COUNTRY NOTE

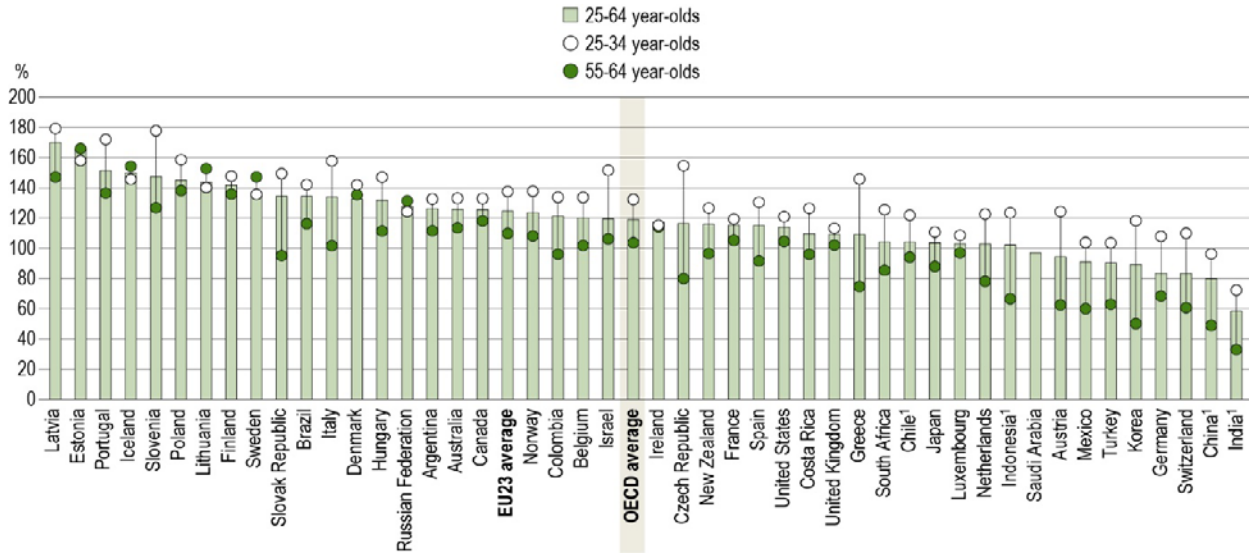
EDUCATION AT A GLANCE 2019

Education at a Glance: OECD Indicators (OECD, 2019[1]) 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.

Latvia

- **The tertiary attainment rate among young adults (25-34 year-olds) has improved from 29% in 2008 to 42% in 2018**. However, a wide gender gap exists, as 30% of men have a tertiary qualification, compared to 54% among women.
- Despite above-average tertiary entry rates, **the cross-cohort probability of completing a short-cycle tertiary or bachelor's programme by its theoretical duration remains relatively low**, but it is higher for women.
- **Upper secondary general programmes are preferred by young people (over 60% of students in upper secondary education).** However, vocational programmes including at least a 25% practical training component, such as Latvia's, can provide numerous advantages in the labour market.
- Net financial returns to a tertiary education are relatively low compared to other OECD countries, especially for men. In addition, **the employment rate among 25-34 year-old men with an upper secondary vocational qualification reaches 88%, only 4 percentage points less than those with a tertiary education (92%)**.
- **Small class sizes in Latvia inflate the cost of education per student**, although it remains the lowest across OECD countries because of teachers' low statutory salaries.

Figure 1. Share of tertiary-educated women as a percentage of the share of tertiary-educated men, by age group (2018)



1. Year of reference differs from 2018. Refer to Table A1.1 for more details.

Countries are ranked in descending order of percentage point difference for the age group 25-64.

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).

Young Latvians need further incentives to enter and graduate from tertiary education, especially among men

- In 2018, 34% of the Latvian population aged 25-64 years old had attained a tertiary education compared to the OECD average of 37%, although the rate has improved among young adults (25-34 year-olds) from 29% in 2008 to 42% in 2018. However, the gender distribution of tertiary qualifications among young adults is uneven: tertiary educational attainment is much lower among men (30%) than among women (54%). Latvia has the largest gender gap in tertiary educational attainment among OECD and partner countries (Figure 1) and it is wider for the younger generations.
- As in many other OECD countries, Latvians with higher levels of educational attainment have better labour-market prospects. The employment rate for tertiary-educated 25-64 year-olds in Latvia reached 89% in 2018, 4 percentage points above the OECD average and 14 percentage points above the rate for adults with an upper secondary or post-secondary non-tertiary education.
- The share of youth who are neither employed nor in education or training (NEET) reaches 14% among 20-24 year-olds and 15% among 25-29 year-olds, just below the OECD averages for these age groups. Only 9% of tertiary-educated 25-29 year-olds are NEET, compared with 16% of those with an upper secondary or post-secondary non-tertiary education and 31% of those below this level.
- Tertiary-educated adults (25-64 year-olds) can expect to earn 46% more than those who have attained an upper secondary qualification. The earnings advantage is lower than the OECD average (57% more) and this gap increases for those who have attained a master's or doctoral qualification (64% more in Latvia and 91% more on average across OECD countries). Latvia's below-average earnings advantage is also reflected in its relatively balanced earnings distribution, with only 24% of tertiary-educated adults earning more than 1.5 times the median (OECD average: 40%). A balanced distribution of earnings can be positive in terms of social cohesion but it could also translate into a lack of incentive to enter and complete tertiary education.
- Tertiary educational attainment also helps to narrow the gender earnings gap, as tertiary-educated women earn 20% less than men with the same level of education, while women with an upper secondary qualification earn 28% less than their male peers.
- Both the costs and the benefits of attaining a tertiary education in Latvia are relatively low compared to most OECD countries: net financial returns to tertiary education reach only USD 147 500[1] for men and USD 150 700 for women, well below the OECD averages of USD 295 900 for men and USD 227 600 for women. The expected monetary benefits of attaining tertiary education are 6 times the private costs for a man (OECD average: 8) and 7.4 times the private costs for a woman (OECD average: 7.5). The main private cost of attaining a tertiary education is from foregone earnings from postponing labour-market entry but tuition fees may also be a barrier to accessing tertiary programmes.
- Latvia has some of the highest tuition fees among European countries, although they vary widely across tertiary educational institutions. As in Belgium, Estonia, Israel and the United Kingdom, the majority of tertiary students in Latvia enrol in government-dependent private institutions[2] (69%). Only one in three students pay fees for bachelor's programmes in these institutions, ranging from less than USD 2 100 to over USD 11 200 and with the most common fee being around USD 4 300.Tuition fees are higher for doctoral students (around USD 5 800), unlike in the majority of OECD European countries, and for foreign

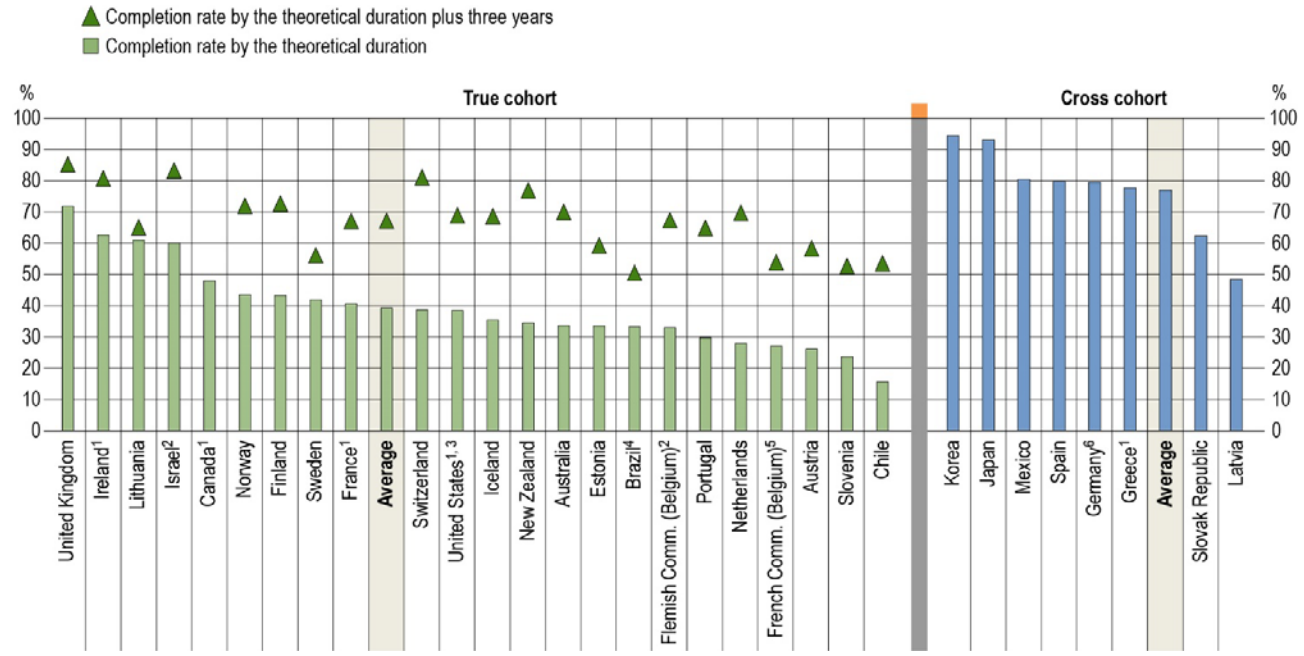
[1] Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

[2] According to international definitions, most higher education institutions in Latvia are classified as private government-dependant due to their autonomy and governance model, although they are considered nationally as public institutions.

students (around USD 7 300 at bachelor's level). Despite the relatively high fees, only 5% of students take advantage of loans guaranteed by the government (borrowing around USD 2 400 each on average).

- The chance of a Latvian student entering a bachelor's programme before the age of 25 is 56% (OECD average: 45%), or 15% for short-cycle tertiary (OECD average: 10%). The likelihood of first entering a master's before the age of 30 is 18% (OECD average: 14%).
- At least half of all bachelor's students are aged 19-22 years old, and at least half of master's students are 22-27 years old, the typical enrolment ages in Latvia. Students enrolled in short-cycle tertiary and doctoral programmes have a broader spread of ages. The tertiary enrolment rate peaks at ages 20-21 (47%), when enrolment in short-cycle tertiary (4% at both ages 20 and 21) and bachelor's programmes (37% at age 20 and 36% at age 21) is highest. The tertiary enrolment rate decreases to 33% at age 23 and to 26% at age 24 – when enrolment in master's programmes reaches its peak (9%) – and drops below 20% after this age. In addition, Latvia has one of the highest rates of part-time study at short-cycle tertiary (49%) and bachelor's level (30%) among OECD countries.
- Cross-cohort completion rates compare the number of new entrants to a given level of education with the number of graduates after the theoretical duration of the programme. Cross-cohort completion rates are relatively low for Latvia for both short-cycle tertiary (61%) and bachelor's programmes (48%; Figure 2). They are even lower for male students: 51% for short-cycle tertiary programmes and 33% for bachelor's.

Figure 2. Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)



Note: For countries with true cohort data, the completion includes students who transferred and graduated from another tertiary level.
1. Year of reference differs from 2017. Refer to the source table for details.
2. Completion rate of students who entered a bachelor's programme does not include students who transferred and graduated from short-cycle programmes.
3. The theoretical duration plus 3 years refers to the theoretical duration plus 2 years.
4. Data do not include entrants to 6-year bachelor's programmes, which correspond to about 2% of total entrants at this level.
5. Data refer only to the hautes écoles (HE) and the écoles des arts (ESA), representing about 60% of entrants to bachelor's or equivalent programmes
6. Data refer to estimated completion rates based on a modelled relationship between future graduates and students still enrolled.
7. Year of reference differs from 2017. Refer to the source table for details.
Countries and economies are ranked in descending order of completion rate by theoretical duration (true cohort) or cross cohort.
Source: OECD (2019), Table B5.1. See *Source* section for more information and Annex 3 for notes (https://doi.org/10.1787/f8d7880d-en).

Vocational education represents an effective route into the labour market for men

- An upper secondary education is often considered the minimum qualification for successful entry into the labour market and for continuing to further education. In Latvia, 88% of 25-64 year-olds and 87% of 25-34 year-olds hold at least an upper secondary qualification.
- Vocational education and training (VET) is an important part of upper secondary education in many OECD countries and is recognised as a priority in the Sustainable Development Goals, as, along with tertiary education, it plays an important role in preparing students for the labour market. Indicator 4.3.3. tracks the participation of 15-24 year-olds in vocational programmes at upper secondary to short-cycle tertiary level and it reaches 17% in Latvia (OECD average: 18%). Young people prefer general programmes, even though vocational programmes with a strong labour-market orientation, such as Latvia's, can provide numerous advantages in the labour market (OECD, 2019[2]). Vocational education in Latvia is provided exclusively through combined school- and work-based programmes[3], with the work component representing at least 25% of the study/workload of the overall curriculum.
- In 2017, 44% of male upper secondary students and 33% of female ones were enrolled in vocational tracks in Latvia. This gender gap is also reflected in the lifetime probability of graduating from upper secondary vocational programmes at least once, which is 24% for men and 20% for women. About 25% of young men (25-34 year-olds) have an upper secondary or post-secondary non-tertiary vocational education, 14 percentage points more than the share for young women. Latvian men's preference for vocational pathways is most marked among younger generations, as the gap is only 7 percentage points in the overall working-age population (25-64 year-olds).
- Employment prospects improve with higher levels of educational attainment. However, the employment rate for 25-34 year-old men with a vocational upper secondary or post-secondary non-tertiary qualification is 88%, only 4 percentage points lower than for those with a tertiary education (92%). For young women, tertiary education leads to an employment rate (88%) that is 16 percentage points higher than for those with an upper secondary or post-secondary non-tertiary vocational qualification (72%).
- Most upper secondary vocational students graduate from the following broad fields: engineering, manufacturing and construction (37%); services (24%); business, administration and law (15%); and arts and humanities (13%). Of these, engineering, manufacturing and construction are strongly preferred by men, who account for 9 out of 10 graduates in this field, while women make up at least 7 out of 10 graduates in the other main fields.
- Besides vocational and higher education, adults can keep developing new skills in formal and non-formal education throughout their careers. In Latvia, 48% of 25-64 year-olds participated in formal or non-formal education in the previous 12 months, compared to the average of 47% for countries with available data. As in other countries, participation is lower for men (43% compared to 52% for women) and also for those with lower levels of educational attainment (27% for adults without an upper secondary education) and older age groups (57% among 25-34 year-olds, 47% among 45-54 year-olds and 34% among 55-64 year-olds). Adult learning mostly takes place through non-formal education: 46% of 25-64 year-olds had participated non-formal activities in the previous 12 months (mostly job-related and sponsored by the employer). Only 4% of 25-64 year-olds had participated in any formal education (OECD average: 7%), mostly tertiary programmes.

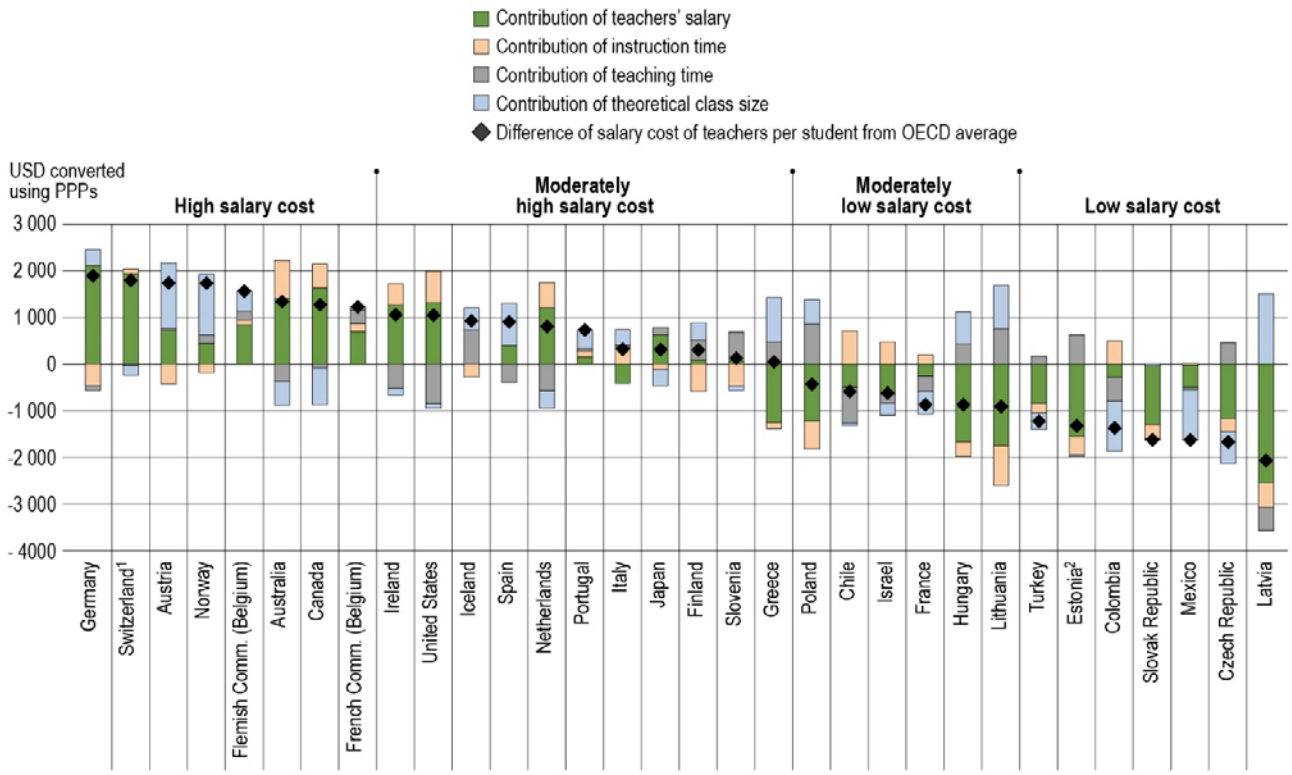
[3] VET programmes in Latvia include a practical training component; however, these programmes are not classified nationally as work-based programmes.

Low teachers' salaries keep costs per student low, despite small class sizes

- The statutory starting annual salary for teachers in Latvia is about USD 14 500 across all levels of education in public institutions, much lower than the OECD average which ranges from about USD 31 300 in pre-primary schools to USD 35 900 in upper secondary education. The Teaching and Learning International Survey (TALIS), which focuses on lower secondary schools, found that 86% of teachers at that level reported that improving teacher salaries should be a high spending priority, compared to the OECD average of 66% (OECD, 2019[3]).
- Below-average statutory salaries also reflect Latvia's generally low salaries. In fact, unlike in all other OECD countries, teachers' actual salaries are higher than tertiary-educated adults' average earnings: from 5% more in pre-primary education to 35% more in primary schools, 40% more in lower secondary education and 50% more in upper secondary general education. School heads earn between 60% (at pre-primary level) and 91% more (at upper secondary level) than tertiary educated workers.

Figure 3. Contribution of various factors to salary cost of teachers per student in public institutions, primary education (2017)

USD converted using PPPs for private consumption



How to read this chart: This figure shows the contribution (in USD) of the factors influencing the difference between salary cost of teachers per student in the country and the OECD average. For example, in Poland, the salary cost of teachers per student is USD 429 lower than the OECD average. Poland has a smaller theoretical class size (+ USD 521) and less teaching time (+ USD 864) than the OECD average, both of which push the salary cost of teachers up. However, this is more than compensated for by below-average teachers' salaries (- USD 1 226) and below-average instruction time (- USD 588), which push the cost down.

1. Teachers' statutory salaries after 10 years of experience instead of 15 years.
2. Teachers' statutory salaries at the start of their career instead of after 15 years of experience.

Countries and economies are ranked in descending order of the difference between the salary cost of teachers per student and the OECD average.

Source: OECD (2019), Table C7.2. See Source section for more information and Annex 3 for notes (https://doi.org/10.1787/f8d7880d-en).

- In Latvia, 14% of tertiary-educated adults studied in the field of education, above the OECD average of 12%. However, this share is much lower among recent graduates (only 4%), which, together with Portugal, is the largest fall in take up of this field when comparing the adult population and the most recent generation of graduates across OECD countries.
- Even though tertiary studies in the education field are not necessarily the only way to enter the teaching profession in Latvia, the declining attractiveness of the teaching profession is also reflected in the declining share of teachers in the population across age groups. Only 1% of the population aged 25-34 years old are teachers (OECD average: 1.8%), compared to 2.8% among 50-59 year olds (OECD average: 2.4%). In addition, nearly half of all primary and secondary teachers (46%) were 50 years old or older in 2017 and will retire in the next 15 years or so. Latvia has also some of the highest gender imbalances among teachers, with women accounting for 8 out of 10 secondary teachers, 9 out of 10 primary teachers and 10 out of 10 of pre-primary teachers.
- In 2017, there were about 12 students per teacher in primary education (OECD average: 15) and 8 students in secondary general programmes (OECD average: 13). While the student-to-teacher ratio is below the OECD average for upper secondary general programmes, it is the opposite in vocational tracks, where there are 17 students for every teacher (OECD average: 14).
- The relatively small class sizes push up the cost of education by requiring more teachers for a given number of students, although the overall cost of education per student remains the lowest across OECD countries (about USD 700 at primary level and USD 1 000 at lower secondary level) because of teachers' low statutory salaries (Figure 3). The Latvian authorities are taking action to reduce the number of schools and increase class sizes, which could reduce teachers' salary cost per student further or could be an opportunity to increase teachers' statutory salaries while keeping the same levels of salary cost per student. Alternatively, it could be an opportunity to equalise the ratio of teachers to students between general and vocational programmes.

Participation in education reaches 90% among 3-year-olds and is above average also for younger children

- In Latvia, enrolment in early childhood education is already 90% among 3-year-olds. In 2017, participation in early childhood education reached 93% among 3-5 year-olds (OECD average: 87%), 11 percentage points more than in 2010 and 16 percentage points more than in 2005. Participation also increased among younger children: the enrolment rate for children under 3 rose from 18% in 2010 to 29% in 2017 (OECD average: 26%).
- In Latvia, early childhood education and care are mainly provided by the public sector. Only 15% of children in early childhood educational development and 7% of those in pre-primary education are enrolled in private settings (OECD averages: 44% and 34%). In early childhood education and care overall, there are about 10 children per teacher compared to the OECD average of 14.
- Expenditure per child reaches around USD 5 600 in pre-primary schools, around USD 2 800 below the OECD average. Overall expenditure at this level amounted to 0.8% of Latvia's gross domestic product (GDP) in 2016, the same share as in 2012. Private expenditure accounted for only 3% of total financial resources at this level, while the remaining 97% was provided by public sources.

Expenditure has increased since 2010 despite falling numbers of students

- Latvia spends about 4.2% of its GDP on primary to tertiary education, below the OECD average of 5%. Expenditure per student ranges from about USD 6 500 in primary and lower secondary education to over USD 7 000 above those levels. Expenditure at primary level is 76% of the OECD average, and the gap widens at higher levels of education.

- Expenditure per student on primary to tertiary education increased by 20% between 2010 and 2016 (12% for tertiary education and 23% for non-tertiary). Expenditure on primary to post-secondary non-tertiary institutions increased by 13%, despite an 8% fall in the number of students, while expenditure on tertiary education fell by 7% but less rapidly than the fall in the number of students at this level (17%).
- Government funding makes up 97% of the financial resources spent on primary to post-secondary non-tertiary educational institutions and 65% of the resources at tertiary level. Local governments (with some exceptions) do not participate in funding tertiary education at all, but account for 34% of the initial public funds for non-tertiary education, and 75% of public spending after intergovernmental transfers. This 41 percentage-point difference between initial and final funding levels is more than twice the average across OECD countries.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, https://doi.org/10.1787/f8d7880d-en. [1]

OECD (2019), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris, https://dx.doi.org/10.1787/1d0bc92a-en. [3]

OECD (2019), "What characterises upper secondary vocational education and training?", *Education Indicators in Focus*, No. 68, OECD Publishing, Paris, https://dx.doi.org/10.1787/a1a7e2f1-en. [2]

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.

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: EducationGPS

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

Questions can be directed to:	**Country note author:**
Giovanni Maria Semeraro	Giovanni Maria Semeraro
Directorate for Education and Skills	Directorate for Education and Skills
giovannimaria.semeraro@oecd.org	giovannimaria.semeraro@oecd.org

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 Latvia in Education at a Glance 2019

Source	Main topics in *Education at a Glance*	Latvia		OECD average		EU23 average	
Tertiary education							
	Educational attainment of 25-64 year-olds			**2018**			
Table A1.1	Short-cycle tertiary	4%		7%		5%	
	Bachelor's or equivalent	17%		17%		14%	
	Master's or equivalent	13%		13%		15%	
	Doctoral or equivalent	0%		1%		1%	
	Tertiary attainment of 25-34 year-olds, by gender	**2008**	**2018**	**2008**	**2018**	**2008**	**2018**
Table A1.2	Men	21%	30%	31%	38%	28%	36%
	Women	37%	54%	40%	51%	38%	50%
	Total	29%	42%	35%	44%	33%	43%
	Distribution of first-time tertiary entrants by education level			**2017**			
Table B4.1	Short-cycle tertiary	**		17%		12%	
	Bachelor's or equivalent	**		76%		80%	
	Master's or equivalent	**		7%		8%	
	Share of international or foreign students, by education level[1]			**2017**			
Table B6.1	Bachelor's or equivalent	6%		4%		7%	
	Master's or equivalent	17%		13%		13%	
	Doctoral or equivalent	10%		22%		22%	
	All tertiary levels of education	7%		6%		9%	
	Employment rate of 25-64 year-olds, by educational attainment			**2018**			
Table A3.1	Short-cycle tertiary	90%		82%		82%	
	Bachelor's or equivalent	88%		84%		84%	
	Master's or equivalent	90%		88%		88%	
	Doctoral or equivalent	95%		92%		93%	
	All tertiary levels of education	89%		85%		86%	
	Employment rate of tertiary-educated 25-64 year-olds, by field of study			**2018**			
Table A3.4	Education	90%		84%		85%	
	Business and administration and law	90%		86%		87%	
	Engineering, manufacturing and construction	86%		89%		89%	
	Health and welfare	93%		87%		88%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)			**2017**			
Table A4.1	Short-cycle tertiary	120		120		121	
	Bachelor's or equivalent	136		144		138	
	Master's, doctoral or equivalent	164		191		174	
	All tertiary levels of education	146		157		152	
Upper secondary and vocational education and training (VET)							
	Upper secondary or post-secondary non-tertiary attainment rate			**2018**			
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	46%		41%		44%	
	Percentage of first-time upper secondary graduates with a vocational qualification			**2017**			
Table B3.1	Vocational programmes	25%		40%		46%	
	Age at graduation from upper secondary education, by programme orientation			**2017**			
Figure B3.1	General programmes	20		18		19	
	Vocational programmes	21		21		21	
	Share of women among upper secondary graduates, by programme orientation			**2017**			
Figure B3.2	General programmes	54%		55%		56%	
	Vocational programmes	44%		46%		46%	
	Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education			**2018**			
Table A3.3	Employment rate	78%		78%		79%	
	Unemployment rate	10%		7%		8%	
	Inactivity rate	14%		16%		14%	
	Total expenditure on upper secondary educational institutions, in USD[2] per full-time equivalent student, by programme orientation			**2016**			
Table C1.1	General programmes	USD 6 816		USD 9 397		USD 9 671	
	Vocational programmes	USD 7 295		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
	Enrolment rate of 3-5 year-olds in education			**2017**			
Table B2.2	ECEC and primary education	93%		87%		90%	
	Share of children enrolled in private institutions			**2017**			
Table B2.3	Pre-primary level (ISCED 02)	7%		34%		27%	
	Ratio of children to teaching staff			**2017**			
Table B2.3	Pre-primary level (ISCED 02)	10		16		15	
	Expenditure on children aged 3-5 enrolled in education			**2016**			
Table B2.4	Annual expenditure per child, in USD[2] per child	USD 5 574		USD 8 141		USD 8 926	

Source	Main topics in *Education at a Glance*	Latvia		OECD average		EU23 average	
Social outcomes and adult learning							
	Participation in formal and/or non-formal education, by educational attainment[3]	**2016**					
Table A7.1	Below upper secondary	27%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	39%		n.a.		44%	
	Tertiary	66%		n.a.		66%	
	Participation in cultural or sporting activities in the last 12 months, by educational attainment[4]	**2015**					
Table A6.1	Below upper secondary	49%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	68%		n.a.		77%	
	Tertiary	91%		n.a.		92%	
Financial resources invested in education							
	Total expenditure on educational institutions, by level of education[2]	**2016**					
		USD/student	**% GDP**	**USD/student**	**% GDP**	**USD/student**	**% GDP**
Table C1.1 and C2.1	Primary	USD 6 453	1.5%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 6 504	0.7%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 7 006	0.8%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 7 449	1%	USD 15 556	1.5%	USD 15 863	1.2%
	Share of expenditure on educational institutions, by final source of funds	**2016**					
		Public	**Private**	**Public**	**Private**	**Public**	**Private**
Table C3.1	Primary, secondary and post-secondary non-tertiary	97%	2%	90%	10%	92%	8%
	Tertiary (including R&D)	65%	31%	66%	32%	73%	24%
	Total public expenditure on primary to tertiary education	**2016**					
Table C4.1	As a percentage of total government expenditure	10.6%		10.8%		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	**2017**					
		Teachers	**School heads**	**Teachers**	**School heads**	**Teachers**	**School heads**
Table D3.2a	Pre-primary	1.05	1.6	0.78	**	0.78	1.16
	Primary	1.35	1.72	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	1.4	1.6	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	1.5	1.91	0.93	1.43	0.95	1.43
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers[2]	**2018**					
		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 14 494	**	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 14 494	**	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 14 494	**	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 14 494	**	USD 35 859	USD 49 804	USD 35 104	USD 49 875
	Organisation of teachers' working time in public institutions over the school year	**2018**					
		Net teaching time	**Total statutory working time**	**Net teaching time**	**Total statutory working time**	**Net teaching time**	**Total statutory working time**
Tables D4.1a and D4.1b	Pre-primary	1 520 hours	1 760 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	1 020 hours	1 760 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	1 020 hours	1 760 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	1 020 hours	1 760 hours	667 hours	1 629 hours	643 hours	1 558 hours
	Percentage of teachers who are 50 years old or over	**2017**					
Table D5.1	Primary to upper secondary	46%		36%		39%	
	Share of female teachers, in public and private institutions	**2017**					
Table D5.2	Primary	92%		83%		87%	
	Lower secondary	85%		69%		72%	
	Total number of compulsory instruction time, by level of education	**2019**					
Table D1.1	Primary	3 595 hours		4 568 hours		4 258 hours	
	Lower secondary	2 381 hours		3 022 hours		3 002 hours	
	Upper secondary	**		**		**	
	Average class size by level of education	**2017**					
Table D2.1	Primary	16		21		20	
	Lower secondary	16		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.