

EDUCATION AT A GLANCE 2016

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.

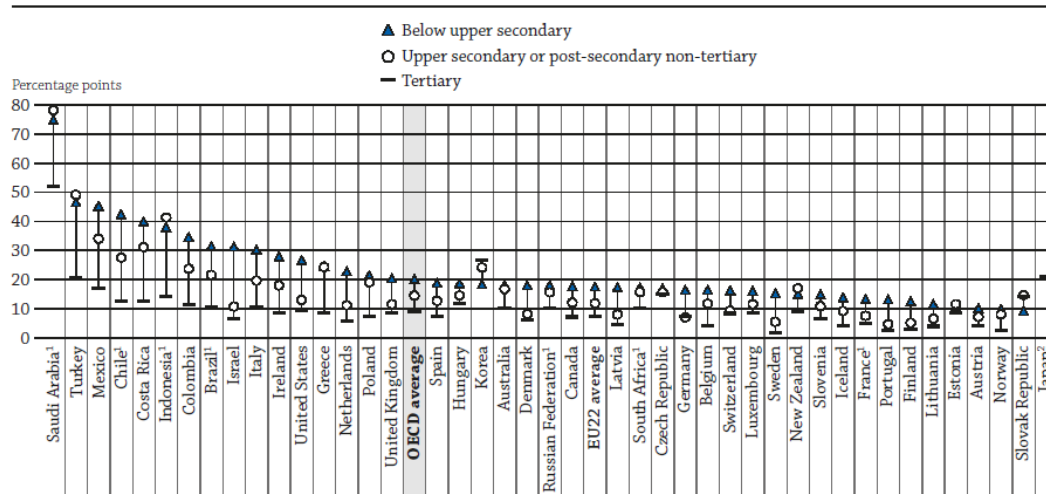
For all the indicators based on the joint UNESCO/OECD/Eurostat data collection, an EU22 average is presented. EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are: Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

European Union

- In EU22 countries, most tertiary graduates in 2014 were women, but men still have better labour market outcomes. While tertiary graduate earnings are higher than for people with lower levels of qualifications, on average tertiary-educated men earn more than tertiary-educated women, and tertiary-educated men tend to have higher employment rates than women with the same level of education.
- Access to high-quality early childhood education and care makes a difference later on, by improving the future performance of students and develop their social and emotional skills. Early childhood education and care is almost universal in EU22 countries. In nine European countries, at least 95% of children (from 4 to compulsory school age) are participating in early childhood education.
- Upper educational mobility tends to be lower for students with a migrant background, but pre-primary education can help them build the foundation for better education outcomes.
- Vocational education and training can equip young people with the experience and skills needed in the labour market: on average in EU22 countries, 25-34 year-old adults who have completed upper secondary vocational programmes as their highest educational attainment have higher employment rates (79%) than those who have completed general programmes (70%).
- EU education benchmarks set the goal of at least 40% of people aged 30-34 completing some form of tertiary education by 2020. Significant progress has been made to increase the reach of tertiary education among adults between 2005 and 2015. On average across EU22 countries, the attainment rate of 25-34 year-olds in tertiary education rose from 30% to 40%.

Figure 1. Gender difference in employment rates, by educational attainment (2015)


25-64 year-olds, percentage-point difference (employment rate for men - employment rate for women)



1. Year of reference differs from 2015. Refer to the source table for more details.

2. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group). Countries are ranked in descending order of the differences in employment rates between male and female adults with below upper secondary education.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397067>

Gender gaps in education and employment persist

- Reducing gender differences in education and inequalities in the labour market is essential to allow European countries to attain the EU target of 75 % of men and women in employment by 2020. Despite some progress over time, nowadays, the fields of study that young women and men choose tend to perpetuate gender segregation in the labour market. In EU22 countries, although women are over-represented among tertiary graduates (59% of first-time graduates), they are under-represented in sciences and engineering. Among tertiary graduates, three men graduated for every woman in engineering, manufacturing and construction. In addition, women are over-represented in education, health and welfare. In 2014, five women graduated for every man in education, and four women for every man in health and welfare in 2014. The percentage of women pursuing an engineering, manufacturing and construction programme is already low at upper secondary vocational level: in 2014, 12% of graduates from vocational upper secondary programmes in engineering, manufacturing and construction were women. In contrast, women are over-represented in health and welfare: 82% of graduates in health and welfare were women.
- This difference in choice of fields of education is cause for concern, given the skills shortages in the workplace and the generally promising career and earnings prospects in science and technology. Earnings for tertiary-educated graduates are higher than those with lower levels of qualification. However, earnings for tertiary-educated men are higher, on average, than those for tertiary-educated women. On average across EU22 countries, tertiary-educated women earn 26% less than their male counterparts. Moreover, tertiary-educated men tend to have higher employment rates than women with the same level of education. Across EU22 countries, the employment rate of 25-64 year-olds is 18 percentage points higher for men than for women among those who did not complete upper secondary education, 12 percentage points higher among those with upper secondary or post-secondary non-tertiary education and 7 percentage points higher among those with tertiary education.
- Education systems are also affected by these gender differences. On average across EU22 countries, for all levels of education, the majority of teachers and academic staff are women (72%); this proportion decreases as the level of education increases (women make up only 43% of teaching staff at the tertiary level).

Access to high-quality early childhood education and care makes a difference later on

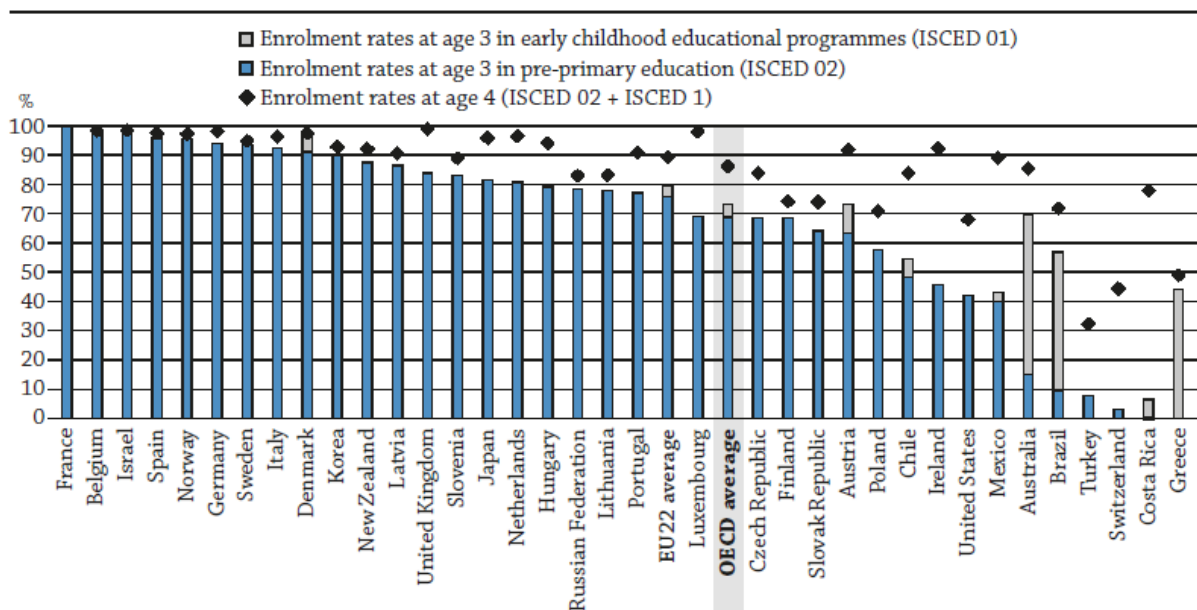
- Within the EU Education and Training 2020 (ET 2020) strategic framework, EU22 countries are committed to having at least 95% of children (from 4 to compulsory school age) in early childhood education by 2020. In 2014, an average of 77% of 3-year-olds were enrolled in either early childhood educational development programmes or pre-primary education across EU22 countries (compared to the OECD average of 71%). Between 2005 and 2014, enrolment of 3-year-olds in pre-primary education rose from 69% to 76%, and enrolment of 4-year-olds rose from 84% to 89%, on average among countries with data for both years. In Belgium, Denmark, France, Germany, Italy, Luxembourg, the Netherlands, Spain and the United Kingdom, at least 95% of 4-year-olds are enrolled in pre-primary education.
- High-quality early childhood education and care (ECEC) is important, because it can improve the future performance of students and develop their social and emotional skills. Results of the OECD Programme for International Student Assessment (PISA) show that participation in ECEC is strongly associated with better reading performance at age 15, even after accounting for students' socio-economic background.
- The lack of pre-primary education is a strong predictor of low performance at age 15. In 2012, on average across OECD countries, 41% of students with no pre-primary education performed below the baseline proficiency level in mathematics, compared to 30% of students who had attended pre-primary education for less than a year and 20% of students who had attended pre-primary education for more than a year. The difference in the share of low performers between students with no pre-primary education and students with more than a year of pre-primary education is statistically significant in all EU22 countries¹ except Estonia, Ireland and Latvia. Encouraging pre-primary attendance for today's children could be a lever for action to meet and maintain the objective of having

¹ Data for Hungary is missing.

fewer than 15% of 15-year-olds under-skilled in reading, mathematics and science as in the Europe 2020 Strategy education benchmarks.


- PISA results also suggest that the relationship between participation in ECEC and later learning outcomes is strongest in countries with certain features of quality. Quality indicators include, among other things, child-staff ratio, duration of programmes, public spending per child, qualification of staff and curriculum. A large body of research has found that the lower the child-staff ratio, the better children perform in cognitive assessments (mathematics and science) and linguistic assessments (language, reading and word recognition). In European countries, the ratio of pupils to teaching staff in pre-primary education varies from 6 pupils per staff member in Sweden to 22 per staff member in France (compared to the EU22 average of 13 and the OECD average of 14). On average in EU22 countries, expenditure on early childhood education from both public and private sources accounts for 0.8% of GDP (equal to the OECD average).² Expenditure on early childhood education ranges from 0.4% of GDP or less in Estonia, Ireland and the Netherlands to 1.2% of GDP or more in Denmark, Finland, Slovenia and Sweden. Public spending help in reducing the risk that access to ECEC programmes will be restricted to affluent families and that the quality of programmes will vary.

Figure 2. Enrolment rates at age 3 and 4 in early childhood and primary education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD. Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Education helps immigrants integrate into their host communities

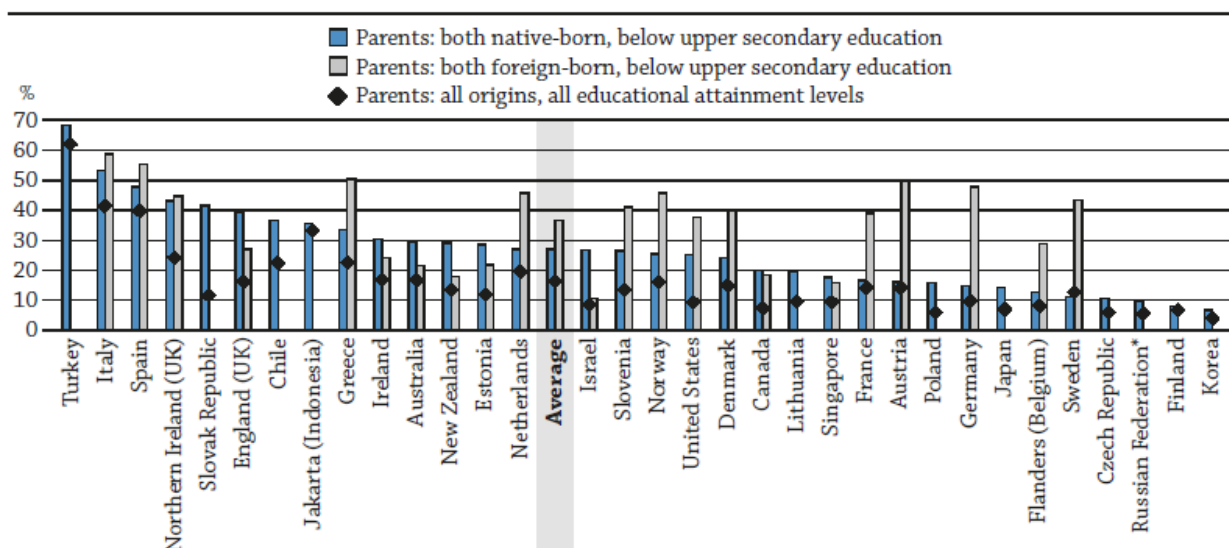
- Participation in early childhood education is particularly beneficial for children with an immigrant background. Immigrant students who reported that they had attended pre-primary education programmes score 49 points higher in the PISA reading assessment than immigrant students who reported that they had not participated in such programmes. That roughly corresponds to one additional year of schooling. The difference between the two groups is significant in some EU countries: Italy (88 score points), Sweden (67 score points), Spain (52 score points), Portugal (49 score points) and Luxembourg (40 score points). However, the disparity in achievement of immigrant students with and without exposure to pre-primary education should be interpreted carefully. In addition to availability and accessibility of early childhood education, parental preferences may also have an impact on the likelihood of attending pre-primary education and the learning outcomes captured by PISA.
- Access to upper secondary and tertiary education tends to be lower among students with a migrant background. On average, across OECD countries, among 25-44 year-olds out of education whose parents are both foreign-born

² That corresponds to USD 8 536 (nearly EUR 6 500) per pupil, with 86% of the funds coming from public sources.

and both have educational attainment below upper secondary, 37% also did not complete upper secondary education. Among their counterparts whose parents are both native-born, only 27% did not complete upper secondary education. The largest differences can be found in Austria, France, Germany and Sweden.

Figure 3. Percentage of 25-44 year-olds with below upper secondary education, by parents' immigrant status and educational attainment (2012 or 2015)

Survey of Adult Skills, 25-44 year-old non-students



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey : Year of reference 2015. All other countries: Year of reference 2012. Information on both foreign-born parents is not displayed for some countries because there are too few observations to provide reliable estimates. For national entities as well as for subnational entities, "foreign-born parents" refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), "foreign-born parents" refers to those born outside of the United Kingdom.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-44 year-olds with below upper secondary education (parents: both native-born, below upper secondary education).

Source: OECD, Table A4.3, and Table A4.5, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396895>

- On average, across OECD countries, the share of adults with tertiary education is about the same among those with native-born tertiary-educated parents and those with foreign-born tertiary-educated parents. In some countries, including Germany, France, Greece, Italy, Slovenia, Spain and the Netherlands, there is less upward mobility into tertiary education among those with foreign-born parents than among those with native-born parents (with a difference of 9 percentage points or more).
- In recent years, several OECD countries have eased their immigration policies to encourage temporary or permanent immigration of international students. To ensure a leading role in research and innovation, several countries are developing doctoral programmes or changing their funding policies to attract the best students from around the world. In France, Luxembourg, New Zealand, Switzerland and the United Kingdom, 40% of graduates from doctoral programmes or more were international students. Other countries increased the pool of talent from which their economies can draw by allowing international students to stay in the country after their studies to look for a job (for a maximum of three years in Canada and four years in Australia, for example). Students are issued a work permit only if, within the duration of their job-search permit, they find a job matching their qualifications according to specific criteria. Some countries in which these criteria were particularly strict, such as France, have recently relaxed them. This can help to attract and retain international students. A newly-adopted EU directive³ has relaxed some of the rules for entry and residence that apply to people from outside the EU who come to study, research, train or volunteer in Europe. The new directive revises previous legislation in

³ DIRECTIVE (EU) 2016/801 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing

place since 2004. EU countries now have two years to implement the new rules in their national legislation. The directive does not apply in Denmark, Ireland or the UK.

Vocational education and training can provide more direct pathways into the labour market

- European countries have committed to a number of policy instruments to support the transition of young people from education to labour market. This includes an EU headline target within the Europe 2020 strategy to reducing the rate of early school leavers (people aged 18-24 who have only lower secondary education or less and are no longer in education or training) to less than 10% by 2020. In addition, as part of the EU 2020 Education and Training strategic framework, EU countries agreed to aim by 2020 that at least 82% of recent graduates from education and training would be employed. Furthermore, in 2013, EU countries have adopted a “Youth Guarantee” – an agreement to ensure that all young people under the age of 25, after becoming unemployed or leaving formal education, within a period of four months would receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship.
- *Education at a Glance* measures the number of young people who are neither employed nor in education or training (NEETs), at all levels of attainment among 15-19 year-olds, 20-24 year-olds and 25-29 year-olds, and by specific levels of attainment among 15-29 year-olds and 25-29 year-olds. The most important age to study when analysing the NEET population is 20-24 year-olds. At this age, compulsory education does not affect the proportion of inactive or unemployed persons. On average across EU22 countries, 17.% of 20-24 year-olds are NEETs, a slightly higher than 2005 pre-crisis levels (16%). The share of NEETs ranges from a high of over 25% of 20-24 year-olds in Greece, Italy and Spain to less than 10% in Germany, Luxembourg and the Netherlands. Between 2005 and 2015, the proportion of 20-24 year-olds in education has grown in most EU22 countries, in line with EU education policy which seeks to encourage young people to complete at least upper secondary education.
- Among adults whose highest educational attainment is upper secondary education or post-secondary non-tertiary education, a larger share completed vocational programmes (68%) than general programmes (32%) in EU22 countries. Among young adults with upper secondary education, the share of those with vocational upper secondary education as their highest attainment is above 80% in Austria, Germany, Netherlands and Slovak Republic and below 50% in Greece, Portugal and Spain.
- Across all EU22 countries with available data, 25-34 year-old adults who have completed upper secondary vocational programmes as their highest educational attainment have higher employment rates (EU22 average: 79%) than those who have completed general programmes (EU22 average: 70%). The difference in employment rate between 25-34 year-old adults who have completed upper secondary vocational programmes as their highest educational attainment and those who have completed general programmes is 15 percentage points or more in Austria, Denmark, Germany, Italy and Slovenia.
- Even if on average across EU22 countries, 25-34 year-old adults who have completed upper secondary vocational programmes as their highest educational attainment have lower unemployment rates (10.8%) than those who have completed general programmes (11.7%), in Estonia, France, Portugal, Slovak Republic and Slovenia, 25-34 year-old adults who have completed upper secondary vocational programmes as their highest educational attainment have higher unemployment rates than those who have completed general programmes.
- Vocational education and training (VET) can equip young people with the experience and skills needed in the labour market. In particular, apprenticeships and other types of work-based learning have proved effective in helping people transit from education and training into work. Nevertheless, more still has to be done to strengthen the quality and attractiveness of VET, and its relevance to the labour market. In June 2015, EU countries and social partners agreed in Riga to focus their efforts on improving work-based learning, quality assurance, access, key competences and continuous training of teachers and trainers in VET by 2020. A closer cooperation between VET providers and employers is promoted through initiatives such as the European Alliance for Apprenticeships and the European Pact for Youth. Finally, the New Skills Agenda for Europe, adopted in 2016, proposed to take actions to make Vocational Education and Training (VET) a first choice and achieving it through enhanced opportunities for VET learners to undertake a work based learning experience, have parts of their education or training abroad and promoting greater visibility of good labour market outcomes of VET.

Tertiary education has a strong impact in the labour market

- In recent decades, access to tertiary education has expanded remarkably across OECD countries. Between 2005 and 2015, the attainment rate of 25-34 year olds in tertiary education increased from 30% to 40%, on average across European countries. The EU Europe 2020 headline target calls for at least 40% of people aged 30-34 to have completed some form of tertiary education by 2020.
- Based on the patterns of graduation in 2014, on average across EU22 countries, over their lifetime, 35% of young people in a given country are expected to graduate with a bachelor's degree, 20% are expected to earn a master's degree, 7% are expected to graduate from a short-cycle tertiary programme and roughly 2% are expected to graduate from a doctoral programme.
- Having a better job is only one of many positive social and individual outcomes of attaining higher qualifications: higher levels of education usually translate into better chances of employment and higher earnings. The employment rate for adults with a short-cycle tertiary qualification is 80%, on average across European countries, 81% for those with a bachelor's or equivalent degree, 86% for those with a master's or equivalent degree and 91% for those with a doctoral or equivalent degree. Across EU22 countries, adults with tertiary education earn on average 52% more for full-time work than those with upper secondary education.
- The European Union has set the ambitious goal that by 2020, 20% of graduates from higher education would have experience of tertiary-level study or training abroad (Council of the European Union, 2011). In 2014, 3% of EU22 students were enrolled outside their home country in a full-time degree programme abroad. The percentage varies widely across OECD countries, from 0.3% in the United States to 68% in Luxembourg. In 2014, 79% of European students studying abroad did their studies in Europe (EU22). This demonstrates the effect of EU mobility policies: among EU countries, international students from other EU countries pay the same tuition fees as domestic students (European Commission, 2010). In addition, the EU's Erasmus+ programme accounts for about 17% of all student mobility in Europe, moving more than 300 000 students on credit mobility every year.
- The advanced skills and knowledge that people acquire through doctoral-level studies play a crucial role in driving innovation and economic growth, and graduation rates from doctoral programmes have increased over the past decade. Between 2005 and 2014, the graduation rate from doctoral programmes increased in every EU22 country for which comparable data is available, except in Austria and Slovenia. Across EU22 countries, almost 50% of international students who graduated with a doctorate earned their degree in either science or engineering, while nearly 20% of international students who graduated at the bachelor's level or from a short-cycle tertiary programme were in science or engineering. The popularity of science and engineering in doctoral programmes may be the result of policies that encourage academic research in these fields.

High-quality education needs sustainable funding

- Research and development accounts for 33 of expenditure per student at the tertiary level, on average across EU22 countries. In 2013, R&D represents over half of the total expenditure per student at tertiary level in Denmark (USD 9 144) and Sweden (USD 12 405). In the OECD countries in which most R&D is performed in tertiary educational institutions (e.g. Portugal and Switzerland, and Sweden for publicly funded R&D), expenditure per student in these activities is higher. Other countries may have lower R&D expenditure per student because a large proportion of research is performed outside the academic environment.
- On average, EU22 countries spent 5% of their Gross Domestic Product (GDP) on educational institutions from primary to tertiary education in 2013 (compared to the OECD average of 5.2%), up from 4.5% of GDP in 2008 (compared to the OECD average of 4.9%).
- Of the total expenditure, in EU22 countries, about 71% is devoted to primary, secondary and post-secondary non-tertiary education combined. On average across EU countries, public funding accounts for 89% of all expenditure on educational institutions from primary to tertiary education.
- European countries spend, on average, USD 10 548 (about EUR 8 000) per student per year from primary through tertiary education institutions in 2013. Between 2008 and 2013, real expenditure on primary to post-secondary non-tertiary institutions increased by 2%, while the number of students decreased by 3%, resulting in an increase of 5% in real expenditure per student over this period (corrected for inflation and purchase parity differences). In this same period, real expenditure on tertiary educational institutions increased considerably more (by 11%). The number of students also rose (by 7%), and expenditure per student increased by 6%.

Salaries can influence teachers' decisions to enter – and remain in – the profession

- With large proportions of teachers set to reach retirement age in the next decade, the ageing of the teaching force is likely to create great challenges in the near future in European countries. Between 2005 and 2014, the share of secondary teachers aged 50 or older rose in 11 of the 17 European countries with available data. More than 40% of secondary school teachers in nine EU countries (Austria, the Czech Republic, Estonia, Germany, Greece, Italy, Latvia, the Netherlands and Sweden) are 50 or older. The highest share is in Italy, where 65% of teachers are 50 or older.
- Salaries and working conditions are important to attract, develop and retain skilled teachers. However, between 2005 and 2014, on average in EU22 countries, statutory salaries of teachers with typical qualification and 15 years of experience decreased in real terms (by 3% at the primary level, 3% at the lower secondary level and at 4% the upper secondary level), while statutory salaries increased on average in OECD countries. The decrease (at pre-primary, primary and secondary levels) reached more than 10% in England (United Kingdom) and Portugal, and up to 30% in Greece. Burgeoning national debt, spurred by governments' responses to the financial crisis of late 2008, have put pressure on policy makers to reduce government expenditure – particularly on public payrolls. Policy makers should carefully consider teachers' salaries as they try to ensure both quality teaching and sustainable education budgets.
- The average teacher also earns less than other tertiary-educated workers at all levels of education. Upper secondary teachers in only 6 of the 18 EU countries with available data have actual salaries that are equal to or higher than earnings of workers with tertiary attainment: Belgium, Denmark, Finland, Germany, Greece and Luxembourg.
- Salaries, and the potential increases over a career, may depend on teachers' qualification and the level at which they teach. In EU22 countries, salaries at the top of the scale for teachers with typical qualifications are, on average, 55% higher than starting salaries in pre-primary education, 63% higher in primary education, 63% higher in lower secondary education and 66% higher in upper secondary education.

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This document and any 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 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*.

Subnational comparisons

Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions.

Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing select subnational data for six indicators in this edition of *Education at a Glance* (see <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>).

* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, 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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For more information on Education at a Glance 2016 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**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EO>

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Key Facts for EU22 average in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	EU22 average		OECD average	
Gender					
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
	Below upper secondary	62%	44%	66%	46%
	Upper secondary or post-secondary non-tertiary	79%	68%	81%	67%
Table A6.2	Tertiary	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	77%		76%	
Table A6.2	Upper secondary or post-secondary non-tertiary	79%		77%	
	Tertiary	74%		73%	
	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	13%	16%	12%	17%
Table A3.4	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
	Short-cycle tertiary	59%		56%	
	Bachelor's or equivalent	60%		58%	
Table A1.5.	Master's or equivalent	58%		57%	
	Doctoral or equivalent	49%		47%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012 ¹			
		Men	Women	Men	Women
Table A1.5.	Teacher training and education science	n.a	n.a	7%	18%
	Engineering, manufacturing and construction	n.a	n.a	31%	7%
	Vocational Education and Training (VET)				
	Distribution of enrolment, by programme orientation	2014			
Table C1.3a		General	Vocational	General	Vocational
	Upper secondary education	52%	48%	56%	44%
	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	13%	30%	17%	26%
Table A5.5	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	11.7%	10.8%	10%	9.2%
	Financial Investment in Education				
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
	Primary education	USD 8 545		USD 8 477	
	Secondary education	USD 10 053		USD 9 811	
	Tertiary (including R&D activities)	USD 15 664		USD 15 772	
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013			
	As a percentage of GDP	5%		5.2%	
	Total public expenditure on primary to tertiary education	2013			
	As a percentage of total public expenditure	9.9%		11.2%	
Early Childhood Education and Care (ECEC)					
Table C2.1	Enrolment rates in early childhood education at age 3	2014			
	ISCED 01 and 02	77%		71%	
	Expenditure on all early childhood educational institutions	2013			
	As a percentage of GDP	0.8%		0.8%	
Table C2.3	Proportions of total expenditure from public sources	86%		81%	
	Teachers				
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014			
		0.74		0.74	
Table D3.2a	Pre-primary school teachers	0.81		0.81	
	Primary school teachers	0.86		0.85	
	Lower secondary school teachers (general programmes)	0.92		0.89	
	Upper secondary school teachers (general programmes)				
Table D3.1a	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
	Pre-primary school teachers	USD 28 934	USD 38 992	USD 29 494	USD 39 245
	Primary school teachers	USD 30 745	USD 42 285	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 32 274	USD 44 204	USD 32 485	USD 44 407
Table D3.1a	Upper secondary school teachers (general programmes)	USD 33 420	USD 46 420	USD 34 186	USD 46 379

Source	Main topics in <i>Education at a Glance</i>	EU22 average		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012 ¹			
Table A6.4	Teacher training and education science	n.a.		USD 3 004	
	Engineering, manufacturing and construction	n.a.		USD 3 883	
	Ratio of students to teaching staff				
Table D2.2	Primary education	14 students per teacher		15 students per teacher	
	Secondary education	12 students per teacher		13 students per teacher	
	Tertiary education	17 students per teacher		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	5%	6%	8%	8%
	Bachelor's or equivalent	18%	13%	21%	16%
	Master's or equivalent	16%	13%	14%	11%
	Doctoral or equivalent	1%	1%	1%	1%
	All tertiary levels of education	40%	32%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	80%		80%	
	Bachelor's or equivalent	81%		82%	
	Master's or equivalent	86%		87%	
	Doctoral or equivalent	91%		91%	
	All tertiary levels of education	84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	120		120	
	Bachelor's or equivalent	139		148	
	Master's, doctoral or equivalent	175		191	
	All tertiary levels of education	152		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	6%		5%	
	Master's or equivalent	13%		12%	
	Doctoral or equivalent	22%		27%	
	All tertiary levels of education	8%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	63%		68%	
	All tertiary levels (excluding international students)	57%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	50%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ²	2012 ¹			
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	n.a.	n.a.	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ²	2012 ¹			
Table C6.3	Below upper secondary	n.a.		26%	
	Upper secondary or post-secondary non-tertiary	n.a.		46%	
	Tertiary	n.a.		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012 ¹			
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	n.a.		67%	
	High literacy proficiency (Level 4 or 5)	n.a.		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	83%	86%	83%	87%
	Tertiary	92%	93%	92%	94%

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

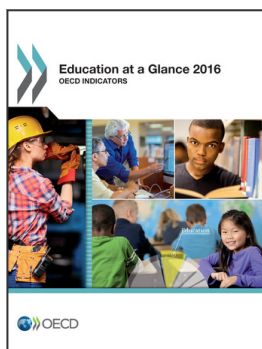
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

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

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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