

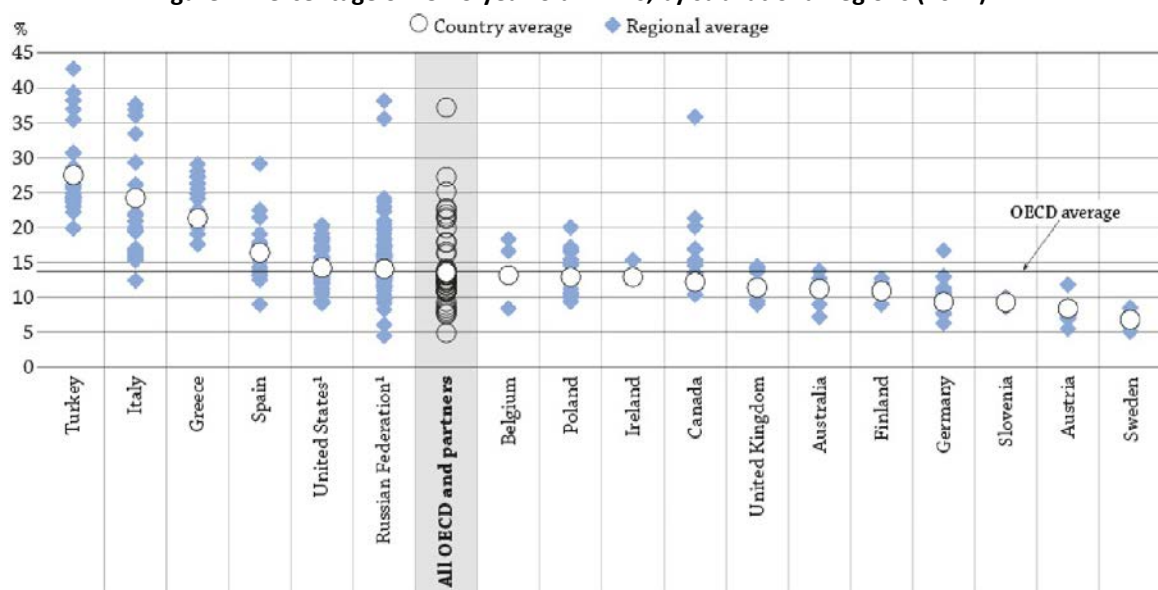
EDUCATION AT A GLANCE 2018

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.

Italy

- **Almost every region in Italy has full enrolment for the ages of compulsory education and among younger children, including 3-5 year-olds.**
- In Italy, **participation in upper secondary vocational and technical programmes is higher than the OECD average** and boys are more likely than girls to enrol in vocational or technical education.
- The share of the population neither employed nor in education or training (NEET) does not differ much by gender for 20-24 year-olds but the gap widens among 25-29 year-olds (28% for men vs 40% for women). **The share of NEETs varies to a large extent among Italian regions**, ranging from 12% to 38% among 15-29 year-olds.
- **Income inequalities tend to be worse in countries with a higher share of people without upper secondary education.** This is the case for a few countries, including Italy, where both income inequality (measured as the ratio between the ninth and first decile of the income distribution) and the share of 25-64 year-olds without upper secondary education are higher than in many other OECD countries.
- **Foreign-born individuals can expect to earn less than native-born ones, regardless of their educational attainment, and the earnings gap widens with educational attainment.** In 2017, foreign-born 25-34 year-olds without upper-secondary education earned 12% less than native-born young adults, those with upper secondary or post-secondary non-tertiary education earned 30% less and the tertiary-educated earned 44% less.

Figure 1. Percentage of 15-29 year-old NEETs, by subnational regions (2017)



Note: The country average is the weighted average of the regions and can differ from the country average shown in Table A2.2 as the data source may be different. "All OECD and partner countries" refers to the country averages shown in Table A2.2.

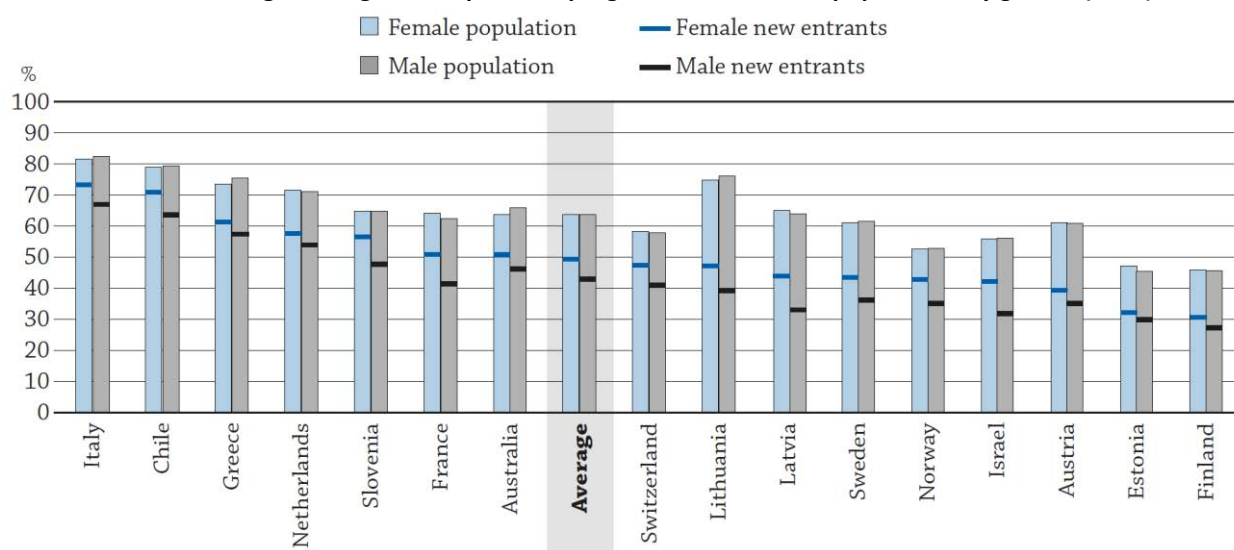
1. Year of reference 2016.

Countries are ranked in descending order of the percentage of 15-29 year-old NEETs (country average).

Source: OECD / NCES (2018), Education at a Glance Subnational Supplement, <http://nces.ed.gov/surveys/AnnualReports/oecd/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

Low levels of educational attainment are related to inequalities in participation in early childhood education and care and tertiary programmes

- The development and learning processes underlying children's well-being are cumulative processes in which each step can influence the next period and the overall trajectory. For this reason, in recent years there has been an increasing awareness of the key role that early childhood education and care (ECEC) plays for children's development, learning and well-being. Recent policies in Italy aim to increase access to ECEC for all children (0-6). European Union Statistics on Income and Living Conditions highlight that 24% of children under the age of 3 are enrolled in ECEC in Italy, below the OECD average of 35%. This is partly due to the fact that nursery services for children under age 3 are not free of charge and are mostly offered by private institutions, resulting in a partial service provision compared to the overall population of children. As in other countries, children at that age are more likely to be enrolled if they come from relatively advantaged socio-economic backgrounds (32% compared with 16% among disadvantaged ones) and when their mothers have attained a tertiary qualification (31% compared to 21% without tertiary education).
- As in other OECD countries, performance in mathematics among 15-year-olds in the Programme for International Student Assessment (PISA) seems to be more dependent on factors such as urban/rural location and economic, social and cultural status than on gender. In Italy, the share of 15-year-olds from rural locations achieving PISA proficiency level 2 in mathematics is 72% of the share of students from urban locations. The share of students from the bottom quartile of the PISA index of economic, social and cultural status (ESCS) achieving at least proficiency level 2 in mathematics is 86% that of children from the top ESCS quartile. The proportion of 15-year-old girls achieving at least PISA proficiency level 2 in mathematics corresponds to 94% that of boys.
- Countries with fewer people with low educational attainment tend to enjoy lower income inequality. Italy has both higher income inequality – measured as the ratio between the ninth and first decile of the income distribution – and a greater share of 25-64 year-olds without upper secondary education than in many other OECD countries. Even though the average level of educational attainment is low, tertiary-educated adults in Italy earn only 38% more than those who have attained upper secondary education, compared with 55% more on average across OECD countries. However, inequalities related to the labour market and employment prospects have a strong subnational component (see section on subnational differences).
- In every OECD country with data available, 18-24 year-olds are more likely to enter tertiary education if their parents have completed a tertiary programme (Figure 2). In Italy, only 18% of 18-24 year-old women and 17% of 18-24 year-old men have at least one parent with a tertiary qualification. This share increases to 27% among female new entrants to tertiary education and 33% among male new entrants. Italy is the country with the smallest gap between entrants into tertiary education and the overall population of 18-24 year-olds, although men with at least a tertiary-educated parent are twice as over-represented among entrants into tertiary programmes as their female peers.
- According to 2012 data, intergenerational mobility in educational attainment is relatively low in Italy: only 9% of 25-64 year-olds whose parents do not have upper secondary education have attained tertiary education (compared to 21% on average across OECD countries), while this share increases to 59% among those with at least one parent with upper secondary or post-secondary non-tertiary education (OECD average of 42%) and to 87% among those with at least one tertiary-educated parent (OECD average of 68%). In addition, 81% of adults whose parents have not attained upper secondary education attained the same level of education (OECD average of 37%), meaning that only 19% succeeded in completing a higher level of education than their parents.

Figure 2. Share of 18-24 year-olds whose parents have not attained tertiary education among new entrants to bachelor's, long first degree or equivalent programmes and in the population, by gender (2015)

Note: Reference years may be different from 2015. Please see Annex 3 for details.

Countries are ranked in descending order of the proportion of individuals whose parents have not attained tertiary education among female new entrants.

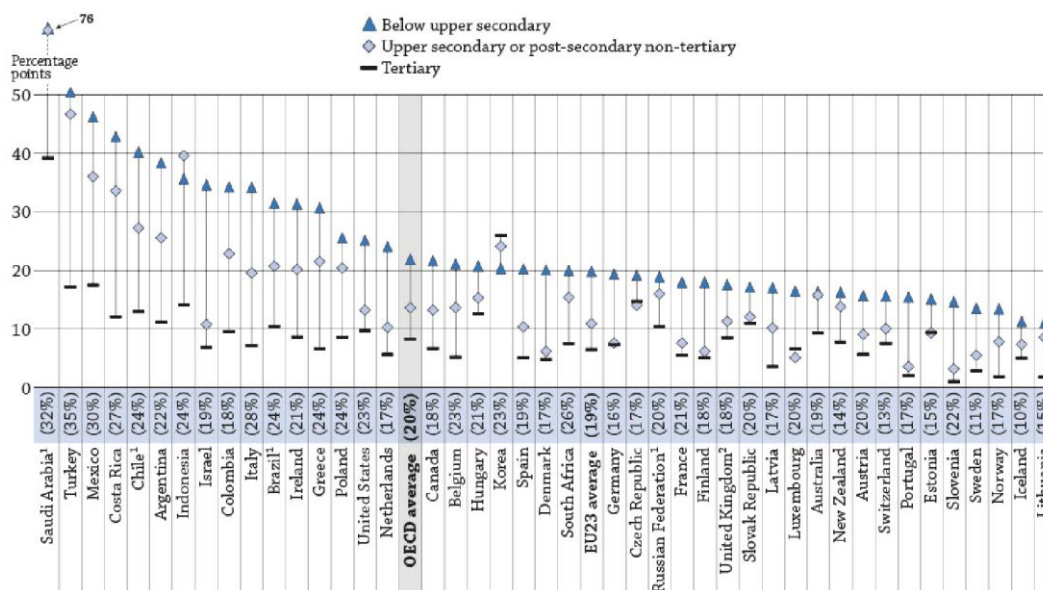
Source: OECD (2018), Table B7.1; ad-hoc survey on equity in tertiary education. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

Inactivity rates are higher for women than for men, but the gender gap decreases considerably for younger adults and higher levels of educational attainment

- In 2017, 30% of 20-24 year-olds in Italy were neither in employment nor in education or training (NEET), compared to 16% on average across OECD countries. The share differs only slightly by gender (it equals 31% for men and 29% for women). The share of NEETs is higher among 25-29 year-olds (34%): it reaches 28% among men in this age group and 40% among women, the fifth highest percentage amongst OECD and partner countries.
- Inactive individuals are those who are not in employment or education and not looking for a job (unlike unemployed individuals). The inactivity rate is higher for adult women in all OECD countries but the gender gap is somewhat wider in Italy, and it decreases with educational attainment levels: in 2017, 17% of tertiary-educated women were inactive in Italy, 7 percentage points higher than among men, and a similar gap to the one observed at the OECD level (Figure 3). The gap was 20 percentage points for women who had attained upper secondary or post-secondary non-tertiary education and 34 percentage points for those without an upper secondary education. In contrast, among younger adults (25-34 year olds), the gender gap is much lower for younger tertiary-educated women, only 2 percentage points, but it still persists for young women who have not attained tertiary education (33 percentage points for those without upper secondary education and 19 percentage points for those with an upper secondary or post-secondary non-tertiary qualification).
- As in most OECD countries, tertiary educational attainment is higher for women than men in Italy: in 2017, 20% of men and 33% of women aged 25-34 had a tertiary education compared to the OECD averages of 38% for men and 50% for women. The gap is similar for recent graduates: based on 2016 data, 25% of today's young men (under the age of 30) and 37% of young women in Italy can expect to graduate from tertiary education at least once in their lifetime.

Figure 3. Gender differences in inactivity rates, by educational attainment (2017)

25-64 year-olds, percentage point difference (inactivity rate for women minus inactivity rate for men)

**Note:** The percentage in parentheses shows the inactivity rate of 25-64 year-old adults.

1. Year of reference differs from 2017. Refer to Table A3.1 for details.

2. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (17% of adults aged 25-64 are in this group).

*Countries are ranked in descending order of the gender differences in inactivity rates of the population with below upper secondary education.***Source:** OECD / ILO (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>).

Employment prospects and earnings advantages depend more on educational attainment for native-born adults than foreign-born ones

- Higher levels of educational attainment are associated with several positive economic and social outcomes for individuals but educational attainment is lower for the foreign-born population than for the native-born population in Italy. In 2017, 14% of 25-64 year-olds in Italy were foreign born and only 14% of them had attained a tertiary qualification, compared to 20% of native-born adults. At the other end of the scale, 49% of foreign-born adults did not have an upper secondary education, compared to 37% of native-born ones.
- Employment rates vary according to individuals' country of birth. With the recent increase in migration flows to OECD countries, the employment situation for foreign-born adults is stimulating public debate. The likelihood of being employed increases with educational attainment levels for both native-born and foreign-born adults, but it rises much faster for native-born adults than foreign-born ones. In Italy, foreign-born adults are more likely to be employed than native-born ones among those with below upper secondary educational attainment (61% compared with 50% in 2017). As in many other OECD countries, foreign-born adults with tertiary education who arrived in Italy at 16 years old or older have a much lower probability of being employed (68% in 2017) than native- or foreign-born adults who arrived in Italy by the age of 15 (over 80% in both cases). However, the difference in employment rates is much smaller among adults with upper secondary or post-secondary non-tertiary education.
- Foreign-born individuals can expect to earn less than native-born ones, and the earnings gap increases with educational attainment. In 2017, among those who had not attained upper secondary education, the earnings of foreign-born adults were 18% lower than native-born ones, but were 31% lower among adults with upper secondary or post-secondary non-tertiary education, and 32% for those with tertiary education. The pattern is even stronger for 35-44 year-olds: in 2017, foreign-born individuals without upper-secondary education earned 12% less than native-born ones, those with upper secondary or post-secondary non-tertiary education earned 30% less and those with tertiary education earned 44% less.

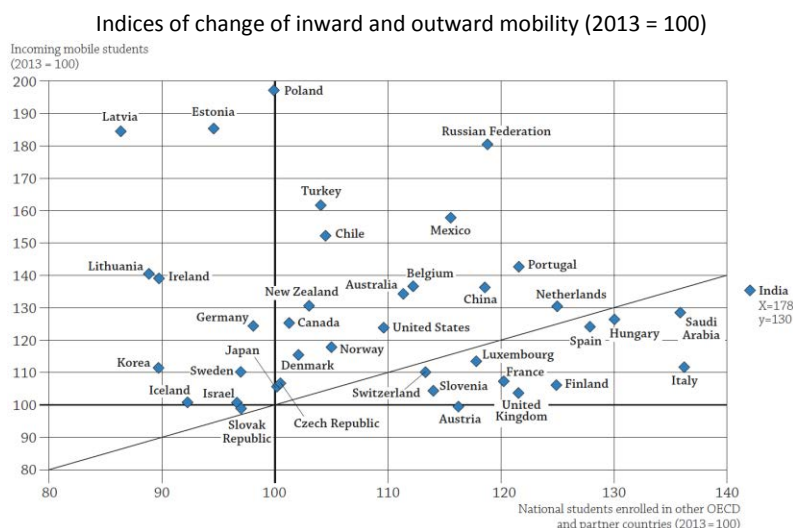
Almost every Italian region has full enrolment for the period of compulsory education but educational and labour market outcomes vary widely

- Italy has reached full enrolment (above 90%) for children aged 5 to 14, and almost reached it among younger children: only one Italian region has enrolment rates lower than 90% for 4-year-olds in pre-primary education (Lazio), and only four regions for 3-year-olds (Autonomous Province of Bolzano/Bozen, Emilia-Romagna, Lazio and Lombardy).
- In Italy, 83% of 15-19 year-olds are enrolled in education (just below the OECD average of 85%) and this figure is relatively similar across Italian regions, except for five regions with an enrolment rate of at least 88% (Autonomous Province of Trento, Emilia-Romagna, Friuli-Venezia Giulia, Marche and Tuscany) and three regions where rates are below 80% (Autonomous Province of Bolzano/Bozen, Puglia and Sicily). Among 20-29 year-olds, subnational differences are much wider: enrolment rates are below 10% in Aosta Valley, Autonomous Province of Bolzano/Bozen and Basilicata, and at least 25% in five other Italian regions (Abruzzo, Autonomous Province of Trento, Emilia-Romagna, Lazio and Tuscany)
- Young adults' employment prospects are lower than those of the whole working-age population: this gap is observed more in Italy's southern regions and islands and among those have attained a tertiary qualification. Employment rates for tertiary-educated young adults drop by 22 percentage points in the south of Italy and in the islands compared to the whole working-age population, by 14 percentage points in the central regions and by 9 percentage points in northern regions. The picture is less severe for young adults who have attained upper secondary or post-secondary non-tertiary education: their employment rates are 11 percentage points lower in the southern regions and islands, and 3 percentage points lower in the centre and north of Italy on average.
- There is great variation in the share of NEETs among Italian regions, ranging from 12% to 38% among 15-29 year-olds (Figure 1). On average, the share of NEETs among the regions in the north of Italy is not much higher than 13%, which is the average for this age group across OECD and partner countries: it equals 15% in the north west of Italy, 18% in the north east, 19% in the centre, 31% in the south and 32% in the islands. There is a similar pattern of subnational variation for the shares of unemployed and inactive NEETs.

Despite increasing tertiary educational attainment among young adults, they still struggle in entering the labour market

- In Italy, the share of young adults (25-34 year-olds) with a tertiary degree is lower than in other OECD countries. Nevertheless, this share has increased steadily in the last decade, from 19% in 2007 to 27% in 2017.
- The profile of students entering tertiary education in Italy is similar to those of other countries: more women than men participate in tertiary education (55% in 2016 compared to the OECD average of 54%) and the average age of entry into tertiary education is 20, compared to the average of 22 across OECD countries.
- In Italy, in 2016 84% of students accessing higher education enrolled in bachelor's or equivalent programmes and 15% in master's or equivalent programmes. In the same year, 1% of students entered short-cycle tertiary programmes (*Istituti Tecnici Superiori*). These programmes are currently undergoing strong development, including through new dedicated financial measures, as are the new academic vocational pathways designed to facilitate entry into the labour market (INDIRE, 2018) (MIUR, 2017).
- Italian universities attract fewer students from abroad than other countries: the share of foreign students in Italy is 5% (compared with 6% across the OECD in total and 9% across EU23 countries). Italy had 93 000 foreign students in 2016, which correspond to 5 foreign students for every 100 national students home and abroad. Foreign students had increased by 12% between 2013 and 2016, while the share of Italian nationals studying in other OECD and partner countries increased by 36% over the same period (Figure 4).
- The employment rate in Italy is lower than for the OECD, but the gap between Italy and the OECD average increases with educational levels and it reached 18 percentage points in 2017 for tertiary-educated young adults. The employment rate for young adults with tertiary education (66% for 25-34 year-olds) is lower than for older age groups, with 81% of 25-64 year-olds employed overall.

Figure 4. Change in the outflow compared to the inflow of mobile students (2013 to 2016)



Note: Excludes incoming mobile students in short-cycle tertiary education for Italy and Spain. The black line represents where the inward mobility change equals the outward mobility change.

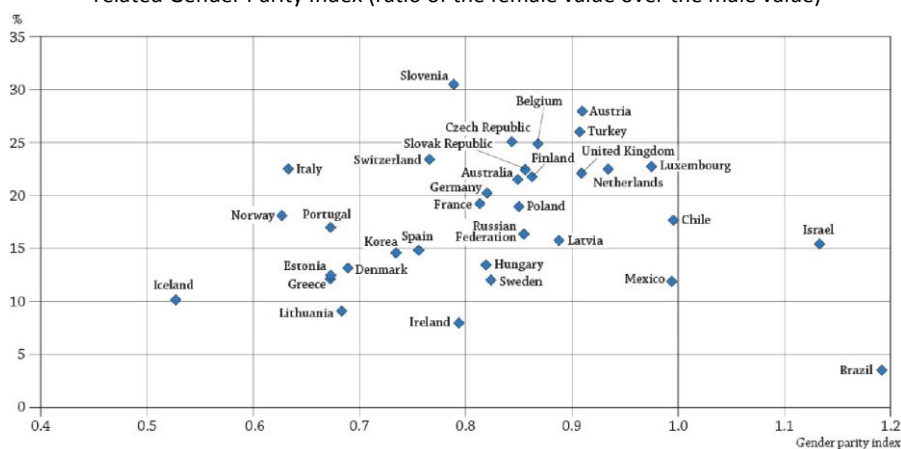
Source: Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

Participation in vocational and technical programmes is high, with boys more likely to enrol in vocational education than girls

- In 2016, 56% of students in upper secondary education were enrolled in vocational or technical programmes, but only 43% of girls. Italy has the highest share of women among upper secondary graduates from general programmes (62%), and the largest difference compared to the share of women among graduates from vocational or technical tracks (39%).
- Participation of 15-24 year-olds in technical-vocational programmes in secondary, post-secondary non-tertiary and short-cycle tertiary education (Thematic Indicator 4.3.3 of the Sustainable Development Goals) varies widely across countries and has a strong association with both gender and socio-economic and immigrant status. In Italy, participation in vocational and technical programmes is higher than the OECD average (Figure 5).

Figure 5. Gender parity in participation in technical-vocational programmes (2016)

Indicator 4.3.3 - Participation rate of 15-24 year-olds in technical-vocational programmes and related Gender Parity Index (ratio of the female value over the male value)



Note. Indicator 4.3.3 refers to participation in technical and vocational programmes in secondary, post-secondary non-tertiary and short-cycle tertiary education (ISCED 2 to 5).

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

- In Italy vocational and technical programmes are a valid alternative to general programmes, as they represent a more direct pathway to the labour market and do not preclude access to tertiary education. The first-time graduation rate in Italian upper secondary education is lower than the OECD average in general programmes (41% compared with 53%) and higher in vocational and technical education (53% compared with 35%). The great majority of students in upper secondary programmes in Italy are below the age of 20 (99% of those enrolled in general programmes and 94% of those enrolled in vocational or technical education).

Expenditure per student on primary to post-secondary non-tertiary educational institutions has returned to 2010 levels

- The economic crisis of 2008 lasted longer in Italy than in other countries. For this reason, expenditure per student on primary to post-secondary non-tertiary educational institutions only returned to the same level as in 2010 in 2015, having fallen by 5% in 2011. At tertiary level, expenditure per student in educational institutions was 1% higher in 2015 than in 2010: this is due to the fact that although the level of expenditure fell by 7%, the number of students fell in the same period by 8%.
- The level of expenditure per student in Italy is below the OECD average, although the gap is narrower in primary education and increases with educational levels. In 2015, expenditure per student corresponded to 99% of the OECD average at primary level, 95% at lower secondary level and 89% in upper secondary education. Expenditure per student was lower in tertiary education (73% of the OECD average, or 67% if excluding research and development spending) and in pre-primary schools (74%).

The teaching workforce is one of the oldest among OECD countries, but the share of older teachers started falling in 2016 as a consequence of the new recruitment campaign

- Italy is the OECD country with the oldest teaching workforce: 58% of teachers in primary and secondary education were at least 50 years old in 2016. However, after having risen constantly since 2010, this share recently decreased. Italy is also one of the countries with the most female teachers, although like in other countries the share of women decreases with educational levels: in 2016 it ranged from 99% in pre-primary school to 63% in upper secondary education and 37% in universities. There is greater gender balance among younger teachers – those under the age of 30 – in both secondary and tertiary education, where at least 52% of young teachers are women.
- Teachers' statutory salaries in pre-primary to secondary public schools fell steadily over the period 2010-16, in real terms; in 2016 they were 93% of their value in 2005. They were also lower than the OECD average: starting salaries ranged from 89% (in upper secondary general programmes) to 94% (pre-primary schools) of the OECD average. Salary progression during a teacher's career is also lower in Italy than other OECD countries on average, with the salary at the top of the scale reaching 79% (in primary schools) to 86% (pre-primary schools) of the OECD average for the top of the scale.
- The difference between the actual salaries (average actual gross salaries before taxes, see Indicator D3) of school heads and teachers varies widely between countries and between levels of education. Italy is one of the countries with the highest salary premium for school heads compared to teachers: actual salaries of school heads are twice those of teachers.
- The division of responsibility between lower secondary schools and national, regional and local authorities is a much-debated topic in education policy. In Italy more than half of decisions are taken at the central level (52% compared to 24% on average among OECD countries). Two-thirds of decisions on planning and structures and at least half of the decisions on personnel and resources management are taken centrally.

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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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For more information on Education at a Glance 2018 and to access the full set of Indicators, visit

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Key Facts for Italy in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Italy	OECD average	EU23 average			
Equity							
Table A1.2	Educational attainment of 25-34 year-olds by gender	2017					
		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	29%	22%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	51%	45%	46%	37%	48%	39%
	Tertiary	20%	33%	38%	50%	36%	49%
Table A2.3	Percentage of 15-29 year-olds NEETs by country of birth	2017					
	Native-born	24%		13%		12%	
	Foreign-born	34%		18%		19%	
Table A3.4	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
	Below upper secondary	50%	61%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	71%	68%	76%	72%	76%	71%
	Tertiary	82%	71%	87%	79%	87%	78%
Table A4.3	Earnings of 25-64 women relative to men, by educational attainment	2016					
	Below upper secondary	80%		78%		79%	
	Upper secondary or post-secondary non-tertiary	79%		78%		79%	
	Tertiary	70%		74%		75%	
Table B1.3	Share of girls among repeaters in secondary general programmes	2016					
	Lower secondary	33%		39%		38%	
	Upper secondary	35%		42%		42%	
Table B4.1	Percentage of women and men entering doctoral programmes by field of study	2016					
		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	24%	22%	22%	20%	20%	19%
	Engineering, manufacturing and construction	30%	16%	22%	10%	23%	11%
	Health and welfare	11%	21%	12%	19%	11%	18%
Table B5.1	First-time tertiary graduates	2016					
	Share of female first-time tertiary graduates	58%		57%		58%	
Table A7.1	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	25%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	16%		48%		n.a.	
Early childhood education and care (ECEC)							
Table B2.1a	Enrolment rates in ECEC at age 3	2016					
	ECEC services (ISCED 0) and other registered ECEC services	92%		76%		82%	
Table B2.2	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
	Public institutions	72%		68%		75%	
	Private institutions	28%		32%		25%	
Table B2.3a	Expenditure on pre-primary level (ISCED 02)	2015					
	Annual expenditure per child in USD (converted to PPPs)	USD 6 249		USD 8 426		USD 8 163	
Vocational education and training (VET)							
Table B1.3	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
	All vocational programmes	56%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
Figure B3.1	Share of women among upper secondary graduates, by programme orientation	2016					
	General programmes	62%		54%		55%	
	Vocational programmes	39%		46%		45%	
Table C1.1	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
	General programmes	**		USD 8 981		USD 9 235	
	Vocational programmes	**		USD 10 831		USD 11 115	
Tertiary education							
Table B6.1	Share of international or foreign students, by education level ²	2016					
	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	14%		26%		23%	
	All tertiary levels of education	5%		6%		9%	
Table B5.1	Share of first-time tertiary graduates by education level	2016					
	Short-cycle tertiary	1%		14%		10%	
	Bachelor's or equivalent	81%		75%		76%	
	Master's or equivalent	18%		10%		14%	
Table A3.1	Employment rate of 25-64 year-olds, by educational attainment	2017					
	Short-cycle tertiary	**		81%		82%	
	Bachelor's or equivalent	73%		84%		83%	
	Master's or equivalent	83%		88%		88%	
	Doctoral or equivalent	93%		92%		92%	
	All tertiary levels of education	81%		85%		85%	
Table A4.1	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
	Short-cycle tertiary	**		123		125	
	Bachelor's or equivalent	**		145		137	
	Master's, doctoral or equivalent	138		191		175	
	All tertiary levels of education	138		155		152	

Italy - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Italy		OECD average		EU23 average	
Financial resources invested in education							
Table C1.1	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
	Primary	USD 8 426		USD 8 539		USD 8 512	
	Secondary	USD 9 079		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 7 352		USD 10 952		USD 10 919	
Total expenditure on primary to tertiary educational institutions		2015					
Table C2.1	As a percentage of GDP	3.9%		5%		4.6%	
Figure C3.1	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
	Public expenditure	65%		73%		76%	
	Private expenditure	25%		21%		19%	
	Public to private transfers	10%		6%		4%	
Total public expenditure on primary to tertiary education		2015					
Table C4.1	As a percentage of total government expenditure	7.2%		11.1%		9.6%	
Teachers, the learning environment and the organisation of schools							
Table D3.2a	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
	Pre-primary	0.68	**	0.82	**	0.83	1.1
	Primary	0.68	1.44	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.69	1.44	0.91	1.34	0.93	1.37
Upper secondary (general programmes)	0.72	1.44	0.96	1.42	1	1.45	
Table D3.1a	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
	Pre-primary	USD 28 514	USD 34 444	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 28 514	USD 34 444	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 30 739	USD 37 530	USD 33 126	USD 46 007	USD 32 495	USD 45 472
Upper secondary (general programmes)	USD 30 739	USD 38 581	USD 34 534	USD 47 869	USD 33 205	USD 47 615	
Table D4.1	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
	Pre-primary	945 hours	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	766 hours	**	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	626 hours	**	701 hours	1 642 hours	665 hours	1 585 hours
Upper secondary (general programmes)	626 hours	**	655 hours	1 638 hours	633 hours	1 572 hours	
Table D5.1	Percentage of teachers who are 50 years old or over	2016					
	Primary to upper secondary	58%		35%		38%	
Table D5.2	Share of female teachers, in public and private institutions	2016					
	Primary	96%		83%		86%	
	Upper secondary	63%		60%		63%	
	Tertiary	37%		43%		44%	
Table D2.1	Average class size by level of education	2016					
	Primary	19		21		21	
	Lower secondary	21		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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