

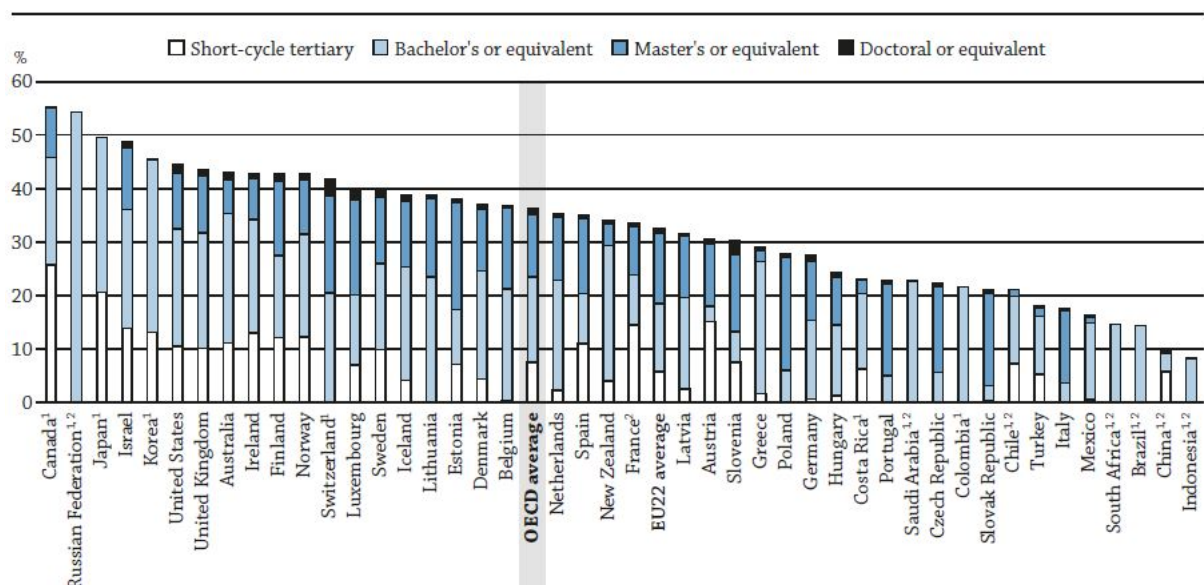
EDUCATION AT A GLANCE 2016

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.

Ireland

- Ireland has **higher than average rates of tertiary attainment**, and they have increased significantly between 2005 and 2015. Ireland attracts slightly more international students than average across the OECD - **international students make up 14% of all master's and 23% of all doctoral students**.
- Overall, **expenditure per student for primary to tertiary education is slightly lower** in Ireland than the OECD average and has fallen between 2008 and 2013 as student numbers have increased.
- **Teachers in Ireland are younger than average and earn more than colleagues in many other OECD countries** after 15 years' experience. However, Irish teachers also teach for longer hours.
- **The under-representation of women in the fields of science, technology, engineering and mathematics (STEM)** remains an issue in Ireland, as it does across most OECD countries. While 22% of men studied science, mathematics and computing courses, only 11% of women studied the same fields.
- **Ireland invests less in early childhood education as a proportion of gross domestic product than most other OECD countries**, and has one of the lowest enrolment rates of 3-year-olds in early childhood education. However, a large share of children enrolled had turned four by the reference date for data collection.

Figure 1. Percentage of 25-64 year-olds with tertiary education, by level of tertiary education (2015)




1. Some levels of education are included in others. Refer to the source table for more details.

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

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education, regardless of the level of tertiary attainment.

Source: OECD, Table A1.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

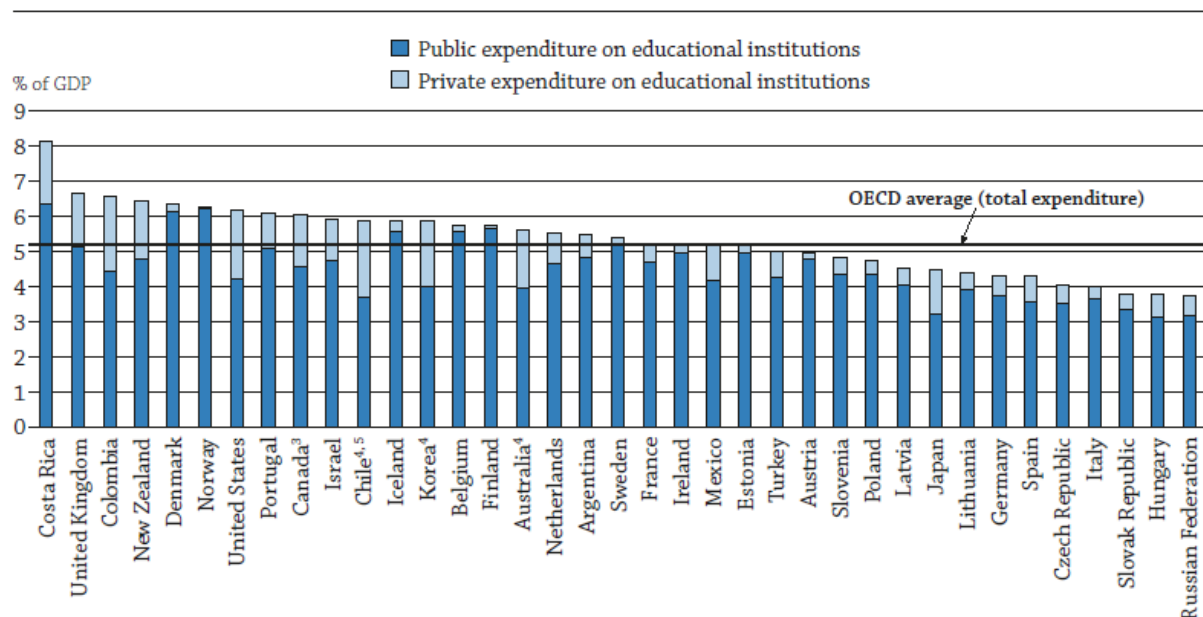
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High-quality education needs sustainable funding

- Expenditure per student at primary to tertiary level was slightly lower in Ireland than the OECD average in 2013, at USD 10 065,¹ compared to an average expenditure across the OECD of USD 10 493.
- Ireland spends more per student than the OECD average at secondary level (USD 10 804 compared to USD 9 811), and at post-secondary non-tertiary level (USD 12 630 compared to USD 6 905). Ireland spends less on tertiary education (USD 13 663 compared to the OECD average of USD 15 704), mainly driven by lower investment per student in research and development (R&D).
- At primary level, Ireland's annual expenditure per student is below average (at USD 8 002 compared to the OECD average of USD 8 477) but cumulative expenditure per student over the course of primary education, at USD 62 273, is significantly higher than the OECD average of USD 50 680, due to children in Ireland being expected to spend longer in primary education (7.8 years compared to the OECD average of 5.9 years).
- In 2013, expenditure per student in primary, secondary and post-secondary non-tertiary educational institutions had fallen by 7% compared to 2008 levels, while on average across the OECD expenditure per student had increased by 8% over the same period.
- Overall, the level of expenditure on educational institutions in Ireland for primary to tertiary education is the same as the OECD average at 5.2% of gross domestic product (GDP), but Ireland spends proportionately more on primary education (2.0% of GDP compared to the OECD average of 1.5%) and less on tertiary education (1.2% of GDP compared to the OECD average of 1.6%).
- Expenditure on education in Ireland comes mainly from public sources: 95% at primary, secondary and post-secondary non-tertiary levels (OECD average 91%) and 78% at tertiary level (OECD average 71%). Public expenditure on primary to tertiary education alone totals 5.2% of GDP, which is higher than the OECD average of 4.8%, and makes up 13.2% of total public spending, which is again higher than the OECD average of 11.3% (Figure 2).

Figure 2. Public and private expenditure on educational institutions, as a percentage of GDP (2013)

From public¹ and private² sources



Note: Public expenditure figures presented here exclude undistributed programme.

1. Including public subsidies to households attributable to educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.


3. Year of reference 2012.

4. Public does not include international sources.

5. Year of reference 2014.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD. Table B2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397719>

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

Tertiary education has a strong impact in the labour market

- In 2015, 52% of Irish 25-34 year-olds had attained tertiary education, compared to the OECD average of 42%. Overall levels of tertiary attainment for adults aged 25-64 in Ireland have increased from 29% in 2005 to 43% in 2015, compared to an increase from 27% to 35% across the OECD over the same period.
- Ireland has a higher share of tertiary-educated adults aged 25-44 with foreign-born parents – 24%, compared to the OECD average of 16% – and 41% of foreign-born parents of 25-44 year-olds in Ireland have a tertiary education compared to just 18% of native-born parents of the same age group.
- Employment rates for those aged 25-64 with tertiary education are 82%, similar to the OECD average of 84%. The earnings advantage for tertiary education was higher than the OECD average in 2015: on average tertiary graduates in Ireland earned 63% more than those with just upper secondary education, compared with a differential of 55% across the OECD.
- International students make up 7% of the overall population of tertiary students in Ireland compared to the OECD average of 6%. International students make up 14% of all master's students in Ireland and 23% of all doctoral students. The largest numbers of master's and doctoral students come from Asia (38.2%), followed by Europe (35.4%) and North America (11.9%).

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- Teachers' statutory starting salaries are lower in Ireland than the OECD average, at USD 30 813 for primary and secondary teachers, compared to average starting levels across the OECD of USD 31 028, USD 32 485 and USD 34 186 for primary, lower secondary and upper secondary teachers respectively. After 15 years' experience, however, teachers' salary levels are significantly above the OECD average, with a primary teacher earning USD 57 597 and an upper secondary teacher earning USD 58 190 compared to OECD averages of USD 42 675 and USD 46 379 respectively.
- Teaching hours in Ireland are significantly longer than the OECD average, at 915 hours per year at primary level (compared to the OECD average of 776 hours) and 735 hours at upper secondary level (compared to the OECD average of 644 hours).
- Ireland has a relatively young primary-level teaching workforce in contrast to the general picture across the OECD. In Ireland, 60% of primary teachers are under the age of 40, compared to 40% on average across the OECD. At secondary level, 44% of Ireland's teachers are under the age of 40, compared to the OECD average of 33% at upper secondary level.

Gender gaps in education and employment persist

- The gender gap in annual earnings in Ireland for full-time tertiary-educated women is slightly greater than the OECD average: women make 71% of similarly educated men's earnings (the OECD average is 73%). The gap is most pronounced for women aged 55-64, who earn 67% of male earnings, compared to the OECD average of 73% for the same age cohort.
- On average, women's monthly earnings among tertiary graduates in the most popular field of study (social sciences, business and law) are about 83% of men's earnings. The pay gap is smallest for women who studied science, mathematics and computing: in these fields, women earned 91% of the corresponding male monthly earnings on average.
- The under-representation of women in the STEM fields remains an issue in Ireland, as it does across most OECD countries. Whereas 22% of men study science, mathematics and computing fields of study, only 11% of women do. An even smaller share of women studied engineering, manufacturing and construction: 3%, compared to 22% of men.
- The difference in employment rates between tertiary-educated men and women in Ireland is not as wide as the OECD average, but the smaller difference is driven by a slightly lower employment rate relative to the average across OECD countries, 87% against 88% for men and 78% against 80% for women.

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

- Ireland has one of the lowest enrolment rates in the OECD for 3-year-olds in early childhood education, at just 46% compared to the OECD and EU22* averages of 71% and 77% respectively.
- At the age of four, a total of 92% of children were enrolled in education, split between pre-primary (56%) and primary education (36%). Ireland is the only country in the OECD with a significant proportion of 4-year-olds in primary education.
- Ireland's annual public expenditure per pupil on pre-primary education is below the OECD average, at USD 6 532. All expenditure at this level comes from public sources, and amounts to 0.1% of GDP, among the lowest levels in the OECD.

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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.

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 updated select 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>.

* 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.

References

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

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

Questions can be directed to:

Camila de Moraes and Corinne Heckmann
Directorate for Education and Skills
camila.demoraes@oecd.org
corinne.heckmann@oecd.org

Country note author:

Gillian Golden
Directorate for Education and Skills
gillian.golden@oecd.org

Key Facts for Ireland in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Ireland		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	61%	33%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	78%	60%	81%	67%	79%	68%
	Tertiary	87%	78%	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	73%		76%		77%	
	Upper secondary or post-secondary non-tertiary	76%		77%		79%	
	Tertiary	71%		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	16%	17%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	**		56%		59%	
	Bachelor's or equivalent	**		58%		60%	
	Master's or equivalent	**		57%		58%	
	Doctoral or equivalent	**		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012	
Table A1.5.		Men	Women	Men	Women	Men	Women
	Teacher training and education science	5%	16%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	22%	3%	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	100%	0%	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	26%	12%	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	13.9%	14.6%	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 8 002		USD 8 477		USD 8 545	
		USD 10 804		USD 9 811		USD 10 053	
		USD 13 663		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	5.2%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	13.2%		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	46%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3		0.1%		0.8%		0.8%	
		100%		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	
		**		0.81		0.81	
		**		0.85		0.86	
		**		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 30 813	USD 57 597	USD 31 028	USD 42 675	USD 30 745	USD 42 285
		USD 30 813	USD 58 190	USD 32 485	USD 44 407	USD 32 274	USD 44 204
		USD 30 813	USD 58 190	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Ireland - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Ireland		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	USD 3 900		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 4 200		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	16 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	14 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	20 students per teacher		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	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	12%	13%	8%	8%	5%	6%
	Bachelor's or equivalent	29%	21%	21%	16%	18%	13%
	Master's or equivalent	10%	8%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	52%	43%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	78%		80%		80%	
	Bachelor's or equivalent	83%		82%		81%	
	Master's or equivalent	86%		87%		86%	
	Doctoral or equivalent	88%		91%		91%	
	All tertiary levels of education	82%		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	128		120		120	
	Bachelor's or equivalent	163		148		139	
	Master's, doctoral or equivalent	194		191		175	
	All tertiary levels of education	163		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	6%		5%		6%	
	Master's or equivalent	14%		12%		13%	
	Doctoral or equivalent	23%		27%		22%	
	All tertiary levels of education	7%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	**		68%		63%	
	All tertiary levels (excluding international students)	**		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%		50%	
Other: Immigration and intergenerational mobility in education							
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	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	30%	24%	27%	37%	n.a.	n.a.
Other: Adult education and learning							
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	29%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	47%		46%		n.a.	
	Tertiary	72%		70%		n.a.	
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		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	77%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	93%		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	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	89%	93%	83%	87%	83%	86%
	Tertiary	93%	96%	92%	94%	92%	93%

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

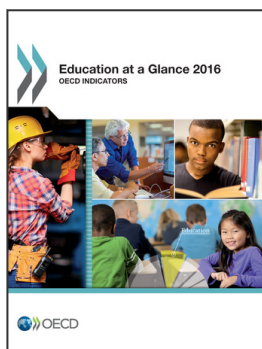
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

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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