

EDUCATION AT A GLANCE 2016

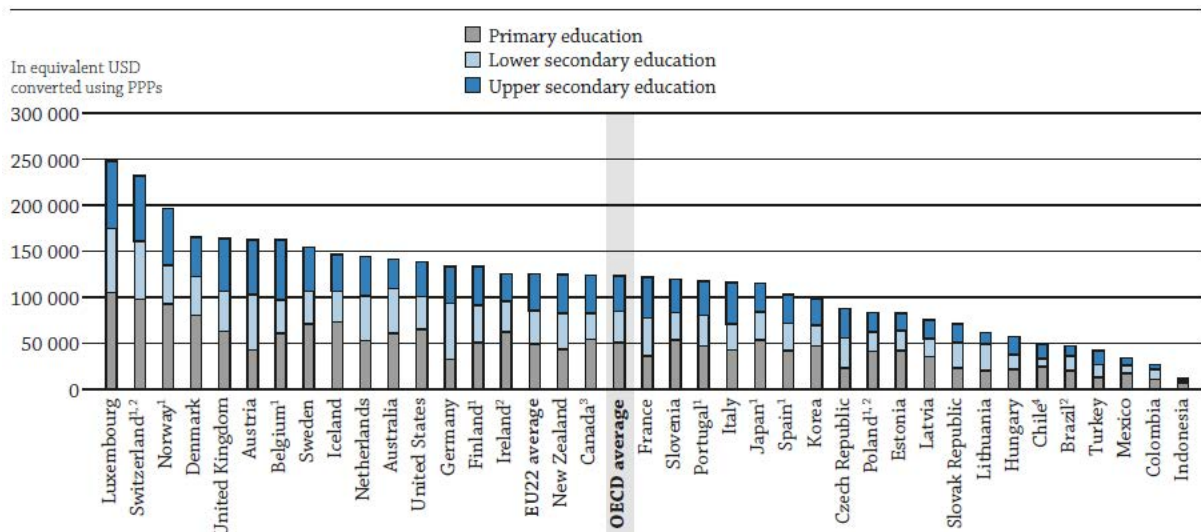
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Luxembourg

- **Educational institutions in Luxembourg spend vastly more per student than any other OECD country.** Average expenditure per student across all levels of education is more than double the OECD average.
- **Men see much higher private net financial returns to tertiary education than women.** Even though women in Luxembourg have the highest returns on tertiary education of all OECD countries with available data, they still benefit significantly less than men.
- **Luxembourg has the highest degree of international student mobility of all OECD countries.** Whereas less than 2% of tertiary students across the OECD are enrolled outside of their country of nationality, over two-thirds of Luxembourg's national tertiary students are enrolled abroad, and close to half of the students studying in Luxembourg are international.
- In contrast with most OECD countries, **teachers in Luxembourg report higher actual earnings than other full-time, tertiary-educated workers.**

Figure 1. Cumulative expenditure per student by educational institutions over the expected duration of primary and secondary studies (2013)

Annual expenditure on educational institutions per student multiplied by the theoretical duration of studies, in equivalent USD using PPPs



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


2. Public institutions only.

3. Year of reference 2012 for expenditure per student.

4. Year of reference 2014 for expenditure per student.

Countries are ranked in descending order of the total expenditure by educational institutions per student over the theoretical duration of primary and secondary studies.

Source: OECD, Table B1.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397619>

High-quality education needs sustainable funding

- Educational institutions in Luxembourg spend vastly more per student than any other OECD country. Average expenditure per student across all levels of education is more than double the OECD average. At the tertiary level, expenditure on bachelor's, master's and doctoral or equivalent programmes reaches USD 42 435¹ per student against an OECD average of USD 16 199.
- The cumulative expenditure per student over the expected duration of each level of education is also well above what is commonly found across OECD countries. Over the approximately six years of primary schooling, each student benefits from about USD 105 115 of investment.
- Although total expenditure per student is high, Luxembourg's education expenditure as a share of gross domestic product (GDP) is below average. Expenditure on primary education accounts for 1.2% of GDP (OECD average 1.5%) and in secondary education it accounts for 1.7% of GDP (OECD average 2.2%).
- Education expenditure is primarily drawn from public sources. Nearly all (97%) of expenditure on educational institutions for primary and secondary levels comes from public funds, compared with an OECD average of 93%. Public funds are also highly centralised: 84% of final funds come from the central government for primary through secondary and post-secondary non-tertiary level expenditure.

Tertiary education has a strong impact in the labour market

- Following the trend of countries across the OECD, tertiary attainment has expanded with each generation. While roughly a quarter of 55-64 year-olds have tertiary education, the share increases to half among 25-34 year-olds, which is greater than the OECD average of 42%. Tertiary education has continued to expand in recent years, as the share of tertiary-educated 25-34 year-olds has increased by 13 percentage points over the past 10 years.
- Compared to OECD averages, Luxembourg's tertiary students are more likely to study beyond a bachelor's or equivalent degree. Almost half of tertiary-educated adults have a master's or equivalent, and a relatively high proportion of students attain a doctorate.
- Luxembourg has the highest degree of student mobility. Whereas just 1.6% of tertiary students across OECD countries are enrolled outside of their country of nationality, 68% of Luxembourg's national tertiary students are enrolled abroad. In return, a high share of students (44%) studying at Luxembourg's sole university (established recently in 2003) are international.

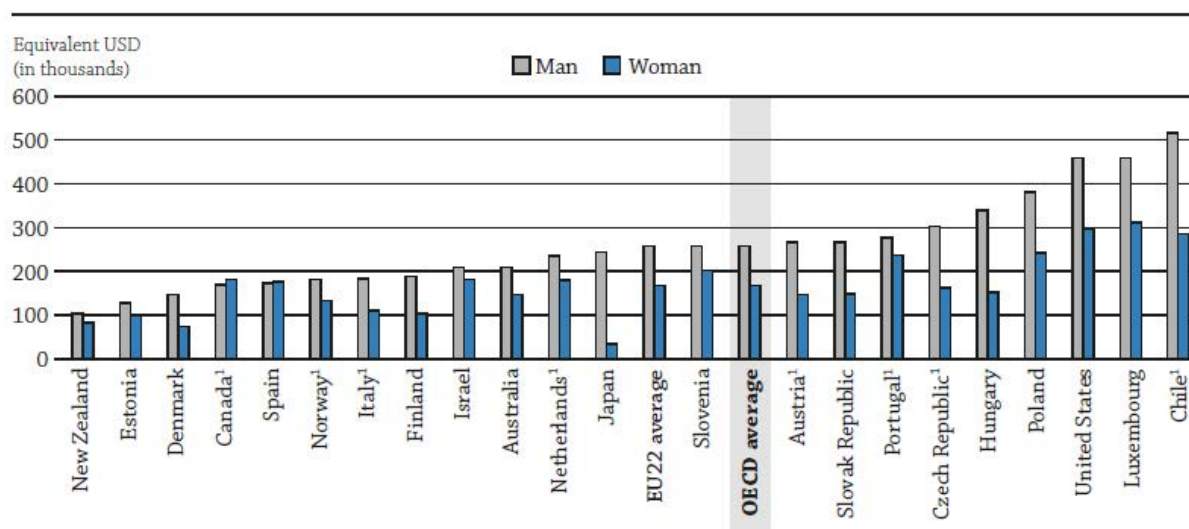
Gender gaps in education and employment persist

- A large gap remains between the private net financial returns to tertiary education enjoyed by men and women (Figure 2). Even though women in Luxembourg have the highest net private returns among women in all OECD countries with available data, averaging USD 310 800, this is 36% less than the USD 457 900 achieved by men.
- Similar to trends across the OECD, the employment rate for men exceeds that of women at each level of educational attainment, ranging from a 16 percentage point differential for below upper secondary education to 9 percentage points for tertiary education.
- Although the gender gap in employment rates falls as education levels rise, the pay gap does not: the annual full-time full-year earnings of tertiary-educated women are on average 76% of men's, the widest gender gap across all levels of educational attainment. Women with below upper secondary education earn on average 83% of what similarly educated men earn.
- Women make up the majority of tertiary graduates for short-cycle programmes (64%), bachelor's or equivalent (58%) and master's or equivalent (52%) but there are far fewer women than men at the doctorate level. Across the OECD, women comprise close to half of all doctorate graduates (47%) but in Luxembourg, the share is only 38%.
- While there is a greater degree of gender balance among students studying in the field of education (1.6 men for every woman, compared to an OECD average of 4.2), women in Luxembourg are still under-represented in the fields of sciences and engineering, manufacturing, and construction.

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

Figure 2. Private net financial returns on attaining tertiary education, by gender (2012)


As compared with adults attaining upper secondary or post-secondary non-tertiary education, in equivalent USD converted using PPPs for GDP



1. Year of reference differs from 2012, please see Tables A7.3a and A7.3b for further details.

Countries are ranked in ascending order of private net financial returns for a man.

Source: OECD, Tables A7.3a and A7.3b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397317>

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

- Luxembourg's public institutions have relatively small class sizes at primary (15 students) and lower secondary (19 students) compared to the OECD averages of 21 and 23 respectively. From already low numbers, average class sizes decreased marginally between 2005 and 2014 by 1% at primary and 3% at lower secondary level, both a smaller change than the OECD average. Overall, Luxembourg has among the lowest student to teaching staff ratios across all levels of education with available data.
- Statutory starting salaries for teachers in Luxembourg are the highest in the OECD, more than double the OECD average across all levels of instruction. Salaries at the top of the scale for pre-primary and primary teachers exceed USD 122 000, and salaries at the top of the scale are over USD 137 000 at the secondary level.
- In contrast with most OECD countries, teachers in Luxembourg report higher actual average earnings than other full-time, tertiary-educated workers. While the average teacher in the OECD earns 19% less than other tertiary-educated professionals at primary level and 11% less at upper secondary level, in Luxembourg, teachers earn from 8% more at primary level to 23% more at secondary.
- The teaching workforce is relatively young: 23% of teachers are aged below 30, 10 percentage points above the OECD average. The number of teachers aged over 50 fell by 2.13% a year between 2005 and 2014; by 2014 only 25% of teachers were over 50, compared with an OECD average of 37%.

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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.

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:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=LUX&treshold=10&topic=EQ>.

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Key Facts for Luxembourg in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Luxembourg		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	70%	54%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	77%	66%	81%	67%	79%	68%
	Tertiary	89%	80%	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	83%		76%		77%	
	Upper secondary or post-secondary non-tertiary	77%		77%		79%	
	Tertiary	76%		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	64%		56%		59%	
	Bachelor's or equivalent	58%		58%		60%	
	Master's or equivalent	52%		57%		58%	
	Doctoral or equivalent	38%		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	**	**	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	**	**	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	40%	60%	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	1%	27%	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	12.7%	5.5%	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 17 959		USD 8 477		USD 8 545	
		USD 19 762		USD 9 811		USD 10 053	
		USD 40 933		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	3.5%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	**		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	69%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3		0.6%		0.8%		0.8%	
	Proportions of total expenditure from public sources	98%		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		1.08		0.74		0.74	
		1.08		0.81		0.81	
		1.23		0.85		0.86	
		1.23		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 68 121	USD 108 110	USD 29 494	USD 39 245	USD 28 934	USD 38 992
		USD 68 121	USD 108 110	USD 31 028	USD 42 675	USD 30 745	USD 42 285
		USD 79 048	USD 112 760	USD 32 485	USD 44 407	USD 32 274	USD 44 204
		USD 79 048	USD 112 760	USD 34 186	USD 46 379	USD 33 420	USD 46 420

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

Source	Main topics in <i>Education at a Glance</i>	Luxembourg		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 3 004		n.a.	
	Engineering, manufacturing and construction	**		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	9 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	10 students per teacher		13 students per teacher		12 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	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	6%	7%	8%	8%	5%	6%
	Bachelor's or equivalent	17%	13%	21%	16%	18%	13%
	Master's or equivalent	26%	18%	14%	11%	16%	13%
	Doctoral or equivalent	1%	2%	1%	1%	1%	1%
	All tertiary levels of education	50%	40%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	81%		80%		80%	
	Bachelor's or equivalent	83%		82%		81%	
	Master's or equivalent	87%		87%		86%	
	Doctoral or equivalent	86%		91%		91%	
	All tertiary levels of education	85%		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	**		191		175	
	All tertiary levels of education	154		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	25%		5%		6%	
	Master's or equivalent	68%		12%		13%	
	Doctoral or equivalent	85%		27%		22%	
	All tertiary levels of education	44%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	32%		68%		63%	
	All tertiary levels (excluding international students)	19%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	17%		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	**	**	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	**		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	**		46%		n.a.	
	Tertiary	**		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)	**		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	**		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%	92%	83%	87%	83%	86%
	Tertiary	95%	93%	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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