

EDUCATION AT A GLANCE 2014

Education at a Glance: OECD Indicators is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

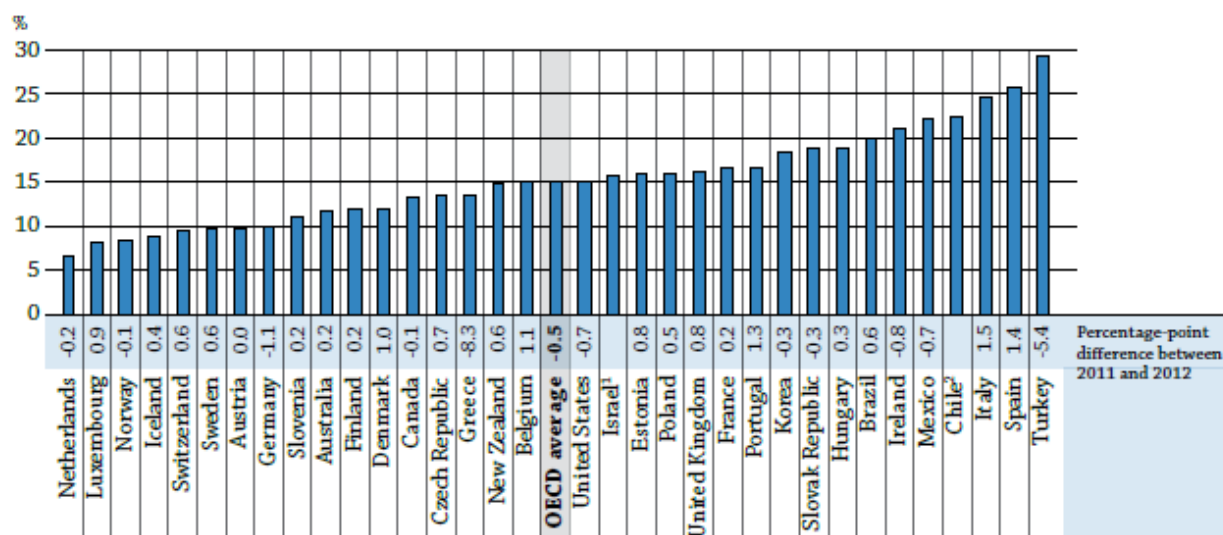
Italy

Young Italians' difficulties in finding work threaten to undermine investment in education.

The proportion of 15-29 year-olds who were neither employed nor in education or training (NEET) increased by more than 5 percentage points between 2008 and 2012, from 19.2% to 24.6%. The increase was more marked among young men (7.1 percentage points) than among young women (3.8 percentage points) (Table C5.3b). All age groups were affected, but the sharpest increase was observed among 20-24 year-olds (9.5 percentage points). Almost one in three (31.5%) 20-24 year-olds was neither working nor studying in 2012.

Chart C5.1. NEET population among 15-29 year-olds (2012) and change between 2011 and 2012

NEET population: People neither employed nor in education or training



1. 2011 and 2012 data are not comparable. See *Methodology* section below.

2. Year of reference 2011.

Countries are ranked in ascending order of the 2012 percentage of NEET population among 15-29 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD, Table C5.3d, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm)

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As the search for employment became increasingly difficult, the appetite for education faded among Italian youth. **University entry rates in Italy stagnated or fell during recent years, and the proportion of early school-leavers stopped declining after 2010.**

The share of 15-19 year-olds who are no longer in education grew slightly between 2010 and 2012, indicating that significant progress can still be made in preventing high school drop-out. While enrolment rates for 15-19 year-olds rose from 71.8% in 2000 to 83.3% in 2010 – in line with the OECD average for that year (83.0%) – they stopped increasing afterwards, falling to 80.8%, lower than the OECD average of 83.5% (Table C1.2). In 2012, only 86% of 17-year-olds were still in education (Table C1.1b), one of the smallest proportions among OECD countries.

Between 2008 and 2012, rates of entry into university programmes fell significantly in Italy. If current patterns persist, 47% of today's 18-year-old can be expected to enter tertiary type A programmes in their lifetime, down from 51% in 2008 (Table C3.2a). This figure is low compared to those across OECD and G20 countries with available data, where the average entry rate is 58%.

At the same time, unemployment rates among young adults rose steeply during the recession between 2008 and 2012, in Italy as well as across OECD countries, on average. In Italy, the increase among 25-34 year-olds was as large during the period 2008-11 as between 2011 and 2012 and affected young adults at all levels of educational attainment, but particularly those without upper secondary education. Among this latter group, unemployment rates increased from 11.3% in 2008 to 14.8% in 2011 and peaked at 19.0% in 2012 (an increase of 7.7 percentage points) (Table A5.4a)...

Educational attainment increased overall, particularly among women.

Between 2000 and 2012, Italy saw significant increases in the educational attainment.

The share of 25-34 year-olds who have not attained upper secondary education decreased from 41% in 2000 to 28% in 2012 (Table A1.4a). At the same time, the share of university graduates among 25-34 year-olds steadily increased, from 11% to 22%.

There were more than three women for every two men graduating from university (tertiary type-A programmes) in 2012. Some 62% of new tertiary graduates were women, up from 56% in 2000 (Table A3.3).

Despite the positive trends in educational attainment, **young Italians have lower levels of education than their peers in many other countries.**

- In 2012, the share of 25-34 year-olds in Italy without an upper secondary degree (28%) was the third largest in the EU21, after Portugal (42%) and Spain (36%), and far higher than the OECD average of 17% and the EU21 average of 16%.
- Tertiary attainment rates among 25-34 year-olds in 2012 were the fourth lowest among OECD and G20 countries with available data (Italy ranks 34 out of 37 countries in tertiary attainment rates).

Tertiary attainment rates increased more on average across OECD countries (by 13.2 percentage points) than in Italy (by 11.8 percentage points) between 2000 and 2012, and starting from a higher level (26% on average across OECD countries in 2000, 11% in Italy). Nevertheless, the increase observed in Italy was larger than that observed over the same period in Spain (5.2 percentage points) and Germany (6.7 percentage points).

While women are clearly under-represented among new graduates in some fields, such as computing (25% of graduates are women), engineering (40%) and physical sciences (42%), in Italy, gender

differences across fields of study are often smaller than those observed in other OECD countries. For example, 40% of all new engineering graduates in Italy are women, but in Germany, only 22% are women, in the United Kingdom, only 23% are women, and on average across OECD countries, only 28% of all new engineering graduates are women.

The quality of initial education is consistently improving.

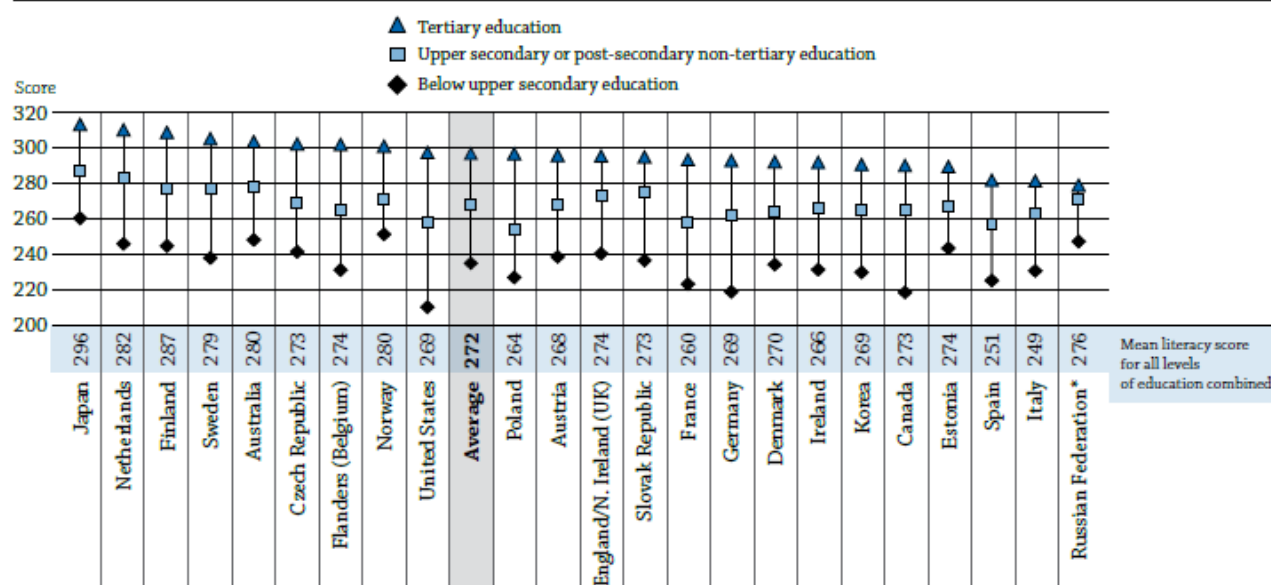
While educational attainment is projected to rise more slowly than in previous years, **there have been consistent signs of improvement in the quality of initial education recently**. As seen in the 2012 results of the OECD Programme for International Student Assessment (PISA), Italy was one of only three countries (together with Poland and Portugal) where the proportion of 15-year-old students who perform poorly in mathematics shrank and the proportion of high-performing students grew between 2003 and 2012 (Chart A9.3). In 2003, about one in three students (32%) in Italy performed below Level 2 in mathematics in PISA – meaning that they had difficulty with questions involving unfamiliar contexts or those requiring students to integrate information from different sources. By 2012, the proportion of low performers in mathematics had been reduced to about one in four (25%).

In addition, the results of the 2012 Survey of Adult Skills show that younger adults (25-34 year-olds) in Italy were better at literacy and numeracy tasks than 35-44 year-olds, and by a larger margin than in most other countries – possibly as a result of better initial education. For instance, 42% of 25-34 year-olds performed at Level 3 or higher in numeracy proficiency, as measured by the survey, but only 30% of 35-44 year-olds attained that level of proficiency. Across the 24 countries and sub-national regions that participated in the survey, 57% of 25-34 year-olds performed at that level and 53% of 35-44 year-olds did, on average (Table A1.7a). At proficiency Level 3 in numeracy, adults have a good sense of number and space, can recognise and work with mathematical relationships expressed in verbal or numerical form, and can perform basic analyses of data and statistics in texts, tables and graphs.

Despite recent improvements, the average levels of proficiency in literacy and numeracy in Italy remain low compared to other countries.

- The mean performance in numeracy among Italy's 25-34 year-olds was the second lowest among the countries and sub-national regions that participated in the 2012 Survey of Adult Skills; only Spain's young adults scored lower. In literacy, Italy's 25-34 year-olds scored the lowest among participating countries.
- The mean numeracy score among Italy's 25-34 year-olds with a tertiary degree (289 score points) is nearly the same as that attained by 25-34 year-olds with only upper secondary or post-secondary non-tertiary education in Finland (292 score points), Japan and the Netherlands (286 score points each).

Chart A1.4. Mean literacy score, by educational attainment (2012)
Survey of Adult Skills, 25-64 year-olds



* See note on data for the Russian Federation in the Methodology section.

Countries are ranked in descending order of the mean literacy score of 25-64 year-olds with tertiary education.

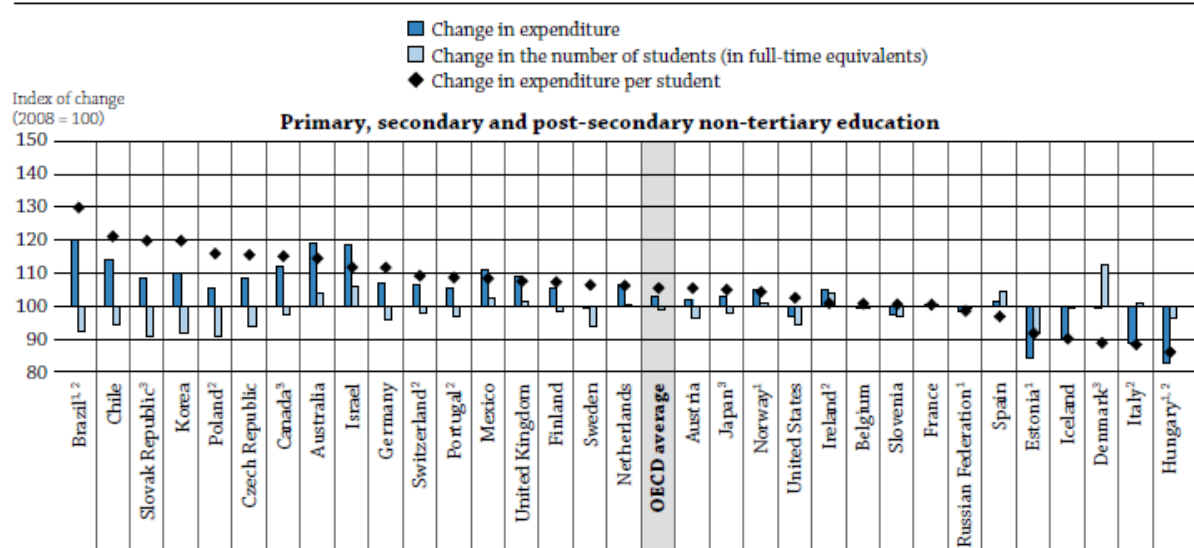
Source: OECD, Table A1.9a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Public spending on education declined, while private funding partially compensated.

In 2011, expenditure per student in primary, secondary, and post-secondary non-tertiary education was 4% below its 1995 level. Overall, public and private expenditure per student rose, in real terms, between 1995 and 2008 (+8%), before declining sharply between 2008 and 2011 (-12%) (Table B1.5a).

Chart B1.6. Change in expenditure per student by educational institutions, by level of education (2008, 2011)
Index of change between 2008 and 2011 (2008 = 100, 2011 constant prices)



Index of change (2008 = 100)

1. Public expenditure only.

2. Public institutions only.

3. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.

Countries are ranked in descending order of change in expenditure per student by educational institutions.

Source: OECD, Tables B1.5a and B1.5b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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In part, this corresponds to a rebalancing of educational expenditures from primary and secondary schools to universities. Overall expenditure per tertiary student rose by 17% between 2005 and 2011 – more than the OECD average increase of 10% (Table B1.5b).

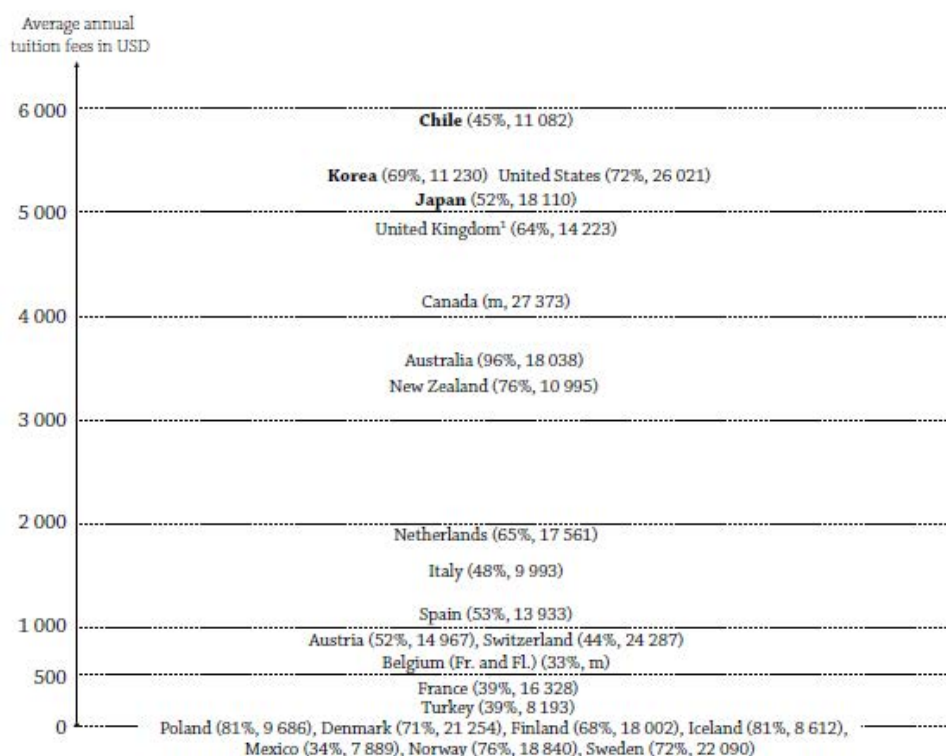
Despite this change, Italy still shows one of the flattest profiles in spending over a students' career – meaning that expenditure on pre-primary and primary education is not much lower than expenditure on tertiary education. In 2012, expenditure per primary student was in line with the OECD average (USD 8 448 in Italy compared with the OECD average of USD 8 296, after accounting for differences in the cost of living). But expenditure per secondary student (USD 8 585) is 7% lower than the OECD average (USD 9 280), and per tertiary student, the difference is even larger: USD 9 990 in Italy – 28% lower than the OECD average of USD 13 958 (Table B1.1a).

If the decrease in public expenditure had not been partially offset by private funding, the decline in resources available to educational institutions would have been even steeper. Among the 34 countries with available data, **Italy is the only country where real public expenditure on educational institutions fell between 2000 and 2011, and the country with the sharpest decline (-5%) in the volume of public investment between 2005 and 2011.** Public resources invested in schools and universities were 3% lower in 2011 than in 2000. By comparison, during the same period, the OECD average public expenditure on educational institutions increased by 38% (Table B3.2b). Public expenditure on education in Italy decreased more than overall public expenditure between 2008 and 2011: in 2008, education represented 9.4% of total public expenditure, while in 2011, 8.6% (Table B4.2) of total public expenditure was devoted to education.

The share of total funding for schools and universities that comes from private sources almost doubled between 2000 and 2011. In relative terms, 94% of the funding for educational institutions came from public sources in 2000. By 2011, that proportion was trimmed to 89%. For primary and secondary schools and post-secondary non-tertiary institutions, the contributions from households and other private entities still represent only 4% of funding (i.e. about USD 320 per student). However, one-third (33.5%) of the total resources for universities comes from private sources.

Tuition fees are now a significant source of funding for Italian universities. In 2011, students in public universities paid an average of USD 1 407 in tuition fees each year. However, 12% of tertiary students in Italy receive scholarships or grants that cover their tuition fees entirely and another 7% of tertiary students receive scholarships or grants that partially cover their tuition fees.

Chart B5.2. Average annual tuition fees charged by tertiary-type A public institutions for full-time national students (2011)
In USD converted using PPPs for GDP, academic year 2010/11




Note: This chart shows the annual tuition fees charged in equivalent USD converted using PPPs. Countries in bold indicate that tuition fees refer to public institutions but more than two-thirds of students are enrolled in private institutions. The net entry rate and expenditure per student (in USD) in tertiary-type A programmes are added next to the country's name.

This chart does not take into account grants, subsidies or loans that partially or fully offset the students' tuition fees.

1. Public institutions do not exist at this level of education and almost all students are enrolled in government-dependent private institutions.

Source: OECD. Tables B1.1a, B5.1 and Indicator C3. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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Student-teacher ratios increased in response to spending cuts, moving closer to the OECD average

Between 2008 and 2012, the main savings reducing expenditure per student in primary and secondary schools by 12% (Table B1.5a) came from a reduction in the salary cost per student by about 15% in primary schools (from USD 3 242 to USD 2 769) (Tables B7.3) and by about 20% in lower secondary schools (from USD 3 854 to USD 3 102) (Tables B7.4). Capital expenditures were delayed too. In Italy, capital expenditure, such as construction, renovation or major repair of buildings and the purchase of new equipment, represented only 3.7% of total expenditure on primary, secondary and post-secondary non-tertiary institutions in 2011, one of the lowest levels among OECD countries. Meanwhile, more than 80% of current expenditure on educational institutions was devoted to teachers' salaries and other staff compensation.

- Italy achieved savings in salary costs mainly by increasing the number of students per teacher (+15% at the primary level, +22% at the lower secondary level). There are now 12 students per teacher in primary and lower secondary schools, compared to the OECD average of

15 students in primary school classes and 14 students in lower secondary classes. In primary school, fewer teachers were needed because instruction time for students was reduced from 990 hours per year in 2008 to 891 hours in 2011¹ (when the OECD average was 794 hours per year), and teaching time for teachers increased somewhat from 735 hours per year in 2008 to 752 hours in 2012 (the OECD average is 782 hours per year). Similar changes affected lower secondary schools as well. While the size of primary school classes didn't change during this period, the average lower secondary class increased in size by 8.1%.

- At the same time, the average salary of primary and secondary teachers (Tables B7.2b and B1.5a) decreased (in real terms) by 2% between 2008 and 2012. Statutory salaries for school teachers with 15 years of experience were trimmed by as much as 4.5% between 2005 and 2012 across all levels of education (Table D3.5), but pay increases based on seniority partially compensated for the salary cut for individual teachers.
- To increase the student-teacher ratio, the number of teachers had to be reduced. This was achieved mainly by not replacing retiring teachers. The lack of new hires translated into an ageing teaching force: in 2012, 62% of all secondary teachers were older than 50, up from 48% in 2002. This is the highest proportion of teachers of that age among all OECD countries (Table D5.1).

Early childhood education is nearly universal in Italy.

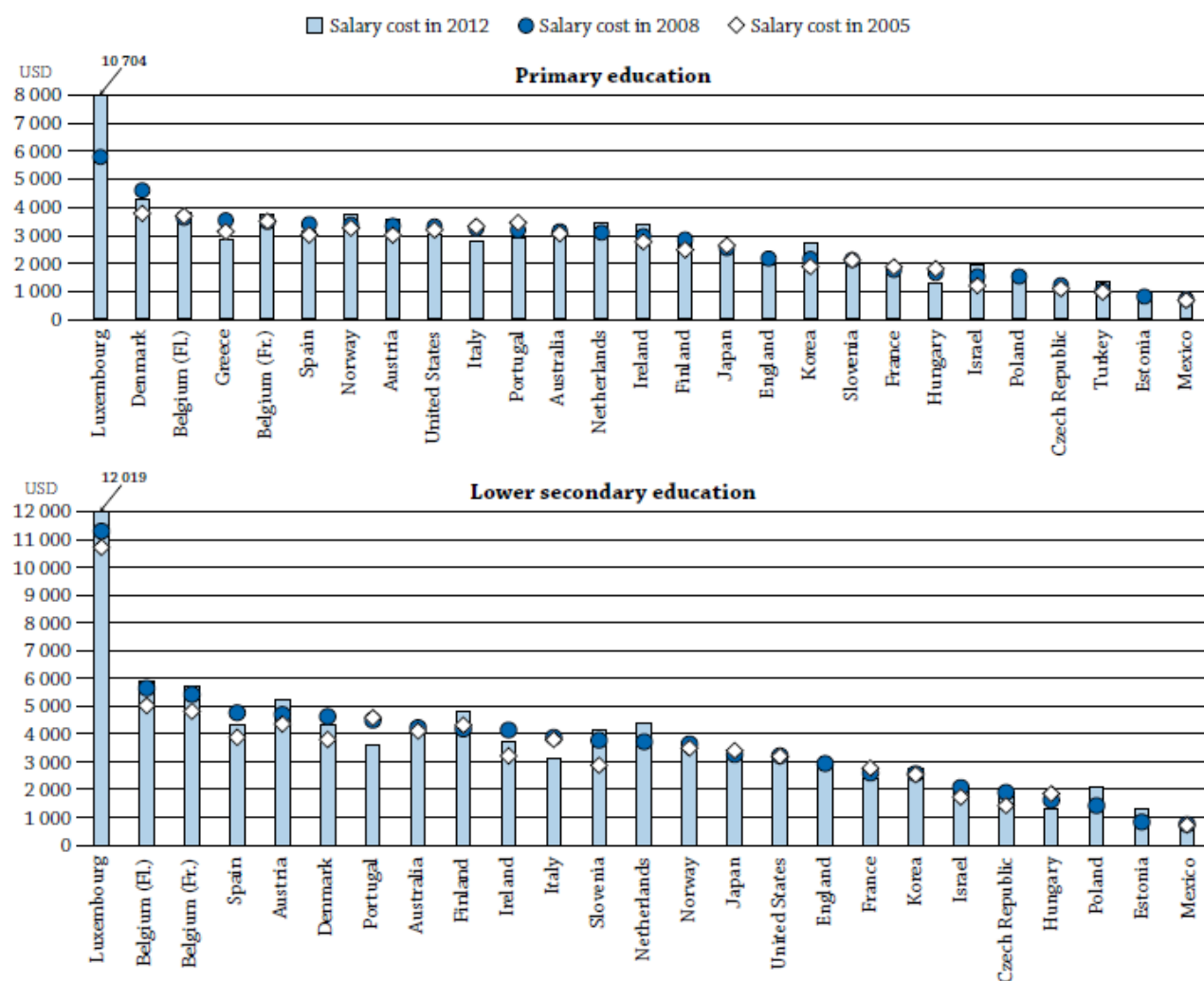
Some 92% of 3-year-olds are enrolled in early childhood education, compared to an average of 70% across OECD countries. By age 4, enrolment rates rise to 96%. These are among the highest rates observed among OECD countries, similar to those seen in Germany, Spain and the United Kingdom (Table C2.1).

Compared to other OECD and G20 countries with available data, Italy has one of the lowest student-teacher ratios at the pre-primary level: 12 students per teacher, on average. However, the difference between the average in Italy and the OECD average disappears if one takes into account that, in Italy, all contact staff are considered as teachers. On average across OECD countries, there are 12 pupils per contact staff – the same ratio as in Italy.

In Italy, 70% of pupils are enrolled in public pre-primary educational institutions; the remaining 30% are enrolled in private independent institutions. Expenditure per student in pre-primary education in public institutions is USD 7 868, slightly higher than the OECD average of USD 7 428 (Table C2.2).


¹ The reduction in instruction time was a result of the "Gelmini" reform, first applied during the 2009/2010 school year. The provision of optional or elective activities in primary and lower secondary schools was cut as part of the reform.

Chart B7.2. Change in the salary cost (in USD) of teachers per student, by level of education (2005, 2008, 2012)



Countries are ranked in descending order of the salary cost of teachers per student in 2008.

Source: OECD. Tables B7.3 and B7.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

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

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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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

For more information on *Education at a Glance 2014* and to access the full set of Indicators, visit www.oecd.org/edu/eag.htm

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Key Facts for Italy in Education at a Glance 2014

Table	Indicator	Italy		OECD average		EU21 average		Rank among OECD countries and partner countries*
Educational Access and Output								
	Enrolment rates	2012	2005	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	92%	97%	70%	64%	79%	73%	9 of 37
	4-year-olds (in early childhood and primary education)	96%	100%	84%	79%	89%	84%	10 of 38
C1.1a	5-14 year-olds (all levels)	99%		98%		98%		20 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	43%	55%	24%	34%	23%	34%	6 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	42%	36%	44%	44%	48%	46%	20 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	16%	10%	33%	22%	29%	20%	34 of 37
	25-34 year-olds	22%	11%	40%	26%	37%	24%	34 of 36
	55-64 year-olds	11%	6%	25%	15%	22%	14%	33 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	44%	m	48%	m	48%	m	20 of 35
	Graduation rates	2012	2000	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	84%	78%	84%	76%	83%	77%	20 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	26%	19%	38%	28%	38%	27%	23 of 27
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	2012	2008	
A5.4a	Below upper secondary	12%	7%	14%	9%	17%	10%	16 of 35
	Upper secondary and post-secondary non-tertiary	8%	5%	8%	5%	9%	5%	14 of 36
	Tertiary	6%	4%	5%	3%	6%	3%	6 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	14%	10%	13%	9%	16%	11%	12 of 35
	Upper secondary and post-secondary non-tertiary	9%	6%	9%	6%	10%	6%	11 of 35
	Tertiary	7%	5%	5%	4%	6%	4%	5 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	147		159		159		24 of 33
	Men	157		164		166		18 of 33
	Women	145		162		160		27 of 34
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	77		78		79		20 of 33
	Men	77		78		80		20 of 33
	Women	70		75		76		27 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	24%	21%	15%	14%	15%	13%	5 of 35
	Upper secondary	26%	17%	16%	14%	16%	12%	2 of 34
	Tertiary	22%	19%	13%	11%	12%	10%	4 of 34

Key Facts for Italy in Education at a Glance 2014

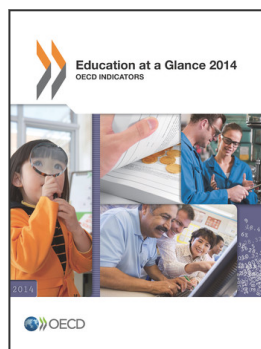
Table	Indicator	Italy		OECD average		EU21 average		Rank among OECD countries and partner countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		2011		
B1.1a	Pre-primary education	7868		7428		7933		12 of 36
	Primary education	8448		8296		8482		15 of 38
	Secondary education	8585		9280		9615		20 of 38
	Tertiary education	9990		13958		13572		22 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	2011	2000	
B2.2	Percentage of GDP	5%	4%	6%	5%	6%	5%	33 of 37
	Total public expenditure on education	2011	2000	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	9%	10%	13%	13%	12%	11%	34 of 34
	Share of private expenditure on educational institutions	2011		2011		2011		
B3.1	Pre-primary education	10%		19%		13%		24 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	4%		9%		6%		27 of 36
B3.1	Tertiary education	34%		31%		21%		13 of 34
B3.1	All levels of education	11%		16%		11%		23 of 33
Schools and Teachers								
	Ratio of students to teaching staff	2012		2012		2012		
D2.2	Pre-primary education	12		14		13		21 of 31
	Primary education	12		15		14		26 of 36
	Secondary education	12		13		12		19 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	2012	2000	
D4.2	Pre-primary education	930		1001		988		15 of 28
	Primary education	752	744	782	780	761	776	19 of 33
	Lower secondary education	616	608	694	697	657	658	24 of 33
	Upper secondary education	616	608	655	628	638	635	16 of 33
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	2012	2008	
D3.5	Primary school teachers	95	97	103	103	99	103	20 of 26
	Lower secondary school teachers	96	97	102	103	99	103	18 of 25
	Upper secondary school teachers	96	97	101	103	98	103	17 of 25
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		2012		
D3.2	Pre-primary school teachers	0.60		0.80		0.76		21 of 25
	Primary school teachers	0.60		0.85		0.81		24 of 28
	Lower secondary school teachers	0.65		0.88		0.85		24 of 28
	Upper secondary school teachers	0.69		0.92		0.90		24 of 28
New data from the Survey of Adult Skills				Italy		Average of countries with available data		
	Students in tertiary education... (20-34 year-olds)			2012		2012		
A4.1a	...whose parents have not attained upper secondary education			24%		9%		
	...whose parents have an upper secondary education			48%		37%		
	...whose parents have a tertiary education degree			28%		55%		
	Adults in formal and non-formal education			2012		2012		
C6.1(L)	25-64 year-olds			25%		51%		

* Countries are ranked in descending order of values.

** Compared to people with upper secondary education; upper secondary = 100.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies

m': data is not available. 'n': magnitude is either negligible or zero. 'c': there are too few observations to provide reliable estimates.



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