

EDUCATION AT A GLANCE 2016

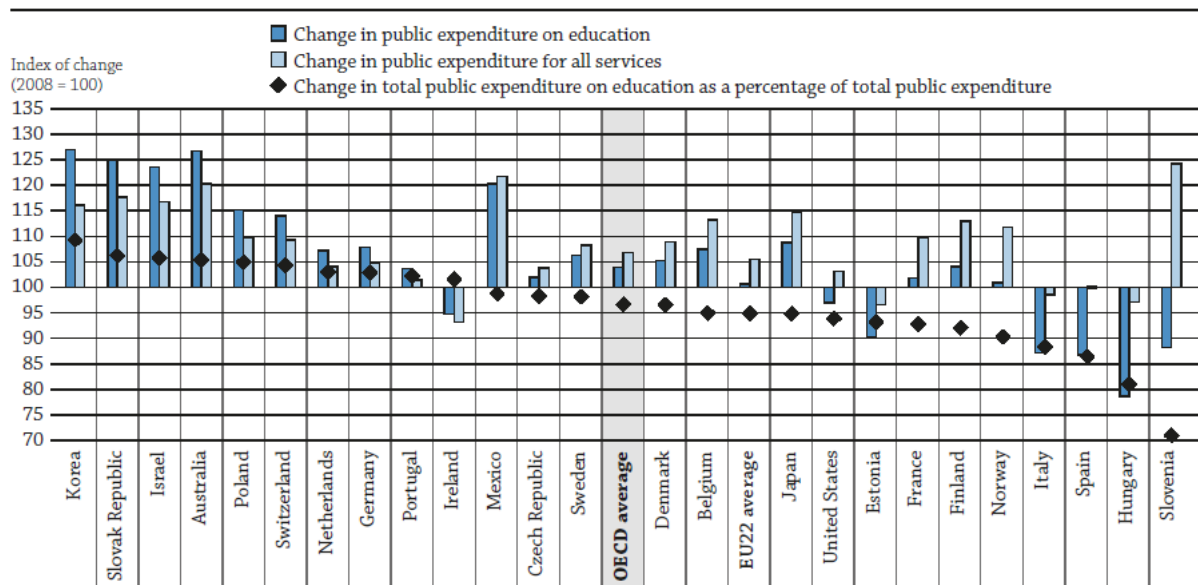
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Italy

- **Public expenditure on educational institutions in Italy declined by 14% between 2008 and 2013.** This decrease reflects not only a reduction in total public expenditure in real terms, but also a change in the distribution of public expenditure over different public priorities: the decline in expenditure for other public services was less than 2%. Total expenditure on primary to tertiary education as a share of GDP was 4% in 2013, compared to the OECD average of 5.2%.
- **The teacher workforce is the oldest of all OECD countries and has one of the lowest shares of male teachers.** Between six and seven teachers out of ten are over age 50, and eight out of ten are women.
- **The proportion of 20-24 year-olds neither employed nor in education or training (NEETs) increased by 10 percentage points in Italy in the last decade, more than in any other OECD country.**
- **Professionally-oriented, short-cycle tertiary education programmes, as well as part-time programmes, still accounted for a negligible fraction of tertiary students in Italy in 2014.** Increasing the availability of these study options could help attract diverse students to tertiary education.
- **The majority of upper secondary students in Italy are enrolled in vocational programmes.** These programmes prepare students to enter the labour market, but also offer the opportunity to pursue further education.


Figure 1. Index of change between 2008 and 2013 in public expenditure on education as a percentage of total public expenditure

Primary to tertiary education (2008 = 100, 2013 constant prices)



Countries are ranked in descending order of the change in total public expenditure on primary to tertiary education as a percentage of total public expenditure.

Source: OECD, Table B4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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The data in *Education at a Glance* highlights three key challenges for the Italian education system: reversing the negative trend in financing of education observed in recent years; renewing the teaching force by attracting new younger teachers; and increasing investments in educational programmes that look beyond the traditional target group of academically-oriented students.

High-quality education needs sustainable funding

- To make public expenditure more efficient, Italy approved Law 133 in 2008 with the objective of reducing the costs of education and increasing the number of students compared to the number of teachers. Although the 2008 reform was not related to the economic crisis, it significantly decreased public expenditure on education compared to other OECD countries.
- Italy ranked fourth-lowest among OECD countries in terms of total expenditure (from public and private sources) on primary to tertiary education in 2013. This expenditure amounted to 4% of gross domestic product (GDP), compared to the OECD average of 5.2% of GDP. Expenditure was particularly low in tertiary education, both relative to GDP (1.0% of GDP, compared to the OECD average of 1.6%) and to the number of students (expenditure per student was 71% of the OECD average). Italy's annual expenditure on primary through tertiary education in 2013 reached USD 9 2381 per student (more than USD 1 200 below the OECD average).
- Public expenditure on educational institutions as a share of GDP decreased by 7% between 2008 and 2013, although it has increased slightly since 2010, with a decrease in public expenditure (-14%) that was close to double the decrease in GDP (-8%).
- Italy's relatively low public expenditure on education is not due to low public spending in general, but to the fact that education receives a comparatively small share of the public budget. In 2013, Italy allocated 7% of total public expenditure to primary through tertiary education. This is much lower than the OECD average (11%) and the lowest share after Hungary. The available data also suggest that the decrease in education expenditure between 2008 and 2013 was due partly to changes in the distribution of public expenditure over different public priorities (Figure 1), not only to a general contraction of total public expenditure (which declined by less than 2%).
- Expenditure per student in primary and secondary education decreased by 14% over the same period (Table 1). Expenditure per student in tertiary education increased by 4%, but this is mostly due to a 7% decrease in the number of tertiary students.

Table 1. Expenditure per student by educational institutions in 2013 at primary to tertiary levels of education (2008 = 100)

	Primary, secondary and post-secondary non-tertiary (for Italy, public sector only)			Tertiary		
	Change in expenditure	Change in the number of students	Change in expenditure per student	Change in expenditure	Change in the number of students	Change in expenditure per student
Italy	86	100	86	97	93	104
OECD average	106	99	108	117	111	106

Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>, Tables B1.5a and b.

- As in most OECD countries, public sources make up most of Italy's expenditure on primary to tertiary educational institutions (96%, 5 percentage points above the OECD average). This share is slowly decreasing, because public expenditure is contracting, while private expenditure increased by 21% between 2008 and 2013 (compared to the OECD average of 16%).
- Tuition fees paid by households are one of the most important forms of private spending in tertiary education. Average tuition fees for bachelor's and master's students in Italy are USD 1 602 in public institutions and more than USD 6 000 in independent private institutions. Although tuition fees remain relatively low compared to

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

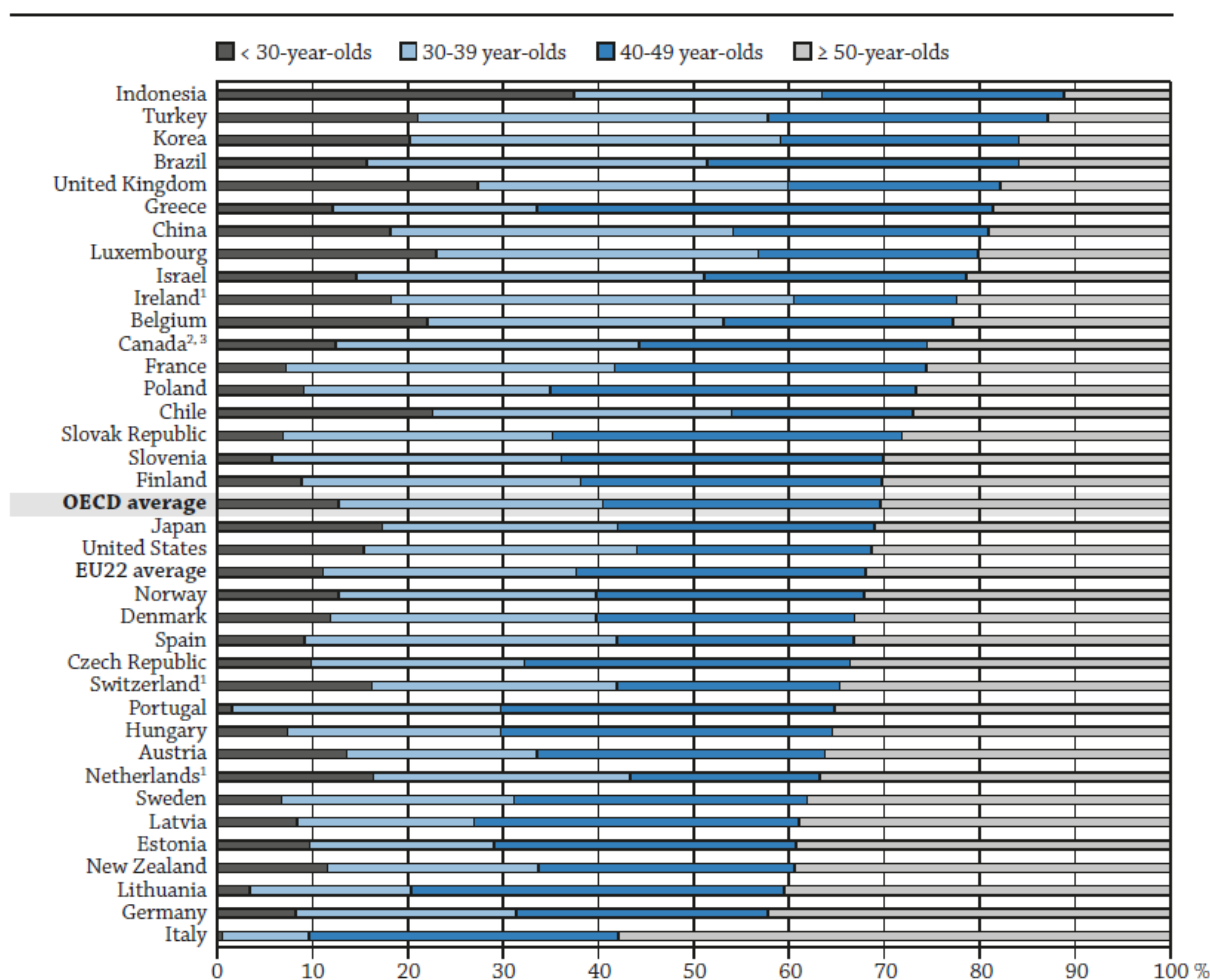
countries like the United States, Japan, Korea and Canada, they are still higher than in over half of countries with data available, including several countries where bachelor's studies are free of charge.

A balanced teacher workforce can enhance the quality of the educational system

- An analysis over time shows that teachers' salaries decreased by 7% in real terms in both primary and lower secondary education from 2010 to 2014. In 2014, the salary for a teacher with 15 years of experience was worth only 93% of its value in 2000. This is the main reason for the decrease in lower secondary teachers' salary cost per student (-5%). The same is true at primary level, where the increase in class sizes and the ratio of students to teachers over the same period also had an impact on salary cost per student (-13%).
- Teachers' statutory salaries, based on typical qualifications at different points in teachers' careers, are comparatively low and range between 76% and 93% of the OECD average. Nevertheless, many young people in Italy strive to enter the teaching profession, possibly also because of the difficulty of getting secure jobs elsewhere.

Figure 2. Age distribution of teachers in primary education (2014)

Distribution of teachers in educational institutions, by age group




1. Public institutions only.

2. Primary includes pre-primary and lower secondary.

3. Year of reference 2013.

Countries are ranked in ascending order of the percentage of teachers aged 50 years or older at the primary level.

Source: OECD, Table D5.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Statutory salaries based on typical qualifications are identical at primary and pre-primary level, and very similar at lower and upper secondary levels. The ratio of the salaries at the top of the scale to starting salaries is relatively low. In Italy, teachers' salaries are expected to increase throughout their whole career, but only to a limited extent. Maximum salaries for teachers in pre-primary to secondary education are 47% to 57% higher than starting salaries, while the OECD average ranges from 65% to 70%.
- Italy has the largest proportions of teachers over age 50 among OECD countries (Figure 2), with 58% in primary education, 59% in lower secondary education and 69% in upper secondary education in 2014. As many teachers were approaching retirement, Italy took steps to renew its teaching force through significant hiring of teachers envisaged in the 2015-16 school reform. This could potentially change the general age distribution of both primary and secondary education in Italy.
- The gender composition of the teaching workforce is not well balanced in Italy: almost eight out of ten teachers are women across all levels of education (compared to the OECD average of seven out of ten). This is reflected in students' selected fields of study: 90% of graduates in the field of education are women.
- This gender imbalance is much less pronounced at school management levels. Although 78% of lower secondary teachers are women, the same proportions are not found among principals. In lower secondary education, only 55% of principals are women. Lower secondary school principals are also comparatively old: the average age is 57, among the highest in OECD and partner countries, along with Japan, Korea, Cyprus and Malaysia.

More equitable schooling opportunities can lead to improved educational mobility across generations

- Educational attainment is particularly low among adults with foreign-born parents: 59% did not graduate from upper secondary education if the attainment of their parents was below upper secondary education, and 35% if the attainment level of their parents was upper secondary education.
- Inequality in educational attainment in Italy is not limited to those with immigrant background, but extends to the overall population. Among non-students aged 25-44 whose parents have below upper secondary education, 54% did not attain upper secondary education. This is the highest proportion among all countries participating in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), except Turkey. In contrast, only 13% of those whose parents attained upper secondary or post-secondary non-tertiary education did not attain upper secondary education, and only 6% of those whose parents did attain tertiary education (in line with the average for countries with available data). This shows that in Italy, more than elsewhere, the educational attainment of parents can influence the attainment their children will reach.
- However, some progress has been made at the upper secondary level of education. The expected first-time upper secondary graduation rate increased from 85% to 93% between 2010 and 2015. This means that there will be fewer young people without the qualifications necessary to enter tertiary education or the labour market.
- But the equity problem also emerges in Italy with respect to tertiary attainment rates. These are in line with other countries for people with tertiary educated parents, but they are 14 percentage points below average for those whose parents did not attain upper secondary education (Table 2).
- Solving the equity problem will require matching people with different needs and personal backgrounds with a diverse range of quality educational programmes that favour transition to the labour market and will contribute to a more cohesive society. As explained below, this includes offering both academic and professionally-oriented programmes, along with full-time and part-time options.

Table 2. Percentage of non-students aged 25-44 who attained tertiary education, by highest level of education of their parents (2012)

	Parents' level of education		
	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary
Italy	8	32	65
Average, countries with available data	22	39	68

Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>, Table A4.3

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

- Upper secondary vocational education and training programmes are usually seen as effective to develop skills among those who would otherwise lack qualifications, to ensure a smooth and successful transition into the labour market. Italy is a country with a strong vocational upper secondary education system. Compared to vocational programmes in other countries, an advantage of the major Italian vocational programmes, including *istruzione tecnica* and *istruzione professionale*, is that they offer access to tertiary education, thus removing formal barriers to further education and training. By contrast, the programmes offered in the context of *Istruzione e Formazione Professionale* do not allow students to directly access tertiary education. Although accounting for a minority of students, these programmes contribute to the relatively high graduation rate from upper secondary education in Italy.
- In Italy, vocational upper secondary programmes are the best available educational option for young people interested in a quick route to the labour market. In contrast to most OECD countries, the unemployment rate in Italy for individuals with upper secondary vocational education in 2014 was lower than for young people with both upper secondary general and tertiary education (see Table 3).

Table 3 Unemployment rates for adults aged 25-34, by highest educational attainment and programme orientation

	Upper secondary, vocational	Upper secondary, general	Tertiary
Italy	15	18	16
OECD average	9	10	7

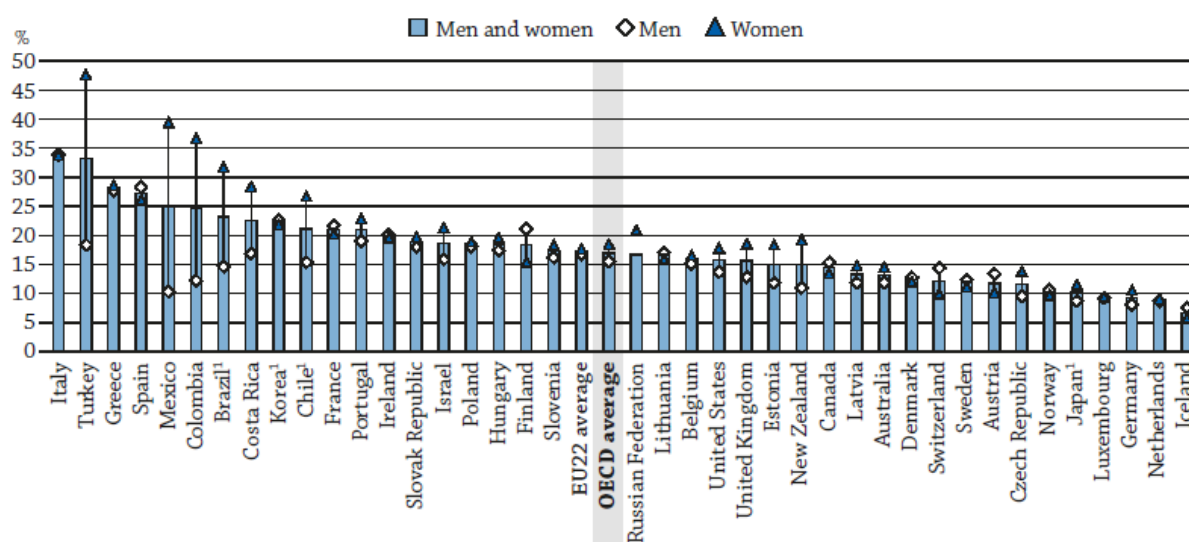
Source: OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>, Table A5.5

- Because vocational programmes in Italy offer students a choice between entering the labour market and pursuing further education, a larger share of upper secondary students are enrolled in vocational programmes (56%). The remaining 44% are enrolled in general programmes (typically, *istruzione liceale*), which typically prepare students for tertiary education. On average, the opposite situation is observed across OECD countries.
- Across the OECD, adult students beyond the typical age of enrolment tend to be more vocationally-oriented than other students. On average across countries, 72% of upper secondary students between 25 and 64 years old are enrolled in vocational programmes, but in Italy, the proportion is much higher, at 93%.
- However, despite the presence of a strong upper secondary vocational system, the overall enrolment rate of 25-64 year-olds in upper secondary education (general and vocational) is very low in Italy, at just 0.1% (compared to the OECD average of 0.8%). This is particularly worrying given the very low educational attainment among this age group in Italy: 40% of adults had not attained upper secondary education in 2015 (compared to the OECD average of 23%).
- One reason for low enrolment of adults could be the scarcity of options to study part time. Part-time studies make education systems more flexible, by increasing the number of options through which students can combine financial, career and family needs. On average across OECD countries, 9% of upper secondary students study part time. In Italy, where this proportion is negligible, the government recently took action to increase the provision of adult education, for example by setting up specialised institutions, the *Centri Provinciali per l'Istruzione degli Adulti*.

Tertiary education is not seen as a pathway to success in the labour market

- The Italian tertiary education system is not attractive to potential students, as demonstrated by the low entry rate and the high share of NEETs in the relevant age group for tertiary education. The first-time bachelor's entry rate in Italy is 37%, much lower than most other OECD countries.
- Young tertiary-educated adults do not find employment easily. The employment rate of 25-34 tertiary graduates is only 62% (compared to 83% on average across OECD countries) (see also OECD, 2015a, and Table 3).
- In Italy, over a third of young people between 20 and 24 years old are NEETs, the highest rate among OECD and partner countries (Figure 3). Between 2005 and 2015, the proportion of NEETs in the 20-24 age group increased more in Italy (by 10 percentage points) than anywhere else in the OECD area. This is partly due to the crisis-related decline in economic activity, leading to a drop of 12% in the employment rate of 20-24 year-olds. But it is important to note that other countries, Greece and Spain for example, saw a similar (or larger) decrease in the employment rate without witnessing such a large increase in the rate of NEETs. In these countries, many more of the young people who did not find a job were reabsorbed into education. In Greece, the share of 20-24 year-olds who are enrolled in education increased by 14% and in Spain, by 12%, but in Italy, it rose by only 5%. The fact that many young people without a job did not choose to continue their studies suggests that they do not find the Italian tertiary education system attractive.

Figure 3. Percentage of NEETs among 20-24 year-olds, by gender (2015)




Note: NEET refers to young people neither employed nor in education or training.

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

Countries are ranked in descending order of the percentage of 20-24 year-old NEET population of men and women.

Source: OECD, Table C5.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933398636>

- In Italy, tuition fees are set by tertiary education institutions depending on the economic circumstances of the student's family, according to equity criteria in line with general rules determined at the national level. However, only one in five students benefits from scholarships, even though tuition fees in public institutions for bachelor's programmes are the ninth-highest among countries with available data (data for Italy include master's programmes). The proportion of students taking advantage of loans guaranteed by the public sector, although rising rapidly, is still less than 1%. The fact that in Italy about 80% of tertiary students at bachelor's and master's level do not receive any financial aid or tuition fee support in the form of scholarships, grants or loans (OECD, 2015b) suggests that the financial mechanisms for such support are an extra barrier to tertiary education.
- One way to make tertiary education more attractive could be to increase options for part-time study, offering more possibilities for students who want to combine study with work and family needs. At the moment, in Italy only a negligible share of students enrol in tertiary education on a part-time basis. In contrast, on average across OECD countries, the proportion of students enrolled part time is 22% in short-cycle tertiary programmes and 18%

in bachelor's programmes. This lack of flexibility could be an obstacle to enrolment, particularly among 30-64 year-olds: only 0.9% of them are enrolled in tertiary education, compared to the OECD average of 2.1%.

- As a way to diversify its tertiary education system, Italy recently introduced the Istituti Tecnici Superiori (ITS) offering professional short-cycle tertiary education programmes. It is too early to know if these institutions will be able to substantially increase tertiary attainment. However, more can be done to attract a more diverse range of people into short-cycle tertiary programmes. For example, the proportion of 25-34 year-olds with tertiary education was 25% in 2014, much lower than the OECD average (42%).

There are large gender gaps in some fields of education

- Despite the potential for short-cycle tertiary programmes to increase attainment rates, women accounted for only 24% of new entrants in 2014 (compared to the OECD average of 52%). This could be due to a variety of factors, including the low share of women in vocational upper secondary education programmes (38% of total students). In addition, short-cycle tertiary education in Italy is oriented towards some specific fields of study. For example, social sciences, business and law, health and welfare and services combined account for 18% of new entrants, compared to 41% at the bachelor's or equivalent level. These are fields where the share of women among new entrants tends to be higher, both in Italy and across OECD countries.
- With the exception of short-cycle tertiary education, however, women form the majority of new entrants to tertiary education, both in Italy (55%) and across the OECD (54% on average). Men are particularly under-represented in the fields of education (9% of total new entrants), humanities and arts (32%), and health and welfare (31%). Women still represent only 30% of the students in engineering, manufacturing and construction in Italy, although this share is 6 percentage points higher than the OECD average.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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

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


References


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

OECD (2015a), "Italy", in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-64-en>.

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

For more information on Education at a Glance 2015 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=TUR&treshold=10&topic=EO>

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Key Facts for Italy in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Italy		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	65%	34%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	80%	60%	81%	67%	79%	68%
	Tertiary	85%	74%	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	76%		76%		77%	
	Upper secondary or post-secondary non-tertiary	80%		77%		79%	
	Tertiary	73%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2	15-29 year-olds	Men	Women	Men	Women	Men	Women
		26%	28%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	23%		56%		59%	
	Bachelor's or equivalent	59%		58%		60%	
	Master's or equivalent	60%		57%		58%	
	Doctoral or equivalent	52%		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012	
		Men	Women	Men	Women	Men	Women
	Table A1.5.	Teacher training and education science	1%	7%	7%	18%	n.a.
Engineering, manufacturing and construction		24%	5%	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	44%	56%	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	12%	37%	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	18.3%	15.3%	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	Primary education	USD 8 392		USD 8 477		USD 8 545	
	Secondary education	USD 9 023		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 11 172		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	4%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	7.3%		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	92%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	0.5%		0.8%		0.8%	
	Proportions of total expenditure from public sources	92%		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							
	Pre-primary school teachers	0.65		0.74		0.74	
	Primary school teachers	0.65		0.81		0.81	
	Lower secondary school teachers (general programmes)	0.69		0.85		0.86	
	Upper secondary school teachers (general programmes)	0.72		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					
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Table D3.1a	Pre-primary school teachers	USD 27 314	USD 32 995	USD 29 494	USD 39 245	USD 28 934
Primary school teachers		USD 27 314	USD 32 995	USD 31 028	USD 42 675	USD 30 745	USD 42 285
Lower secondary school teachers (general programmes)		USD 29 445	USD 35 951	USD 32 485	USD 44 407	USD 32 274	USD 44 204
Upper secondary school teachers (general programmes)		USD 29 445	USD 36 958	USD 34 186	USD 46 379	USD 33 420	USD 46 420

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

Source	Main topics in <i>Education at a Glance</i>	Italy		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012 ¹		2012	
Table A6.4	Teacher training and education science	**		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 3 200		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	12 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	12 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	19 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	0%	0%	8%	8%	5%	6%
	Bachelor's or equivalent	10%	4%	21%	16%	18%	13%
	Master's or equivalent	15%	14%	14%	11%	16%	13%
	Doctoral or equivalent	0%	0%	1%	1%	1%	1%
	All tertiary levels of education	25%	18%	42%	35%	40%	32%
	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	69%		82%		81%	
	Master's or equivalent	81%		87%		86%	
	Doctoral or equivalent	89%		91%		91%	
	All tertiary levels of education	79%		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	**		148		139	
	Master's, doctoral or equivalent	142		191		175	
	All tertiary levels of education	142		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	5%		5%		6%	
	Master's or equivalent	4%		12%		13%	
	Doctoral or equivalent	13%		27%		22%	
	All tertiary levels of education	5%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	44%		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 status ²	2012		2012 ¹		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	53%	59%	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 education ²	2012		2012 ¹		2012	
Table C6.3	Below upper secondary	12%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	31%		46%		n.a.	
	Tertiary	59%		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		2012 ¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	76%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	92%		90%		n.a.	
	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	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	87%	87%	83%	87%	83%	86%
	Tertiary	89%	90%	92%	94%	92%	93%

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

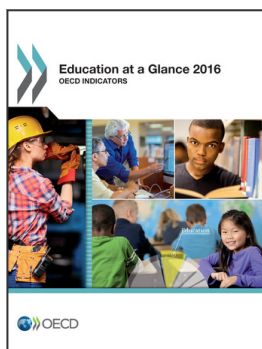
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

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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