

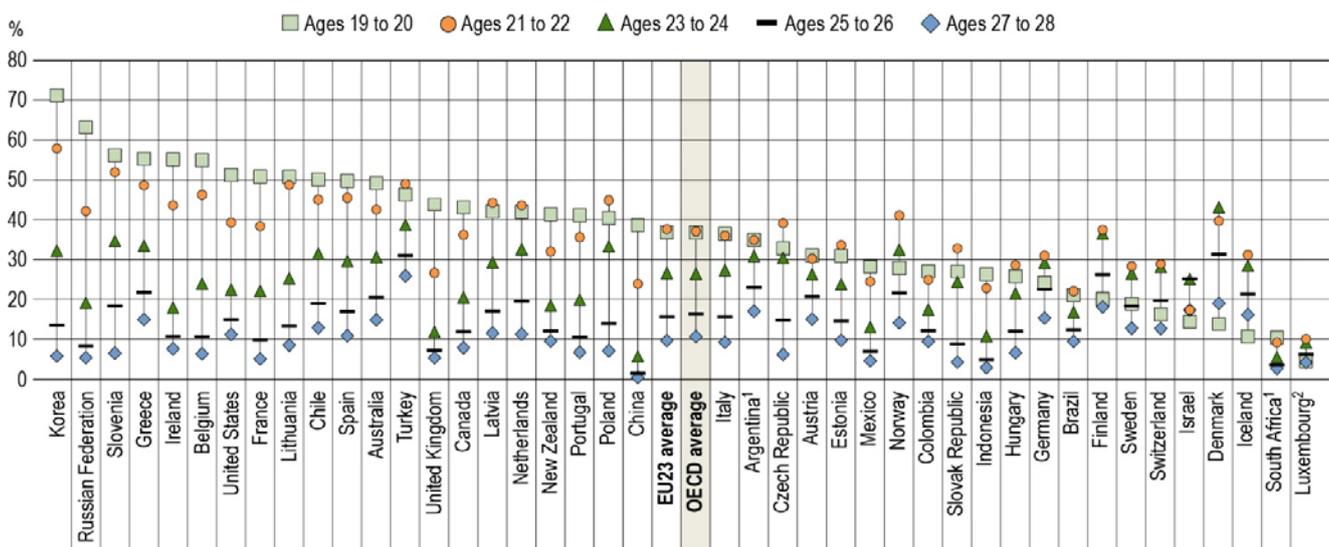
*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the OECD Member countries and a number of partner countries.

## France

- **Students transition quickly between upper secondary and tertiary education in France: over 50% of 19-20-year-olds were already enrolled in tertiary education in 2017** compared to 37% on average across OECD countries.
- **Students enrolled in short-cycle tertiary programmes (DUT and BTS) are more likely to complete their qualifications than students enrolled in a bachelor's programme** (completion rate of 61% compared to 41%).
- Despite a decrease among 3-5-year-olds since 2014, **the ratio of children to teaching staff at pre-primary level was still high in 2017** (23 children per teacher compared to an average of 16 across OECD countries).
- **Despite a slight increase between 2015 and 2018, the statutory salary of primary teachers in France is still below the OECD average.** The difference is particularly high for those in the middle of their careers.

**Figure 1. Enrolment rates in tertiary education from age 19 to age 28 (2017)**

Enrolment on a full or part-time programme in both public and private institutions



1. Reference year: 2016

2. Underestimated due to many resident students enrolled in neighbouring countries.

Countries are ranked in descending order of the enrolment rates at ages 19 to 20.

Source: OECD (2018), Table B1.2. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

## Students transition quickly between upper secondary and tertiary education in France

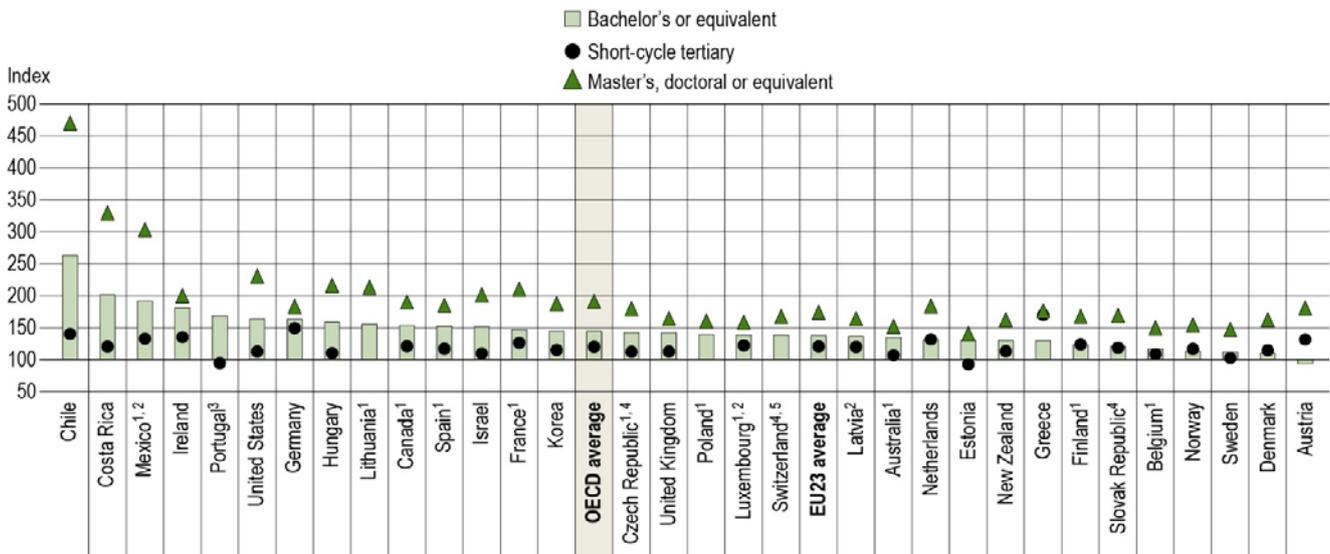
- Students transition quickly to tertiary education after graduating from upper secondary level in France. In 2017<sup>1</sup>, 51% of 19-20-year-olds were enrolled in tertiary education, 14 percentage points higher than the average across OECD and EU23 countries. The average age of entry to short-cycle tertiary programmes such as the DUT (University Technology Programme), the BTS (Higher Technical Diploma) (ICSED 5) or a Bachelor's degree (ICSED 6) is 20 compared to 25 for short-cycle tertiary programmes and 22 for bachelor's on average across OECD and EU23 countries.
- Once into tertiary education, student's completion rate depends on various factors such as the level of studies (short-cycle tertiary or bachelor's degree), gender or their upper secondary programme orientation. Completion rates<sup>2</sup> within the theoretical duration of the programme for students enrolled in a short-cycle tertiary programmes (ICSED 5) is 61% in France, 16 percentage points higher than the average across countries taking part in the survey (45%). This is 20 percentage points higher than the completion rate for a bachelor's degree in France (41%); in contrast, the average difference in completion rates between these two levels of education is only 5 percentage points on average across the countries participating in the survey. Moreover, unlike bachelor degrees, the completion rate of men in short-cycle tertiary programmes, 62%, is slightly higher than for women, 60%. At bachelor's level, 44% of women complete their degree, 10 percentage points higher than men. Women also account for a much higher share of new entrants and graduates at this level: 57% of new entrants and 62% of graduates in France in 2017.
- The 2019 edition of *Education at a Glance* analyses for the first time tertiary completion rates by students' upper secondary programme orientation: Among those enrolled in short-cycle tertiary programmes, 40% of students from an upper secondary vocational track completed their degree within the theoretical duration of their programme, compared to 66% among those from the general track (to note that a similar analysis is not significant at bachelor's level as very few students who graduated from an upper secondary vocational qualification enrol in a bachelor's programme). After three years (i.e. five years after admission into the programme), the completion rate increases to 51%, still well below that of students from an upper secondary general orientation (84%).
- Although the employment rates among adults with a short-cycle tertiary or bachelor degree are similar in France and very close to the OECD and EU23 averages (83%), the difference in earnings is higher. Adults with a short-cycle tertiary education earn 26% more than those with an upper secondary education only, compared to 47% more among adults with a bachelor's degree (20% and 44% more on average across OECD countries). Adults with a master's, doctorate or equivalent qualification have a higher earnings premium in the labour market and earn 110% more than individuals whose highest attainment is upper secondary (91% more on average across OECD countries and 74% more across the EU23).
- The share of internationally mobile students enrolled in French tertiary education in 2017, 10%, was slightly higher than for the average across EU23 countries (9%) and the OECD (6%). France attracts a greater number of internationally mobile students at doctorate level, where they account for 40% of students enrolled (specifically 26 500 of the 66 900 students enrolled in doctoral programmes), much higher than the OECD and EU23 average (22%). Among international students in France, 31% come from Africa and 32% from Asia.

<sup>1</sup> Unless otherwise stated, the data presented for 2017 and 2018 in *Education at a Glance* relate to the academic years 2016/2017 and 2017/2018, while data on education expenditure relate to the financial year 2016.

<sup>2</sup> The data on completion rates in France relate to students who were awarded their *baccalauréat* in metropolitan France and entered tertiary education in 2008/09. The data were collected during a special survey conducted in 2019.

**Figure 2. Relative earnings of tertiary-educated adults, by educational attainment (2017)**

25-64 year-old workers (full- and part-time workers), upper secondary education = 100



1. Year of reference differs from 2017. Refer to the source table for details.
2. Earnings net of income tax.
3. Degree or equivalent level includes master's, doctorate or equivalent.
4. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.
5. Bachelor's, master's and doctorate or equivalent include short-cycle tertiary.

Countries are ranked in descending order of relative earnings of 25-64 year-olds with a bachelor's or equivalent qualification.

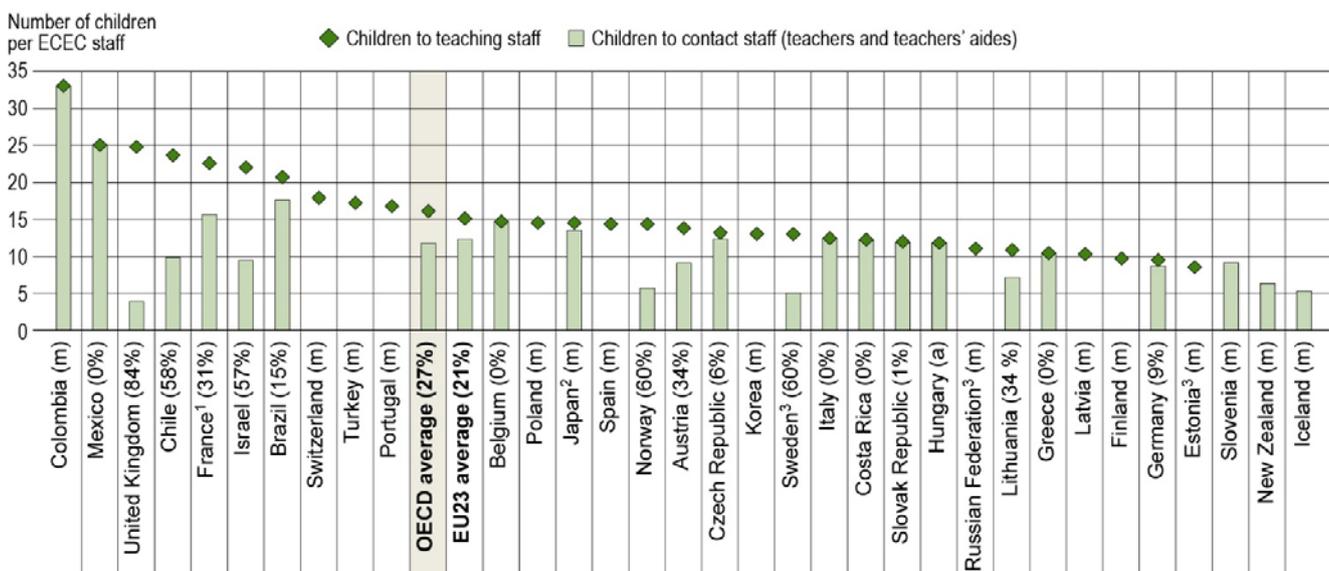
Source: OECD (2019), Table A4.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

**The ratio of children to teaching staff is high at pre-primary level despite a decline in the number of 3-5-year-olds since 2014**

- Almost all 3-year-olds in France were enrolled in pre-primary education (ICSED 02) in 2017, whereas the OECD average is much lower (77%). In addition, 87% of children in pre-primary are enrolled in public institutions in France compared to 66% on average across OECD countries and 73% across the EU23. As a result, the share of private expenditure in pre-primary in France is one of the lowest across OECD countries (7% in France, compared to 17% on average across OECD countries).
- Despite a decline in the number of 3-5-year-olds between 2014 and 2017, the ratio of children to teaching staff in pre-primary remains high at 23 (7 children more than the OECD average). However, France relies more heavily on teachers' aides than other countries do, which lowers the child to contact staff ratio to 16 (compared to 12 on average across OECD countries).
- Since 2010/2011, pre-primary teachers in France are required to hold a Master's degree, placing France among the countries requiring a higher qualification to teach at this level (for most other countries, only a Bachelor's degree is required).
- The statutory starting salary for pre-primary teachers in 2018 was equivalent to the OECD average] although teachers in the middle of their careers earn less than the OECD average.
- Annual expenditure per child in pre-primary education among 3-5-year-olds is USD 8 164, a similar value to the OECD average in 2016 (USD 8 141).

### Figure 3. Child to staff ratios in Early Childhood Education and Care (2017)

Public and private institutions, calculations based on full-time equivalents.



**Note:** Figures in parentheses show the percentages of teachers' aides among ECEC contact staff (teachers and teachers' aides).

1. Excluding independent private institutions. Data on teachers are not comparable with previous years due to a new methodology introduced.
2. Data on staff do not cover all ECEC services.
3. ISCED 0 instead of pre-primary education (ISCED 02).

Countries are ranked in descending order of the ratio of children to teaching staff in pre-primary education.

**Source:** OECD (2019). Table B2.3. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

### Expenditure in education has increased at a slower pace than public expenditure in France

- The allocation of financial resources across various educational levels reflects their priority for governments and the relative costs of education. Expenditure per student in France is higher than the OECD average at secondary level, but lower at primary level. In 2016, annual expenditure per student on primary education was fairly low (USD 7 600 compared to USD 8 500), slightly higher than the OECD average at lower secondary level (USD 10 600 compared to USD 9 900) and very high at upper secondary level (USD 14 100 compared to USD 10 400). At tertiary level, annual expenditure (including on research and development) per student in France is USD 16 200, compared to USD 15 600 on average across OECD countries. Although there has been very little change in annual expenditure per student at primary and secondary levels (+1% since 2010 compared to +5% on average across OECD countries), expenditure on tertiary education has fallen (-5% compared to +8% on average across OECD countries). This reflects a sharper rise in the number of students (+11%) between 2010 and 2016 than in expenditure (+5%).
- Between 2010 and 2016, public expenditure on education in France rose more steadily than total public expenditure (1% compared to 6%). The pattern is similar across OECD countries, although less stark: 4% growth in public expenditure on education, compared to 6% growth in total public expenditure.
- In France, 58% of current expenditure on public primary and secondary educational institutions is allocated to teachers' compensation. This is lower than the average across OECD and EU23 countries (63%). A larger share of expenditure is allocated to non-teaching staff in France (22% compared to 15% on average across OECD and EU23 countries).
- The largest share of expenditure on tertiary institutions in France, 77%, comes from public sources, compared 66% on average across OECD countries and 73% across the EU23. Half of private expenditure comes from households and pays for various tuition-related fees in tertiary institutions. It should be noted that, in France, as in many European countries, tuition fees in public institutions are low: USD 240 for a bachelor's degree, USD 330 for a master's and USD 500 for a doctorate programme.

## Actual salaries for teachers are higher than the OECD average at all levels of education taught except for primary

- Class size in 2016/17 were, on average, slightly higher in France than on average across OECD countries at both primary and lower secondary levels (24 and 25 compared to 21 and 23 on average across OECD countries). Since the start of the academic year in 2017, France has gradually introduced measures to reduce by half class size in the first and second years of primary school (CP and CE1) in the most disadvantaged areas.
- The actual annual salary of 25-64 year-old teachers in 2017 was slightly higher than the OECD average, regardless of gender or the level of education taught, except in primary education (USD 39 400 in France compared to USD 40 600 on average across OECD countries). The earnings premium in France is particularly significant at upper secondary level (*filières générales et technologiques*), where teachers include those with an *agrégation* [specialist teaching] qualification. The actual salaries of school heads in France is lower than on average across OECD countries at all levels except lower secondary (at primary level: USD 52 700 in France compared to USD 61 800 for the OECD average).
- For the first time, primary teachers' statutory salaries (i.e. excluding bonuses and overtime) have exceeded their 2005 value. Between 2005 and 2018, teachers' salaries (based on the minimum level of qualifications required to enter the teaching profession and adjusted to 2005 prices using the deflators for private consumption), rose by 3%. In 2018, the statutory starting salary for teachers was 7% lower in France than the OECD average. However, this difference rises to 22% by the middle of their career (after 10 or 15 years of experience) but falls sharply by career-end to just 2%.
- In France, according to the TALIS survey, most (85%) teachers in lower secondary education were satisfied with their jobs, and 74% reported they would still become teachers if they could choose again; these figures are close to the OECD averages (90% and 76% respectively). However, this satisfaction is relative because 45% of teachers at this level believe the advantages of their profession do not outweigh its disadvantages (compared to the average figure of 24% in the OECD). Moreover, only 7% of teachers at lower secondary level consider their profession is valued by society, far below the OECD average (26%) (OECD, 2019<sup>[2]</sup>).
- Teachers in France are younger on average than in other OECD countries, especially in primary education. The share of teachers over the age of 50 is significantly lower at this level (22% in France compared to an OECD average of 33%). In lower and upper secondary education, teachers are older: 31% of them were over 50 at both levels in 2017 (the OECD average was 37% for lower secondary and 40% for upper secondary teachers).

## In France, as in other OECD countries, gender inequalities persist in education and in the labour market

- In France, the share of 25-34-year-olds with a low level of education (without upper secondary level) fell between 2008 and 2018. This applies both to men (from 18% in 2008 to 14% in 2018) and women (from 16% to 12%). This trend is broadly similar to the OECD average (from 21% to 17% for men in the OECD; from 18% to 13% for women).
- Meanwhile, the share of tertiary graduates in that age group has risen in France, both for men (from 36% in 2008 to 43% in 2018) and women who continue to be more qualified (from 45% to 51%). Once again, this trend is similar to the OECD average (OECD men: from 31% in 2008 to 38% in 2018; women: from 40% to 51%).
- Women are less likely to be employed in France than men, a consistent pattern to the OECD average. The employment rate decreased for both between 2008 and 2018. The employment rates for low-qualified women (lower than the *baccalauréat* or equivalent) fell more in France (from 46% in 2008 to 37% in 2018) than the OECD average (from 49% to 45%). However, employment prospects for tertiary-educated women were better in France (from 86% in 2008 to 84% in 2018) than the OECD average (81% in 2008 and 2018).
- As in all countries for which data are available, the earnings of tertiary-educated women in France are lower than those of men. Women earn on average 71% as much as men, less than the average across OECD countries (75%) and across the EU23 (76%).

- Adults in France participate more in education and training than on average across countries that participating in the European *Adult Education Survey* – AES<sup>3</sup> (51% compared to 47%). In France, more women take part than men (54% compared to 49%) and this participation gap is greater than on average (48% women, 47% men). As in most countries, younger, more qualified adults benefit most from education. However, the difference in participation between poorly qualified and tertiary-educated people is relatively high in France. Only 25% of adults who do not hold the *baccalauréat* or equivalent participate compared to 72% of adults with a tertiary qualification. The average figures for the countries that participated in the survey are 26% and 66%.

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- OECD (2019), *TALIS 2018 Results (Volume I) : Teachers and School Leaders as Lifelong Learners*, [2]  
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- OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, [3]  
<https://dx.doi.org/10.1787/eag-2018-en>.

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

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

Explore, compare and visualise more data and analysis using:  **Education GPS**

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

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this publication, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

### Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

<sup>3</sup> People were asked about the education or training they had undergone during the previous 12 months, regardless of its aim (vocational or personal), method or duration. The survey aims to measure adults' annual participation in education and training over a 12-month period in terms of its nature (formal or non-formal, for vocational or non-vocational purposes), to categorise the education or training (level, field), and to identify reasons for participation, finance and the benefits accrued from it.

## Key Facts for France in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	France		OECD average		EU23 average	
<b>Tertiary education</b>							
<b>Educational attainment of 25-64 year-olds</b>							
<b>2018</b>							
Table A1.1	Short-cycle tertiary	14%		7%		5%	
	Bachelor's or equivalent	10%		17%		14%	
	Master's or equivalent	11%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
	<b>Tertiary attainment of 25-34 year-olds, by gender</b>	<b>2008</b>	<b>2018</b>	<b>2008</b>	<b>2018</b>	<b>2008</b>	<b>2018</b>
Table A1.2	Men	36%	43%	31%	38%	28%	36%
	Women	45%	51%	40%	51%	38%	50%
	Total	41%	47%	35%	44%	33%	43%
<b>Distribution of first-time tertiary entrants by education level</b>							
<b>2017</b>							
Table B4.1	Short-cycle tertiary	**		17%		12%	
	Bachelor's or equivalent	**		76%		80%	
	Master's or equivalent	**		7%		8%	
<b>Share of international or foreign students, by education level<sup>1</sup></b>							
<b>2017</b>							
Table B6.1	Bachelor's or equivalent	7%		4%		7%	
	Master's or equivalent	14%		13%		13%	
	Doctoral or equivalent	40%		22%		22%	
	All tertiary levels of education	10%		6%		9%	
	<b>Employment rate of 25-64 year-olds, by educational attainment</b>	<b>2018</b>					
Table A3.1	Short-cycle tertiary	83%		82%		82%	
	Bachelor's or equivalent	83%		84%		84%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	91%		92%		93%	
	All tertiary levels of education	85%		85%		86%	
<b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>							
<b>2018</b>							
Table A3.4	Education	81%		84%		85%	
	Business and administration and law	85%		86%		87%	
	Engineering, manufacturing and construction	89%		89%		89%	
	Health and welfare	85%		87%		88%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>							
<b>2017</b>							
Table A4.1	Short-cycle tertiary	126		120		121	
	Bachelor's or equivalent	147		144		138	
	Master's, doctoral or equivalent	210		191		174	
	All tertiary levels of education	157		157		152	
	<b>Upper secondary and vocational education and training (VET)</b>						
<b>Upper secondary or post-secondary non-tertiary attainment rate</b>							
<b>2018</b>							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	40%		41%		44%	
<b>Percentage of first-time upper secondary graduates with a vocational qualification</b>							
<b>2017</b>							
Table B3.1	Vocational programmes	**		40%		46%	
<b>Age at graduation from upper secondary education, by programme orientation</b>							
<b>2017</b>							
Figure B3.1	General programmes	**		18		19	
	Vocational programmes	**		21		21	
<b>Share of women among upper secondary graduates, by programme orientation</b>							
<b>2017</b>							
Figure B3.2	General programmes	54%		55%		56%	
	Vocational programmes	49%		46%		46%	
<b>Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education</b>							
<b>2018</b>							
Table A3.3	Employment rate	76%		78%		79%	
	Unemployment rate	12%		7%		8%	
	Inactivity rate	14%		16%		14%	
<b>Total expenditure on upper secondary educational institutions, in USD<sup>2</sup> per full-time equivalent student, by programme orientation</b>							
<b>2016</b>							
Table C1.1	General programmes	USD 13 431		USD 9 397		USD 9 671	
	Vocational programmes	USD 15 392		USD 10 922		USD 11 320	
<b>Early childhood education and care (ECEC)</b>							
<b>Enrolment rate of 3-5 year-olds in education</b>							
<b>2017</b>							
Table B2.2	ECEC and primary education	100%		87%		90%	
<b>Share of children enrolled in private institutions</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	13%		34%		27%	
<b>Ratio of children to teaching staff</b>							
<b>2017</b>							
Table B2.3	Pre-primary level (ISCED 02)	23		16		15	
<b>Expenditure on children aged 3-5 enrolled in education</b>							
<b>2016</b>							
Table B2.4	Annual expenditure per child, in USD <sup>2</sup> per child	USD 8 164		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	France		OECD average		EU23 average	
<b>Social outcomes and adult learning</b>							
<b>Participation in formal and/or non-formal education, by educational attainment<sup>3</sup></b>							
Table A7.1	Below upper secondary	25%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	47%		n.a.		44%	
	Tertiary	72%		n.a.		66%	
<b>Participation in cultural or sporting activities in the last 12 months, by educational attainment<sup>4</sup></b>							
Table A6.1	Below upper secondary	63%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	84%		n.a.		77%	
	Tertiary	96%		n.a.		92%	
<b>Financial resources invested in education</b>							
<b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>							
2016							
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 7 603	1.2%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 10 599	1.3%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 14 132	1.3%	USD 10 368	1.1%	USD 10 308	1%
	Tertiary (including R&D)	USD 16 173	1.4%	USD 15 556	1.5%	USD 15 863	1.2%
<b>Share of expenditure on educational institutions, by final source of funds</b>							
2016							
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	91%	9%	90%	10%	92%	8%
	Tertiary (including R&D)	77%	21%	66%	32%	73%	24%
<b>Total public expenditure on primary to tertiary education</b>							
2016							
Table C4.1	As a percentage of total government expenditure	8.4%		10.8%		9.6%	
<b>Teachers, the learning environment and the organisation of schools</b>							
<b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>							
2017							
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	0.79	1.03	0.78	**	0.78	1.16
	Primary	0.77	1.03	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.88	1.36	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.99	1.36	0.93	1.43	0.95	1.43
<b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers<sup>2</sup></b>							
2018							
Table D3.1a		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 30 872	USD 37 700	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 30 872	USD 37 700	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 32 492	USD 39 320	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 32 492	USD 39 320	USD 35 859	USD 49 804	USD 35 104	USD 49 875
<b>Organisation of teachers' working time in public institutions over the school year</b>							
2018							
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	900 hours	1 607 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	900 hours	1 607 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	684 hours	1 607 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	684 hours	1 607 hours	667 hours	1 629 hours	643 hours	1 558 hours
<b>Percentage of teachers who are 50 years old or over</b>							
2017							
Table D5.1	Primary to upper secondary	28%		36%		39%	
<b>Share of female teachers, in public and private institutions</b>							
2017							
Table D5.2	Primary	84%		83%		87%	
	Lower secondary	60%		69%		72%	
<b>Total number of compulsory instruction time, by level of education</b>							
2019							
Table D1.1	Primary	4 320 hours		4 568 hours		4 258 hours	
	Lower secondary	3 784 hours		3 022 hours		3 002 hours	
	Upper secondary	1 036 hours		**		**	
<b>Average class size by level of education</b>							
2017							
Table D2.1	Primary	24		21		20	
	Lower secondary	25		23		21	

The reference year is the year cited or the latest year for which data are available.

1. For some countries, data on foreign students are provided instead of international students.

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

\*\* Please refer to the source table for details on these data.

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.