

EDUCATION AT A GLANCE 2017

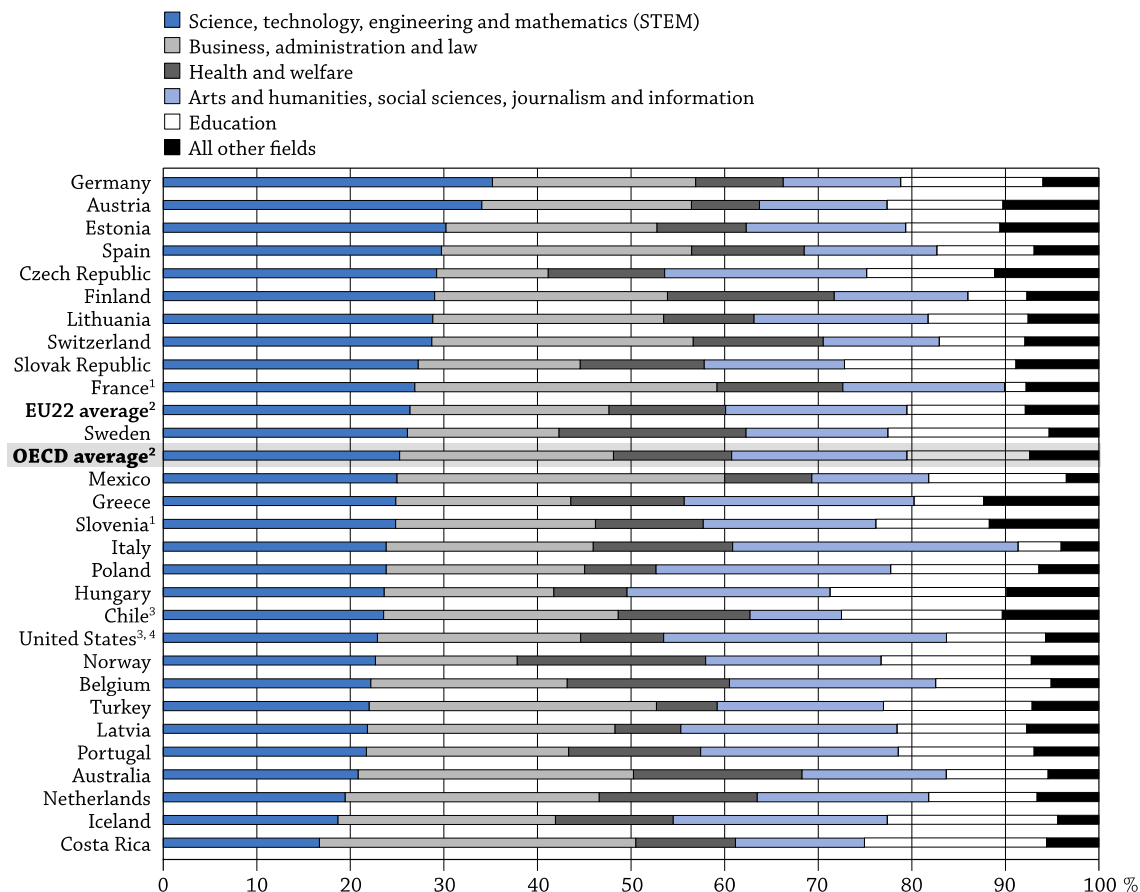
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

United States

- **Science-related fields offer good employment prospects but are not the most popular in the United States:** the employment rate for tertiary-educated adults who studied engineering, manufacturing and construction is 88%, the highest by field of study, but the arts and humanities, social sciences, journalism and information fields are the most popular, studied by 30% of tertiary-educated adults.
- **The share of tertiary-educated 25-34 year-olds in the United States has always been higher than the OECD average, but the gap is closing,** from 12 percentage points in 2000 to 4 percentage points in 2016.
- **In 2016, 46% of 25-64 year-old Americans were tertiary-educated,** ranging from a low of 29% in West Virginia to a high of 63% in the District of Columbia. By comparison, the OECD average is 36%.
- **In the United States, 88% of 15-19 year-olds are still enrolled in education, ranging from 82% in Alaska to 92% in New Hampshire.** By comparison, on average across OECD countries, 85% of 15-19 year-olds are enrolled in education.
- **In 2015, the United States attracted 28% of international and foreign tertiary students from OECD countries.** The country attracts many more students from abroad than it sends: **for each national student enrolled abroad, the United States receives 21 international or foreign students.**
- **Low and high levels of educational attainment persist through generations:** 56% of 30-44 year-old Americans with at least one tertiary-educated parent had completed a bachelor's degree or higher¹, compared with 19% of those whose parents did not complete tertiary education.
- **While the number of tertiary students was stable between 2010 and 2014 in the United States, the total expenditure on tertiary education increased by 6% over the same period.** However, at the primary, secondary and post-secondary non-tertiary level a slight increase in student numbers over the same period was accompanied by a 3% decrease in expenditure.
- On average, **teachers in the United States earn less than 60% of the salaries of similarly-educated workers, the lowest relative earnings across all OECD countries with data.**
- Despite increasing awareness of the importance of early childhood education for children's development, **enrolment in pre-primary education at the age of 3 in the United States is 30 percentage points below the OECD average.**

¹ Bachelor's degree or higher is used as a proxy for tertiary-type A or an advanced research programme (ISCED-97).

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



Note: Science, technology, engineering and mathematics (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.


2. The OECD and EU22 averages exclude France and Slovenia.

3. 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/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933556938>

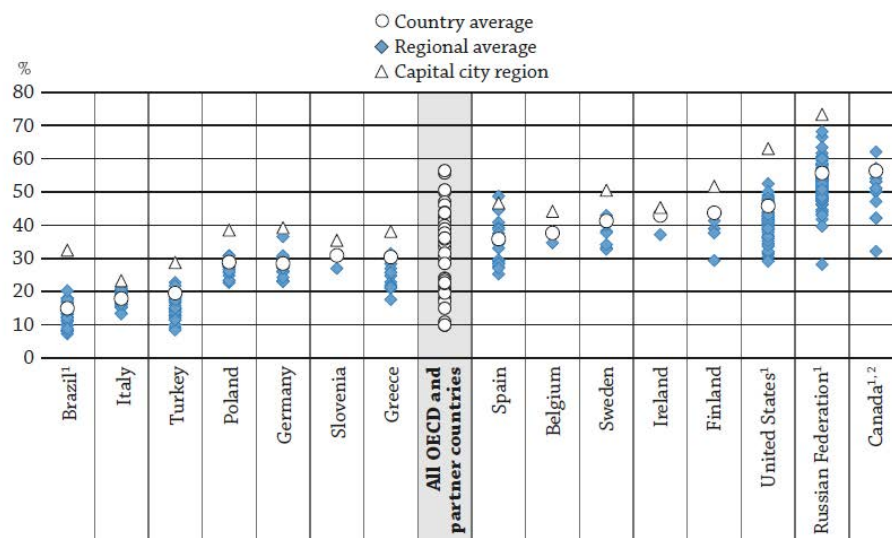
Despite offering the highest employment rates, STEM fields are not the most popular in the United States

- The science, technology, engineering and mathematics (STEM) fields – which encompass natural sciences, mathematics and statistics; information and communication technologies (ICT); and engineering, manufacturing and construction – are seen as especially important for fostering innovation and economic growth. In the United States, 23% of adults with a bachelor's degree or higher (25-64 year-olds) studied STEM fields during their bachelor's degree. STEM fields are largely dominated by men in the United States: 33% of men studied this field, compared with 14% of women.
- Of the STEM fields, engineering, manufacturing and construction attracted the largest share of students. In this field, there are marked differences in enrolment in between national and international students: 7% of national students chose this field in the United States, just over half the average share across OECD countries (12%). In contrast, 17% of international students are enrolled in this field in the United States, the same as the average for OECD countries.
- Out of all the OECD countries, the United States and Italy have the highest share of tertiary-educated adults who studied arts and humanities, social sciences, journalism and information (30%), much higher than the OECD average of 19%. They are also the most popular fields of study in both countries, whereas business, administration and law are the most popular on average across OECD countries. In the United States the employment rate of those who studied arts and humanities, social sciences, journalism and information is in line with the general employment rate of tertiary-educated adults, in contrast to other OECD countries, where it tends to be lower.
- In the United States, 82% of tertiary-educated adults (25-64 year-olds) are employed, below the OECD average of 84%. However, this varies by field of study: in the United States those who studied education have the lowest employment rate (78%) while those who studied engineering, manufacturing and construction have the highest employment rate (88%). The employment rate for those who studied education is 4 percentage points below the OECD average whereas those who studied engineering, manufacturing and construction have an employment rate 1 percentage point above the OECD average.

The District of Columbia has the highest proportion of tertiary-educated adults in the United States, but large variations exist within the country

- The United States remains above the OECD average in tertiary attainment, but the gap has narrowed since 2000. On average across OECD countries, the share of 25-34 year-olds with a tertiary degree has increased by 17 percentage points since 2000, from 26% in 2000 to 32% in 2005, 37% in 2010 and 43% in 2016. Over the same period the increase in the United States has been slower, just 9 percentage points overall, partly due to the already high levels of tertiary attainment among 25-34 year-olds. In 2000, 38% of 25-34 year-olds had a tertiary degree, rising to 39% in 2005, 42% in 2010 and 48% in 2016. Thus, while historically the share of tertiary-educated young adults in the United States has always been higher than the OECD average, the gap is closing, from 12 percentage points in 2000 to 4 percentage points in 2016.
- In 2016, 46% of 25-64 year-old Americans were tertiary-educated, but the national figure conceals wide variation across states: from a low of 29% in West Virginia to a high of 63% in the District of Columbia (Figure 2). Among the 14 countries with subnational data on tertiary attainment among 25-64 year-olds, only 4 had a difference equal to or larger than that found in the United States: Brazil, Greece, the Russian Federation and Turkey. Figure 2 also shows that despite large variations at the national level, the lowest rate in the United States is equal to or higher than the national average in Brazil (15%), Germany (28%), Italy (18%), Poland (29%) and Turkey (18%).

Figure 2: Percentage of 25-64 year-olds with tertiary education, by subnational regions (2016)



Note: The country average is the weighted average of the regions for 25-64 year-olds. "All OECD and partner countries" refers to the country averages shown in Table A1.1.

1. Year of reference 2015.

2. The province of Ontario has been presented as a regular region because the capital Ottawa is a comparatively small urban centre in the province of Ontario.

Countries are ranked in ascending order of the percentage of 25-64 year-olds with tertiary education (country average).

Source: OECD / NCES (2017), Education at a Glance Subnational Supplement, <http://nces.ed.gov/surveys/AnnualReports/oeecd/>. 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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- Public institutions dominate enrolment across all education levels, although their share of students tends to decrease with increasing levels of education. This is most apparent at the tertiary level, where the type of institutions chosen by students depends on institutions' course-level emphasis, the fees they charge to complete their degrees and the perceived student profiles they cater to. Some 73% of tertiary students were enrolled in public institutions in the United States, 5 percentage points above the OECD average of 68%.
- Subnational variations in enrolment patterns provide one indication of the extent to which opportunities to participate in education are equivalent across a country. Variations in enrolment at the subnational level generally increase after the end of compulsory education as students start selecting alternate pathways for study or decide to enter the labour market. In the United States, 88% of 15-19 year-olds are still enrolled, varying from a low of 82% in Alaska to a high of 92% in New Hampshire. By comparison, on average across OECD countries 85% of 15-19 year-olds are enrolled in education. The share among 20-29 year-olds is much lower (29% across the United States) as they gradually enter the labour market. Among this age group, Alaska has the lowest enrolment rate (22%) and Rhode Island the highest (38%). The 15 percentage-point gap in the United States is lower than the 20 percentage-point gap observed in Germany between the region with the lowest (27%) and the highest (46%) enrolment rate among 20-29 year-olds.
- In the United States, the share of both 20-24 year-olds and 25-29 year-olds enrolled in education is below the average for OECD countries, especially among 20-24 year-olds: 35% of the American population aged 20-24 is enrolled, compared to 42% on average across OECD countries. This might be related to the low average age of first-time entrants into tertiary education in the United States of 20 years old on average, which is 2 years younger than the average across OECD countries. As a result, a larger than average share of young adults in the United States may have entered the labour market before turning 25.
- In the United States, institutions vary in their selectivity. Like more than half of all OECD countries and economies, the United States has many public and/or private institutions with open admissions systems, meaning that all applicants with the minimum required qualification are admitted. Institutions vary from open admission policies to highly selective policies, in which a limited number of student positions are available.
- In the United States, in common with about two-thirds of the countries with available data, national standardised tests at the end of upper secondary level may be used to determine entry into first degree tertiary programmes. Among countries where national standardised tests are used, only the United States along with Finland,

New Zealand and the United Kingdom do not make these examinations compulsory for access to tertiary institutions.

- In 2015, the United States attracted 28% of all international and foreign tertiary students worldwide. This large share is still only a small proportion of all students in tertiary education in the United States. However, although international students make up a significant proportion of doctoral or equivalent level students (37.8%), international students account for only 2.2% of students in short-cycle tertiary programmes, 3.8% in bachelor's or equivalent programmes and 9.5% in master's or equivalent programmes.
- The United States attracts many more students from abroad than it sends itself. For each national student abroad, the United States receives 21 international or foreign students. This is the second highest ratio across OECD countries after Australia (25 international or foreign students for each national student abroad) and much higher than the OECD average ratio of 4.

Inequalities are perpetuated as low and high levels of educational attainment persist through generations

- Education is strongly linked to earnings, employment, overall wealth and well-being; as such it can reduce inequalities in society. But education can also perpetuate inequalities, as levels of educational attainment often persist through generations. Results from the Survey of Adult Skills (PIAAC) show that in general, a larger share of 30-44 year-olds have completed tertiary education than 45-59 year-olds, regardless of their parents' education level. However, inequalities persist among the younger generation in all countries and economies participating in the survey. In the United States, 40% of 30-44 year-olds have at least one tertiary-educated parent, much higher than the average among OECD countries and economies with available data (25%), and 56% of that group completed a bachelor's degree or higher². This is almost three times the rate among those without a tertiary-educated parent (19%). This gap in attainment is similar to the average 35 percentage-point difference found among OECD countries and economies with available data.
- The share of 30-44 year-olds who, like their parents, did not complete tertiary education is higher in the United States than on average across OECD countries and economies with available data. In the United States, 73% of 30-44 year-olds with non-tertiary educated parents have the same level of education as their parents, compared with 69% on average across OECD countries and economies with available data.

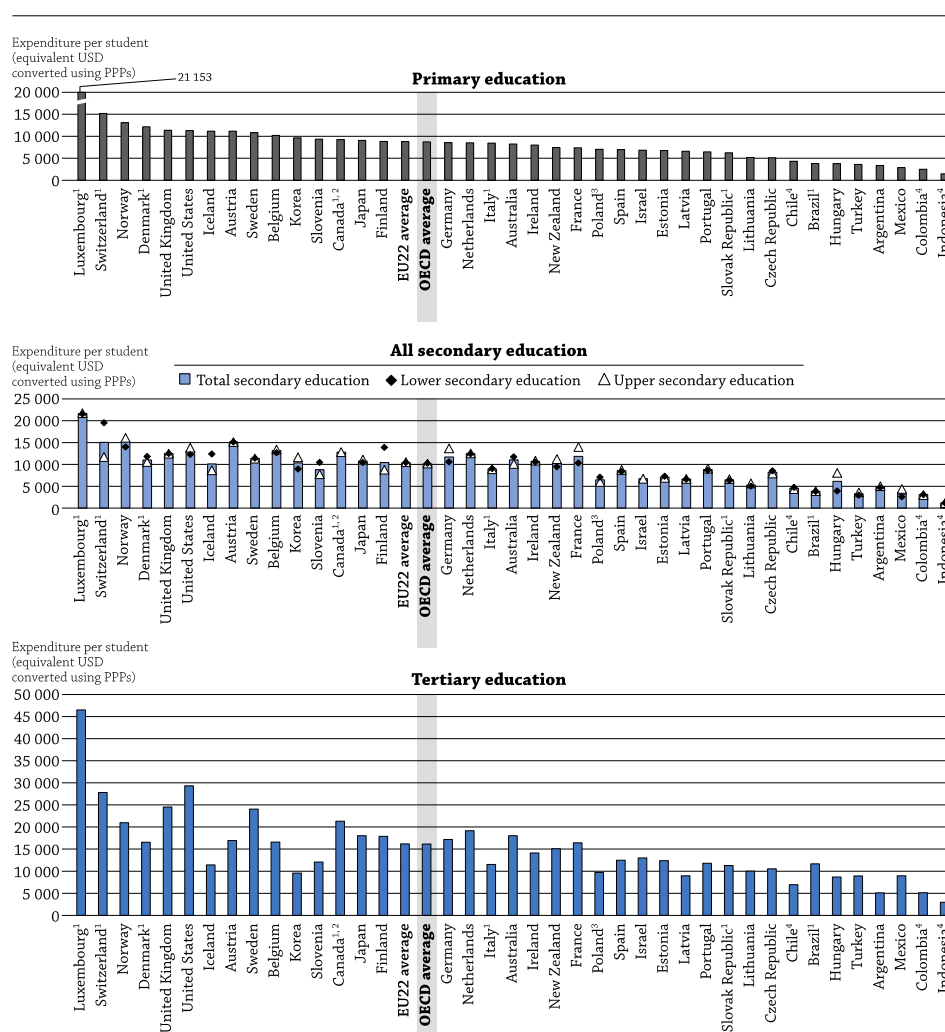
Expenditure per student is not increasing in the levels of education where enrolments are increasing

- The United States' financing model for tertiary education is based on high tuition fees and a well-developed student-support system. Public institutions charge substantial fees for bachelor's programmes, at USD 8 202, but only 29% of bachelor's students receive no scholarships or grants in support of tuition fees, the second lowest share of all OECD countries with data, after Luxembourg.
- Despite a 1% increase in the number of students in primary, secondary and post-secondary non-tertiary education between 2010 and 2014, there was a 3% decrease in expenditure during the same period. This resulted in a 4% decrease in expenditure per student over this period, compared to a 5% increase on average across OECD countries. At the tertiary level, the number of students stayed the same over this period in the United States while total expenditure increased by 6%, an increase in expenditure per student that is equal to the OECD average of 6%.
- Despite the fall in expenditure per student in primary, secondary and post-secondary non-tertiary education, the United States continued to spend above-average amounts per student at each level of education in 2014 (Figure 3). The United States spent USD 11 319 per student at the primary level (compared to the OECD average of USD 8 733), USD 12 995 at the secondary level (compared to the OECD average of USD 10 106), and USD 29 328 at the tertiary level (compared to the OECD average of USD 16 143).
- In order to compare the cost of education across countries, it is important to consider not only the annual expenditure per student, but also the cumulative expenditure students incur over the total period they are

² Bachelor's degree or higher is used as a proxy for tertiary-type A or an advanced research programme (ISCED-97).

expected to spend at each educational level. Primary and secondary education are usually compulsory across the OECD. In the United States, students are expected to be enrolled for a total of 12 years between primary and secondary education, 1 year less than on average across OECD countries. Despite this shorter period in compulsory education, the cumulative expenditure per student for primary and secondary education is about USD 20 000 higher in the United States (USD 143 103) than on average across OECD countries (USD 123 637).

Figure 3: Annual expenditure per student by educational institutions for all services, by level of education (2014)
Expenditure on core, ancillary services and R&D, in equivalent USD converted using PPPs, based on full-time equivalents



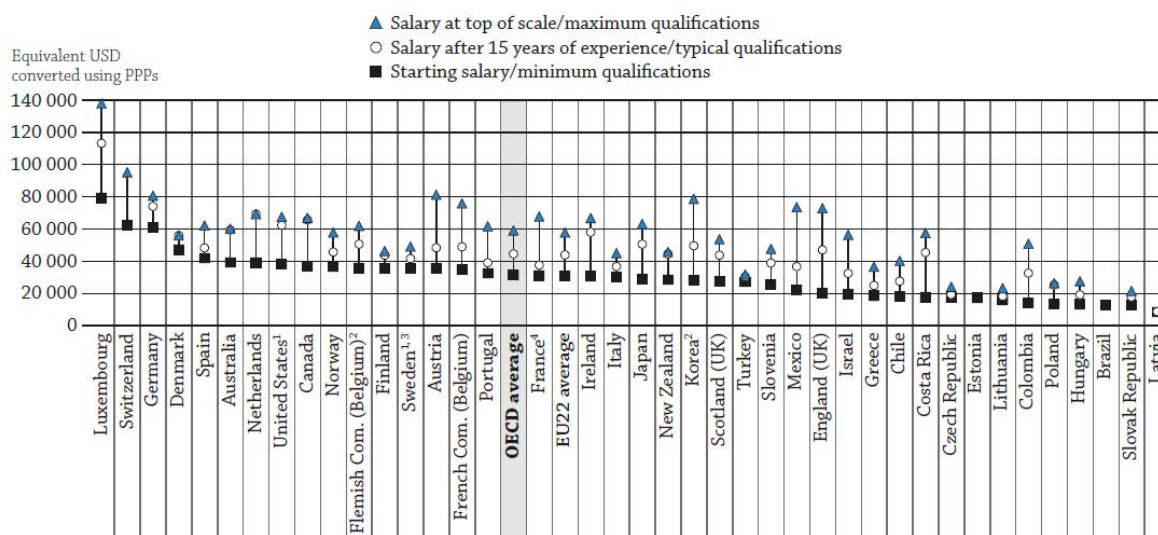
Note: PPP and USD stand for purchasing power parity and United States dollars respectively.
 1. Public institutions only (for Italy, for primary and secondary education; for Canada and Luxembourg, for tertiary education and from primary to tertiary; for the Slovak Republic, for bachelor's, master's and doctoral degrees).
 2. Primary education includes data from pre-primary and lower secondary education.
 3. Upper secondary education includes information from vocational programmes in lower secondary education.
 4. Year of reference 2015.
 Countries are ranked in descending order of expenditure on educational institutions per student in primary education.
Source: OECD/UIS/Eurostat (2017), Table B1.1. 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/10.1787/888933557812>

Teachers earn less than 60% of the salaries of similarly educated workers

- Weak financial incentives may make it more difficult to retain teachers as they approach the peak of their earnings. To ensure a well-qualified teaching workforce, efforts must be made not only to recruit and select, but also to retain the most competent and qualified teachers. Continuing salary increases can help to retain teachers, but in the United States the salary at the top of the salary scale for lower secondary general programmes teachers with typical qualification is USD 67 542, only about USD 5 000 more than after 15 years of experience

(USD 62 369), about half of the average increase found across OECD countries. Despite this comparatively low increase of salaries, American lower secondary general programmes teachers with 15 years of experience and typical qualifications earn more than the OECD average for teachers at the top of the scale and with maximum qualifications (Figure 4).


Figure 4: 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.
2. 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/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933558781>

- In the United States, statutory salaries³ of teachers with typical qualifications are higher than on average across OECD countries. For example, the statutory starting salary of a teacher in the United States is USD 42 563 at the primary level, compared to USD 30 838 on average across OECD countries. The increase between starting salaries and salaries after 15 years of experience is also larger in the United States (USD 18 141) than on average across OECD countries (USD 12 025). Similar patterns also hold true for lower and upper secondary education.
- Teachers' actual salaries (including bonuses and allowances) remain below the average salaries of similarly educated full-time, full-year workers. Depending on the level of education taught, teachers' salaries are between 55% and 59% of the average salaries of similarly educated workers in the United States. For lower secondary teachers, the figure is 58%, the second lowest among all OECD countries with available data, after the Czech Republic.
- Lower secondary teachers in the United States are required to work 1 366 hours per year at school compared to the OECD average of 1 135 hours, and their net teaching time amounts to 981 hours compared to the OECD average of 712 hours.
- Compared to other OECD countries where the teaching profession is clearly ageing, the United States has a smaller share of teachers approaching retirement age. Some 31% of primary teachers, 30% of lower secondary teachers and 34% of upper secondary teachers are 50 years old or older, below the OECD averages of 32% for primary teachers, 36% for lower secondary teachers and 40% for upper secondary teachers. The share of primary to upper secondary teachers aged 50 or over fell slightly between 2005 and 2015, from 33% in 2005 to 31% in 2015. This age profile allows for both diversity in experience and skills, and smooth transitions between generations of teachers.

³ The United States provided actual base salaries instead of statutory salaries.

Enrolment in early childhood education is low despite increasing awareness of its importance for children's development

- As parents are more likely to be in the workforce today, there is a growing need for early childhood education and care. In addition, there is increasing awareness of the key role that early childhood education plays in children's well-being and cognitive and social and emotional development. On average across OECD countries, 87% of 4-year-olds are enrolled in pre-primary and primary education while in the United States the share is 66%, well below the OECD average.
- Among 3-year-olds the gap between enrolment in pre-primary education in the United States and the OECD average is even larger. Between 2005 and 2015, the average enrolment in pre-primary education among OECD countries rose from 54% of 3-year-olds in 2005 to 73% in 2015. In the United States, the increase over the same period was only 4 percentage points, from 39% in 2005 to 43% in 2015.
- Despite higher annual expenditure per pre-primary student in the United States (USD 10 427) than the average across OECD countries (USD 8 723), total expenditure on pre-primary education in the United States amounts to 0.4% of gross domestic product (GDP), lower than the average across OECD countries (0.6%).

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This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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.


The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

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.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=USA&treshold=10&topic=E0>.

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Key Facts for the United States in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	United States		OECD average	
Fields of study					
Graduates in upper secondary vocational programmes					
2015					
		%	% Women	%	% Women
Table A2.1	Business, administration and law	**	**	20%	66%
	Engineering, manufacturing and construction	**	**	34%	12%
	Health and welfare	**	**	12%	82%
	Services	**	**	17%	60%
New entrants to tertiary education					
2015					
		%	% Women	%	% Women
Table C3.1	Education	**	**	9%	78%
	Business, administration and law	**	**	23%	54%
	Engineering, manufacturing and construction	**	**	16%	24%
Tertiary students enrolled, by mobility status					
2015					
		International students¹	National students	International students¹	National students
Table C4.2.	Education	3%	8%	3%	8%
	Business, administration and law	24%	17%	27%	23%
	Engineering, manufacturing and construction	17%	7%	17%	12%
Tertiary-educated 25-64 year-olds					
2016					
Table A1.3	Education	11%		13%	
	Business, administration and law	22%		23%	
	Engineering, manufacturing and construction	9%		17%	
Employment rate of tertiary-educated 25-64 year-olds					
2016					
Table A5.3	Education	78%		83%	
	Business, administration and law	85%		85%	
	Engineering, manufacturing and construction	88%		87%	
Early childhood education					
Enrolment rates in early childhood education at age 3					
2015					
Table C2.1	ISCED 01 and 02	**		78%	
Expenditure on all early childhood educational institutions					
2014					
Table C2.3	As a percentage of GDP	**		0.8%	
	Proportions of total expenditure from public sources	**		82%	
Vocational education and training (VET)					
Enrolment in upper secondary education, by programme orientation					
2015					
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	**	**	37%	25%
Graduation rates, by programme orientation					
2015					
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	**	**	54%	44%
Employment rate, by programme orientation					
2016					
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	71%	**	70%	80%
Tertiary education					
Share of international or foreign students, by level of tertiary education					
2015					
Table C4.1.	Bachelor's or equivalent	4%		4%	
	Master's or equivalent	9%		12%	
	Doctoral or equivalent	38%		26%	
	All tertiary levels of education	5%		6%	
Educational attainment of 25-64 year-olds					
2016					
Table A1.1	Short-cycle tertiary	11%		8%	
	Bachelor's or equivalent	22%		16%	
	Master's or equivalent	11%		12%	
	Doctoral or equivalent	2%		1%	
Employment rate of 25-64 year-olds, by educational attainment					
2016					
Table A5.1	Short-cycle tertiary	77%		81%	
	Bachelor's or equivalent	82%		83%	
	Master's or equivalent	85%		87%	
	Doctoral or equivalent	90%		91%	
	All tertiary levels of education	82%		84%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)					
2015					
Table A6.1	Short-cycle tertiary	114		122	
	Bachelor's or equivalent	166		146	
	Master's, doctoral or equivalent	232		198	
	All tertiary levels of education	174		156	

United States - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	United States		OECD average	
Adult education and learning					
Participation of 25-64 year-olds in adult education²		2012		2012³	
Table C6.1a	Participation in formal education only	4%		4%	
	Participation in non-formal education only	45%		39%	
	Participation in both formal and non-formal education	10%		7%	
	No participation in adult education	41%		50%	
Financial investment in education					
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2014			
Table B1.1	Primary education	USD 11 319		USD 8 733	
	Secondary education	USD 12 995		USD 10 106	
	Tertiary (including R&D activities)	USD 29 328		USD 16 143	
Total expenditure on primary to tertiary educational institutions		2014			
Table B2.1	As a percentage of GDP	6.2%		5.2%	
Total public expenditure on primary to tertiary education		2014			
Table B4.1	As a percentage of total public expenditure	11.8%		11.3%	
Teachers					
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2015			
Table D3.2a	Pre-primary school teachers	0.63		0.78	
	Primary school teachers	0.65		0.85	
	Lower secondary school teachers (general programmes)	0.66		0.88	
	Upper secondary school teachers (general programmes)	0.68		0.94	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2015			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 43 570	USD 59 541	USD 29 636	USD 39 227
	Primary school teachers	USD 42 563	USD 60 705	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 44 322	USD 62 369	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 43 678	USD 61 327	USD 33 824	USD 46 631
Organisation of teachers' working time in public institutions over the school year		2015			
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	**	1890 hours	1001 hours	1608 hours
	Primary school teachers	**	1922 hours	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	981 hours	1936 hours	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	**	1960 hours	662 hours	1620 hours
Percentage of teachers who are 50 years old or over		2015			
Table D5.1	Primary education	31%		32%	
	Upper secondary education	34%		40%	
Share of female teachers in public and private institutions		2015			
Table D5.2	Primary education	87%		83%	
	Upper secondary education	57%		59%	
	Tertiary education	49%		43%	
Ratio of students to teaching staff		2015			
Table D2.2	Primary education	15		15	
	Secondary education	15		13	
	Tertiary education	14		16	
Equity					
Intergenerational mobility in education²		2012		2012³	
Tables A4.1 and A4.2		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	73%	35%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	8%	10%	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	19%	56%	20%	55%
Transition from school to work					
Percentage of people not in employment, nor in education or training (NEET)		2016			
Table C5.1	18-24 year-olds	15%		15%	
Education and social outcomes					
Percentage of adults who report having depression		2014			
Table A8.1		Men	Women	Men	Women
	Below upper secondary	**	**	10%	15%
	Upper secondary or post-secondary non-tertiary	**	**	6%	10%
	Tertiary	**	**	5%	6%

The reference year is the year cited or the latest year for which data are available.

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

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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