

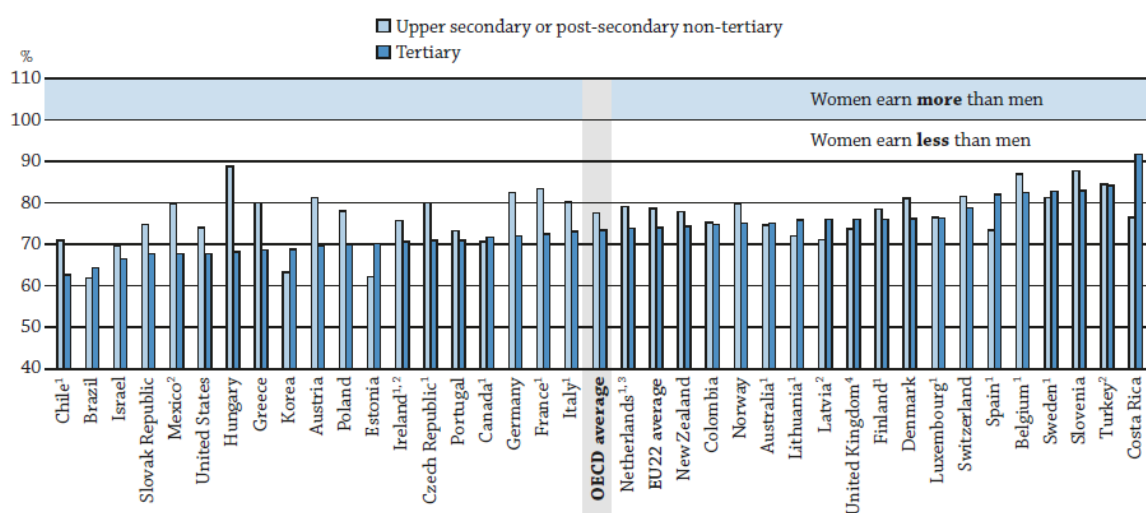
EDUCATION AT A GLANCE 2016

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.

United Kingdom

- **Early childhood education is commonplace from age 3.** The proportion of children enrolled in private institutions is near the average across OECD countries, and most funds come from public sources, but the share of private funds is above the OECD average at the pre-primary level.
- **Total expenditure (from public and private sources) on primary to tertiary education in the United Kingdom exceeds that of most OECD countries, especially at the tertiary level.** An above-average proportion of funding on educational institutions comes from private sources, especially at the tertiary level, which combines high tuition fees with a widespread public loans system.
- **Teachers in the United Kingdom are among the youngest in OECD countries.** In line with the general trend across OECD countries, they earn less than tertiary-educated workers, but with a smaller earnings' gap than in most other OECD countries.
- **Children born to foreign parents are more likely to attain the tertiary level of education than those with native-born parents,** in contrast to most OECD countries.
- **International students represent a large share of tertiary enrolment,** particularly at higher levels of tertiary education.
- **Employment levels are high across the United Kingdom for all levels of attainment.** People with a secondary or post-secondary non-tertiary qualification as their highest level of education have unemployment rates below the OECD average, for both general and vocational qualifications.
- **The gender gap in the labour market is comparatively small in the United Kingdom,** and women have better labour market perspectives than the OECD average.

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).

StatLink  <http://dx.doi.org/10.1787/888933397182>

Gender gaps in education and employment persist, but are comparatively small in the United Kingdom

- As in almost every OECD country, more first-time tertiary graduates are women than men (56%, close to the OECD average of 57%), and the share of female graduates decreases between short-cycle programmes (61%) and doctoral programmes (47%). Only eight countries have a majority of female graduates from doctoral programmes.
- As in most countries, there are large gender differences in the distribution of graduates by field of education. Less than one woman graduates from engineering, manufacturing and construction for every three men (similar to the OECD average), but three women for every man graduate from education programmes (compared to four women for every man on average in OECD countries).
- Women in the United Kingdom enjoy higher employment rates than the OECD average, notably those with an upper secondary or post-secondary non-tertiary qualification level, although the rates are lower than for similarly educated men.¹ In 2015, 75% of women with an upper secondary or post-secondary non-tertiary qualification were employed (compared to the OECD average of 67%). The rates are above the OECD averages for other levels of education: 49% for women without an upper secondary qualification (OECD average, 46%) and 82% for tertiary-educated women (OECD average, 80%). The gender gap, defined as the difference between employment rates for men and women, is similar to the OECD averages, ranging from 20 percentage points for those without an upper secondary qualification to 8.5 percentage points at the tertiary level.
- Women have lower earnings than men, but the gender gap in the United Kingdom is smaller than in most OECD countries at the tertiary level, and, unlike in other countries, the gender gap in earnings is relatively similar among workers with upper secondary and tertiary qualifications. In the United Kingdom, women without an upper secondary qualification earned 83% as much as their male peers in 2014 (compared to the OECD average of 76%). The gender gap was larger among adults with upper secondary and tertiary education, as women earned 74% (upper secondary) and 76% (tertiary) as much as similarly educated men. But in most countries, the gender gap varies much more between these levels of education (Figure 1).
- As in most OECD countries, the majority of teaching staff are women, with the share of women decreasing as the level of education taught increases. Among lower secondary teachers in the United Kingdom, there is more gender balance than in other countries. In 2014, 41% of lower secondary teachers in the United Kingdom were men, almost 10 percentage points higher than the average for OECD countries (32%).

Vocational education and training can provide better perspectives on the labour market

- In 2014, 24% of all upper secondary students were enrolled in school-work based programmes in the United Kingdom, more than 10 percentage points above the OECD average (13%). However, younger upper secondary students were less likely to follow vocational programmes than their peers in OECD countries: 35% of 15-19 year-old upper secondary students were enrolled in vocational programmes in 2014, below the OECD average of 40%.
- Among 25-34 year-olds with a secondary or post-secondary non-tertiary qualification as their highest level of education in 2015, equal proportions have a general and a vocational qualification in the United Kingdom (18%), while in most countries a larger proportion have a vocational qualification. On average in OECD countries, 17% of 25-34 year-olds attained an upper secondary or post-secondary non-tertiary qualification from a general programme, and 26% attained a similar level from a vocational programme.
- People with an upper secondary or post-secondary non-tertiary qualification in the United Kingdom have below-average unemployment rates and above-average employment rates, for both those with a vocational qualification and those with a general qualification. Among 25-34 year-olds (with an upper secondary or post-secondary non-tertiary level as their highest level of education), 4.9% of those with a vocational qualification and 5.4% of those with a general qualification were unemployed in 2015. In contrast, on average in OECD countries, 9.2% of those with a vocational qualification and 10.0% of those with a general qualification were unemployed. Among this age

¹ For information on the national educational programmes covered by international levels of education, please refer to the [diagram of the education system](http://gpseducation.oecd.org/Home) available in the OECD Education GPS (<http://gpseducation.oecd.org/Home>).

group and level of education, 82% to 84% were employed in the United Kingdom while, on average in OECD countries, 80% of those with a vocational qualification and 70% of those with a general qualification were employed.

- At upper secondary level, expenditure per student by educational institutions in the United Kingdom is much lower in vocational programmes than in general programmes. In 2013, USD 9 0412 was spent annually on each upper secondary student in vocational programmes, compared to USD 9 545 on average in OECD countries. In contrast, annual expenditure per upper secondary student in general programmes amounted to USD 13 022, well above the average for OECD countries (almost USD 9 066). At this level, expenditure per student in vocational programmes represents 70% of the expenditure per student in general programmes, one of the lowest proportions among OECD countries.

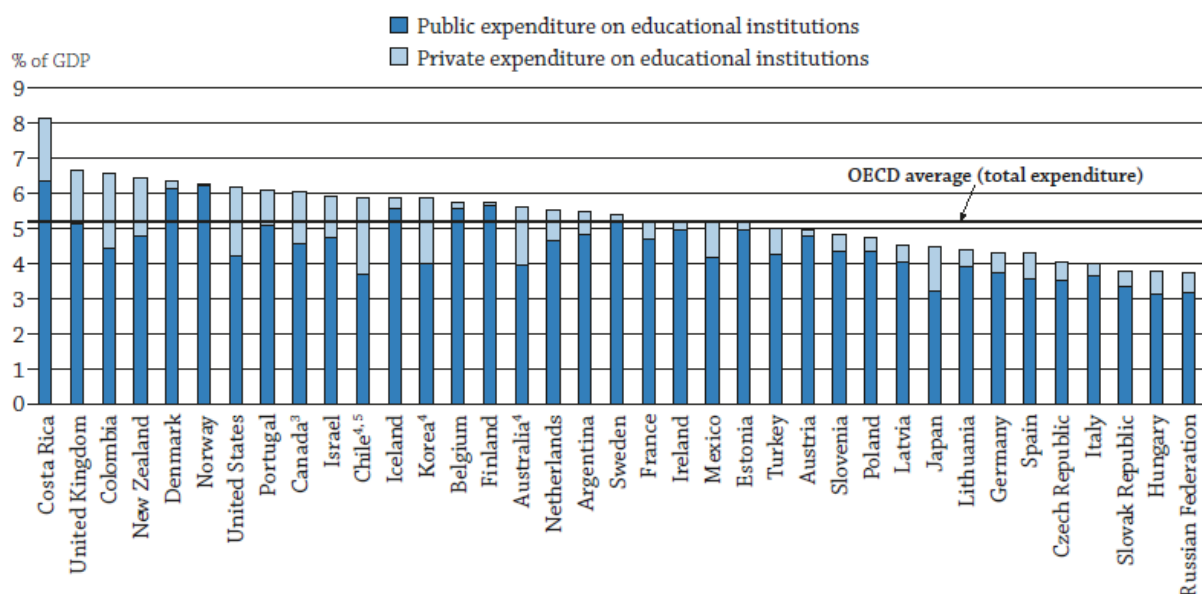
High-quality education needs sustainable funding

- Among OECD countries, the United Kingdom spent the highest proportion of its gross domestic product (GDP) on primary to tertiary educational institutions (6.7%, compared to the OECD average of 5.2%).
- Expenditure per student is above the OECD average at each level of education, and among the highest at the tertiary level. In 2013, USD 11 545 was spent annually per primary, secondary and post-secondary non-tertiary student, about USD 2 000 more than the OECD average (USD 9 258). This partly results from an above-average increase between 2008 and 2013 (21%, compared to 8% on average in OECD countries). More than twice that amount is spent annually per tertiary student (USD 25 744), one of the highest levels of expenditure per student among countries with available data (the OECD average is USD 15 772).
- An above-average proportion of expenditure on educational institutions comes from private sources in the United Kingdom (Figure 2). Some 84% of expenditure on educational institutions in primary, secondary and post-secondary non-tertiary education comes from public sources (among the lowest proportions in OECD countries and well below the OECD average of 91%). Some 14% of private funding comes from household expenditure, compared to the OECD average of 7%. At the tertiary level, 57% of expenditure on educational institutions comes from public funding, also below the OECD average of 70%. In contrast, 19% of funding for tertiary education comes from household expenditure, just below the OECD average of 21%.³
- The tertiary education systems in the United Kingdom are notable for their differing funding arrangements. In England, high tuition fees are charged to students and a large proportion of students benefit from public loans. Average annual tuition fees charged by government-dependent private tertiary educational institutions for a bachelor's or equivalent programme in England exceeded USD 9 000 in 2013/14, among the highest fees among countries with available data for public and government-dependent private institutions. This reflects recent increases in tuition fees in England designed to stabilise funding of tertiary institutions. In parallel, 92% of tertiary students at bachelor's level receive support from public loans (or scholarships/grants), and student loan-repayment conditions were improved in order to accommodate the increase in tuition fees. As a result, since 1995 the United Kingdom has moved from a system marked by low tuition fees and underdeveloped student-support systems to one of high tuition fees and significant public support to students.
- Nine out of ten tertiary students graduating in England in 2014/15 had debt from loans exceeding USD 30 000. The average annual gross amount of loan borrowed by each tertiary student in the United Kingdom is high: USD 5 612 for maintenance loans and USD 10 824 for tuition loans. However, loan-repayment conditions are relatively favourable in the United Kingdom, as it is one of the countries with income-contingent repayment systems and a relatively high minimum annual income threshold before borrowers have to repay their loan.

² Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

³ Spending on tuition fee loans are reported as public expenditure for the United Kingdom, whereas they are reported as private (household) expenditure in some other countries with significant expenditures on tuition fee loans.

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>

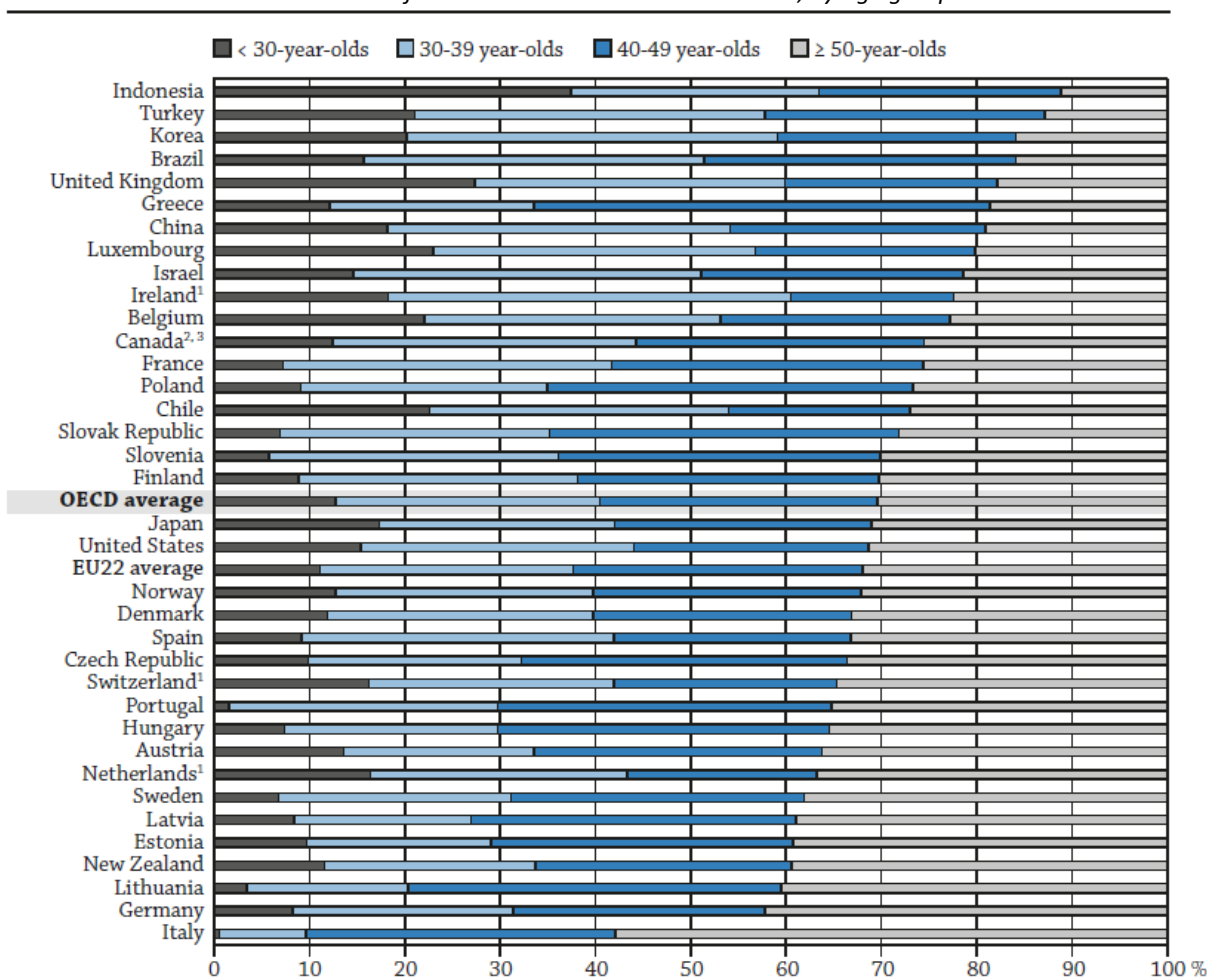
Salary and the school environment can influence decisions to enter – and remain in – the teaching profession

- Since 2005, the teaching force in the United Kingdom has become younger, and it is one of the youngest among all OECD countries (Figure 3). The proportion of secondary teachers aged 50 or older decreased by an average of 2.9% per year between 2005 and 2014, the largest decline among OECD countries. In 2014, 22% of secondary teachers were 30 or younger (compared to the OECD average of 9%). The share of young teachers is larger in pre-primary education, and in primary education it is the largest share across countries (27%, more than double the OECD average of 13%). The proportion declines to 24% in lower secondary education and to 20% in upper secondary education, but remains considerably higher than the OECD average for both levels. Principals in lower secondary education in England are also younger than in most other countries, with 51% below the age of 50, compared to the average of 35% among OECD countries.
- England and Scotland are among the third of countries where statutory salaries of teachers decreased in real terms continuously between 2010 and 2014, while among OECD countries with available data for all years, salaries decreased on average between 2010 and 2012 and started to increase again between 2012 and 2014.
- Statutory salaries of teachers in England and Scotland are comparatively low at both the start and the end of their careers, although they are above the OECD average after ten years of service. In both England and Scotland, statutory salaries of teachers are similar at pre-primary, primary, lower and upper secondary levels. While starting salaries are below the OECD averages, after ten years of service, teachers' salaries exceed the OECD averages across all levels of education in both England and Scotland (except at upper secondary level in England). Indeed, teachers' salaries after ten years of experience are almost 60% higher than starting salaries in both countries, the largest difference across OECD countries. However, teachers' salaries at the top of the scale are below the OECD averages at each of these levels. Teaching careers in Scotland progress relatively rapidly, and teachers reach the top of the salary scale after 6 years, compared to the OECD average of 25 years at the lower secondary level.

Statutory salaries at top of the scale are 60% higher than starting salaries in Scotland, and 70% higher in England, whatever the level, while the rate varies from 65% to 70% on average in OECD countries

Figure 3: 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).

StatLink <http://dx.doi.org/10.1787/888933399182>

- Once any bonuses and allowances payable are included, teachers in England and Scotland are better remunerated than in most other OECD countries. The average actual salary (i.e. including bonuses and allowances) of teachers in England exceeds the OECD average from pre-primary to upper secondary level. In Scotland, bonuses and allowances raise the salaries of teachers to above the OECD average at the pre-primary level, but primary and secondary teachers' salaries remain below the OECD average.
- Average actual salaries of teachers in England and Scotland are lower than earnings of tertiary-educated workers in the United Kingdom, as in most countries, but this earnings gap is smaller than in most other OECD countries. In 2014, on average in OECD countries, pre-primary teachers' actual salaries amounted to 74% of full-time, full-year earnings, on average, among 25-64 year-olds with tertiary education. Primary teachers earn 81% of this benchmark salary, lower secondary teachers 85%, and upper secondary teachers 89%. By contrast, in England, teachers' actual salaries at the pre-primary and primary level were equivalent to 84% of the benchmark, increasing to 91% for teachers at the secondary level. In Scotland, the differential was 83%, regardless of the level of education taught.
- Principals at the lower secondary level in England report more often than their peers in other OECD countries that they play an active role in decision-making and leadership activities. In 2013, 61% of principals in England said

that they share responsibility for determining teachers' salary increases, more than three times the OECD average. Similar differences were also recorded for activities such as appointing or hiring teachers (66% in England, compared to the OECD average of 41%), establishing teachers' starting salaries, including setting pay scales (51%, compared to the OECD average of 16%) and deciding on budget allocations (74%, compared to the OECD average of 49%). Beyond decision-making responsibilities, principals in England reported more often than their peers that they were engaged in collaborative tasks with teachers. For example, 78% of lower secondary principals reported observing instruction in the classroom, the second highest rate among OECD countries and almost double the OECD average. In contrast, the rate of self-reported collaboration with teachers to solve classroom discipline problems among principals in England (40%) was more than 20 percentage points lower than the OECD average (62%).

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

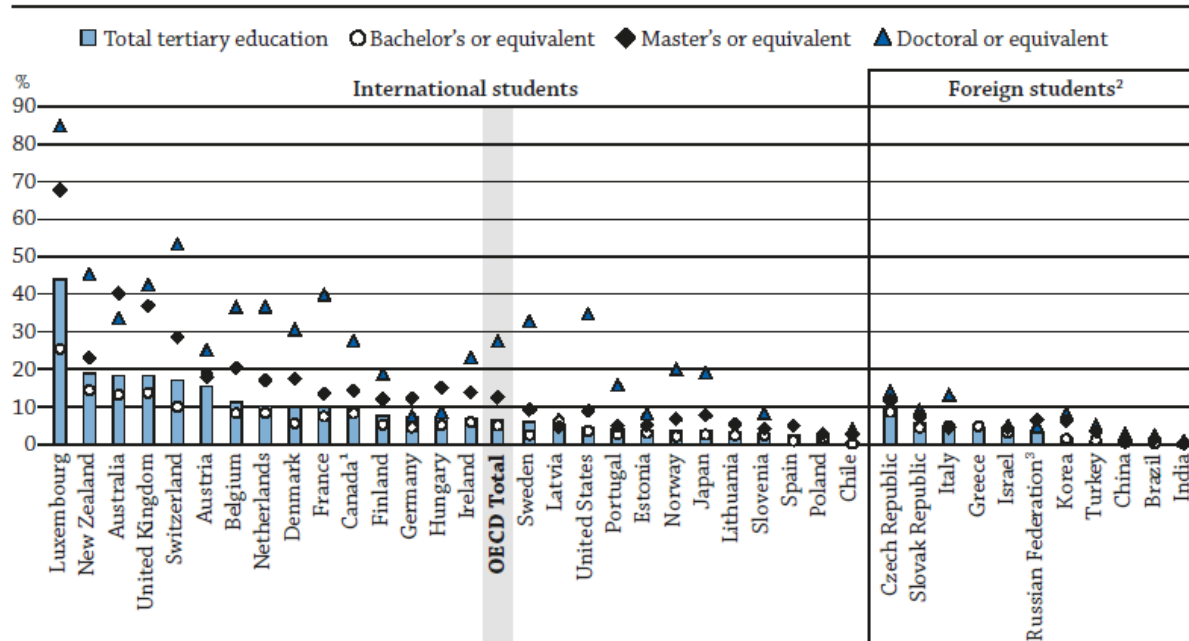
- Enrolment in early childhood education is widespread for 3-year-olds and nearly universal for 4-year-olds. In 2014, 84% of 3-year-olds were enrolled in pre-primary education, well above the OECD average of 69%. Enrolment at age 4 is nearly universal, with 95% enrolled in pre-primary education and 3% enrolled in primary education, compared to the OECD averages of 85% enrolled in pre-primary education and 1% in primary education. Enrolment rates at ages 5 through 6 are similarly high, equalling or exceeding the OECD average.
- Most pupils in early childhood educational development programmes attend private institutions and most expenditure on these programmes comes from public sources, following the general trend among OECD countries. But at the pre-primary level, an average proportion of children are enrolled in private institutions (30%), while an above-average proportion of funds comes from private sources (35%, compared to the OECD average of 19%).
- Expenditure (from public and private sources) on early childhood educational development institutions is lower than the OECD average. In 2013, 0.04% of GDP was devoted to expenditure on early childhood educational development institutions, compared to the OECD average of 0.2%, reflecting the earlier starting age of primary education in the United Kingdom, and an annual expenditure per student of USD 8 668, nearly USD 4 000 below the OECD average (USD 12 501). Unlike in most OECD countries, a relatively small proportion of funds came from public sources in the United Kingdom (60%, compared to the OECD average of 69%).
- The ratio of students to contact staff is smaller than the OECD average due to a large number of teacher's aides to support teachers in the classroom. In the United Kingdom, there are 4 more pupils for each teacher (18) in early childhood education than on average in OECD countries (14), but taking the teachers' aides into account, there are actually 10 pupils per contact staff, 1 pupil less than on average in OECD countries.

Immigrant background is not associated with lower tertiary attainment

- Unlike most OECD countries, attainment of tertiary education in England and Northern Ireland is more common among those with an immigrant background than among those without an immigrant background. In England 46% of 25-44 year-olds with native-born parents attain tertiary level education, compared to 58% among those with foreign-born parents. There is a similar difference in Northern Ireland, where 38% of 25-44 year-olds born of native parents and 53% of those with foreign-born parents attain tertiary-level education. On average among OECD countries, roughly equivalent proportions of children attain tertiary education, regardless of their parents' origin, with around two in five doing so.

Tertiary education has a strong impact in the labour market

- An above-average proportion of adults have a tertiary qualification in the United Kingdom, mostly as a result of a larger proportion of adults with bachelor's degrees. In 2015, 43% of 25-64 year-olds had a tertiary qualification in the United Kingdom, above the OECD average of 36%. While the proportion of people with a master's degree was similar to the OECD average (11%), 22% had a bachelor degree, 6 percentage points above the OECD average (16%). As in most countries, adults with a bachelor's or equivalent degree account for the largest share of tertiary-educated adults, even if, in a quarter of OECD countries, those with a master's or equivalent degree account for the largest share.


Figure 4: Student mobility in tertiary education, by ISCED level (2014)*International or foreign student enrolments as a percentage of total tertiary education*

1. Year of reference 2013.

2. Foreign students are defined on the basis of their country of citizenship. These data are not comparable with data on international students and are therefore presented separately in the figure.

3. International students at the bachelor's or equivalent level are included in the master's or equivalent level.

Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.

Source: OECD, Table C4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).StatLink  <http://dx.doi.org/10.1787/888933398531>

- Adults with higher levels of education are less likely to be unemployed, and unemployment rates for each attainment level are among the lowest in OECD countries. Some 2.6% of those with a bachelor's degree were unemployed in the United Kingdom in 2015, half the average in OECD countries (5.3%). The unemployment rate increases to 3.6% for those with an upper secondary or post-secondary non-tertiary qualification (OECD average, 7.3%) and to 6.8% for those without upper secondary education (OECD average, 12.4%).
- In the United Kingdom, among all graduates from bachelor's or equivalent level programmes, the proportion of graduates in the field of sciences is the largest. In 2014, one in five graduates from a bachelor's or equivalent programme graduated in the field of sciences, more than twice the OECD average (9%). At masters' and doctoral or equivalent levels, the proportion is also higher than the OECD average. For example, almost one-third of all doctoral graduates earn a PhD in sciences, compared to the OECD average of 27%.
- International students represent a large share of the tertiary student body in the United Kingdom (18% of all tertiary students in 2014, compared to 6% for OECD countries as a whole). The proportion is particularly large at higher levels of tertiary education (Figure 4). It is about three times higher than the OECD total for students in both bachelor's or equivalent programmes (14%, compared to 5%) and master's programmes (37%, compared to 12%). International students account for 42% of students in doctoral or equivalent programmes, considerably above the proportion for OECD countries as a whole (27%). The United Kingdom receives a large number of students from other OECD countries. Some 18% of all OECD students enrolled in master's and doctoral or equivalent programmes abroad in OECD countries study in the United Kingdom, the second highest percentage after the United States (19%).

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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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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.

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

Questions can be directed to:

Andreas Schleicher
Directorate for Education and Skills
andreas.schleicher@oecd.org

Country note authors:

Etienne Albiser and Michael Jacobs
Directorate for Education and Skills
etienne.albiser@oecd.org
michael.jacobs@oecd.org

Key Facts for the United Kingdom in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	United Kingdom		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	69%	49%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	86%	75%	81%	67%	79%	68%
	Tertiary	90%	82%	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	74%		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	11%	17%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	61%		56%		59%	
	Bachelor's or equivalent	56%		58%		60%	
	Master's or equivalent	58%		57%		58%	
	Doctoral or equivalent	47%		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	57%	43%	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	18%	18%	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	5.4%	4.9%	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 10 669		USD 8 477		USD 8 545	
	Primary education	USD 12 200		USD 9 811		USD 10 053	
	Secondary education	USD 25 744		USD 15 772		USD 15 664	
	Tertiary (including R&D activities)						
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2		6.7%		5.2%		5%	
	As a percentage of GDP						
	Total public expenditure on primary to tertiary education	2013					
Table B4.2		12.1%		11.2%		9.9%	
	As a percentage of total public expenditure						
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1		84%		71%		77%	
	ISCED 01 and 02						
	Expenditure on all early childhood educational institutions	2013					
Table C2.3		0.5%		0.8%		0.8%	
	As a percentage of GDP						
	Proportions of total expenditure from public sources	65%		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	
	Pre-primary school teachers	**		0.81		0.81	
	Primary school teachers	**		0.85		0.86	
	Lower secondary school teachers (general programmes)	**		0.89		0.92	
	Upper secondary school teachers (general programmes)						
	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
	Pre-primary school teachers	**	**	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	**	**	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	**	**	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	**	**	USD 34 186	USD 46 379	USD 33 420	USD 46 420

United Kingdom – Country Note – Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	United Kingdom		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 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	20 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	16 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	17 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	8%	10%	8%	8%	5%	6%
	Bachelor's or equivalent	28%	22%	21%	16%	18%	13%
	Master's or equivalent	13%	11%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	49%	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	83%		80%		80%	
	Bachelor's or equivalent	87%		82%		81%	
	Master's or equivalent	86%		87%		86%	
	Doctoral or equivalent	90%		91%		91%	
	All tertiary levels of education	86%		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	123		120		120	
	Bachelor's or equivalent	149		148		139	
	Master's, doctoral or equivalent	171		191		175	
	All tertiary levels of education	148		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	14%		5%		6%	
	Master's or equivalent	37%		12%		13%	
	Doctoral or equivalent	42%		27%		22%	
	All tertiary levels of education	18%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	61%		68%		63%	
	All tertiary levels (excluding international students)	54%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	44%		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	**	**	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	**		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		2012 ¹		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 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	**	89%	83%	87%	83%	86%
	Tertiary	87%	95%	92%	94%	92%	93%

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

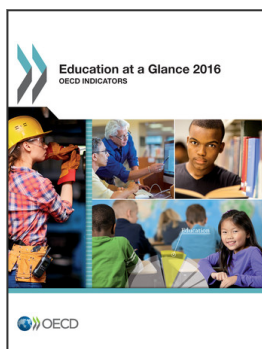
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

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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