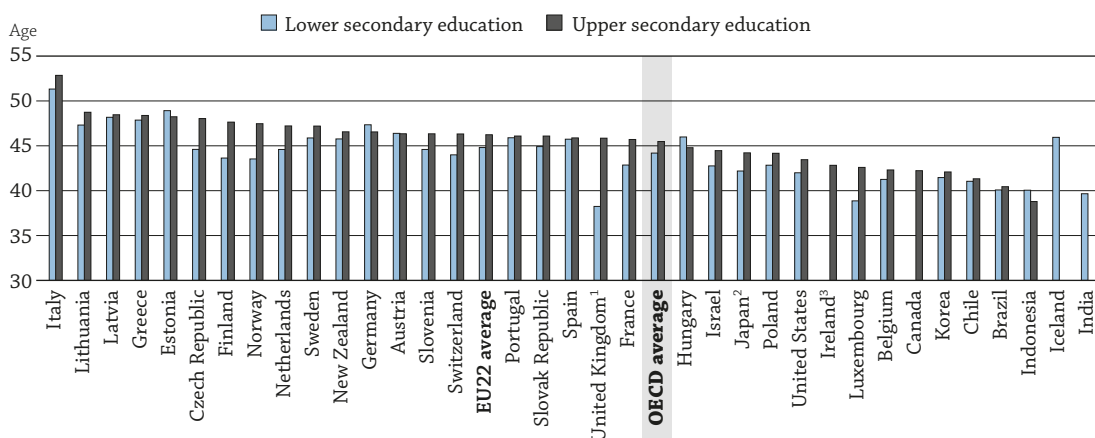


WHO ARE THE TEACHERS?

- On average across OECD countries, 32% of primary school teachers were at least 50 years old in 2015. This average increases to 36% at the lower secondary level and 40% at the upper secondary level.
- More than two-thirds of teachers are women on average across OECD countries, but the percentage of female teachers decreases as the level of education increases: 97% at the pre-primary level, 83% at the primary level, 69% at the lower secondary level, 59% at the upper secondary level and 43% at the tertiary level.
- Between 2005 and 2015, on average for countries with data for both years, the share of female teachers increased by 3 percentage points from the primary to upper secondary levels and by 4 percentage points at the tertiary level. In addition, for all education levels, the largest share of women is found among the new generation of teachers (below the age of 30).

Figure D5.1. Average age of teachers by education level (2015)



1. Lower secondary education comprises secondary schools for ages 11-16. Upper secondary education includes colleges for ages 16+ and adult learning. See Annex 3 for details.

2. Upper secondary education includes post-secondary non-tertiary.

3. Upper secondary education includes lower secondary.

Countries are ranked in descending order of the average age of teachers in upper secondary education.

Source: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

The demand for teachers depends on a range of factors, including average class size, the required instruction time for students, the use of teaching assistants and other “non-classroom” staff in schools, enrolment rates at the different levels of education, and the starting and ending age for compulsory education. With large proportions of teachers in several OECD countries set to reach retirement age in the next decade, and/or the projected increase in the size of the school-age population, governments will be under pressure to recruit and train new teachers. Given compelling evidence that the calibre of teachers is the most significant in-school determinant of student achievement, concerted efforts must be made to attract top talent to the teaching profession and to provide high-quality training (Hiebert and Stigler, 1999; OECD, 2005).

Teacher-retention policies need to promote work environments that encourage effective teachers to continue teaching. In addition, as teaching at the pre-primary, primary and lower secondary levels remains largely dominated by women, the gender imbalance in the teaching profession and its impact on student learning warrant detailed study.

■ **Other findings**

- The United Kingdom has the largest proportion of young primary teachers (31% under the age of 30) of all countries with available data. By contrast, in Italy and Portugal only 1% of primary teachers are in that age group.
- In all countries except Colombia, Finland, Latvia, Lithuania and the Russian Federation, more than half of tertiary teachers are men.

Analysis

Teachers' age distribution

Teachers' age distribution varies considerably across countries and can be affected by a variety of factors, such as the size and age distribution of the population, the duration of tertiary education, as well as teachers' salaries and working conditions. Declining birth rates, for example, may drive down the demand for new teachers, and longer tertiary education can delay the entrance of teachers to the labour market. Competitive salaries and good working conditions may attract young people to teaching in some countries and, in others, help to retain effective teachers.

D5

On average across the OECD, more than half of primary, lower secondary and upper secondary teachers are between the ages of 30 and 49. The average age of teachers goes from 43 in primary education to 45 in upper secondary education.

Young teachers – below the age of 30 – make up only a small proportion of the teaching population: 12% in primary education, 10% in lower secondary and 7% in upper secondary on average across the OECD. This pattern is particularly striking at the upper secondary level: in nearly two-thirds of the countries with available data, teachers below the age of 30 make up less than 10% of the teaching population. They account for less than 5% of teachers in the Czech Republic, Finland, Greece, Italy, Portugal, Slovenia and Spain (Table D5.1).

In contrast, a high share of teachers are aged 50 and above. This share increases with the education level, from 32% in primary education to 36% in lower secondary and 40% in upper secondary education. This pattern is quite striking at the upper secondary level, where older teachers account for more than 30% of all teachers in 25 out of 31 countries with available data. There is, however, a high level of cross-country variation, with figures ranging from 21% in Brazil to 71% in Italy for upper secondary education.

The ageing of the teaching force has a number of implications for countries' education systems. In addition to prompting recruitment and training efforts to replace retiring teachers, it may also affect budgetary decisions. In most school systems, teachers' salaries increase with years of teaching experience. Thus, the ageing of teachers increases school costs, which can in turn limit the resources available for other initiatives (see Indicator D3).

Trends in teachers' ages between 2005 and 2015

On average for OECD countries with available data for both years, the share of teachers aged 50 and older has increased by 3 percentage points over the past decade, for primary to upper secondary education combined. Hungary, Japan, Lithuania, Poland, Portugal and Slovenia saw an increase of at least 10 percentage points (Table D5.1), though in Japan and Poland the share of teachers aged 50 and over remains lower than the OECD average. In contrast, in Italy, the Netherlands and New Zealand the share of older teachers is higher than in other OECD countries (at least 5 percentage point above the OECD average for both years), and the teaching population is still ageing.

Around one-third of the countries with available data – namely Chile, France, Germany, Ireland, Luxembourg, the United Kingdom and the United States – exhibit a negative change, which indicates that the teaching population is growing younger. This may be explained, in part, by efforts to implement teacher recruitment policies. For instance, the United Kingdom, which has seen the largest decrease in the share of older teachers, launched an ambitious recruitment campaign in the early 2000s.

In countries where the school-age population has increased over the period (see Indicator C1), new teachers will be needed to replace the staff who will reach retirement over the next decade. Governments may have to increase incentives for students to join the teaching profession, and to develop teacher-training programmes (see Indicator D6 in OECD, 2014). In addition, fiscal constraints (particularly driven by pension obligations and healthcare costs for retirees) may put pressure on governments to reduce academic offerings, increase class size or integrate more self-paced online learning (Abrams, 2011; Peterson, 2010).

Gender profile of teachers

More than two-thirds of teachers are women on average across OECD countries, in all levels of education combined (Table D5.2). The highest proportions of female teachers, however, are concentrated in the earlier years of schooling and shrink at each successive level of education. Indeed, while women represent 97% of the teaching staff in pre-primary education on average across OECD countries, the average drops to 43% at the tertiary level.

At the pre-primary level, women make up at least 90% of the teaching population in all countries with available data, except the Netherlands (87%) and South Africa (79%). In primary education, the share of female teachers averages 83% in OECD countries, and it is above 60% in all OECD and partner countries except India (49%) and Saudi Arabia (52%).

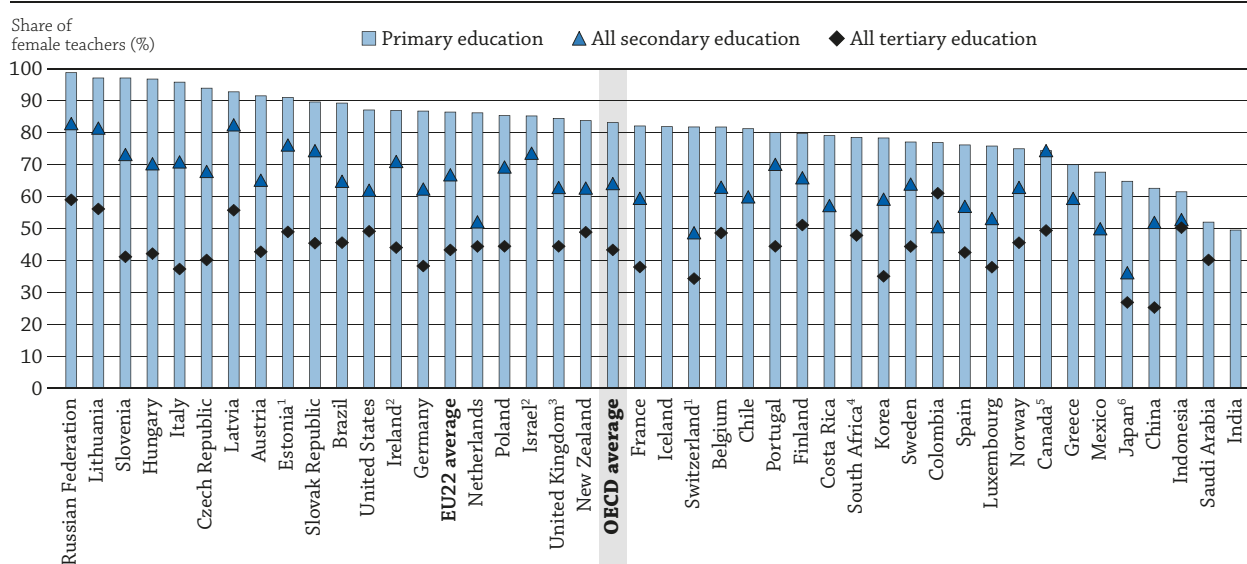
In lower and upper secondary education, although female teachers continue to be in the majority, the proportion of male teachers is larger than at earlier levels. In lower secondary education, 69% of teachers on average across OECD countries are women. In fact, they represent at least 50% of the teaching staff at this level in all countries with available data except India 44% and Japan (42%).

At the upper secondary level, the OECD average drops to 59% and the proportion of female teachers varies considerably, from 30% in Japan to 80% in Latvia. When combining both lower and upper secondary levels, over half of all secondary teachers are men in Japan and Switzerland (Figure D5.2).

At the tertiary level, the gender profile of teachers is reversed, with men making up the majority across OECD countries and female teachers representing 43% of the teaching staff on average. In fact, of the OECD countries with available data, only two – Finland and Latvia – have more than 50% of female teachers in tertiary education. The smallest share of female tertiary teachers in the OECD is found in Japan (27%).

Figure D5.2. Gender distribution of teachers (2015)

Percentage of women among teaching staff in public and private institutions, by level of education



1. Upper secondary education includes post-secondary non-tertiary.

2. For Ireland, public institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

3. Lower secondary education comprises secondary schools for ages 11-16. Upper secondary education includes colleges for ages 16+ and adult learning. See Annex 3 for details.

4. Year of reference 2014.

5. Pre-primary and lower-secondary education included in primary.

6. Post-secondary non-tertiary education included in upper secondary and in all tertiary.

Countries are ranked in descending order of the share of female teachers in primary education.

Source: OECD/UIS/Eurostat (2017), Education at a Glance Database. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933558971>

Why do so few men decide to teach at the lower levels of education? One explanation may be cultural – social perceptions of links between gender and vocations may influence men and women’s career choices. This gender bias often arises very early, at home, when parents have aspirations for their children’s professions based on gender stereotypes (Croft et al., 2014; Kane and Mertz, 2011; OECD, 2015).

From an economic point of view, the choice of future jobs is also influenced by young people’s expectations for future earning potential. In every country with available data, male teachers earn less than their male tertiary-educated counterparts in other professions, while female teachers in primary and lower secondary education earn virtually the same as women with a tertiary degree in other fields (see Indicator D3; OECD, 2017). These differences in relative salaries for men and women are likely to make the teaching profession more appealing to women, especially at the lower levels of education.

D5

The potential impact of this gender imbalance in the teaching profession on student achievement, student motivation and teacher retention is worthy of study, especially in countries where few men are attracted to the profession (Drudy, 2008; OECD, 2005; OECD, 2009). While there is little evidence that a teacher’s gender has an impact on student performance (e.g. Antecol, Eren and Ozbeklik, 2012; Holmlund and Sund, 2008), some research has shown that female teachers’ attitudes towards some school subjects, such as mathematics, can influence their female students’ achievement (Beilock et al., 2009; OECD, 2014).

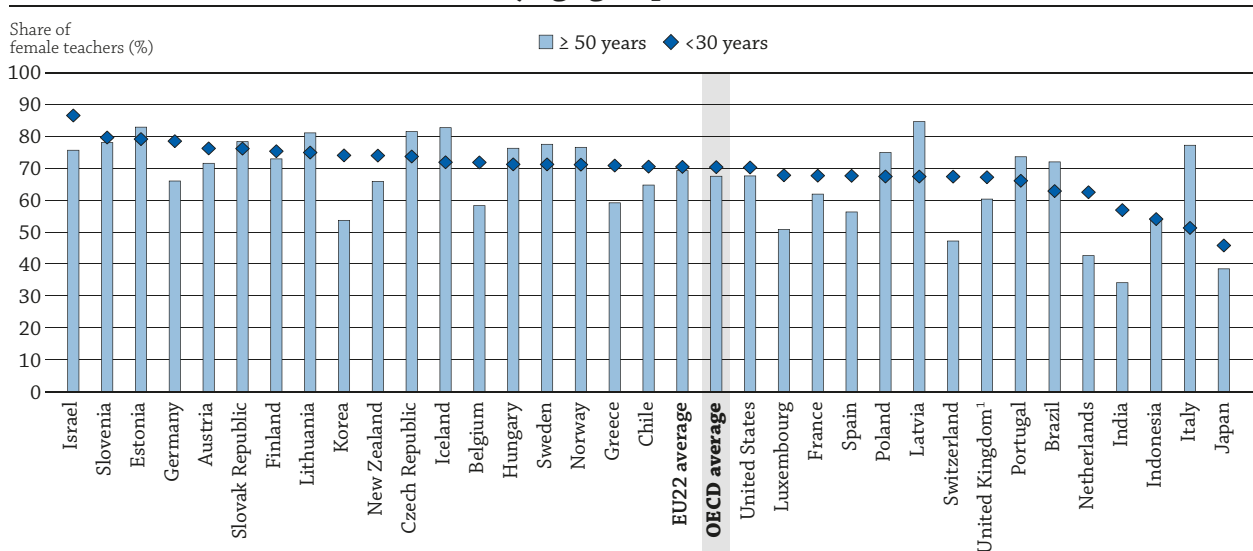
School leadership does not reflect the gender balance among teachers, however (OECD, 2014). While the proportion of male teachers in primary schools is relatively small in many countries, in comparison there is an over-representation of male principals. This suggests that male teachers tend to be promoted to principal positions more often than female teachers – which is surprising, given that most principals are former teachers and most teachers are female (see Indicator D6 in OECD, 2016).

Share of female teachers by age group and level of education

In most countries, the share of women is higher among young teachers (below the age of 30) than among older teachers (above the age of 49). At the primary level, the difference between the two age groups is rather small, with 85% of women in the younger group, compared to 83% in the older one, on average across OECD countries (Table D5.3). At the lower secondary level, the difference is also small on average: women make up 70% of teachers under the age of 30, and 67% of those aged 50 and over. In more than half of the countries with available data, the share of women is higher among the younger group, and the difference exceeds 10 percentage points in nine countries (Figure D5.3). At the upper secondary level the difference is much larger: on average across OECD countries, 64% of teachers under the age of 30 are women, compared to 55% in the older group. The higher proportion of women among young teachers, together with the predominance of female tertiary graduates in the field of education (see Education at a Glance Database), may raise concerns about future gender imbalances at the primary to upper secondary levels, where women already dominate the profession.

However, at the tertiary level, where female teachers are a minority on average, the higher share of women among the younger generation of teachers suggests an increase in gender parity. On average across OECD countries, the share of female tertiary teachers is closer to 50% (i.e. an equal gender distribution) among the younger group – with 52% of female teachers aged under 30, and 39% aged 50 and above.

Figure D5.3. Share of female teachers at lower secondary level, by age group (2015)



1. Lower secondary education comprises secondary schools for ages 11-16. Upper secondary education includes colleges for ages 16+ and adult learning. See Annex 3 for details.

Countries are ranked in descending order of the share of women among teachers under 30 at lower secondary level.

Source: OECD/UIS/Eurostat (2017), Table D5.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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These indicators are consistent with the gender distribution dynamics observed over the last decade, which point to a gradual increase in the gender gap in the teaching profession from the primary to upper secondary levels, but a decrease at the tertiary level. On average, for all OECD countries with data for both years, the rise in the share of female teachers between 2005 and 2015 has widened the gender gap by 3 percentage points for the primary and secondary levels combined, while it has narrowed it by 4 percentage points at the tertiary level.

Definitions

Instructional personnel (teachers) includes two categories:

- **Teachers' aides and teaching/research assistants** include non-professional personnel or students who support teachers in providing instruction to students.
- **Teachers** refer to professional personnel directly involved in teaching to students. The classification includes classroom teachers, special-education teachers and other teachers who work with a whole class of students in a classroom, in small groups in a resource room, or in one-to-one teaching situations inside or outside a regular class. At the tertiary level, academic staff includes personnel whose primary assignment is instruction or research. Teaching staff also includes department chairpersons whose duties include some teaching, but excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.

Source

Data refer to the academic year 2014/15 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm). Data on teachers by age for 2005 may have been revised in 2017 to ensure consistency with 2015 data.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator D5 Tables

StatLink  <http://dx.doi.org/10.1787/888933562277>

Table D5.1 Age distribution of teachers (2015 and 2015)

Table D5.2 Gender distribution of teachers (2015)

Table D5.3 Gender distribution of teachers (2005 and 2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table D5.1. Age distribution of teachers (2005 and 2015)

Percentage of teachers in public and private institutions, by level of education and age group, based on head counts

	Primary			Lower secondary			Upper secondary			Total primary to upper secondary			Total primary to upper secondary		
	2015			2015			2015			2015			2005		
	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years	< 30 years	30-49 years	>= 50 years
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Austria	14	49	37	10	43	48	6	51	43	10	47	43	m	m	m
Belgium ¹	22	55	23	18	54	28	15	54	31	18	54	28	19 ^d	55 ^d	26 ^d
Canada ²	11 ^d	63 ^d	26 ^d	x(1)	x(2)	x(3)	11	62	26	11	62	26	14	60	26
Chile	22	51	27	22	49	29	21	49	30	22	50	28	12	52	36
Czech Republic	8	53	39	9	56	35	4	45	50	7	51	42	m	m	m
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia ³	10	50	41	7	40	53	8 ^d	41 ^d	51 ^d	9 ^d	44 ^d	47 ^d	m	m	m
Finland	8	61	31	8	60	32	4	50	46	7	57	36	10	57	33
France	8	66	26	9	65	27	5	58	36	7	63	30	13	56	31
Germany ⁴	8	51	41	7	45	48	5	52	42	7	48	45	4	44	52
Greece	7	61	32	1	54	45	1	53	47	4	57	39	8	69	23
Hungary	7	55	38	5	54	41	5	61	34	6	57	37	15	60	25
Iceland	5	57	38	5	57	38	m	m	m	m	m	m	m	m	m
Ireland ⁵	18	59	22	x(7)	x(8)	x(9)	8 ^d	63 ^d	29 ^d	14	61	25	17	50	33
Israel ⁵	14	65	21	10	62	28	10	56	35	12	62	26	16	60	24
Italy	1	39	60	1	40	60	0	29	71	1	36	64	0	44	56
Japan ¹	17	52	31	16	54	31	11 ^d	52 ^d	37 ^d	15 ^d	52 ^d	33 ^d	10	68	23
Korea	20	65	15	12	62	26	11	59	30	15	62	23	20	64	16
Latvia	9	53	39	5	45	49	6	43	51	7	48	45	m	m	m
Luxembourg	23	59	17	16	67	18	9	62	29	17	62	21	23	49	28
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	16	48	37	15	44	41	10	40	50	14	45	41	16	49	35
New Zealand	12	49	39	11	47	41	10	46	44	11	48	41	14	50	36
Norway	13	55	31	13	55	31	7	49	44	12	53	35	m	m	m
Poland	9	62	29	7	67	26	6	63	31	7	64	29	15	66	19
Portugal ¹	1	62	37	1	66	33	2 ^d	60 ^d	38 ^d	1 ^d	63 ^d	36 ^d	16	61	22
Slovak Republic	7	63	30	9	53	38	8	50	43	8	55	37	16	49	35
Slovenia	6	63	32	4	59	37	3	59	38	4	60	35	12	68	20
Spain	9	58	34	3	61	36	2	61	37	5	60	35	10	62	28
Sweden	7	55	37	7	55	38	5	51	44	7	54	39	m	m	m
Switzerland ¹	17	49	34	10	54	36	5 ^d	53 ^d	42 ^d	12 ^d	52 ^d	37 ^d	17	53	30
Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
United Kingdom ⁶	31	54	15	24	58	18	9	49	42	25	55	20	18	50	32
United States	15	53	31	17	53	30	14	52	34	15	53	31	18	49	33
OECD average	12	56	32	10	54	36	7	52	40	10	54	35	14	56	30
Average for countries with available data for both reference years										11	56	33	14	56	30
EU22 average	11	56	33	8	54	37	6	52	42	9	54	37	13	56	31
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	15	68	17	16	65	19	15	64	21	15	66	19	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	22	63	14	19	62	20	m	m	m	m	m	m	m	m	m
Indonesia	27	52	21	20	58	21	23	60	17	24	55	20	m	m	m
Lithuania	4	54	42	6	48	46	5	43	52	5	48	47	13	58	28
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	15	57	28	13	57	30	m	m	m	m	m	m	m	m	m

1. Upper secondary includes post-secondary non-tertiary education (only for 2005 in Belgium, and only for 2015 in Japan).

2. Primary includes pre-primary education.

3. Upper secondary includes programmes from lower secondary and post-secondary non-tertiary education.

4. Year of reference 2006 instead of 2005.

5. For Ireland, public institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

6. Primary includes pre-primary state funded nurseries attached to primary schools. Lower secondary comprises secondary schools for ages 11-16. Upper secondary includes colleges for ages 16+ and adult learning. See Annex 3 for details.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D5.2. **Gender distribution of teachers (2015)**

Share of female teachers in public and private institutions by level of education, based on head counts

	Pre-primary education	Primary	Lower secondary	Upper secondary			Post-secondary non-tertiary	Tertiary			All levels of education
				General programmes	Vocational programmes	All programmes		Short-cycle tertiary	Bachelor's, master's, doctoral or equivalent level	All tertiary	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD											
Australia	m	m	m	m	m	m	m	m	45	m	m
Austria	99	92	72	63	50	55	69	52	41	43	66
Belgium	97	82	63	63	62	63	46	x(10)	x(10)	49	70
Canada	x(2)	74 ^d	x(2)	x(6)	x(6)	74	m	54	43	49	m
Chile	99	81	68	58	51	56	a	m	m	m	m
Czech Republic	100	94	78	59	59	59	42	59	40	40	76
Denmark	m	m	m	m	m	m	m	m	m	m	m
Estonia ¹	99	91	82	77	62 ^d	70 ^d	x(5)	a	49	49	82
Finland	97	80	73	70	54	60	54	a	51	51	73
France	92	82	64	55	52	54	x(8)	31 ^d	39	38 ^d	67
Germany	96	87	66	56	48	53	59	22	38	38	66
Greece	98	70	66	55	48	53	55	a	m	m	m
Hungary	100	97	77	68	50	64	53	39	42	42	76
Iceland	94	82	82	m	m	m	m	m	m	m	m
Ireland ²	99	87	x(4)	71 ^d	a	71 ^d	m	x(10)	x(10)	44	m
Israel ²	99	85	79	x(6)	x(6)	70	m	m	m	m	m
Italy	99	96	78	71	62	66	m	a	37	37	m
Japan	97	65	42	x(6)	x(6)	30	x(6, 8, 9)	48 ^d	21 ^d	27 ^d	48
Korea	99	78	70	52	45	51	a	44	33	35	61
Latvia	100	93	84	84	71	80	65	65	54	56	84
Luxembourg	96	76	58	54	46	50	m	46	37	38	m
Mexico	94	68	53	x(6)	x(6)	47	a	m	m	m	m
Netherlands	87	86	52	52	52	52	a	44	44	44	66
New Zealand	98	84	66	61	56	60	55	50	49	49	71
Norway ¹	93	75	75	53	53	53	53	53	45	46	66
Poland	98	85	74	70	62	65	68	73	44	44	75
Portugal	99	80	75	x(6)	x(6)	65 ^d	x(6, 10)	x(10)	x(10)	44 ^d	71
Slovak Republic	100	90	76	74	71	72	68	59	45	45	76
Slovenia	97	97	79	70	64	67	a	48	39	41	76
Spain	93	76	60	57	51	55	a	48	41	42	64
Sweden	96	77	77	x(6)	x(6)	53	44	43	44	44	75
Switzerland	97	82	54	46	42 ^d	43 ^d	x(5)	a	34	34	60
Turkey	m	m	m	m	m	m	a	39	44	43	m
United Kingdom ³	x(2)	85 ^d	64 ^d	x(3)	59 ^d	59 ^d	a	x(5, 10)	x(5, 10)	44	68
United States	94	87	67	x(6)	x(6)	57	x(10)	x(10)	x(10)	49 ^d	70
OECD average	97	83	69	63	55	59	m	m	42	43	70
EU22 average	97	86	71	65	57	61	m	m	43	44	72
Partners											
Argentina	m	m	m	m	m	m	m	m	m	m	m
Brazil	95	89	69	61	50	60	46	49	46	46	71
China	97	63	53	x(6)	x(6)	51	x(9)	17	30 ^d	25 ^d	58
Colombia	96	77	53	x(6)	x(6)	45	62	57	63	61	66
Costa Rica	94	79	57	x(6)	x(6)	57	a	m	m	m	m
India	m	49	44	43	m	m	m	a	m	m	m
Indonesia	96	61	54	53	49	51	a	87	49	50	62
Lithuania	99	97	82	82	70	79	67	a	56	56	81
Russian Federation	m	99	83 ^d	x(3)	x(7, 8)	x(3, 7, 8)	60 ^d	77 ^d	51	59 ^d	77
Saudi Arabia	100	52	m	m	m	m	a	29	40	40	m
South Africa ⁴	79	79	x(4)	56 ^d	m	m	m	x(10)	x(10)	48	m
G20 average	95	76	62	56	m	54	m	45	40	42	65

Note: The data in "All levels of education" do not include early childhood educational development (ISCED 01).

1. Pre-primary includes early childhood education.

2. For Ireland, public institutions only for all levels except pre-primary, where data include independent private institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

3. Lower secondary comprises secondary schools for ages 11-16. Upper secondary includes colleges for ages 16+ and adult learning. See Annex 3 for details.

4. Year of reference 2014.

 Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D5.3. **Gender distribution of teachers (2005 and 2015)**

Share of female teachers, by age group and level of education

	Primary		Lower secondary		Upper secondary		All tertiary		Total primary to upper secondary		All tertiary	
	2015		2015		2015		2015		2015	2005	2015	2005
	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	< 30 years	>= 50 years	All ages	All ages	All ages	All ages
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Australia	m	m	m	m	m	m	m	m	m	m	m	m
Austria	94	91	76	72	72	52	53	38	73	m	43	m
Belgium ¹	84	77	72	58	70	57	65	44	70	65 ^d	49	41
Canada	83 ^d	70 ^d	x(1)	x(2)	83	70	58	45	74	73	49	48
Chile	80	80	71	65	60	49	m	m	71	70	m	m
Czech Republic ¹	92	94	74	82	56	56	67	69	76	71 ^d	40	40
Denmark	m	m	m	m	m	m	m	m	m	m	m	m
Estonia ²	84	91	79	83	62 ^d	72 ^d	52	46	83 ^d	m	49	48
Finland	82	76	75	73	70	55	46	51	71	69	51	47
France ¹	90	74	68	62	62	52	43 ^d	33 ^d	67	65	38 ^d	38
Germany ³	93	84	78	66	73	49	45	27	69	65	38	32
Greece	86	55	71	59	68	44	m	m	64	59	m	36
Hungary	95	97	71	76	63	59	52	37	79	79	42	39
Iceland	73	83	72	83	m	m	m	m	m	m	m	m
Ireland ⁴	86	85	x(5)	x(6)	64 ^d	67 ^d	m	m	80	72	44	39
Israel ⁴	91	83	87	76	82	65	m	m	80	79	m	m
Italy	96	96	51	77	63	65	56	33	80	78	37	34
Japan ⁵	65	68	46	38	40 ^d	22 ^d	47 ^d	23 ^d	49	46	27 ^d	18
Korea	73	87	74	54	71	27	67	21	67	61	35	31
Latvia	85	94	67	85	64	80	55	53	87	m	56	m
Luxembourg	79	76	68	51	63	46	45	27	64	57	38	m
Mexico	m	m	m	m	m	m	m	m	57	56	m	m
Netherlands	89	82	62	43	64	45	51	34	69	66	44	35
New Zealand	87	86	74	66	65	59	49	47	72	69	49	50
Norway	71	77	71	77	60	47	41	43	69	m	46	m
Poland	82	87	67	75	62	62	m	m	76	76	44	41
Portugal ⁵	85	78	66	74	54 ^d	66 ^d	48 ^d	38 ^d	74 ^d	74	44 ^d	42 ^d
Slovak Republic	89	91	76	78	79	72	57	41	78	77	45	42
Slovenia	95	98	80	78	70	60	38	36	81	78	41	33
Spain	81	74	68	56	63	51	60	36	66	62	42	39
Sweden	72	78	71	78	55	50	48	42	71	m	44	m
Switzerland ¹	89	77	67	47	55 ^d	39 ^d	52	29	63 ^d	62	34	32
Turkey	m	m	m	m	m	m	53	30	m	m	43	38
United Kingdom ⁶	82	88	67	60	57	55	49	40	72	68	44	40
United States ⁷	89	89	70	68	63	57	m	m	75	74	49 ^d	44 ^d
OECD average	85	83	70	67	64	55	52	39	72	68	43	39
Average for countries with available data for both reference years							52	35	71	68	43	39
EU22 average	87	84	70	69	64	58	52	40	74	69	44	39
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	84	92	63	72	56	61	50	41	74	m	46	m
China	m	m	m	m	m	m	m	m	57	m	25	m
Colombia	m	m	m	m	m	m	m	m	64	m	61	m
Costa Rica	m	m	m	m	m	m	m	m	69	m	m	m
India	60	44	57	34	m	m	m	m	m	m	m	m
Indonesia	70	49	54	54	51	52	61	21	57	m	50	m
Lithuania	90	97	75	81	63	78	54	51	85	84	56	53
Russian Federation ⁸	m	m	m	m	m	m	65 ^d	53 ^d	87	86	59 ^d	51 ^d
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	40	m
South Africa ⁹	m	m	m	m	m	m	m	m	m	m	48	m
G20 average	80	76	66	58	m	m	m	m	68	m	42	m

1. Upper secondary includes post-secondary non-tertiary education (only for 2005 in Belgium and the Czech Republic, and for 2015 in Japan).

2. Upper secondary includes programmes from lower secondary and post-secondary non-tertiary education.

3. Year of reference 2006 instead of 2005.

4. For Ireland, public institutions only. For Israel, private institutions are included for all levels except for pre-primary and upper secondary levels.

5. Post-secondary non-tertiary education included in upper secondary and in all tertiary.

6. Primary includes pre-primary state funded nurseries attached to primary schools. Lower secondary comprises secondary schools for ages 11-16. Upper secondary includes colleges for ages 16+ and adult learning. See Annex 3 for details.


7. All tertiary includes post-secondary non-tertiary education.

8. All tertiary includes part of upper secondary vocational education.

9. Year of reference 2014 instead of 2015.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.

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