

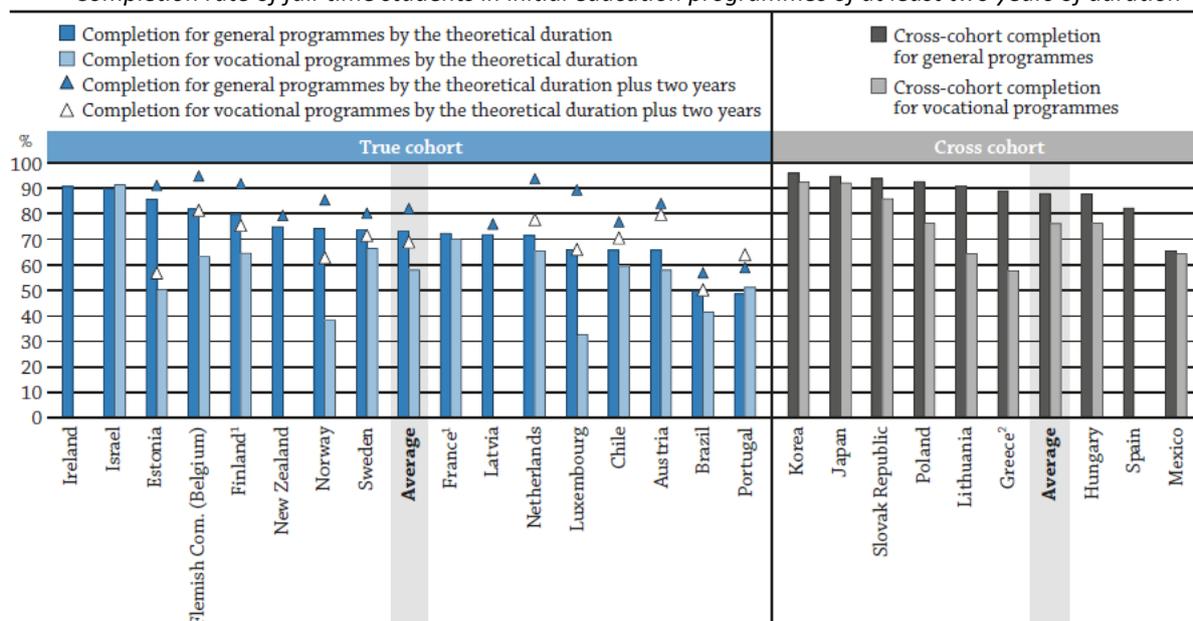
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Latvia

- About 27% of new entrants to tertiary education choose science-related fields, especially engineering, manufacturing and construction.
- Because of the relatively long duration of its pre-primary programmes, Latvia's has some of the highest expenditure at this level relative to its wealth and some of the lowest when measured per student.
- Only about three-quarters of students who enter general upper secondary education graduate without excessive delays.
- During the last decade Latvia experienced the greatest increase in the share of young adults with tertiary education of all OECD countries. Tertiary programmes are also becoming increasingly internationalised.
- Although teachers' salaries are low in absolute terms, they are the highest of all OECD countries when compared to similarly educated workers in the country.
- Expenditure per student in Latvia has been increasing remarkably, and corresponds to a comparatively high share of the country's gross domestic product (GDP) per capita.

Figure 1. Completion rate of upper secondary education by programme orientation (2015)
Completion rate of full-time students in initial education programmes of at least two years of duration



1. Year of reference 2014.

2. Year of reference 2013.

Countries are ranked in descending order of completion rate in general programmes (for true cohort, by the theoretical duration).

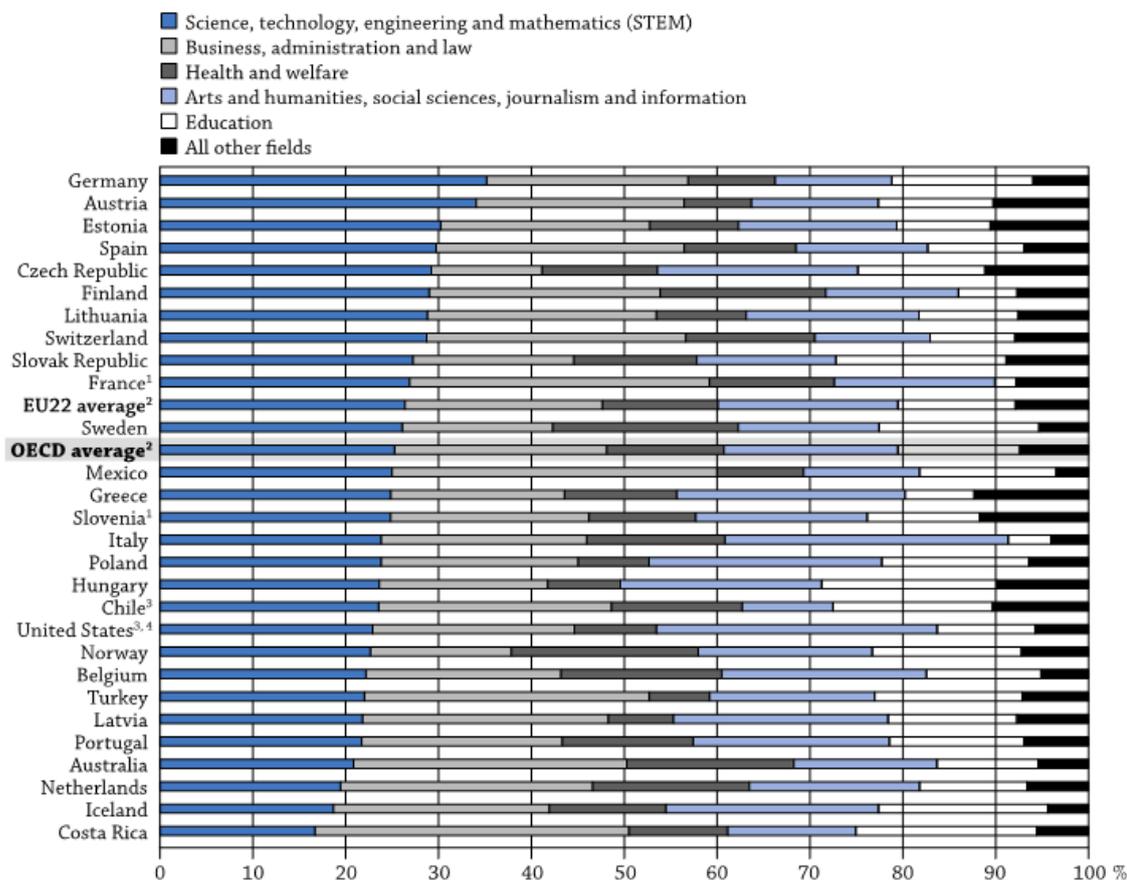
Source: OECD (2017), Table A9.1. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Science-related fields are becoming more popular, especially engineering, manufacturing and construction

- Half of the tertiary-educated adults (25-64 year-olds) in Latvia have a degree either in the fields of arts and humanities, social sciences, journalism and information or in the fields of business, administration and law (Figure 2). The shares for these broad fields of study in Latvia are above the OECD average, but follow the general pattern across countries of having tertiary graduates concentrated within these areas.
- Latvia has one of the lowest shares of tertiary-educated adults with a degree in the science, technology, engineering and mathematics (STEM) fields of all OECD countries, at 22% compared with the OECD average of 25%, and below the shares in neighbouring Estonia (30%) and Lithuania (29%). This share may increase in the future, however, as 27% of new entrants to tertiary education in 2015 chose a STEM field, mostly in the fields of engineering, manufacturing and construction (18%).

Figure 2. Fields of study among tertiary-educated 25-64 year-olds (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

Source: OECD (2017), Table A1.3. See *Source section* for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933556938>

- International tertiary students in Latvia are even less likely to enrol in STEM fields than national ones. The most popular fields for international students were business, administration and law (36%), and health and welfare (26%), compared to only 9% choosing STEM fields.
- Employment rates for tertiary-educated adults in Latvia are comparatively high for all fields of education, with the exception of engineering, manufacturing and construction, where employment rates are 85% compared to 87% on average for OECD countries. The highest employment rates are among those with a degree in health and

welfare (93%), natural sciences, mathematics and statistics (92%), and information and communication technologies (ICT) (90%), although the last two combined represent only 7% of the tertiary-educated adult population.

- Every OECD country faces gender disparities in the choices of tertiary fields of study, but they are even more pronounced in Latvia. For example, although women make up the majority of new entrants to the fields of education, arts and humanities, and social sciences, journalism and information in every OECD country, in Latvia 89% of new entrants to the field of education are female, and 72% for the others – the highest shares of all OECD and partner countries. However, in ICT, where women make up only 17% of new entrants on average across EU22 countries, Latvia is closer to parity at 20%.

Spending on pre-primary education is high as a share of Latvia's economy but costs per child are low

- The international classification of education divides Latvia's early childhood education (*Pirmskolas izglitības programmas*) in two parts. The first, for children up to and including the age of 2, is classified as early childhood educational development and the second, for children from the age of 3, is classified as pre-primary education. Enrolment in pre-primary education has increased considerably over the past decade and is now above the EU22 average. Between 2005 and 2015, enrolment of 3-year-olds in pre-primary education increased from 66% (EU22 average, 67%) to 87% (EU22 average, 81%) and the enrolment of 4-year-olds from 73% (EU22 average, 83%) to 92% (EU22 average, 88%). Enrolment in pre-primary education is compulsory for 5 and 6-year-olds in Latvia, and over 96% of children of both ages are enrolled.
- In Latvia, along with Estonia, Finland, Lithuania and Sweden, children start primary education at 7 years old, the oldest starting age across OECD and partner countries. This means that pre-primary programmes, in which students can enrol from the age of 3, may last up to four years. This comparatively long duration explains why expenditure at this level is one of the highest as a percentage of GDP and one of the lowest when measured per child. Latvia spends 0.9% of its GDP on pre-primary education, the fourth highest of all OECD and partner countries and well above the OECD and EU22 averages of 0.6%. Its annual expenditure per child is only USD 5 300¹ per year, compared to the EU22 average of USD 8 600.
- Despite lower spending per student, there are 10 children to every teacher in Latvian pre-primary educational institutions, one of the lowest ratios across OECD countries, compared to the OECD average of 14. This indicates that Latvia's comparatively lower spending is not driven by a lack of teachers, but at least partly by lower teachers' salaries at this level. Pre-primary teachers earn USD 13 100 on average per year, the lowest of all OECD and partner countries and economies.
- The pre-primary education system in Latvia is almost entirely public. Some 93% of children are enrolled in public institutions (EU22 average, 75%) and public sources account for nearly all of the spending at this level (98% compared with the EU22 average of 86%).

Completion of upper secondary general education is relatively low, but vocational education offers a better route to the labour market for some

- Latvia has been successful in making upper secondary attainment universal. Nearly 90% of the adult population (25-64 year-olds) in Latvia have attained at least upper secondary education, 10 percentage points above the OECD average of 80%. Of the remaining 10%, almost everyone completed at least lower secondary education.
- However, Latvia currently faces a challenge over students completing upper secondary education without excessive delays. Only about 72% of students (76% of girls and 68% of boys) who enter a general upper secondary programme graduate within three years, or the theoretical duration of the programme – just below the average of 73% across countries with available data. An extra two years after the theoretical completion date, completion increases modestly to 76% (81% of girls and 72% of boys), compared to an increase to 82% on average (Figure 1).
- This small increase in completion rates even after more time is explained by the fact that in Latvia over two-thirds of those students who have not graduated within three years have left the education system. This is in stark contrast to most other countries with available data, where most students who have not graduated by the theoretical duration still continue in education and graduate within the next two years. At the end of five years, 21% of students who entered upper secondary programmes have not graduated and are not enrolled, compared with the average of 17%. However, it may be the case that these young people who leave initial general education

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

without graduating from upper secondary come back and enrol later in life. Some 5% of 20-24 year-olds in Latvia are enrolled in upper secondary education, most of whom have chosen vocational programmes.

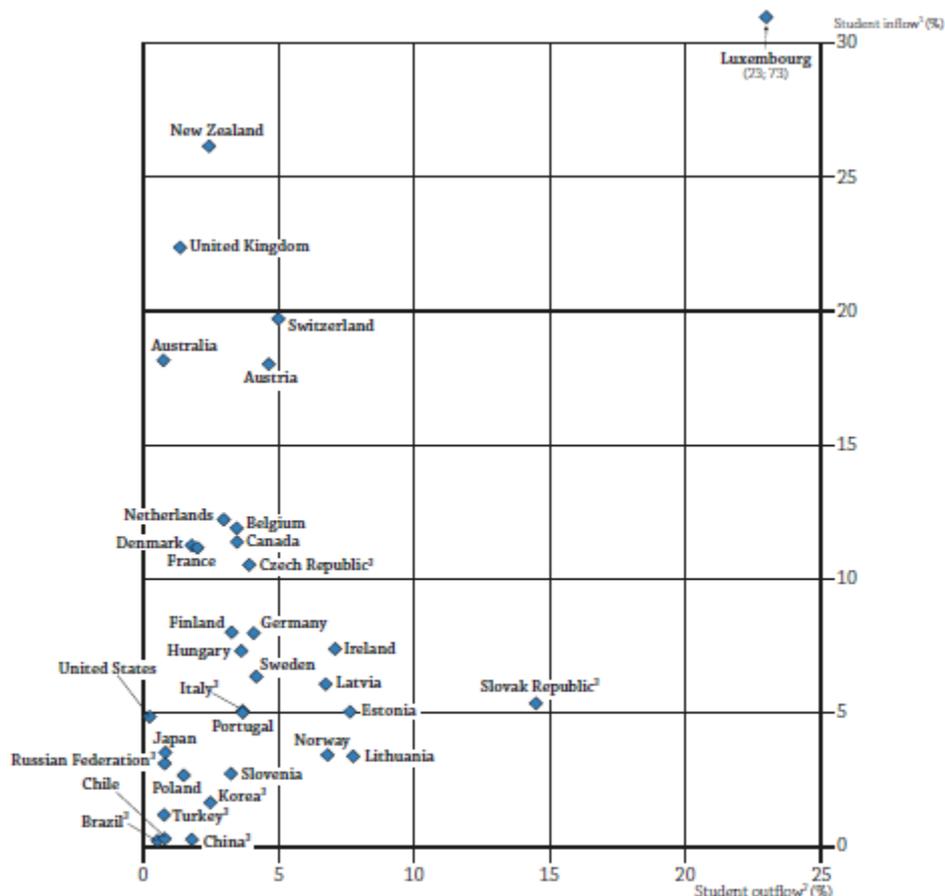
- About 40% of all students in upper secondary education are enrolled in vocational programmes, all of them in combined school- and work-based programmes. This is a peculiarity of the Latvian system; the only other OECD countries where all vocational programmes are combined school- and work-based programmes are Denmark and Hungary. Vocational programmes in Latvia offer general education integrated into their programmes, and after graduation students are eligible to enter higher education or join the labour market. As in most OECD and partner countries, among young adults (25-34 year-olds) in Latvia whose highest level of educational attainment is upper secondary, those with a vocational qualification fare a lot better in the labour market than those with a general one, with an employment rate of 81% compared to 73%.
- In 2010, 23% of Latvia's youth (15-24 year-olds) were neither employed nor in education or training (NEET) – one of the largest shares across OECD countries and above the EU22 average of 15%. However, this share has fallen remarkably in the years that followed, down to 14% in 2016, similar to the EU22 average. As with most countries recovering from the 2008 financial crisis, this decrease was entirely driven by an increase in the employment rate for this age group.

Tertiary attainment has increased remarkably and Latvia is attracting a growing number of international students

- During the last decade Latvia experienced the greatest increase in the share of young adults with tertiary attainment of all OECD countries: from 22% in 2005 (below the EU22 average of 32%) to 42% in 2016 (above the EU22 average of 40%). If current patterns continue, 45% of today's young people will be expected to graduate from tertiary education at some point in their lifetime, and 35% are expected to graduate before the age of 30, both of which are similar to the respective EU22 averages.
- Almost one-third of first-time tertiary graduates in Latvia complete a short-cycle tertiary education (*1.līmeņa profesionālā augstākā (koledžas) izglītība*), which is considerably above the EU22 average of 13%. The employment rate for those with a short-cycle tertiary qualification is 86%, very close to that of individuals with a bachelor's or equivalent degree (85%). However, as is the case in most OECD and partner countries, the earnings premium for a short-cycle qualification is lower than for other tertiary degrees, though the size of the difference in earnings across levels of education is relatively small in Latvia. Compared to an adult who only completed upper secondary education, individuals with a short-cycle tertiary degree earn about 11% more (EU22 average, 24%), those with a bachelor's or equivalent earn 34% more (EU22 average, 38%) and those with a master's, doctorate or equivalent earn 65% more (EU22 average, 77%). The smaller earnings differential for tertiary-educated workers may be at least in part due to the relatively high and growing share of the population with tertiary attainment.
- The internationalisation of higher education has become one of the priorities in Latvia's education policy, with ambitious goals set by the country's higher education institutions. The government has foreseen some additional support measures for the development, provision and international accreditation of study programmes in foreign EU languages. In 2015, there were about 5 000 international students in Latvia's tertiary education system, representing 6% of all tertiary students in the country. This is higher than the share of international students in Estonia (5%) and Lithuania (4%) and equivalent to the average share of international students across OECD countries. The country's effort to attract more international students seems to be working – in just 3 years (2013-15) the number of international students increased by almost 50%, one of the highest growth rates across all OECD and partner countries.
- Latvia sends about as many nationals to study abroad as it receives in international students, namely 7%. This suggests that the country is very balanced in terms of "brain drain" and "brain gain" among tertiary students (Figure 3). Of those who leave to study abroad, the largest shares go to the United Kingdom (26%), Denmark (15%), the Russian Federation and Germany (both at 11%). Of the international students in Latvia, about 20% come from neighbouring countries (Estonia, Lithuania, the Russian Federation and Sweden).

Figure 3. International student circulation in total tertiary education (2015)

International or foreign students studying in the country (brain gain) and national students studying abroad (brain drain) as a percentage of total national students studying home and abroad



1. Student inflow represents the number of international students on a country's soil for every 100 national students studying home or abroad in the OECD area (y-axis).

2. Student outflow represents the percentage of national students studying abroad (x-axis).

3. Data refer to foreign students instead of international students.

Source: OECD (2017), Table C4.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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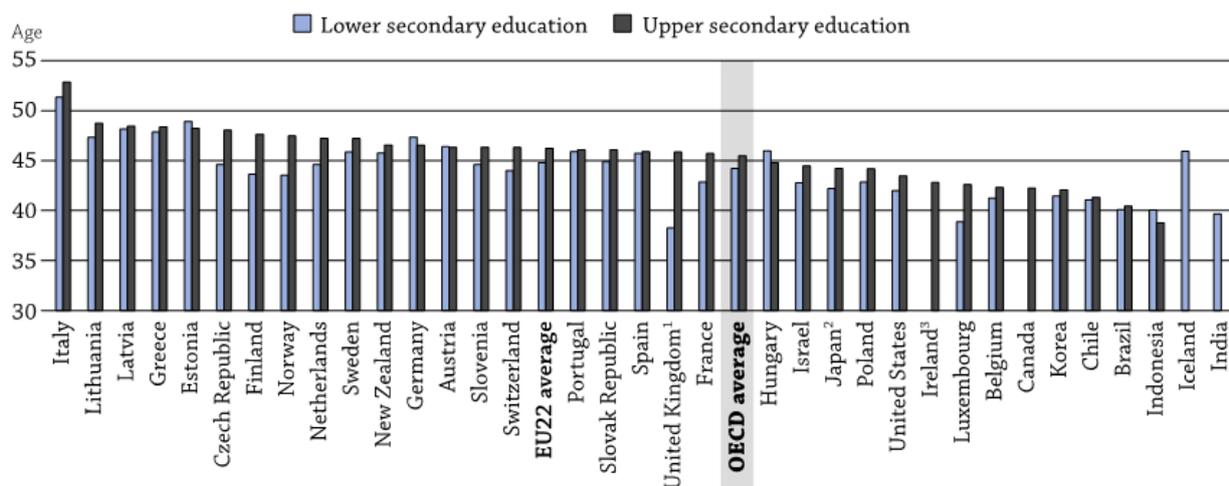
Teachers have relatively high salaries, low class sizes and comparatively more time to spend on non-teaching activities

- In absolute terms, average annual teachers' salaries in Latvia are the lowest of all OECD and partner countries from pre-primary to upper secondary education. The average teacher's salary in upper secondary education is USD 18 400, about 2.5 times less than the OECD average of USD 46 900. However, when compared to the earnings of similarly educated workers in the country, teachers are more well-paid in Latvia than in any other OECD country or economy with available data. Whereas in other countries and economies with available data primary and secondary teachers earn less than their similarly educated peers, in Latvia they earn over 20% more. High relative salaries are one of the important factors in attracting and retaining high-quality teachers.
- Class sizes in Latvia are below average for both primary (16 students per class compared with the OECD average of 21) and lower secondary education (15 students compared with the OECD average of 23). These relatively small class sizes push the cost of education up by requiring more teachers for a given number of students. However, Latvia makes up for this at least in part by requiring less instruction time for students. At 169 days for primary and 173 days for lower secondary, Latvia has one of the shortest school years in compulsory education of all OECD countries, as well as the lowest total number of compulsory instruction hours for students of all OECD countries.
- Despite the lower instruction time for students, teachers' total statutory working time in Latvia for primary to upper secondary education is well above the respective OECD averages. However, less than half of these hours have to be done at school – at 735 hours per year, teachers in Latvia have one of the lowest working time

required at school of all OECD countries. Primary and lower secondary teachers in Latvia also spend a below-average number of hours actually teaching. This means that teachers are allotted a considerable amount of time to very important non-classroom activities such as grading, lesson preparation, meeting other teachers and tutoring students who are behind.

- All of these factors – instruction time, teaching time, class size and teachers’ salaries – may influence the supply and demand of teachers in a country. Creating favourable conditions to attract the best candidates to the teaching profession may be particularly important in countries like Latvia which face an ageing teaching workforce. In both lower and upper secondary education, the average age of teachers in Latvia is 48, the third highest of all OECD and partner countries (Figure 4). Moreover, about 50% of teachers in these education levels are aged 50 or older, considerably above the OECD averages of 36% in lower secondary and 40% in upper secondary.

Figure 4. Average age of teachers by education level (2015)



1. Lower secondary education comprises secondary schools for ages 11-16. Upper secondary education includes colleges for ages 16+ and adult learning. See Annex 3 for details.
2. Upper secondary education includes post-secondary non-tertiary.
3. Upper secondary education includes lower secondary.

Countries are ranked in descending order of the average age of teachers in upper secondary education.

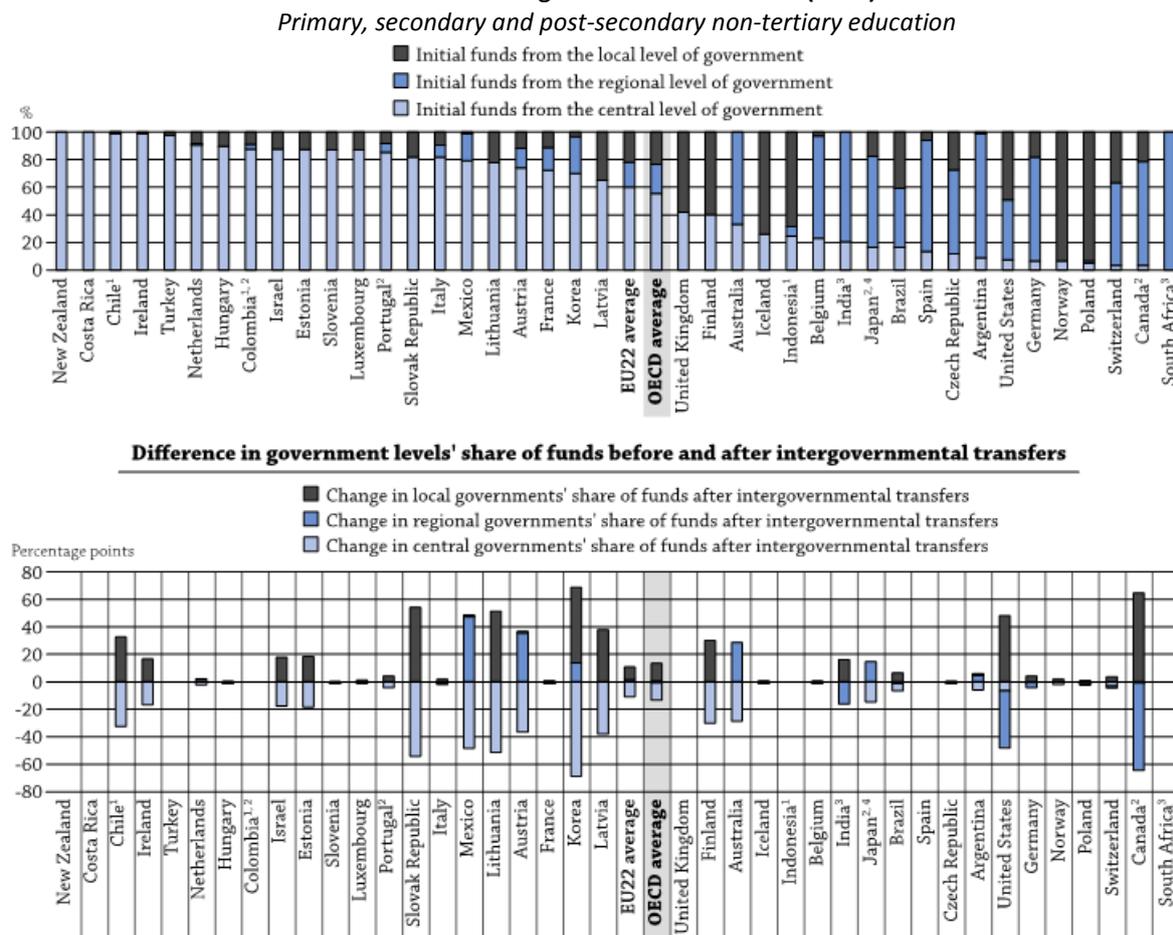
Source: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Expenditure per student is low but increasing, and is high relative to the country’s GDP per capita

- Expenditure per student in Latvia remains low in absolute terms, but corresponds to a comparatively high share of the country’s GDP per capita. Latvia spends an average of USD 6 600 per student per year in primary and secondary education and USD 9 000 per student in tertiary education, all below the OECD averages of USD 8 700, USD 10 100, and USD 16 100 respectively. However, as a share of GDP per capita, expenditure per student in Latvia is close to or above the EU22 average for all levels of education. From primary to tertiary education, expenditure per student in 2014 represented 30% of the GDP per capita, above the OECD average of 27% and above neighbouring countries Estonia (29%) and Lithuania (23%).
- Moreover, expenditure per student increased remarkably in Latvia between 2010 and 2014. In primary, secondary and post-secondary non-tertiary education, total expenditure increased by 14% over this period, which, coupled with a decrease in the number of students, led to an increase in expenditure per student of 26%, the second highest of all OECD countries, and well above the increase in the OECD average of 5%. A similar pattern holds true in tertiary education: expenditure increased by 19% and the number of students fell by 14%, resulting in a 38% increase in the expenditure per student. Again, this is one of the highest increases across all OECD countries and above the OECD average of 6%.

Figure 5. Distribution of initial sources of public funds for education and change in government levels' share of funds after intergovernmental transfers (2014)



1. Year of reference 2015.
 2. Some levels of education are included with others. Refer to "x" code in Table B4.1 for details.
 3. Year of reference 2013.
 4. Regional transfers to local governments are included in the regional rather than local final funds.
 Countries are ranked in descending order of the share of initial sources of funds from the central level of government.

Source: OECD/UIS/Eurostat (2017), Table B4.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Total spending on primary to tertiary education in Latvia in 2014 corresponded to 4.7% of the country's GDP, below the OECD average of 5.2%. However, the relatively low total spending is a result of lower private spending. Public expenditure (from both central and local levels) accounts for 4.4% of GDP in Latvia, the same as the OECD average. In primary to post-secondary non-tertiary education, 98% of expenditure on education comes from public sources, compared with the OECD average of 91%. Moreover, unlike many OECD countries, the share of public expenditure in tertiary education has increased remarkably in Latvia over the past decade: from 56% in 2005 to 79% in 2014. This is the largest percentage-point increase of all OECD and partner countries, but matches the pattern of an increasing share of public expenditure in other countries such as Estonia, Lithuania and Poland.
- Between 2010 and 2014, public expenditure in primary to tertiary education in Latvia increased by 22%, one of the largest increases in all OECD and partner countries and in contrast with the 1% decrease in the EU22 average. In 2014, public expenditure on those levels of education accounted for 12% of total public spending in the country, above the EU22 average of 10%, but similar to that of neighbouring countries.
- Public expenditure on primary to post-secondary non-tertiary education is quite decentralised in Latvia, especially after government transfers. Two-thirds of the initial funds come from the central government but, after transfers, local government is responsible for nearly three-quarters of the funds for these levels of education. There is wide variation in decentralisation across countries, but Latvia stands in contrast to the OECD average, where only 36% of final funds are administered locally (Figure 5). This high degree of decentralisation may be on the right track: results from the Programme for International Student Assessment (PISA) suggest that when autonomy and accountability are intelligently combined, they tend to be associated with better student performance (OECD, 2016).

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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.

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For more information on Education at a Glance 2017 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 [OECD.Stat](http://www.oecd.org/dataoecd/00/00/00000000) as well as by following the *StatLinks*  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=LVA&treshold=10&topic=EO>.

Questions can be directed to:	Country note author:
Marie-Hélène Doumet	Camila de Moraes
Senior analyst	Directorate for Education and Skills
Directorate for Education and Skills	camila.demoraes@oecd.org
Marie-Helene.Doumet@oecd.org	

Key Facts for Latvia in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Latvia		OECD average		EU22 average	
Fields of study							
Graduates in upper secondary vocational programmes							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	14%	77%	20%	66%	19%	66%
	Engineering, manufacturing and construction	40%	10%	34%	12%	33%	11%
	Health and welfare	3%	96%	12%	82%	12%	82%
	Services	25%	68%	17%	60%	19%	59%
New entrants to tertiary education							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	6%	89%	9%	78%	9%	79%
	Business, administration and law	30%	60%	23%	54%	23%	57%
	Engineering, manufacturing and construction	18%	22%	16%	24%	15%	25%
Tertiary students enrolled, by mobility status							
2015							
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2	Education	2%	7%	3%	8%	3%	8%
	Business, administration and law	36%	32%	27%	23%	26%	22%
	Engineering, manufacturing and construction	8%	16%	17%	12%	17%	15%
Tertiary-educated 25-64 year-olds							
2016							
Table A1.3	Education	14%		13%		13%	
	Business, administration and law	26%		23%		21%	
	Engineering, manufacturing and construction	15%		17%		18%	
Employment rate of tertiary-educated 25-64 year-olds							
2016							
Table A5.3	Education	88%		83%		83%	
	Business, administration and law	89%		85%		85%	
	Engineering, manufacturing and construction	85%		87%		86%	
Early childhood education							
Enrolment rates in early childhood education at age 3							
2015							
Table C2.1	ISCED 01 and 02	87%		78%		80%	
Expenditure on all early childhood educational institutions							
2014							
Table C2.3	As a percentage of GDP	0.9%		0.8%		0.8%	
	Proportions of total expenditure from public sources	98%		82%		85%	
Vocational education and training (VET)							
Enrolment in upper secondary education, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	35%	23%	37%	25%	35%	29%
Graduation rates, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	67%	26%	54%	44%	50%	49%
Employment rate, by programme orientation							
2016							
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	73%	81%	70%	80%	69%	79%
Tertiary education							
Share of international or foreign students, by level of tertiary education							
2015							
Table C4.1	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	13%		12%		12%	
	Doctoral or equivalent	9%		26%		22%	
	All tertiary levels of education	6%		6%		8%	
Educational attainment of 25-64 year-olds							
2016							
Table A1.1	Short-cycle tertiary	3%		8%		6%	
	Bachelor's or equivalent	19%		16%		13%	
	Master's or equivalent	12%		12%		14%	
	Doctoral or equivalent	0%		1%		1%	
Employment rate of 25-64 year-olds, by educational attainment							
2016							
Table A5.1	Short-cycle tertiary	86%		81%		81%	
	Bachelor's or equivalent	85%		83%		82%	
	Master's or equivalent	90%		87%		87%	
	Doctoral or equivalent	98%		91%		91%	
	All tertiary levels of education	87%		84%		84%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2015							
Table A6.1	Short-cycle tertiary	111		122		124	
	Bachelor's or equivalent	134		146		138	
	Master's, doctoral or equivalent	165		198		177	
	All tertiary levels of education	144		156		153	

Latvia - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Latvia	OECD average	EU22 average			
Adult education and learning							
Participation of 25-64 year-olds in adult education²		2012	2012³	2012			
Table C6.1a	Participation in formal education only	**	4%	n.a.			
	Participation in non-formal education only	**	39%	n.a.			
	Participation in both formal and non-formal education	**	7%	n.a.			
	No participation in adult education	**	50%	n.a.			
Financial investment in education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2014					
Table B1.1	Primary education	USD 6 585	USD 8 733	USD 8 803			
	Secondary education	USD 6 629	USD 10 106	USD 10 360			
	Tertiary (including R&D activities)	USD 8 962	USD 16 143	USD 16 164			
Total expenditure on primary to tertiary educational institutions		2014					
Table B2.1	As a percentage of GDP	4.7%	5.2%	4.9%			
Total public expenditure on primary to tertiary education		2014					
Table B4.1	As a percentage of total public expenditure	11.8%	11.3%	9.9%			
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2015					
Table D3.2a	Pre-primary school teachers	0.88	0.78	0.79			
	Primary school teachers	1.18	0.85	0.86			
	Lower secondary school teachers (general programmes)	1.10	0.88	0.90			
	Upper secondary school teachers (general programmes)	1.23	0.94	0.96			
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2015					
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 school teachers	USD 8 555	USD 8 872	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 8 555	USD 8 872	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 8 555	USD 8 872	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 8 555	USD 8 872	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Organisation of teachers' working time in public institutions over the school year		2015					
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	1098 hours	1760 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	685 hours	1760 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	685 hours	1760 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	685 hours	1760 hours	662 hours	1620 hours	629 hours	1580 hours
Percentage of teachers who are 50 years old or over		2015					
Table D5.1	Primary education	39%	32%	33%			
	Upper secondary education	51%	40%	42%			
Share of female teachers in public and private institutions		2015					
Table D5.2	Primary education	93%	83%	86%			
	Upper secondary education	80%	59%	61%			
	Tertiary education	56%	43%	44%			
Ratio of students to teaching staff		2015					
Table D2.2	Primary education	12	15	14			
	Secondary education	9	13	12			
	Tertiary education	19	16	16			
Equity							
Intergenerational mobility in education²		2012		2012³		2012	
Tables A4.1 and A4.2		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%	n.a.	
Transition from school to work							
Percentage of people not in employment, nor in education or training (NEET)		2016					
Table C5.1	18-24 year-olds	16%	15%	15%			
Education and social outcomes							
Percentage of adults who report having depression		2014					
Table A8.1		Men	Women	Men	Women	Men	Women
	Below upper secondary	9%	17%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	5%	13%	6%	10%	6%	10%
	Tertiary	5%	9%	5%	6%	4%	6%

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

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>