of work-study programmes available, work experience remains a key feature of successful VET programmes (OECD, 2014).
- As in most OECD countries, upper secondary vocational education in Estonia caters more to an older age group than general upper secondary programmes. In 2016, 36% of students in upper secondary vocational programmes were over 20 compared to 11% of students in general programmes. This could be explained by the fact that upper secondary vocational programmes include initial specialisation programmes, in which older students are more likely to enrol.
- Girls are under-represented in vocational programmes and represent 30% of upper secondary vocational students, compared to 39% on average across OECD countries. Choices of fields of study also vary greatly between genders. Girls make up 97% of upper secondary graduates from vocational programmes in business, administration and law, which is much higher than in other OECD countries. However, they also make up a significant share of graduates in engineering, manufacturing and construction (20%), from which over half of

upper secondary vocational students graduate. In comparison, 34% of students graduate from these fields on average across OECD countries, and girls make up only 11% of them.

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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.

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

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

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<http://gpseducation.oecd.org/CountryProfile?primaryCountry=USA&treshold=10&topic=EO>.

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Key Facts for Estonia in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Estonia	OECD average	EU23 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
Table A1.2	Below upper secondary	**	**	**	**	**	**
	Upper secondary or post-secondary non-tertiary	**	**	**	**	**	**
	Tertiary	**	**	**	**	**	**
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	12%		13%		12%	
	Foreign-born	13%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
Table A3.4	Below upper secondary	66%	64%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	80%	71%	76%	72%	76%	71%
	Tertiary	87%	76%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	62%		78%		79%	
	Upper secondary or post-secondary non-tertiary	63%		78%		79%	
	Tertiary	69%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	38%		39%		38%	
	Upper secondary	61%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
Table B4.1	Natural sciences, mathematics and statistics	27%	28%	22%	20%	20%	19%
	Engineering, manufacturing and construction	21%	11%	22%	10%	23%	11%
	Health and welfare	5%	11%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	**		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	53%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	45%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	90%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	96%		68%		75%	
	Private institutions	4%		32%		25%	
	Expenditure on early childhood education and care (ISCED 0)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 6 514		USD 8 638		USD 8 759	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	39%		44%		47%	
	Combined school- and work-based programmes	1%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	56%		54%		55%	
	Vocational programmes	38%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 6 514		USD 8 981		USD 9 235	
	Vocational programmes	USD 8 048		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	10%		12%		13%	
	Doctoral or equivalent	12%		26%		23%	
	All tertiary levels of education	7%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	**		14%		10%	
	Bachelor's or equivalent	**		75%		76%	
	Master's or equivalent	**		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	81%		81%		82%	
	Bachelor's or equivalent	84%		84%		83%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	94%		92%		92%	
	All tertiary levels of education	86%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	90		123		125	
	Bachelor's or equivalent	124		145		137	
	Master's, doctoral or equivalent	139		191		175	
	All tertiary levels of education	127		155		152	

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Source	Main topics in <i>Education at a Glance</i>	Estonia	OECD average	EU23 average			
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 6 327	USD 8 539	USD 8 512			
	Secondary	USD 6 861	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 8 404	USD 10 952	USD 10 919			
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.7%	5%	4.6%			
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	76%	73%	76%			
	Private expenditure	24%	21%	19%			
	Public to private transfers	**	6%	4%			
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	10.4%	11.1%	9.6%			
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	0.62	0.94	0.82	**	0.83	1.1
	Primary	0.91	1.14	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.91	1.14	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.91	1.14	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1.a	Pre-primary	**	**	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 19 529	**	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 19 529	**	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 19 529	**	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary	1 320 hours	1 610 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	585 hours	1 540 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	602 hours	1 540 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	568 hours	1 540 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	48%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	91%		83%		86%	
	Lower secondary	83%		69%		71%	
	Upper secondary	70%		60%		63%	
	Tertiary	49%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	19		21		21	
	Lower secondary	18		23		23	

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

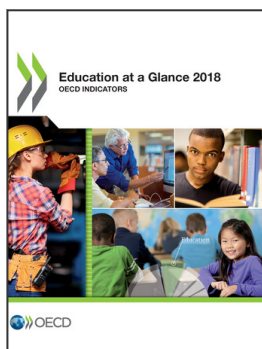
1. OECD average includes some countries with 2015 data.

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

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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