

Corrigenda

Additional revisions, February 2015

The list below identifies the changes made since the previous corrigendum in October 2014. The list of changes from the original print edition follows on page 10 of these corrigenda.

Indicator D3:

Teachers' actual salary data for France were reported incorrectly. Data have been updated for France at the date of 23/02/2015.

NOTE: The OECD averages have not been updated.

- **Table D3.4. Average actual teachers' salaries (2012) WEB COLUMNS ONLY**
Annual average salaries (including bonuses and allowances) of teachers in public institutions, in equivalent USD converted using PPPs for private consumption, by age group and gender, columns 6-9; 11-14; 16-19
 - The value for France in column (6) should be "30 877" instead of "34 708".
 - The value for France in column (7) should be "35 663" instead of "37 988".
 - The value for France in column (8) should be "37 641" instead of "41 272".
 - The value for France in column (9) should be "34 708" instead of "30 877".
 - The value for France in column (11) should be "40 506" instead of "38 522".
 - The value for France in column (12) should be "42 641" instead of "42 320".
 - The value for France in column (13) should be "37 988" instead of "35 663".
 - The value for France in column (14) should be "38 522" instead of "40 506".
 - The value for France in column (16) should be "48 427" instead of "50 518".
 - The value for France in column (17) should be "41 272" instead of "37 641".
 - The value for France in column (18) should be "42 320" instead of "42 641".
 - The value for France in column (19) should be "50 518" instead of "48 427".

Table D3.4. Average actual teachers' salaries (2012)

Annual average salaries (including bonuses and allowances) of teachers in public institutions, in equivalent USD converted using PPPs for private consumption, by age group and gender

	Notes	25-64 year-olds				25-34 year-olds				35-44 year-olds			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD													
France		35 716	35 432	42 217	46 247	30 742	30 877	35 663	37 641	34 708	34 633	40 506	42 641

	Notes	45-54 year-olds				55-64 year-olds			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
		(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD									
France		37 988	38 522	46 195	48 427	41 272	42 320	50 518	53 758

• **Table D3.2. Teachers' salaries relative to earnings for full-time, full-year workers with tertiary education (2012) WEB COLUMNS ONLY**

Ratio of salary, by age group and gender, *columns 8-11; 13-16; 18-21*

- o The value for France in column (8) should be "0.86" instead of "0.97".
- o The value for France in column (9) should be "0.99" instead of "1.06".
- o The value for France in column (10) should be "1.05" instead of "1.15".
- o The value for France in column (11) should be "0.68" instead of "0.61".
- o The value for France in column (13) should be "0.80" instead of "0.76".
- o The value for France in column (14) should be "0.84" instead of "0.83".
- o The value for France in column (15) should be "0.65" instead of "0.61".
- o The value for France in column (16) should be "0.66" instead of "0.70".
- o The value for France in column (18) should be "0.83" instead of "0.87".
- o The value for France in column (19) should be "0.61" instead of "0.55".
- o The value for France in column (20) should be "0.62" instead of "0.63".
- o The value for France in column (21) should be "0.74" instead of "0.71".

Table D3.2. Teachers' salaries relative to earnings for full-time, full-year workers with tertiary education (2012)

Ratio of salary, by age group and gender

	Notes	Method ¹	Year of reference	25-64 year-olds				25-34 year-olds				35-44 year-olds			
				Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
				(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD															
France		Actual	2012	0.73	0.72	0.86	0.95	0.86	0.86	0.99	1.05	0.68	0.68	0.80	0.84

	Notes	Method ¹	Year of reference	45-54 year-olds				55-64 year-olds			
				Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
				(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
OECD											
France		Actual	2012	0.65	0.66	0.79	0.83	0.61	0.62	0.74	0.79

Indicator D4:

Data withdrawn for the United States due to lack of comparability with international definitions. Data have been updated for the United States at the date of 23/02/2015.

NOTE: The OECD averages have not been updated.

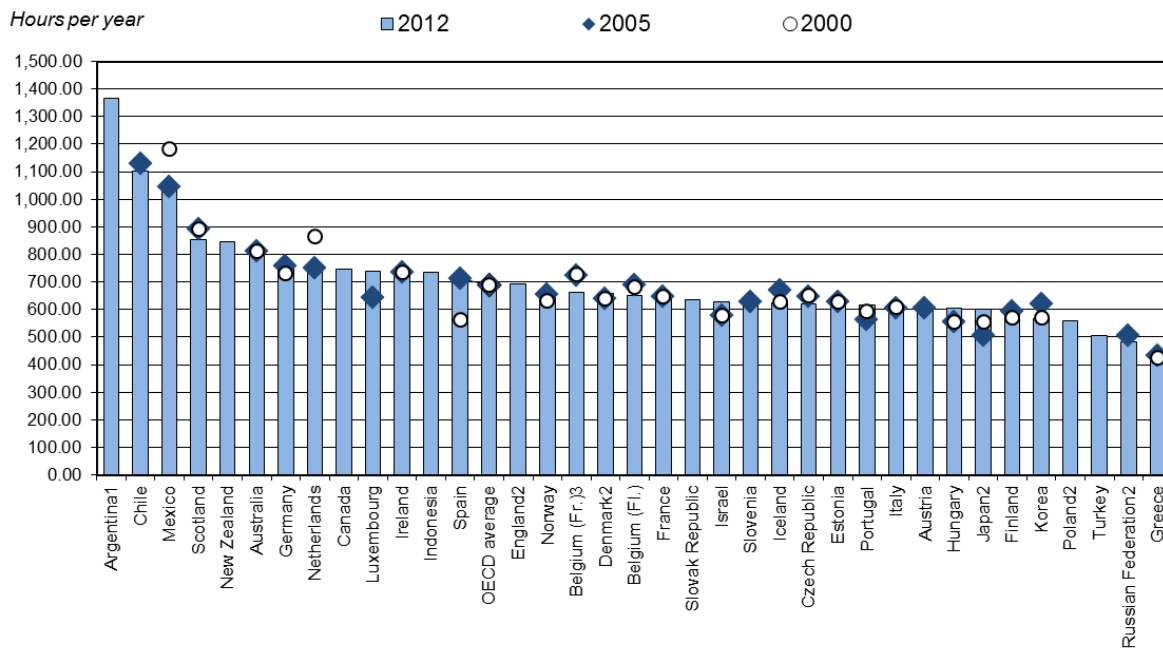
- **Page 474, Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2012**

Net statutory contact time in public institutions

- The United States should be excluded from the Chart. .

Chart D4.1. Number of teaching hours per year in lower secondary education in 2000, 2005 and 2012

Net statutory contact time in public institutions



1. Year of reference 2011 instead of 2012.

2. Actual teaching time.

3. Break in time series following methodological changes in 2006.

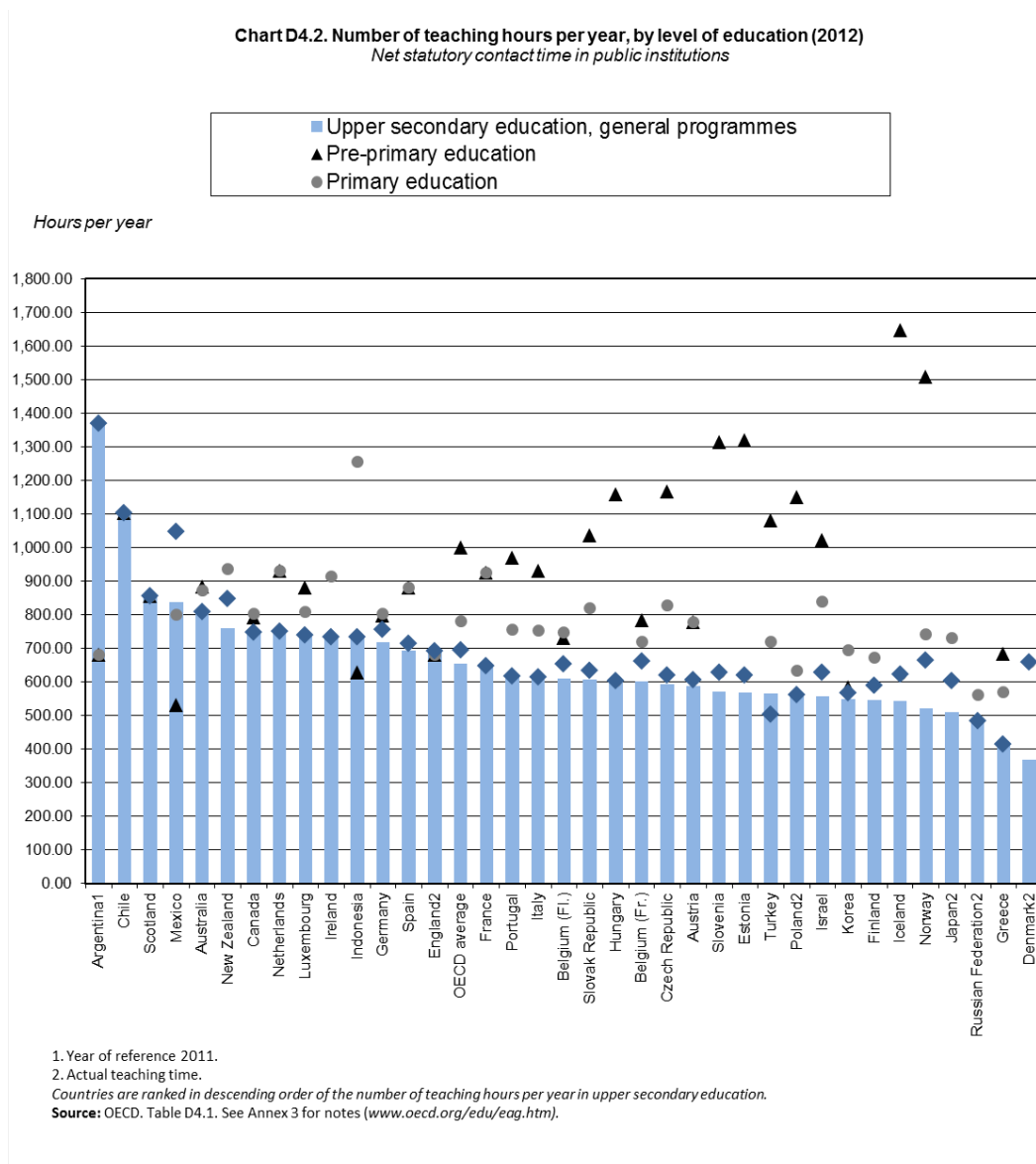
Countries are ranked in descending order of the number of teaching hours per year in lower secondary education in 2012.

Source: OECD. Table D4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

- **Page 475:** The bullet points under *Other findings* should read:
 - **Public primary school teachers teach an average of 782 hours per year**, but teaching time ranges from less than 570 hours in Greece and the Russian Federation to over 1 000 hours in Chile ~~and~~ Indonesia ~~and the United States~~.
 - **The number of teaching hours in public lower secondary schools averages 694 hours per year**, but ranges from 415 hours in Greece to over 1 000 hours in Argentina, Chile ~~and~~ Mexico ~~and the United States~~.
 - **Teachers in public upper secondary schools teach an average of 655 hours per year**, but ranges from 369 hours in Denmark to over 1 000 hours in Argentina ~~and~~ Chile ~~and the United States~~.

- **Page 476, Chart D4.2. Number of teaching hours per year, by level of education (2012)**
Net statutory contact time in public institutions

- The United States should be excluded from the Chart. .



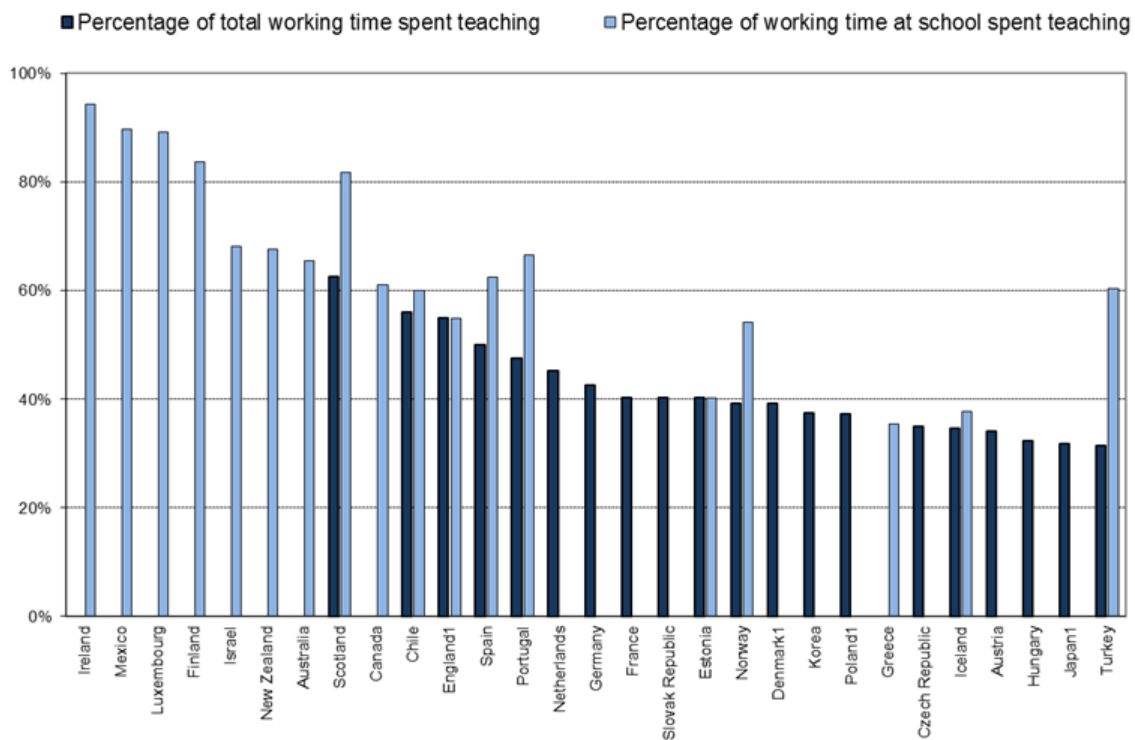
- **Page 476:** The third paragraph should read: The exceptions are Chile **and** France **and the United States**, where teachers teach slightly more than 6 hours per day. There is no set rule on how teaching time is distributed throughout the year.
- **Page 476:** The fourth paragraph should read: The teaching time at the lower secondary level ranges from less than 600 hours in Finland, Greece, Korea, Poland, the Russian Federation and Turkey to more than 1 000 hours in Argentina, Chile **and** Mexico **and the United States**.
- **Page 476:** The fifth paragraph should read: A teacher of general subjects in upper secondary education has an average teaching load of 655 hours per year. Teaching time exceeds 800 hours in only six countries: Argentina, Australia, Chile, Mexico **and** Scotland **and the United States**.

- **Page 476:** The fifth paragraph should read: Teachers in Finland, Greece, Japan, Korea, Norway, the Russian Federation and Slovenia teach for three hours or less per day, on average, compared to more than five hours in Chile ~~and the United States~~ and up to eight hours in Argentina.
- **Page 477:** The third paragraph should read: In contrast, ~~the difference does not exceed 5% in the United States, and~~ there is no difference in Chile, Denmark, Estonia, Hungary, Iceland, Scotland and Slovenia.
- **Page 480, Chart D4.3. Percentage of lower secondary teachers' working time spent teaching (2012)**

Net teaching time as a percentage of total statutory working time and working time required at school

- The United States should be excluded from the Chart.

Chart D4.3. Percentage of lower secondary teachers' working time spent teaching (2012)
Net teaching time as a percentage of total statutory working time and working time required at school



¹ Actual teaching time.
 Countries are ranked in descending order of the percentage of lower secondary teachers' total working time spent teaching.
 Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/edu/efo/g.htm).

- **Page 484, Table D4.1. Organisation of teachers' working time (2012)**
Net teaching time, in hours, columns 9-12
 - The value for United States in column (9), pre-primary level should be “w” instead of “1,131”.
 - The value for United States in column (10), primary level should be “w” instead of “1,131”.
 - The value for United States in column (11), lower secondary level should be “w” instead of “1,085”.

- The value for United States in column (12), upper secondary level should be “w” instead of “1,076”.

Table D4.1. Organisation of teachers' working time (2012)

Number of teaching weeks, teaching days, net teaching hours, and teachers' working time in

	Notes	Net teaching time, in hours			
		Pre-primary education	Primary education	Lower secondary education	Upper secondary education, general programmes
		(9)	(10)	(11)	(12)
OECD					
United States	3	w	w	w	w

- **Page 485, Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2012)**
Net statutory contact time in public institutions, by level of education, columns 1-27

- The value for United States in column (1) to (27), all educational level should be “w”.

Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2012)

Net statutory contact time in public institutions, by level of education

	Notes	Primary education									
		2000	2005	2006	2007	2008	2009	2010	2011	2012	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD											
United States	2	w	w	w	w	w	w	w	w	w	

Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2012)

Net statutory contact time in public institutions, by level of education

	Notes	Lower secondary education									
		2000	2005	2006	2007	2008	2009	2010	2011	2012	
		(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
OECD											
United States	2	w	w	w	w	w	w	w	w	w	

Table D4.2. Number of teaching hours per year (2000, 2005, 2010 and 2012)

Net statutory contact time in public institutions, by level of education

	Notes	Upper secondary education									
		2000	2005	2006	2007	2008	2009	2010	2011	2012	
		(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	
OECD											
United States	2	w	w	w	w	w	w	w	w	w	

- **WEB: Table D4.3 (Web only). Actual teaching time (2012)**

Actual average teaching hours, over the school year, in public institutions, columns 1-4

- The value for United States in column (1), pre-primary level should be “w” instead of “1,131”.
- The value for United States in column (2), primary level should be “w” instead of “1,131”.
- The value for United States in column (3), lower secondary level should be “w” instead of “1,085”.
- The value for United States in column (4), upper secondary level should be “w” instead of “1,076”.

Table D4.3 (Web only). Actual teaching time (2012)

Actual average teaching hours, over the school year, in public institutions

	Notes	Pre-primary education	Primary education	Lower secondary education	Upper secondary education, general programmes
		(1)	(2)	(3)	(4)
OECD					
United States		w	w	w	w

Revised version, October 2014

The list below identifies the changes made since the revised electronic version of September 2014. The list of changes from the original print edition follows on page 3 of this corrigenda.

- **Page 5, Table of Contents:** The title of Table A1.2a should read: “Percentage of adults who have attained **at least upper secondary education**, by age group (2012).”

Indicator B1

- **Page 207, Chart B1.2a:** Data for Colombia in the chart on “tertiary education” should be **3 030**.
- **Page 207, Chart B1.2a:** Note 1 should read: “Public institutions only (**for Colombia, in tertiary education only**; for Italy, except in tertiary education)”.
- **Page 215, Table B1.1a:**
 - **Colombia should read:** “Colombia^{2, 3}”.
 - Column 9: the value for Colombia should be “**3 030**” instead of “6 882”.
 - Columns 7 and 8: the code for Colombia should be “**x(9)**” instead of “m”.
 - Note 2 should read: “Public institutions only (for Canada **and Colombia**, in tertiary education only; for Italy, except in tertiary education)”.
- **Page 216, Table B1.2:**
 - **Colombia should read:** “Colombia^{3, 4}”.
 - Column 7: the value for Colombia should be “**3 030**” instead of “m”.
 - Columns 4, 5 and 6: the code for Colombia should be “**x(7)**” instead of “m”.
 - Note 3 should read: “Public institutions only (for Canada **and Colombia**, in tertiary education only; for Italy, except in tertiary education)”.
- **Page 218, Table B1.4:**
 - **Colombia should read:** “Colombia^{2, 3}”.
 - Column 9: the value for Colombia should be “**29**” instead of “67”.
 - Columns 7 and 8: the code for Colombia should be “**x(9)**” instead of “m”.
 - Note 2 should read: “Public institutions only (for Canada **and Colombia**, in tertiary education only; for Italy, except in tertiary education)”.

Indicator C4

Page 347: The second sentence of the sixth paragraph should read:

“In general, most international students in Korea pay **the same tuition fees** as those paid by domestic students.”

Indicator D5

- **Page 491, Chart D5.b in Box D5.2:** The digital object identifier (DOI) of the chart should be **10.1787/888933120841**.

Contributors to this publication

- **Page 560:** Mr. Takao UNO (Japan) was added to the list of contributors (INES Working Party) to the publication.
- **Page 563:** Ms. Noriko YAMAMOTO (Japan) was added to the list of contributors (NESLI) to the publication.

Revised version, September 2014

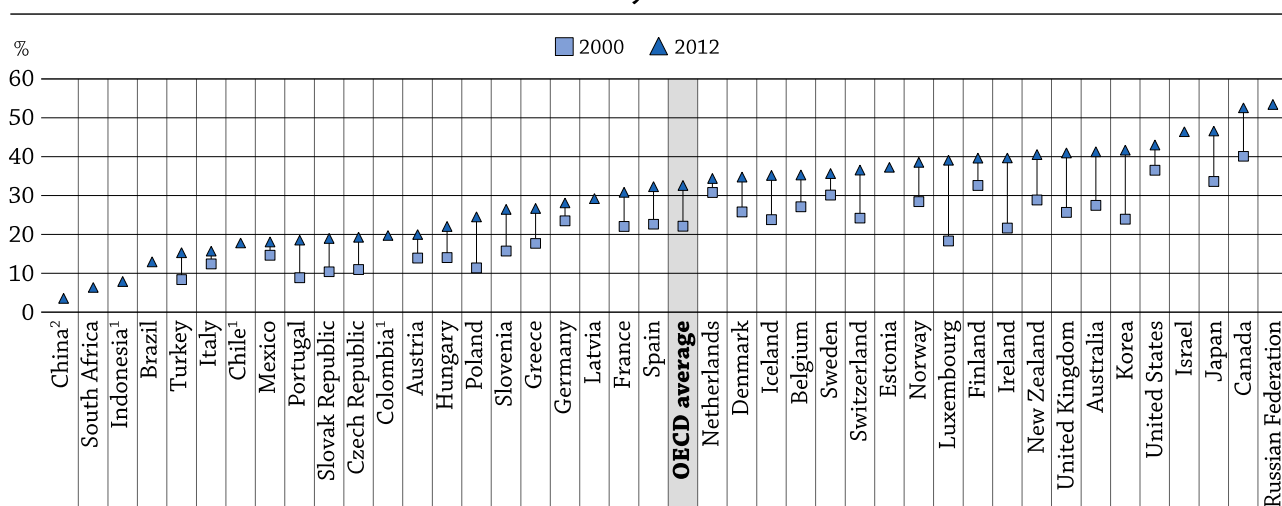
The following list provides a description of the changes made to the publication since the original version was printed.

- **Page 3, Foreword:** Veronica Borg, Vanessa Denis, Sophie Vayssettes and Elisabeth Villoutreix were added to the list of acknowledgments.

Indicator A1

- **Page 30, Chart A1.1:** China², South Africa, Indonesia¹, Colombia¹ and Latvia were added; a note (2) with the year of reference for China was added.

Chart A1.1. Percentage of tertiary-educated adults in 2000 and 2012
25-64 year-olds




1. Year of reference 2011.

2. Year of reference 2010.

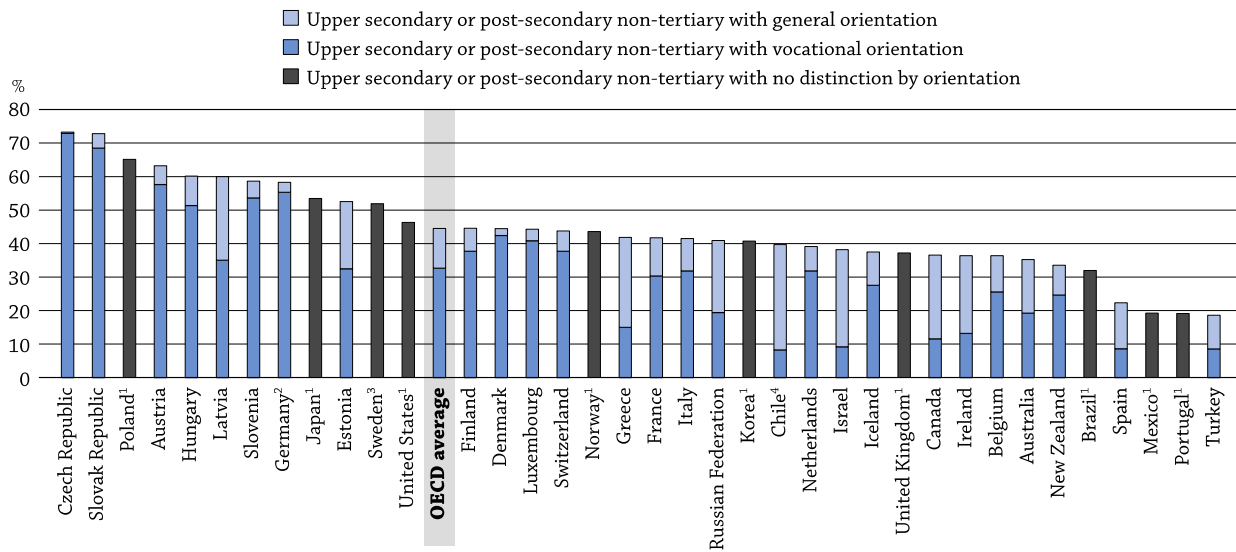
Countries are ranked in ascending order of the percentage of 25-64 year-olds who have attained tertiary education in 2012 (or latest available year).

Source: OECD, Table A1.4a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888933114951>

- Page 32, Chart A1.2: Latvia was added between Hungary and Slovenia.

Chart A1.2. Population whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2012)
25-64 year-olds



1. Countries for which no information about programme orientation is available.
2. Persons with ISCED 4A attainment in Germany have successfully completed both a general and a vocational programme. In this chart they have been allocated to vocational.
3. Figures for Sweden include about 10% of 25-64 year-olds who have attained ISCED levels 3 or 4 in programmes that cannot be allocated by orientation.
4. Year of reference 2011.

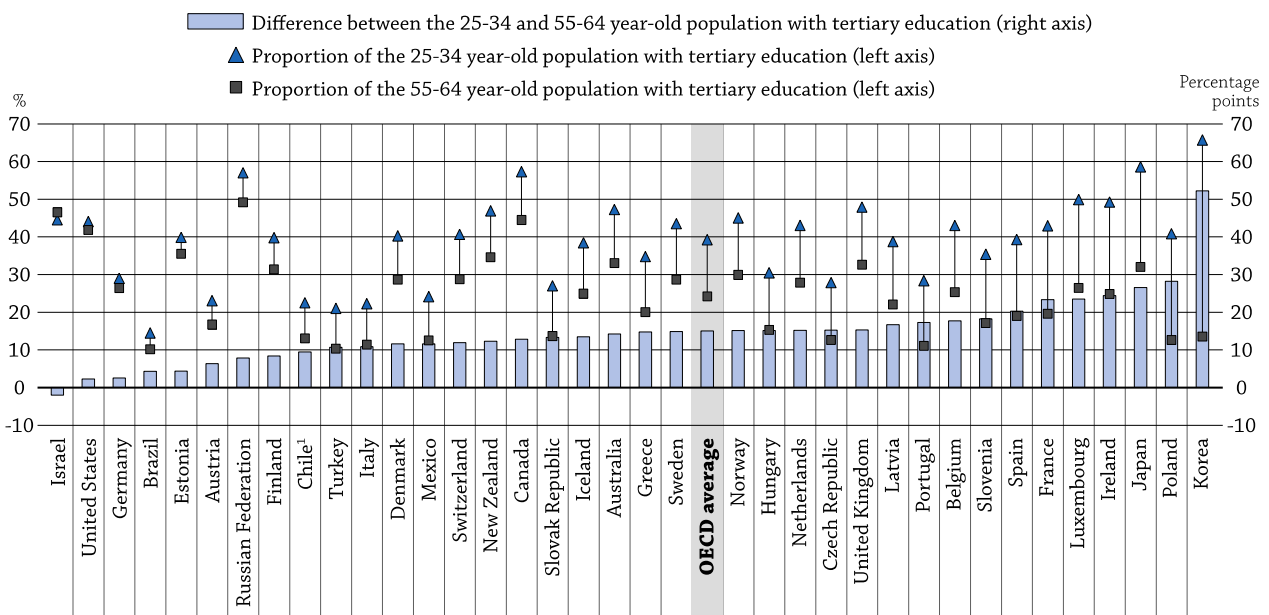
Countries are ranked in descending order of the percentage of 25-64 year-olds with upper secondary or post-secondary non-tertiary attainment (ISCED 3/4) as highest level of attainment, regardless of the orientation of the programmes.

Source: OECD. Table A1.5a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933114970>

- Page 33, Chart A1.3: Latvia was added between United Kingdom and Portugal.

Chart A1.3. Percentage of younger and older tertiary-educated adults (2012)
25-34 and 55-64 year-olds, and percentage-point difference between these two groups



1. Year of reference 2011.

Countries are ranked in ascending order of the percentage-point difference between the 25-34 and 55-64 year-old population with tertiary education.

Source: OECD. Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933114989>

- **Page 38:** The last sentence of the paragraph just below the chart should read: “Groups 0 and 1 are derived from the information about earlier experience and readiness to use computers in testing situation; groups 2-4 are based on an assessment of ICT and problem-solving skills.”
- **Page 40, Methodology section:** The following sentence was added at the end of the first paragraph: “Box A1.1 is based on the INES survey of sub-national data.”
- **Page 46, Table A1.4a:** Data for China and South Africa were added.

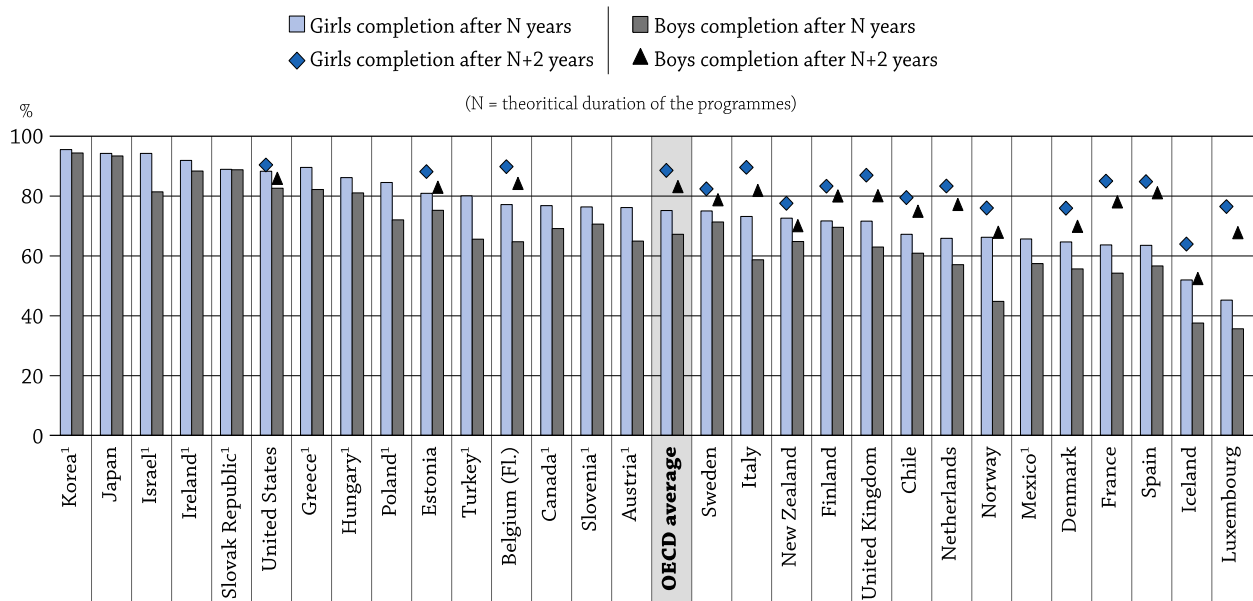
Table A1.4a. Trends in educational attainment, by age group, and average annual growth rate (2000, 2005-12) □

	Educational attainment	Notes	25-64 year-olds				25-34 year-olds				55-64 year-olds			
			2000	2005	2010	2012	2000	2005	2010	2012	2000	2005	2010	2012
			(1)	(2)	(7)	(9)	(11)	(12)	(17)	(19)	(21)	(22)	(27)	(29)
OECD														
China	Below upper secondary		m	m	78	m	m	m	m	m	m	m	m	m
	Upper secondary or post-secondary non-tertiary		m	m	19	m	m	m	m	m	m	m	m	m
	Tertiary		m	m	4	m	m	m	m	m	m	m	m	m
South Africa	Below upper secondary		m	m	m	39	m	m	m	m	m	m	m	m
	Upper secondary or post-secondary non-tertiary		m	m	m	54	m	m	m	m	m	m	m	m
	Tertiary		m	m	m	6	m	m	m	m	m	m	m	m

Indicator A2

- **Page 55:** The second bullet point should read: “On average across OECD countries, students graduate for the first time at upper secondary level at the age of 19, from the age of 17 in Israel, New Zealand, Turkey and the United States, to the age of 22 or older in Iceland and Norway.”
- **Page 61, Chart A2.5:** Data for Norway were modified.

Chart A2.5. Successful completion of upper secondary programmes, by gender



1. N+2 information missing.

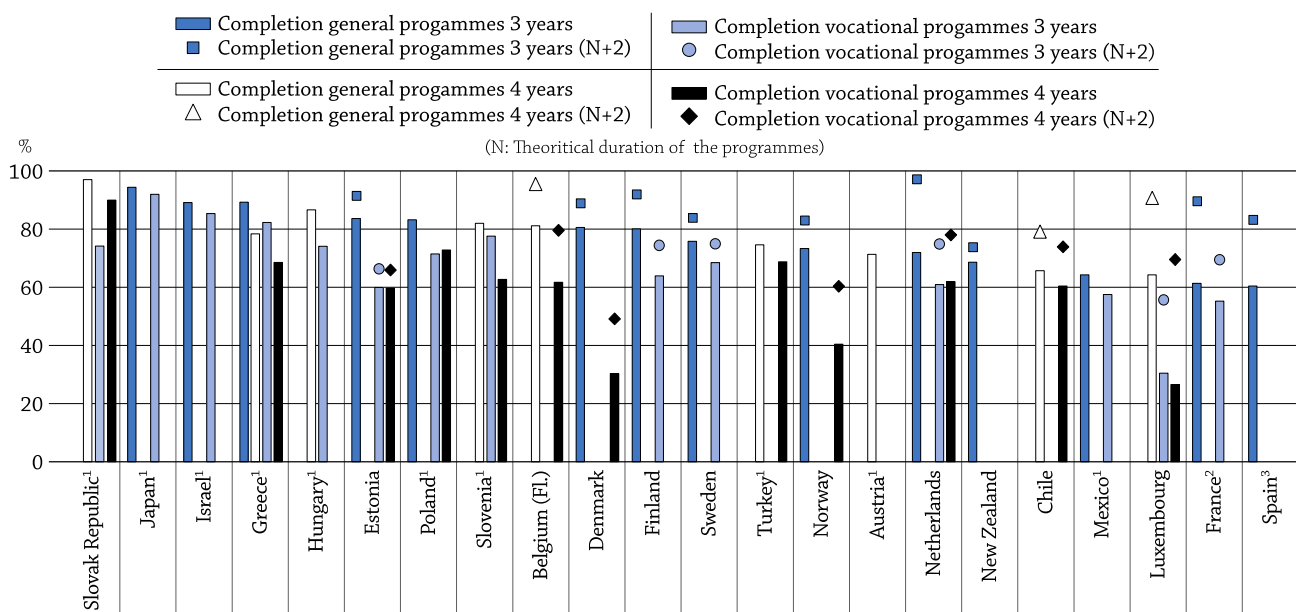
Countries are ranked in descending order of the successful completion of girls in upper secondary programmes (after N years).

Source: OECD, Table A2.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115331>

- Page 62, Chart A2.6: Slovak Republic¹ was added.

Chart A2.6. Successful completion of upper secondary programmes, by programme orientation and duration



Note: Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. N+2 information missing.

2. 2 years programmes instead of 3 for vocational programmes.

3. 2 years programmes instead of 3 for general programmes.

Countries are ranked in descending order of the successful completion of upper secondary general programmes (after N years).

Source: OECD. Table A2.5. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115350>

- Page 63: The fourth sentence of the last paragraph should read: “However, Chart A2.6 shows that this assumption does not hold.”
- Page 67, Table A2.1a:
 - Note 4 was deleted.
 - Estonia: column 5, the value should be 65 instead of 56; column 6, the value should be 55 instead of 47; column 7, the value should be 76 instead of 64.
 - Italy: column 5, the value should be 36 instead of 35; column 6, the value should be 27 instead of 26; column 7, the value should be 46 instead of 45.
 - Portugal: column 5, the value should be 47 instead of 51; column 6, the value should be 40 instead of 43; column 7, the value should be 54 instead of 59.
 - EU average: column 7, the value should be 53 instead of 52.

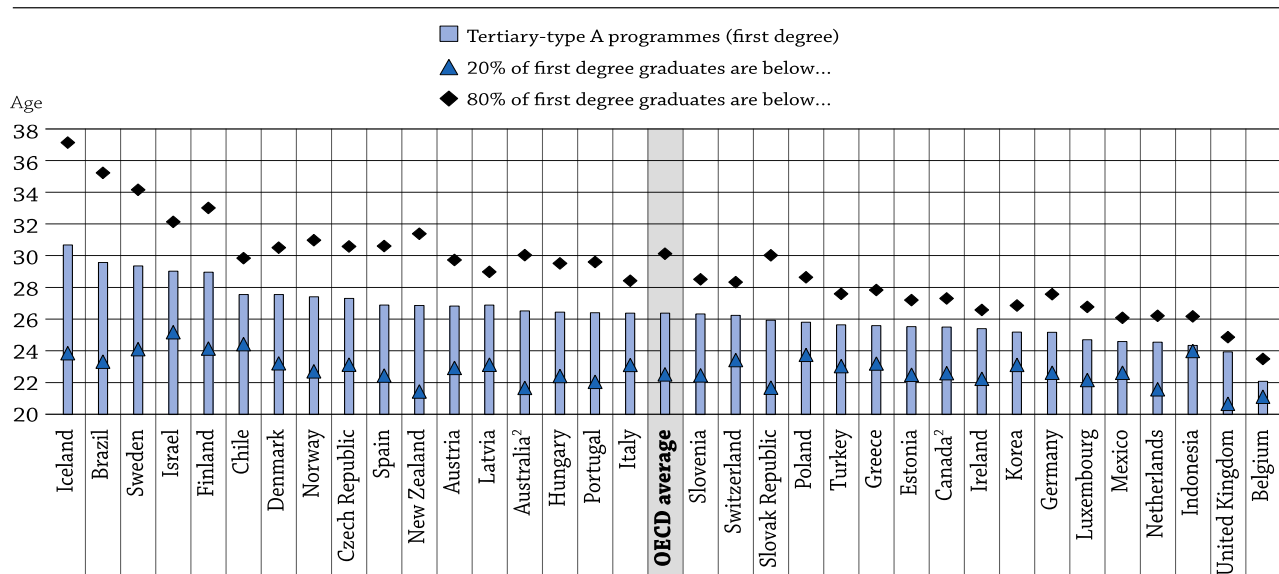
	Total (first-time graduates)				General programmes				Pre-vocational/ vocational programmes				ISCED 3A ¹	ISCED 3B ¹	ISCED 3C (long) ¹	ISCED 3C (short) ¹
	Total	Men	Women	Average age ²	Total	Men	Women	Average age ²	Total	Men	Women	Average age ²	M+W	M+W	M+W	M+W
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(17)	(21)	(25)
Estonia	m	m	m	m	65	55	76	18	22	27	17	21	65	20	2	a
Italy	84	82	86	m	36	27	46	18	64	72	56	m	75	1	a	24
Portugal	m	m	m	m	47	43	59	23	50	50	50	23	a	a	a	a
EU21 average	86	84	89	20	46	40	52	19	56	58	54	22	61	11	18	10

- Page 73, Table A2.5: Data for Luxembourg: “m” was replaced by “a” in the “Completion of general programmes / 3 years” column.

Indicator A3

- Page 74, Chart A3.1: The OECD average was added.

Chart A3.1. Average age¹ of graduates at ISCED 5A level and age distribution (2012)



1. The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.

2. Year of reference 2011.

Countries are ranked in descending order of the average age of graduates for tertiary-type A education in 2012.

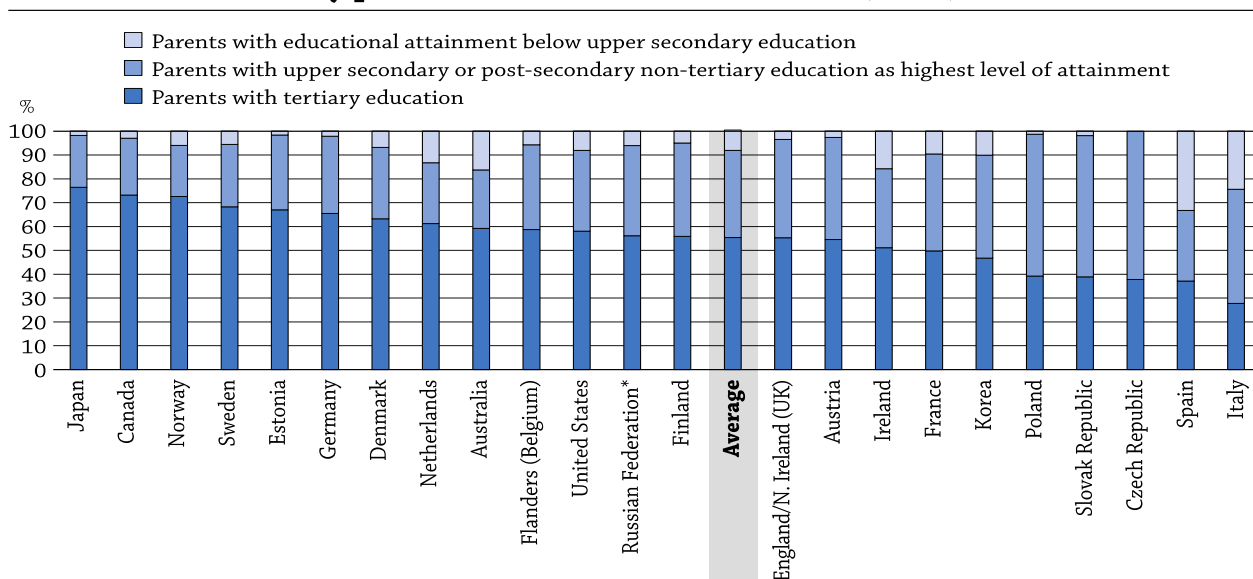
Source: OECD, Table A3.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115464>

Indicator A4

- Page 84, Chart A4.1: Japan, Austria, Italy and Korea were added. The average should be placed between Finland and England/N. Ireland (UK).

Chart A4.1. Percentage of 20-34 year-olds in tertiary education, by parents' educational attainment (2012)



* See note on data for the Russian Federation in the Methodology section.

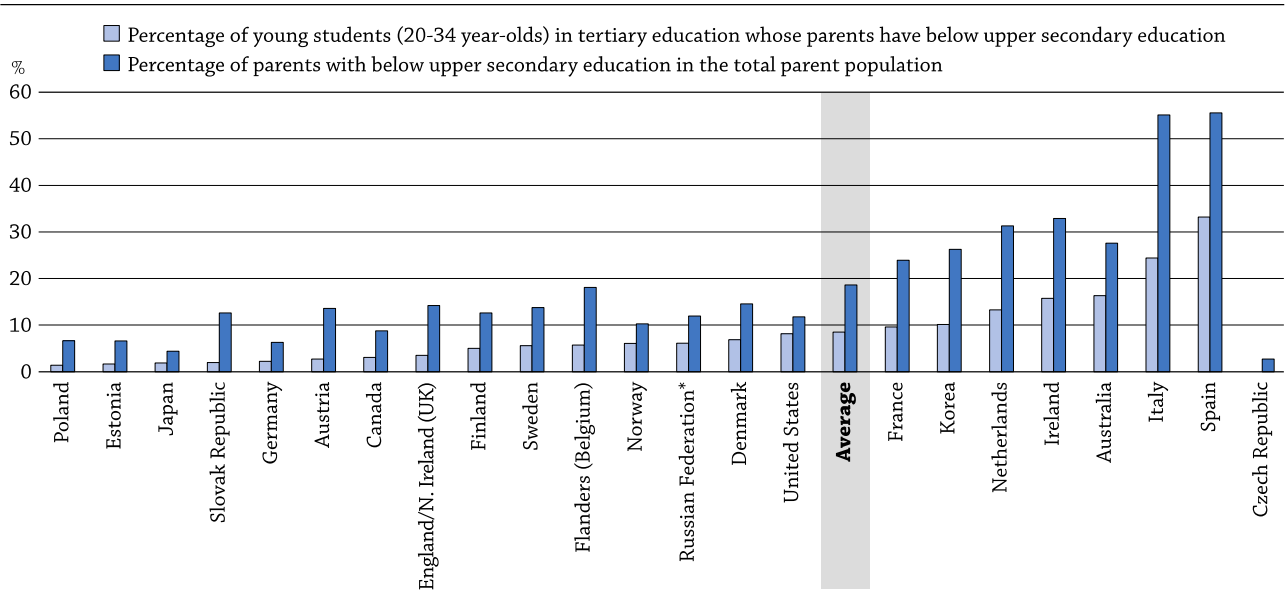
Countries are ranked in descending order of the participation in tertiary education of 20-34 year-olds that have parents with tertiary attainment.

Source: OECD, Table A4.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115635>

- **Page 87:** The second sentence of the first paragraph should read: “The largest proportions of 20-34 year-olds in tertiary education whose parents have below upper secondary education (among countries with available data) are found in Australia, Ireland, **Italy**, the Netherlands and Spain (over 10%).”
- **Page 87, Chart A4.2:** Japan, Austria, Italy and Korea were added.

Chart A4.2. Participation in tertiary education of 20-34 year-old students whose parents have below upper secondary education (2012)



* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in ascending order of the proportion of 20-34 year-old students in tertiary education whose parents have below upper secondary education.

Source: OECD, Table A4.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

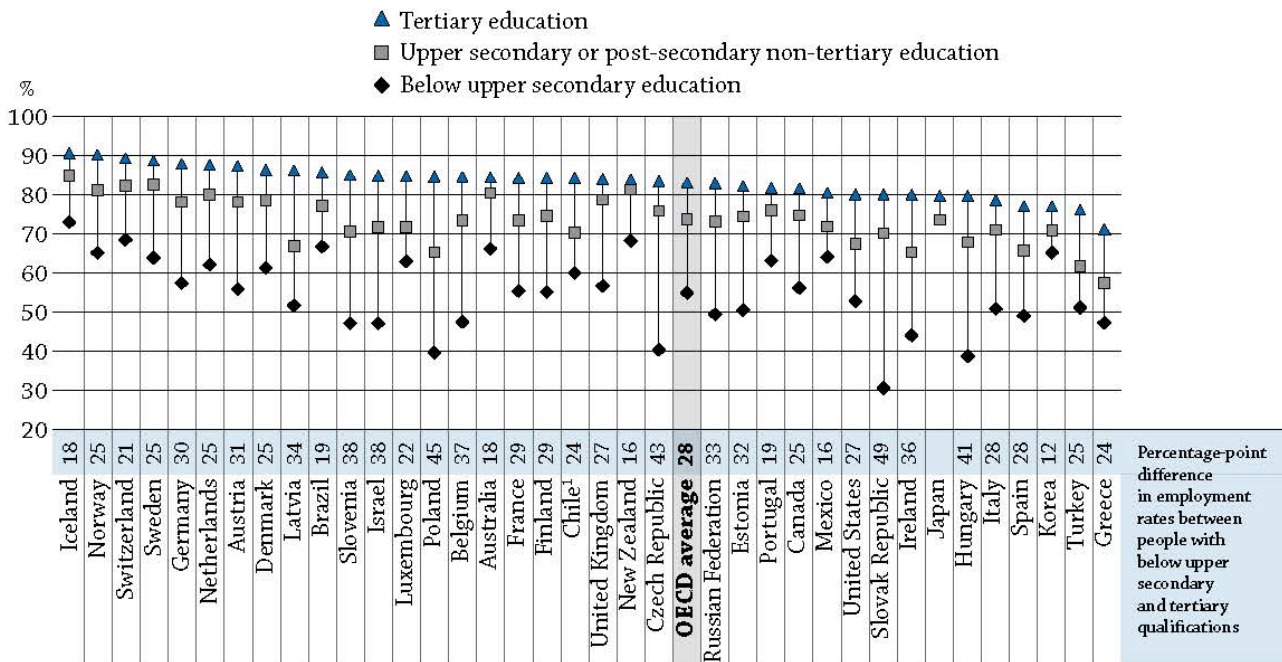
StatLink <http://dx.doi.org/10.1787/888933115654>

- **Page 88, Chart A4.3:** The ranking information below the chart should read: “Countries are ranked in **descending** order...”.
- **Page 90, Chart A4.4:** The ranking information below the chart should read: “Countries are ranked in **descending** order...”.
- **Page 92, Table A4.1a:** The reading instructions should read: “*Reading the first row, first column of this table:* In Australia, **16%** of 20-34 year-olds whose parents have below upper secondary education are enrolled in tertiary education. Given the survey method, there is a sampling uncertainty in the percentages (%) of twice the standard error (S.E.). For more information, see the Reader’s Guide.”

Indicator A5

- Page 102, Chart A5.1: Latvia was added. Note 1 refers to Chile.

Chart A5.1. Employment rates among 25-64 year-olds, by educational attainment (2012)



1. Year of reference 2011.

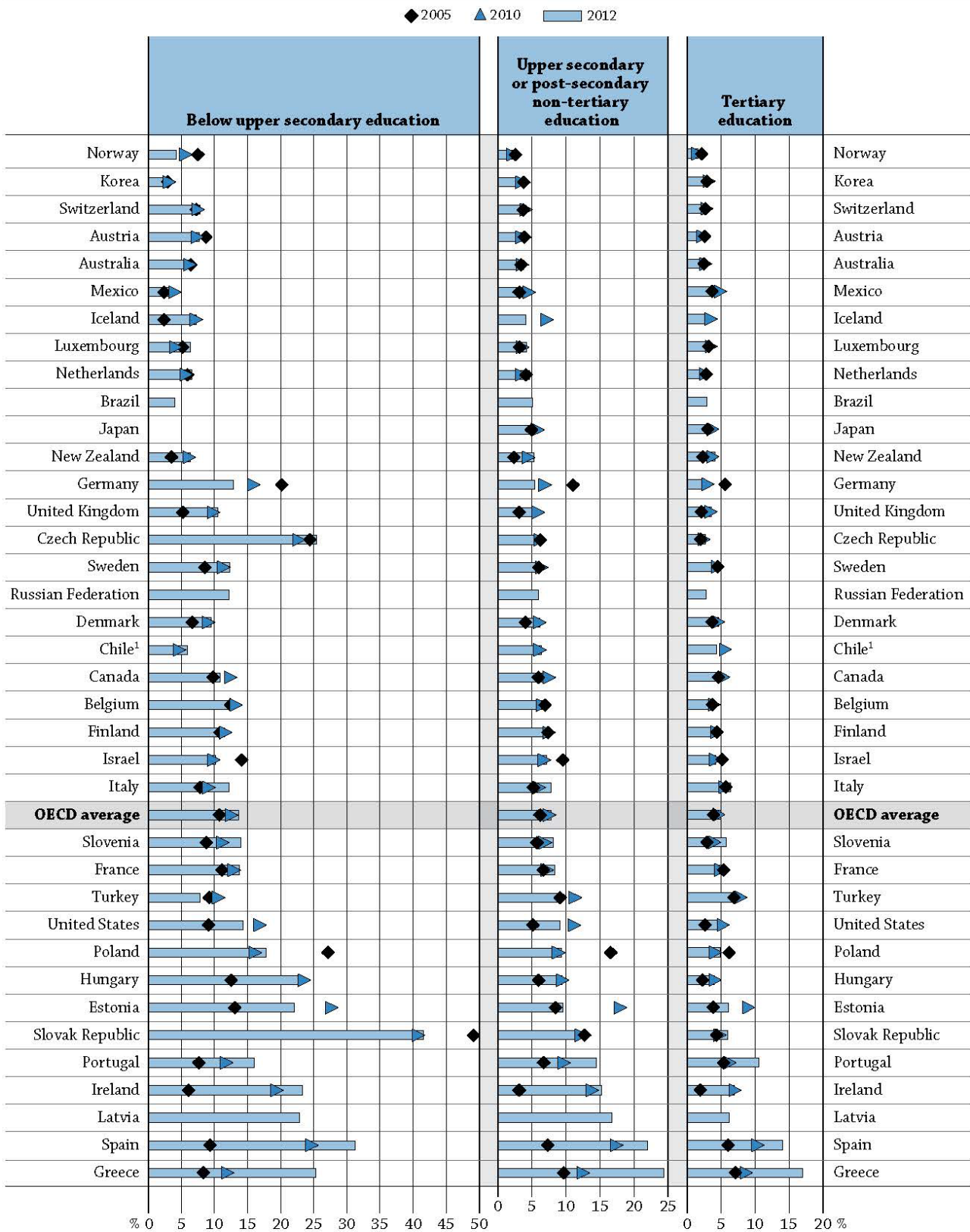
Countries are ranked in descending order of the employment rate of tertiary-educated 25-64 year-olds.

Source: OECD, Table A5.3a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115958>

- Page 105, Chart A5.2: New data were included for Brazil; Latvia was added.

Chart A5.2. Unemployment rates among 25-64 year-olds, by educational attainment (2005, 2010 and 2012)



1. Year of reference 2011.

Countries are ranked in ascending order of 2012 unemployment rates among 25-64 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD. Table A5.4a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115977>

Indicator A8

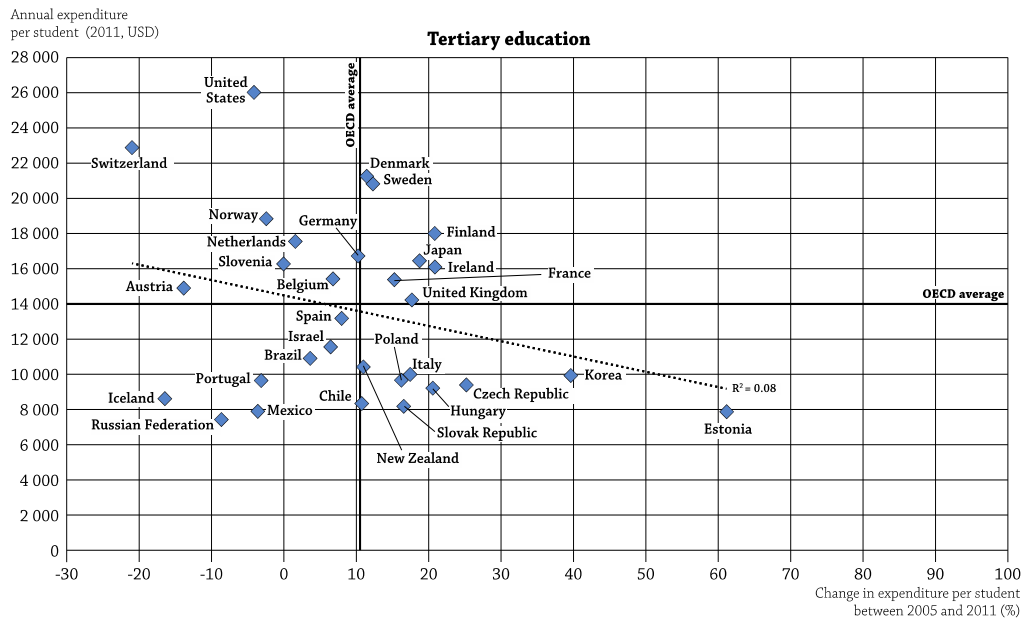
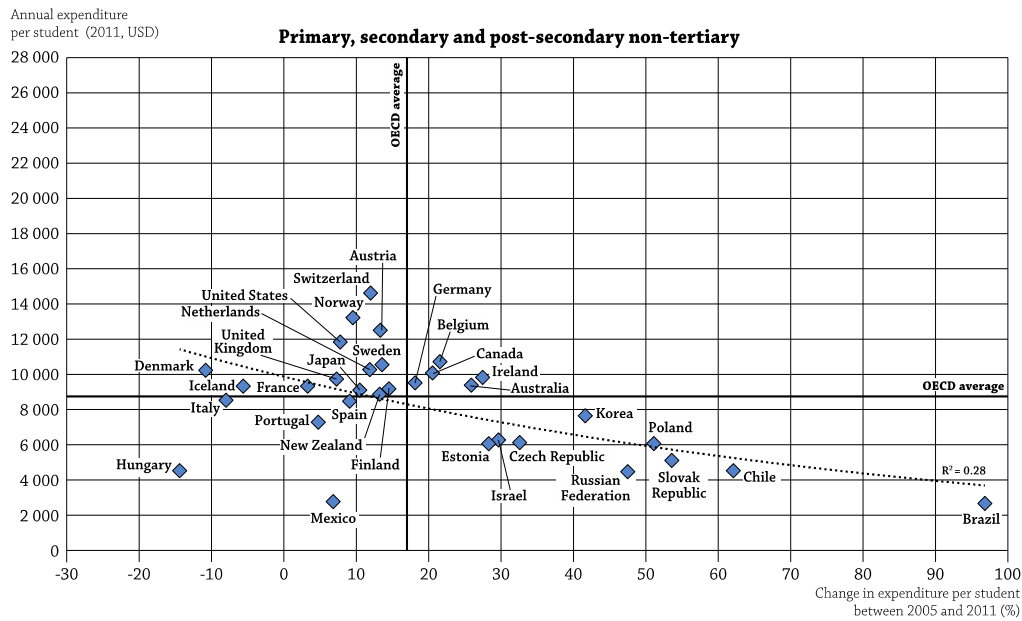
- **Page 172:** The second sentence of the second bullet point should read:
“On average across **20** OECD countries, the gap in the proportion of adults reporting that they believe they have a say in government between tertiary graduates with the highest and lowest literacy proficiency is 21 percentage points.”
- **Page 172, Chart A8.1:** The ranking information was deleted:
~~*The values in all charts are ranked in ascending order of the proportion of people with literacy proficiency Level 4/5 that answered affirmatively to each question.*~~
- **Page 176:** The first sentence of the last paragraph should read:
“The differences in social outcomes between those with the highest and the lowest literacy proficiency level are generally comparable to the differences in social outcomes between those who have not attained upper secondary education and those who have attained tertiary education (Charts **A8.1, A8.2, A8.3, A8.4 and A8.5**, and Tables A8.1, A8.2, A8.3 and A8.4).”
- **Page 176:** The last sentence of the last paragraph should read:
“Similarly ~~in contrast~~, OECD (2013b, p. 232) suggests that the relationship between literacy proficiency and wages is generally much stronger than the relationship between years of education and wages.”
- **Page 177:** The first sentence of the first paragraph should read:
“Other studies using longitudinal data suggest that the associations presented in **Charts A8.1, A8.2, A8.3, A8.4 and A8.5** may reflect causal effects of education and skills on social outcomes.”
- **Page 177:** The last sentence of the first paragraph should read: “Moreover, Heckmann and Kautz (2013), using evidence skills.”
- **Page 178, Definitions section:** The definition for Political efficacy should read:
“**Political efficacy**, i.e. believe they have a say in government is defined as those who strongly **disagree** or **disagree** with the statement: “People like me don’t have any say about what the government does”.”

Indicator B1

• Page 211, Chart B1.5:

- Chart on “primary, secondary and post-secondary non-tertiary”: Luxembourg was deleted; the OECD average should be **16.9**.
- Chart on “tertiary education”: the OECD average should be **10.5**.

Chart B1.5. Relationship between annual expenditure per student in 2011 and change in expenditure per student between 2005 and 2011
In equivalent USD converted using PPPs, based on full-time equivalents



Source: OECD, Tables B1.2, B1.5a and B1.5b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).
 StatLink <http://dx.doi.org/10.1787/888933117136>

- Page 219, Table B1.5a: All data for Luxembourg should be replaced by “m” (missing data).

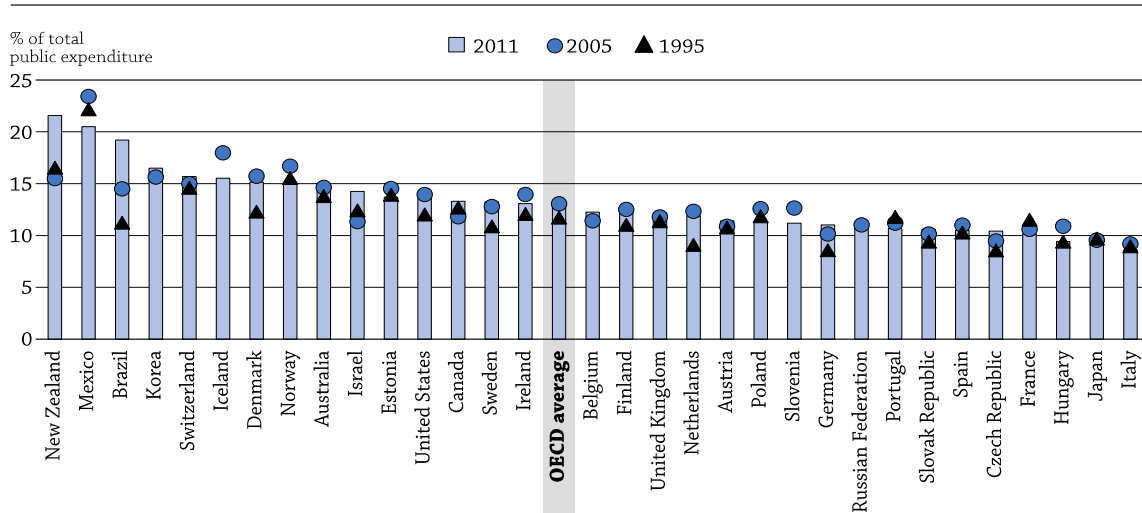
Indicator B3

- **Page 240:** The penultimate sentence of the first paragraph should read: “In Korea more than **40%** of the educational budget comes from tuition fees.”

Indicator B4

- **Page 250, Chart B4.1:** Data for Korea were modified.

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (1995, 2005, 2011)



Countries are ranked in descending order of total public expenditure on education at all levels of education as a percentage of total public expenditure in 2011.

Source: OECD. Table B4.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933117630>

- **Page 258, Table B4.2:**

Column 3: the value for Korea should be “**15.6**” instead of 14.9.

Column 10: the value for Korea should be “**4.1**” instead of 4.0.

Table B4.2. Trend on total public expenditure on education (1995, 2000, 2005, 2008, 2009, 2010 and 2011)

Direct public expenditure on educational institutions plus public subsidies to households¹ and other private entities, as a percentage of total public expenditure and as a percentage of GDP, for all levels of education combined by year

	Public expenditure ¹ on education as a percentage of total public expenditure					Public expenditure ¹ on education as a percentage of GDP					Index of change between 2008 and 2011 in: (2008=100, 2011 constant prices)		
	2000	2005	2008	2010	2011	2000	2005	2008	2010	2011	Public expenditure on education	Public expenditure for all services	Total public expenditure on education as a percentage of total public expenditure
	(2)	(3)	(4)	(6)	(7)	(9)	(10)	(11)	(13)	(14)	(15)	(16)	(17)
Korea	16,6	15,6	15,8	16,2	16,5	3,7	4,1	4,8	4,9	5,0	115	110	105

Indicator B5

- **Page 265, first paragraph of Model 2:** The sentence marked in red was deleted:
The second group includes Australia, Canada, the Netherlands, New Zealand, the United Kingdom and the United States. These countries have potentially high financial obstacles to entry into tertiary-type A education, but they also offer significant public support to students. The average entry rate to tertiary-type A education for this group of countries is 75%, significantly above the OECD average and higher than most countries with low tuition fees (except the Nordic countries). ~~The Netherlands and, to a lesser extent, the United Kingdom, have moved from Model 4 (countries with lower tuition fees and less developed student support systems) to Model 2 since 1995 (Chart B5.1).~~ Countries in Model 2 tend to be those where private entities (e.g. private businesses and non-profit organisations) contribute the most to financing tertiary institutions. In other words, in Model 2 countries, the cost of education is shared among government, households and private companies (Chart B3.2 and Table B3.2b).

Indicator C1

- **Page 304:** In the last paragraph, second sentence, the references are: (OECD, 2010a; ~~OECD 2011~~).

Indicator C2

- **Page 320, Chart C2.2:**
 - The chart subtitle should read: "Average age **at which** mothers have their first child".
 - The ranking information was added below the chart: "*Countries are ranked in descending order of the average age at which mothers had their first child in 2012.*"

Indicator C4

- **Page 347:** The third sentence before the end of the fifth paragraph should read:
"In the United States, **in public institutions**, international students pay the same fees as domestic out-of-state students."

Indicator C5

- **Page 362:** The third bullet point should read:
"On average across OECD countries, about **40%** of 15-29 year-olds working part time in 2012 would have liked to work more."
- **Page 362, Chart C5.1:** The OECD average for the percentage-point difference between 2011 and 2012 should be **- 0.5**. Note 2 refers to **Chile**.

- Page 373, Table C5.2a [2/6]:

- Column 12 should read: (12) = (13) + (14) + unknowns
- Column 17 should read: (17) = (18) + (19)

Table C5.2a. [2/6] **Percentage of 15-29 year-olds in education and not in education, by age group and work status (2012)**

Age group	Not in education										Total in education and not in education
	All employed	Type of employment			NEETS ²	Unemployed	Type of unemployment			Sub-total (employed + unemployed + inactive)	
		Full time	Part time (PT)	Voluntary PT			Less than 6 months	More than 6 months	Inactive		
(12) = (13) + (14) + unknowns	(13)	(14) = (15) + involuntary PT	(15)	(16) = (17) + (20)	(17) = (18) + (19)	(18)	(19)	(20)	(21) = (12) + (17) + (20)	(22) = (11) + (21)	

- Page 374, Table C5.2a [3/6]:

- Column 1 should read: (1) = (2) + (3) and /or (4) + (5) + unknowns
- Column 7 should read: (7) = (8) + (9) + unknowns

Table C5.2a. [3/6] **Percentage of 15-29 year-olds in education and not in education, by age group and work status (2012)**

Age group	In education										Sub-total (employed + unemployed + inactive)
	All employed	Employed		Type of employment			Unemployed	Duration of unemployment		Inactive	
		Students in work-study programmes ¹	Other employed	Full time	Part time (PT)	Voluntary PT		Less than 6 months	More than 6 months		
(1) = (2) + (3) and/or (4) + (5) + unknowns	(2)	(3)	(4)	(5) = (6) + involuntary PT	(6)	(7) = (8) + (9) + unknowns	(8)	(9)	(10)	(11) = (1) + (7) + (10)	

- Page 377, Table C5.2a [6/6]:

- Column 17 should read: (17) = (18) + (19)

Table C5.2a. [6/6] **Percentage of 15-29 year-olds in education and not in education, by age group and work status (2012)**

Age group	Not in education										Total in education and not in education
	All employed	Type of employment			NEETS ²	Unemployed	Type of unemployment			Sub-total (employed + unemployed + inactive)	
		Full time	Part time (PT)	Voluntary PT			Less than 6 months	More than 6 months	Inactive		
(12) = (13) + (14) + unknowns	(13)	(14) = (15) + involuntary PT	(15)	(16) = (17) + (20)	(17) = (18) + (19)	(18)	(19)	(20)	(21) = (12) + (17) + (20)	(22) = (11) + (21)	

- **Page 387, Table C5.5 [1/2]:**

- The value for Korea in column (21) should be **2.7** instead of 1.8.
- The value for Korea in column (22) should be **2.6** instead of 2.3.
- The value for Korea in column (23) should be **2.3** instead of 1.5.
- The value for Korea in column (24) should be **32.7** instead of 30.7.
- The value for Korea in column (25) should be **13.0** instead of 10.3.

	2006					2010					2012					
	Employed PT as % of 15-29 year-olds		Employed FT as % of 15-29 year-olds		PT as % of employed	Employed PT as % of 15-29 year-olds		Employed FT as % of 15-29 year-olds		PT as % of employed	Employed PT as % of 15-29 year-olds		Employed FT as % of 15-29 year-olds		PT as % of employed	Involuntary PT / Total PT
	In education	Not in education	In education	Not in education		In education	Not in education	In education	Not in education		In education	Not in education	In education	Not in education		
(1)	(2)	(3)	(4)	(5)	(21)	(22)	(23)	(24)	(25)	(32)	(33)	(34)	(35)	(36)	(37)	
Korea	m	m	m	m	m	2.7	2.6	2.3	32.7	13.0	3.2	2.3	2.2	32.7	13.6	6.5

Indicator C7

- **Page 408:** The fourth sentence of the penultimate paragraph should read: “In Indonesia, there was a 21 percentage-point reduction in the share of students attending independent private schools, with a consequent 13 percentage-point increase in enrolment in government-dependent private schools and ~~an 8-a~~ **7** percentage-point increase in public school enrolments.”
- **Page 408:** The last sentence of the last paragraph should read: “The score-point difference ranges from ~~21-23~~ points in the United Kingdom to 108 points – or the equivalent of nearly three years of schooling – in Qatar.”
- **Page 410:** The last sentence of the penultimate paragraph should read: “The overall value observed (for all schools) is comparatively large in Colombia, **Israel**, Jordan, ~~Luxembourg~~ **Kazakhstan**, ~~Macao-China~~, Shanghai-China, **Thailand and Turkey** ~~the United Arab Emirates~~, and comparatively small in Bulgaria, Lithuania, **Spain**, Poland, **Portugal**, Serbia and Slovenia (Table C7.4).”
- **Page 411:** The last sentence of the last paragraph should read: “Among OECD and G20 countries for which data are available, average class size across OECD countries generally does not differ between public and private schools by more than **two students** per class in both primary and lower secondary education (Chart C7.3 and see Indicator D2).”

- **Page 416, Table C7.1:**

- The value for Australia in column (6) should be “a” instead of “m”.
- The value for Luxembourg in column (5) should be “n” instead of “0”.
- The value for Italy in column (11) should be “4” instead of “5”.
- The value for the OECD average in column (6) should be “3” instead of “2”.

Table C7.1. Students in primary and secondary education, by type of school (2012)
Distribution of students, by type of school

	2012											
	Pre-primary education			Primary			Lower secondary			Upper secondary		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private
OECD countries	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Australia	22	78	m	69	31	a	64	36	m	63	36	m
Italy	70	a	30	93	a	7	96	a	4	91	4	5
Luxembourg	91	n	9	91	n	9	81	10	9	84	7	9
OECD average	68	20	11	89	8	3	86	11	3	81	14	5

- **Page 425, Table C7.6:** Figures should not be in bold for: Chile in Columns 2, 3, 5, 6, 8, 9, 11 and 12; Estonia in Columns 2, 3, 5, 6, 8 and 9; Slovenia in Columns 2, 3, 5, 6, 8 and 9.

Indicator D4

- **Page 479:** The first paragraph should read:

“In Austria (pre-primary, primary and lower secondary education), the Czech Republic, Denmark, France (lower and upper secondary education), Germany, Japan (primary, lower and upper secondary education), ~~Korea~~ and the Netherlands, teachers’ total annual statutory working time, at school or elsewhere, is specified, but the allocation of time spent at school and time spent elsewhere is not.”

Indicator D5

- **Page 490:** The last sentence should read:

“Teachers in **Korea** and Japan report that their professional experience consists almost uniquely in working as a teacher, whereas, on average across TALIS-participating countries, teachers report more than 5 years of experience working in other education roles or in other jobs.”

- **Page 494, Table D5.2 [1/2]:** The order in which Colombia and China appear should be inverted: China should appear before Colombia.

Indicator D6

- **Page 497:** The second bullet point should read:
“The duration of teacher training for pre-primary education varies more than for any other level of education: from two years for basic certification in Japan ~~and Korea~~, to five years in Austria, Chile, France, Iceland and Italy.”
- **Page 498:** The first sentence of the sixth paragraph should read:
“The duration of initial teacher training for pre-primary teachers ranges widely among the 34 countries with relevant data: from two years for basic certification in Japan ~~and Korea~~, to five years in Austria, Chile, France, Iceland and Italy.”
- **Page 499:** The third sentence of the first paragraph should read:
“This is the case in 23 of the 35 countries with available data for prospective pre-primary teachers and ~~21~~22 of 36 countries for prospective primary teachers.”
- **Page 508, Table D6.1b:** Korea: Column 2 for Korea should read “**Concurrent**” instead of “Concurrent & consecutive”.

Indicator D7

- **Page 518:** The third sentence of the fourth paragraph should read:
“In Korea, teachers must complete at least 90 hours of professional development activities ~~for promotion or salary increases to upgrade their teaching certificate (usually after 3-4 years of teaching) or to be qualified as teachers with advanced skills (Su-seok Gyo-sa)~~, while in Portugal, teachers must complete 25 hours every two years.”
- **Page 519:** The last sentence of the first paragraph should read:
“In contrast, **compulsory** professional development activities are not planned in the context of individual school development priorities in Korea, Luxembourg, Mexico and Spain.”
- **Page 520:** The second sentence of the second paragraph should read:
“In Korea, ~~teachers can be involved in deciding the content of their compulsory professional development by making a proposal propose the activities, but education authorities ultimately make the decision about teachers’ professional development is made by education authorities.~~”
- **Page 524:** The last sentence of the last paragraph should read:
“The inspectorate also circulates this information to teachers in Austria (pre-primary and vocational upper secondary), France, Greece, Israel, Italy, ~~Korea~~, Luxembourg (pre-primary, and primary and lower secondary), Poland and Scotland (Tables D7.4a, b, c and d, available on line).”
- **Page 528: Table D7.1c:** Japan, Column (2): The year in Column (2), for “Compulsory for recertification”, should be “**2009**” instead of 2008.