

## EDUCATION AT A GLANCE 2016

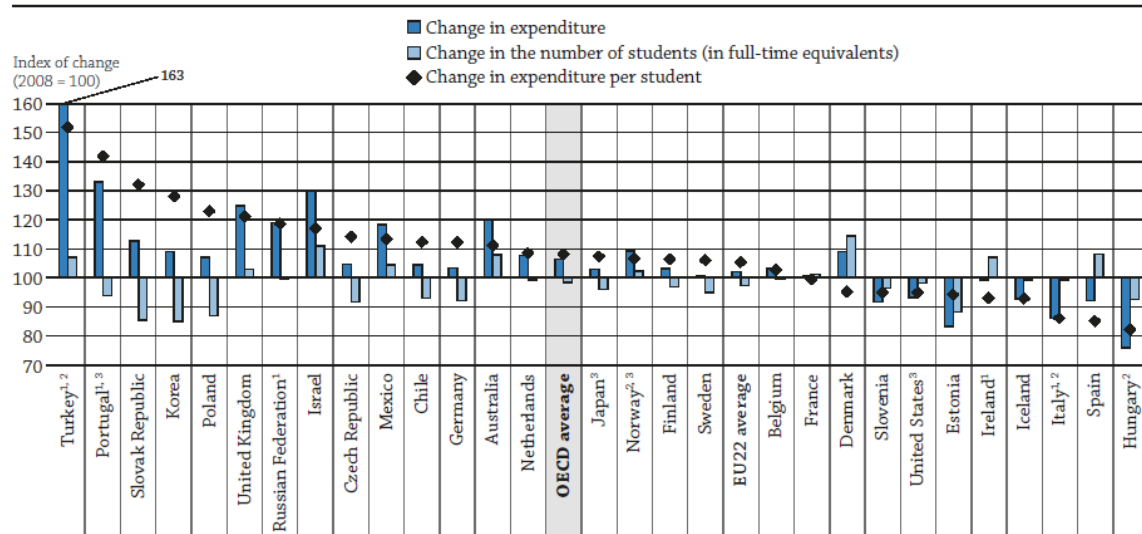
*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### Germany

- **Between 2008 and 2013, Germany increased its expenditure on educational institutions from primary to post-secondary non-tertiary levels, despite declining enrolments.** Expenditure per student in Germany has increased at a much higher rate than the OECD average at these levels, in stark contrast to tertiary education, where the level of expenditure has not kept up with increased enrolment.
- **In Germany, the share of expenditure from private sources (mainly from households) on early childhood education is much higher than that on tertiary education.**
- **Teachers in Germany have competitive salaries compared to other tertiary-educated workers,** but they are older than the OECD average.
- **Germany's well-developed vocational education and training programmes strengthen employability** and play a key role in its education system. Unemployment rates among adults with upper secondary vocational qualification are among the lowest in OECD countries.
- **Transition to the labour market is smooth for both men and women, but women still have lower employment rates and lower earnings.** Across educational attainment levels, the gender gap in earnings between men and women in Germany is close to the OECD average.
- **In Germany, at the tertiary level, there are four times more male graduates than female graduates in engineering, manufacturing and construction,** a slightly higher gender imbalance than across OECD countries.

**Figure 1. Changes in the number of students, expenditure on educational institutions and expenditure per student in primary, secondary and post-secondary non-tertiary education (2008, 2013)**

*Index of change between 2008 and 2013 (2008 = 100, 2013 constant prices)*




1. Public institutions only.

2. Public expenditure only.

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

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

Source: OECD, Table B5.1a. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## High-quality education needs sustainable funding

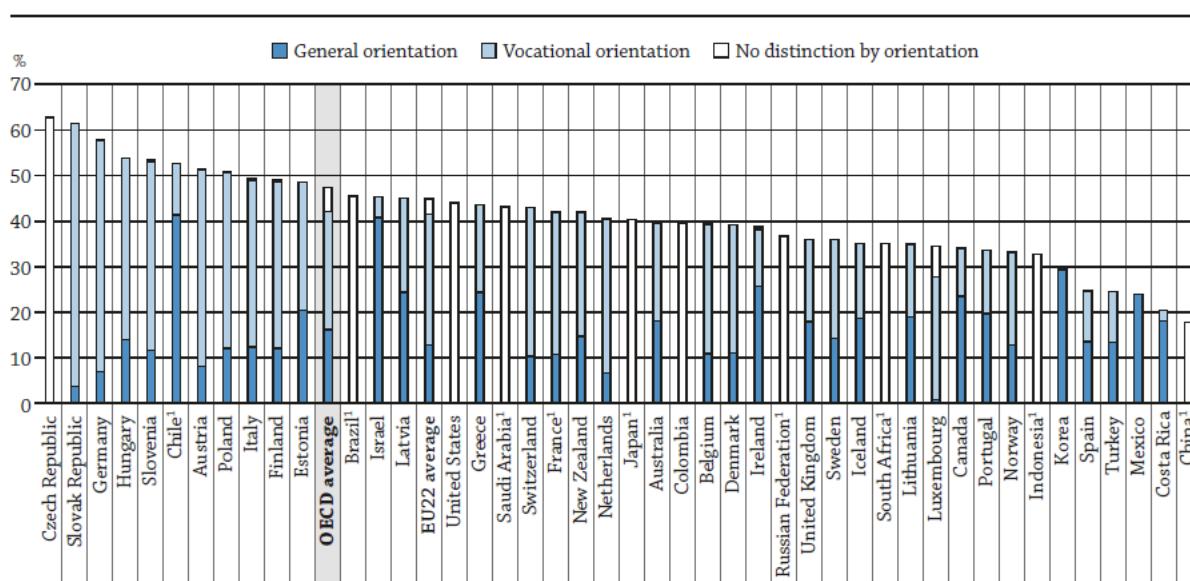
- The annual expenditure per student from primary to tertiary levels in Germany (USD 11 545)<sup>1</sup> is higher than the OECD average (USD 10 493).
- Between 2008 and 2013, the number of students in primary, secondary and post-secondary non-tertiary educational institutions has decreased in about half of the OECD countries, including Germany. Despite a decline in enrolment rates of 8% during this five-year period, Germany spent 3% more on educational institutions at the primary, secondary and post-secondary non-tertiary level. These changes translate into 12% growth in expenditure per student, higher than the OECD average of 8% (Figure 1). Annual expenditure per student at primary, secondary and post-secondary non-tertiary levels is USD 10 267 (compared to the OECD average of USD 9 258).
- In contrast, the number of students in tertiary education increased by 28% between 2008 and 2013 – one of the highest increases among OECD countries (the average increase across OECD countries is 11%). Although Germany increased total expenditure in tertiary institutions by 16% between 2008 and 2013 (reaching USD 16 895 per student in 2013), the increase in expenditure has not kept up with the increase in the number of students, resulting in expenditure per student at tertiary level that is 10% lower than in 2008.
- Across OECD countries, the share of private funding in tertiary education is 30%, while in Germany the share is only 14%.
- As in all OECD and partner countries, expenditure per student in Germany is much higher at the tertiary level than at the primary, secondary and post-secondary non-tertiary level: USD 16 895, compared to USD 10 267. The large difference in expenditure per student is mainly due to the inclusion of expenditure on R&D at the tertiary level in addition to expenditures directly related to instruction and ancillary services.
- In Germany, annual expenditure directly related to instruction (educational core services) per student at the tertiary level is USD 9 085, below the OECD average (USD 10 222), and slightly lower than the annual expenditure per student at primary, secondary and post-secondary non-tertiary levels (USD 9 994).
- In Germany, 42% of total tertiary expenditure per student by educational institutions is spent on R&D, much higher than the OECD average of 30%.
- Despite the priority accorded to education investment, Germany still invests less of its national wealth and its overall public budget in education than other countries. Expenditure in educational institutions in Germany comes mainly from public sources and represents 4.2% of gross domestic product (GDP), below the OECD average of 4.8% of GDP. After an increase of 10 percentage points between 2008 and 2010, public expenditure on educational institutions as a share of national wealth decreased by 5 percentage points between 2010 and 2013. This is mainly due to a much larger increase in GDP during the same period.

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

- Upper secondary vocational qualification plays a key role in Germany's educational system. In Germany, almost 90% of the population (87% among 25-64 year-olds) have obtained an upper secondary qualification or higher. Germany is one of the few OECD countries where the percentage has been quite stable over generations (87% among 25-34 year-olds and 86% among 55-64 year-olds), although the share of 25-34 year olds with at least upper secondary education is higher in more than half of the OECD countries.
- Germany has the second largest proportion among OECD countries of 25-34 year-olds (51%) that have earned a vocational qualification at the upper secondary and post-secondary non-tertiary level as their highest degree (Figure 2). By contrast, most young adults with a general qualification at the upper secondary level (mostly individuals with Abitur) pursue further education and do not enter directly into the labour market. Only 7% of young adults attain a general upper secondary or post-secondary qualification as their highest degree, one of the smallest proportions among OECD countries (OECD average, 17%).

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<sup>1</sup> Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

**Figure 2. Percentage of 25-34 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2015)**

1. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 25-34 year-olds with upper secondary or post-secondary non-tertiary education as highest level of attainment, regardless of the orientation of the programmes.

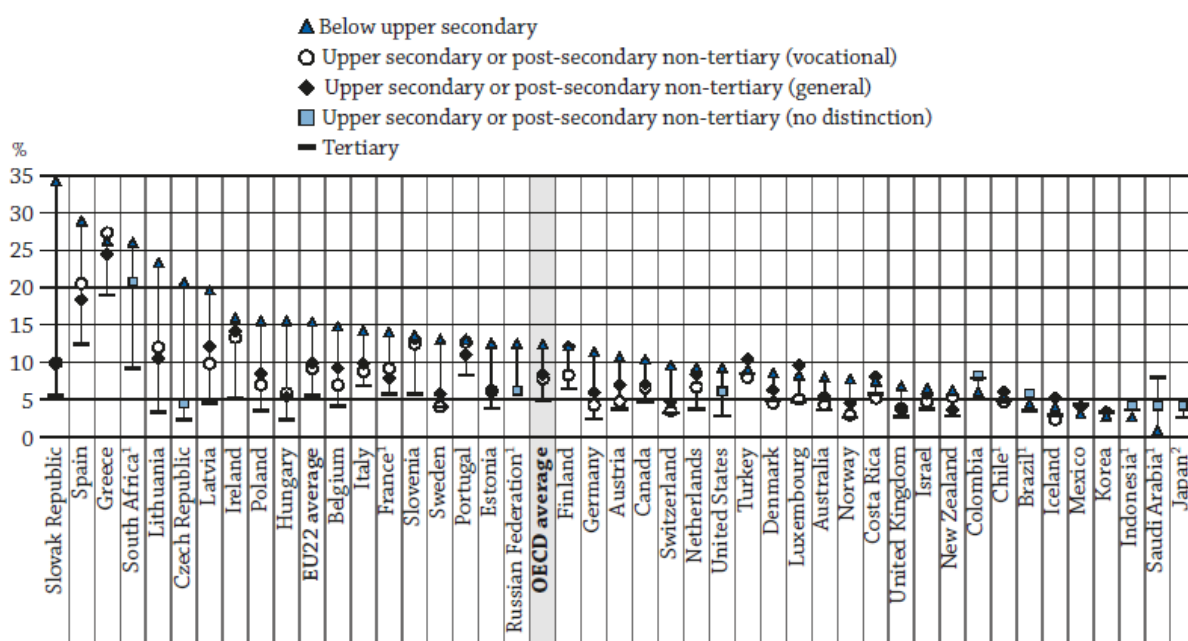
Source: OECD, Table A1.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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- In Germany as in other OECD and partner countries, vocational programmes remain important among recent graduates. In Germany, at the upper secondary level, 43% of young people will graduate from a vocational programme and 48% from a general programme. Both graduation rates are slightly below the OECD averages (46% for vocational programmes and 54% for general programmes). Graduation rates from vocational upper secondary programmes have been quite stable between 2005 and 2014 (compared to the OECD average increase of 3 percentage points), while graduation rates from general upper secondary programmes increased by 11 percentage points over the same period (compared to the OECD average increase of 4 percentage points).
- Vocational education and training is a great success for the labour market. Unemployment rates for 25-64 year-old adults with a vocational education at the upper secondary or post-secondary non-tertiary level are among the lowest in OECD countries (the unemployment rate is 4.2% in Germany and 7.7% across the OECD) (Figure 3).
- The employment rate for individuals with upper secondary or post-secondary non-tertiary vocational qualification (86%) is almost as high as for individuals with tertiary education (88%). For both groups, the employment rates are 5 percentage points higher than the OECD averages.
- However, even though an upper secondary vocational qualification is good insurance against the risk of unemployment, most individuals need to go beyond upper secondary education to benefit from the financial rewards that the labour market offers. Adults with a short-cycle tertiary qualification (a Master Craftsman's qualification of short duration) earn 26% more than those with an upper secondary education. Those with bachelor's or equivalent degree (e.g. a Master Craftsman's qualification of long duration) earn 52% more, and those with a master's, doctoral or equivalent degree earn 77% more. However, in other countries, adults with a master's, doctoral or equivalent degree enjoy even higher wage premiums (for example, 152% in Hungary and 122% in the United States).
- The good outcomes of Germany's vocational education and training system are also reflected in the low proportion of young people who are neither employed nor in education or training (NEET). In Germany, 8.6% of 15-29 year-olds are NEET, one of the smallest proportions among OECD countries. The share of NEETs is smaller only in Iceland (6.2%), the Netherlands and Switzerland (both 8.3%) and Luxembourg (8.4%). Just one decade earlier in Germany, the share of NEETs (14.7%) was similar to the OECD average (14.8%).

Figure 3. Unemployment rates, by educational attainment (2015)

25-64 year-olds



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 unemployment rate of 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](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933397055>

## Salary and the school environment influence teachers' decisions to enter – and remain in – the profession

- In contrast to the OECD average, in Germany the statutory salaries of primary and secondary teachers with 15 years of experience and typical qualifications are relatively similar to full-time, full-year workers with tertiary education. Teachers' salaries become increasingly competitive with each level of education: at primary levels, teachers earn 7% less than other tertiary-educated workers; at lower secondary level they earn about the same; at upper secondary level, they earn 7% more.
- Between 2005 and 2014, teachers' statutory salaries, based on typical qualifications, increased by 10% at primary and lower secondary level (only general programmes). Salaries for upper secondary teachers, however, barely changed during the same period (3%). These increases were higher than the average increases among OECD countries (4% at primary level, 3% at lower secondary level and 1% at upper secondary level).
- Germany has one of the oldest teaching forces among OECD countries (after Italy). In 2014, some 42% of primary school teachers, 50% of lower secondary school teachers and 43% of upper secondary school teachers were 50 or older. Across the OECD, the averages were 30% for primary teachers, 34% for lower secondary teachers and 38% for upper secondary teachers.
- Although half of its teaching force in secondary education is still 50 or older, this proportion decreased by 5 percentage points between 2006 and 2014 (from 53% to 48%). The share of teachers over age 50 in secondary education decreased annually by 1.1% on average between 2006 and 2014. During the same period, the proportion of teachers under 40 in secondary education increased from 21% to 27%.
- Public school teachers spend between 3% and 11% more time teaching in Germany than on average across the OECD countries. They teach an average of 800 hours per year at the primary level (OECD average, 776 hours), 750 hours at the lower secondary level (OECD average, 694 hours), and 714 hours at the upper secondary level (OECD average, 644 hours).

## Gender gaps in education and employment persist

- Germany is one of the few OECD countries with gender equity among graduates at the tertiary level. The share of 25-64 year-olds with upper secondary qualification or higher is almost 90% for both men and women (88% among men and 85% among women). The gender gap in attainment rates of 8 percentage points among older adults (55-64 year-olds) has disappeared among younger adults (25-34 year-olds).
- The share of men and women first-time graduates at tertiary level is well balanced in Germany: 51% of first-time tertiary graduates are women (compared to the OECD average of 57%).
- As in many other OECD countries, there is a clear gender imbalance in Germany among tertiary graduates on their selected field of study, and it remains a challenge to draw more women to scientific or industrial fields of study. For instance, on average across all tertiary levels, there are four times more male graduates in engineering, manufacturing and construction than female graduates (4.2:1). The gender ratio is slightly better on average across the OECD (2.9:1).
- Male graduates are also under-represented in certain fields. In Germany, three times more women than men are graduating from education at the tertiary level, a slightly better gender ratio than the OECD average (4.2:1). Higher numbers of female graduates than male graduates are also seen in humanities/arts and health/welfare (both 2.3:1), compared to the OECD averages of 2.0:1 for humanities/arts and 3.7:1 for health/welfare.
- Across all OECD countries and educational attainment levels, women have lower employment rates than their male counterparts. In Germany, transition to the labour market is smooth for both men and women, but women still have lower employment rates and lower earnings. Among adults (25-64 year-olds) with upper secondary or post-secondary education, 83% of men are employed, but only 77% of women. The gender difference of about 6 percentage points is half of the difference across OECD countries (OECD average, 14.4%), and it has been continuously decreasing, from a difference of 11 percentage points in 2005.
- The gender difference in employment rates is similarly low for tertiary educated adults (7 percentage points), while the difference increases to 16 percentage points among those with below upper secondary education (below the OECD average of 20 percentage points).
- Across educational attainment levels, female workers have lower earnings than their male counterparts. For instance, women with a tertiary degree working full time earn 28% less than their male counterparts (similar to the OECD average of 27%). However, among younger cohorts (35-44 year-olds), the gender gap is much higher in Germany (34%, compared to the OECD average of 26%).

## Tertiary education has a strong impact in the labour market

- More and more young adults are continuing education beyond the upper secondary non-tertiary level. When excluding international students, more than half of the population (57%) are expected to enter tertiary education, only slightly below the OECD average of 61%.
- In Germany, four out of ten young people are expected to graduate from tertiary programmes in their lifetime. Between 2005 and 2014, the number of first-time graduates increased by about 12 percentage points from 26% to 38%. Among all first-time graduates in Germany, 80% were awarded a bachelor's degree and 20% a master's degree as part of a long first-degree programme. In many OECD countries a significant share of students are graduating from short-cycle tertiary programmes as a first tertiary degree, but this is negligible in Germany (0.06%, compared to the OECD average of 16%).
- Tertiary attainment of young adults in Germany has steadily increased, from 22% in 2005 to 30% in 2015. However, even though tertiary attainment rates are rising, they still remain below the OECD average (32% in 2005 and 42% in 2015). Among young adults between 25 and 34 years old, less than 1% of young people have attained a short-cycle tertiary qualification, 15% a bachelor's degree, 13% a master's degree and 1% a doctoral degree. In Germany, the shares of young adults with a master's or doctoral degree are around the OECD averages (14% for a master's degree and 1% for a doctoral degree). The shares of young adults holding a bachelor's degree or a short-cycle tertiary degree are below the OECD averages (21% for a bachelor's degree and 8% for a short-cycle tertiary degree).
- In Germany, almost one-third (29%) of 25-64 year-olds with tertiary education have a degree in engineering, manufacturing and construction. This is one of the highest ratios among OECD countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment



of Adult Competencies (PIAAC), and well above the average of 18%. However, the share of tertiary-educated adults with a degree in science, mathematics and computing is only 8% in Germany, compared to the average of 11%.

- In Germany, as in many other OECD countries, upward educational mobility of 25-44 year-old non-students whose parents are foreign-born appears to be lower than among those whose parents are native-born. Among 25-44 year-old non-students whose parents' educational attainment is below upper secondary and whose parents are both foreign-born, 48% also did not complete upper secondary education. The same is true for only 15% of their counterparts whose parents are native-born.
- As in other OECD countries, adults with tertiary education have better employment prospects than adults with lower levels of education. Some 88% of tertiary-educated adults in Germany are employed (OECD average, 84%), compared to 80% of adults with an upper secondary or post-secondary non-tertiary education (OECD average, 74%) and 59% of adults with below upper secondary education (OECD average, 56%). The employment rate among adults with a tertiary degree is about 4 percentage points higher in Germany (88%) than the OECD average (84%). The unemployment rate among tertiary-educated people in Germany is 2.3%, below the OECD average (4.9%).
- Adults with tertiary education earn 58% more than those with an upper secondary education (the OECD average is 55%) and almost twice as much as those who have not attained upper secondary education (the same holds true at the OECD average).
- However, as in other OECD countries that participated in the Survey of Adult Skills, there are large earnings differences by field of education studied. Adults with a degree in the fields of social sciences, business and law; science, mathematics and computing; or engineering, manufacturing and construction have much higher earnings than those with a degree in the fields of health and welfare or teacher training and education science.

### **Access to high-quality early childhood education makes a difference later on**

- In 2014, two-thirds (65%) of 2-year-olds were enrolled in an early childhood educational development programme, up by 6 percentage points from 2013. Enrolment of 3-year-olds, 4-year-olds and 5-year-olds in early childhood education is near universal: 94% of 3-year-olds, 98% of 4-year-olds and 99% of 5-year-olds are enrolled in pre-primary education. This is well above the OECD averages: 71% of 3-year-olds and 86% of 4-year-olds were enrolled in early childhood and primary education in 2014.
- A relatively small proportion of pre-primary pupils in Germany attend programmes in public institutions (35%, compared to the OECD average of 68%). Most of the private programmes are run by not-for-profit providers, often religious institutions.
- In Germany, one-fourth (24%) of the expenditure on early childhood educational institutions comes from private sources (mostly households). Only a few countries, including Australia, Japan, Portugal and the United Kingdom, have a higher share of private funding of early childhood educational institutions.
- Participation in early childhood education is particularly beneficial for children with an immigrant background. Analysis of data from the OECD Programme for International Student Assessment (PISA) finds that in most countries, students who had attended at least one year of pre-primary education tend to perform better than those who had not attended pre-primary education, even after accounting for socio-economic background.
- In addition, early arrival in the host country (before age 6) contributes to better results among immigrant children. Thus, those who arrived in OECD host countries before age 6 achieve PISA reading scores that are, on average, 19 score points higher than the scores attained by children who arrived in their host country between the ages of 6 and 10. In Germany, the gap between the two groups is 59 score points – the equivalent of around one-and-a-half years of schooling (OECD/EU, 2015, Table 13.A1.6).
- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. In Germany, there are, on average, 5 pupils per teacher in early childhood educational development programmes and 10 pupils per teacher in pre-primary programmes (the OECD average is 9 pupils per teacher in early childhood educational programmes and 14 pupils per teacher at the pre-primary level).

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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*.

#### Sub-national 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 include 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 updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

#### References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.

OECD/EU (2015), *Indicators of Immigrant Integration 2015: Settling In*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264234024-en>.

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](http://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.

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<http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EO>

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## Key Facts for Germany in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	68%	52%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	83%	77%	81%	67%	79%	68%
	Tertiary	91%	84%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	78%		76%		77%	
	Upper secondary or post-secondary non-tertiary	82%		77%		79%	
	Tertiary	72%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2		Men	Women	Men	Women	Men	Women
	15-29 year-olds	7%	10%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	67%		56%		59%	
	Bachelor's or equivalent	49%		58%		60%	
	Master's or equivalent	53%		57%		58%	
		2012		2012 <sup>1</sup>		2012	
		Men	Women	Men	Women	Men	Women
	Teacher training and education science	5%	16%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	46%	8%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	52%	48%	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	7%	51%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	6%	4.5%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013					
Table B1.1		USD 8 103		USD 8 477		USD 8 545	
		USD 11 106		USD 9 811		USD 10 053	
		USD 16 895		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	4.3%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	9.5%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1	ISCED 01 and 02	94%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3		0.8%		0.8%		0.8%	
	Proportions of total expenditure from public sources	76%		81%		86%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014					
Table D3.2a		**		0.74		0.74	
		0.89		0.81		0.81	
		0.98		0.85		0.86	
		1.05		0.89		0.92	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
		**	**	USD 29 494	USD 39 245	USD 28 934	USD 38 992
		USD 51 584	USD 63 961	USD 31 028	USD 42 675	USD 30 745	USD 42 285
		USD 57 131	USD 69 431	USD 32 485	USD 44 407	USD 32 274	USD 44 204
		USD 60 305	USD 73 632	USD 34 186	USD 46 379	USD 33 420	USD 46 420



## Germany - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU22 average	
	<b>Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied</b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table A6.4	Teacher training and education science	USD 4 300		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 5 000		USD 3 883		n.a.	
	<b>Ratio of students to teaching staff</b>	<b>2014</b>					
Table D2.2	Primary education	15 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	13 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	12 students per teacher		17 students per teacher		17 students per teacher	
<b>Tertiary Education</b>							
	<b>Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group</b>	<b>2015</b>					
		<b>25-34 year-olds</b>	<b>25-64 year-olds</b>	<b>25-34 year-olds</b>	<b>25-64 year-olds</b>	<b>25-34 year-olds</b>	<b>25-64 year-olds</b>
Table A1.2	Short-cycle tertiary	0%	1%	8%	8%	5%	6%
	Bachelor's or equivalent	15%	15%	21%	16%	18%	13%
	Master's or equivalent	13%	11%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	30%	28%	42%	35%	40%	32%
	<b>Employment rate of 25-64 year-olds, by tertiary educational attainment</b>	<b>2015</b>					
Tables A5.1 & A5.3	Short-cycle tertiary	89%		80%		80%	
	Bachelor's or equivalent	88%		82%		81%	
	Master's or equivalent	88%		87%		86%	
	Doctoral or equivalent	94%		91%		91%	
	All tertiary levels of education	88%		84%		84%	
	<b>Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)</b>	<b>2014</b>					
Table A6.1	Short-cycle tertiary	126		120		120	
	Bachelor's or equivalent	152		148		139	
	Master's, doctoral or equivalent	177		191		175	
	All tertiary levels of education	158		155		152	
	<b>Share of international or foreign students, by level of tertiary education</b>	<b>2014</b>					
Table C4.1.	Bachelor's or equivalent	4%		5%		6%	
	Master's or equivalent	12%		12%		13%	
	Doctoral or equivalent	7%		27%		22%	
	All tertiary levels of education	7%		6%		8%	
	<b>First-time entry rates into tertiary education</b>	<b>2014</b>					
Table C3.1.	All tertiary levels (including international students)	64%		68%		63%	
	All tertiary levels (excluding international students)	57%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	48%		51%		50%	
<b>Other: Immigration and intergenerational mobility in education</b>							
	<b>Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status<sup>2</sup></b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
		<b>Native-born parents</b>	<b>Foreign-born parents</b>	<b>Native-born parents</b>	<b>Foreign-born parents</b>	<b>Native-born parents</b>	<b>Foreign-born parents</b>
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	15%	48%	27%	37%	n.a.	n.a.
<b>Other: Adult education and learning</b>							
	<b>Participation of 25-64 year-olds in formal and/or non-formal education, by level of education<sup>2</sup></b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table C6.3	Below upper secondary	22%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	47%		46%		n.a.	
	Tertiary	71%		70%		n.a.	
<b>Other: Education and social outcomes</b>							
	<b>Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level</b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	74%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	97%		90%		n.a.	
	<b>Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment<sup>3</sup></b>	<b>2015</b>					
		<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>	<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>	<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>
Table A8.3a	Upper secondary or post-secondary non-tertiary	**	**	83%	87%	83%	86%
	Tertiary	**	**	92%	94%	92%	93%

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

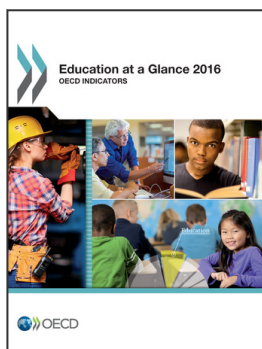
Refer to Annex 3 for notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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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