

# Education at a Glance 2015

*Global Launch*

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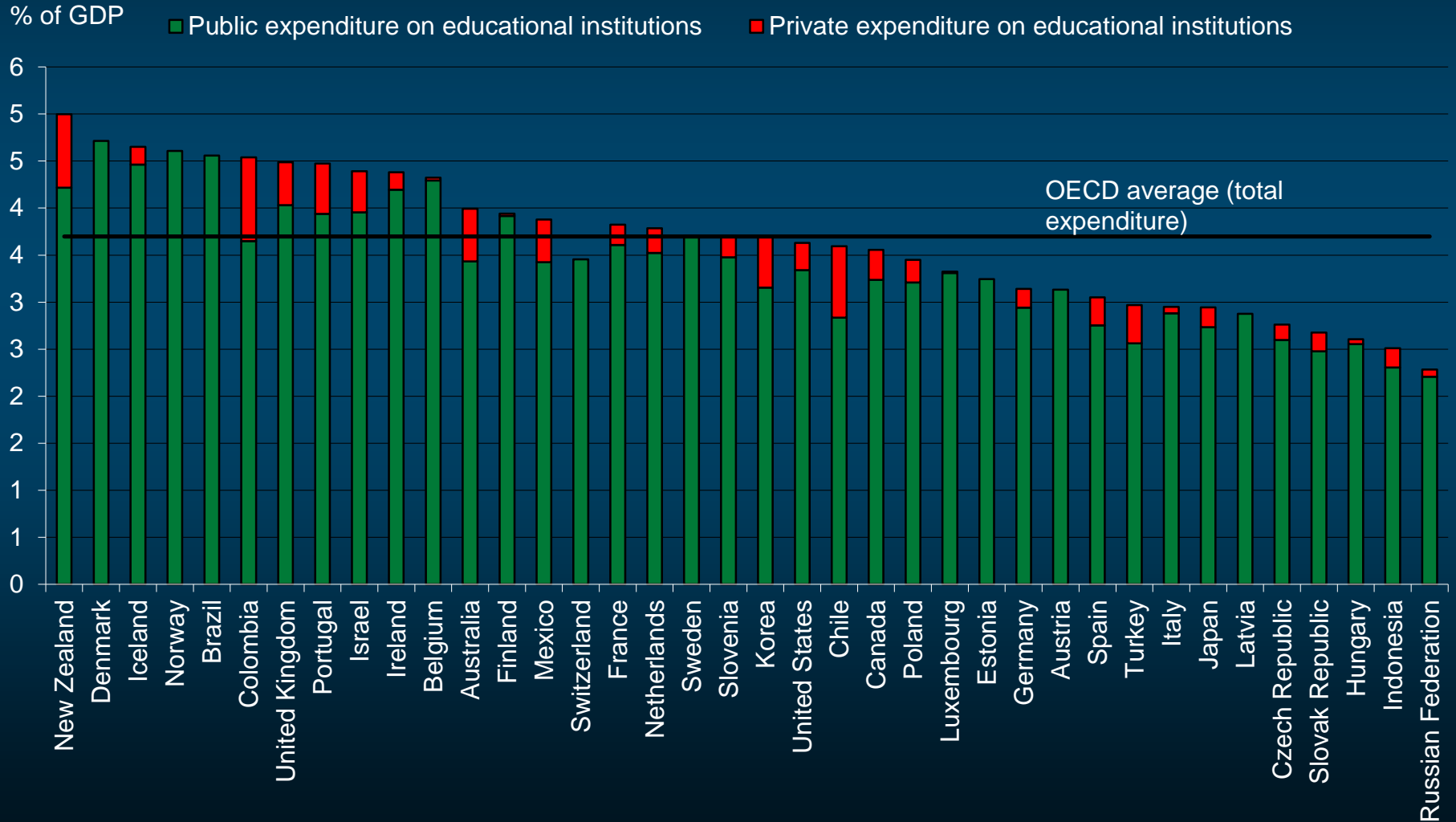
# Teachers and teaching

# In 2012, OECD countries spent an average of 3.7% of their GDP on primary, secondary and post-secondary non-tertiary education

Chart  
B2.2.P,S,PS

Expenditure on educational institutions as a percentage of GDP (2012), by source of fund.

## Primary, secondary and post-secondary non-tertiary



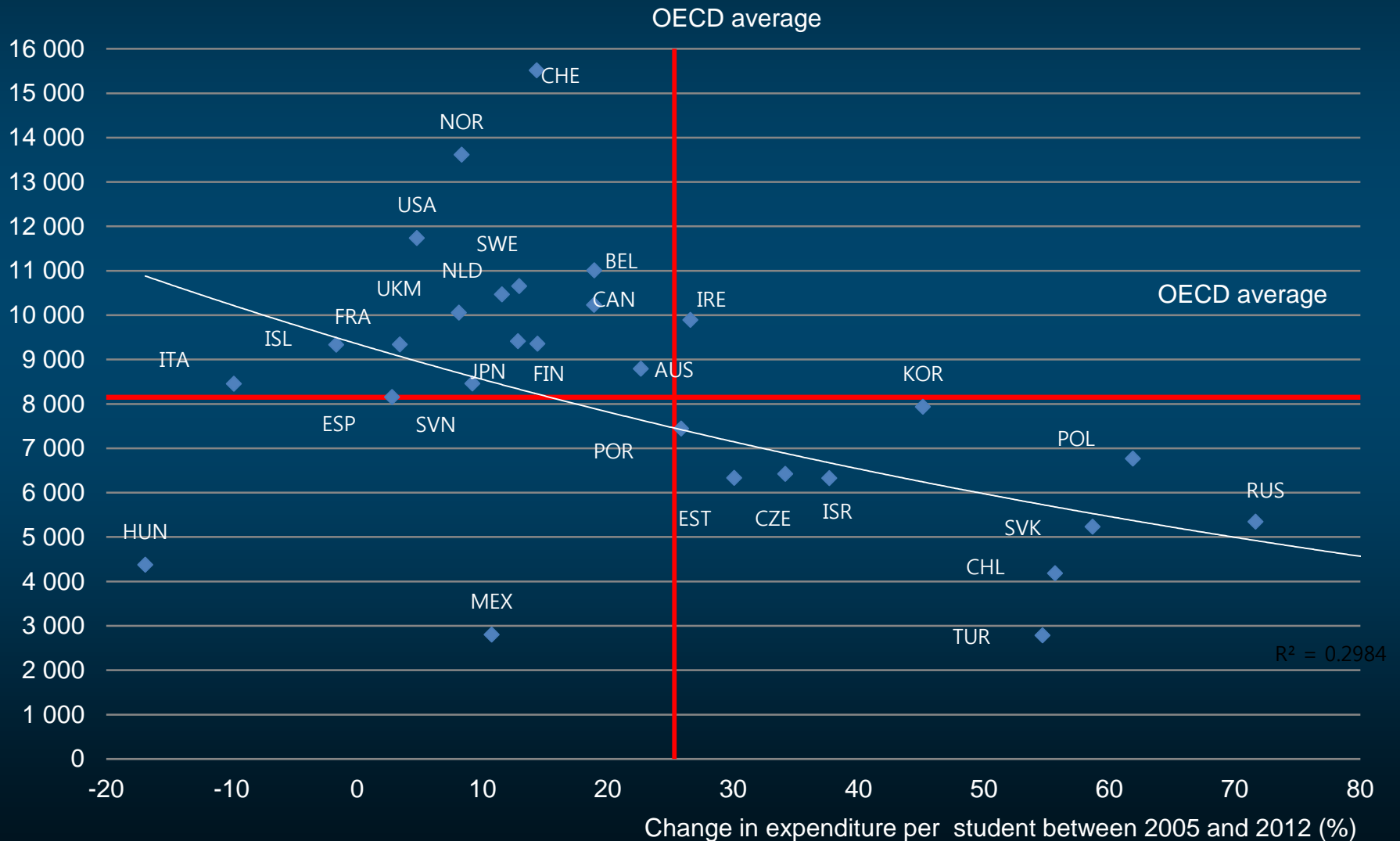
# Expenditure per primary, secondary and post-secondary non-tertiary student increased by at least 10% in most countries between 2005 and 2012

Chart  
B1.4.P,S,PS

Annual expenditure per student by educational institutions in 2012 related to change since 2005. Primary, secondary, and post-secondary non-tertiary education

Annual expenditure per student (2012, USD)

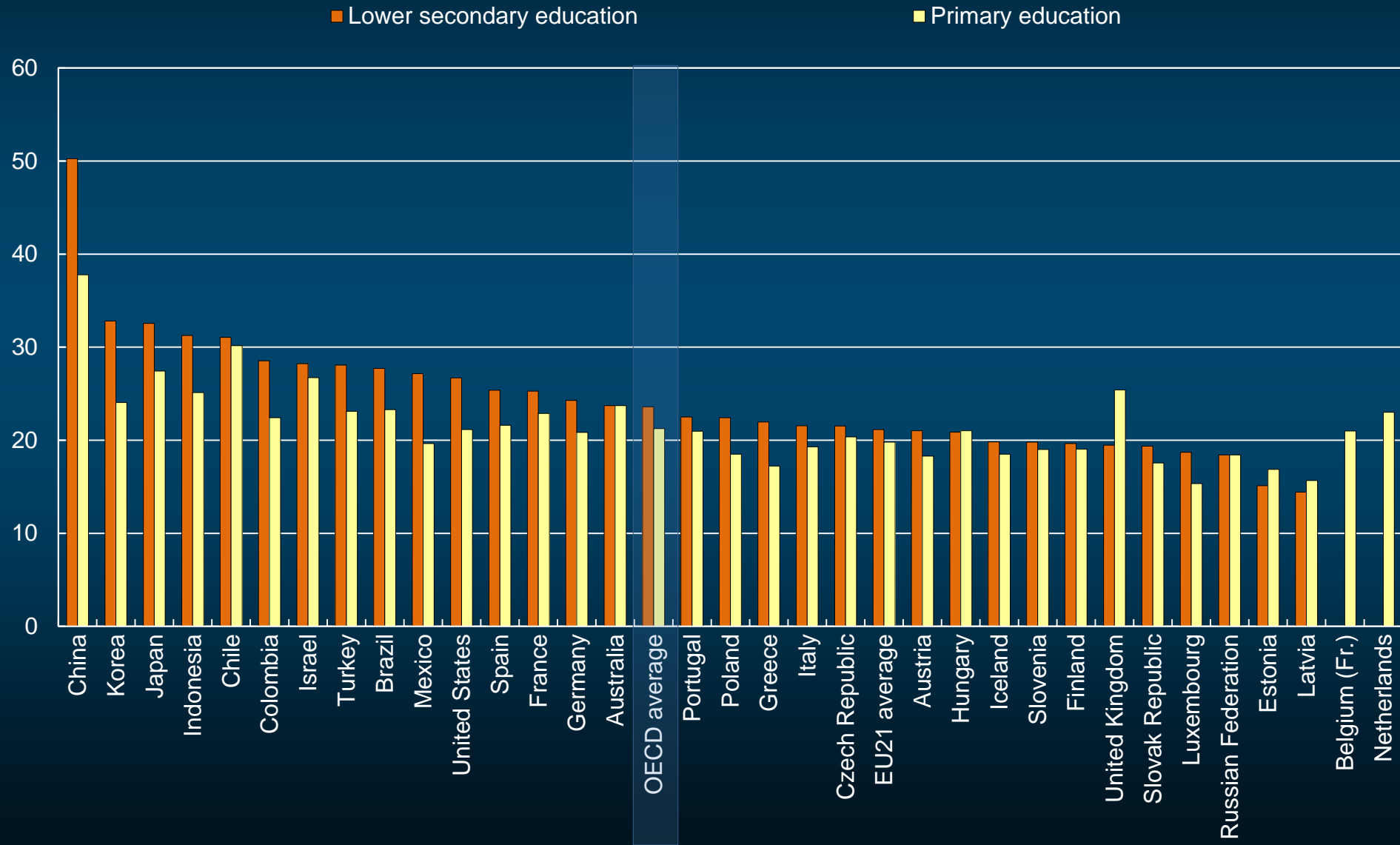
## Primary, secondary, and post-secondary non-tertiary education



# Class sizes

Chart D2.1.

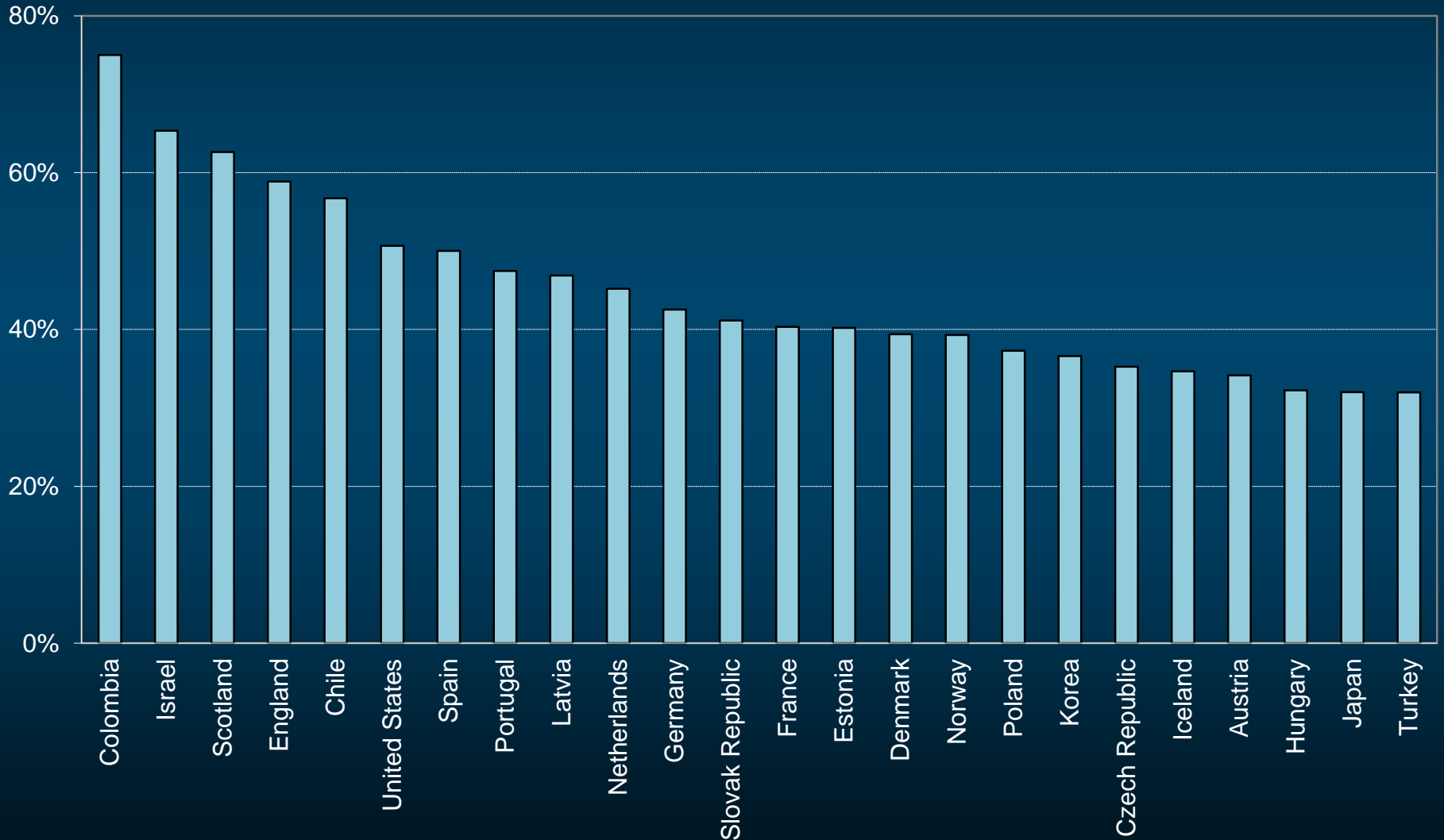
Average class size in educational institutions, by level of education (2013)



# Teaching time as a share of working time

Chart D4.3.

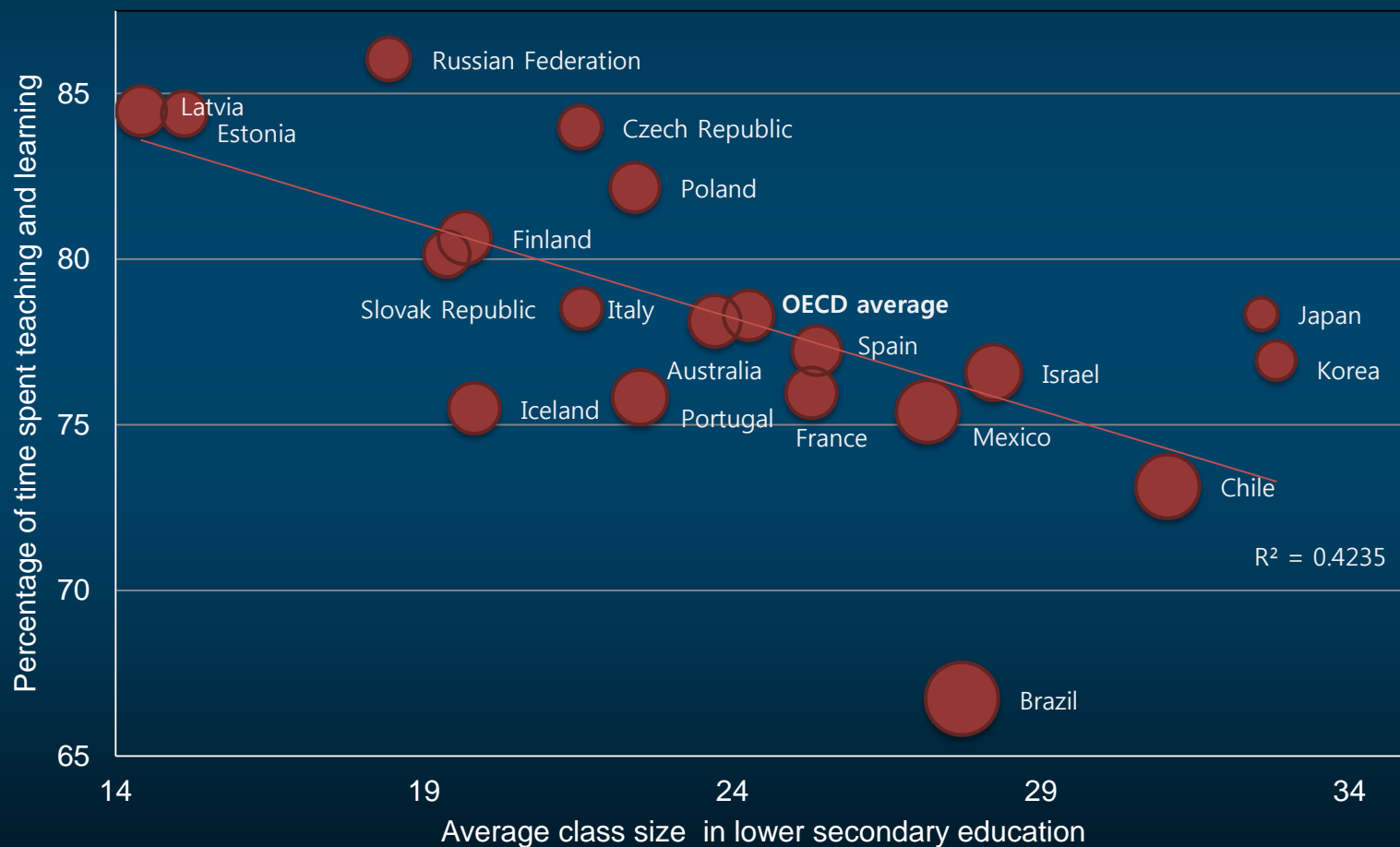
Net teaching time that lower secondary teachers spend teaching as a percentage of total statutory working time (2013)



# In many countries, larger classes leave more time for other professional activities, not so in the UK

Chart Box  
D2.a.1

Relationship between average class size and time spent teaching/learning in lower secondary education (2013). The size of each bubble represents the proportion of lower secondary teachers who reported having more than 10% of students with behaviour problems in their classes

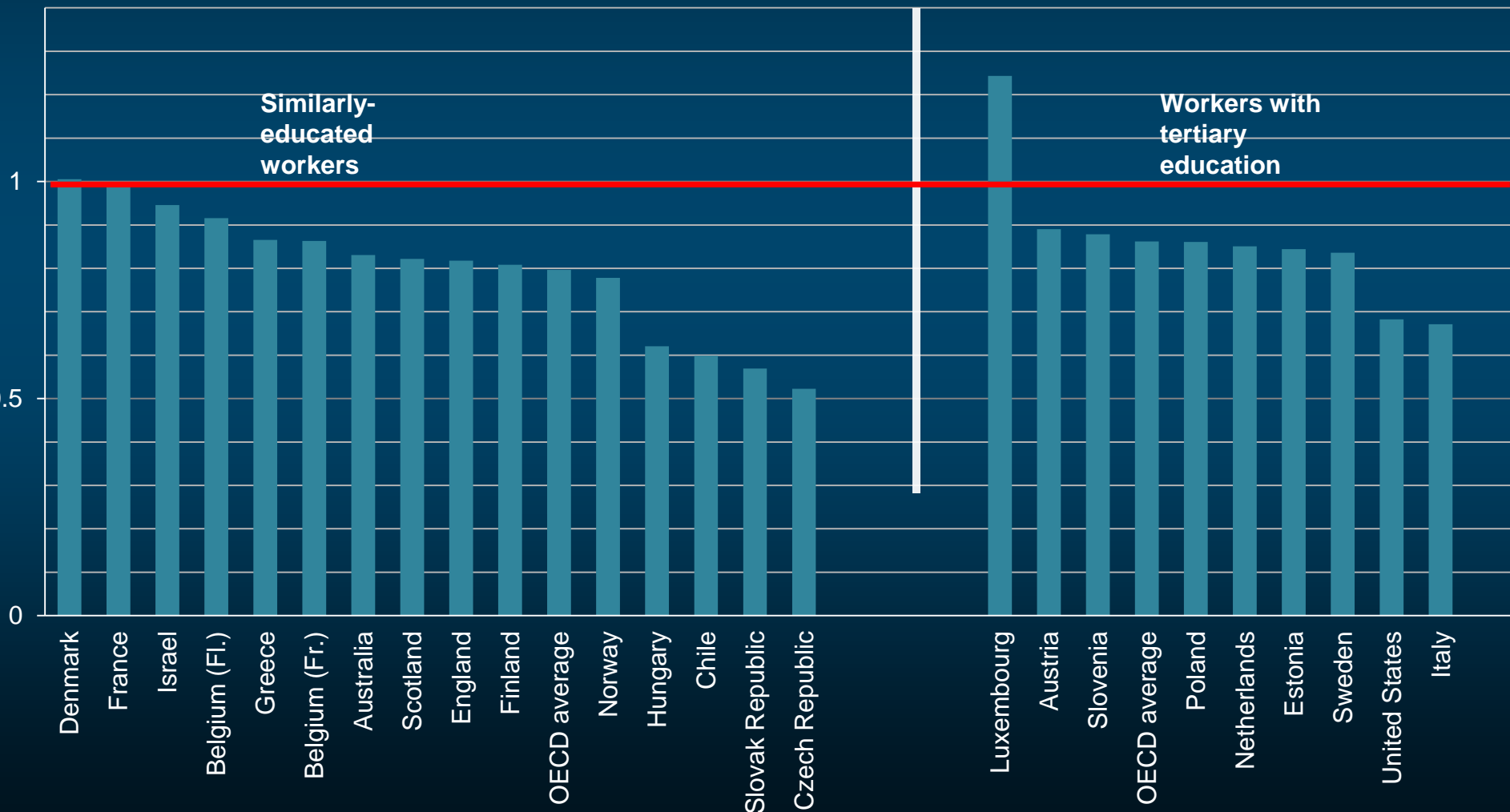


# In only two countries are teachers' salaries higher than the salaries of comparably educated workers

Chart D3.1.

Teachers' salaries relative to earnings for similarly educated workers or workers with tertiary education (2013). Lower secondary teachers teaching general programmes in public institutions

Ratio



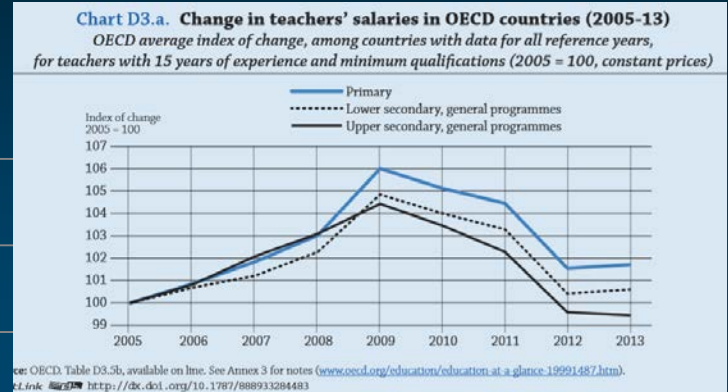
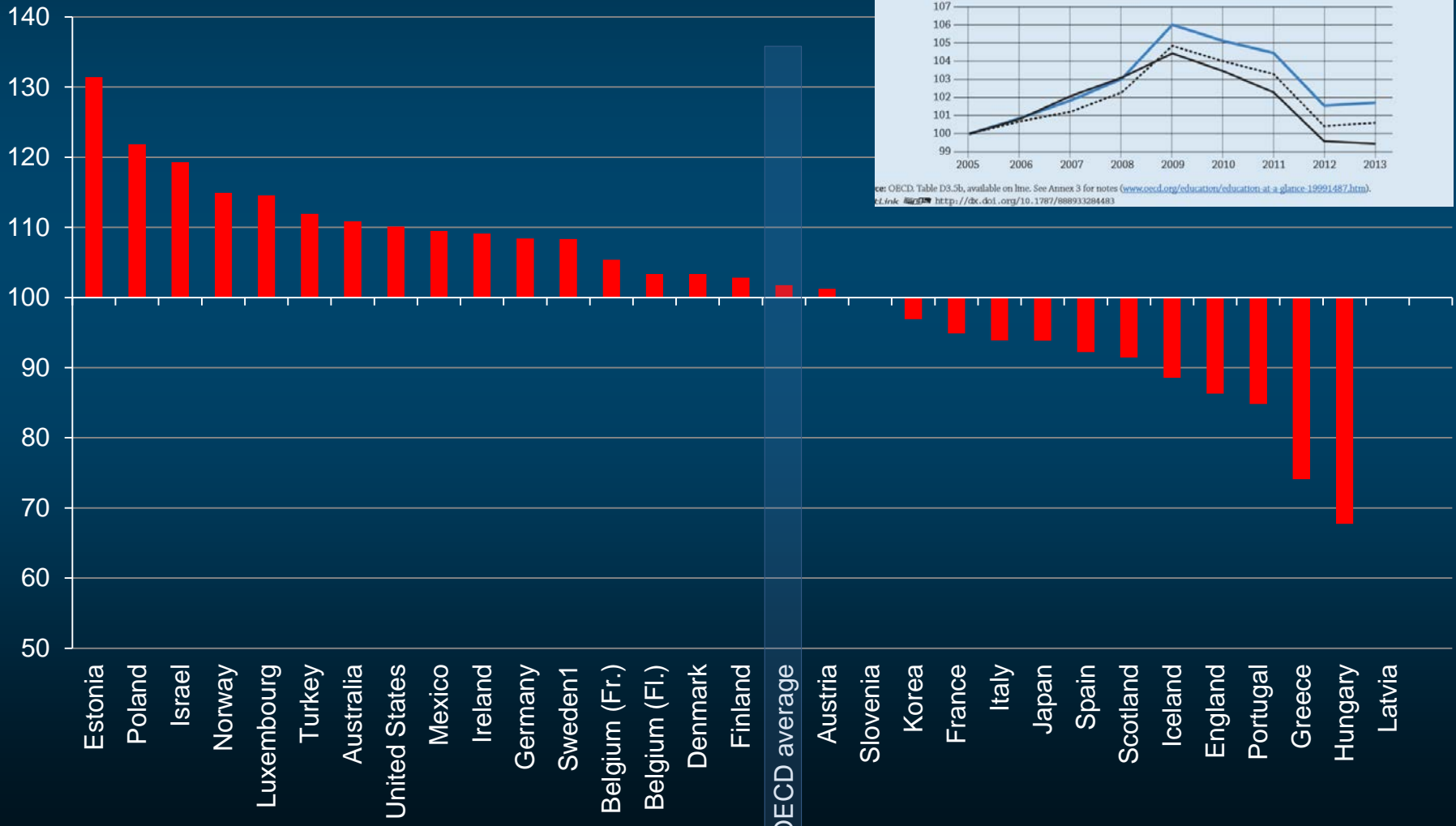


# Between 2005 and 2013, teachers' salaries increased in some and decreased in other countries

Chart D3.3.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications

Index of



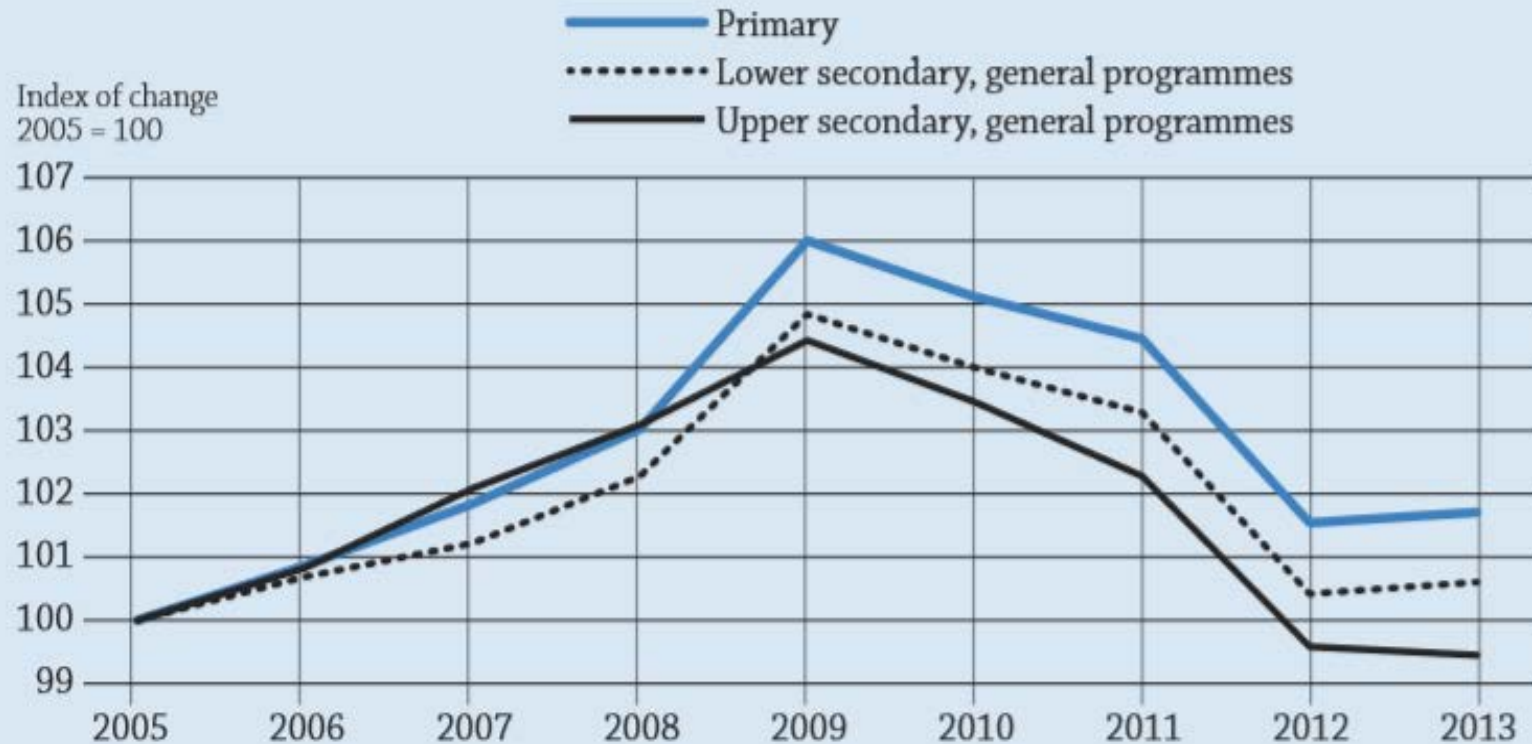
# Between 2000 and 2013, teachers' salaries increased overall in real terms in most countries with available data

Chart D3.3.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications

## Chart D3.a. Change in teachers' salaries in OECD countries (2005-13)

*OECD average index of change, among countries with data for all reference years, for teachers with 15 years of experience and minimum qualifications (2005 = 100, constant prices)*



Source: OECD, Table D3.5b, available on line. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

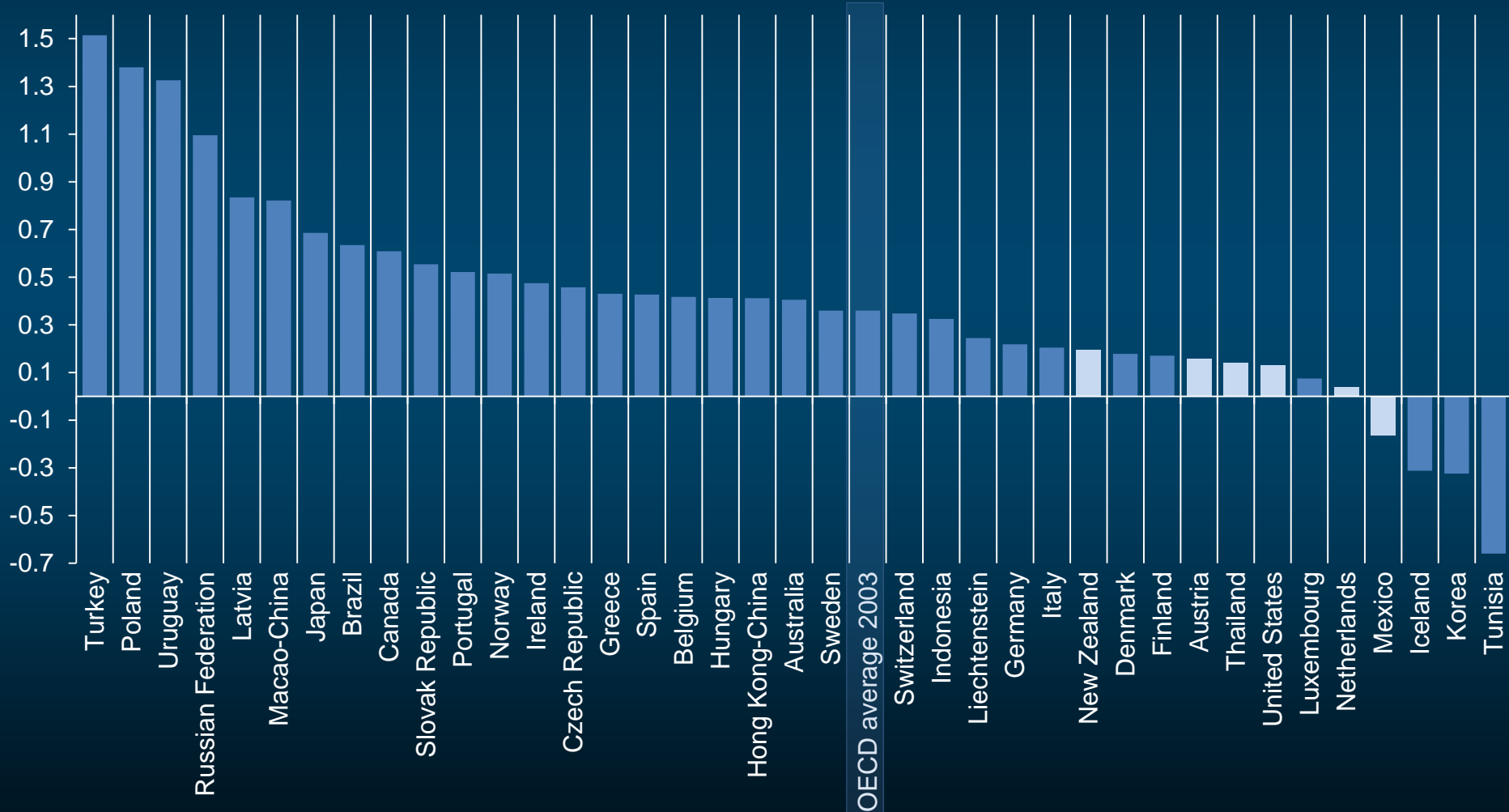
DOI Link  <http://dx.doi.org/10.1787/888933284483>

# Schools were better equipped with new technologies in 2012 than in 2003

Chart D8.2

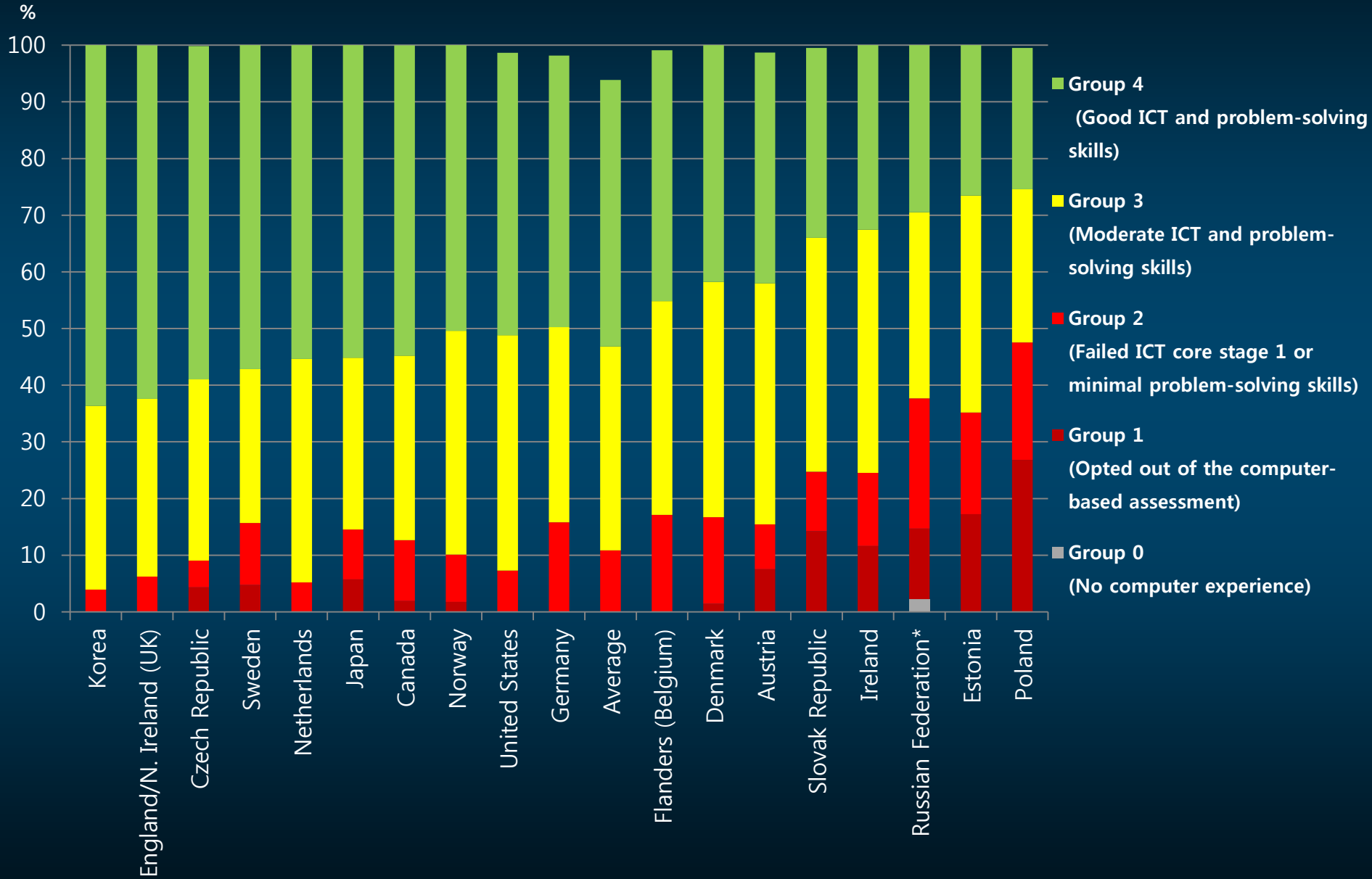
Change between 2003 and 2012 in the index of quality of schools' educational resources (e.g. textbooks, computers for instruction, computer software). Dark blue bars indicate differences that are statistically significant.

## Mean index difference



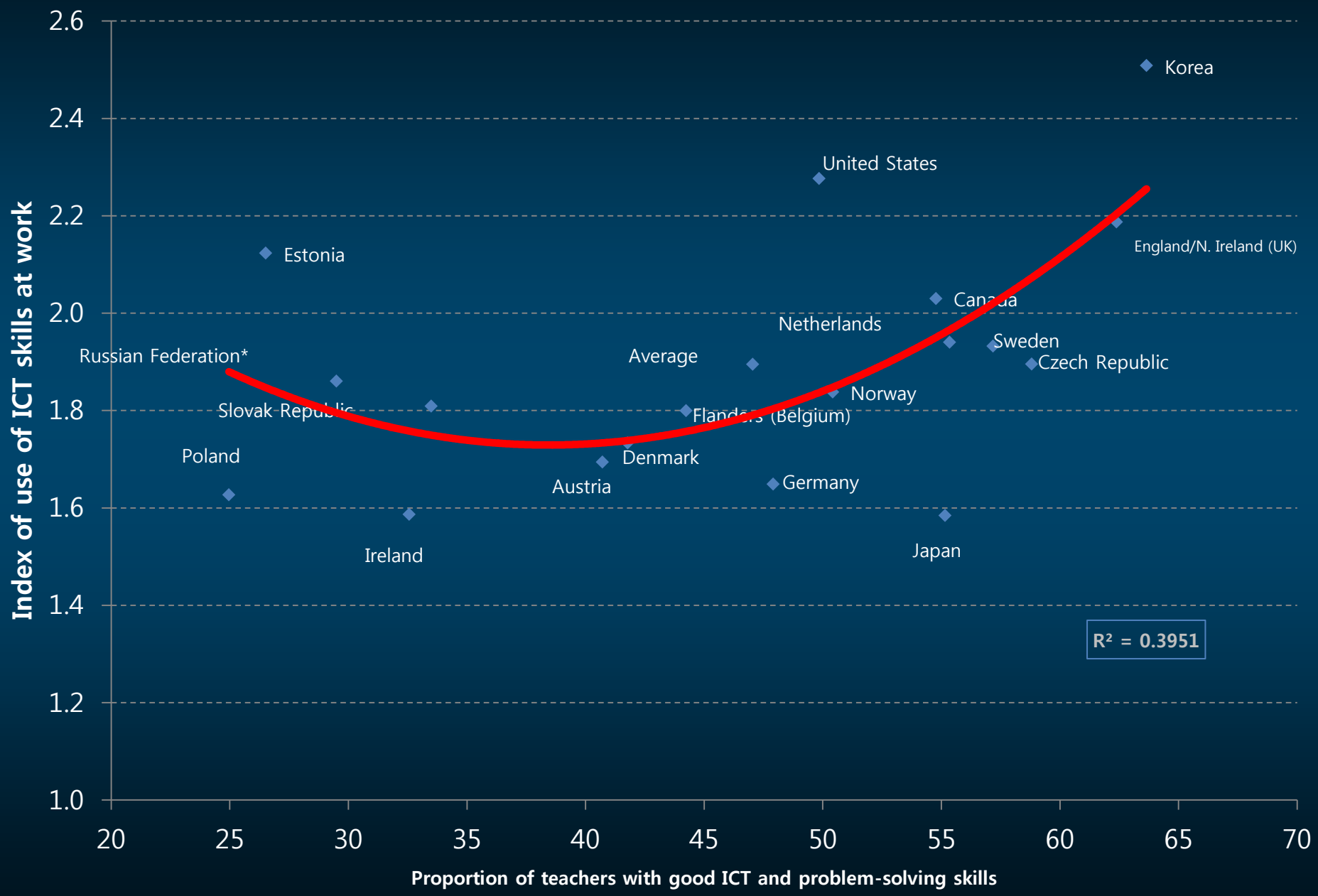
# Teachers' skills and readiness to use information and communication technologies (ICT) for problem solving (2012)

Chart D5.4



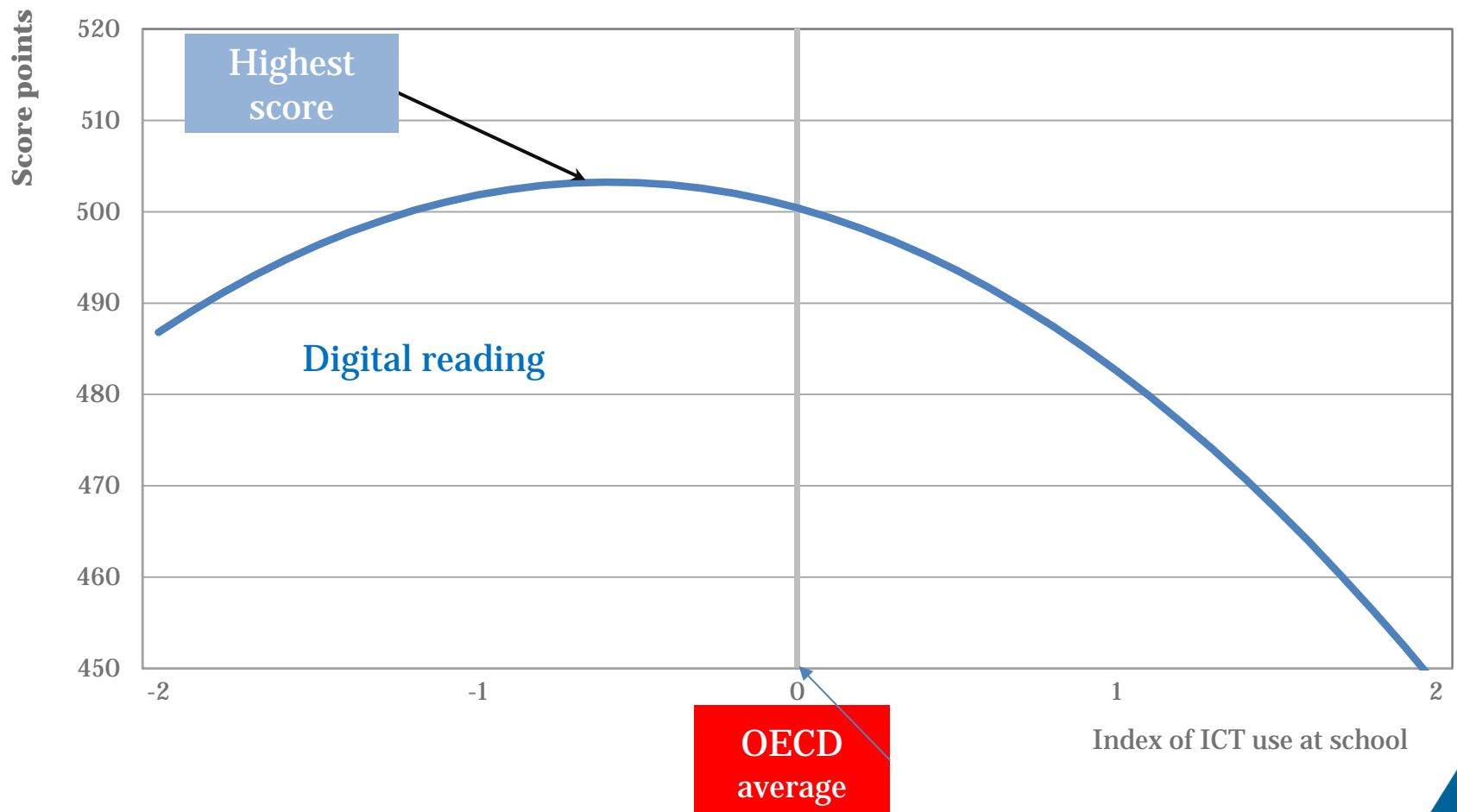
# Relationship between teachers' use of ICT skills at work and proficiency in those skills (2012)

Chart D5.4



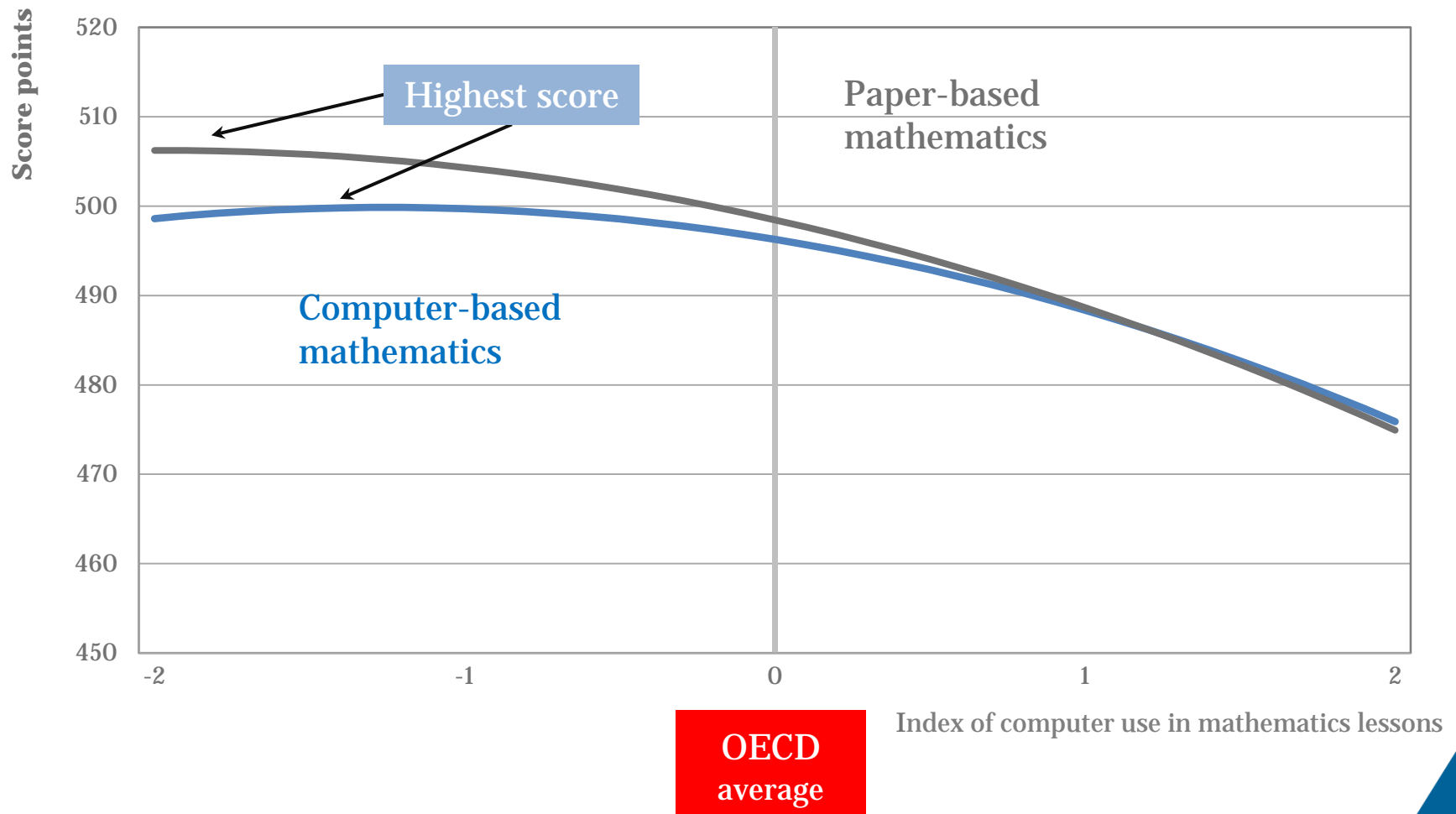
# Students who use computers at school only moderately score the highest in reading

Relationship between students' skills in reading and computer use at school (average across OECD countries)



# Students who do not use computers in maths lessons score highest in mathematics

Relationship between students' skills in reading and computer use at school (average across OECD countries)



# Almost one in five teachers in OECD countries feels a need for further training in how to use ICT in the classroom

Chart D8.4

Percentage of lower secondary education teachers who report having a high level of need for professional development to improve their ICT skills for teaching

