

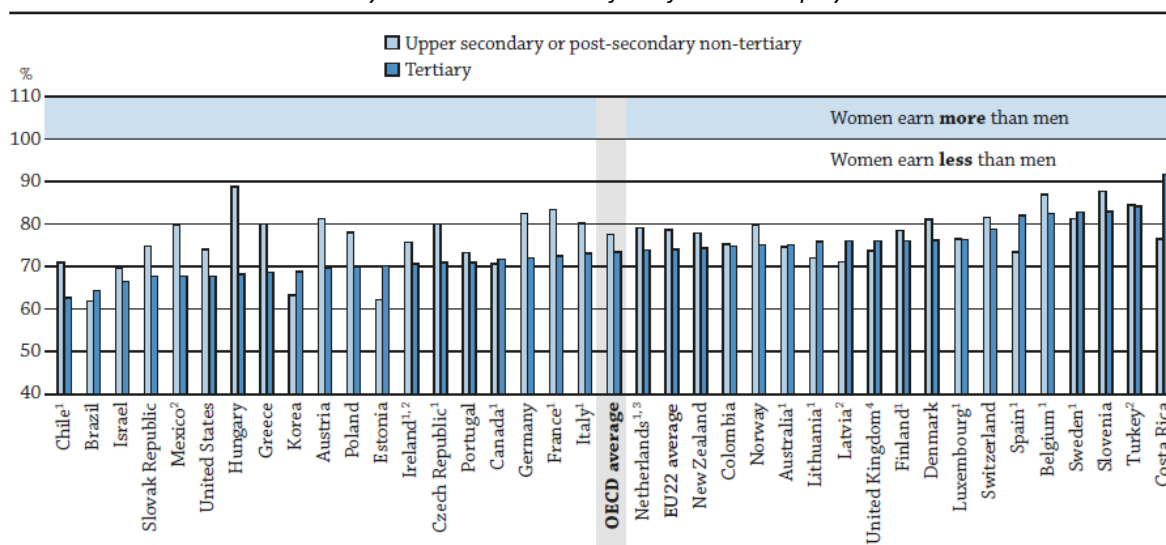
## EDUCATION AT A GLANCE 2016

*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.

### Mexico

- While Mexico has one of the lowest unemployment rates among OECD countries, women in Mexico face slightly higher unemployment rates than men and one of the highest gender gaps in earnings across OECD countries. As in other OECD countries, tertiary-educated women earn (32%) less than their male counterparts (OECD average, 27%), but women are more likely to graduate from higher-income fields such as science, mathematics and computing than in other countries.
- Teachers' salaries in Mexico are below the OECD average in pre-primary through lower secondary education, but above average for upper secondary education. However, unlike in most OECD countries, teachers from pre-primary to upper secondary education earn, on average, considerably more than other tertiary-educated workers.
- The enrolment rate of 3-year-olds has been sharply increasing in Mexico, although it still lags behind most OECD countries. Still, by age 4, nearly 90% of children are enrolled in pre-primary education, a rate higher than in most OECD countries.
- Policies encouraging vocational education and training offer young people the opportunity to engage in training while completing their schooling. Some 14% of 15-19 year-olds in Mexico are enrolled in vocational upper secondary education programmes.

**Figure 1: Women's earnings as a percentage of men's earnings, by educational attainment (2014)**  
25-64 year olds with income from full-time employment



**Note:** Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2014. Refer to Table A6.2 for details.

2. Earnings net of income tax.

3. Educational attainment levels are based on the ISCED-97 classification.

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in ascending order of women's earnings as a percentage of men's earnings with tertiary education.

Source: OECD, Tables A6.2. 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)).

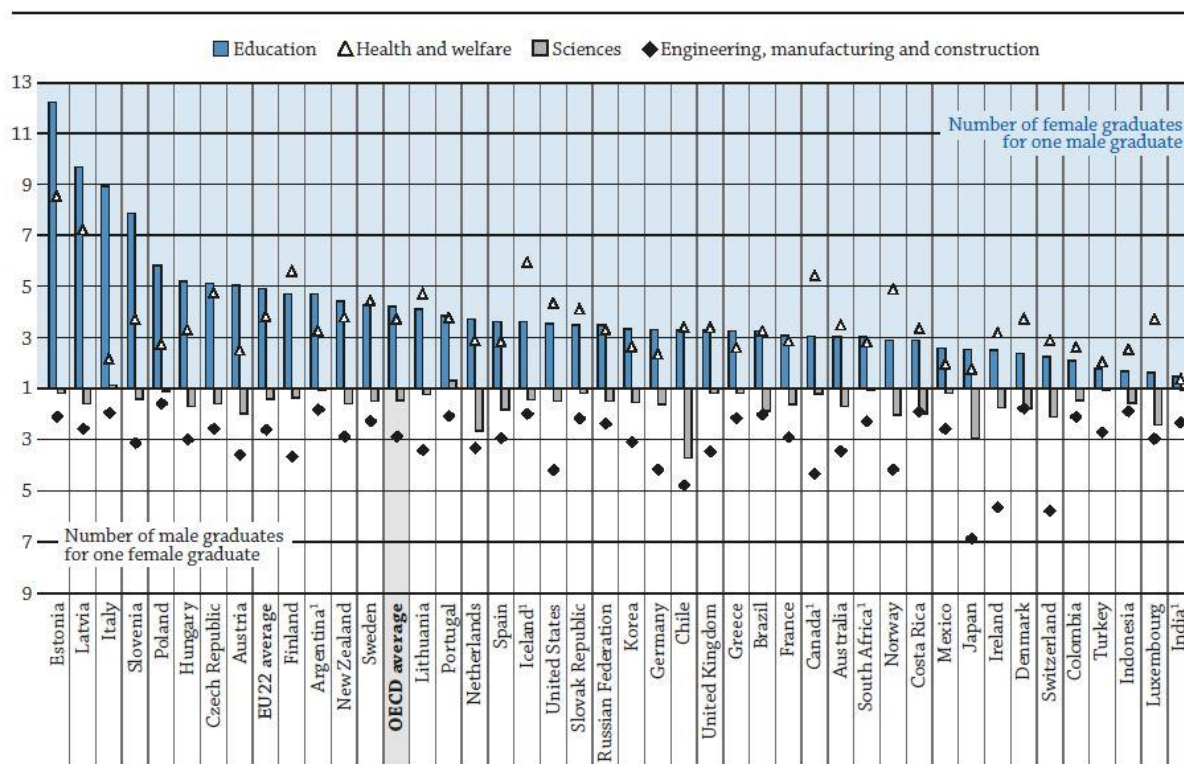
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- The earnings premium for tertiary-educated workers in Mexico is among the highest across OECD countries. This may be explained by the fact that only 16% of adults (25-64 year-olds) have attained tertiary education, the lowest share across OECD countries. Still, this figure increases to 21% among the younger generation. This could be also explained by the fact that 23% of bachelor's graduates are in the highly competitive field of engineering, manufacturing and construction (OECD average, 13%).
- Education represents 17% of the total of public expenditure in Mexico (OECD average, 11%). The share of private expenditure in education is also comparatively high at all levels of education, but it remained stable between 2005 and 2013. Overall, public and private expenditure on education has been increasing since 2005.

## Gender gaps in education and employment

- In Mexico, the gender distribution in tertiary education follows the average pattern across OECD countries: more women than men graduate from tertiary education, but women are still slightly less likely to enter and graduate from doctoral or equivalent programmes. About 53% of graduates from bachelor's or equivalent programmes and 55% of graduates from master's or equivalent programmes were women in 2014, while at the doctoral level up to 48% of graduates were women.
- In contrast to other OECD countries, Mexico has more balanced gender distribution across fields of education: 46% of all tertiary graduates in the fields of science, mathematics and computing in 2014 were women. This is a considerably larger share than the OECD average (39%) and the largest share in Latin American countries with available data: Brazil (35%), Chile (21%) and Colombia (41%). At the other end of the spectrum, 28% of graduates in the field of education and 34% of graduates in the field of health and welfare were men, among the highest shares across OECD countries (OECD averages: 22% for education, 24% for health and welfare).

Figure 2: Gender ratio for all tertiary graduates, by field of education (2014)



1. Year of reference 2013.

Countries are ranked in descending order of the number of female graduates for one male graduate in the field of "Education".

Source: OECD, Table A3.3. 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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- As is the case on average across OECD countries, women in Mexico are at a disadvantage in the labour market. For women with a tertiary degree the unemployment rate is slightly higher than for men with a similar education level (4.5% for women versus 4.1% for men), and women earn only 68% as much as similarly-educated men

(OECD average, 73%). This gender gap in earnings is the third-highest across OECD countries (Mexico is tied with the Slovak Republic and the United States). It does not seem to be decreasing, as women in both the younger generation (35-44 year-olds) and the older generation (55-64 year-olds) face these same high gaps in earnings.

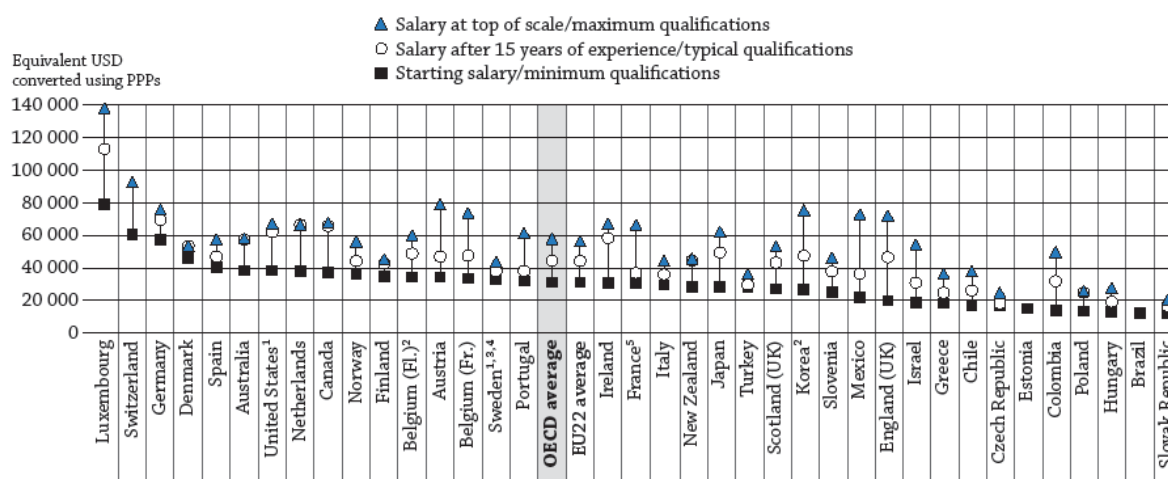
- The teaching profession also has more balanced gender distribution than the average across OECD countries, at least in early levels of education. Mexico has the third-highest share of male teachers in both primary (32%) and lower secondary (48%) education. On average across OECD countries, only 18% of primary teachers and 32% of lower secondary teachers are men. In upper secondary education, however, men represent over half of the Mexican teaching force (the case in only three other OECD countries). The reversal of the gender gap in upper secondary education coincides with a spike in teacher's salaries at that level. The starting statutory salary for upper secondary teachers is almost 2.5 times as much as starting salaries in pre-primary and primary education and nearly twice as much as salaries in lower secondary education – by far the largest difference across all OECD countries.
- As is the case on average across OECD countries, women represent a minority in school leadership positions. In lower secondary education, only 41% of principals are women, lower than the OECD average (45%) and in other Latin American countries, such as Brazil (75%) and Chile (53%). This seems illogical, given that in most OECD countries principals are often recruited from the ranks of teachers – and most teachers in pre-primary to secondary education in Mexico are women.

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

- Teachers' salaries in Mexico vary widely depending on the level of education, the number of years of experience and the level of qualifications. Despite having increased by 13% since 2005, the annual statutory salary of pre-primary and primary teachers with typical qualifications and 15 years of experience was USD 28 300<sup>1</sup> in 2014, considerably below the OECD average (USD 39 200 for pre-primary and USD 42 700 for primary), although higher than in Chile (USD 26 000 for pre-primary and primary). However, at the upper secondary level, the entry statutory salary of teachers in Mexico was higher than the OECD average.
- Still, teachers' salaries from pre-primary to upper secondary education tend to be competitive within the national context. Unlike in most OECD countries, teachers' statutory salaries in Mexico are higher than the average earnings for full-time, full-year tertiary-educated workers. Pre-primary and primary school teachers with 15 years of experience earn about 35% more than their tertiary-educated counterparts, and lower secondary teachers earn about 74% more – the highest percentage across OECD countries. The ratio for teachers at the upper secondary level with 15 years of experience is even higher. They earn 2.5 times as much as their tertiary-educated counterparts, again the highest of all OECD countries.
- Salary schedules in Mexico are determined in full autonomy at the institutional level, and there is a large gap between starting salaries and the salaries of teachers at the top of their career. From pre-primary to lower-secondary, the salary of teachers with typical qualifications at the top of their career is twice the starting salary for teachers with the same qualifications. When taking into account different levels of qualifications, teachers with maximum qualifications and at the top of their career earn over three times as much as entry-level teachers with minimum qualifications – the second highest differential across OECD countries. The differences are lower at the upper secondary level, where salaries are already comparatively high from the start of the career. But teachers in Mexico spend an average of 14 years from starting to top salary (lower secondary education), while the OECD average is 25 years.

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

**Figure 3: Lower secondary teachers' salaries at different points in teachers' careers (2014)***Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs*

1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Data from 2013.

5. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD, Table D3.1a, Tables D3.1b and D3.6, available on line. 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/10.1787/888933399015>

- Teachers in primary and secondary education in Mexico teach more hours per year than on average across the OECD countries. The difference is especially large at the lower secondary level, where teachers in Mexico teach 352 more hours per year than the OECD average. At the pre-primary level, however, teachers in Mexico teach about half the number of hours of the OECD average, but this will change after the recent Education Reform in Mexico.
- Average class sizes at both the primary and lower secondary levels decreased between 2005 and 2014. In 2014, there were, on average, 19 students per class at the primary level (compared to the OECD average of 21) and 28 students per class at the lower secondary level (compared to the OECD average of 23).
- In addition to salaries, average class size and teaching time, another factor that may influence teachers' working conditions and school environment is the role played by principals. In Mexico, the large majority of lower secondary principals (72%) report taking actions to support co-operation among teachers to develop new teaching practices (OECD average, 60%), and 75% report taking action to ensure that teachers take responsibility for improving their teaching skills (OECD average, 64%). However, principals in Mexico reported in 2013 that they tend not to share responsibilities with teachers (or any other school actors). Only 16% report sharing responsibility for recruiting teachers and 14% for suspending or dismissing teachers (compared to the OECD average of 41% for recruiting and 31% for suspending or dismissing), and only 18% report sharing responsibility for making budget allocations (OECD average, 49%). Moreover, only 41% of principals report sharing responsibility for establishing student disciplinary policies and procedures (OECD average, 63%).

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

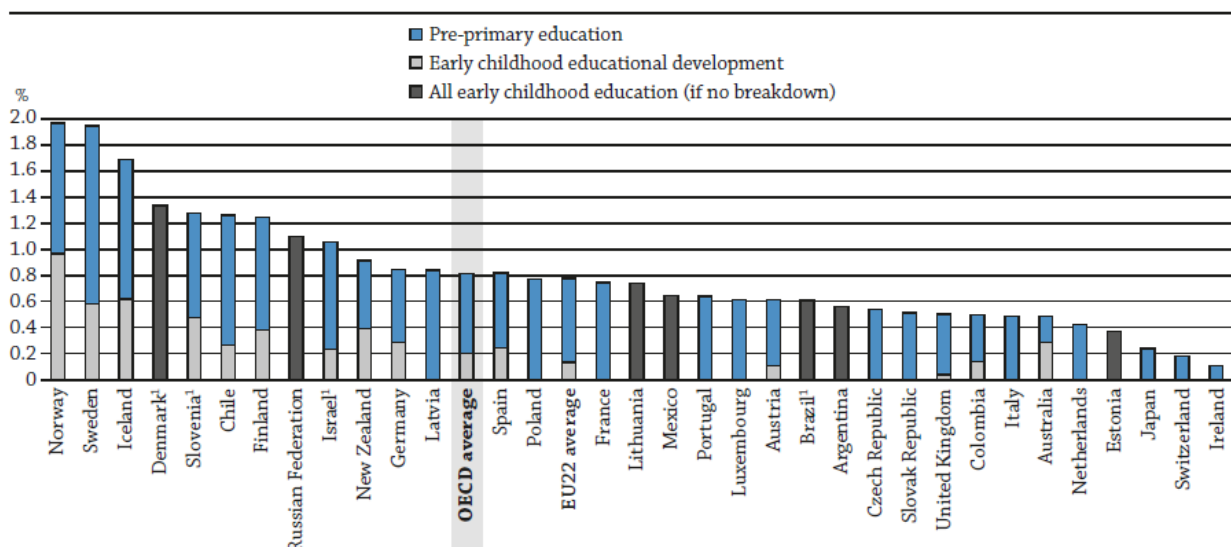
- Given the significant role early childhood education and care plays in students' cognitive development and later school performance, it has become a policy priority in many countries. For example, in most countries with available data, the share of students who are low performers in mathematics in the OECD Programme for International Student Assessment (PISA) decreases considerably among students who attended pre-primary education. In Mexico, 73% of students who did not attend pre-primary education were low performers in PISA, compared to 52% of those who attended at least a year of pre-primary education.
- The enrolment rate of 3-year-olds in Mexico still lags behind that of most OECD countries, but it has sharply increased since 2005. Between 2005 and 2014, the enrolment rate of 3-year-olds in pre-primary education (Educación Preescolar) nearly doubled, reaching 40% in 2014 (OECD average, 69%). By age 4, nearly 90% of

children were enrolled in pre-primary education in 2014 – above the OECD average of 85% and considerably higher than in other Latin American countries, such as Brazil (72%), Chile (84%) and Costa Rica (78%). The great majority (86%) of students in pre-primary programmes are enrolled in public institutions, again considerably above the OECD average of 68% and Latin American countries with available data.

- However, the system of early childhood educational development programmes (Educación Inicial) is still underdeveloped in Mexico. Only 5% of 2-year-olds were enrolled in these programmes in 2014, compared to OECD average enrolment of 34%. Nearly two-thirds of the programmes that do exist are run by independent private institutions, and there are, on average, 24 pupils per staff member (teachers and teacher aides) – the highest ratio among countries with available data.
- Mexico spent 0.6% of its GDP on pre-primary and early childhood educational development programmes combined in 2013. This level of expenditure is slightly below the OECD average of 0.8%, but similar to that of other Latin American countries, such as Argentina, Brazil and Colombia. Moreover, 83% of the total expenditure in this level of education comes from public sources, compared to the OECD average of 81%.

**Figure 4: Expenditure on early childhood educational institutions (2013)**

*As a percentage of GDP, by category*



1. Includes some expenditure on childcare.

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

Source: OECD, Table C2.3. 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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## Vocational education and training can provide more direct pathways into the labour market

- As part of Mexico's current policy of promoting technological education, boosted by the recent Education Reform, the government has taken steps to increase the participation of youth in programmes that offer them technical training while completing their upper secondary education. These programmes allow them to continue to higher education and work if needed. In 2014, some 14% of 15-19 year-olds in Mexico were enrolled in vocational upper secondary education programmes (OECD average, 25%), representing 38% of the total enrolment at the upper secondary level (OECD average, 40%).
- Given current patterns, 19% of young adults in Mexico are expected to graduate from vocational programmes over their lifetime (OECD average, 46%), and those who graduate are relatively young. The average age at graduation is 18, and 97% of graduates are under age of 25. On average across OECD countries, only 80% of students graduate before age 25, and the average age (23) is considerably higher than in Mexico. This may be explained by the fact that, in many countries, vocational programmes are linked to second-chance programmes designed to encourage adults to re-enter education.



- The annual expenditure per student in upper secondary vocational programmes in Mexico was USD 3 300 in 2013, compared to USD 4 700 per student in general programmes. In contrast, on average across OECD countries, expenditure per student is higher for vocational programmes than for general programmes, amounting to USD 10 000, over three times as high as Mexico's expenditure in absolute terms.

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

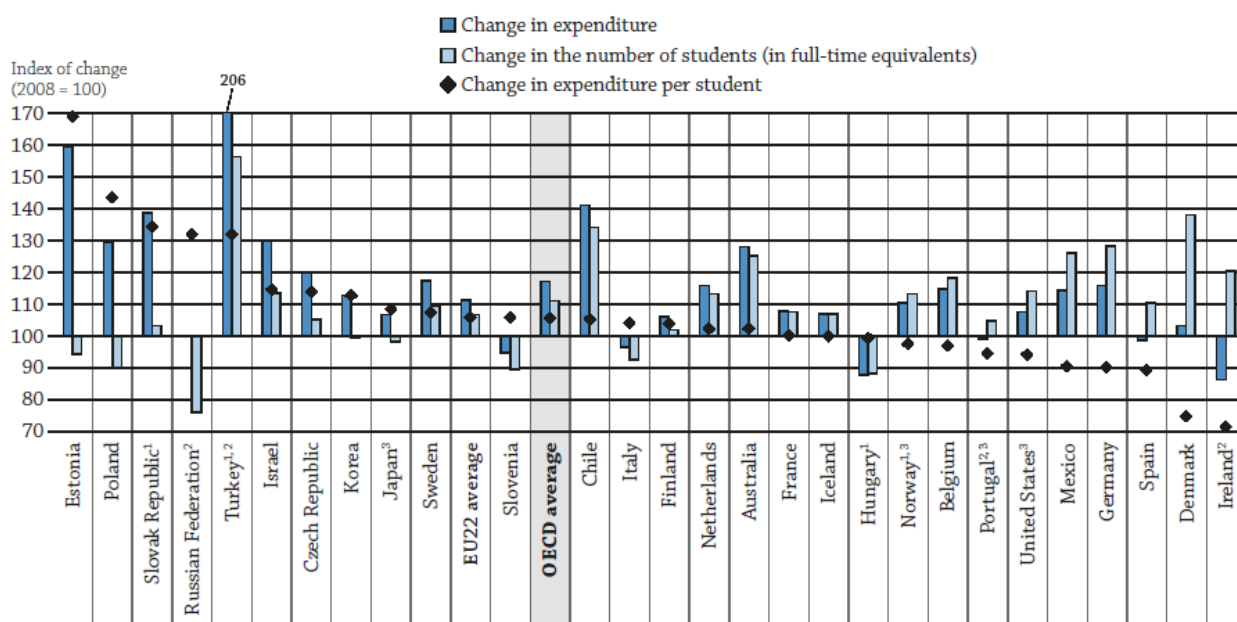
- In 2015, only 16% of adults in Mexico had attained tertiary education. This is the lowest share across OECD countries (OECD average, 36%), but it is higher than the share in some partner countries, such as Brazil (14%), China (10%), Indonesia (8%) and South Africa (15%). Still, tertiary attainment has been increasing considerably in Mexico. While only 12% of the older generation (55-64 year-olds) have a tertiary degree, the figure increases to 21% among the younger generation (25-34 year-olds). Indeed, if current patterns are maintained, 25% of young people in Mexico are expected to graduate for the first time from a tertiary degree at some point in their lifetime.
- Tertiary education is an important link between education policies and the labour market. In Mexico, as in most OECD countries, the employment rate of adults tends to increase with educational attainment. Even within tertiary education, the share of employed adults (25-64 year-olds) in 2015 was highest among those with a master's or doctoral degree (or equivalent) (87%), compared to a bachelor's or equivalent (80%) and short-cycle tertiary (73%).
- Relative earnings also increase with the level of educational attainment and are considerably higher in Mexico than in most other OECD countries. Adults with a bachelor's or equivalent degree as their highest level of attainment earn over twice as much as those with upper secondary education – the second highest earnings differential across the OECD after Chile. The earnings differential is even higher for those with a master's or doctoral degree, who earn over three times as much as those with upper secondary education. The high earnings differential may be partially explained by the low share of the population with tertiary educational attainment.
- Given concerns about competitiveness in the global economy and the labour market, some countries have been placing great importance on increasing the number of students and researchers in the fields of sciences and engineering. In Mexico, among those in bachelor's or equivalent programmes, 23% graduate in the field of engineering, manufacturing and construction – one of the highest shares across OECD countries (OECD average, 13%).

## **High-quality education needs sustainable funding**

- Expenditure in education in Mexico remains low in absolute terms, but it corresponds to a comparatively high share of the country's GDP and total public expenditure. In 2013, from primary to tertiary education, Mexico spent USD 3 400 per student, considerably below the OECD average of USD 10 500. This is lower than other Latin American countries with available data, Brazil (USD 4 300) and Chile (USD 5 100), but higher than Colombia (USD 3 200). Moreover, expenditure per student in tertiary education in Mexico (USD 7 600) was nearly three times higher than expenditure per student in primary education (USD 2 700). This is the second highest differential across all OECD countries, which on average spend less than 1.2 as much on tertiary students as they do on primary students.
- Still, between 2008 and 2013, public expenditure on primary to tertiary education increased by 20%. Total expenditure in primary through tertiary education in Mexico amounts to 5.2% of GDP, equal to the OECD average. This is slightly below the level of other Latin American countries, such as Argentina (5.5%), Chile (5.5%) and Colombia (6.6%). In terms of public expenditure alone, the Mexican government spends 17% of total public expenditure on primary to tertiary education, the second highest share across OECD countries and above the OECD average of 11%.
- Between 2008 and 2013, total expenditure (both public and private) on primary to post-secondary non-tertiary education increased by 18%. However, in this same period the number of students in these levels of education increased by 5%, resulting in an increase of 13% in expenditure per student. In tertiary education, expenditure also increased (by 14%), but because the number of students increased by even more (26%), expenditure per student in this period actually decreased by 9%.

**Figure 5: Changes in the number of students, expenditure on educational institutions and expenditure per student in tertiary education (2008, 2013)**

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



1. Public expenditure only.

2. Public institutions 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 change in expenditure per student by educational institutions.

Source: OECD, Table B1.5b. 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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- A relatively large share of expenditure on education in Mexico comes from private sources, in particular from households. From primary to post-secondary non-tertiary education, private sources account for 17% of expenditure, the second highest share after Chile and considerably above the OECD average of 9%. In tertiary education, 32% of expenditure comes from private sources (OECD average, 21%), and all of the private expenditure originates from households. Between 2005 and 2013, both public and private expenditure on education increased, but the share of private expenditure on educational institutions remained relatively stable across all levels of education during this period.
- Some 96% of expenditure in primary to tertiary education is devoted to current expenditure, mainly to cover the salaries of teachers and the maintenance of educational institutions. Only Austria, Belgium, Portugal and the United Kingdom spend a higher share of total expenditure on current expenditure, and the average across OECD countries is 92%.

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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.

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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](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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## Key Facts for Mexico in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average	
Gender					
	Employment rate of 25-64 year-olds, by educational attainment	2015			
		Men	Women	Men	Women
Chart A5.2.	Below upper secondary	88%	44%	66%	46%
	Upper secondary or post-secondary non-tertiary	89%	55%	81%	67%
	Tertiary	89%	72%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014			
		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	74%		76%	
	Upper secondary or post-secondary non-tertiary	80%		77%	
	Tertiary	68%		73%	
	Percentage of people not in employment, nor in education or training (NEET)	2015			
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	9%	35%	12%	17%
	Percentage of female graduates, by tertiary levels of education	2014			
		% Women		% Women	
Table A3.4	Short-cycle tertiary	40%		56%	
	Bachelor's or equivalent	53%		58%	
	Master's or equivalent	55%		57%	
	Doctoral or equivalent	48%		47%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012			
		Men	Women	Men	Women
Table A1.5.	Teacher training and education science	**	**	7%	18%
	Engineering, manufacturing and construction	**	**	31%	7%
Vocational Education and Training (VET)					
	Distribution of enrolment, by programme orientation	2014			
		General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	62%	38%	56%	44%
	Educational attainment, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	24%	**	17%	26%
	Unemployment rate, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	5.3%	**	10%	9.2%
Financial Investment in Education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013			
Table B1.1	Primary education	USD 2 717		USD 8 477	
	Secondary education	USD 3 065		USD 9 811	
	Tertiary (including R&D activities)	USD 7 568		USD 15 772	
	Total expenditure on primary to tertiary educational institutions	2013			
Table B2.2	As a percentage of GDP	5.2%		5.2%	
	Total public expenditure on primary to tertiary education	2013			
Table B4.2	As a percentage of total public expenditure	17.3%		11.2%	
Early Childhood Education and Care (ECEC)					
	Enrolment rates in early childhood education at age 3	2014			
Table C2.1	ISCED 01 and 02	43%		71%	
	Expenditure on all early childhood educational institutions	2013			
Table C2.3	As a percentage of GDP	0.6%		0.8%	
	Proportions of total expenditure from public sources	83%		81%	
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	**		0.74	
	Primary school teachers	**		0.81	
	Lower secondary school teachers (general programmes)	**		0.85	
	Upper secondary school teachers (general programmes)	**		0.89	
	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
Table D3.1a	Pre-primary school teachers	USD 17 041	USD 28 262	USD 29 494	USD 39 245
	Primary school teachers	USD 17 041	USD 28 262	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 21 892	USD 36 288	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 40 950	USD 51 527	USD 34 186	USD 46 379

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

Source	Main topics in <i>Education at a Glance</i>	Mexico		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012 <sup>1</sup>	
Table A6.4	Teacher training and education science	**		USD 3 004	
	Engineering, manufacturing and construction	**		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	27 students per teacher		15 students per teacher	
	Secondary education	27 students per teacher		13 students per teacher	
	Tertiary education	16 students per teacher		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	1%	0%	8%	8%
	Bachelor's or equivalent	19%	14%	21%	16%
	Master's or equivalent	1%	1%	14%	11%
	Doctoral or equivalent	0%	0%	1%	1%
	All tertiary levels of education	21%	16%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	73%		80%	
	Bachelor's or equivalent	80%		82%	
	Master's or equivalent	87%		87%	
	Doctoral or equivalent	87%		91%	
	All tertiary levels of education	80%		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	115		120	
	Bachelor's or equivalent	205		148	
	Master's, doctoral or equivalent	307		191	
	All tertiary levels of education	205		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	**		5%	
	Master's or equivalent	**		12%	
	Doctoral or equivalent	**		27%	
	All tertiary levels of education	**		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	38%		68%	
	All tertiary levels (excluding international students)	38%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	35%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status <sup>2</sup>	2012		2012 <sup>1</sup>	
		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%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education <sup>2</sup>	2012		2012 <sup>1</sup>	
Table C6.3	Below upper secondary	**		26%	
	Upper secondary or post-secondary non-tertiary	**		46%	
	Tertiary	**		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012 <sup>1</sup>	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	**		67%	
	High literacy proficiency (Level 4 or 5)	**		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment <sup>3</sup>	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	81%	92%	83%	87%
	Tertiary	**	**	92%	94%

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

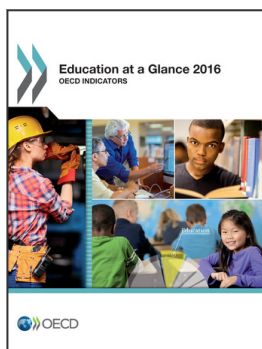
Refer to Annex 3 for notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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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