

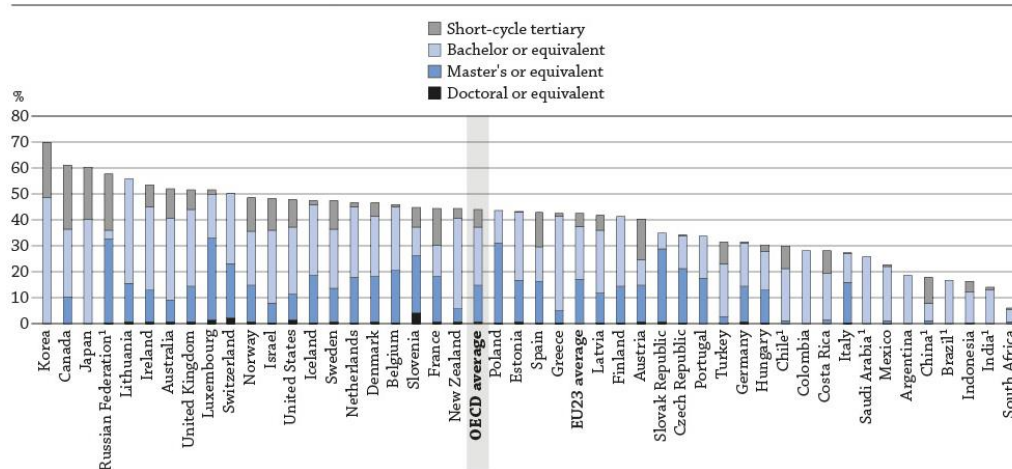
EDUCATION AT A GLANCE 2018

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.

Austria

- At 4.9%, expenditure on education as a percentage of gross domestic product (GDP) in Austria is close to the OECD average of 5.0% and student-teacher ratios across the different education levels are lower than in most other OECD countries.
- About one in ten 15-29 year-olds are neither employed nor in education or training (NEET) which is one of the lowest shares across OECD countries. However, among young adults born outside of Austria one in four young adults are NEET.
- In Austria, most young adults leave school with an upper secondary qualification education or higher, but 11% of 25-34 year-olds leave school without one. Their unemployment rate is 19%, four times higher than for those with at least upper secondary education (5%).
- The Austrian vocational education and training system ensures high employability. Employment rates for 25-34 year-olds with an upper secondary or post-secondary vocational education are almost as high as for individuals with a tertiary education (both 87%).
- The expansion of education of recent decades has largely been to the advantage of women, as more women than men have a tertiary degree, but women face lower employment rates and lower earnings than their male counterparts with similar levels of education.

Figure 1. Percentage of 25-34 year-olds with tertiary education, by level of tertiary education (2017)




Note: Some categories might be included in other categories. Please refer to Table A1.1 for details.

1. Year of reference differs from 2017. Refer to Table A1.1 for more details.

Countries are ranked in descending order of the percentage of tertiary-educated 25-34 year-olds.

Source: OECD (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>).

StatLink  <https://doi.org/10.1787/888933801677>

Upper secondary vocational qualifications play a key role in Austria's educational system, but one in ten young adults leave school without upper secondary education

- Across OECD countries, educational attainment has steadily increased over the last decades. In Austria the share of adults without upper secondary education has been cut by half over the generations: they make up 21% of all 55-64 year-olds but just 11% of 25-34 year-olds.
- Young people who leave school before completing upper secondary education face difficulties in the labour market. In Austria, only half (56%) of 25-34 year-olds with below upper secondary education are employed compared to 86% with at least upper secondary education. The unemployment rate of young adults with below upper secondary education is four times higher than that of those with at least upper secondary education (19% compared to 5%).
- About half of 25-34 year-olds (48%) have an upper secondary or post-secondary non-tertiary qualification as their highest attainment, which is above the OECD average of 41%. Most of them have attained a vocational qualification (84%). Young adults with a general qualification at the upper secondary level (mostly individuals with *Matura*) pursue further education and so do not directly enter the labour market.
- The Austrian vocational education and training system ensures high employability. Employment rates among 25-34 year-olds with an upper secondary or post-secondary vocational education have slightly increased from 85% in 2007 to 87% in 2017. Their employment rate is not only above the OECD average of 81% but also almost as high as for individuals with a tertiary education (87% in 2017).
- In Austria, 37% of 25-64 year-olds with at least one tertiary-educated parent have upper secondary or post-secondary non-tertiary vocational education as their highest level of education.

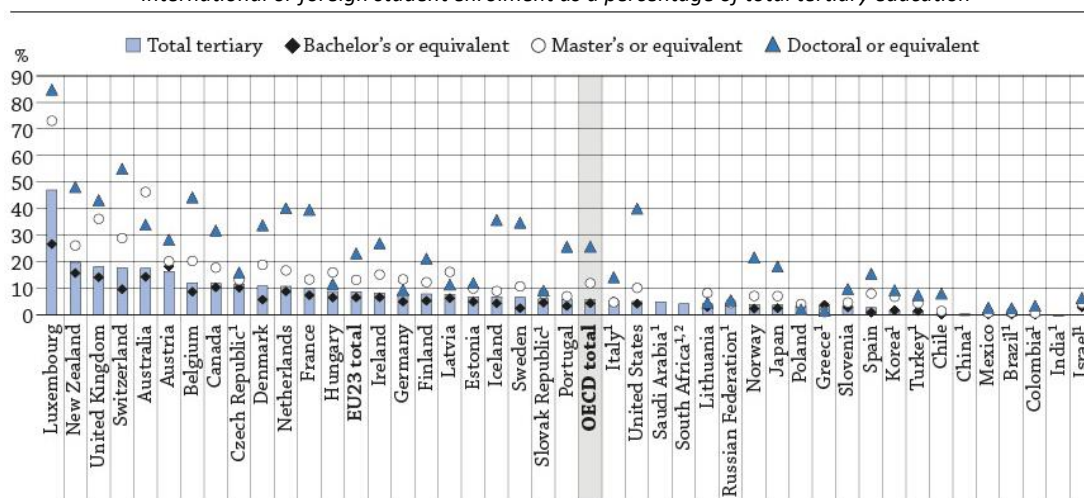
Tertiary education offers the best employment prospects and high financial rewards

- Half of young adults (56%) are expected to enter tertiary education in their lifetime which is close to the OECD average of 58%. When including international students the share increases to 70% compared to 66% across OECD countries.
- In 2017, 16% of young adults had attained a short-cycle tertiary qualification (Figure 1) which is one of the highest shares across OECD countries and only exceeded by Canada (25%), Japan (20%) and Korea (21%). Most tertiary graduates at this level have graduated from colleges for higher vocational education (BHS) which offer both good employment prospects as well as the chance to continue education at higher tertiary levels.
- In Austria, 10% of young adults have attained a bachelor's degree, 14% a master's degree and 1% a doctoral degree. The share of young adults with a master's or doctoral degree is comparable with the OECD average, but Austria lags behind for bachelor's qualifications (OECD average, 23%).
- As in other OECD countries, adults with tertiary education have solid labour market outcomes. In Austria, the employment rates of adults holding a master's or doctoral or equivalent degree are near or above 90%, comparable to the OECD average. In contrast, the employment rate of graduates with a bachelor's degree is 80%, below the OECD average (84%). The employment rate among adults with a short-cycle tertiary qualification is 86% which is above the OECD average but not as high as for those with a master's or equivalent degree (89%).
- Adults with tertiary education also benefit from the financial rewards that the labour market offers. Austrian adults with a tertiary degree earn 46% more than those with an upper secondary education. Among tertiary graduates, those with a master's or doctoral or equivalent degree have the highest earnings advantage (74%) followed by adults with a short-cycle tertiary qualification (33%).

Austria attracts many international students, with a stable share over the last years

Figure 2. Incoming student mobility in tertiary education, by ISCED level (2016)

International or foreign student enrolment as a percentage of total tertiary education




1. Share of foreign rather than international students.

2. Year of reference 2015.

Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.

Source: OECD (2018), Table B6.1. 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/10.1787/888933803824>

- In 2017, Austria attracted about 70 000 international tertiary students, representing 16% of all students in tertiary education in Austria (Figure 2). This is almost three times the 6% share observed across OECD countries. In comparison, only 5% of Austrian tertiary students were enrolled abroad, higher than the equivalent share (2%) for all OECD countries.
- The number of international tertiary students in OECD countries is rising. In just three years, the total number of international students in OECD countries increased from 3.0 million in 2013 to 3.5 million in 2016, while Austria has kept the high share of international students stable over the same period.
- In Austria, international students make up about one-fifth of students at bachelor's and master's level (18% and 20% respectively) and 28% at doctoral level. In contrast to the relative high share of young Austrians aged 25-34 who have attained a short-cycle tertiary qualification, the share of international students enrolled in short-cycle tertiary programmes is negligible (1%).
- The fields of study that attracted the largest shares of international students in Austria were social sciences, journalism and information (20% of all international students), followed business administration and law (16%), arts and humanities (15%), and engineering, manufacturing and construction (15%).

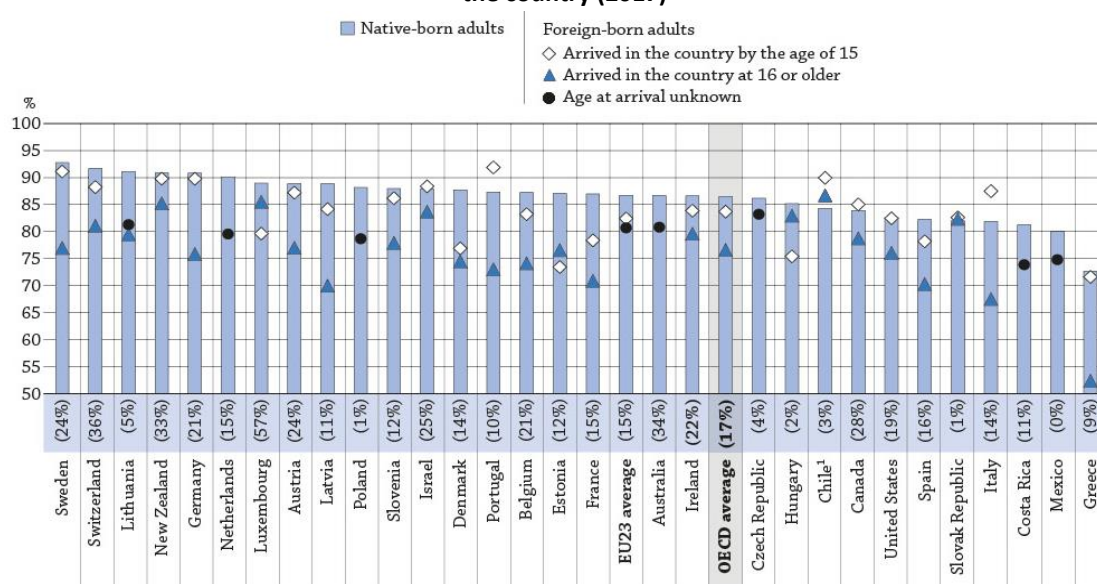
Foreign-born adults are more at risk of reduced educational participation and lower labour market outcomes than native-born adults

- About one in four (24%) adults aged 25-64 years in Austria were born outside the country. When interpreting the data it needs to be borne in mind that these include recently arrived immigrants seeking refuge, many of whom might still be in language programmes to prepare them for the Austrian job market.
- In most OECD and partner countries foreign-born adults are also more likely to be neither employed nor in education or training (NEET). Austria and Germany are the two countries with the largest differences in the share of NEETs among foreign- and native-born 15-29 year-olds: in Austria, 24% of foreign-born 15-29 year-olds are NEET, compared with 8% of native-born 15-29 year-olds. This shows the importance of education and training which will ensure that individuals have the skills required in the labour market.
- Foreign-born adults are much more likely not to have attained upper secondary education than their native-born peers. While 11% of native-born 25-64 year-olds do not have upper secondary education, the share among

foreign-born adults is almost three times as high (27%). At that level of qualification, the employment rate of foreign-born adults (52%) is only slightly lower than that of native-born adults (56%). Among foreign-born adults who arrived in the country by the age of 15, the difference in employment rates disappears completely (both around 56%). A similar pattern in employment rates can be observed among foreign-born adults and native-born adults with an upper secondary or post-secondary non-tertiary education.

- Almost one-third of foreign-born adults (31%) have a tertiary degree, almost as high as the percentage of native-born adults (33%). However, as in most OECD countries, tertiary-educated foreign-born adults have a lower employment rate (78%) than their native-born peers (89%). This is the largest gap in employment rates between foreign-born and native-born workers of all attainment levels. It reflects the difficulties tertiary-educated foreign-born adults face in gaining recognition for their education and experience in their host country but also language issues and some discrimination when looking for jobs.
- Across OECD and partner countries, early arrival in the country has a generally positive effect on employment outcomes. Foreign-born adults with tertiary education who arrived in Austria by the age of 15 have a similar employment rate to their native-born peers (both around 89%), while only 77% of those who arrived in Austria at the age of 16 or older are employed (Figure 3).
- In Austria, across educational attainment levels, foreign-born adults working full-time earn about 20% less than their native-born peers.

Figure 3. 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>).

StatLink  <https://doi.org/10.1787/888933802114>

Gender gaps persist in the choice of fields of study and labour market outcomes

- The increase in educational attainment in recent decades has largely been to the advantage of women. While among older adults (55-64 year-olds) more women (27%) than men (14%) have not attained upper secondary education, the gender gap has disappeared among younger adults (25-34 year-olds). Among adults with tertiary education, the gender imbalance is reversed: while among those aged 55-64 fewer women (20%) than men (28%) have attained tertiary education, among those aged 25-34 the respective shares are 44% and 36%.
- As in many other OECD countries, there is a large gender gap in the fields of study chosen by young men and women graduating from upper secondary vocational programmes. Most of those graduating in the fields of health and welfare are women (77%), while the opposite is true in the fields of engineering, manufacturing and construction where women are largely under-represented (13%).

- Across educational attainment levels, female workers have lower earnings than their male counterparts. For instance, women with a tertiary degree working full time earn 24% less than their male counterparts (OECD average: 26%). While the gender gap in the earnings of 25-64 year-olds without upper secondary education is similar to that of tertiary-educated adults (24%), the gap is slightly lower among those with an upper secondary or post-secondary non-tertiary education (18%). This is partly explained by the gender biased choices of fields of studies which are associated with different earning levels.
- Across all OECD countries and educational attainment levels, women have lower employment rates than their male counterparts. In Austria, among younger adults without upper secondary education, 64% of men are employed, but only 46% of women. Among higher educated adults, the gender difference in employment rates is very small (about 3 percentage points). The employment rate of young women with an upper secondary or post-secondary non-tertiary education is 83% and that of young women with a tertiary education is 85%. These gender gaps are much lower than on average across OECD countries (17 and 9 percentage points respectively).

Access to early childhood education and care is high, and the number of teachers has increased

- Participation in high-quality early childhood education and care (ECEC) can have positive effects on children's well-being, learning and development in the first years of life. In 2016, less than one-fifth (18%) of children under the age of 3 and 76% of 3-year-olds in Austria were enrolled in ECEC (Krippen, Mixed-age settings or Kindertagespflege). The enrolment of 4-5 year-olds in pre-primary education (Kindergarten) is near universal: 92% of 4-year-olds and 97% of 5-year-olds. This is well above the OECD average enrolment rates in pre-primary and primary education of 88% of 4-year-olds and 95% of 5-year-olds.
- Austria, has invested in particular in pre-primary education. The number of teachers in pre-primary education increased by 48% between 2005 and 2016, outnumbering the 18% increase in the number of children during the same period. This translates into a 21% reduction in the number of children per teacher, which is much more than the OECD average (9%).
- In Austria, public expenditure covers around 75% of total expenditure in early childhood educational development, leaving households to contribute the remaining one-quarter. Only a few OECD countries, including Australia, Israel, New Zealand, Spain and the United Kingdom, have a higher share of private funding. In contrast, at the pre-primary level, public expenditure covers 87% of the costs.

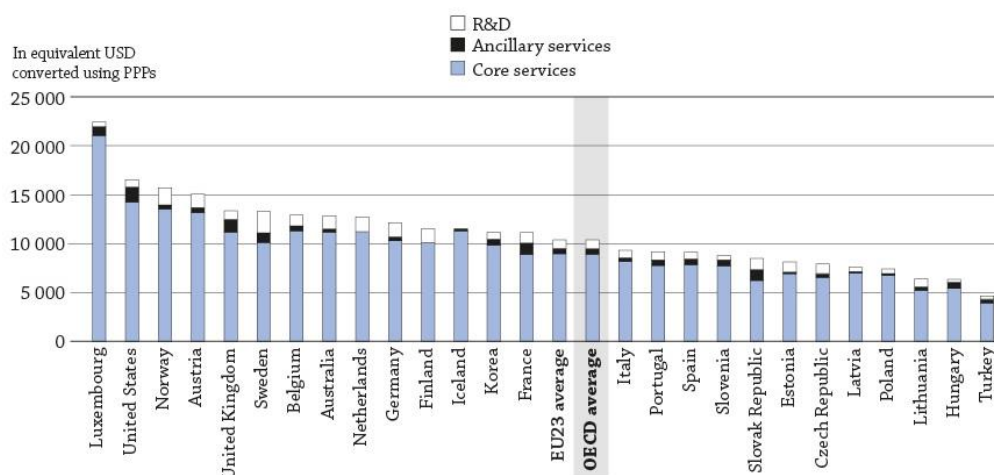
High levels of funding are maintained at all educational levels

- In 2015, expenditure on primary to tertiary education for core educational services, ancillary services and research and development (R&D) in Austria amounted to USD 15 043¹ per student, one of the highest spending levels across OECD countries (Figure 4). Total expenditure on education (primary to tertiary level) represents 4.9% of the country's GDP, close to the OECD average of 5.0%.
- Austria is above the OECD average in terms of expenditure on education, particularly for primary and secondary education. In 2015, annual expenditure per student for all services amounted to USD 11 689 for primary education (OECD average: USD 8 539) and USD 15 477 for secondary education (OECD average: USD 9 868). This relatively higher funding is driven by teachers' salaries, which are above the OECD average, combined with smaller class sizes and a lower student-teacher ratio than the OECD average. For instance, in 2016 there were about 9 students per teacher, in full-time equivalents, at the secondary level which is the lowest student-teacher ratio across OECD countries and well below the OECD average of 13.
- Austria spends USD 17 555 (including R&D activities) on tertiary education, which is above the OECD average of USD 15 474. The student-teacher ratio of 14 tertiary students per teacher is similar to the OECD average of 15.

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

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

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



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

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

StatLink <https://doi.org/10.1787/888933804185>

- In 2015, Austria spent slightly more per child on early childhood education and care (ECEC) than the average for OECD countries: USD 9 824 per year compared to USD 8 638. Investing at an early stage in children's development and education can produce high returns since this constitutes a crucial foundation for future learning in life. The ratio of children to teaching staff (12 children per teacher in early childhood education and care) was similar to the OECD average of 13, in 2016, but when teachers' aides are also included the ratio drops further below the OECD average (8 children per teacher and teachers' aides in Austria compared to 10 children per teacher).

Teachers' salaries are below salaries of other tertiary-educated workers and tend to reproduce the overall gender pay gap

- Austria is one of the few countries where teachers' statutory salaries increase from the pre-primary to the upper secondary level, whereas in most countries salaries are the same. The statutory salary at the primary level for teachers with 15 years of experience is USD 50 000, teachers at the lower secondary level (general programmes only) earn about 5% more (USD 52 500) and teachers at the upper secondary level (general programmes only) earn a further 10% more (USD 57 500).
- In Austria, teachers' statutory salaries are below salaries of other tertiary-educated workers. Primary and lower secondary teachers in general programmes with 15 years experience and typical qualifications earned about 30% less than other full-time, full-year workers with tertiary education in 2017, and upper secondary teachers earned 23% less.
- As in all other OECD countries, the teaching workforce in Austria is largely female (67%). Female teachers are most concentrated in the earlier years of schooling, and the share falls at each successive level of education: 92% of teachers in primary education are women, 72% in lower secondary, 55% in upper secondary and 42% at tertiary level.
- At the tertiary level, the gender balance is improving: 53% of the newly recruited teachers – those under 30 years – are women compared to only 37% of teachers over 50. However, at the primary and lower secondary level there is no sign of the trend reversing and the share of female teachers seems to be increasing at the upper secondary level: only 53% of teachers over 50 are women, compared with 71% of those under 30.
- Austria has one of the oldest teaching forces among OECD countries, after Italy. In 2016, 39% of primary school teachers, 49% of lower secondary school teachers and 45% of upper secondary school teachers were 50 years old or older. Across the OECD, the averages were 32% for primary teachers, 36% for lower secondary teachers and 39% for upper secondary teachers.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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*.

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=AUT&treshold=10&topic=EO>.

Questions can be directed to:	Country note author:
Gara Rojas González	Markus Schwabe
Directorate for Education and Skills	Directorate for Education and Skills
Gara.RojasGonzalez@oecd.org@oecd.org	markus.schwabe@oecd.org

Key Facts for Austria in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Austria		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	12%	11%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	52%	45%	46%	37%	48%	39%
	Tertiary	36%	44%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	8%		13%		12%	
	Foreign-born	24%		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	56%	52%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	77%	73%	76%	72%	76%	71%
	Tertiary	89%	78%	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	82%		78%		79%	
	Tertiary	76%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	39%		39%		38%	
	Upper secondary	47%		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	17%	12%	22%	20%	20%	19%
	Engineering, manufacturing and construction	26%	13%	22%	10%	23%	11%
	Health and welfare	12%	16%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	56%		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%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	36%		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	76%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	71%		68%		75%	
	Private institutions	29%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 9 439		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	69%		44%		47%	
	Combined school- and work-based programmes	32%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	59%		54%		55%	
	Vocational programmes	46%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 13 514		USD 8 981		USD 9 235	
	Vocational programmes	USD 16 696		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	18%		4%		6%	
	Master's or equivalent	20%		12%		13%	
	Doctoral or equivalent	28%		26%		23%	
	All tertiary levels of education	16%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	46%		14%		10%	
	Bachelor's or equivalent	34%		75%		76%	
	Master's or equivalent	20%		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	80%		84%		83%	
	Master's or equivalent	89%		88%		88%	
	Doctoral or equivalent	92%		92%		92%	
	All tertiary levels of education	86%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	133		123		125	
	Bachelor's or equivalent	93		145		137	
	Master's, doctoral or equivalent	174		191		175	
	All tertiary levels of education	146		155		152	

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

Source	Main topics in <i>Education at a Glance</i>	Austria	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 11 689	USD 8 539	USD 8 512			
	Secondary	USD 15 477	USD 9 868	USD 9 882			
	Tertiary (excluding R&D activities)	USD 13 138	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	94%	73%	76%			
	Private expenditure	6%	21%	19%			
	Public to private transfers	0%	6%	4%			
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	9.6%	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 D3.2a	Pre-primary	**	**	0.82	**	0.83	1.1
	Primary	0.76	1.06	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.9	1.18	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.97	1.42	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 D3.1a	Pre-primary	**	**	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 40 548	USD 49 961	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 40 411	USD 52 538	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 40 460	USD 57 533	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	**	**	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	779 hours	1 776 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	607 hours	1 776 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	589 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	45%	35%	38%			
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	92%	83%	86%			
	Lower secondary	72%	69%	71%			
	Upper secondary	55%	60%	63%			
	Tertiary	42%	43%	44%			
	Average class size by level of education	2016					
Table D2.1	Primary	18	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>.