

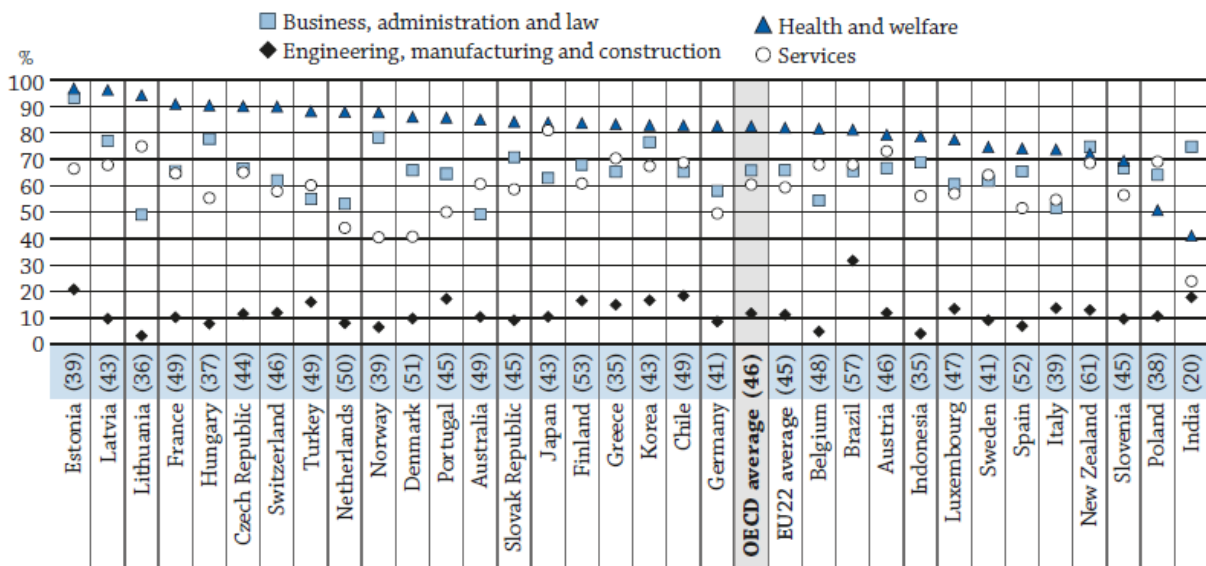
EDUCATION AT A GLANCE 2017

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.

Belgium

- **One-quarter of new entrants into tertiary education enrol in health and welfare programmes in Belgium**, a higher share than in any other OECD country. These fields are particularly attractive to women and international students: women represent 72% of new entrants to health and welfare programmes, which are also chosen by 34% of international students.
- **Belgium has the highest enrolment rate in pre-primary education for 3-5 year-olds**, with about 98% of them being enrolled in early childhood education.
- **New entrants into tertiary education in Belgium are among the youngest in Europe**, and enjoy one of the highest relative employment advantages across OECD countries.
- **Even though up to 50% of students enrolled in upper secondary education in Belgium are in vocational programmes, its combined school- and work-based programmes are underdeveloped**, with only 3% of students at that level attending them.
- **Teachers in Belgium are relatively young and earn relatively high salaries** compared to those in other OECD countries.

Figure 1. Share of female graduates from upper secondary vocational programmes, by field of education (2015)



Note: The number in parentheses corresponds to the share of female graduates (all fields combined).

Countries are ranked in descending order of the share of female graduates from upper secondary vocational programmes in health and welfare.

Source: OECD/UIS/Eurostat (2017), Table A2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933557014>

Health and welfare programmes are particularly attractive, especially to women and international students

- Some 25% of new entrants into tertiary education choose to study health and welfare in Belgium, almost twice the OECD or EU22 averages of 13%. This is also true of 2015 tertiary graduates. 27% of them graduate in health and welfare, compared to only 15% on average across OECD countries. The attraction of tertiary health and welfare programmes is even stronger for international students, with 34% of international students in Belgium enrolled in these fields, compared to only 11% of international students in other EU22 countries on average. Only the Slovak Republic (56%) and Hungary (42%) record a higher share.
- On the other hand, Belgian tertiary students are less likely to graduate from programmes in natural science, mathematics and statistics (4%); information and communication technologies (1%); and engineering, manufacturing and construction (12%) than students from other OECD countries (6%, 4% and 14% respectively). This is also true, to a lesser extent, of new entrants to those fields.
- At tertiary level, women are largely under-represented in some fields. Only 39% of new entrants to natural sciences, mathematics and statistics in Belgium are women, compared to 50% on average in the OECD. The difference is less marked for engineering, manufacturing and construction, where 21% of new entrants are women compared to 24% on average in the OECD.
- There is an even stronger gender imbalance at the upper secondary level in Belgium (Figure 1). While 82% of graduates in upper secondary health and welfare programmes are women, in line with the OECD average, they make up only 1 in 20 graduates (5%) in engineering, manufacturing and construction, less than half of the EU22 average of 11%.

High enrolment rates in pre-primary education are supported by sustainable funding

- Belgian pre-primary schooling is characterised by very high enrolment even before the age of compulsory education at 6, with 98% of 3-5 year-olds already enrolled in early childhood education. Among 3-year-olds, enrolment rates are 20 percentage points higher than the OECD average, and considerably above the average enrolment rate across EU22 countries of 81%.
- Even at the age of 2, about 52% of Belgian children are enrolled in pre-primary education (ISCED level 02), compared with only 4% of children of this age on average across OECD countries.
- At the pre-primary level, pupils are mostly enrolled in private institutions (53%, compared to the EU22 average of 27% and OECD average of 35%). Those private institutions are exclusively government-dependent private institutions, which are thus funded by public spending.
- On average, a pre-primary teacher in Belgium teaches 15 children compared to only 13 in other European countries. When considering all contact staff, that is teachers and teachers' aides, the ratio is still 15:1 in Belgium, while it drops to 11:1 on average in Europe. This is explained, however, by the fact that there are no teachers' aides in Belgium in pre-primary education.
- The high enrolment rate of children under 5 in pre-primary education, and the relatively high student-teacher ratios in early childhood education, is associated with slightly lower expenditure per student on pre-primary education than on average in Europe. Belgian educational institutions spend on average USD 7 807¹ per pupil per year while the EU22 average is USD 8 371.²

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

² However, the French Community of Belgium is about to invest a lot at the pre-primary level, by planning to recruit 1 100 teachers, paediatric nurses and psychometricians. In addition, pre-primary schooling will become compulsory from the age of 5, so that children can learn, among other things, the language in which they will be taught in primary school.

New entrants to tertiary education are young and face positive outcomes in the labour market

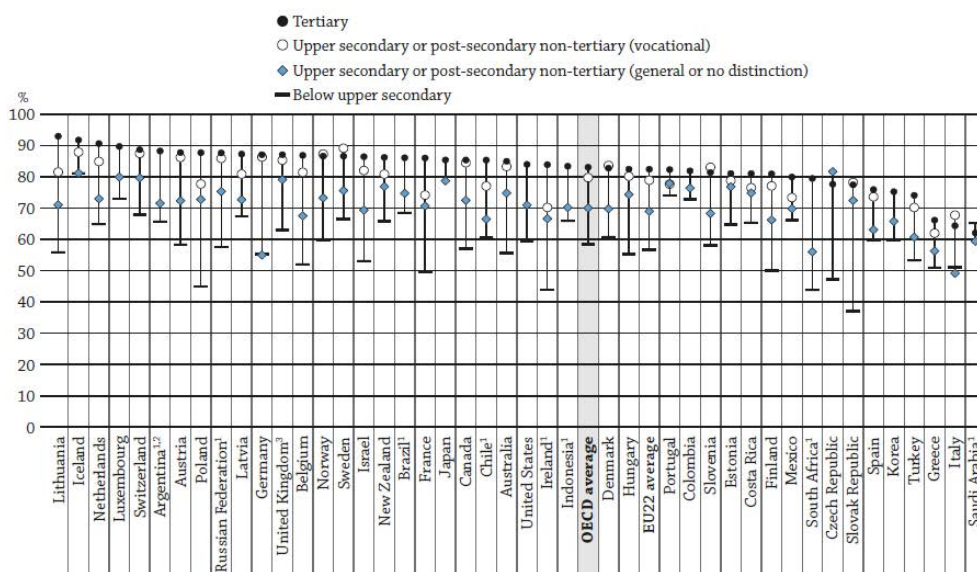
- In 2015, the first-time entry rate into tertiary education is slightly higher in Belgium (69%) than in other European countries (62% on average). Strikingly, almost all new entrants into tertiary education enrol at the bachelor's level (96%). This is considerably higher than in other European countries, where only three-quarters of students (76%) enrol at bachelor's level on average.
- Belgian students typically enter tertiary education at the age of 20, while their fellow European and OECD nationals do so at 22 on average. At 20 years old on average, first-time entrants into bachelor's level programmes in Belgium are the youngest in Europe (EU22), alongside the Dutch, Italians, Portuguese and Slovenians.
- As in other OECD countries, employment rates are falling in Belgium for all levels of educational attainment. However, tertiary-educated adults enjoy a much higher employment rate than those with lower educational attainment. Across all tertiary education levels, their employment rate is 85%, compared with 73% for adults with upper secondary education and 46% for those with below upper secondary education. These figures are comparable to the EU22 averages of 84%, 74% and 54% respectively although adults without upper secondary education seem to face worse employment prospects than their European counterparts.
- Young adults (25-34 year-olds) with tertiary education have a slightly higher employment rate (87%) in Belgium than in other European countries (82%). Belgium has one of the highest employment rates for tertiary-educated young adults of the EU22 countries, behind only Austria, Iceland, Luxembourg and Switzerland. On the other hand, young adults with no post-secondary schooling face lower employment rates than their European counterparts. Thus, 25-34 year-olds with tertiary education in Belgium benefit from one of the highest relative employment advantages across OECD countries (see Figure 2).
- At the tertiary level, expenditure per student is USD 10 747 per year in Belgium, comparable to the EU22 average of USD 10 755 and, to a lesser extent, to the OECD average of USD 11 294.³

Vocational education is attractive to upper secondary students, but combined school- and work-based programmes are still underdeveloped

- In Belgium, 57% of 15-19 year-olds who are enrolled in upper secondary education are in vocational programmes, compared to only 43% on average across the OECD.
- Young people in Belgium are more likely to attend vocational upper secondary programmes than in Europe overall: up to 60% of all students enrolled in upper secondary education are in vocational programmes, compared to 52% on average for EU22 countries. Strikingly, though, combined school and work-based programmes are almost non-existent, with only 3% attending such programmes in Belgium. This, however, does not reflect the potential work-based learning activities students can attend in Belgian vocational programmes.
- The average graduation ages for general and vocational upper-secondary programmes in Belgium are 18 and 19 respectively. Overall, 38% of 15-19 year-olds in Belgium are enrolled in vocational upper secondary programmes, which is relatively high compared to the OECD average of 26%, and higher than the enrolment rate in general programmes for that age group, which is only 29%. In some countries, notably Denmark, Finland, Germany and the Netherlands, upper secondary vocational education is partly targeted at older individuals, particularly young adults who have already entered the labour market and gone back to school. In contrast, Belgian students generally attend such vocational programmes younger, during their initial schooling.
- Although only 4.8% of 20-24 year-olds are enrolled in upper secondary education in Belgium, 71% of them are attending vocational programmes such as "second chance" or lifelong learning ones. These are rarely work-based programmes.

³ Although expenditure per student is already relatively high, the French Community of Belgium plans to invest further in tertiary education through a five year plan, starting in 2016-17

Figure 2. Relative employment advantage of 25-34 year-olds, by educational attainment (2016)



Note: The label upper secondary or post-secondary non-tertiary (general or no distinction) refers to "general" for countries with a value for "vocational" and to "no distinction" for the others.
 1. Year of reference differs from 2016. Refer to the Table A5.1 for more details.
 2. Data should be used with caution. See *Methodology* section for more information.
 3. 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 (16% of the adults aged 25-64 are in this group).
 Countries are ranked in descending order of the employment rate of tertiary-educated 25-34 year-olds.
Source: OECD / ILO (2017), Education at a Glance Database, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
StatLink <http://dx.doi.org/10.1787/888933557280>

Relatively high salaries might be influencing young adults to choose teaching

- Teachers in Belgium are relatively young. Across all educational levels, 18% of them are under 30 years old, compared to only 10% on average among OECD countries. This share has fallen by only 1 percentage point since 2005. As well relatively large numbers of young teachers, only 28% of teachers in Belgium are aged 50 and over, which is below the average of 35% in other OECD countries.
- The profession is more female than it was 10 years ago. Between 2005 and 2015 the share of women teachers has increased by 5 percentage points at the primary or secondary level (from 65% to 70%), and by 8 percentage points at the tertiary level, meaning that women make up almost half of teachers at that level (49%).
- The French and Flemish communities in Belgium have different statutory salaries for teachers, but they are comparable, and both are over the OECD average across all educational levels. For example, while annual starting salaries for primary school teachers are either USD 34 813 (for the French community) or USD 35 878 (for the Flemish community), teachers in other European countries only earn USD 30 080 per year on average. Similar differences are found across most educational levels. Salary differences for lower secondary teachers are slightly lower, but they still are relatively well paid.

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Note regarding data from Israel


The statistical data for Israel are supplied by and 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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the *StatLinks*  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=BEL&treshold=10&topic=EO>.

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Key Facts for Belgium in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Belgium		OECD average		EU22 average	
Fields of study							
Graduates in upper secondary vocational programmes							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	20%	54%	20%	66%	19%	66%
	Engineering, manufacturing and construction	25%	5%	34%	12%	33%	11%
	Health and welfare	15%	82%	12%	82%	12%	82%
	Services	20%	68%	17%	60%	19%	59%
New entrants to tertiary education							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	8%	73%	9%	78%	9%	79%
	Business, administration and law	22%	50%	23%	54%	23%	57%
	Engineering, manufacturing and construction	13%	21%	16%	24%	15%	25%
Tertiary students enrolled, by mobility status							
2015							
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2	Education	4%	13%	3%	8%	3%	8%
	Business, administration and law	12%	22%	27%	23%	26%	22%
	Engineering, manufacturing and construction	12%	11%	17%	12%	17%	15%
Tertiary-educated 25-64 year-olds							
2016							
Table A1.3	Education		12%		13%		13%
	Business, administration and law		21%		23%		21%
	Engineering, manufacturing and construction		13%		17%		18%
Employment rate of tertiary-educated 25-64 year-olds							
2016							
Table A5.3	Education		84%		83%		83%
	Business, administration and law		85%		85%		85%
	Engineering, manufacturing and construction		89%		87%		86%
Early childhood education							
Enrolment rates in early childhood education at age 3							
2015							
Table C2.1	ISCED 01 and 02		**		78%		80%
Expenditure on all early childhood educational institutions							
2014							
Table C2.3	As a percentage of GDP		**		0.8%		0.8%
	Proportions of total expenditure from public sources		**		82%		85%
Vocational education and training (VET)							
Enrolment in upper secondary education, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	29%	38%	37%	25%	35%	29%
Graduation rates, by programme orientation							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	38%	60%	54%	44%	50%	49%
Employment rate, by programme orientation							
2016							
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	67%	81%	70%	80%	69%	79%
Tertiary education							
Share of international or foreign students, by level of tertiary education							
2015							
Table C4.1	Bachelor's or equivalent		9%		4%		6%
	Master's or equivalent		18%		12%		12%
	Doctoral or equivalent		42%		26%		22%
	All tertiary levels of education		11%		6%		8%
Educational attainment of 25-64 year-olds							
2016							
Table A1.1	Short-cycle tertiary		0%		8%		6%
	Bachelor's or equivalent		21%		16%		13%
	Master's or equivalent		15%		12%		14%
	Doctoral or equivalent		1%		1%		1%
Employment rate of 25-64 year-olds, by educational attainment							
2016							
Table A5.1	Short-cycle tertiary		68%		81%		81%
	Bachelor's or equivalent		84%		83%		82%
	Master's or equivalent		87%		87%		87%
	Doctoral or equivalent		92%		91%		91%
	All tertiary levels of education		85%		84%		84%
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2015							
Table A6.1	Short-cycle tertiary		**		122		124
	Bachelor's or equivalent		121		146		138
	Master's, doctoral or equivalent		167		198		177
	All tertiary levels of education		140		156		153

Belgium - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Belgium	OECD average	EU22 average			
Adult education and learning							
Participation of 25-64 year-olds in adult education²							
		2012	2012 ³	2012			
Table C6.1a	Participation in formal education only	**	4%	n.a.			
	Participation in non-formal education only	**	39%	n.a.			
	Participation in both formal and non-formal education	**	7%	n.a.			
	No participation in adult education	**	50%	n.a.			
Financial investment in education							
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)							
		2014					
Table B1.1	Primary education	USD 10 216	USD 8 733	USD 8 803			
	Secondary education	USD 13 118	USD 10 106	USD 10 360			
	Tertiary (including R&D activities)	USD 16 599	USD 16 143	USD 16 164			
Total expenditure on primary to tertiary educational institutions							
		2014					
Table B2.1	As a percentage of GDP	5.8%	5.2%	4.9%			
Total public expenditure on primary to tertiary education							
		2014					
Table B4.1	As a percentage of total public expenditure	10.4%	11.3%	9.9%			
Teachers							
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education							
		2015					
Table D3.2a	Pre-primary school teachers	**	0.78	0.79			
	Primary school teachers	**	0.85	0.86			
	Lower secondary school teachers (general programmes)	**	0.88	0.90			
	Upper secondary school teachers (general programmes)	**	0.94	0.96			
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)							
		2015					
		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 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	**	**	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	**	**	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	**	**	USD 33 824	USD 46 631	USD 32 503	USD 46 151
Organisation of teachers' working time in public institutions over the school year							
		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	**	**	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	**	**	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	**	**	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	**	**	662 hours	1620 hours	629 hours	1580 hours
Percentage of teachers who are 50 years old or over							
		2015					
Table D5.1	Primary education	23%	32%	33%			
	Upper secondary education	31%	40%	42%			
Share of female teachers in public and private institutions							
		2015					
Table D5.2	Primary education	82%	83%	86%			
	Upper secondary education	63%	59%	61%			
	Tertiary education	49%	43%	44%			
Ratio of students to teaching staff							
		2015					
Table D2.2	Primary education	13	15	14			
	Secondary education	10	13	12			
	Tertiary education	23	16	16			
Equity							
Intergenerational mobility in education²							
		2012		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%	n.a.	n.a.
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%	n.a.	n.a.
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%	n.a.	n.a.
Transition from school to work							
Percentage of people not in employment, nor in education or training (NEET)							
		2016					
Table C5.1	18-24 year-olds	12%	15%	15%			
Education and social outcomes							
Percentage of adults who report having depression							
		2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	10%	15%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	6%	9%	6%	10%	6%	10%
	Tertiary	3%	5%	5%	6%	4%	6%

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

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

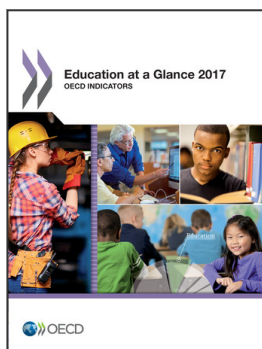
1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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