Corrigendum

Page 54:
Figure A2.2 Percentage of young adults not in education and unemployed, by age group (2018)
The value for Luxembourg (0%) for 15-19 year-olds should not be displayed.

Pages 169 and 177:
Table B2.3: Ratio of children to teaching staff and Figure B2.4: Ratio of children to staff in pre-primary (ISCED 02) education
Data for New Zealand refer to children to teaching staff and not to children to contact staff (teachers and teachers' aides), as reported below

<table>
<thead>
<tr>
<th>ISCED 01</th>
<th>ISCED 02</th>
<th>Total (ISCED 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of teachers' aides among contact staff</td>
<td>Share of teachers' aides among contact staff</td>
<td>Share of teachers' aides among contact staff</td>
</tr>
<tr>
<td>Children to contact staff (teachers and teachers' aides)</td>
<td>Children to contact staff (teachers and teachers' aides)</td>
<td>Children to contact staff (teachers and teachers' aides)</td>
</tr>
<tr>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
</tr>
<tr>
<td>m</td>
<td>4</td>
<td>m</td>
</tr>
</tbody>
</table>

Page 182: (Change in the text)
The OECD average has to be corrected in the following paragraph:
The share of women tends to be significantly higher in upper secondary general programmes than in vocational programmes. On average across OECD countries, women make up 54% of upper secondary graduates from general programmes, compared to 46% for vocational programmes.

Page 183: (Change in the text)
The OECD averages of graduates from engineering, manufacturing and construction; and health and welfare have to be corrected in the following paragraph:
On average across OECD countries, 34% of graduates from upper secondary vocational programmes earn a qualification in the field of engineering, manufacturing and construction. This falls to 18% for business, administration and law, and 12% for health and welfare.

Page 186: (Change in the text)
The share of female graduates in health and welfare, on average across OECD countries has to be corrected in the following sentence:
In contrast, women are over-represented in health and welfare, where the share of female graduates is 85% or more in all countries, except Australia (70%).

Page 186: (Change in the text)
Table B3.3 Trends in upper secondary and post-secondary non-tertiary first-time graduation rates (2005, 2010 and 2017)
The OECD average has to be corrected in the following sentence:
On average, it is estimated that 12% of today’s young people in OECD countries will complete a post-secondary non-tertiary programme over their lifetime.

Page 206:
Table B4.3 First-time entry rates, by tertiary level (2017)
Calculation for Czech Republic has been corrected, the data should read 2.6% column 11 and 2.1% column 12.
Calculation for Japan has been corrected, the data should read 0.7% column 12.
As a result, the OECD average should read 1.7% column 11, and EU23 average should read 1.9% column 11 and 1.2% column 12.

Page 242:
Table B6.1. International and foreign student mobility in tertiary education (201, 2013 and 2017)
Column 7
China = 0
Costa Rica = m

Page 276:
Table C1.3. Index of change in total expenditure on educational institutions per full-time equivalent student (2005, 2011 and 2016)
Code “d” has been added for Japan in columns (10) to (18).

Page 282:
Figure C2.3. Index of change in public expenditure on educational institutions as a percentage of GDP (2010 and 2016)
Values for Brazil have been corrected as follows: Primary, secondary and post-secondary non-tertiary → 98; All tertiary → 116; Total →101

Page 283: (Change in the text)
First paragraph, last sentence → need to add Slovenia
In contrast, Chile, and Israel and Slovenia were two-three of the major exceptions, with an increase of 7% or more in the total expenditure on educational institutions despite also the significant increase in GDP.
Page 283: (Change in the text)
Third paragraph, second sentence → need to remove Israel. The third sentence should hence be deleted.
“Clear examples of this trend are Australia, Iceland, **Israel**, Norway and the Slovak Republic, which increased the share of GDP invested tertiary educational institutions by over 10% but reduced the share invested in non-tertiary educational institutions by at least 5% during this period. **Israel’s increase in total tertiary spending as a share of GDP, the largest across OECD and partner countries, was mainly driven by a substantial increase in both public and private investment in education.**

Page 288
*Table C2.3. Index of change in total expenditure on educational institutions as a percentage of GDP (2005, 2011, 2016)*
Values for Slovenia have been corrected as follows: Primary, secondary and post-secondary non-tertiary → 121.3; Primary to tertiary → 109.1
Values for Israel have been changed as follows: Tertiary → 91.1
Values for OECD average have been changed as follows: Primary, secondary and post-secondary non-tertiary → 93.2; Tertiary: 93.8; Primary to tertiary → 93.3
Values for EU23 average have been changed as follows: Primary, secondary and post-secondary non-tertiary → 91.8; Primary to tertiary → 91.2

Page 381:
*Figure D2.2. Average annual growth rates of the numbers of students and teaching staff in tertiary education (2005-17)*
There should be no footnote for Korea. Footnote 1 (Year of reference 2010 instead of 2005) has been added for Latvia.

Page 383:
*Figure D2.3. Average class size in primary education (2005 and 2017)*
The value for 2005 for Israel should be 27.7.

Page 429:
*Table D4.2. Number of teaching hours per year (2000, 2005 to 2018)*
There should be no footnote for the Czech Republic.

Pages 444 and 445:
*Table D5.2 Gender distribution of teachers (2017) and Table D5.3. Gender distribution of teachers by age group (2017) and percentage of female teachers for all ages (2205 and 2017)*
Footnote 2 should be: “Upper secondary includes programmes outside upper secondary level. For Japan, tertiary programmes also include programmes outside tertiary education level. See Annex 3 for further details.”
In column 9, the EU23 average should be “44%” instead of missing.
Pages 486 and 487:
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