



EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Slovak Republic

- As of 2015, business, administration and law were the most popular fields of study among both recent tertiary graduates and new entrants into tertiary education, followed by health and welfare; education; and engineering, construction and manufacturing, at levels close to the OECD and EU22 averages. The selection of fields of study at tertiary level is strongly gender biased.
- Vocational programmes are much more attractive than general ones among upper secondary students, with more than twice as many students enrolled in vocational programmes.
- Annual public expenditure on educational institutions per student in 2014 was around 33% lower in the Slovak Republic than on average across OECD and EU22 countries.
- Adults who do not attain tertiary education pay a particularly large penalty: the earnings disadvantage of workers who only completed upper secondary education is larger than the OECD and EU22 averages and this persists down the generations. Slovaks whose parents did not attain tertiary education are almost 15 percentage points less likely to attain it themselves than on average across OECD countries.
- Teachers' salaries in the Slovak Republic are almost three times lower than the average in OECD and EU22 countries. Their pay is also considerably lower than that of other tertiary-educated workers in the country.

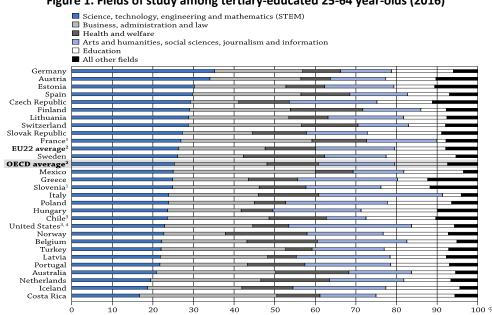


Figure 1. Fields of study among tertiary-educated 25-64 year-olds (2016)

matics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction. 1. The age group refers to 25-34 year-olds.

- The OECD and EU22 averages exclude France and Slovenia.
 Year of reference differs from 2016. Refer to the source table for more details.
- 4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees. Countries are ranked in descending order of the field of STEM.

Source: OECD (2017), Table A1.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/

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Strong gender bias exists in most fields of study in Slovak Republic

- In 2015, 21% of tertiary graduates had studied business, administration and law in the Slovak Republic, the most popular fields of study, followed by 18% who had studied health and welfare, 13% education, and 13% engineering, construction and manufacturing. In total, 21% of graduates completed a degree in one of the science, technology, engineering and mathematics (STEM) fields compared to 23% for both the OECD and EU22 averages.
- The share of recent STEM graduates is lower than for the tertiary-educated population as a whole: 27% of the adult population have attained a tertiary degree in a STEM field, indicating that the supply of science-related skills into the labour market may be decreasing (Figure 1).
- Among new entrants to tertiary education, 25% are enrolling in STEM fields, slightly above the share of graduates.
 These trends mirror the EU22 and OECD averages, with 27% of new entrants enrolling in a science-related field of study.
- Enrolment in some fields of study is still strongly gender biased in the Slovak Republic. Business, administration and law, and natural sciences, statistics and mathematics are the closest to achieving parity, similar to the position across OECD countries and the EU22. The share of women in education (79%) and health and welfare (75%) is considerably high. On the other hand, engineering, manufacturing and construction, and information and communication technologies (ICT) are indisputably male-dominated with women making up 26% and 12% of students respectively.
- Not all science-related degrees offer good employment prospects for Slovak adults. Among the STEM fields, graduates from the fields of engineering, construction and manufacturing, and ICT have some of the highest employment rates in the country at 85% and 91% respectively. However, the employment rate for graduates from natural sciences, statistics and mathematics is the lowest among OECD countries at 68%.

Vocational programmes offer more direct pathways into the labour market than general ones

- Contrary to the trend across OECD and EU22 countries, where students in upper secondary education are more or less evenly divided between general and vocational programmes, in the Slovak Republic more than twice as many upper secondary students were enrolled in vocational programmes than general ones in 2015.
- Similarly, graduation rates from upper secondary vocational programmes are higher than from general programmes in the Slovak Republic. In 2015, the graduation rate from upper secondary general programmes was half the OECD average: 27%, compared to 54%, but the reverse held true for vocational programmes, with a graduation rate of 54%, compared to the OECD and EU22 averages of 44% and 49% respectively.
- However, the percentage of upper secondary female graduates from vocational programmes (45%) is lower than
 for general programmes (59%), similar to the OECD and EU22 average. Women also choose different fields of
 study. Overall, those taking up vocational programmes are more likely to study engineering, manufacturing and
 construction, with health and welfare and business, administration and law being female dominated fields of
 study among vocational graduates. Women make up 84% of vocational programme graduates from health and
 welfare, and the share of women graduating from vocational programmes in business, administration and law is
 also considerably high at 71%.
- Although still below the OECD average, graduates from vocational programmes have one of the highest
 employment rates in the country. The employment rate of 25-34 year-olds with upper secondary or postsecondary non-tertiary vocational education is 78%, higher than for tertiary graduates (77%). However the
 difference in employment rates between those with general and vocational upper secondary or post-secondary
 non-tertiary attainment is narrower (78% as compared to 72%) than on average across OECD countries (80% as
 compared to 70%).

Expenditure on education is still low in the Slovak Republic, and largely comes from public sources

As of 2014, annual expenditure per student in the Slovak Republic was lower than the OECD and EU22 average at
every level from primary to tertiary education, except at the post-secondary non-tertiary level where it was about
the same. The Slovak Republic spent USD 6 235 per primary student on education services, USD 6 453 per
secondary student and USD 11 290 per tertiary student, considerably lower than the corresponding averages for
the OECD (USD 8 733, USD 10 106 and USD 16 143 respectively) and EU22 countries (USD 8 803, USD 10 360 and

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USD 16 164 respectively). Annual public expenditure on primary to tertiary educational institutions per student in 2014 was around 33% lower in the Slovak Republic than on average across OECD and EU22 countries.

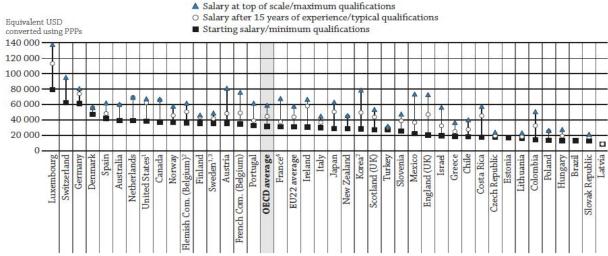
- The Slovak Republic spends only 3.9% of its gross domestic product (GDP) on primary to tertiary educational institutions, less than the OECD and EU22 averages of 5.2% and 4.9%.
- A large share of education expenditure is funded by public sources from primary to tertiary level (86%), slightly above the OECD average of 85% but below the EU22 average of 89%. As a share of GDP, public funding of educational institutions is close to nine times higher than funding from private sources in the Slovak Republic.
- Although a large part of public funding comes from local governments, 54% of expenditure is sourced from transfers from the central government, more than the OECD average of 13%. At the tertiary level, almost 100% of the funds are sourced from central government in the Slovak Republic compared to 85% on average across OECD and EU22 countries.

Tertiary-educated adults benefit from higher earnings and better social outcomes

- The earnings of 25-64 year-olds who did not attain an upper secondary education are 65% of those who did on average in the Slovak Republic. This is lower than the relative earnings of their OECD and EU22 counterparts which average around 78-79%. Moreover, the relative earnings of adults who completed tertiary education in the Slovak Republic are 70% higher than those who only attained upper secondary education. This is much higher than the corresponding OECD and EU22 figures of close to 50%.
- Intergenerational mobility in educational attainment is lower in the Slovak Republic than on average across OECD countries: 83% of 30-44 year-olds without a tertiary-educated parent did not attain a tertiary education themselves, compared to 69% on average across OECD countries. As these individuals will not have access to the higher returns provided by higher levels of education, this leads to lower economic outcomes over successive generations.
- Slovak adults in general are less likely to suffer from depression than on average across OECD or EU22 countries,
 though the differential linked to educational attainment follows the same trend seen in other countries. As the
 level of educational attainment increases, the percentage of adults who report having depression decreases in the
 Slovak Republic, and this trend is similar to that observed across all OECD and EU22 countries on average.

Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



- 1. Actual base salaries
- Salaries at top of scale and typical qualifications, instead of maximum qualifications.
- 3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
- 4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education-at-a-glance-19991487.htm).

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Teachers' salaries are low both internationally and relative to other professions

- Statutory salaries for teachers in the Slovak Republic are among the lowest in the OECD. After 15 years of experience, salaries are almost three times lower than the average across the OECD and the EU22 at all levels of education. A lower secondary teacher with 15 years of experience earns USD 17 930 in the Slovak Republic, compared to USD 44 623 on average across OECD countries or USD 43 989 in the EU22 (Figure 2).
- This low pay for teachers is reflected in the small share of funds allocated to teaching-staff compensation, which makes up only around 50% of current expenditure at primary and secondary level and is even lower at tertiary level, at 32%. In contrast, the OECD and EU22 averages correspond to around 60% of current expenditure reserved for payment of teachers at primary and secondary levels and 41% at tertiary level.
- Average teacher salaries also lag far behind the average wages for a full-time tertiary-educated worker. In 2015, upper secondary teachers working in public institutions earned only 62% of the average salary of a full-time fullwage worker with tertiary education, much less than the OECD and EU22 averages of 94% and 96% respectively.

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Note regarding data from Israel

The statistical data for Israel are supplied by and 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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For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the StatLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following the statLinks is 150 miles at http://dx.doi.org/10.1787/eag-data-en and by following under the tables and charts in the publication.

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Key Facts for the Slovak Republic in Education at a Glance 2017

Source	Main topics in Education at a Glance	Slovak Republic		OECD average		EU22 average		
	Fields of study							
	Graduates in upper secondary vocational programmes			20	15			
	di addates in upper secondary vocadonai programmes	%	% Women	%	% Women	%	% Women	
	Business, administration and law	18%	71%	20%	66%	19%	66%	
Table A2.1	Engineering, manufacturing and construction	36%	9%	34%	12%	33%	11%	
	Health and welfare	8%	84%	12%	82%	12%	82%	
	Services	25%	59%	17%	60%	19% 59%		
	New entrants to tertiary education			20				
	·	%	% Women	%	% Women	%	% Women	
m 11 co 4	Education	13%	79%	9%	78%	9%	79%	
Table C3.1	Business, administration and law	19% 14%	63% 26%	23% 16%	54% 24%	23% 15%	57% 25%	
	Engineering, manufacturing and construction	1470	2070	20		1370	2370	
	Tertiary students enrolled, by mobility status	International	National	International	National	International	National	
		students1	students	students1	students	students1	students	
	Education	8%	12%	3%	8%	3%	8%	
Table C4.2.	Business, administration and law	13%	20%	27%	23%	26%	22%	
	Engineering, manufacturing and construction	5%	14%	17%	12%	17%	15%	
	Tertiary-educated 25-64 year-olds			20	16			
Table A1.3	Education		18%		13%		13%	
	Business, administration and law	17%		23%		21%		
	Engineering, manufacturing and construction	1	19%		17%		18%	
	Employment rate of tertiary-educated 25-64 year-olds			20	16			
	Phone	0	20/	020/		020/		
Table A5.3	Education Business, administration and law	82% 80%		83%		83% 85%		
Table A3.3	Engineering, manufacturing and construction	85%		85% 87%		86%		
	Early childhood education	0370		0/%		0070		
	Enrolment rates in early childhood education at age 3			20	15			
Table C2.1	ISCED 01 and 02	6	0%	78% 2014		80%		
	Expenditure on all early childhood educational institutions							
Table C2.3	As a percentage of GDP	0.6%		0.8%		0.8%		
Tubic G2.5	Proportions of total expenditure from public sources	86%		82%		85%		
	Vocational education and training (VET)							
	Enrolment in upper secondary education, by programme orientation		Vocational	General 20	15 Vocational	0 1		
		General						
			Vocational	General	vocauonai	General	Vocational	
Table C1.3	Enrolment rate among 15-19 year-olds	21%	44%	37%	25%	35%	29%	
Table C1.3	• •				25%			
Table C1.3	Enrolment rate among 15-19 year-olds Graduation rates, by programme orientation			37%	25%			
	Graduation rates, by programme orientation	21% General	44% Vocational	37% 20 General	25% 15 Vocational	35% General	29% Vocational	
Table C1.3	• •	21%	44%	37% 20 General 54%	25% 15 Vocational 44%	35%	29%	
	Graduation rates, by programme orientation	21% General 27%	Vocational 54%	37% 20 General 54% 20	25% 15 Vocational 44% 16	35% General 50%	29% Vocational 49%	
	Graduation rates, by programme orientation Upper secondary education - all ages Employment rate, by programme orientation	21% General	44% Vocational	37% 20 General 54%	25% 15 Vocational 44%	35% General	29% Vocational	
	Graduation rates, by programme orientation Upper secondary education - all ages Employment rate, by programme orientation 25-34 year-olds with upper secondary or post-secondary non-tertiary	21% General 27%	Vocational 54%	37% 20 General 54% 20	25% 15 Vocational 44% 16	35% General 50%	29% Vocational 49%	
Table A2.2	Graduation rates, by programme orientation Upper secondary education - all ages Employment rate, by programme orientation 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	21% General 27% General	Vocational 54% Vocational	37% 20 General 54% 20 General	25% 15 Vocational 44% 16 Vocational	35% General 50% General	Vocational 49% Vocational	
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Slovak Republic - Country Note - *Education at a Glance 2017: OECD Indicators*

Source	Main topics in Education at a Glance	Slovak Republic		OECD average		EU22 average		
	Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³		2012		
Table C6.1a	Participation in formal education only	2%		4%		n.a.		
	Participation in non-formal education only	27%		39%		n.a.		
	Participation in both formal and non-formal education	3%		7%		n.a.		
	No participation in adult education	67%		50%		n.a.		
	Financial investment in education Annual expenditure per student, by level of education (in equivalent							
	USD, using PPPs)			20	14			
	Primary education	USD 6 235		USD 8 733		USD 8 803		
Table B1.1	Secondary education	USD 6 453		USD 10 106		USD 10 360		
	Tertiary (including R&D activities)	USD 11 290		USD 16 143		USD 16 164		
	Total expenditure on primary to tertiary educational institutions			2014				
Table B2.1	As a percentage of GDP	3.9%		5.2% 2014		4.9%		
	Total public expenditure on primary to tertiary education							
Table B4.1	As a percentage of total public expenditure	8.6%		11.3%		9.9%		
	Teachers							
	Actual salaries of teachers in public institutions relative to wages of full- time, full-year workers with tertiary education	2015				1		
Table D3.2a	Pre-primary school teachers	0	.46	0.78		0.79		
	Primary school teachers	0	.62	0.	.85	0.86		
	Lower secondary school teachers (general programmes)	0.62		0.88		0.90		
	Upper secondary school teachers (general programmes)	0	.62	0.94		0.	96	
				20	15			
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	
	Pre-primary school teachers	USD 11 391	USD 13 108	USD 29 636	USD 39 227	USD 28 726	USD 38 487	
	Primary school teachers	USD 12 742	USD 17 930	USD 30 838	USD 42 864	USD 30 080	USD 42 049	
Table D3.1a	Lower secondary school teachers (general programmes)	USD 12 742	USD 17 930	USD 32 202	USD 44 623	USD 31 498	USD 43 989	
	Upper secondary school teachers (general programmes)	USD 12 742	USD 17 930	USD 33 824	USD 46 631	USD 32 503	USD 46 151	
	epper outsides, section (general programmes)	2015						
	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	
	Pre-primary school teachers	1142 hours	1568 hours	1001 hours	1608 hours	1034 hours	1564 hours	
	Primary school teachers	832 hours	1568 hours	794 hours	1611 hours	767 hours	1557 hours	
Table D4.1	Lower secondary school teachers (general programmes)	645 hours	1568 hours	712 hours	1634 hours	663 hours	1593 hours	
	Upper secondary school teachers (general programmes)	617 hours	1568 hours	662 hours	1620 hours	629 hours	1580 hours	
	Percentage of teachers who are 50 years old or over			20	15			
Table D5.1	Primary education	3	30% 32% 3				8%	
Table D3.1	Upper secondary education	4	3%	40%		42%		
	Share of female teachers in public and private institutions			20				
	Primary education		90%		83%		86%	
Table D5.2	Upper secondary education	72%		59%		61%		
	Tertiary education	45%		43%		44%		
	Ratio of students to teaching staff			2015		1		
m 11 pag	Primary education	17 12		15 13		14 12		
Table D2.2	Secondary education Tertiary education	13		16		16		
			13		10	1		
		2012		2012 ³		2012		
	Equity	2	012	20	12 ³	20	12	
	Intergenerational mobility in education ²	Both parents have less than tertiary	At least one parent attained	Both parents have less than tertiary	At least one parent attained	Both parents have less than tertiary	At least one parent attained	
	Intergenerational mobility in education ²	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	
Tables A4.1	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment)	Both parents have less	At least one parent attained	Both parents have less than tertiary	At least one parent attained tertiary 31%	Both parents have less than tertiary	At least one parent attained tertiary	
Tables A4.1 and A4.2	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment)	Both parents have less than tertiary 83% **	At least one parent attained tertiary 33% **	Both parents have less than tertiary 69% 12%	At least one parent attained tertiary 31% 16%	Both parents have less than tertiary	At least one parent attained tertiary a.a.	
	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment)	Both parents have less than tertiary	At least one parent attained tertiary 33%	Both parents have less than tertiary	At least one parent attained tertiary 31%	Both parents have less than tertiary	At least one parent attained tertiary	
	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own	Both parents have less than tertiary 83% **	At least one parent attained tertiary 33% **	Both parents have less than tertiary 69% 12%	At least one parent attained tertiary 31% 16%	Both parents have less than tertiary	At least one parent attained tertiary a.a.	
	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	Both parents have less than tertiary 83% **	At least one parent attained tertiary 33% **	Both parents have less than tertiary 69% 12% 20%	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary	At least one parent attained tertiary a.a.	
and A4.2	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET)	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12%	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n.	At least one parent attained tertiary .a. a. a.	
	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET) 18-24 year-olds	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% **	Both parents have less than tertiary 69% 12% 20%	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n.	At least one parent attained tertiary a.a.	
and A4.2	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET)	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12% 20%	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n.	At least one parent attained tertiary .aaa.	
and A4.2	Intergenerational mobility in education ² Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET) 18-24 year-olds	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12% 20%	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n.	At least one parent attained tertiary a. a. a. a. a.	
and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET) 18-24 year-olds Education and social outcomes Percentage of adults who report having depression	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12% 20% 20 Men	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n. n. Men	At least one parent attained tertiary a.a. a.a.	
Table C5.1	Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET) 18-24 year-olds Education and social outcomes Percentage of adults who report having depression Below upper secondary	Both parents have less than tertiary 83% ** 17% Men 9%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12% 20% 20 Men 10%	At least one parent attained tertiary 31% 16% 55% 16 Women 15%	Both parents have less than tertiary n. n. n. 15	At least one parent attained tertiary a.a. a.a	
and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment) Tertiary-type B (30-44 year-olds' own educational attainment) Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment) Transition from school to work Percentage of people not in employment, nor in education or training (NEET) 18-24 year-olds Education and social outcomes Percentage of adults who report having depression	Both parents have less than tertiary 83% ** 17%	At least one parent attained tertiary 33% ** 67%	Both parents have less than tertiary 69% 12% 20% 20 Men	At least one parent attained tertiary 31% 16% 55%	Both parents have less than tertiary n. n. n. Men	At least one parent attained tertiary a.a. a.a.	

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education-at-a-glance-19991487.htm).

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

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^{1.} For some countries for eign students are provided instead of international students.

^{2.} Data refer to ISCED-97 instead of ISCED-A 2011.

 $^{3.\,0}ECD$ average includes some countries with 2015 data.

^{**} Please refer to the source table for details on this data.



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