

### Exhibit 8.5: Principals' Formal Education

Exhibit 8.5 presents principals' reports about their formal education. On average, about half the students (48%) had principals with a postgraduate university degree, 45 percent had principals with a bachelor's degree, and 7 percent had principals who had not completed a bachelor's degree. In 41 of the 50 PIRLS 2016 countries, principals are required to have teaching experience and in 28 countries they must complete a leadership training program.

**Exhibit 8.5: Principals' Formal Education\***

Students Categorized by Principals' Reports; Current Requirements Reported by National Research Coordinators

Country	Percent of Students by Principal Education Level			Current Requirements	
	Completed Postgraduate University Degree**	Completed Bachelor's Degree or Equivalent but Not a Postgraduate Degree	Did Not Complete Bachelor's Degree	Teaching Experience	Completion of Specialized School Leadership Training Program
Australia	41 (3.3)	59 (3.3)	1 (0.4)	●	○
Austria	9 (2.1)	6 (2.0)	85 (2.9)	●	●
Azerbaijan	46 (3.8)	54 (3.8)	0 (0.0)	●	●
Bahrain	54 (2.9)	44 (2.9)	2 (0.9)	●	●
Belgium (Flemish)	4 (1.7)	95 (1.9)	1 (0.9)	●	○
Belgium (French)	6 (2.1)	94 (2.1)	0 (0.0)	●	●
Bulgaria	95 (1.3)	5 (1.3)	0 (0.0)	●	○
Canada	64 (2.3)	35 (2.3)	0 (0.3)	●	●
Chile	69 (4.4)	31 (4.4)	0 (0.0)	●	●
Chinese Taipei	95 (1.6)	5 (1.6)	0 (0.0)	●	●
Czech Republic	99 (0.8)	1 (0.8)	0 (0.0)	●	●
Denmark	18 (2.8)	73 (3.5)	9 (2.3)	○	○
Egypt	3 (1.4)	58 (4.0)	39 (4.0)	●	●
England	28 (3.8)	69 (3.9)	3 (1.4)	○	○
Finland	89 (2.3)	10 (2.2)	1 (0.5)	●	●
France	25 (3.5)	49 (4.0)	26 (3.8)	●	○
Georgia	96 (1.4)	3 (1.2)	1 (1.0)	○	○
Germany	90 (1.3)	1 (0.8)	9 (1.6)	●	○
Hong Kong SAR	62 (3.3)	37 (3.2)	1 (0.9)	●	●
Hungary	37 (3.7)	61 (3.7)	3 (1.3)	●	●
Iran, Islamic Rep. of	14 (2.4)	78 (2.7)	8 (1.7)	○	○
Ireland	42 (4.5)	58 (4.5)	1 (0.6)	●	○
Israel	91 (2.4)	9 (2.4)	0 (0.0)	●	●
Italy	37 (4.3)	59 (4.5)	4 (1.0)	●	○
Kazakhstan	11 (2.5)	83 (3.0)	6 (1.8)	●	○
Kuwait	11 (2.2)	77 (3.6)	12 (2.9)	●	○
Latvia	92 (2.0)	8 (2.0)	0 (0.0)	●	○
Lithuania	61 (4.0)	39 (4.0)	0 (0.0)	●	○
Macao SAR	62 (0.1)	36 (0.1)	2 (0.0)	○	●
Malta	58 (0.2)	40 (0.2)	2 (0.0)	●	●
Morocco	3 (1.0)	63 (3.6)	34 (3.8)	●	○
Netherlands	7 (2.5)	92 (2.5)	0 (0.5)	○	●
New Zealand	30 (3.0)	55 (3.6)	14 (2.7)	●	○
Northern Ireland	80 (3.7)	19 (4.1)	1 (0.8)	●	○
Norway (5)	45 (4.5)	52 (4.4)	3 (1.5)	○	○
Oman	21 (2.1)	62 (2.7)	16 (2.5)	●	●
Poland	99 (0.7)	1 (0.7)	0 (0.0)	-	-
Portugal	37 (4.1)	62 (4.1)	1 (0.4)	●	●
Qatar	43 (0.4)	54 (0.4)	3 (0.1)	●	●
Russian Federation	90 (2.2)	10 (2.2)	0 (0.0)	●	●
Saudi Arabia	8 (2.0)	73 (3.7)	18 (3.3)	●	○
Singapore	61 (0.0)	37 (0.0)	1 (0.0)	●	●
Slovak Republic	100 (0.0)	0 (0.0)	0 (0.0)	●	●
Slovenia	13 (3.3)	82 (3.7)	5 (1.6)	●	●
South Africa	8 (2.3)	74 (3.7)	18 (3.2)	●	○
Spain	41 (2.6)	59 (2.6)	0 (0.1)	●	●
Sweden	29 (4.1)	66 (4.1)	4 (1.7)	○	●
Trinidad and Tobago	37 (4.2)	58 (4.3)	5 (1.9)	●	●
United Arab Emirates	59 (2.2)	33 (2.4)	8 (1.2)	●	●
United States	98 (1.2)	2 (1.2)	0 (0.0)	●	●
International Avg.	48 (0.4)	45 (0.4)	7 (0.2)		

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016

\* Based on countries' categorizations according to UNESCO's International Standard Classification of Education (Operational Manual for ISCED-2011).

\*\* For example, doctorate, master's, or other postgraduate degree.

( ) Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A dash (-) indicates comparable data not available.

An "r" indicates data are available for at least 70% but less than 85% of the students. An "s" indicates data are available for at least 50% but less than 70% of the students.

● Yes  
○ No

**Exhibit 8.5: Principals' Formal Education\* (Continued)**

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	Completed Postgraduate University Degree**	Completed Bachelor's Degree or Equivalent but Not a Postgraduate Degree	Did Not Complete Bachelor's Degree	Teaching Experience	Completion of Specialized School Leadership Training Program
<b>Benchmarking Participants</b>					
Buenos Aires, Argentina	17 (3.1)	23 (3.5)	60 (3.9)	●	●
Ontario, Canada	50 (4.0)	50 (4.0)	0 (0.0)	●	●
Quebec, Canada	66 (5.4)	33 (5.2)	2 (1.4)	●	●
Denmark (3)	18 (3.0)	74 (3.8)	9 (2.4)	○	○
Norway (4)	45 (4.5)	52 (4.5)	3 (1.6)	○	○
Moscow City, Russian Fed.	95 (1.8)	5 (1.8)	0 (0.0)	●	●
Eng/Afr/Zulu - RSA (5)	9 (3.6)	67 (5.7)	24 (4.9)	●	○
Andalusia, Spain	30 (4.4)	70 (4.4)	0 (0.0)	○	○
Madrid, Spain	54 (3.8)	46 (3.7)	1 (0.7)	●	●
Abu Dhabi, UAE	56 (3.9)	36 (4.1)	9 (2.2)	●	○
Dubai, UAE	73 (0.2)	23 (0.2)	4 (0.0)	●	●

● Yes  
○ No

SOURCE: IEA's Progress in International Reading Literacy Study – PIRLS 2016