COUNTRY NOTE

OECD

EDUCATION AT A GLANCE 2018

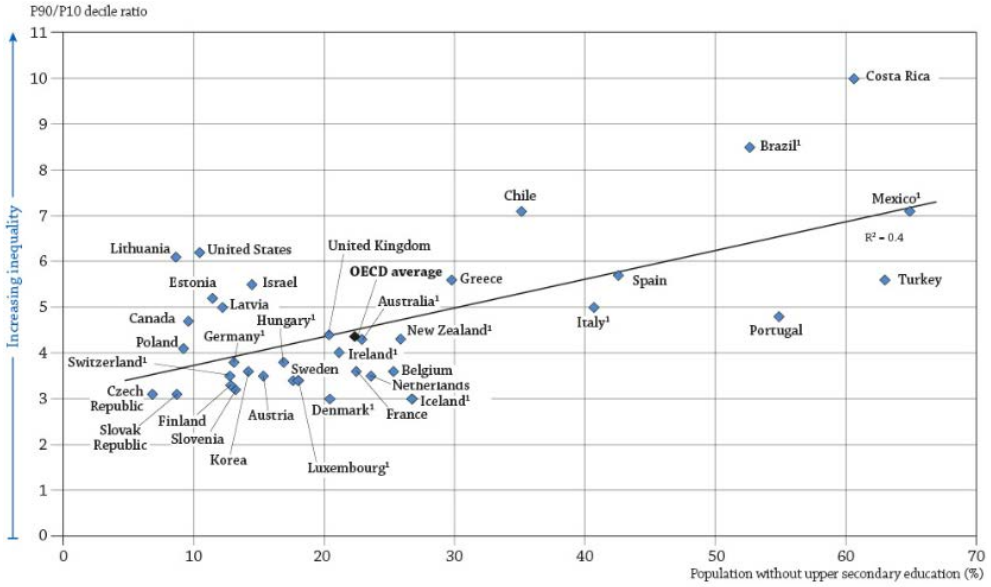
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD countries and partner countries.

Portugal

- Lower educational attainment tends to be associated with greater income inequality. Despite recent progress, **Portugal has one of the largest shares of adults without upper secondary education of all OECD countries and above-average income inequality.**
- **Participation in early childhood education has increased considerably over the past decade**, and enrolment rates among 2-, 3- and 4-year-olds are all above the OECD average.
- In 2016, **41% of upper secondary students were enrolled in vocational education**, below the OECD average of 44% and also below the government's stated goal of reaching 50% by 2020.
- Portugal has undertaken a school consolidation process in the past decade, which can be linked to an **increase in student-teacher ratios and primary class sizes, and the ageing of the teaching workforce**.
- Unlike most OECD countries, **teachers in Portugal earn more than other tertiary-educated workers**. School heads also have among the highest relative earnings across OECD countries.

Figure 1. Percentage of 25-64 year-olds without upper secondary education and income inequality (2015)

Income inequality measured as the P90/P10 decile ratio



Note: The P90/P10 decile ratio is the ratio of the upper bound value of the ninth decile (i.e. the 10% of people with highest income) to that of the upper bound value of the first decile. The income distribution is measured with regard to the disposable income of the population aged 18-65.
1. Year of reference 2014.
Source: OECD (2018), Education at a Glance Database and OECD Income Distribution database (IDD), http://stats.oecd.org/. 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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Gender and socio-economic background influence individuals' participation in education and the labour market

- More equal societies tend to be able to provide better education opportunities for their population and cultivate the conditions for inclusive economic growth. When comparing income inequality (measured by the ratio of the disposable income of the 90th percentile to the 10th percentile of the population) with educational attainment across OECD and partner countries, it appears that countries with a smaller share of the population with an upper secondary education tend to enjoy lower levels of income inequality. Portugal has one of the largest shares of adults without upper secondary education of all OECD countries and above-average income inequality (Figure 1).
- Moreover, there are significant gender disparities in upper secondary attainment rates. Some 38% of 25-34 year-old men have not attained upper secondary education, compared to only 23% of women. This 14 percentage-point gap is the largest of all OECD and partner countries (the OECD average is 3 percentage points). This gender gap persists through the educational levels: as in most OECD countries, tertiary attainment in Portugal is also higher among young women (42%) than young men (26%). Nevertheless, women earn less than men regardless of their level of educational attainment, and the gap is wider in Portugal than on average across OECD countries.
- In addition to their gender, individuals' socio-economic backgrounds seem to influence their opportunities to access and succeed in education, even from a very early age. Data from EU-SILC show that in Portugal, as in most other countries with available data, children under the age of 3 are more likely to be enrolled in early childhood education and care (ECEC) programmes, or to be cared for by professional caretakers, if they come from relatively advantaged socio-economic backgrounds or if their mothers have completed tertiary education. The difference in participation between children whose mothers have attained tertiary education and those whose mothers have not is of about 17 percentage points (OECD average: 10 percentage points).
- In every country with available data, young people whose parents have not attained tertiary education are also less likely to enter tertiary education themselves. In Portugal, about 78% of 18-24 year-olds do not have a tertiary-educated parent, but they only make up 61% of the new entrants to bachelor's or long first degree programmes. Moreover, individuals without tertiary-educated parents who do enter tertiary education are more likely to do so after the age of 25 than those with at least one tertiary-educated parent.
- Recent increases in immigration patterns across Europe have increased the attention paid to this topic in education policy debates. However, the heterogeneity of immigrant populations across OECD countries makes it hard to identify clear patterns or reach general conclusions. The distribution of educational attainment among the native-born and foreign-born population, for example, varies widely across OECD countries. In Portugal, foreign-born adults represent about 10% of 25-64 year-olds, and tend to have a higher educational attainment than their native-born counterparts. About 68% of foreign-born adults in the country have achieved at least upper secondary education, compared to only 46% of native-born adults. Similarly, about 33% of foreign-born adults have attained tertiary education compared to 23% of native-born adults.

Participation in early childhood education is relatively high, but expenditure per student remains below average

- Participation in early childhood education has increased considerably over the past decade in Portugal. Between 2005 and 2016, the enrolment rate of 3-year-olds in early childhood education increased from 64% to 83% and that of 4-year-olds from 79% to 90%. Both rates are above the respective OECD averages. One of the European Union (EU) benchmarks for 2020 is that at least 95% of children should participate in early childhood education from the age of 4 until they reach compulsory school age. Portugal has already reached this target for 5-year-olds (95% are enrolled in pre-primary education) and enrolment among 6-year-olds, the age at which compulsory education starts in the country, is nearly universal at 97%.
- There is growing evidence that participation in high-quality ECEC can have positive effects on children's well-being, learning and development even in the first years of life. In Portugal, 36% of children under the age of 3 are enrolled in ECEC (OECD average: 34%), an increase of more than 15 percentage points since 2005. Similar trends have been apparent in many European countries, due to the additional stimulus provided by the EU objective to supply subsidised full-day places for at least one-third of children under 3 by 2010.
- Portugal spends about 0.6% of its gross domestic product (GDP) on pre-primary education, similar to the OECD and EU23 averages. This measure, however, can be sensitive to changes in countries' economies and to the

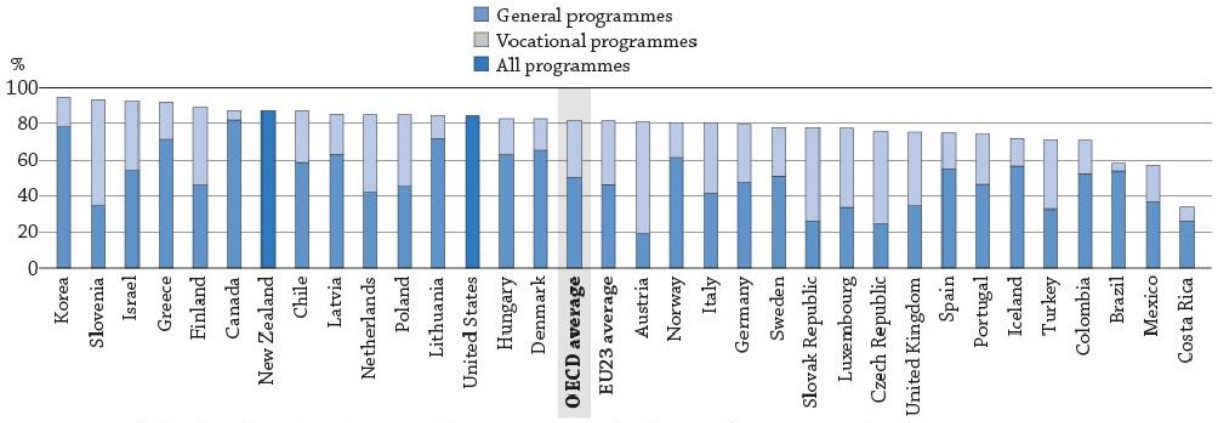
duration of pre-primary programmes, which last 3 years in Portugal and between 1 and 3 years in most OECD countries. Portugal's expenditure per student is below average at USD 7 100[1] per year compared to the OECD average of USD 8 400. About 64% of expenditure in pre-primary education comes from public sources, and the remaining 36% from households. This level of household funding is the third highest of all OECD countries and is 20 percentage points higher than the OECD average. Affordability is a key driver of equity in participation in ECEC, so it is important to ensure that all families have access to quality programmes.

- Portugal has undertaken significant school consolidation over the past decade in order to combat a shrinking school-age population in different areas of the country and to increase the amount of resources devoted to each school. One of the results of these policies has been a 9% decrease in the number of pre-primary teachers between 2005 and 2016. In the same period, the total number of children enrolled remained relatively stable (although enrolment rates have increased as the population shrank). Together, these two trends have led to an increase in the average number of children per teacher. In 2016, there were about 17 children per teacher in pre-primary education, 3 more than the OECD average.

Upper secondary attainment levels are among the lowest of the OECD countries, but have considerably improved over the past decade

- Over half of Portugal's adult population (25-64 year-olds) have not completed upper secondary education, more than double the OECD average. However, this has been drastically changing for the younger generations. The share of young adults (25-34 year-olds) who have attained upper secondary education increased from 44% in 2007 to 70% in 2017. This is by far the largest increase of all OECD and partner countries, although the share is still below the OECD average of 85%. If current patterns continue, 74% of today's young people in Portugal are expected to graduate from upper secondary education before the age of 25: 46% from a general programme and 28% from a vocational programme (Figure 2).

Figure 2. First-time upper secondary graduation rates for students below the age of 25, by programme orientation (2016)



Countries are ranked in descending order of first-time graduation rates in general and vocational programmes combined.

Source: OECD / UIS / Eurostat (2018), Education at a Glance Database, http://stats.oecd.org/. 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).

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- Like several OECD countries, Portugal has been focusing on developing and promoting vocational education and training as a way to increase upper secondary completion rates and provide young people with more direct pathways into the labour market. In 2016, 41% of upper secondary students were enrolled in vocational education, below both the OECD average of 44% and the government's stated goal of reaching 50% by 2020 (EURYDICE 2016). Portugal also offers a variety of second-chance and adult learning vocational programmes and around 20% of the students enrolled in vocational education are over 20 years old (OECD average: 28%).
- The most popular field among graduates of upper secondary vocational programmes in Portugal is services, studied by 25% of graduates (OECD average: 17%). This is unique among OECD and partner countries, where in

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

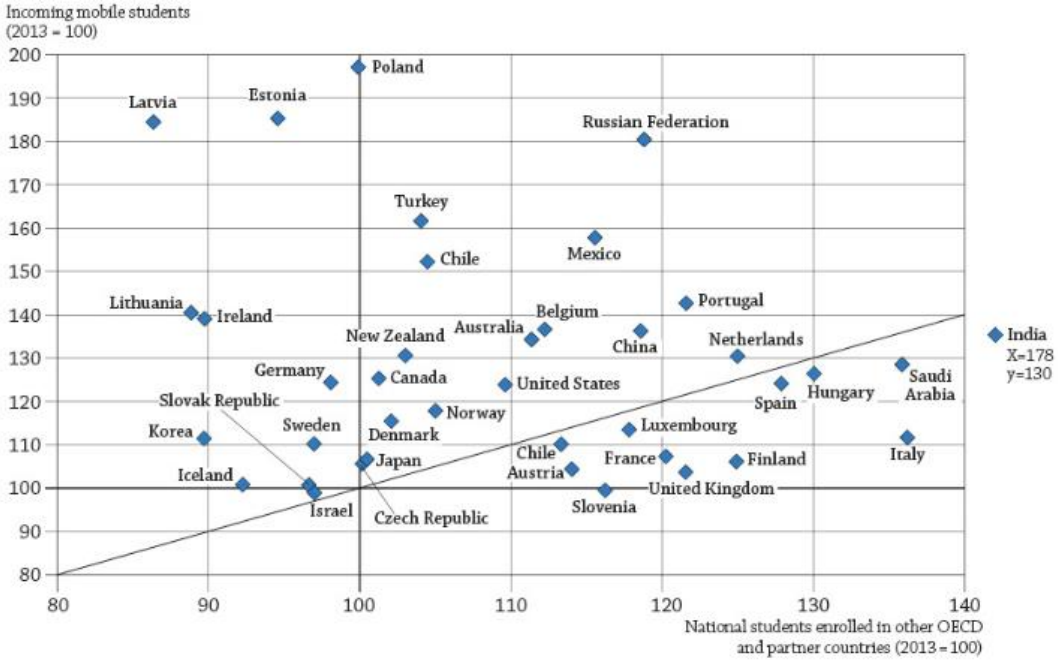
most cases engineering, manufacturing and construction is the most popular subject. As in all other OECD countries, there is a gender gap in students' choice of fields. While girls make up 86% of health and welfare graduates, they only account for 17% of graduates from engineering, manufacturing and construction programmes. Nevertheless, =Portugal tends to have lower gender disparity across fields of study at this level than on average across OECD countries.

Tertiary attainment and student mobility to and from Portugal are on the rise

- Tertiary attainment rates have been increasing in Portugal, but remain among the lowest across OECD countries. In 2017, 34% of young adults had attained tertiary education, up from 21% in 2007, but still 10 percentage points below the OECD average. If current patterns continue, about 40% of today's young people are expected to graduate for the first time from tertiary education (OECD average: 49%).
- In 2015, Portugal invested about 1.3% of its gross domestic product (GDP) in tertiary education, below the OECD average of 1.5%. Total expenditure in tertiary institutions has actually decreased by about 12% since 2010, but because the number of students enrolled fell by even more (15%), expenditure per student increased by 4%, reaching USD 11 800 in 2015 (OECD average: USD 15 500). A comparatively large share of expenditure in tertiary education is devoted to research and development (R&D): 36% compared to the OECD average of 28%.
- In recent years, many OECD countries have placed particular emphasis on attracting more students to the science, technology, engineering and mathematics (STEM) fields. This is also true in Portugal, where the most popular field of study for tertiary graduates is engineering, manufacturing and construction (21%), compared to 14% on average across OECD countries. Portugal recently launched the Portugal INCoDe 2030 aimed at increasing access to technology and promoting digital competencies within its population by 2030. However, in 2016, only 1% of tertiary graduates in Portugal had obtained a degree in information and communication technologies (ICT), below the share for Spain, which was the same as the OECD average, at 4%.

Figure 3. Change in the outflow compared to the inflow of mobile students (2013 to 2016)

Indices of change of inward and outward mobility (2013 = 100)



Note: Excludes incoming mobile students in short-cycle tertiary education for Italy and Spain. The black diagonal line represents where the inward mobility change equals the outward mobility change.
Source: OECD (2018), Education at a Glance Database, http://stats.oecd.org. 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).

- Student mobility in tertiary education has been increasing in most OECD countries, including Portugal. Between 2013 and 2016, the number of international students in the country increased by 36% and the number of Portuguese students enrolled abroad increased by 19% (Figure 3). In 2016, there were 20 000 international students in Portugal, representing 6% of the total tertiary student body. This is double the share in neighbouring

Spain (3%), and in line with the OECD total (6%), but below the EU23 total (9%). The share of international students is particularly large at the doctoral level, where they make up 26% of students in Portugal and also in total across OECD countries. Meanwhile, around 4% of national students are enrolled abroad (OECD total: 2%).

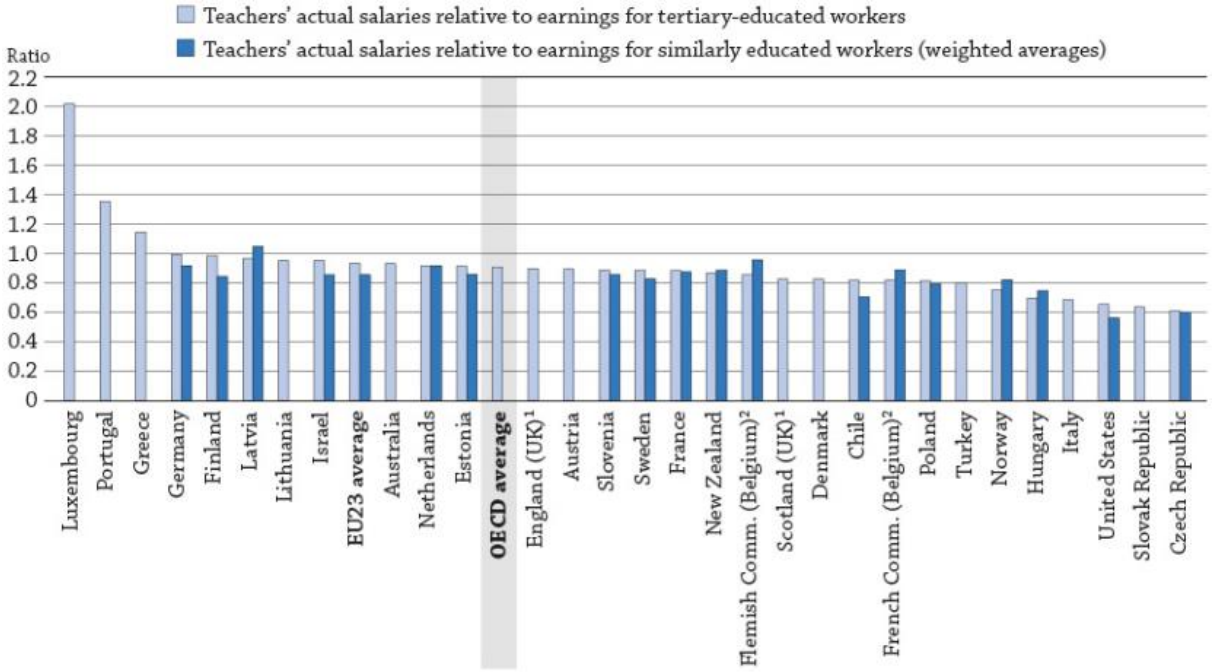
- The most common country of origin for international students in Portugal is Brazil (32%) with Spain in distant second place (5%). The two most common destinations for Portuguese tertiary students are the United Kingdom (24%) and France (15%).

Portugal has an ageing teaching workforce with high relative salaries and comparatively short teaching hours

- Portugal's teaching workforce has been ageing over the past decade, and is now one of the oldest of all OECD countries. The share of teachers from primary to upper secondary education who are 50 or older has increased by 16 percentage points between 2005 and 2016 in Portugal, compared to the OECD average increase of about 3 percentage points. In 2016, only 1% of all teachers from primary to upper secondary education in Portugal were under the age of 30, (OECD average: 11%), and 38% were 50 years or older (OECD average: 35%). This ageing of the teaching profession is an expected outcome of the school consolidations, as fewer teachers have been hired.

Figure 4. Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2017)

Actual salaries (annual average salaries including bonuses and allowances) of lower secondary teachers teaching general programmes in public institutions



1. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.
2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

Countries and economies are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year tertiary-educated workers aged 25-64.

Source: OECD (2018), Table D3.2a. 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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- In all OECD countries, teachers' salaries increase with experience, meaning that an older workforce creates an upward pressure on salaries. In Portugal, the statutory salary for teachers at the top of the salary scale is twice as much as that for teachers at the start of their careers in every level from pre-primary to upper secondary general programmes (the OECD average ratio of top to starting salaries is about 1.6 for each level). Unlike nearly every other OECD country, teachers from pre-primary to upper secondary education in Portugal earn more than other tertiary-educated workers, ranging from 35% more in lower secondary to 50% more in pre-primary education (Figure 4). School heads in Portugal also have high relative earnings. From pre-primary to upper secondary they earn double what tertiary-educated workers earn on average. This ratio is one of the highest of all OECD countries

and well above the respective OECD averages for each level (the maximum is 42% more, for heads of upper secondary general programmes).

- Ensuring attractive compensation is an important step to recruiting, developing and retaining skilled and high-quality teachers. Another important step is to ensure that teachers have good working conditions. This encompasses several dimensions, many of which are hard to measure. However, at least in terms of teaching time, teachers in Portugal enjoy a lighter schedule than the OECD average, and have comparatively more time for non-teaching activities such as preparing lessons and correcting homework. For example, in lower secondary general programmes, net teaching time in Portugal is 616 hours per year (OECD average: 701), their working time required at school is 920 hours (OECD average: 1 178), and teachers spend about 42% of their total statutory working time teaching (average for countries with available data: 44%). As in other countries, however, workload and teaching requirements may evolve throughout teachers' careers. In Portugal, teachers may have a reduced teaching workload, due to their age or years in the profession, or for doing extracurricular activities at school.
- Between 2005 and 2016, class sizes in primary public institutions in Portugal increased by 16%, the second largest increase across OECD countries and in contrast with a slight decrease on average across OECD countries in the same period. This increase is in line with the school consolidation process and with a legal change in 2013 that increased the maximum number of students per class in public schools – a decision which has been revoked in 2018 (Diário da República 2013). Despite this increase, class sizes in primary public schools in Portugal were the same as the OECD average in 2016, at 21 students. In lower secondary education, class sizes in public institutions fell slightly, by 2% (the OECD average decreased by 7%), reaching 22 students per class in 2016 (OECD average: 23 students). Although smaller classes are often seen as beneficial, the evidence regarding their impact on student learning is mixed. Given the cost of keeping classes small, and tight government budgets, it is important to weigh this policy measure against others which have proven to be more effective in some contexts, such as increasing teachers' salaries or improving teacher development programmes.
- In 2016, Portugal spent about 1.6% of its GDP on primary education and 2.4% on secondary and post-secondary non-tertiary education combined, both above the respective OECD averages of 1.5% and 2.0%. This expenditure represents a 5% increase compared to 2010, the second highest of all OECD countries, and in contrast to the majority of OECD countries, where expenditure on educational institutions at these levels fell in the same period. However, expenditure per student in primary to post-secondary non-tertiary education combined comes to USD 8 500 per year, about USD 700 below the OECD and EU23 averages.
- The division of responsibility among national, regional and local authorities, and schools is a much-debated topic in education policy. Portugal has one of the most centralised decision-making processes of the OECD countries, with over three-quarters of decisions taken at the central level, compared to less than one-quarter on average across OECD countries. All decisions on planning and structures or resource management are taken centrally and only 4% of the decisions at the school level are taken in full autonomy (OECD average: 15%).

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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

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For more information on Education at a Glance 2018 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.

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

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Key Facts for Portugal in Education at a Glance 2018

Source	Main topics in *Education at a Glance*	Portugal		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	**2017**					
		% Men	**% Women**	**% Men**	**% Women**	**% Men**	**% Women**
Table A1.2	Below upper secondary	38%	23%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	37%	34%	46%	37%	48%	39%
	Tertiary	26%	42%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	**2017**					
Table A2.3	Native-born	12%		13%		12%	
	Foreign-born	19%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	**2017**					
		Native-born	**Foreign-born**	**Native-born**	**Foreign-born**	**Native-born**	**Foreign-born**
Table A3.4	Below upper secondary	68%	73%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	82%	80%	76%	72%	76%	71%
	Tertiary	87%	83%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	**2016**					
Table A4.3	Below upper secondary	77%		78%		79%	
	Upper secondary or post-secondary non-tertiary	74%		78%		79%	
	Tertiary	71%		74%		75%	
	Share of girls among repeaters in secondary general programmes	**2016**					
Table B1.3	Lower secondary	**		39%		38%	
	Upper secondary	**		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	**2016**					
		% Men	**% Women**	**% Men**	**% Women**	**% Men**	**% Women**
Table B4.1	Natural sciences, mathematics and statistics	14%	13%	22%	20%	20%	19%
	Engineering, manufacturing and construction	19%	13%	22%	10%	23%	11%
	Health and welfare	7%	14%	12%	19%	11%	18%
	First-time tertiary graduates	**2016**					
Table B5.1	Share of female first-time tertiary graduates	59%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	**2012[1]**					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	**		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	**2016**					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	83%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	**2016**					
Table B2.2	Public institutions	53%		68%		75%	
	Private institutions	47%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	**2015**					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 7 099		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	**2016**					
Table B1.3	All vocational programmes	41%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	**2016**					
Figure B3.1	General programmes	56%		54%		55%	
	Vocational programmes	48%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	**2015**					
Table C1.1	General programmes	**		USD 8 981		USD 9 235	
	Vocational programmes	**		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level[2]	**2016**					
Table B6.1	Bachelor's or equivalent	3%		4%		6%	
	Master's or equivalent	7%		12%		13%	
	Doctoral or equivalent	26%		26%		23%	
	All tertiary levels of education	6%		6%		9%	
	Share of first-time tertiary graduates by education level	**2016**					
Table B5.1	Short-cycle tertiary	0%		14%		10%	
	Bachelor's or equivalent	83%		75%		76%	
	Master's or equivalent	16%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	**2017**					
Table A3.1	Short-cycle tertiary	**		81%		82%	
	Bachelor's or equivalent	83%		84%		83%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	92%		92%		92%	
	All tertiary levels of education	87%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	**2016**					
Table A4.1	Short-cycle tertiary	166		123		125	
	Bachelor's or equivalent	170		145		137	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	169		155		152	

Source	Main topics in *Education at a Glance*	Portugal		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	**2015**					
Table C1.1	Primary	USD 7 380		USD 8 539		USD 8 512	
	Secondary	USD 9 518		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 7 477		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	**2015**					
Table C2.1	As a percentage of GDP	5.2%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds[3]	**2015**					
Figure C3.1	Public expenditure	68%		73%		76%	
	Private expenditure	32%		21%		19%	
	Public to private transfers	**		6%		4%	
	Total public expenditure on primary to tertiary education	**2015**					
Table C4.1	As a percentage of total government expenditure	9.1%		11.1%		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	**2016**					
		Teachers	**School heads**	**Teachers**	**School heads**	**Teachers**	**School heads**
Table D3.2a	Pre-primary	1.5	1.99	0.82	**	0.83	1.1
	Primary	1.38	1.99	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	1.35	1.99	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	1.47	1.99	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	**2017**					
		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 32 887	USD 42 489	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 32 887	USD 42 489	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 32 887	USD 42 489	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 32 887	USD 42 489	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	**2017**					
		Net teaching time	**Total statutory working time**	**Net teaching time**	**Total statutory working time**	**Net teaching time**	**Total statutory working time**
Table D4.1	Pre-primary	935 hours	1 572 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	779 hours	1 488 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	616 hours	1 458 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	616 hours	1 458 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	**2016**					
Table D5.1	Primary to upper secondary	38%		35%		38%	
	Share of female teachers, in public and private institutions	**2016**					
Table D5.2	Primary	81%		83%		86%	
	Lower secondary	72%		69%		71%	
	Upper secondary	69%		60%		63%	
	Tertiary	44%		43%		44%	
	Average class size by level of education	**2016**					
Table D2.1	Primary	21		21		21	
	Lower secondary	22		23		23	

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

1. OECD average includes some countries with 2015 data.

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

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at http://dx.doi.org/10.1787/eag-data-en.

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