

Corrigendum

Page 54:

Figure A2.2 Percentage of young adults not in education and unemployed, by age group (2018)

The value for Luxembourg (0%) for 15-19 year-olds should not be displayed.

Pages 169 and 177:

Table B2.3 : *Ratio of children to teaching staff* and Figure B2.4 : *Ratio of children to staff in pre-primary (ISCED 02) education*

Data for New Zealand refer to children to teaching staff and not to children to contact staff (teachers and teachers' aides), as reported below

New-Zealand : Ratio of children to staff in full-time equivalents, by type of ECEC service (public and private institutions)								
ISCED 01			ISCED 02			Total (ISCED 0)		
Share of teachers' aides among contact staff	Children to contact staff (teachers and teachers' aides)	Children to teaching staff	Share of teachers' aides among contact staff	Children to contact staff (teachers and teachers' aides)	Children to teaching staff	Share of teachers' aides among contact staff	Children to contact staff (teachers and teachers' aides)	Children to teaching staff
(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
m	m	4	m	m	6	m	m	5

Page 182: (Change in the text)

The OECD average has to be corrected in the following paragraph:

The share of women tends to be significantly higher in upper secondary general programmes than in vocational programmes. On average across OECD countries, women make up **54%** of upper secondary graduates from general programmes, compared to **46%** for vocational programmes.

Page 183: (Change in the text)

The OECD averages of graduates from engineering, manufacturing and construction; and health and welfare have to be corrected in the following paragraph:

On average across OECD countries, **34%** of graduates from upper secondary vocational programmes earn a qualification in the field of engineering, manufacturing and construction. This falls to 18% for business, administration and law, and **12%** for health and welfare.

Page 186: (Change in the text)

The share of female graduates in health and welfare, on average across OECD countries has to be corrected in the following sentence:

In contrast, women are over-represented in health and welfare, where the share of female graduates is **85%** or more in all countries, except Australia (70%).

Page 186: (Change in the text)

Table B3.3 *Trends in upper secondary and post-secondary non-tertiary first-time graduation rates (2005, 2010 and 2017)*

The OECD average has to be corrected in the following sentence:

On average, it is estimated that **12%** of today’s young people in OECD countries will complete a post-secondary non-tertiary programme over their lifetime.

Page 206:

Table B4.3 *First-time entry rates, by tertiary level (2017)*

Calculation for Czech Republic has been corrected, the data should read 2.6% column 11 and 2.1% column 12.

Calculation for Japan has been corrected, the data should read 0.7% column 12.

As a result, the OECD average should read 1.7% column 11, and EU23 average should read 1.9% column 11 and 1.2% column 12.

Page 242:

Table B6.1. *International and foreign student mobility in tertiary education (201, 2013 and 2017)*
Column 7

China = 0

Costa Rica = m

Page 276:

Table C1.3. *Index of change in total expenditure on educational institutions per full-time equivalent student (2005, 2011 and 2016)*

Code “d” has been added for Japan in columns (10) to (18).

Tertiary								
Change in total expenditure (2010 = 100)			Change in number of students (2010 = 100)			Change in expenditure per student (2010 = 100)		
2005	2011	2016	2005	2011	2016	2005	2011	2016
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
92 d	101 d	99 d	104 d	100 d	99 d	88 d	101 d	100 d

Page 282:

Figure C2.3. *Index of change in public expenditure on educational institutions as a percentage of GDP (2010 and 2016)*

Values for Brazil have been corrected as follows: Primary, secondary and post-secondary non-tertiary → 98; All tertiary → 116; Total → 101

Page 283: (Change in the text)

First paragraph, last sentence → need to add Slovenia

In contrast, Chile, ~~and Israel and Slovenia~~ were ~~two-three~~ of the major exceptions, with an increase of 7% or more in the total expenditure on educational institutions despite also the significant increase in GDP.

Page 283: (Change in the text)

Third paragraph, second sentence → need to remove Israel. The third sentence should hence be deleted.

“Clear examples of this trend are Australia, Iceland, ~~Israel, Norway and the Slovak Republic~~, which increased the share of GDP invested tertiary educational institutions by over 10% but reduced the share invested in non-tertiary educational institutions by at least 5% during this period. ~~Israel's increase in total tertiary spending as a share of GDP, the largest across OECD and partner countries, was mainly driven by a substantial increase in both public and private investment in education.~~”

Page 288

Table C2.3. Index of change in total expenditure on educational institutions as a percentage of GDP (2005, 2011, 2016)

Values for Slovenia have been corrected as follows: Primary, secondary and post-secondary non-tertiary → 121.3; Primary to tertiary → 109.1

Values for Israel have been changed as follows: Tertiary → 91.1

Values for OECD average have been changed as follows: Primary, secondary and post-secondary non-tertiary → 93.2; Tertiary: 93.8; Primary to tertiary → 93.3

Values for EU23 average have been changed as follows: Primary, secondary and post-secondary non-tertiary → 91.8; Primary to tertiary → 91.2

Page 381:

Figure D2.2. Average annual growth rates of the numbers of students and teaching staff in tertiary education (2005-17)

There should be no footnote for Korea. Footnote 1 (Year of reference 2010 instead of 2005) has been added for Latvia.

Page 383:

Figure D2.3. Average class size in primary education (2005 and 2017)

The value for 2005 for Israel should be 27.7.

Page 429:

Table D4.2. Number of teaching hours per year (2000, 2005 to 2018)

There should be no footnote for the Czech Republic.

Pages 444 and 445:

Table D5.2 Gender distribution of teachers (2017) and Table D5.3. Gender distribution of teachers by age group (2017) and percentage of female teachers for all ages (2005 and 2017)

Footnote 2 should be: “Upper secondary includes programmes outside upper secondary level. For Japan, tertiary programmes also include programmes outside tertiary education level. See Annex 3 for further details.”

In column 9, the EU23 average should be “44%” instead of missing.

Pages 486 and 487:

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