

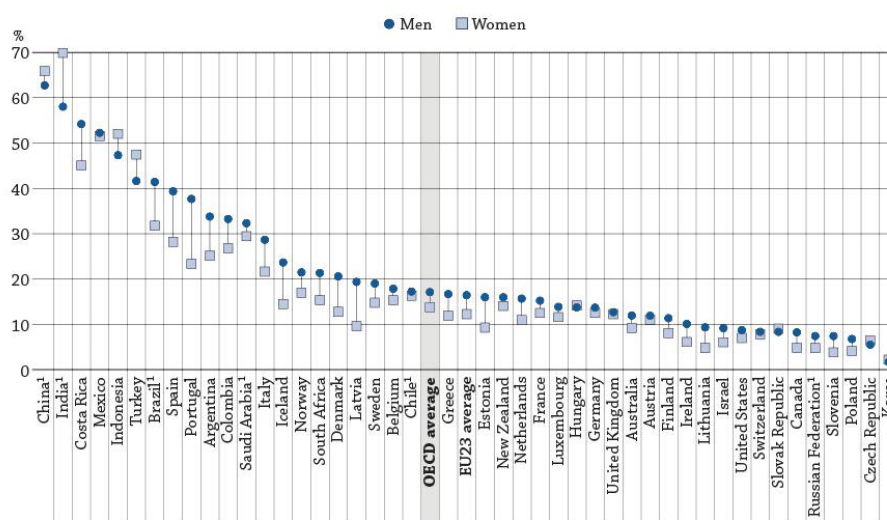
EDUCATION AT A GLANCE 2018

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.

Latvia

- Between 2005 and 2016, the enrolment rate of 3-year-olds in Latvia increased from 66% to 89% and that of 4-year-olds from 73% to 93%. These increases are larger than the averages across OECD countries.
- Children start primary education at 7 years old in Latvia, one year later than what is observed in most OECD and partner countries. The only other OECD and partner countries where children start primary education at 7 years old are: Estonia, Finland, Hungary, Lithuania, Poland, the Russian Federation and Sweden.
- In Latvia, two out of three repeaters at lower secondary level are boys and among 25-34 year-olds, many more men have not completed upper secondary education than women.
- Despite better labour market outcomes, vocational programmes attract fewer students than general programmes in Latvia.
- Between 2007 and 2017 the share of tertiary-educated 25-34 year-olds rose from 26% to 42% in Latvia, a much larger expansion than what was observed on average across OECD countries.
- Between 2013 and 2016, incoming tertiary student mobility almost doubled in Latvia, one of the highest growth rates across all OECD and partner countries.
- Nearly half of primary to upper secondary teachers in Latvia are at least 50 years old, implying they will be reaching retirement age within the next 15 years.

Figure 1. Percentage of 25-34 year-olds without upper secondary education, by gender (2017)



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

Countries are ranked in descending order of the total percentage of 25-34 year-old men without upper secondary education.

Source: OECD (2018), Table A1.2. 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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Although there are large gender gaps in education completion rates, the gaps are comparatively lower in the labour market

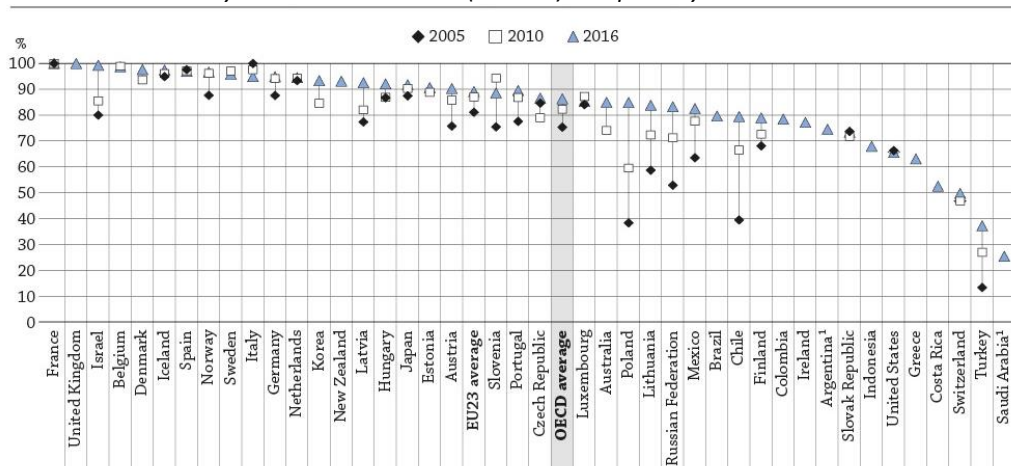
- In Latvia, 19% of 25-34 year-old men and 10% of 25-34 year-old women had not completed upper secondary education in 2017, compared to an OECD average of 17% for men and 14% for women (Figure 1). Gender disparities are generally larger in countries where there is a large percentage of young adults without upper secondary education, as in Brazil, India, Portugal and Spain. However, the gender gap in Latvia is considerably above average despite having a similar share overall of young adults without upper secondary education to the OECD average (15%).
- On average across OECD countries with available data, boys are more likely to repeat a grade than girls and they represent 60% of repeaters in lower secondary education. In Latvia, the gender gap is even more pronounced: two out of three repeaters at lower secondary level are boys.
- In 2017, 11% of 25-64 year-olds in Latvia were foreign-born compared to 17% on average across OECD countries. Eight percent of foreign-born adults in Latvia have not completed upper secondary education, 59% have upper secondary or post-secondary non-tertiary education, and 33% have a tertiary education, compared to 22%, 41% and 38% respectively on average across OECD countries. Estonia and Latvia are the two OECD countries with the smallest difference in tertiary attainment between native-born and foreign-born adults: 33% of foreign-born adults in Latvia have completed tertiary education compared to 34% of native-born adults. This 1 percentage-point difference is lower than the 4 percentage points on average across OECD countries.
- In 2016, more women than men graduated from tertiary education on average across OECD countries: 57% of first-time graduates from tertiary education were women. In Latvia, the share of female graduates was 65%, the highest across all OECD and partner countries.
- As in all other OECD and partner countries, the employment rate of 25-34 year-old men without upper secondary education in Latvia (76%) is higher than that of their female counterparts (56%). This 20 percentage-point gap between men and women is smaller than the average across OECD countries, where the employment rate for young men without upper secondary education is 71%, 26 percentage points higher than their female peers (45%).
- In 2016, tertiary-educated full-time working women in Latvia earned 80% of men's earnings compared to 74% on average across OECD countries. Latvia is among the eight OECD or partner countries with the lowest gender gap in earnings among tertiary-educated full-time workers. However, this might be affected by the fact that earnings in Latvia are reported net of income taxes while in other countries it is before incomes taxes.

Latvia has seen a large recent increase in enrolment in early childhood education

- Enrolment in early childhood education and care and primary education has increased considerably since 2005 and is now well above the OECD average. Between 2005 and 2016, enrolment of 3-year-olds increased from 66% to 89% (the OECD average increased from 63% to 76%) and of 4-year-olds from 73% to 93% (OECD average: 77% to 88%). Enrolment in pre-primary education is compulsory for 5-year-olds in Latvia, meaning a lower increase: in 2005, 94% of 5-year-olds were enrolled (OECD average: 87%), slightly increasing to 97% in 2016 (OECD average: 95%). These changes are reflected in the significant overall increase in enrolment rates among 3-5 year-olds in early childhood education and primary education in Latvia between 2005 and 2016 (Figure 2), a larger increase than was observed on average across OECD countries.
- In Latvia, along with Estonia, Finland, Hungary, Lithuania, Poland, the Russian Federation and Sweden, children start primary education at 7 years old, the oldest starting age across OECD and partner countries. This means that pre-primary programmes, in which children can enrol from the age of 3, may last up to four years. This comparatively long duration explains why expenditure at this level is one of the highest as a share of gross domestic product (GDP) and one of the lowest when measured per child. Latvia spends 0.8% of its GDP on pre-primary education, the seventh highest of all OECD and partner countries and above the OECD average of 0.6%. Its annual expenditure per child is only USD 5 313¹ per year, compared to the OECD average of USD 8 426.

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

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>).

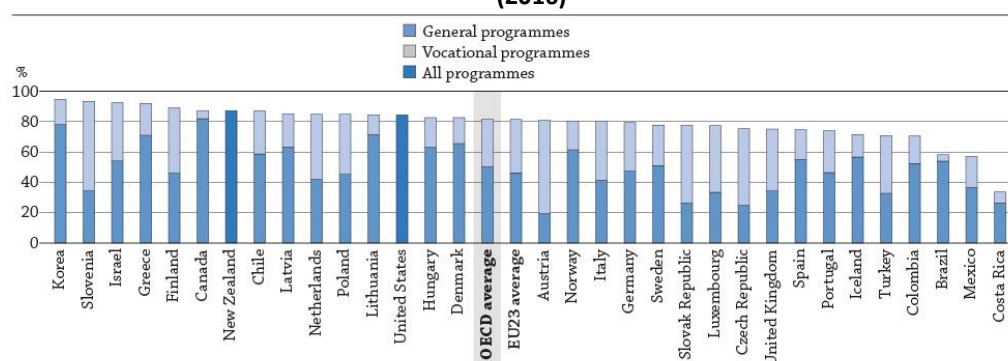
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- The pre-primary education system in Latvia is almost entirely public. Some 93% of children are enrolled in public institutions (OECD average: 68%) and public sources account for nearly all of the spending at this level (98% compared with 83% on average across OECD countries).
- In 2016, in Latvia, pre-primary teachers earned USD 12 267 on average per year, the lowest of all OECD and partner countries and economies and well below the OECD average (USD 36 856). Pre-primary school heads in Latvia have an average annual salary of USD 19 146, meaning they earn about 55% more than teachers. This is a larger relative difference than is observed on average across OECD countries, where pre-primary school heads earn USD 50 496 on average per year, about 35% more than teachers.

Vocational programmes have lower enrolment rates than general ones, despite better labour market outcomes

- An upper secondary education is often considered to be the minimum qualification for successful entry into the labour market and necessary for continuing to further education. Latvia has been successful in making upper secondary attainment almost universal. In Latvia 88% of the adult population (25-64 year-olds) have attained at least upper secondary education, compared to 82% on average across OECD countries.
- Vocational education and training (VET) is an important part of upper secondary education in many OECD countries, and it can play a central role in preparing young people for work. However, in Latvia as in many other countries, enrolment in VET programmes is lower than in general programmes. About 40% of all students in upper secondary education are in vocational education. Vocational programmes in Latvia offer general education integrated into their programmes and, after graduation, students are eligible to enter higher education or join the labour market.
- In Latvia, there is also a large difference between vocational and general programmes among first-time upper secondary graduation rates for students below the age of 25. If current patterns are maintained, about 85% of today's young people in Latvia are expected to graduate for the first time from upper secondary education. Of those, 63% are expected to graduate from general programmes and 22% from vocational programmes (Figure 3).
- As in most OECD and partner countries, the employment rate of 25-34 year-olds in Latvia whose highest educational attainment is vocational upper secondary education (81%) is higher than for those with an upper secondary general qualification (78%). This 3 percentage-point gap in Latvia is lower than the 10 percentage points on average across OECD countries: 81% for vocational qualifications and 71% for general qualifications.

Figure 3. First-time upper secondary graduation rates for students below the age of 25, by programme orientation (2016)



Countries are ranked in descending order of first-time graduation rates in general and vocational programmes combined.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, <http://stats.oecd.org/>. 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>).

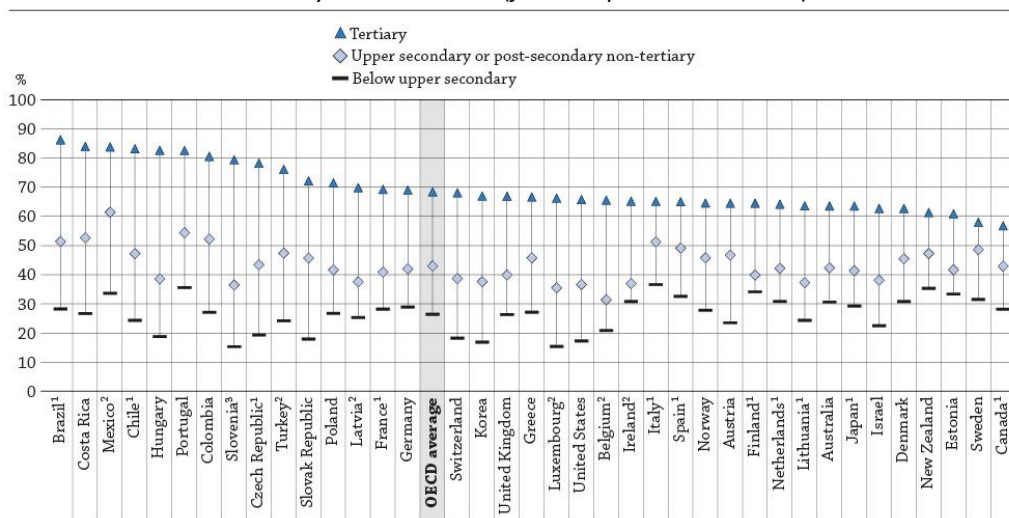
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- Similar to what is observed on average across OECD countries, employment rates among 25-34 year-olds in Latvia without an upper secondary education are lower than for those with upper secondary education. In 2017, 70% of 25-34 year-olds without an upper secondary education were employed in Latvia (OECD average: 59%) compared to 79% for younger adults with upper secondary or post-secondary non-tertiary education (OECD average: 77%). The employment disadvantage of not having an upper secondary qualification is therefore lower in Latvia than on average across OECD countries.

Tertiary attainment has greatly increased and Latvia hosts a growing number of international students

- In recent decades, access to tertiary education has expanded remarkably. Tertiary education now represents the most commonly attained level of education among 25-34 year-olds in many OECD countries. In Latvia, 26% of 25-34 year-olds were tertiary educated in 2007, compared to 34% on average across OECD countries. In ten years Latvia has been able to narrow the gap to only 2 percentage points: in 2017, 42% of 25-34 year-olds were tertiary educated in Latvia compared to 44% on average across OECD countries. In Latvia, as in most other OECD countries, the largest share of tertiary-educated 25-34 year-olds hold a bachelor's or equivalent qualification. Among all 25-34 year-olds in Latvia, 6% hold a short-cycle tertiary degree, 24% a bachelor's or equivalent degree, 11% a master's or equivalent degree and less than 1% hold a doctoral or equivalent degree.
- Incentives to earn a tertiary degree, including better employment prospects and higher salaries prospects, remain strong across OECD countries. In Latvia, 87% of tertiary-educated 25-34 year-olds were employed in 2017 (OECD average: 84%), compared to 79% for those with upper secondary or post-secondary non-tertiary education (OECD average: 77%). Better employment prospects are not the only advantage for tertiary-educated adults, as those in employment have significantly higher earnings compared to those without a tertiary degree. In 2016, 70% of tertiary-educated 25-64 year-olds in Latvia earned more than the median. For those with upper secondary or post-secondary non-tertiary education this share was 38% and it goes down to 25% for those without upper secondary education (Figure 4).
- Incoming international student mobility has increased for almost all OECD and partner destination countries and almost doubled between 2013 and 2016 in Latvia, one of the highest growth rates across all OECD and partner countries. This increase reflects Latvia's ambitious goals to internationalise its higher education. In 2016, there were about 6 000 international tertiary students in Latvia, making up 8% of all tertiary students compared to 6% across OECD countries. In most OECD countries, international enrolment is much higher at doctoral level than at lower tertiary levels. However, in Latvia the proportion of international students in doctoral programmes (11%) is lower than the proportion in master's programmes (16%).

Figure 4. Percentage of adults earning more than the median, by educational attainment (2016)
 25-64 year-old workers (full- and part-time workers)



1. Year of reference differs from 2016. Refer to the source table for details.

2. Earnings net of income tax.

3. Data refer to full-time, full-year earners only.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education earning more than the median.

Source: OECD (2018), Table A4.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933802285>

- While Latvia saw a large increase in incoming mobile students between 2013 and 2016, during the same period the share of national students enrolled in other OECD and partner countries fell by 14%, the largest fall among OECD countries. Nevertheless, 7% of students from Latvia study abroad, a similar share to the international students it receives.

About one-third of expenditure at tertiary level is devoted to capital expenditure despite decreasing trends in enrolment

- On average across OECD countries, expenditure on core education services (such as teaching costs) represents 86% of total expenditure per student from primary to tertiary educational institutions. It exceeds 90% only in Iceland, Latvia, Luxembourg and Poland.
- Although Latvia's expenditure per student is below the OECD average at all educational levels, it spends an above-average share of its per capita GDP at each educational level. In 2015, Latvia spent USD 6 672 per student on educational institutions at primary level (OECD average: USD 8 539), USD 6 930 at secondary level (OECD average: USD 9 868) and USD 10 137 at tertiary level (OECD average: USD 15 474). Relative to GDP per capita, Latvia's total expenditure on educational institutions was 27% at primary level (OECD average: 22%), 28% at secondary level (OECD average: 25%), and 42% at tertiary level (OECD average: 38%).
- Falling enrolment and increasing total expenditure on primary to secondary educational institutions between 2010 and 2015 both contributed to a 30% increase in expenditure per student in Latvia, the highest across all OECD countries. During this period, enrolment went down by 9% while expenditure went up by 18% in Latvia. In comparison, average enrolment in non-tertiary education only fell by 1% across OECD countries over the same period. There were similar patterns at tertiary level, with expenditure per student increasing by 56% in Latvia, considerably more than the 12% increase on average across OECD countries. This can be explained by an increase of expenditure at tertiary level in Latvia after the economic crisis and by a decrease in the number of tertiary students during the same period.
- Educational institutions from primary to tertiary education are still predominantly publicly funded across OECD countries. In Latvia, 90% of expenditure on primary to tertiary institutions is from public sources compared to 83% on average across OECD countries. Between 2010 and 2015, private spending increased by 10% across OECD countries. In contrast, over those five years, Latvia experienced the largest decrease in actual private spending (28%).

- Expenditure by educational institutions is composed of current and capital expenditure. Current expenditure includes spending on resources used each year for the operation of schools, while capital expenditure refers to spending on the acquisition or maintenance of assets which last longer than one year. Given the labour-intensive nature of education, current expenditure, particularly staff compensation, usually makes up the largest proportion of total education expenditure. In 2015, current expenditure accounted for 79% of total expenditure in Latvia, the lowest share across all OECD countries, and much lower than the OECD average of 92%. This implies that capital expenditure is generally high in Latvia. It is particularly striking at tertiary level where 31% of spending is devoted to capital expenditure, a surprising finding given the 16% drop in the number of tertiary students between 2010 and 2015.

Teachers' salaries are low compared to other OECD countries, but high relative to the salaries of similarly educated adults

- Over 45% of primary to upper secondary teachers are at least 50 years old in Latvia, implying that about half of teachers should be reaching retirement age in the next 15 years. In comparison, on average across OECD countries, 35% of primary to upper secondary teachers are in this age group.
- Teachers' salaries need to be competitive in order to attract new teachers to the profession. In Latvia, upper secondary teachers in general education programmes earned 22% more than similarly educated workers in 2016. This is the highest relative salary across all OECD countries or economies with available data. In all other OECD countries or economies teachers at this level of education earn less than similarly educated workers. In contrast to their relative salaries, in absolute terms, average annual teachers' salaries in Latvia are the lowest of all OECD and partner countries from pre-primary to upper secondary education. The average teacher's salary in upper secondary general education is USD 17 590, about 2.5 times less than the OECD average of USD 45 886.
- Class sizes in Latvia are below average for both primary (16 students per class compared with the OECD average of 21) and lower secondary education (15 students compared with the OECD average of 23). These relatively small class sizes push up the cost of education by requiring more teachers for a given number of students. However, Latvia makes up for this at least in part by requiring less instruction time for students. At 169 days for primary (OECD average: 185 days) and 173 days for lower secondary (OECD average: 183 days), Latvia has one of the shortest school years in compulsory education of all OECD countries, as well as the lowest total number of compulsory instruction hours for primary and lower secondary students (5 977, against an OECD average of 7 520) of all OECD countries, just after Hungary.
- Despite the lower instruction time for students, teachers' statutory teaching time in Latvia (as reported in the regulation) is 1 020 hours for primary to upper secondary education, well above the respective OECD averages². Moreover, the actual teaching time may differ from the statutory teaching time if teachers work overtime, for example. In Latvia, lower secondary teachers actually teach 46% more than the statutory teaching time, the highest difference among OECD countries with data. This reflects the low value of statutory salaries, meaning teachers often perform additional teaching time or other tasks for which they can be compensated.

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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.


² The gap in teaching time between Latvia and the OECD average might be related to differences in the definition and coverage. In Latvia, teaching time includes preparation for lessons and grading which is normally excluded for other OECD countries.

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*.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



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

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Key Facts for Latvia in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Latvia		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	19%	10%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	51%	36%	46%	37%	48%	39%
	Tertiary	30%	54%	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	20%		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	62%	53%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	74%	63%	76%	72%	76%	71%
	Tertiary	89%	77%	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	73%		78%		79%	
	Tertiary	80%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	33%		39%		38%	
	Upper secondary	49%		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	15%	15%	22%	20%	20%	19%
	Engineering, manufacturing and construction	33%	14%	22%	10%	23%	11%
	Health and welfare	4%	8%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	65%		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	**		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		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	89%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	93%		68%		75%	
	Private institutions	7%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 5 313		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	38%		44%		47%	
	Combined school- and work-based programmes	38%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	53%		54%		55%	
	Vocational programmes	43%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 7 049		USD 8 981		USD 9 235	
	Vocational programmes	USD 7 233		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	6%		4%		6%	
	Master's or equivalent	16%		12%		13%	
	Doctoral or equivalent	11%		26%		23%	
	All tertiary levels of education	8%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	29%		14%		10%	
	Bachelor's or equivalent	66%		75%		76%	
	Master's or equivalent	5%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	86%		81%		82%	
	Bachelor's or equivalent	86%		84%		83%	
	Master's or equivalent	90%		88%		88%	
	Doctoral or equivalent	98%		92%		92%	
	All tertiary levels of education	88%		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	118		123		125	
	Bachelor's or equivalent	136		145		137	
	Master's, doctoral or equivalent	166		191		175	
	All tertiary levels of education	145		155		152	

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Source	Main topics in <i>Education at a Glance</i>	Latvia	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 6 672	USD 8 539	USD 8 512			
	Secondary	USD 6 930	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 8 208	USD 11 049	USD 10 919			
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	4.9%	5.0%	4.6%			
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	77%	73%	76%			
	Private expenditure	22%	21%	19%			
	Public to private transfers	1%	6%	4%			
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	12.2%	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	0.79	1.23	0.82	**	0.83	1.1
	Primary	0.8	1.32	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.97	1.21	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1.13	1.48	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 12 994	**	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 14 252	**	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 14 252	**	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 14 252	**	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	1 520 hours	1 760 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	1 020 hours	1 760 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	1 020 hours	1 760 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	1 020 hours	1 760 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	46%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	93%		83%		86%	
	Lower secondary	85%		69%		71%	
	Upper secondary	80%		60%		63%	
	Tertiary	55%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	16		21		21	
	Lower secondary	15		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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