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

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

OECD average

R² = 0.2984

Change in expenditure per student between 2005 and 2012 (%)
Average class size in educational institutions, by level of education (2013)

- **Lower secondary education**
- **Primary education**

Countries included:
- China, Korea, Japan, Indonesia, Chile, Colombia, Israel, Turkey, Brazil, Mexico, United States, Spain, France, Germany, Australia, OECD average, Portugal, Poland, Greece, Italy, Czech Republic, EU21 average, Austria, Hungary, Iceland, Slovenia, Finland, United Kingdom, Slovak Republic, Luxembourg, Russian Federation, Estonia, Latvia, Belgium (Fr.), Netherlands.
Teaching time as a share of working time

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

Chart D4.3.
In many countries, larger classes leave more time for other professional activities, not so in the UK.

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.
Between 2005 and 2013, teachers’ salaries increased in some and decreased in other countries.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications.
Between 2000 and 2013, teachers’ salaries increased overall in real terms in most countries with available data.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications.
Schools were better equipped with new technologies in 2012 than in 2003.

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

Turkey
Poland
Uruguay
Russian Federation
Latvia
Macao-China
Japan
Brazil
Canada
Slovak Republic
Portugal
Norway
Ireland
Iceland
Greece
Spain
Belgium
Hungary
Hong Kong-China
Australia
Sweden
OECD average 2003
Switzerland
Indonesia
Liechtenstein
Germany
Italy
New Zealand
Denmark
Finland
Austria
Thailand
United States
Luxembourg
Mexico
Iceland
Korea
Tunisia
Relationship between teachers’ use of ICT skills at work and proficiency in those skills (2012)

Chart D5.4

Index of use of ICT skills at work

Proportion of teachers with good ICT and problem-solving skills

R² = 0.3951
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)

Source: Figure 6.5
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)

Source: Figure 6.7
Almost one in five teachers in OECD countries feels a need for further training in how to use ICT in the classroom.

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