

## Corrigendum

### Page 16

#### Table A

Indicator D5 is indicated twice, it should read:

**D4** How much time do teachers spend teaching? x

### Page 27:

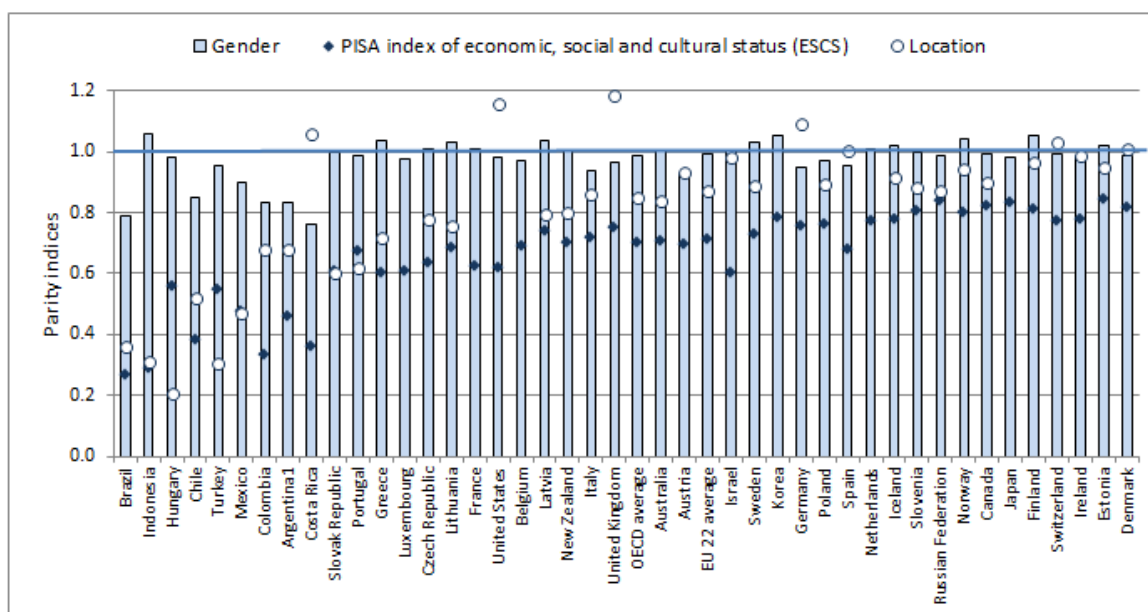
Figure 1. Mathematics performance and gender, ESCS and location parity indices (2015)

Added a note for Argentina.

#### Figure 1.

##### Mathematics performance and gender, ESCS and location parity indices (2015)

Indicator 4.1.1 - Proportion of 15-year-olds achieving at least a proficiency level 2 (PISA) in mathematics



**Note:** The gender parity index refers to the ratio of the female value over the male value. ESCS refers to the PISA index of economic, social and cultural status. The ESCS parity index refers to the ratio of the value for the bottom quartile over the value for the top quartile of the ESCS index. Location parity is measured using the PISA definition of rural and urban areas (see the *Definitions* section at the end of this chapter). The location parity index refers to the ratio of the value for rural areas over the value for urban areas.

**How to read this figure:** In Denmark, the proportion of girls achieving at least PISA level 2 in mathematics is almost equal to that of boys (a parity index of 1 indicates perfect parity). The proportion of children from the bottom quartile of the PISA ESCS index achieving at least PISA level 2 in mathematics is 20% lower than that of children from the top ESCS quartile.

1. Coverage is too small to ensure comparability.

Countries are ranked based on the **average** distance of each index to 1 (high to low).

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

## Page 30

In the first paragraph below Box 2, the following sentence has been modified:

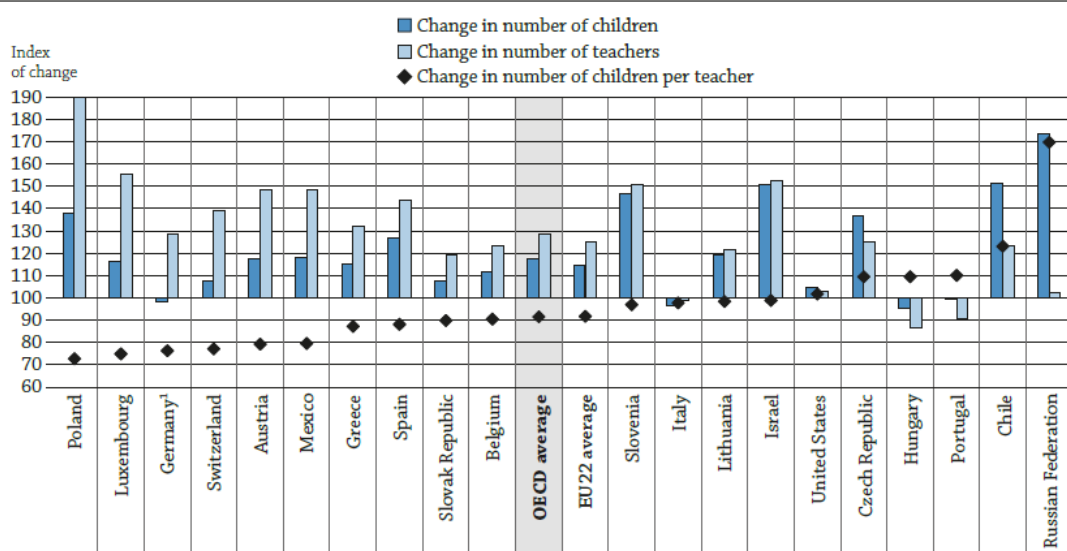
“In most OECD and partner countries, **men** are at least **10%** more likely than **women** to enrol in vocational education (Figure 2.a), and students whose parents did not attain tertiary education are more likely to choose upper secondary vocational programmes than general programmes (Box B3.1)”.

## Page 171:

Figure B2.5. Changes in number of children, number of teachers and number of children per teacher in pre-primary education (2005, 2016)

France has been deleted from the figure.


**Figure B2.5. Changes in number of children, number of teachers and number of children per teacher in pre-primary education (2005, 2016)**  
Index of change between 2005 and 2016 (2005 = 100), based on head counts



1. Year of reference 2006 instead of 2005.

Countries are ranked in ascending order of the change over the period 2005-2016 in number of children per teacher in pre-primary education (ISCED 02).

Source: OECD (2018), Table B2.2. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933803292>

## Page 172:

In the first paragraph, France has been deleted from the last sentence:

In Chile, the Czech Republic, **France**, Hungary, Portugal, the Russian Federation and the United States, the number of children per teacher is higher in 2016 than a decade ago (Figure B2.5).

**Page 177:**

*Table B2.2. Enrolment of children in early childhood education and care (ISCED 0) by type of institution and ratio of children to teaching staff (2016)*

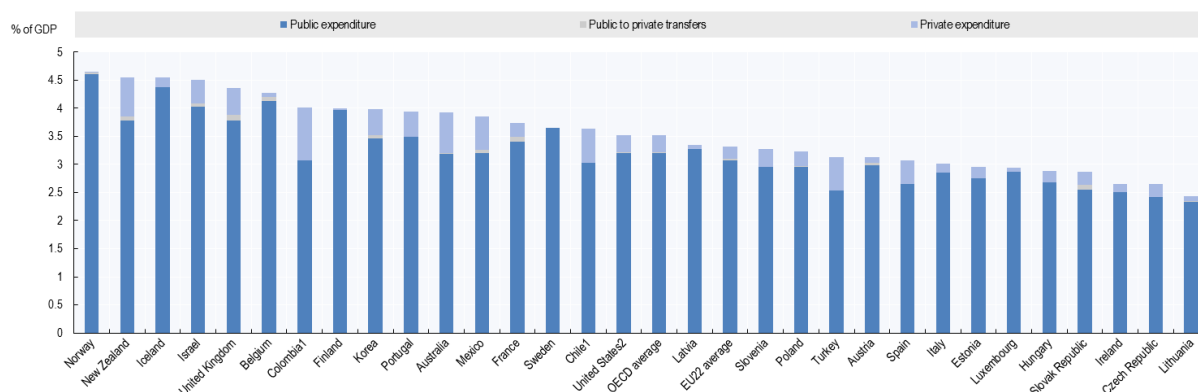
Numbers replaced by “m” for France in Columns 15, 16 and 17

	Distribution of children in ISCED 01, by type of institution				Distribution of children in ISCED 02, by type of institution				Ratio of children to staff in full-time equivalents, by type of ECEC service						Index of change between 2005 and 2016 (2005 = 100) in number of children per teacher in pre-primary education (ISCED 02) (based on head counts)		
	Public	Private			Public	Private			ISCED 01 Children to contact staff (teachers and aides)	ISCED 02 Children to contact staff (teachers and aides)	Total (ISCED 0) Children to teaching staff (teachers and aides)	ISCED 01 Children to teaching staff	ISCED 02 Children to contact staff (teachers and aides)	Total (ISCED 0) Children to teaching staff	Change in number of children enrolled	Change in number of teachers	Change in number of children per teacher
		Government-dependent private	Independent private	Total		Government-dependent private	Independent private	Total									
		(1)	(2)	(3)		(4)	(5)	(6)									
France <sup>1</sup>	a	a	a	a	87	13	0	13	a	a	15	23	15	23	m	m	m

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*Figure C2.2. total expenditure on educational institutions as a percentage of GDP, by source of funds (2015)*

Japan have been deleted from the figure presenting data on “Primary, secondary and post-secondary non-tertiary”.



**Page 262**

In the first paragraph, Japan has been deleted from the first sentence:

In the Czech Republic, Greece, Hungary, Ireland, Italy, ~~Japan~~, Lithuania, Luxembourg and the Russian Federation, public direct investment represents around 3% of GDP, while Nordic countries, such as Finland and Norway, and Costa Rica devote around 6% of their GDP in public direct expenditure on educational institutions (Figure C2.2).

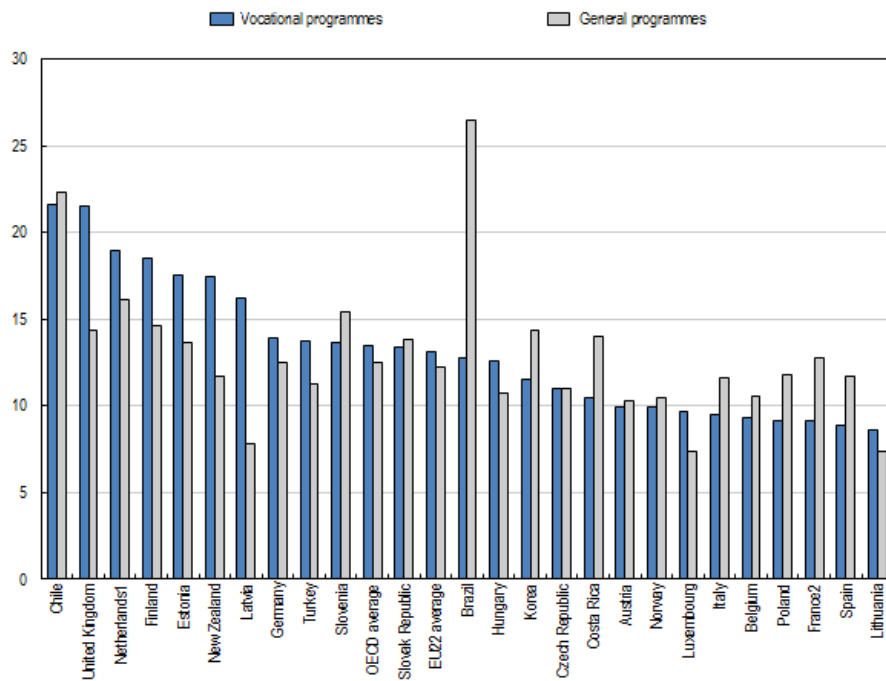
**Page 353:**

*Figure D2.2. Ratio of students to teaching staff in upper secondary education, by type of programmes (2016)*

The averages have been updated according to Table D2.2

Figure D2.2.

Ratio of students to teaching staff in upper secondary education, by type of programmes (2016)



1. Public institutions only.
2. Public and government-dependent private institutions only.

Countries are ranked in descending order of the ratio of students to teaching staff in upper secondary vocational programmes.

Source: OECD / UIS / Eurostat (2018), Table D2.2. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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