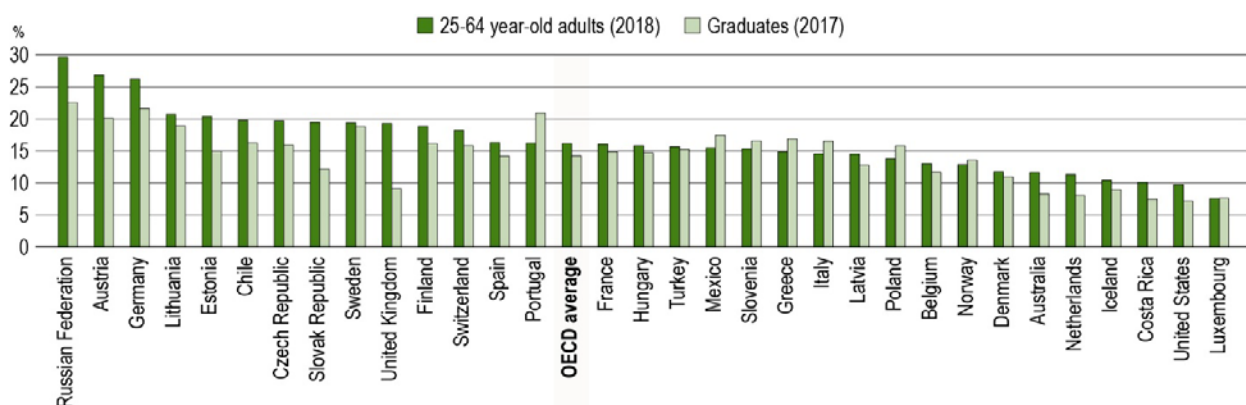


*Education at a Glance: OECD Indicators* (OECD, 2019<sup>[1]</sup>) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

## Italy

- **In Italy, tertiary educational attainment is increasing for younger generations, even though it remains relatively low.** The share of tertiary-educated 25-64 year-olds was 19% in 2018, compared to 28% among 25-34 year-olds.
- **In Italy, the employment rate for adults with a tertiary qualification in some of the fields in science, technology, engineering and mathematics (STEM) is relatively close to the OECD average:** this is the case for information and communication technologies (87%), engineering, manufacturing and construction (85%). The share of adults with a tertiary education in engineering, manufacturing and construction is comparatively low (15%), but it is slightly higher among recent graduates (17%).
- **The employment rate for adults with a tertiary education in arts and humanities, social sciences, journalism and information is relatively low (77%),** although these fields remain relatively popular.
- **Italy has the largest share of teachers over the age of 50 across OECD countries (59%)** and will have to renew half of its teaching workforce in the next decade or so. However, Italy has the lowest share of teachers in the population aged 25-34 year-olds across OECD countries.
- Technical and vocational education and training (TVET) is an alternative pathway to enter the labour market: **young adults (25-34 year-olds) with upper secondary or post-secondary non-tertiary vocational attainment have similar employment prospects to those with a tertiary qualification.**
- Pre-primary education is mainly provided by the public sector, with 72% of children enrolled attending public institutions. **Among 3-5 year-olds the enrolment rate is 94%, higher than the OECD average.**

**Figure 1. Share of engineering, manufacturing and construction graduates among all tertiary-educated 25-64 year-olds and recent graduates (2017 and 2018)**



Countries are ranked in descending order of the share of engineering, manufacturing and construction graduates among all tertiary-educated 25-64 year-olds (2018).

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

## Italy's youth need further incentives to enter and graduate from tertiary education

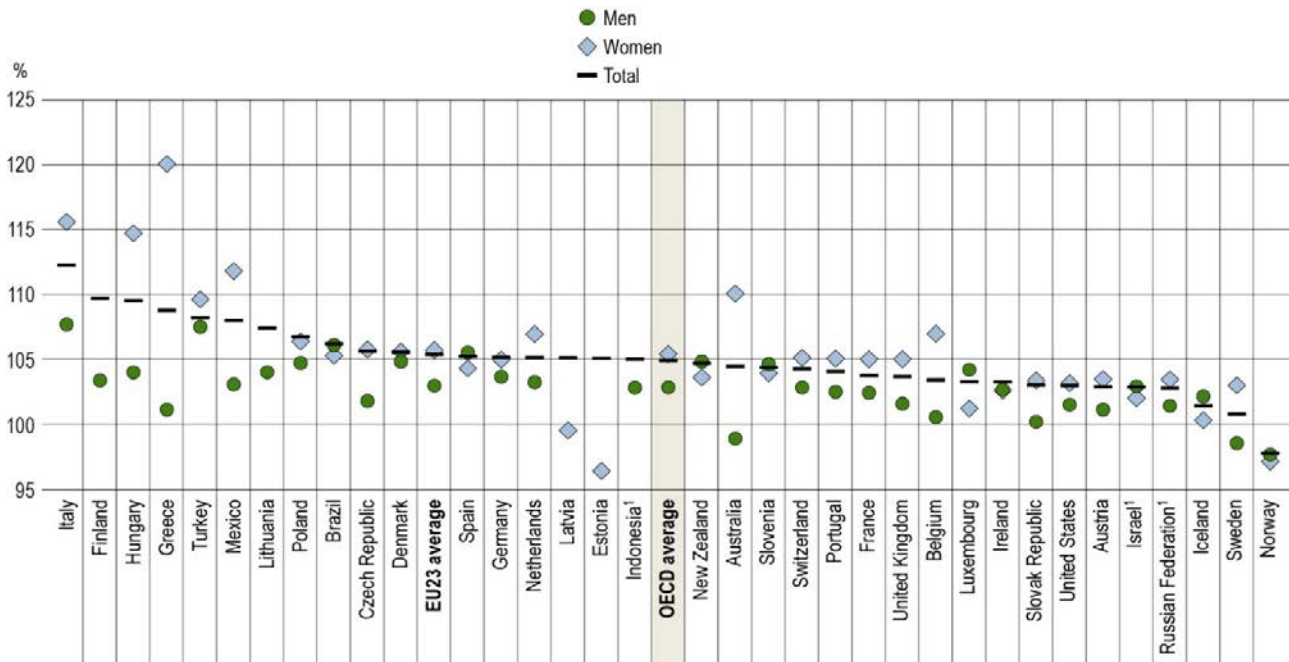
- In Italy, 19% of 25-64 year-olds have a tertiary education (OECD average: 37%) and tertiary attainment rates are increasing for younger generations. The share of young adults (25-34 year-olds) who have attained a tertiary qualification is higher and reached 28% in 2018 (34% for young women), although the employment rate for tertiary-educated 25-34 year-olds is 67%, compared to 81% among 25-64 year-olds.
- If current patterns continue, 37% of Italians are expected to enter a bachelor's programme for the first time before they turn 25 (OECD average: 45%). The first-time entry rate increases to 43% if international and older entrants are included, compared to 58% on average across OECD countries. Master's programmes are relatively popular in Italy: on average, 22% of Italians are expected to enter a master's programme before they are 30, compared to 14% across OECD countries. In Italy, as also in Austria, the Czech Republic, the Slovak Republic and Sweden, who graduates from a bachelor's programme (first-time graduation rate: 31%) is more likely to enter a master's programme than in other OECD countries. Italy's first-time graduation rate at master's level reached 22% in 2017, above the OECD average of 18%.
- Short-cycle tertiary programmes (*Istituti Tecnici Superiori*) are still relatively new in Italy: only 1.7% of first-time entrants into tertiary education in 2017 (and 2.7% of male first-time entrants) entered short-cycle tertiary programmes. Italian authorities are strongly promoting these vocational pathways at tertiary level to facilitate youth's entry into the labour market.
- The employment rate for tertiary-educated adults who graduated from information and communication technologies (87%) and from engineering, manufacturing and construction (85%) is relatively close to the OECD average (only 3 percentage points lower). The share of 25-64 year-olds with a tertiary education in engineering, manufacturing and construction is relatively low (15%), but it is higher (17%) among recent graduates (Figure 1).
- In contrast, the employment rate is lower for tertiary-educated adults who studied fields such as arts (72%) and humanities (78%) as well as other STEM fields (natural sciences, mathematics and statistics, 78%). Italy has the second highest share (29%) of tertiary-educated adults with a qualification in arts and humanities, social sciences, journalism and information across OECD countries. These fields remain popular among younger generations (31% of recent tertiary graduates chose arts and humanities, social sciences, journalism and information) as well as among incoming foreign students (37%).
- In Italy, adults with a tertiary education earn 39% more than those with an upper secondary education, compared to 57% more on average across OECD countries. In Italy, the distribution of earnings of tertiary-educated adults is rather balanced, although 15% of tertiary-educated adults (OECD average: 10%) earn less than half median earnings. Young adults seem to have even less incentive to complete tertiary education: the earnings advantage of a tertiary education falls to only 19% among 25-34 year-olds, compared to 38% on average across the OECD. The distribution of tertiary-educated adults' earnings is unequal between genders, with women earning on average 30% less than men (OECD average: 25%), ranging from 26% less among 55-64 year-old women to 36% less among 35-44 year-olds.
- Low earnings and employment prospects of a tertiary education result in low net private returns to a tertiary education as compared with those with an upper secondary qualification, for both men (USD 190 800<sup>1</sup>, about 36% less than the OECD average) and women (USD 154 200, about 32% less than the OECD average). Both in Italy and on average across OECD countries, the expected monetary benefits to an individual of attaining tertiary education are about 8 times the private costs, but both costs and benefits in Italy are relatively low compared to most OECD countries.
- Tuition fees in Italy are higher than in many other European countries and economies and close to the levels of the Netherlands and Spain, but lower than in England (United Kingdom) and Latvia. Tuition fees in public institutions in Italy average USD 1 900 at bachelor's level, USD 2 100 at master's level and less than USD 500 for doctorates. The amount of tuition fees charged by institutions has increased over the

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

last ten years less than in other OECD countries and the share of students receiving public grants/scholarships in the form of total exemption from payment of fees increased from 17% to 39%<sup>2</sup>.

- The great majority of tertiary students (88%) are enrolled in public universities in Italy. These use open admissions at least to some extent, and entry into tertiary education requires an upper secondary qualification, regardless of whether it is general or vocational. Limits on the number of students and entrance tests may, however, restrict access to some tertiary programmes. Indeed, some fields of study have limits on the number of students, which may be set by universities or centrally; in addition, a percentage of the total number of admissions is reserved for foreign students.

Figure 2. Relative employment rate of 25-64 year-old doctorate holders compared to master's holders (2018)



1. Year of reference differs from 2018.

Countries are ranked in descending order of the relative employment rate of doctorate holders compared to master's holders.

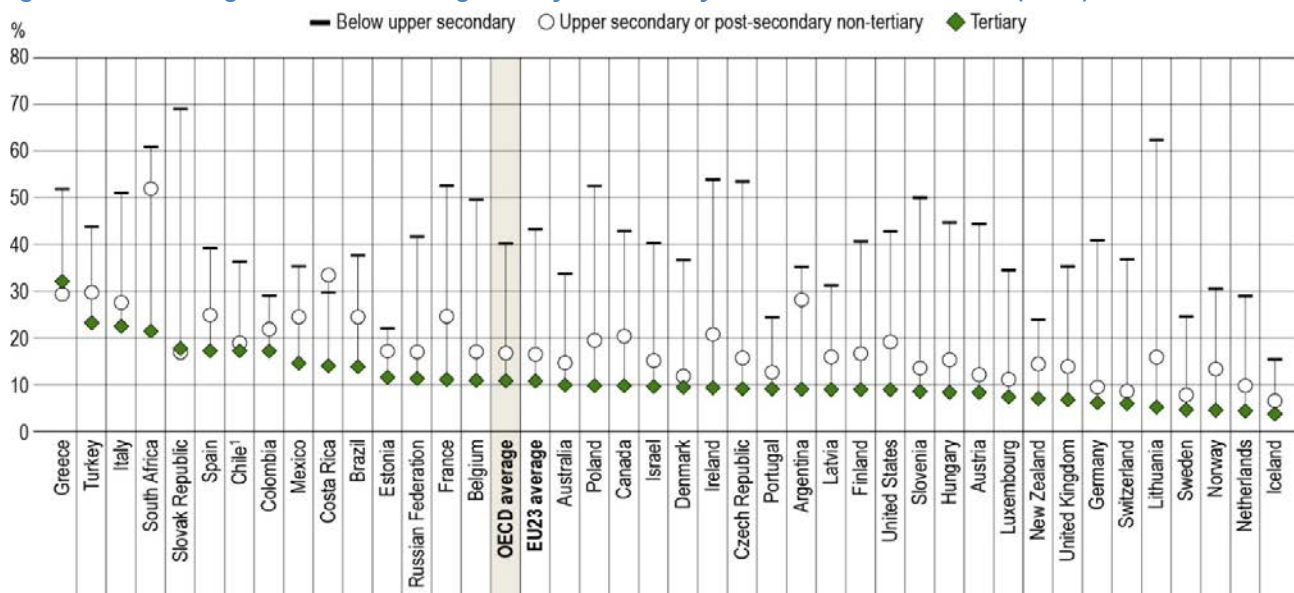
Source: OECD (2019), Table B7.3. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/f8d7880d-en>).

- Even though doctorate holders in Italy enjoy the largest employment advantage relative to those with a master's degree (Figure 2), only 0.5% of adults have completed a doctoral programme (OECD average of 1.2%). More women than men graduate at doctoral level: the share of women among doctoral graduates reaches 53% in natural sciences, mathematics and statistics, 58% in arts and humanities and 64% in health and welfare fields. More men graduate at doctoral level in engineering, manufacturing and construction (64%), but the share of women in this field (36%) is however higher than the OECD average (32%).
- Italy has the third highest share of youth who are neither employed nor in education or training (NEET) among OECD countries: 26% of 18-24 year-olds are NEET, compared with the OECD average of 14%. Around 11% of 15-19 year-olds are NEET, but the share nearly triples among 20-24 year-olds, reaching 29% for women and 28% for men as the transition to tertiary education and to the labour market begins. Even though educational attainment is higher among women, the NEET rate increases to 37% for 25-29 year-old women but falls to 26% for men in the same age group.
- The NEET rate differs according to educational attainment levels. Italy has the third highest share of NEETs among tertiary-educated 25-29 year-olds after Greece and Turkey, at 23% compared to the OECD average of 11% (Figure 3). In this age group, 28% of those with upper secondary or post-secondary non-tertiary education are NEET, rising to 51% among those without upper secondary education.

<sup>2</sup> Starting from academic year 2017/18, annual tuition fees charged by public institutions for first- and second-cycle studies are regulated by Law 232/2016. Under the provisions of this law, students with an income up to EUR 13 000, measured by the family Equivalent Economic Condition Indicator (ISEE) are totally exempted from paying tuition fees.

- NEET covers both inactive (i.e. not actively looking for a job) and unemployed youth. Italy and Colombia are the only two OECD countries to record rates of over 10% for both categories among 18-24 year-olds. In addition, Greece and Italy are the only countries where more than half of all unemployed 18-24 year-olds have remained unemployed for at least one year.

**Figure 3. Percentage of NEETs among 25-29 year-olds, by educational attainment (2018)**



**Note:** NEET refers to young people neither employed nor in education or training.

1. Year of reference differs from 2018. Refer to Table A2.1 for more details.

Countries are ranked in descending order of the percentage of NEETs among tertiary-educated 25-29 year-olds.

**Source:** OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

### The attractiveness of the teaching profession in Italy could be improved

- The share of new tertiary graduates in the field of education<sup>3</sup> is 4%, with a high prevalence of women (93%). Even though education is not the only field of study that allows access to the teaching profession, the high share of women is also reflected in the teaching workforce: 78% of teachers are women across all levels of education. The Teaching and Learning International Survey (TALIS), which focuses on lower secondary schools, found that the share of women among lower secondary principals in Italy (69%) is lower than among teachers at this level (OECD, 2019<sub>[2]</sub>).
- The teaching workforce in Italy is the oldest among OECD countries, and Italy has the largest share of teachers over 50. Although this share has decreased substantially in primary and secondary schools, from 64% in 2015 to 59% in 2017 as a consequence of the recent recruitment campaigns, Italy will have to replace about half of its existing teachers over the next decade or so. However, Italy has the lowest share of primary and secondary teachers in the population aged 25-34 years old (0.5%), compared to 2.9% among 50-59 year-olds.
- The ratio between the top salary and starting salary is 1.5 in pre-primary to lower secondary schools, compared to 1.7 on average across OECD countries (1.6 at pre-primary level) and statutory starting salaries are slightly below the OECD average (ranging from 91% in upper secondary general education to 97% in pre-primary schools). In Italy, 68% of teachers reported that improving teacher salaries should be a high spending priority, compared to the OECD average of 66% (OECD, 2019<sub>[2]</sub>).

### Technical and vocational institutions may be an effective route into the labour market

- In Italy, technical and vocational education and training (TVET) represent a real alternative to general upper secondary programmes as, unlike many countries, the average ages of graduation are relatively

<sup>3</sup> To teach at pre-primary and primary level.

similar between upper secondary general (18) and technical/vocational programmes (19). In 2017, the majority of upper secondary students (55%) were enrolled in TVET in Italy and the share was even higher for male students, with 2 out of 3 enrolled in technical or vocational programmes. The participation of 15-24 year-olds in technical and vocational programmes is also a priority in the Sustainable Development Goals as it plays an important role in preparing students for the labour market, alongside tertiary education: it is tracked by Indicator 4.3.3 and Italy is the country where the difference in participation between men (26%) and women (17%) is most pronounced.

- In Italy, young adults with upper secondary or post-secondary non-tertiary vocational education have, on average, similar employment prospects than those who have completed tertiary education, unlike most other OECD countries where the employment rate is higher for tertiary-educated young adults. In 2018, 68% of 25-34 year-olds with a technical/vocational qualification were employed compared to 67% for tertiary-educated young adults, 48% for those with an upper secondary general education and 53% for those without an upper secondary qualification.
- The share of adults who have attained upper secondary technical/vocational education is higher in Italy than on average across OECD countries: 33% of 25-64 year-olds in Italy have completed upper secondary vocational education as their highest attainment level (OECD average: 25%). This gap is even wider among 25-34 year-olds: 35% of young adults in Italy have an upper secondary vocational education compared with 25% on average across the OECD.
- The majority of graduates in upper secondary vocational programmes in Italy studied three broad fields: services (30%); business, administration and law (29%); and engineering, manufacturing and construction (25%). While the first two are fairly gender balanced, men make up a much higher share of graduates (87%) from engineering, manufacturing and construction.
- Besides technical/vocational and higher education, adults can keep developing new skills in formal and non-formal education throughout their careers. Only 42% of 25-64 year-olds participated in formal or non-formal education in the previous 12 months in Italy, compared to the average of 47% for countries with available data. However, the gap is mostly among adults without an upper secondary education (21% had participated in such learning in Italy, 5 percentage points below the average) and for women (39%; 9 percentage points below the average). Adult learning mostly takes place through non-formal education: 33% of 25-64 year-olds participated in job-related non-formal activities in the previous 12 months (OECD average: 38%) and 14% in non-job-related activities (OECD average: 13%). Only 3% of 25-64 year-olds participates in formal education, mostly at tertiary level.

### Full enrolment is already reached in pre-primary education at age 3

- Virtually all 6-14 year-olds – the age range that covers compulsory education in most OECD countries – are enrolled in education in Italy. Full enrolment (enrolment rates above 90%) starts earlier in Italy, at the age of 3, with an enrolment rate of 94% among 3-5 year-olds, compared to 87% on average across OECD countries. Italy also has programmes for children below the age of 3, but they are not covered by the International Standard Classification of Education (ISCED).
- In Italy, pre-primary education is mainly provided by the public sector. Only 28% of children are enrolled in private schools (OECD average: 34%), while the remaining 72% attend public institutions. In pre-primary schools, the number of children per teacher reaches 12, compared to the OECD average of 16.
- Italy spends around USD 7 400 per student in pre-primary schools, about USD 1 000 below the OECD average of USD 8 350. Overall expenditure at this level accounted for 0.5% of gross domestic product (GDP) in 2016, the same share as in 2012. Private expenditure accounted for 12% of total financial resources at this level, while the remaining 88% was provided by public sources.

### Expenditure per student increases at higher levels of education but less rapidly than in other OECD countries

- Italy spends about 3.6% of its GDP on primary to tertiary education, below the OECD average of 5% and one of the lowest levels of expenditure among OECD countries. Expenditure per student ranges from about USD 8 000 in primary education (94% of the OECD average) to USD 9 200 in secondary education (92% of the OECD average) and USD 11 600 in tertiary programmes (74% of the OECD average) or

about USD 7 600 excluding expenditure on research and development. Even though expenditure per student increases at higher levels of education, the gap with the OECD average widens as expenditure increases more for other OECD countries.


- Expenditure on both tertiary and non-tertiary institutions fell by 9% between 2010 and 2016, more rapidly than the fall in the number of students, which decreased by 8% in tertiary institutions and by 1% in primary to post-secondary non-tertiary education.
- Households contribute 5% of total funding for education from primary to post-secondary non-tertiary, and 30% at tertiary level. Other private sources of funding only contribute at tertiary level, where they account for 6% of expenditure. The share of private funding in tertiary education is slightly higher in Italy (36%) than on average across OECD countries (32%). Among public sources, regional and local governments account for a small share of the funding of non-tertiary education (5% from regional governments and 8% from local governments after intergovernmental transfers), while regional governments account for 18% of tertiary public funding (after intergovernmental transfers).


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<https://dx.doi.org/10.1787/eag-2019-en>.

OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, [2]  
 TALIS, OECD Publishing, Paris, <https://dx.doi.org/10.1787/1d0bc92a-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 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=ITA&treshold=10&topic=EO>.

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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.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, 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 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.

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

| Source  | Main topics in <i>Education at a Glance</i>  | Italy     |     | 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   | 0%        |     | 7%           |     | 5%           |     |
|   | Bachelor's or equivalent   | 4%        |     | 17%          |     | 14%          |     |
|   | Master's or equivalent   | 14%       |     | 13%          |     | 15%          |     |
|   | Doctoral or equivalent   | 1%        |     | 1%           |     | 1%           |     |
| <b>Tertiary attainment of 25-34 year-olds, by gender</b>  |  |           |     |              |     |              |     |
| <b>2008</b>   |  |           |     |              |     |              |     |
| Table A1.2  | Men  | 15%       | 22% | 31%          | 38% | 28%          | 36% |
|   | Women  | 24%       | 34% | 40%          | 51% | 38%          | 50% |
|   | Total  | 20%       | 28% | 35%          | 44% | 33%          | 43% |
| <b>2018</b>   |  |           |     |              |     |              |     |
| <b>Distribution of first-time tertiary entrants by education level</b>  |  |           |     |              |     |              |     |
| Table B4.1  | Short-cycle tertiary   | 2%        |     | 17%          |     | 12%          |     |
|   | Bachelor's or equivalent   | 86%       |     | 76%          |     | 80%          |     |
|   | Master's or equivalent   | 12%       |     | 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   | 5%        |     | 4%           |     | 7%           |     |
|   | Master's or equivalent   | 5%        |     | 13%          |     | 13%          |     |
|   | Doctoral or equivalent   | 15%       |     | 22%          |     | 22%          |     |
|   | All tertiary levels of education   | 5%        |     | 6%           |     | 9%           |     |
| <b>Employment rate of 25-64 year-olds, by educational attainment</b>  |  |           |     |              |     |              |     |
| <b>2018</b>   |  |           |     |              |     |              |     |
| Table A3.1  | Short-cycle tertiary   | 82%       |     | 82%          |     | 82%          |     |
|   | Bachelor's or equivalent   | 73%       |     | 84%          |     | 84%          |     |
|   | Master's or equivalent   | 83%       |     | 88%          |     | 88%          |     |
|   | Doctoral or equivalent   | 92%       |     | 92%          |     | 93%          |     |
|   | All tertiary levels of education   | 81%       |     | 85%          |     | 86%          |     |
| <b>Employment rate of tertiary-educated 25-64 year-olds, by field of study</b>  |  |           |     |              |     |              |     |
| <b>2018</b>   |  |           |     |              |     |              |     |
| Table A3.4  | Education  | 82%       |     | 84%          |     | 85%          |     |
|   | Business and administration and law  | 82%       |     | 86%          |     | 87%          |     |
|   | Engineering, manufacturing and construction  | 85%       |     | 89%          |     | 89%          |     |
|   | Health and welfare   | 86%       |     | 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   | **        |     | 120          |     | 121          |     |
|   | Bachelor's or equivalent   | **        |     | 144          |     | 138          |     |
|   | Master's, doctoral or equivalent   | **        |     | 191          |     | 174          |     |
|   | All tertiary levels of education   | 139       |     | 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 | 48%       |     | 41%          |     | 44%          |     |
| <b>Percentage of first-time upper secondary graduates with a vocational qualification</b>   |  |           |     |              |     |              |     |
| <b>2017</b>   |  |           |     |              |     |              |     |
| Table B3.1  | Vocational programmes  | 58%       |     | 40%          |     | 46%          |     |
| <b>Age at graduation from upper secondary education, by programme orientation</b>   |  |           |     |              |     |              |     |
| <b>2017</b>   |  |           |     |              |     |              |     |
| Figure B3.1   | General programmes   | 18        |     | 18           |     | 19           |     |
|   | Vocational programmes  | 19        |     | 21           |     | 21           |     |
| <b>Share of women among upper secondary graduates, by programme orientation</b>   |  |           |     |              |     |              |     |
| <b>2017</b>   |  |           |     |              |     |              |     |
| Figure B3.2   | General programmes   | 62%       |     | 55%          |     | 56%          |     |
|   | Vocational programmes  | 39%       |     | 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  | 63%       |     | 78%          |     | 79%          |     |
|   | Unemployment rate  | 15%       |     | 7%           |     | 8%           |     |
|   | Inactivity rate  | 26%       |     | 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 9 397    |     | USD 9 671    |     |
|   | Vocational programmes  | **        |     | 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   | 94%       |     | 87%          |     | 90%          |     |
| <b>Share of children enrolled in private institutions</b>   |  |           |     |              |     |              |     |
| <b>2017</b>   |  |           |     |              |     |              |     |
| Table B2.3  | Pre-primary level (ISCED 02)   | 28%       |     | 34%          |     | 27%          |     |
| <b>Ratio of children to teaching staff</b>  |  |           |     |              |     |              |     |
| <b>2017</b>   |  |           |     |              |     |              |     |
| Table B2.3  | Pre-primary level (ISCED 02)   | 12        |     | 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 7 411 |     | USD 8 141    |     | USD 8 926    |     |

| Source  | Main topics in <i>Education at a Glance</i>        | Italy                    |  | 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>   |  | <b>2016</b>              |  |                          |  |                          |  |
| Table A7.1  | Below upper secondary                              | 21%                      |  | 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>  |  | <b>2015</b>              |  |                          |  |                          |  |
| Table A6.1  | Below upper secondary                              | 37%                      |  | n.a.                     |  | 56%                      |  |
|   | Upper secondary or post-secondary non-tertiary     | 62%                      |  | n.a.                     |  | 77%                      |  |
|   | Tertiary   | 77%                      |  | n.a.                     |  | 92%                      |  |
| <b>Financial resources invested in education</b>  |  |                          |  |                          |  |                          |  |
| <b>Total expenditure on educational institutions, by level of education<sup>2</sup></b>   |  | <b>2016</b>              |  |                          |  |                          |  |
| Table C1.1 and C2.1   |  | <b>USD/student</b>       | <b>% GDP</b>                               | <b>USD/student</b>       | <b>% GDP</b>                               | <b>USD/student</b>       | <b>% GDP</b>                               |
|   | Primary  | USD 7 991                | 1%   | USD 8 470                | 1.5%                                       | USD 8 548                | 1.3%                                       |
|   | Lower secondary                                    | USD 8 893                | 0.7%                                       | USD 9 884                | 0.9%                                       | USD 10 302               | 0.9%                                       |
|   | Upper secondary                                    | USD 9 377                | 1.1%                                       | USD 10 368               | 1.1%                                       | USD 10 308               | 1.0%                                       |
|   | Tertiary (including R&D)                           | USD 11 589               | 0.9%                                       | USD 15 556               | 1.5%                                       | USD 15 863               | 1.2%                                       |
| <b>Share of expenditure on educational institutions, by final source of funds</b>   |  | <b>2016</b>              |  |                          |  |                          |  |
| Table C3.1  |  | <b>Public</b>            | <b>Private</b>                             | <b>Public</b>            | <b>Private</b>                             | <b>Public</b>            | <b>Private</b>                             |
|   | Primary, secondary and post-secondary non-tertiary | 95%                      | 5%   | 90%                      | 10%  | 92%                      | 8%   |
|   | Tertiary (including R&D)                           | 61%                      | 36%  | 66%                      | 32%  | 73%                      | 24%  |
| <b>Total public expenditure on primary to tertiary education</b>  |  | <b>2016</b>              |  |                          |  |                          |  |
| Table C4.1  | As a percentage of total government expenditure    | 6.9%                     |  | 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>           |  | <b>2017</b>              |  |                          |  |                          |  |
| Table D3.2a   |  | <b>Teachers</b>          | <b>School heads</b>                        | <b>Teachers</b>          | <b>School heads</b>                        | <b>Teachers</b>          | <b>School heads</b>                        |
|   | Pre-primary  | 0.65                     | **   | 0.78                     | **   | 0.78                     | 1.16                                       |
|   | Primary  | 0.65                     | 1.39                                       | 0.84                     | 1.25                                       | 0.85                     | 1.24                                       |
|   | Lower secondary (general programmes)               | 0.66                     | 1.39                                       | 0.88                     | 1.34                                       | 0.89                     | 1.34                                       |
|   | Upper secondary (general programmes)               | 0.71                     | 1.39                                       | 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> |  | <b>2018</b>              |  |                          |  |                          |  |
| Table D3.1a   |  | <b>Starting salary</b>   | <b>Salary after 15 years of experience</b> | <b>Starting salary</b>   | <b>Salary after 15 years of experience</b> | <b>Starting salary</b>   | <b>Salary after 15 years of experience</b> |
|   | Pre-primary  | USD 30 403               | USD 36 604                                 | USD 31 276               | USD 42 078                                 | USD 30 615               | USD 41 354                                 |
|   | Primary  | USD 30 403               | USD 36 604                                 | USD 33 058               | USD 45 947                                 | USD 32 987               | USD 45 748                                 |
|   | Lower secondary (general programmes)               | USD 32 725               | USD 39 840                                 | USD 34 230               | USD 47 675                                 | USD 34 261               | USD 47 772                                 |
|   | Upper secondary (general programmes)               | USD 32 725               | USD 40 952                                 | 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>   |  | <b>2018</b>              |  |                          |  |                          |  |
| Tables D4.1a and D4.1b  |  | <b>Net teaching time</b> | <b>Total statutory working time</b>        | <b>Net teaching time</b> | <b>Total statutory working time</b>        | <b>Net teaching time</b> | <b>Total statutory working time</b>        |
|   | Pre-primary  | 933 hours                | **   | 1 024 hours              | 1 613 hours                                | 1 062 hours              | 1 550 hours                                |
|   | Primary  | 755 hours                | **   | 783 hours                | 1 612 hours                                | 754 hours                | 1 539 hours                                |
|   | Lower secondary (general programmes)               | 617 hours                | **   | 709 hours                | 1 634 hours                                | 673 hours                | 1 572 hours                                |
|   | Upper secondary (general programmes)               | 617 hours                | **   | 667 hours                | 1 629 hours                                | 643 hours                | 1 558 hours                                |
| <b>Percentage of teachers who are 50 years old or over</b>  |  | <b>2017</b>              |  |                          |  |                          |  |
| Table D5.1  | Primary to upper secondary                         | 59%                      |  | 36%                      |  | 39%                      |  |
| <b>Share of female teachers, in public and private institutions</b>   |  | <b>2017</b>              |  |                          |  |                          |  |
| Table D5.2  | Primary  | 96%                      |  | 83%                      |  | 87%                      |  |
|   | Lower secondary                                    | 77%                      |  | 69%                      |  | 72%                      |  |
| <b>Total number of compulsory instruction time, by level of education</b>   |  | <b>2019</b>              |  |                          |  |                          |  |
| Table D1.1  | Primary  | 4 455 hours              |  | 4 568 hours              |  | 4 258 hours              |  |
|   | Lower secondary                                    | 2 970 hours              |  | 3 022 hours              |  | 3 002 hours              |  |
|   | Upper secondary                                    | 1 827 hours              |  | **                       |  | **                       |  |
| <b>Average class size by level of education</b>   |  | <b>2017</b>              |  |                          |  |                          |  |
| Table D2.1  | Primary  | 19                       |  | 21                       |  | 20                       |  |
|   | Lower secondary                                    | 21                       |  | 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>.