

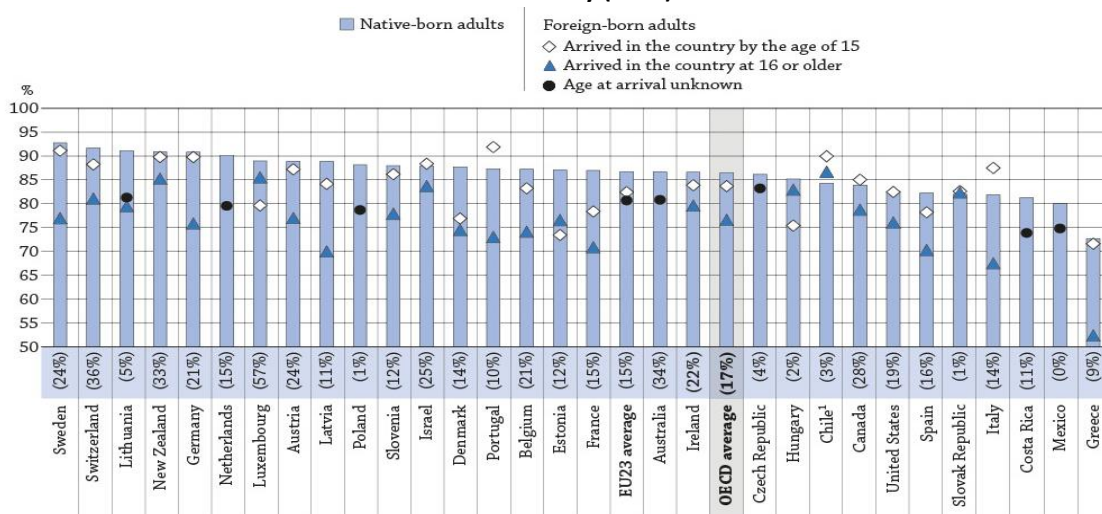
EDUCATION AT A GLANCE 2018

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 countries and a number of partner countries.

France

- **Entrance** to an upper secondary vocational pathway is heavily influenced by the level of educational attainment of students' parents: **87% of young people entering these programmes in France do not have tertiary-educated parents**, compared to only 51% of young people in general programmes.
- **Tertiary-educated adults born outside France**, particularly those arriving after the age of 15, **find it more difficult to find employment** than native-born adults with a similar degree. When they do however, their salary is equivalent to the salary of adults born in France.
- Almost all 3 year-olds are enrolled in early childhood education and care (ECEC), the highest rate across OECD countries, but **only 36% of children under the age of 3 are enrolled in early childhood education** (the OECD average is 34%) **or in unregistered ECEC settings** (community crèches, playgroups, childcare centres).
- **The ratio of students to teaching staff in upper secondary vocational programmes (1 teacher for 9 students)** is better than average for OECD countries (1:13) and above the ratio for students enrolled in general programmes in France (1:13).
- **The salary of a primary school head in France is only 7% higher than the average salary of a primary teacher**, the lowest salary premium across all OECD countries for which the average is 41%. **In addition, a school head at lower secondary level in France earns almost 70% more than a primary school head**, the widest gap across all OECD countries.

Figure 1. Employment rates of native- and foreign-born 25-64 year-olds with tertiary education by age at arrival in the country (2017)



Note: The percentage in parentheses represents the share of foreign-born adults among 25-64 year-olds.

1. Year of reference differs from 2017. Refer to the source table for details.

Countries are ranked in descending order of the employment rate of tertiary-educated native-born adults.

Source: OECD / ILO (2018), Table A3.4. 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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Socio-economic backgrounds and social origins influence participation in secondary and tertiary education and labour market outcomes

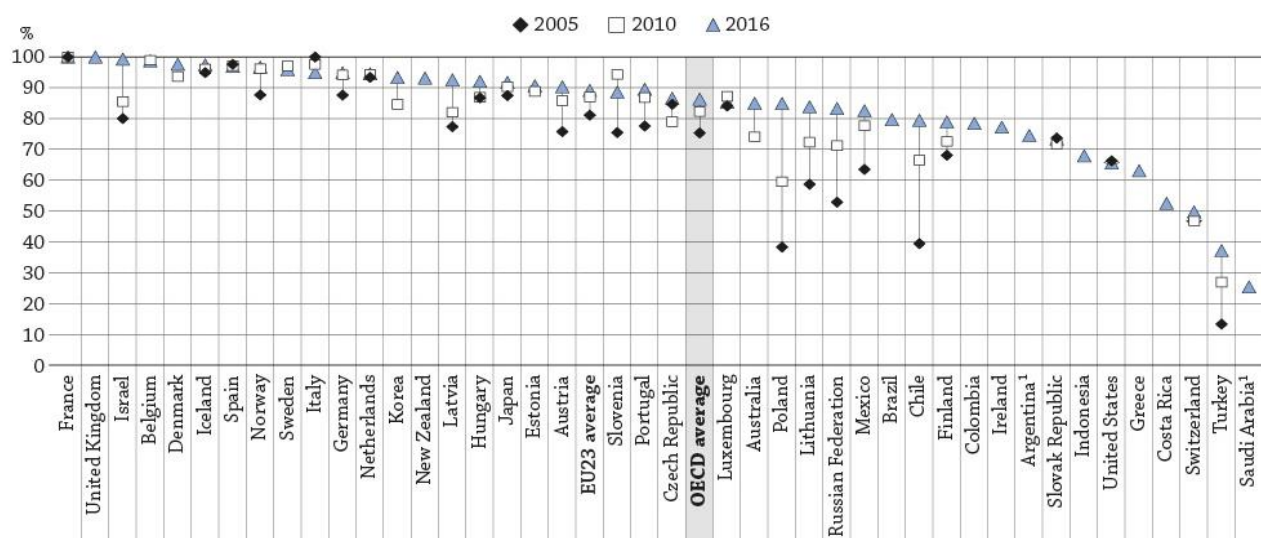
- Across OECD countries, there is an increasing interest in the development of vocational upper secondary programmes as an alternative for young people seeking to acquire labour-market skills. Nevertheless, vocational education also raises equity concerns, especially if the decision to enrol in vocational programmes is mainly determined by students' socio-economic background. In France, more students with tertiary-educated parents participate in general programmes (49%) than in vocational ones (13 %). Also, students in France with tertiary-educated parents are more likely to complete upper secondary education than students without tertiary-educated ones, a similar pattern to the other seven countries with available data. The gap is particularly striking in France where only 66% of students without tertiary-educated parents complete upper secondary education compared to 79% of students with at least one tertiary-educated parent.
- Growing evidence that a tertiary education leads to better labour-market and social outcomes has raised a number of questions around access to higher education and brought equity to the forefront of the policy debate on tertiary education. Only one in two young people (18-24 years old) without tertiary-educated parents enter higher education in France, according to the OECD ad hoc survey on equity in tertiary education, in line with the average for the OECD countries which responded to the survey. According to the 2012 PIAAC survey, this same population represents six out of ten young people among 18-24 year olds. In France, the gap widens according to gender. While 51% of women entering higher education do not have tertiary-educated parents, this share does not exceed 41% for men. This gap is also observed on average across OECD countries, although to a lesser extent (49% of women and 43% of men).
- Adult learning can play an important role in helping adults to develop and maintain key information processing skills and acquire other knowledge and skills throughout their lives. In OECD and partner countries, there are sizable differences in the level of mathematics skills of native-born and foreign-born adults. More foreign-born adults state that they need training but they are less likely to attend education and training courses than native-born adults (OECD and EU, 2015). In addition, in France, the difference in the rate of participation in formal and/or non-formal education between native-born adults and foreign-born adults who arrived in the country by the age of 25, and those who arrived at 26 or older is one of the largest, especially among employed adults (44% compared to 24%). One of the reasons for this difference is that there is a greater probability that foreign-born adults who arrived in France later (after the age of 15) work in lower-qualified jobs than other employed adults (43% of them have not attained the **baccalauréat** level). Moreover, access to formal and non-formal education is generally more limited for these jobs.
- Foreign-born adults often face challenges in getting their educational qualifications and professional experience recognised in the host country. They are therefore more often overqualified for their positions (OECD, 2017a). In France, it is harder for a foreign-born adult than for a native-born one to find work, even with tertiary education (Figure 1). There is a 14 percentage point difference between the employment rate of a tertiary-educated adult born in France and that of a foreign-born adult with the same education attainment (87% versus 73%). It is also worth noting that the employment rate is higher for foreign-born adults who arrived in the country before the age of 15 (78%) compared to those who arrived after that age (71%) and who therefore were never or very little enrolled in school in France. Unlike many OECD countries, there is no real difference in salaries between the two demographic groups, notwithstanding adults who did not pass their **baccalauréat**. Foreign-born adults who have not completed the equivalent of a **baccalauréat** earn 88% of the salary of native-born adults with the same level of attainment.
- To improve the transition from education to work, regardless of the economic climate, education systems should aim to ensure that individuals have the skills required in the labour market. Young immigrants are particularly at risk and often represent the highest proportion of young people who are neither employed nor in education or training (NEETs). In France, there is little difference between foreign-born young NEETs and their native French counterparts (3 percentage points) compared to the other OECD countries (5 percentage points).

Just over one third of children under three attend a pre-school structure. There is universal access to early childhood education as of the age of 3 but the ratio of children to teaching staff remains high

- There is an increasing awareness of the key role that early childhood education and care (ECEC) plays for children's development, learning and well-being. Research from neurosciences has shown that the brain sensitivity of highly important developmental areas, such as emotional control, social skills, language and numeracy, peak in the first three years of a child's life (OECD, 2017b). This has prompted policy makers to design early interventions, to take initiatives that aim at enhancing the quality of ECEC services and improve the equity of access to ECEC settings, and to rethink their education spending patterns.
- In France, since 2005, almost all 3 year-olds are enrolled in early childhood education and care institutions, whereas the OECD average is much lower (76% in 2016), even though it is improving (the figure was 63% in 2005) (Figure 2). It should be noted that as of the start of the 2019 academic year, school will become mandatory from the age of 3 (instead of the current age of 6).
- For children under the age of 3, the enrolment rate in early childhood education or in another pre-school structure (community crèches, childcare centres, playgroups) is 36%, slightly above the average for OECD countries (34%).
- 87% of children enrolled in ISCED 02 (pre-primary education) in France attend public institutions, compared to an OECD average of 68% and an EU average of 75%.
- The number of children per teacher at pre-primary level is high, with 23 children per teacher (8 children more than the OECD average) but France makes greater use of teaching assistants than the other countries, which brings the ratio of children to instructional personnel to 15 (compared to 13 on average across OECD countries).

Figure 2. Change in enrolment rates of children aged 3 to 5 years (2005, 2010, and 2016)


Early childhood education (ISCED 0) and primary education



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the enrolment rates of 3-5 year-olds in 2016.

Source: OECD (2018), Tables B2.1a and b. 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>).

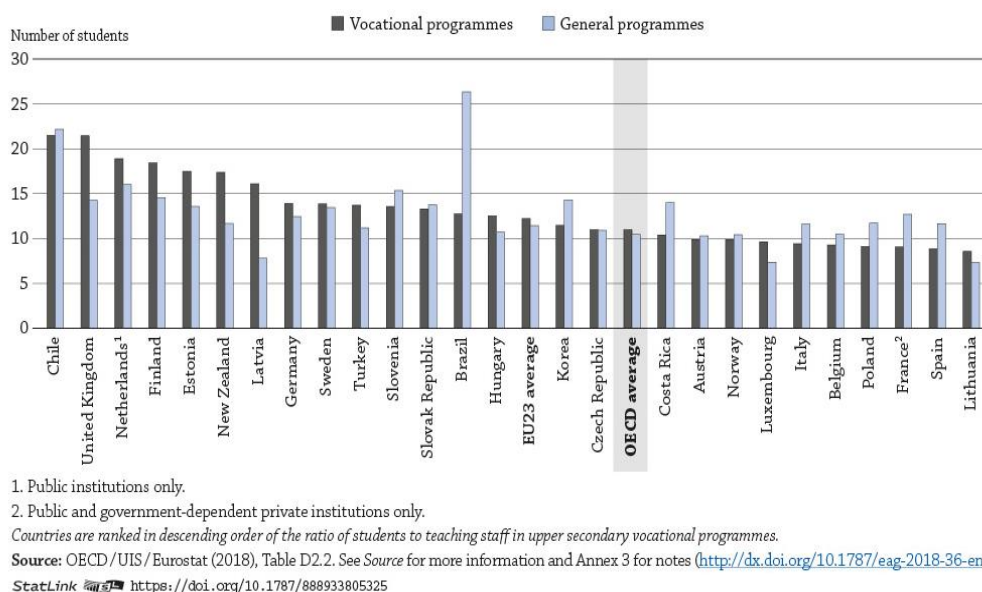
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There are more teachers per student in upper secondary vocational programmes in France compared to most other OECD countries

- Upper secondary education, which develops students' basic skills and knowledge through either academic or vocational pathways, aims to prepare students to enter further levels of education or the labour market and to become engaged citizens.

- Upper secondary education is the minimum level of qualification for successful transition into the labour market. In most OECD countries, not holding a *baccalauréat* degree or its equivalent can have an important impact. In France, there is a 20 percentage point gap between the employment rate of those without upper secondary qualifications and those with a *baccalauréat* or equivalent (53% versus 73%), slightly above the average for OECD countries (18 percentage points). The employment rate for poorly qualified women is particularly low in France (37% compared to an OECD average of 45%).
- Students in vocational education typically need greater instructor attention, especially as they have access to more sophisticated equipment. In France, there are 9 students per teacher in upper secondary vocational programmes, one of the lowest student-teacher ratios across OECD countries. On average across OECD countries, there are 13 students per teacher at this level. The student-teacher ratio is higher in general programmes in France (13 students per teacher, slightly above the EU23 average). Expenditure per student is 14% higher in upper secondary vocational programmes than in general ones (USD 15 000 versus USD 13 100 for general programmes) but there is a greater average difference across OECD countries (21%).
- The percentage of female graduates in upper secondary vocational programmes is slightly higher in France (49%) than across the OECD (46 %). Nevertheless, some fields have more female graduates, in particular health and welfare (91% of female graduates compared to an OECD average of 77%) and services (64% in France and 60% across OECD countries). On the other hand, there are fewer female graduates in France in business, administration and law, and engineering than on average internationally (respectively 64% and 11% of female graduates in France versus 66% and 12% in the OECD).
- Studies have shown that dropping out or repeating a grade can lead to premature withdrawal from school and lower employability of school leavers, causing a loss for educational systems in terms of social and financial resources. In France, the percentage of repeaters in upper secondary general programmes (upper secondary general and technical schools)¹ is at the same level as OECD countries and the EU23 (5%). As in all the other countries, the majority of repeaters at this level are male students (55%).

Figure 3. Ratio of students to teaching staff in upper secondary education, by type of programme (2016)



Master and doctorate degrees lead to substantial labour market benefits and attract foreign students

- In France, the share of 25-34 year olds with a tertiary degree (44%) is the same as the average across OECD countries. France's specificity lies in the breakdown of the different levels of tertiary education. Whereas 14% of

¹ It should be noted that in this case only repeaters at the level of upper secondary general and technical schools are taken into consideration. No account is taken of repeaters at lower levels (primary and lower secondary) or of repeaters in upper secondary vocational schools.

25-34 year olds leave education with a short-cycle tertiary diploma, such as a BTS (high-level technician degree) or a DUT (specific vocational training diploma) (ISCED 05), and 12% with a bachelor's degree (ISCED 06), 18% complete education with a master's degree (ISCED 07) while this is the case for only 14% of 25-34 year-olds on average across OECD countries.

- In France, there is a genuine earnings premium in the employment market for holders of a master's degree (or a doctorate). They earn 110% more than adults with upper secondary attainment, compared to an average of 91% across OECD countries and 75% across the EU23. The earnings premiums in France for a short-cycle tertiary diploma or a bachelor's degree are the same as in the other OECD countries, at around 25% and just over 40% respectively.
- While in many countries, the unemployment rate only falls slightly above upper secondary (or post-secondary non-tertiary) attainment, the positive impact on the unemployment rate of young tertiary graduates is particularly high in France. Indeed, the unemployment rate is two times lower for tertiary graduates (5.8%) compared to their peers with only a *baccalauréat* or equivalent secondary school diploma (12.7%).
- For host countries, internationally mobile students can represent a significant source of revenues and have an impact on the economy (OECD, 2016), innovation and international outreach of French higher education. The share of internationally mobile students enrolled in French tertiary education is 10%, which is slightly above the EU23 average (9%) and well above the OECD average (6%). This proportion increases with the level of education: internationally mobile students represent 40% of enrolment at doctoral level, which is significantly higher than the respective European and OECD averages of 23% and 26%. Of the 245 000 internationally mobile students enrolled in tertiary education, 34% are enrolled in science, technology, engineering and mathematics (STEM) fields. Most internationally mobile students come from Africa (42%) and Asia (21%).
- The environment and environmental protection are fast emerging as the centrepiece of human development and a defining moment for humanity. In France, 83% of adults with tertiary education report making efforts to reduce energy consumption, i.e. 8 percentage points more than the average for countries which took part in the European Social Survey (European Social Survey 2016). The average for adults with below upper secondary attainment is 71% (66% on average for countries which took part in the survey).

Investment in education in France is high, at 5.2% of GDP, but low for primary education

- In 2015, expenditure on educational institutions in France as a percentage of GDP (for all ISCED levels except pre-primary) was just slightly above the OECD average (5.2% versus 5.0%). Public spending represented an above-average share of GDP (4.7% versus 4.2% in initial funding) and the share of private spending was lower (0.5% versus 0.7%).
- Comparisons of the distribution of expenditure at different levels of education reflect the relative emphasis of governments at these levels as well as the relative costs of education provision. Expenditure per student is above the OECD average in France for secondary education but lower for primary education. In 2015, annual expenditure per student was relatively low at primary level (USD 7 400 versus USD 8 500), equivalent to the OECD average at lower secondary (USD 10 300 versus USD 9 900) and very high at upper secondary (USD 13 800 versus USD 10 100). At tertiary level, annual expenditure per student (including R&D activities) amounted to USD 16 100 in France versus USD 15 500 on average across OECD countries
- Across all levels of education as a whole, expenditure per student on R&D is above the average for OECD countries (USD 1 100 versus USD 900). Expenditure per student on ancillary services (USD 1 200) such as meals, transportation to school and residence halls is double the OECD average (USD 500).
- In France, over 75% of total funding directly allocated to tertiary educational institutions is provided by the public sector, compared to an average across the OECD of 67%. Half of private funding comes from households and is used to pay the various costs related to enrolment in a tertiary educational institution.
- Decisions on resource allocation can thus influence the nature of instruction and, by extension, student learning outcomes. Striking a proper balance, given a country's educational priorities, is a challenge facing all governments. In France, 80% of current expenditure in public primary and secondary educational institutions is devoted to the compensation of teachers and other non-teaching staff, which is slightly above the average for OECD countries. In tertiary educational institutions, the share of expenditure devoted to compensation (still 80%) is 12 percentage points above the average for OECD countries.

In France, students receive more hours of instruction than their neighbours

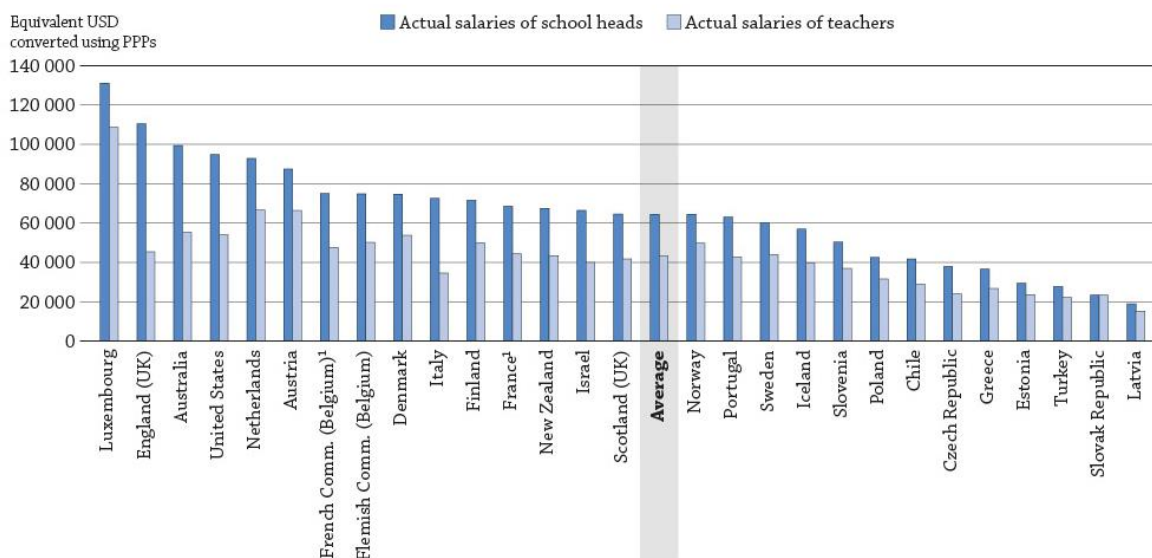
- In France, the theoretical duration of primary and lower secondary instruction (*collège*) is equivalent to the average for the OECD and EU23 (9 years), but compulsory instruction time at both these levels of education is much higher (8 100 hours versus an OECD average of 7 500 hours and an EU23 average of 7 250 hours). In particular, primary school instruction in France is more compressed than anywhere else, with a higher average number of annual instruction hours (864 hours in France versus 793 hours in the OECD and 767 hours in the EU23) over a shorter number of years in school (5 years versus an average of 6 in the OECD and the EU23).
- With a total of 16 weeks of breaks per year, French students are out of school more than most other OECD countries. France's particularity is not so much the total number of weeks but their distribution across the year. With 8 weeks of breaks excluding the long summer break, France is an exception, given that the equivalent in other countries goes from 2 weeks in Chile, Costa Rica and Turkey to 7 weeks in England (United Kingdom) and Luxembourg. In terms of the summer holidays, the 8 weeks given to students in France is slightly below the duration of the holidays in other OECD countries.
- Providing instruction in formal classroom settings accounts for a large portion of public investment in education. Matching resources with students' needs and making optimal use of time are central to education policy. The proportion of the compulsory curriculum devoted to reading, writing and literature, and to mathematics is very high in primary education in France, which ranks second to Mexico, with almost 60% of total instruction time devoted to these two subjects.
- The proportion of the curriculum devoted to foreign languages studies for 15 year-olds is higher in France than the average for OECD countries (19% versus 14%).
- In 2017, the statutory salary (gross pre-tax) of a qualified teacher, whether at the start or at the end of a career teaching lower secondary in France is around USD 2 500 below the average across OECD countries. However, the average actual salary of teachers in France (including bonuses and other allowances received) is slightly above the OECD average at all levels of education except primary. Accordingly, the average actual salary of a teacher aged 25-64 in primary education is 7% below the average for OECD countries.

In France, there is a substantial difference between the compensation of school heads at primary and secondary level

- In all OECD countries (with the exception of the Slovak Republic), the actual salaries of school heads at primary and secondary level are higher than the actual salaries of teachers working at the same levels. The gap often widens with the level of education. France is an exception to this observation when the difference between the salaries of teachers and school heads at primary level is compared, and when the salaries of heads of primary schools compared to those of the secondary school heads. In France, a lower secondary school head earns almost 70% more than his or her primary school counterpart, which is the widest gap across OECD countries (where the average is 13%). In addition, a primary school head earns 7% more than a primary teacher in France whereas the average gap for OECD countries is 41%. This is the smallest difference across OECD countries, while the earnings premiums for the secondary school heads compared to teachers at the same level is equivalent to the average for OECD countries (Figure 4).
- The division of responsibility among national, regional and local authorities, and schools is a much-debated topic in education policy in OECD countries including in France. Over half of the decisions at lower secondary level in France are taken at central level, compared to one quarter of decisions across European countries and the OECD. Only 10% of decisions are taken by the school, and only 2% of these in full autonomy (with the other decisions taken within a defined framework set at a higher level).

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

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



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

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

Source: OECD (2018), Table D3.4. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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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.

* The EU23 countries are the 23 countries which are members of both the European Union and the OECD: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, and United Kingdom.

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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France – Country Note – *Education at a glance 2018: OECD Indicators*

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Key Facts for France in Education at a Glance 2018

Source	Main topics in Education at a Glance	France	OECD average	EU23 average			
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	15%	13%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	45%	38%	46%	37%	48%	39%
	Tertiary	39%	49%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	14%	13%	12%			
	Foreign-born	17%	18%	19%			
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	54%	49%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	74%	63%	76%	72%	76%	71%
	Tertiary	87%	73%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	76%	78%	79%			
	Upper secondary or post-secondary non-tertiary	83%	78%	79%			
	Tertiary	72%	74%	75%			
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	39%	39%	38%			
	Upper secondary	45%	42%	42%			
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	42%	36%	22%	20%	20%	19%
	Engineering, manufacturing and construction	14%	9%	22%	10%	23%	11%
	Health and welfare	3%	4%	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	36%	49%	n.a.			
	Participation of foreign-born adults who arrived in the country at 26 or older	27%	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	99%	76%	82%			
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	87%	68%	75%			
	Private institutions	13%	32%	25%			
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 7 813	USD 8 426	USD 8 163			
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	41%	44%	47%			
	Combined school- and work-based programmes	10%	11%	11%			
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	55%	54%	55%			
	Vocational programmes	49%	46%	45%			
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 13 131	USD 8 981	USD 9 235			
	Vocational programmes	USD 14 963	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	7%	4%	6%			
	Master's or equivalent	13%	12%	13%			
	Doctoral or equivalent	40%	26%	23%			
	All tertiary levels of education	10%	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	84%	81%	82%			
	Bachelor's or equivalent	84%	84%	83%			
	Master's or equivalent	88%	88%	88%			
	Doctoral or equivalent	90%	92%	92%			
	All tertiary levels of education	85%	85%	85%			
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	125	123	125			
	Bachelor's or equivalent	142	145	137			
	Master's, doctoral or equivalent	210	191	175			
	All tertiary levels of education	155	155	152			

France – Country Note – Education at a glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	France		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 7 395		USD 8 539		USD 8 512	
	Secondary	USD 11 747		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 10 638		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	5.2%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	80%		73%		76%	
	Private expenditure	18%		21%		19%	
	Public to private transfers	3%		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	8.4%		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	0.78	0.81	0.82	**	0.83	1.1
	Primary	0.76	0.81	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.88	1.37	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1	1.37	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 29 516	USD 35 963	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 29 516	USD 35 963	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 31 003	USD 37 450	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 31 003	USD 37 450	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	900 hours	1 607 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	900 hours	1 607 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	684 hours	1 607 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	684 hours	1 607 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	27%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	83%		83%		86%	
	Lower secondary	60%		69%		71%	
	Upper secondary	59%		60%		63%	
	Tertiary	44%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	23		21		21	
	Lower secondary	25		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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