



**An Roinn Oideachais
agus Scileanna**
Department of
Education and Skills

EDUCATION AT A GLANCE 2018
OECD INDICATORS

A Country Profile for Ireland
STATISTICS SECTION
September 2018

Introduction

The 2018 edition of Education at a Glance (EAG) was published by the OECD on Tuesday September 11th, 2018. EAG has been published by the OECD on a yearly basis since 1992. Many of the indicators form a stable series for which Ireland's position can be ranked in relation to up to 35 other OECD countries. The reference year for data in this publication is the school year 2015/2016 for enrolments, the financial year 2015 for spending data, the calendar year 2016 for earnings and educational attainment (CSO) and the calendar year 2017 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 EU 22 averages. Levels of education are classified by a system referred to as ISCED-2011. (See [Technical Notes](#)).

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.

Expenditure data covers almost all areas of public provision of education and training in line with international guidelines. Hence, expenditure on education, training and educational research by SOLAS, Teagasc, Fáilte Ireland, Forfás and various other public bodies are included along with voted expenditure by the Department of Education and Skills and conditional Child Benefit payments (on student status) by the Department of Employment Affairs and Social Protection.

The entire pdf copy of Education at a Glance Indicators 2018 and the detailed Excel data tables can be downloaded here:
https://www.oecd-ilibrary.org/education/education-at-a-glance-2018/ireland_eag-2018-51-en
If you wish to consult or download data from last years publication EAG2017 go to:
https://www.oecd-ilibrary.org/education/education-at-a-glance-2017_eag-2017-en

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

Educational attainment in the adult population (A1)

Upper-secondary educational attainment

In 2017, 82 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 35 for this indicator. For the younger age group of 25-34-year olds, however, Ireland was ranked eighth with 92 per cent educated to upper-secondary or above, compared to 85 per cent across the OECD.

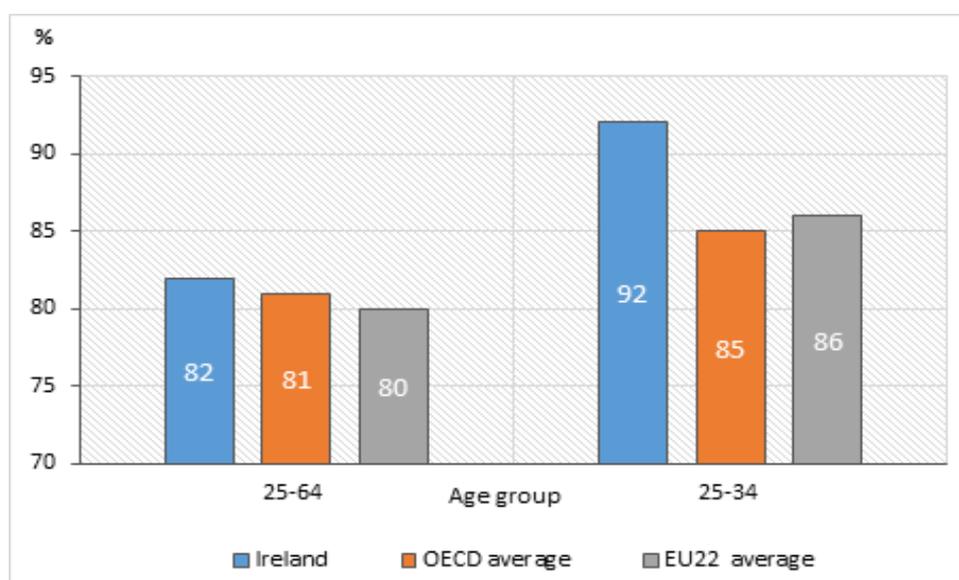


Figure A1: Population with least upper secondary education, by age group, 2017

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 (46% compared to 38%). Ireland ranked seventh for this indicator with Canada, Japan and Israel ranked highest. *EAG table A1.1*

Among the younger age group of 25-34-year Ireland ranked fourth in terms of tertiary attainment with 53 per cent, well above the OECD average of 44 per cent (or EU22 average of 42%). Figure A2. Only Korea, Canada and Japan ranked higher.

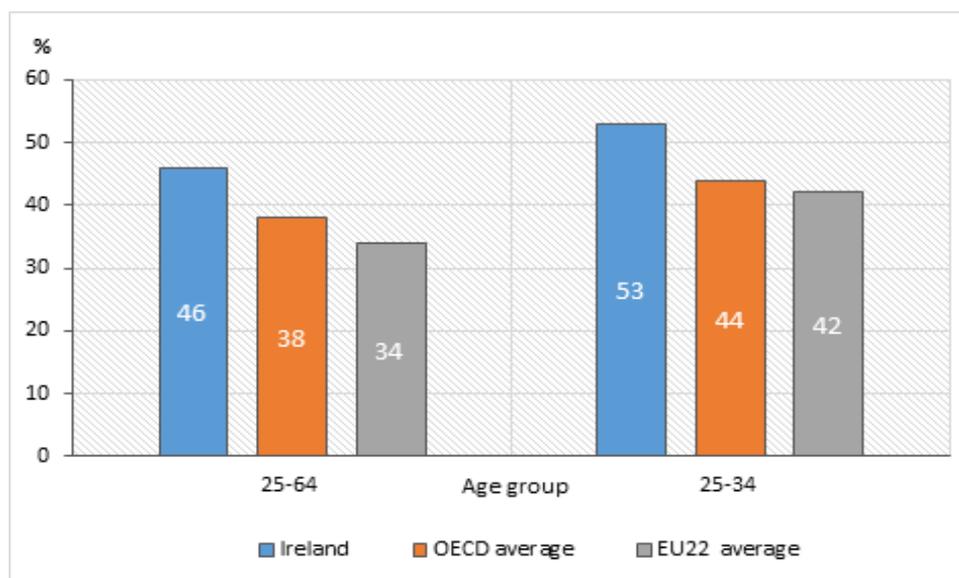


Figure A2: Population that has attained higher education, by age group, 2017

Educational attainment of native- and foreign-born

Higher levels of educational attainment are associated with positive economic and social outcomes. Educational attainment is higher among foreign-born adults with 55 per cent of 25-64year olds educated to tertiary level (OECD average of 38%), compared to 43 per cent of native-born adults (OECD average of 34%).

For those who arrived in Ireland when they were at least 16 years old 57 per cent had tertiary education (OECD average of 37%). Those without upper secondary education stood at 9 per cent for foreign-born adults compared with 21 per cent among the native-born population (OECD averages of 22% and 20% respectively). *EAG table A1.3*

Transition from education to work (A2)

On average across the OECD 13.4 per cent of young people (aged 15-29) were not in employment, education or training (NEET) in 2017; in Ireland the corresponding figure was 13.1 per cent, down from 16.2 per cent in 2015. The three top-ranking countries for this indicator were Iceland, Netherlands and Luxembourg. Employment

was particularly high among 20-24-year olds in Ireland with 48 per cent at work; Ireland was ranked third (behind Israel and New Zealand) for this indicator with OECD and EU22 averages of 39 and 37 per cent respectively. *EAG table A2.2*

Educational and skill attainment and the labour market (A3)

It is a 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 with below upper-secondary education rose from 10.4 per cent in 2005 to 26.9 per cent in 2016 before falling to 19.7 per cent in 2017. Ireland ranked 27th for this indicator with Mexico, Iceland and Korea 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 and 14.1 per cent in 2016 and fell to 9.7 per cent in 2017 with Ireland ranked 27th. The rates for tertiary graduates were 2.4 per cent in 2005, 6.1 per cent in 2016 and 4.2 per cent in 2017 with Ireland ranked 16th. *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 and post-secondary non-tertiary education (ISCED 3 and 4 combined) as a benchmark adults aged 25-64 with tertiary qualifications earned 68 per cent more on average in 2016. The corresponding OECD average was 54 per cent. Those educated to less than upper-secondary earned 20 per cent less on average with the OECD average of 22 per cent. *EAG table A4.1*

EAG 2018 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, Luxembourg and United States being notable for very large net private and public financial returns. The opposite is observed in Estonia, Latvia and Greece, where net financial private and public returns are lowest. *EAG figures A5.2 and A5.3*

Across the OECD the average benefit of a tertiary-education was \$319,600 (PPP adjusted) for a man and \$234,000 for a woman in 2015, while in Ireland the equivalent figures were \$463,400 for a man and \$381,300 for woman. Ireland ranked 5th for this indicator, behind the United States, Luxemburg and Chile.

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 B2.1a shows the enrolment rates of children aged 2 to 6 in pre-primary and primary education. For the 2015 academic year 49 per cent of 3 year olds were enrolled in pre-primary education in Ireland, the sixth lowest in the OECD and well behind United Kingdom (100%), Israel (100%) and France (99%). Ireland, the UK and Australia were the only countries with 4-year olds enrolled in primary education and at 31 per cent Ireland was by far the highest. A further 59% of 4-year olds were in pre-primary giving a combined enrolment rate for 4 year olds of 90 per cent and ahead of the OECD average of 88 per cent. The highest primary enrolment rates for 5-year olds were in the United Kingdom, New Zealand and Ireland (92%) compared with 82 per cent across the OECD, whereas 5 year olds in France, the Netherlands and Belgium tend to be still enrolled in pre-primary.

Transition to adulthood and further/higher education: The enrolment rates (at all levels) among 15-19 year olds in Ireland, at 93 per cent, exceeds the OECD and EU22 averages and places Ireland at rank 1, ahead of Slovenia and the Netherlands. Ireland shares, in common with some other OECD countries, a pronounced pattern of early 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 44 per cent, higher than the OECD average of 42 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 Denmark. *EAG table B1.1*

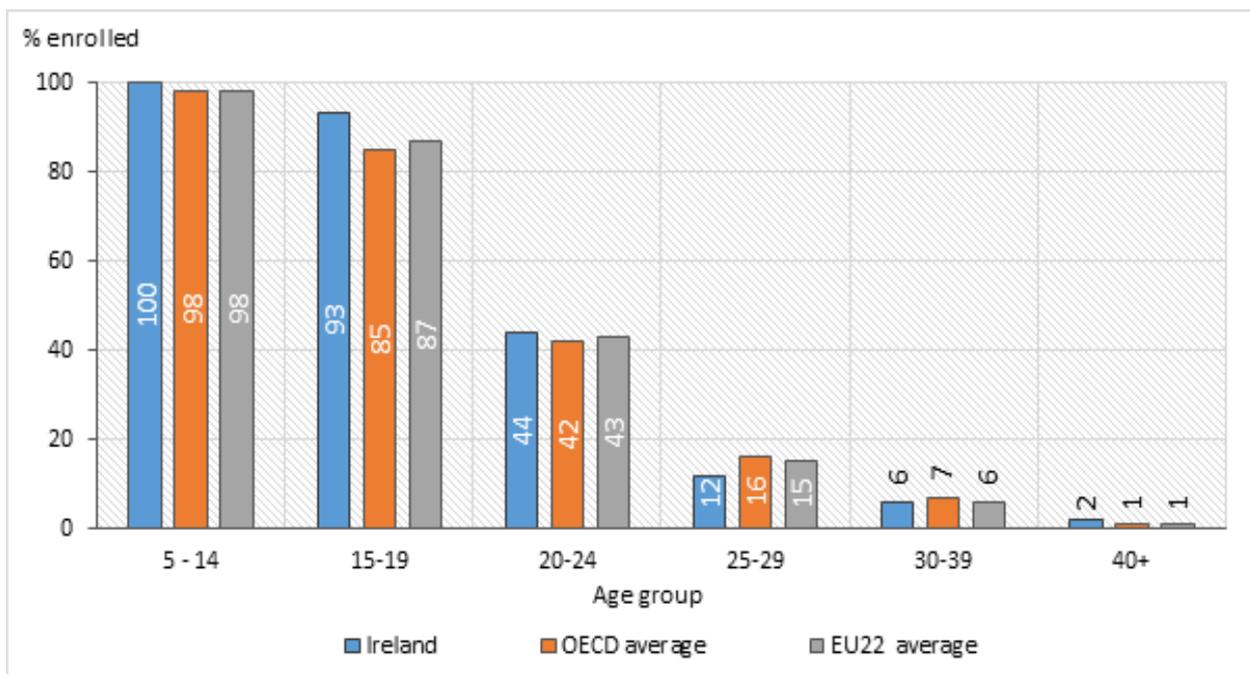


Figure B1: Participation in education, by age group, 2016

In Ireland 52 per cent of new entrants into doctoral programmes were women, compared with an OECD average of 48 per cent and giving a rank of 4 for this indicator, behind Poland, Iceland and Latvia. In Ireland, as in other OECD countries, the most popular field of study in tertiary education for women in 2016 was health and welfare (25% of female graduates), while men prefer science, technology, engineering and mathematics fields (37%). *EAG table B4.1*

C. Financial and Human Resources Invested in Education

Spending by public authorities on education grew rapidly in Ireland in the decade up to 2007, as it did in most OECD countries. Between 2010 and 2015 there was a 15 per cent decrease in total spending (public and private) for levels below Tertiary (compared to an increase of 4% on average across OECD countries)¹. *EAG table C1.3*

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

Spending on education in Ireland stood at was 12.8 per cent of total public expenditure in 2015 up from 9.2 per cent in 2010. Ireland was ranked eight for this indicator with New Zealand, Chile and Mexico in the top ranks. The OECD average for 2015 was 11.1 per cent. *EAG table C4.1*

Expenditure on education per student (C1)

Expenditure on education per primary student in Ireland was \$8,288 (PPP adjusted) in 2015, below the OECD average of \$8,631. Among secondary students Ireland was above the OECD average with \$10,111 and \$10,010 respectively (refer to Table 1 below).

Table 1: Annual expenditure on educational institutions per student, \$ (PPP adjusted), 2015

	Primary	Secondary	Tertiary (Including Research and Devel- opment)	Primary to Tertiary
Ireland	8,288	10,111	13,231	9,439
OECD average	8,631	10,010	15,656	10,520
Ranking (OECD)	18 th of 33	18 th of 33	16 th of 32	17 th of 31

¹In deflating current price data, OECD uses the GDP price deflator. Alternative methods, including the use of a public current expenditure price deflator by CSO in the publication 'Measuring Ireland's Progress', give different (typically lower) estimates of growth in expenditure per student over time (refer to Table 4.1 of MIP2016: <https://www.cso.ie/en/releasesandpublications/ep/p-mip/mip2016/ed/>)

Which factors influence level of spending?

EAG Table C7.2 shows a breakdown of the contribution of the following four factors to differences in teacher salary cost per pupil at a given level of education:

- teachers' salaries
- instruction time of students
- teaching time of teachers
- class size

C7 takes the differences between the OECD average and each individual country's value at each level of education from primary to upper secondary, for teachers' salary cost per student, and looks at which of the above four factors are the main drivers for the difference. For Ireland, salary cost per student was \$3,602 (PPP adjusted) at primary level, while the OECD average was \$2,936. EAG Table C7.2 illustrates that the main factor behind the difference between Ireland and the OECD's teacher salary cost per student is the relative size of our teachers' salaries. *EAG table C7.2*

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 2017/2018. For primary students compulsory instruction time in Ireland stood at 910 hours compared with an OECD average of 799, while at secondary level the comparable figures were 924 and 913. 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

Table 2: Instruction time in compulsory general education, 2017/2018

	Average Number of Hours			
	Primary		Lower Secondary	
	<i>Intended</i>	<i>Compulsory</i>	<i>Intended</i>	<i>Compulsory</i>
Ireland	910	910	924	924
OECD average	m	799	m	913
EU22 average	m	775	m	894
Ranking (OECD)	-	9 th highest of 34	-	14 th highest of 34
Highest-ranking OECD Countries	Greece, Denmark, Portugal	Denmark, Chile, Australia	Denmark, Mexico, France	Denmark, Mexico, Chile

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

As can be seen from the 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 and moral education', at 10 per cent, was double the OECD average and second only to Israel, with Austria ranking third.

20 per cent of compulsory instruction time in primary schools was given to 'reading, writing and literature', below the OECD average of 25 per cent. The countries that spent the most instruction time on this subject are France, Mexico and the Slovak Republic. However, caution should be used when making comparisons in this area. The data on instruction in 'reading, writing and 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](#).

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

Table 3: Instruction time per subject in primary education, 2017/2018
(As a percentage of total compulsory instruction time)

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

Looking at secondary education 9 per cent of compulsory instruction time in post-primary schools was given to 'reading, writing and 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

Table 4: Instruction time per subject in lower secondary education, 2017/2018
(As a percentage of total compulsory instruction time)

	Reading, Writing and Literature	Maths	Natural Sciences	Social Studies	Second Language	Arts	Physical Education and Health	Religion, Ethics and Moral Education	Other (including flexible curriculum)
Ireland	9	12	-	12	3	-	6	-	2
OECD average	14	12	12	10	9	7	8	4	3
EU22 average	15	12	12	10	9	7	8	3	2

schools but the time allocated to 'reading, writing and literature' reflects only the first language of the school. See [Technical Note 4](#). *EAG tables D1.3a and D1.3b*

In the case of mathematics, 12 per cent of compulsory instruction time was allocated to this subject, the same as the OECD average. Italy, Chile and Latvia allocate the most instruction time to mathematics.

12 per cent of compulsory instruction time in post-primary schools was given to 'social studies' which was above the OECD average of 10 per cent. In this indicator Ireland ranked 10th with Israel, Korea and Slovenia being top three countries.

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, before rising again to 16.0 in 2015/2016. Average class size in Ireland was 24.9 in 2015/2016 compared to the OECD average of 21.0. *EAG tables D2.1 and D2.2*

The data on second level (Table 6), which covers lower-secondary only, shows the PTR in Ireland was 13.8 in 2015 compared with the OECD average of 13.0. See [Technical Notes 5 and 6](#).

Table 5: Pupil-teacher ratios and average class size in public primary schools in 1999/2000 and 2015/2016

	1999/2000		2015/2016	
	<i>Pupil-teacher Ratio</i>	<i>Average Class Size</i>	<i>Pupil-teacher Ratio</i>	<i>Average Class Size</i>
Ireland	21.5	24.8	16	24.9
OECD average	17.7	22.1	15	21
Rank position (OECD)	4 th highest of 27	5 th highest of 23	13 th highest of 33	5 th highest of 31
Highest-ranking OECD Countries 2015/2016	-	-	Mexico, Chile, France	Chile, Israel, Japan

Table 6: Pupil-teacher ratios and average class size in public secondary* schools in 1999/2000 and 2015/2016. See [Technical Note 5](#)

	1999/2000		2015/2016	
	<i>Pupil-teacher Ratio</i>	<i>Average Class Size</i>	<i>Pupil-teacher Ratio</i>	<i>Average Class Size</i>
Ireland	15.9	22.7**	13.8	-
OECD average	14.3	23.6	13.0	23.0
Rank position (OECD)	6 th highest of 24	15 th highest of 23	9 th highest of 31	-
Highest-ranking OECD Countries 2015/2016	-	-	Mexico, Chile, Netherlands	Japan, Israel, Mexico

The student-staff ratio at third level in Ireland, as presented in Table 7, shows a student-staff ratio of 21, the third highest in the OECD, where the average was 15.

EAG table D2.2

Table 7: Student-staff ratio in higher education

	2015/2016
Ireland (publicly funded only)	21
OECD average (public and private institutions)	15
Rank position (OECD)	3 rd highest of 25
Highest-ranking OECD Countries	Turkey, Belgium

Teachers' salaries (D3)

EAG Table D3.1a summarises data on salary levels of teachers in 2015/2016 at primary and secondary level in absolute amounts. The data reflects statutory entitlements based on minimum qualification requirements and relate to salaries scales for full-time teachers only. For Ireland the starting salaries are assumed to be identical for teachers at primary, lower- and upper-secondary level due to the common salary scale, 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. Refer to [Technical Note 7](#) for further details. Salary data is reported in US dollars adjusted for purchasing power parity.

Table 8: Teachers' salaries after 15 years of experience, \$ (PPP adjusted), 2015/2016

	Primary	Lower-second Level	Upper-second Level
Ireland	59,459	60,053	60,053
OECD average	45,004	46,780	48,697
EU22 average	44,568	46,644	48,884
Ranking	6 th highest of 34	6 th highest of 34	9 th highest of 34
Highest-ranking OECD Countries	Luxembourg, Germany, Canada	Luxembourg, Germany, Netherlands	Luxembourg, Germany, Netherlands

When examined by change over time salaries in 2017 for all teachers in Ireland (primary, lower and upper secondary) were 15 per cent higher than in 2005, compared with the OECD averages of 108 for primary, 107 for lower secondary and 105 for upper secondary.

EAG table D3.5a

Teachers' working time (D4)

The teaching contract for Irish teachers focuses primarily (if not exclusively) on teaching time. This is unusual by international standards because the teachers' contract in many OECD countries includes additional specifics on working time required at school and the overall statutory working time of teachers extends well beyond their compulsory teaching time.

The following tables illustrate this key point. The OECD average 'total statutory working time' of teachers was more than double the international average 'teaching time' at both primary and second level. Therefore, while the teaching time of Irish teachers was relatively high by international standards, their 'working time required at school' was one of the lowest in the OECD at primary and second level.

Refer to [Technical Notes 7 to 8](#) for further information on the definition of teaching and working time.

Table 9: Details of primary teachers' working time, 2015/2016

	Ireland	OECD Average	EU22 Average	Highest-ranking OECD Countries
Number of weeks of instruction	37	38	38	Mexico, Australia, Japan
Number of days of instruction	182	183	180	Japan, Mexico, Netherlands
Net teaching time, in hours	910	784	762	Chile, Latvia, United States
Working time required at school, in hours	1,073	1,184	1,059	Chile, Iceland, New Zealand
Total statutory working time, in hours	N/a	1,622	1,551	Switzerland, United States, Chile

Table 10: Details of lower-second-level teachers' working time, 2015/2016

	Ireland	OECD Average	EU22 Average	Highest-ranking OECD Countries
Number of weeks of instruction	33	38	37	Mexico, Australia, Japan
Number of days of instruction	164	181	177	Japan, Mexico, Australia
Net teaching time, in hours	722	703	668	Chile, Mexico, Latvia
Working time required at school, in hours	811	1,178	1,041	Chile, Iceland, United States
Total statutory working time, in hours	N/a	1,645	1,585	Switzerland, United States, Chile

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 Quarterly National Household 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 festivities. 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 the 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 (14.1) for the same year (2015/2016), due to the inclusion of pupils and teachers in other settings such as STTC, Youthreach and FÁS.
7. *Teachers’ Salaries:* Data on statutory teacher salaries are based on the salary scales and are derived from the 2016 NESLI Survey on Teachers and the Curriculum Data. Data presented in EAG 2017 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.
10. As of 2016, the OECD comprised 35 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, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, the Republic of Slovenia, Spain, Sweden and the United Kingdom). Hence, there are six EU member states (28 minus 22) that are not members of the OECD (and are not included in EAG) while there are 13 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. Comparative data on education and training may be accessed at the following website: <http://ec.europa.eu/eurostat/data/database> and follow links to Database -> Population and Social Conditions -> Education and Training.

11. 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 6th 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, FÁS, Fáilte programmes at NFQ levels 4 and 5; General: Transition Year, Leaving Certificate, LCVP, LCA and VTOS; Vocational: some FS 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 and 8. Ordinary Bachelor Degree (typically 3 yrs); Second Ordinary Bachelor Degree (3 yrs). First Honours Bachelors Degree (3-4 yrs); Honours Bachelors Degree in (Veterinary) Medicine/Dental Science/Architecture (5-6 yrs); Second Postgraduate Diploma (1 yr)
ISCED 7	Tertiary	NFQ level 9. Masters Degree (taught) (1 yr); Masters Degree (whether taught or by research) (2 yrs)
ISCED 8	Tertiary PhD	Doctoral Degree (PhD)

12. It should be noted that increases in per-student expenditure at second level over time in Ireland as published by the Department of Education and Skills and the Central Statistics Office differ from trends in per-student expenditure as published by OECD in EAG for a number of reasons including:
- Capital spending is included in the OECD estimate but not in the Department of Education and Skills/CSO data which refer to recurrent spending only.
 - Private spending is included in the OECD estimate but not in DES/CSO figures.
 - In line with international guidelines, spending by other public bodies (FÁS, other Departments etc.) are included in the OECD estimates but not in DES/CSO figures up to 2011.
13. *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.
14. *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.