



An Roinn Oideachais
Department of Education

National Briefing Note on Education at a Glance 2021 OECD Indicators

A Country Profile for Ireland

Introduction

The 2021 edition of Education at a Glance (EAG) was published by the OECD on Thursday September 16th, 2021. EAG has been published by the OECD on a yearly basis since 1992. The reference year for data in this publication is the school year 2018/2019 for enrolments, the financial year 2018 for spending data, the calendar year 2019 for earnings and educational attainment (CSO) and the calendar year 2020 for labour market status (CSO).

EAG is organised into four chapters:

- A. The Output of Educational Institutions and the Impact of Learning
- B. Access to Education, Participation and Progression
- C. Financial and Human Resources Invested in Education
- D. Teachers, the Learning Environment and Organisation of Schools

This summary document aims to highlight some key indicators with a main focus on how Ireland compares with the OECD or EU22 averages. Levels of education are classified by a system referred to as ISCED-2011. For more details on OECD/EU22 average and classification of levels of education see [Technical Notes 9 and 13](#).

The data presented in EAG is largely based on information provided through the annual UOE (UNESCO, OECD and Eurostat) data collection by the Department of Education and Skills. See [Technical Note 1](#). Other sources such as Labour Force Survey (CSO), the EU Survey on Income and Living Conditions (CSO), the OECD-INES Network for the Collection and Adjudication of System-level Descriptive Information on Educational Structures, Policies and Practices (NESLI) and the OECD-INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO) are also used.

Chapter C covers financial and human resources and includes estimates of education expenditure. The methodology used when compiling expenditure on education is laid out in a detailed manual on concepts, definitions and classifications published by the OECD. Expenditure covers not just government expenditure but also expenditure by households, by other private sources and international expenditure

A review of data sources and methods undertaken in 2019 and early 2020 has resulted in a number of significant changes to the estimates provided to the OECD. In particular:

- Retirement expenditure no longer includes pensions paid to former employees resulting in a fall in public expenditure in the primary and post-primary sectors in particular.
- Revisions to the treatment of expenditure by the National Training Fund.
- The inclusion of additional components of educational expenditure by the Department of Social Protection such as supports for clothes, books and transport.
- Improved estimates of household expenditure resulting in increases in private expenditure across all sectors.
- Revised estimates of expenditure on research and development to bring it into line with the UOE manual.

As a result of these revisions the overall figure for education expenditure has been revised upwards while the split between public and private expenditure has shifted and is now more in line with the OECD average. The OECD average for 2018 is 82% public and 18% private while the split for Ireland is 83.9% public and 16.1% private. Prior to these revisions the split between for Ireland was around 91% public and 9% private.

It is important to note that due to these extensive revisions the expenditure data for pre-2015 is not comparable with expenditure data post-2015.

The entire pdf copy of Education at a Glance Indicators 2021 and the detailed Excel data tables can be downloaded here:

<https://www.oecd.org/education/education-at-a-glance-19991487.htm/?refcode=20190209ig>

If you wish to consult or download data from last year's publication EAG2020 go to:

https://www.oecd-ilibrary.org/education/education-at-a-glance-2020_69096873-en

A. The Output of Educational Institutions and the Impact of Learning

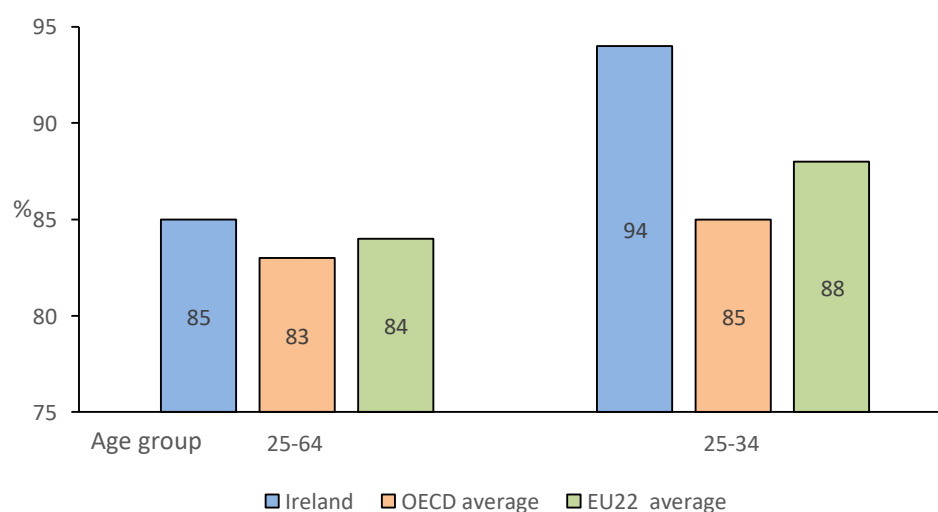
Educational attainment in the adult population (A1)

Upper-secondary educational attainment

In 2020, 85 per cent of persons aged between 25 and 64 had completed upper-secondary education or higher (Leaving Certificate or equivalent), leaving Ireland ranked eighteenth out of 38¹ in this indicator. The corresponding figure in 2019 was 84 per cent, and also ranked eighteenth. For the younger age group of 25-34-year olds Ireland was ranked seventh with 94 per cent educated to upper-secondary or above, compared to 85 per cent across the OECD. In 2019 the figure was 93 per cent leaving Ireland ranked ninth.

EAG tables A1.1 & A1.2

Figure A1: Population with least upper secondary education, by age group, 2020



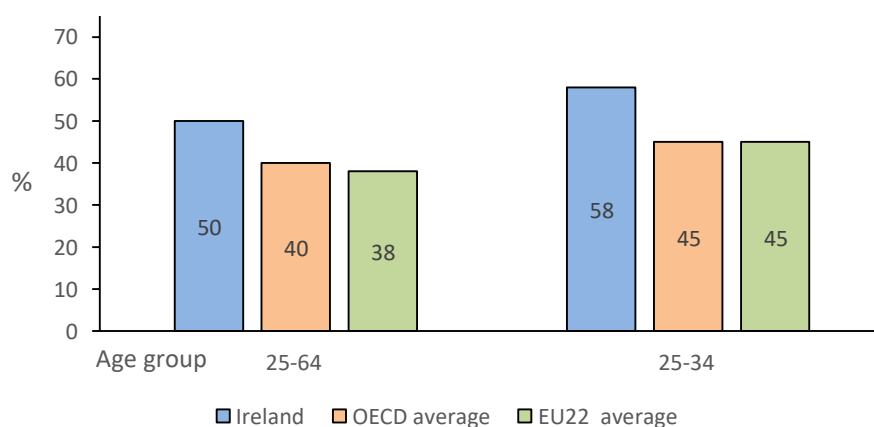
¹ On 15th May 2020 OECD countries unanimously decided to invite Costa Rica to become a member of the Organisation. Costa Rica's accession, extending the OECD's membership to 38 countries, will take effect after the country has taken the appropriate steps at the national level to accede to the OECD Convention, and deposited its instrument of accession with the French government, the depository of the Convention.

Educational attainment - other levels of education

Taking the adult population as a whole (aged 25-64), the rate of tertiary attainment in Ireland was above the OECD average (50% compared to 40%). Ireland ranked seventh for this indicator with Canada, Japan and Luxembourg being the three top-ranked countries. The corresponding figure in 2019 was 47 per cent, with Ireland being ranked seventh for this indicator. *EAG table A1.1.*

Among the younger age group of 25-34-year olds Ireland ranked fourth in terms of tertiary attainment with 58 per cent, well above the OECD average of 45 per cent (or EU22 average of 45%). Figure A2. The Republic of Korea, Canada and Japan were the three top-ranked countries. The corresponding figure for this age group in 2019 was 55 per cent, with Ireland being ranked fourth for this indicator. *EAG table A1.2.*

Figure A2: Population that has attained tertiary education, by age group, 2020



Transition from education to work (A2)

On average across the OECD 15 per cent of young people (aged 15-29) were not in employment, education or training (NEET) in 2020; in Ireland the corresponding figure was 13 per cent, up from 11 per cent in 2019. The three top-ranking countries for this indicator were the Netherlands, Switzerland and Luxembourg. In Ireland 37 per cent of 20-24-year olds were at work leaving Ireland ranked sixteenth. New Zealand, Israel and United Kingdom are the three top-ranking countries for this indicator with OECD and EU22 averages of 38 and 35 per cent, respectively. 49 per cent of 20-24-year olds were in education; Ireland was ranked thirteenth with OECD and EU22 averages of 45 and 50

per cent, respectively. The three top-ranking countries for this indicator are Greece, the Netherlands and Slovenia. *EAG table A2.2.*

Educational and skill attainment and the labour market (A3)

It is well-recognised that participation in the labour force, occupations held and earnings from employment are all strongly related to educational attainment.

Rates of unemployment for adults (25-34 year-olds) with below upper-secondary education rose from 10.4 per cent in 2005 to 26.9 per cent in 2016 before falling to 15 per cent in 2020. Ireland ranked 17th for this indicator with Korea and Israel ranked top. The corresponding figures for those with upper-secondary or post-secondary non-tertiary attainment in Ireland were 3.7 per cent in 2005, 14.1 per cent in 2016, and 8 per cent in 2020 with Ireland ranked 21st. The rates for tertiary graduates were 2.4 per cent in 2005, 6.1 per cent in 2016, and 5 per cent in 2020 with Ireland ranked 18th. *EAG table A3.3.*

Individual labour market returns to education (A4, A5)

In all OECD countries, adults with tertiary education earn more than adults with upper-secondary education who, in turn, earn more than adults with below upper-secondary education. In this way education may be viewed as an investment in future earnings with a 'premium' income arising from higher education and the associated skills and productivity of the person.

Using upper-secondary as a benchmark in 2019 adults aged 25-64 with short-cycle tertiary qualifications earned 32 per cent more; those with a Bachelor's degree earned 57 per cent more; and those with a Master's or Doctoral degree earned 81 per cent more on average. The corresponding OECD averages were 20, 43 and 87 per cent, respectively. *EAG table A4.1.*

EAG 2021 shows that government financial returns on investment in education are closely related to individual returns. Countries where individuals benefit the most from pursuing tertiary education are also those where governments gain the largest returns with Ireland, the United States and Switzerland being notable for very large net private and public financial returns. The opposite is observed in Latvia, Estonia and Sweden, where net financial private and public returns are the lowest. *EAG tables A5.1, A5.2, A5.3 and A5.4.*

Across the OECD the average gross private benefit of a tertiary-education was \$340,100 (PPP adjusted) for a man and \$266,800 for a woman in 2018, while in Ireland the equivalent figures were \$557,500 for a man and \$443,000 for woman. Ireland ranked 2nd for this indicator, behind the United States and ahead of Switzerland. *EAG tables A5.1 and A5.2.*

In indicators A4 and A5, no account is taken of the various social, cultural and non-market benefits of education to the individual as well as the wider community. However, other indicators (*EAG A6*) are provided to illustrate likely societal benefits from additional education.

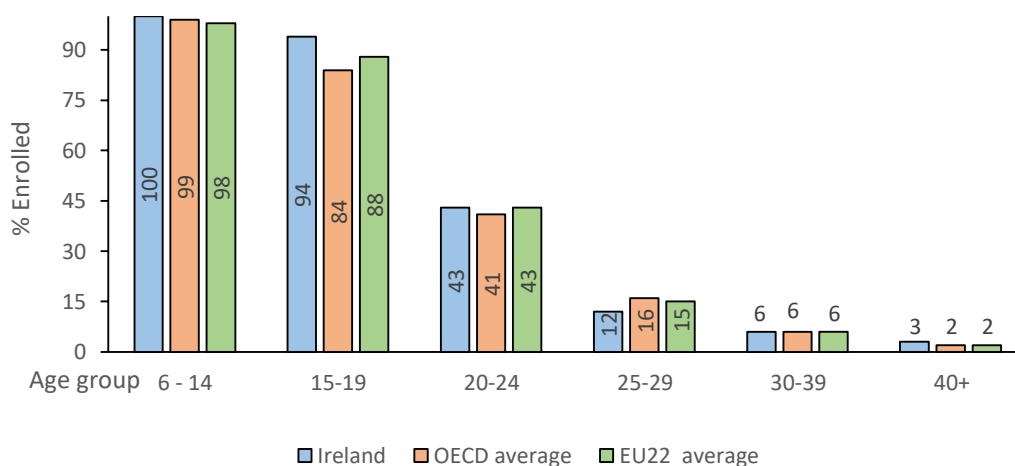
B. Access to Education, Participation and Progression

Participation outside of compulsory education (B1, B2, B3, B4)

Early childhood education: EAG table B2.1 shows the enrolments rates of children aged under 3 and children aged 3 to 5 in pre-primary and primary education. For the 2019 academic year 99% of 3-5 year olds were enrolled in either early childhood education or primary education, with 59% of this cohort enrolled in early childhood education and 40% in primary education. Ireland ranked 4th for this indicator, while the countries with the highest enrolment rates in early childhood and primary education were France, the United Kingdom and Israel.

Transition to adulthood and further/higher education: The enrolment rates (at all levels) among 15-19-year olds in Ireland, at 94 per cent, exceed the OECD and EU22 averages and place Ireland at rank 3rd, with Belgium and Slovenia ranked top. Ireland shares, in common with some other OECD countries, a pronounced pattern of completion of upper-secondary education and commencement of further and higher education around the age of 18. The enrolment rate for 20–24-year olds was 43 per cent, higher than the OECD average of 41 per cent, illustrating a strong emphasis in Ireland on initial formal education and training with relatively less emphasis for older age groups. The three top-ranking countries for enrolment rates of 20-24-year olds are Slovenia, Australia and Greece. *EAG table B1.1.*

Figure B1: Participation in education, by age group, 2019



In Ireland women accounted for 53 percent of new entrants into tertiary education in natural sciences, mathematics and statistics, 22 percent in information and communication technologies and 24 percent in engineering manufacturing and construction with OECD averages of 52, 20 and 26 per cent, respectively. *EAG table B4.3*. In 2015 in Ireland the share of women amongst new entrants into tertiary education in natural sciences, mathematics and statistics was 50 percent, in ICT was 19 percent and in engineering, manufacturing and construction was 19 percent (*EAG 2017 Table C3.1*). The 2019 figures therefore represent an increase of 3 percent of female new entrants into tertiary education in natural sciences, mathematics and statistics and ICT and an increase of 5 percent in engineering, manufacturing and construction.

C. Financial and Human Resources Invested in Education

Expenditure on education relative to national income or public spending (C4)

Public expenditure on education in Ireland stood at 12.6 per cent of total public expenditure in 2018. Ireland was ranked tenth for this indicator with Chile, Costa Rica and New Zealand in the top ranks. The OECD average for 2018 was 10.7 per cent. *EAG table C4.1*.

Expenditure on education per pupil (C1.1)

Expenditure on education per primary student in Ireland was \$8,539 (PPP adjusted) in 2018, below the OECD average of \$9,550. Similarly, among secondary students Ireland was below the OECD average with expenditure of \$10,634 and \$11,192 respectively (refer to Table 1 below). *EAG table C1.1.*

Table 1: Annual expenditure on educational institutions per student, \$ (PPP adjusted), 2018

	Primary	Secondary	Tertiary (Incl. R&D)	Primary to Tertiary
Ireland	8,539	10,634	17,152	11,178
OECD average	9,550	11,192	17,065	11,680
Ranking (OECD)	24 th of 36	22 nd of 36	18 th of 36	20 th of 36

D. The Learning Environment and Organisation of Schools

Instruction time in schools (D1)

Table 2 presents both intended and compulsory instruction time in general education in the academic year 2020/2021. For primary students compulsory instruction time in Ireland stood at 915 hours compared with an OECD average of 807, while at lower secondary level the figure for compulsory instruction time in Ireland was 924 hours, compared to the OECD average of 923. Caution is needed, however, in comparing countries; intended instruction time can deviate significantly from actual instruction time and this deviation may not be the same across countries, while the exact interpretation of 'instruction' may not be consistent in every case. See [Technical Note 2](#). *EAG table D1.1 and D1.2.*

EAG tables D1.3 and D1.4 outline the instruction time given to each subject in primary and post-primary education in Ireland, respectively, relative to the OECD average.

Table 2: Instruction time in compulsory general education, 2020/2021

	Average Number of Hours			
	Primary		Lower Secondary	
	Intended	Compulsory	Intended	Compulsory
Ireland	915	915	924	924
OECD average	m	807	m	923
EU22 average	m	766	m	886
Ranking (OECD)	11 th highest of 31	11 th highest of 37	15 th highest of 31	15 th highest of 37
Highest-ranking OECD Countries	Costa Rica, Greece, Portugal	Costa Rica, Chile, Colombia	France, Colombia, Denmark	Colombia, Denmark, Mexico

As can be seen from Table 3, 17 per cent of compulsory instruction time in Primary was allocated to mathematics, in line with the OECD average. By contrast, instruction time given to ‘religion, ethics & moral education’, at 10 per cent, was double the OECD average; Ireland was ranked first for this indicator, Austria second and Israel and Norway joint third.

20 per cent of compulsory instruction time in primary schools was given to ‘Reading, writing & literature’, below the OECD average of 25 per cent. The countries that spent the most instruction time on this subject are France, Mexico and Israel. However, caution should be used when making comparisons in this area. The data on instruction in ‘Reading, writing & literature’ relates only to the first language of the school (English in English-medium schools and Irish in Irish-medium schools). Previously, instruction time for both English and Irish were combined and reported as a total under ‘literacy’. See [Technical Note 3](#).

Table 3: Instruction time per subject in primary education, 2020/2021
(As a percentage of total compulsory instruction time)

	Reading, Writing & Literature	Maths	Natural Sciences	Social Studies	Second Language	Arts	Physical Education and Health	Religion, Ethics & Moral Education	Other (including flexible curriculum)
Ireland	20	17	4	8	14	12	4	10	11
OECD average	25	17	7	6	7	10	9	5	4
EU22 average	26	17	7	5	7	11	10	5	3

The instruction time for a second language amounted to 14 per cent for Ireland, second highest in the OECD, after Luxembourg and ahead of Costa Rica. *EAG table D1.3.*

Looking at secondary education, 9 per cent of compulsory instruction time in post-primary schools was given to 'Reading, writing & literature', which was below the OECD average of 14 per cent. Again, caution is needed in making these comparisons for this subject as both English and Irish, as national languages, are taught in all schools but the time allocated to 'Reading, writing & literature' reflects only the first language of the school. See [Technical Note 4](#). *EAG table D1.4.*

Table 4: Instruction time per subject in lower secondary education, 2020/2021
(As a percentage of total compulsory instruction time)

	Reading, Writing & Literature	Maths	Social Studies	Second Language	Physical Education and Health	Compulsory flexible subjects chosen by schools
Ireland	9	9	5	9	5	62
OECD average	14	13	11	10	8	4
EU22 average	15	13	11	9	9	4

In the case of mathematics, 9 per cent of compulsory instruction time was allocated to this subject, below the OECD average. Italy, Chile and Sweden allocate the most instruction time to mathematics. 5 per cent of compulsory instruction time in post-primary schools was given to ‘social studies’, which was below the OECD average of 11 per cent. In this indicator Ireland ranked 29th with Israel, Portugal and the Republic of Korea being the top three countries. *EAG Table D1.4.*

Class size and pupil-teacher ratio (D2)

The pupil-teacher ratio at primary level fell from 21.5 in 1999/2000 to 15.7 in 2010/2011, and stood at 15.1 in 2018/2019. Average class size in Ireland was 24.3 in 2018/2019 compared to the OECD average of 21. The corresponding figure for Ireland in 2017/18 was 24.5. *EAG tables D2.1 and D2.2.*

Table 5: Pupil-teacher ratios and average class size in public primary schools in 1999/2000 and 2018/2019

	1999/2000		2018/2019	
	Pupil-teacher Ratio	Average Class Size	Pupil-teacher Ratio	Average Class Size
Ireland	21.5	24.8	15.1	24.3
OECD average	17.7	22.1	15	21.0
Rank position (OECD)	4 th highest of 27	5 th highest of 23	16 th highest of 38	7 th highest of 34
Highest-ranking OECD Countries 2018/2019	-	-	Mexico, Colombia, United Kingdom	Chile, Japan, United Kingdom,

The data on second level (Table 6), which covers upper-secondary only, shows the PTR in Ireland was 12.8 in 2019 almost the same as the OECD average. *EAG table D2.2*. See [Technical Notes 5 and 6](#).

Table 6: Pupil-teacher ratios and average class size in public secondary schools* in 1999/2000 and 2018/2019. See [Technical Note 5](#).

	1999/2000		2018/2019	
	Pupil-teacher Ratio	Average Class Size	Pupil-teacher Ratio	Average Class Size
Ireland	15.9	22.7**	12.8	-
OECD average	14.3	23.6	13.0	23.0
Rank position (OECD)	6 th highest of 24	15 th highest of 23	13 th highest of 33	-
Highest-ranking OECD Countries 2017/2018	-	-	Mexico, Colombia, Chile	Costa Rica, Japan, Chile

The student-staff ratio at third level in Ireland, as presented in Table 7, shows a student-staff ratio of 23.4, the second highest in the OECD, where the average was 15. *EAG table D2.2.*

Table 7: Student-staff ratio in higher education

	2018/2019
Ireland (publicly funded only)	23.4
OECD average (public and private institutions)	15.0
Rank position (OECD)	2 nd highest of 29
Highest-ranking OECD Countries	Colombia, Ireland, Turkey

Teachers' salaries (D3)

EAG Table D3.1 summarises data on salary levels of teachers in 2020 at primary and secondary level in absolute amounts. The data reflect statutory entitlements based on minimum qualification requirements and relate to salaries scales for full-time teachers only. For Ireland the starting salaries for teachers at primary, lower- and upper-secondary level are set according to the common salary scale², whereas internationally it varies by level within secondary. Secondly, teacher allowances based on qualifications are not included in the data for Ireland. Note: statutory salaries reported in this indicator are not the same as actual expenditures on salaries. Differences in taxation, pension provision and various non-salary benefits are not factored into these comparisons. Salary data is reported in US dollars adjusted for purchasing power parity. Refer to [Technical Note 7](#) for further details.

When examined by change over time salaries in 2020 for all teachers in Ireland (primary, lower and upper secondary) were 3 per cent lower than in 2010, compared with the OECD averages of 6 per cent higher for primary, 6 per cent for lower secondary and 7 per cent for upper secondary. *EAG table D3.6*

² This is the case for primary and post-primary teachers who were appointed from the 1st January 2011 as they are on a common salary scale that incorporates previous additional allowances such as academic allowances. There is a difference in the salaries of primary and post-primary teachers appointed before 1 January 2011 as they started on different points of the common salary scale (primary on the 2nd point and post-primary on the 3rd point) and different academic allowances were added.

Table 8: Teachers' salaries after 15 years of experience, \$ (PPP adjusted), 2020

	Primary	Lower-second Level	Upper-second Level
Ireland	62,313 ²	62,906 ²	62,906 ²
OECD average	48,025	49,701	51,917
EU22 average	48,015	50,226	52,604
Ranking	6 th highest of 33	6 th highest of 33	9 th highest of 33
Highest-Ranking OECD Countries	Luxembourg, Germany, Canada	Luxembourg, Germany, Netherlands	Luxembourg, Germany, Netherlands

Technical Notes

Note: for Ireland the changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015. For more information on this increase see

http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf.

In 2016 Ireland produced a modified GNI (GNI*) that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

1. *Data source*: The data drawn from the Labour Force Survey or the European Survey on Income and Living Conditions, together with data on GDP and population, have been drawn directly from Eurostat or the Central Statistics Office. Data on enrolment, graduates, entrants, expenditure and numbers of teachers have been supplied by the Statistics Section of the Department of Education and Skills, while data on statutory teacher salaries, working hours and surveys of school accountability have been provided by the Inspectorate following consultation with relevant sections of the Department. Data from the Programme of International Student Assessment were gathered by the Educational Research Centre in Ireland but sourced directly from the OECD.
2. *Teaching time* is defined as the number of hours per year that a full-time teacher teaches a group or class of students according to policy. It is normally calculated as the number of teaching days per annum multiplied by the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons). Number of teaching weeks refers to the number of weeks of instruction excluding holiday weeks. The number of teaching days is the number of teaching weeks multiplied by the number of days a teacher teaches per week, less the number of days that the school is closed for national holidays. Some countries, however, provide estimates of teaching time based on survey data. At the primary level, short breaks between lessons are included if the classroom teacher is responsible for the class during these breaks.
3. *Instruction times for 'reading, writing and literature' and mathematics* includes the additional time allocated to literacy (i.e., one hour per week) and to numeracy (i.e., 70 minutes per week) provided for under the implementation of the National Literacy and Numeracy Strategy.
4. *Instruction time* in Indicator D1 refers to intended (or separately compulsory) instruction time based on policy documents (e.g. curricula) in countries where a

formal policy exists. In countries where such formal policies do not exist, the number of hours was estimated from survey data. Data are based on countries' responses to questionnaire CURR 1 of the system-level annual data collection of INES NESLI network's Survey of Teachers and the Curriculum. Data were collected on classroom sessions per year in public institutions, by subject in the modal grades of students age 7 to 15 for the referenced school year 2014/2015. Hours lost when schools were closed for festivities and celebrations (such as national holidays) were excluded. Intended instruction time does not include non-compulsory time outside the school day, homework, individual tutoring or private study done before or after school.

Curriculum: Note in Annex III for Ireland (EAG2016): The curriculum for primary schools is an integrated curriculum and envisages an integrated learning experience for children which should facilitate cross-curricular activity. To assist schools in planning the implementation of curriculum, a time framework is suggested that allocates a minimum time to each of the curriculum areas. Four hours each day must be set aside for secular instruction. A period of two hours a week of discretionary time is allowed to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the pupils.

Time allocation is based on the following weekly framework for a 36.6-week school year in primary education: English (5 hours); Irish (3.5 hours); Mathematics (4.17 hours); Social, Environment and Scientific Education (3 hours, divided between Science and Social Sciences); Social, Personal and Health Education (0.5 hours, included in 'other'); Physical Education (1 hour); Arts Education (3 hours); Religious Education (2.5 hours); assembly/roll call (2.33 hours, included in 'other') total 25 hours. Whilst the curriculum also makes provision for discretionary curriculum time (2 hours), for the purposes of these tables, the additional time allocated to Literacy (1 hour) and Numeracy (70 minutes) has been deducted from the discretionary time. Note however that Circular 0056/2011 allows schools to make provision for the increased time through a combination of approaches such as:

- integrating literacy and numeracy skills with other curriculum areas
- using some or all of discretionary curriculum time for literacy and numeracy activities
- re-allocating time spent on the other subjects in the curriculum to the development of literacy and numeracy

- prioritising the curriculum objectives which are considered most valuable in supporting children’s learning and delaying the introduction of elements of some subjects (for example, by delaying the introduction of strands and strand units from the history and geography curriculum for the infant classes and first and second classes to later in the primary cycle).
5. *Average class size* at junior cycle was previously estimated from data provided by the Post- Primary Timetables Database. During one reference week in September, all schools were asked to provide class-size information for all periods of instruction (classes). The total number of pupils in attendance in all periods of instruction is divided by the total number of periods of instruction during the reference week. This data source is no longer available. Table 6 : *Public secondary schools in Ireland include all voluntary secondary schools (both fee-paying and non-fee-paying) along with community, comprehensive and VEC schools. **Lower secondary only (based on DES Teacher Timetable Database).
 6. *PTR for second level* in EAG differs from the figure shown in the DES Statistical Report (13.1) for the same year (2017/2018), due to the inclusion of pupils and teachers in other settings such as STTC, Youthreach and SOLAS.
 7. *Teachers’ Salaries*: Data on statutory teacher salaries are based on the salary scales and are derived from the 2020 NESLI Survey on Teachers and the Curriculum Data. Data presented in EAG 2021 for starting salary (or salary with minimum qualification) refers to the first point on the scale on revised salary scale for new entrants to teaching at primary and post-primary level in accordance with Circular 0032/2013 and Circular 0005/2014. Unlike teachers appointed prior to 1 January 2011, the reported data do not include any additional allowances including qualification allowances. These were cut from the salaries of all new entrants to teaching in 2012.
 8. *Number of days a teacher teaches per year*: The minimum school year for pre-primary and primary education is 183 days; for secondary education it is 167 days. In actuality, minimum = maximum.
 9. For most indicators, an OECD average is shown along with an OECD total measure. The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. It refers to an average of data values at the level of the national systems and can be used to determine how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the

absolute size of the education system in each country. The OECD total measure is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole.

As of 2021, the OECD comprised 37 member countries of which 22 are members of the European Union. These are referred to as the EU22 (Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Latvia, Lithuania, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, the Republic of Slovenia, Spain and Sweden). Hence, there are five EU member states (27 minus 22) that are not members of the OECD (and are not included in EAG) while there are 14 OECD member countries that are not members of the European Union but are included in EAG. Data for a number of countries that are in partnership with the OECD including China, Russia and Brazil, are shown in some tables but these are shown separately within the table and are not included in the calculation of the OECD averages. On 28 April 2020, Colombia had formally become an OECD Member, the 37th country to do so in the Organisation's near 60-year history. On 15th May 2020 OECD countries unanimously decided to invite Costa Rica to become a member of the Organisation.

¹Costa Rica's accession, extending the OECD's membership to 38 countries, will take effect after the country has taken the appropriate steps at the national level to accede to the OECD Convention, and deposited its instrument of accession with the French government, the depository of the Convention.

Comparative data on education and training may be accessed at the following website: <https://ec.europa.eu/eurostat/data/database> and follow links to Database -> Population and Social Conditions -> Education and Training.

10. The methodology used when compiling expenditure on education is laid out in a detailed manual on concepts, definitions and classifications published by the OECD. Expenditure covers not just government expenditure but also expenditure by households, by other private sources and international expenditure.

A review of data sources and methods undertaken in 2019 and early 2020 has resulted in a number of significant changes to the estimates provided to the OECD. In particular:

- Retirement expenditure no longer includes pensions paid to former employees resulting in a fall in public expenditure in the primary and post-primary sectors in particular.

- Revisions to the treatment of expenditure by the National Training Fund.
- The inclusion of additional components of educational expenditure by the Department of Social Protection such as supports for clothes, books and transport.
- Improved estimates of household expenditure resulting in increases in private expenditure across all sectors.
- Revised estimates of expenditure on research and development to bring it into line with the UOE manual.

As a result of these revisions (2017 data reported in 2020) the overall figure for education expenditure has been revised upwards while the split between public and private expenditure has shifted and is now more in line with the OECD average. The OECD average is 83% public and 17% private while the revised split for Ireland is 82.5% public and 17.5% private; previously this had been 91% public and 9% private.

It is important to note that due to these extensive revisions expenditure data pre-2015 is not comparable with expenditure data post-2015. Revised estimates for 2015 and 2016 have been updated on the OECD website available [here](#).

11. *Number of hours a teacher teaches per day*: For primary education: (5 hours 40 minutes) - (40 minutes breaks and recreation) = 5 hours; for secondary education, 22 hours per week (maximum) are required = 4.4 teaching hours on average per day.
12. *Teacher working time* refers to the normal working hours of a full-time teacher. According to formal policy in a given country, working time can variously refer only to the time directly associated with teaching (and other curricular activities for students such as assignments and tests, but excluding annual examinations) or the time directly associated with teaching and hours devoted to other activities related to teaching, such as lesson preparation, counselling students, correcting assignments and tests, professional development, meetings with parents, staff meetings and general school tasks. Working time does not include paid overtime.

13. ISCED Coding (as applied to Ireland)

<i>ISCED-2011 Level</i>	<i>Level of Education</i>	<i>Description</i>
ISCED 0	Pre-primary	The Early Childhood Care and Education (ECCE) Scheme. Early Start classes in primary schools
ISCED 1	Primary	All classes in National Schools including Junior and Senior Infant classes plus 1 st to 6 th class. The information provided in indicators D1 focussed on the period of 1 st Class to 6 th Class: the six years of compulsory education in primary education: It should be noted that ISCED 1 includes the two years of Infant Education but the data in relation to Infants for Indicator D1 was not requested. This is because the infant classes fall outside the definition of compulsory schooling
ISCED 2	Lower Secondary	Junior Cycle + some FETAC NFQ level 2 courses
ISCED 3	Upper Secondary	Senior Cycle + BIM, Teagasc, Solas, Fáilte programmes at NFQ levels 4 and 5; General: Transition Year, Leaving Certificate, LCVP, LCA and VTOS; Vocational: some SOLAS programmes
ISCED 4	Post-secondary, non-tertiary	Post-Leaving Certificate courses + apprenticeships + Fáilte, Teagasc programmes at NFQ levels 5 or 6 (but not Higher Certificate). ISCED 4C programmes are not designed to lead directly to ISCED 5A or 5B. These programmes lead directly to labour market or other ISCED 4 programmes. Examples include apprenticeships, Teagasc farming or horticulture certificate/diploma and the National Craft Certificate at NFQ levels 5 or 6
ISCED 5	Tertiary	NFQ levels 6 (higher). First Higher Certificate (typically 2 yrs)
ISCED 6	Tertiary	NFQ levels 7 & 8. Ordinary Bachelor Degree (typically 3 yrs); Second Ordinary Bachelor Degree (3 yrs). First Honours Bachelor's Degree (3-4 yrs); Honours Bachelor's Degree in (Veterinary) Medicine/Dental Science/Architecture (5-6 yrs); Second Postgraduate Diploma (1 yr)

ISCED 7	Tertiary	NFQ level 9. Master's Degree (taught) (1 yr); Master's Degree (whether taught or by research) (2 yrs)
ISCED 8	Tertiary PhD	Doctoral Degree (PhD)

