

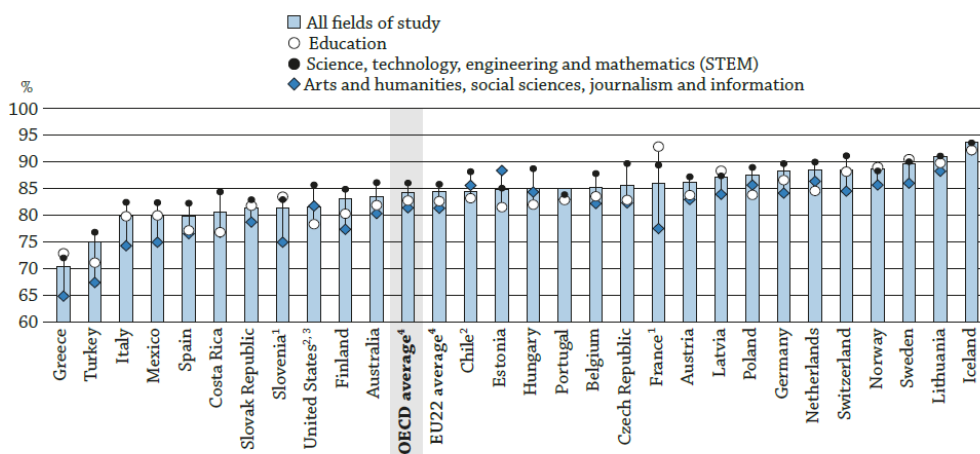
EDUCATION AT A GLANCE 2017

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.

Germany

- **Upper secondary vocational education plays a key role in Germany's economy.** Half of 25-34 year-olds (49%) have an upper secondary or post-secondary non-tertiary vocational qualification as their highest attainment. Their employment rate (86%) is as high as for those with tertiary education (87%).
- **Upward mobility to tertiary education has not improved over the generations.** The share of tertiary-educated adults who did not have tertiary-educated parents is similar among 45-59 and 30-44 year-olds. This is partly due to the successful German vocational education system which offers a solid alternative to tertiary education.
- **The share of recent tertiary graduates in science, technology, engineering and mathematics (STEM) fields is 37%, the highest of all OECD and partner countries, reflecting Germany's strong technological focus.** However, women are under-represented in most of the STEM fields, making up only 28% of new entrants.
- **Despite a 6% decline in the number of students enrolled in primary, secondary and post-secondary non-tertiary education between 2010 and 2014, expenditure on educational institutions at these levels has only reduced by 2%.** However, at tertiary level, funding has not kept up with the increasing number of students.
- **Teachers' salaries have increased in the past decade, and the teaching workforce has been getting younger,** although it is still among the oldest across OECD countries.
- **Germany has near universal enrolment of 3-5 year-olds in early childhood education** (over 90%) and above the average of OECD countries.

Figure 1. Employment rates of tertiary-educated 25-64 year-olds, by field of study (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.


2. Year of reference 2015.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

Countries are ranked in ascending order for all fields of study.

Source: OECD (2017), Table A5.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Germany's high share of graduates in engineering and ICT supports its technology-based economy

- In Germany, 26% of 25-64 year-olds with a tertiary degree studied the fields of engineering, manufacturing and construction which is the second highest share among all OECD and partner countries with available data. The combined STEM fields – which also encompass natural sciences, mathematics and statistics; and information and communication technologies (ICT) – account for 35% of all tertiary-educated adults. Germany's long tradition of studying science, technology, engineering and mathematics continues: 37% of graduates in 2015 studied STEM fields, the highest share of all OECD and partner countries, followed by India (31%), Korea (30%), Austria (29%) and the Russian Federation (29%).
- In most OECD countries, the most popular field of study among recent tertiary graduates is business, administration and law. In Germany 23% of recent graduates studied this field, around the average for OECD countries (24%).
- Tertiary-educated adults enjoy solid labour market outcomes, regardless of their field of study: the employment rate for tertiary educated 25-64 year-olds is 88% in Germany, above the average for OECD countries of 84% in 2016. However, there are variations depending on the fields studied, with 91% of ICT graduates in employment compared to 84% of graduates in arts and humanities, social sciences, journalism and information. The employment rate for the STEM fields overall is just above the German average, at 90% (Figure 1).
- The choice of field of study is strongly gender biased in Germany, as it is in most OECD countries. On the one hand, women are over-represented in fields such as education, where 80% of new entrants at tertiary level are women (OECD average, 78%). On the other hand, women are under-represented in most of the STEM fields, where they make up only 28% of new entrants (OECD average, 30%). However, the fields of natural sciences, mathematics and statistics have close to gender parity, with 46% female new entrants, and 54% of new entrants to business and law are women.
- Most of those graduating from a vocational programme at the upper secondary level in 2015 studied either engineering, manufacturing and construction or business, administration and law, which each accounted for around one-third of these students.

Although tertiary entry rates are rising, they are still below the OECD average

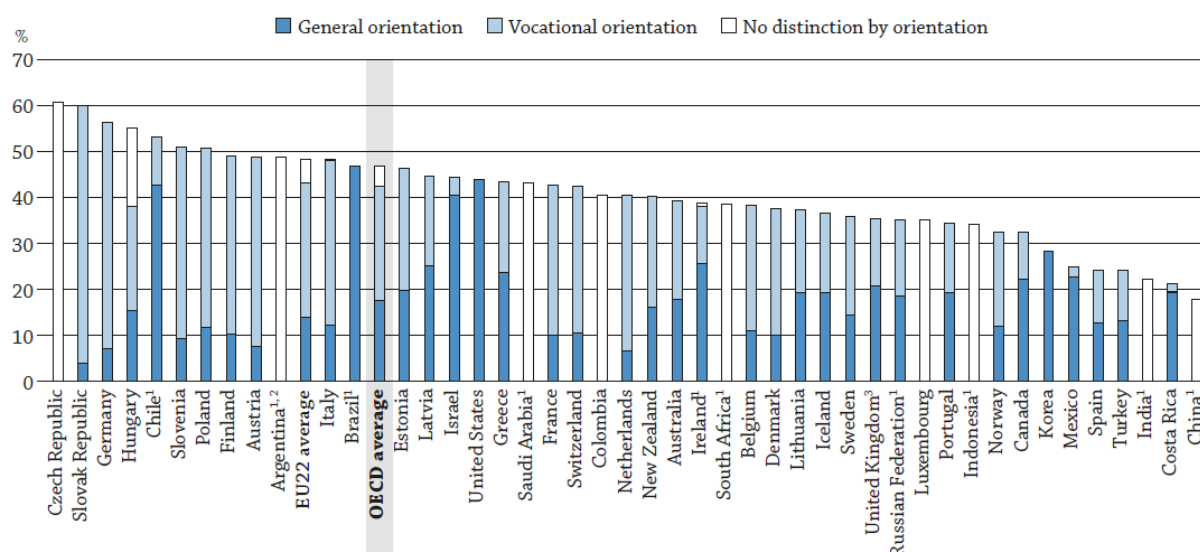
- More and more young adults are continuing their education beyond the upper secondary level. In Germany, six out of ten young people are expected to enter tertiary education in their lifetime. Between 2005 and 2015, the number of first-time entrants increased by 20 percentage points from 43% to 63%, the largest increase across OECD and partner countries with available data.
- International students represent about 12% of all first-time entrants into tertiary education in Germany. After excluding international students, more than half of the population (56%) are expected to enter tertiary education, which is similar to the OECD average of 57%.
- Tertiary attainment among young adults (25-34 year-olds) in Germany has steadily increased from 22% in 2005 to 31% in 2016. However, even though the rates are rising, they still remain below the OECD averages of 32% in 2005 and 43% in 2016. Less than 1% of young adults in Germany have attained a short-cycle tertiary qualification, 16% a bachelor's degree, 13% a master's degree and 1% a doctoral degree. The share of young adults with a master's or doctoral degree is comparable with the OECD averages, but Germany lags behind for bachelor's (OECD average, 22%) and short-cycle tertiary qualifications (OECD average, 7%).
- Even though tertiary education is almost free in Germany and private funding for tertiary education (from households and other private entities) is well below the OECD average (14% compared to 30%), upward educational mobility has not improved between the generations. About 13% of 45-59 year-olds whose parents did not attain tertiary education have attained a tertiary qualification themselves (tertiary-type A or an advanced research programme degree). Among 30-44 year-olds, the figure is almost the same, at 14%. In contrast, across OECD countries and economies, upward mobility has improved between generations: on average while only 14% of 45-59 year-olds whose parents did not attain tertiary education completed this level, the figure increases to 20% among 30-44 year-olds.
- As in other OECD countries, adults with tertiary education have better employment prospects than those with lower levels of education. In Germany, the employment rates of tertiary-educated-adults are near or above 90% across different levels of tertiary attainment. While the employment rates for those holding a master's or doctoral or equivalent degree are comparable to the OECD average, those with a bachelor's or equivalent degree have better employment prospects (88% in Germany compared to 83% for the OECD on average).
- Adults with tertiary education also benefit from the financial rewards that the labour market offers. Thus, German adults with a short-cycle tertiary qualification (a Master Craftsman's qualification of short duration) earn 53%

more than those with an upper secondary education. Those with bachelor's or equivalent degree (e.g. a Master Craftsman's qualification of long duration) earn 58% more, and those with a master's or doctoral or equivalent degree earn 85% more.

Germany's vocational education and training system ensures high employability for those not continuing to tertiary education

- In Germany, 86% of adults (25-64 year-olds) have obtained an upper secondary qualification or higher. While in Germany the share of the population with at least upper secondary education has been quite stable over the generations (87% for 25-34 year-olds and 86% for 55-64 year-olds), an increasing number of OECD countries have surpassed the threshold of 90% of 25-34 year olds with at least upper secondary education.

Figure 2. Percentage of 25-34 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2016)




1. Year of reference differs from 2016. Refer to the Table A1.1 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 adults aged 25-64 are in this group).

Countries are ranked in descending order of the percentage of 25-34 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD / ILO / UIS (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).

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- Upper secondary vocational qualifications play a key role in Germany's educational system. Almost half of 25-34 year-olds (49%) in Germany have a vocational upper secondary or post-secondary non-tertiary qualification as their highest attainment, the second largest share among OECD countries (Figure 2). In contrast, only 7% of young adults have a general upper secondary or post-secondary non-tertiary qualification as their highest attainment, one of the smallest shares among OECD countries (OECD average, 18%). Most young adults with a general qualification at the upper secondary level (mostly individuals with *Abitur*) pursue further education and do not enter directly into the labour market.
- In Germany, about two-thirds of all 25-34 year-olds with an upper-secondary or post-secondary non-tertiary qualification have passed through the "dual-system" or work-study programmes combining inter-related study and periods of paid work as apprentices, while the rest would have passed through a school-based programme¹.
- The German vocational education and training system ensures high employability. Employment rates for individuals with upper secondary or post-secondary non-tertiary vocational qualification aged 25 to 34 years are as high as for individuals with a tertiary one (86% and 87% respectively). This holds true for both work-study programmes and school-based programmes.
- In contrast, only 55% of individuals aged 25 to 34 years with a general qualification at the upper secondary or post-secondary non-tertiary level are employed, one of the lowest employment rates for adults with this level of qualification across OECD and partner countries (OECD average, 70%).

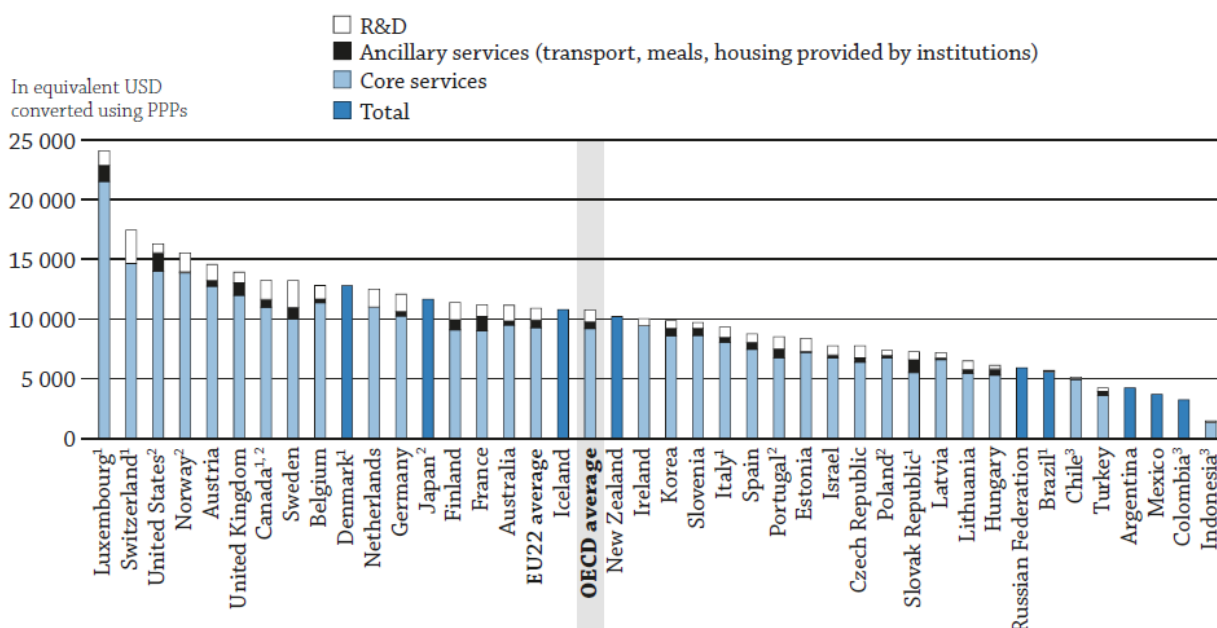
¹ Data for work-study and school-based programmes refer to 2015.

- The good outcomes of Germany's vocational education and training system are also reflected in the low share of young people who are neither employed nor in education or training (NEET). In Germany, 10.8% of 20-24 year-olds are NEET, one of the smallest proportions among OECD countries. The share of NEETs is smaller only in Iceland (6.0%), the Netherlands (8.5%) and Denmark (9.5%). Just a decade earlier, in 2005, the share of NEETs in Germany was 18.7%, similar to the OECD average of 17.3%.

Expenditure on tertiary education has not kept pace with rising student numbers

- The amount spent on education per student (excluding early childhood education) is USD 12 063² per year in Germany, slightly above the OECD average of USD 10 759. Germany's spending on research and development (R&D) per student is USD 1 434, well above the OECD average of USD 999 (Figure 3).

Figure 3. Annual expenditure by educational institutions per student, by types of service (2014)
In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



Note: PPP and USD stand for purchasing power parity and United States dollars respectively.

1. Public institutions only (for Italy, for primary and secondary education; for Canada and Luxembourg, for tertiary education and from primary to tertiary; for the Slovak Republic, for bachelor's, master's and doctoral degrees).

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

3. Year of reference 2015.

Countries are ranked in descending order of total expenditure per student by educational institutions.

Source: OECD/UIS/Eurostat (2017), Table B1.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Between 2010 and 2014, the number of students in primary, secondary and post-secondary non-tertiary educational institutions has fallen in about half of all OECD countries. In Germany, despite a 6% decline in the number of students during this period, expenditure on educational institutions at the primary, secondary and post-secondary non-tertiary level has been reduced by only 2%. These changes translate into a 5% growth in expenditure per student, which is similar to the OECD average. Annual expenditure per student at primary, secondary and post-secondary non-tertiary levels is USD 10 776, compared to the OECD average of USD 9 489.
- In contrast, the number of students in tertiary education increased by 23% between 2010 and 2014 – one of the fastest increases among OECD countries (the average was 5%). Although Germany increased total expenditure in tertiary institutions by 9% between 2010 and 2014, it has not kept up with the increase in the number of students. Expenditure per student at tertiary level in 2014 was USD 17 180 per student, 11% lower than it was in 2010.
- Germany's annual spending per student is particularly high for vocational programmes at the upper secondary level, about 50% higher than the average for OECD countries (USD 15 861 compared to USD 10 454). Spending at

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

post-secondary non-tertiary level, which in Germany is mostly vocational programmes, is USD 10 646 per student, again above the OECD average of USD 8 184.

- A large share of the funding for vocational programmes is private, shouldered by the companies where a large part of the vocational training of students takes place. Private funding accounts for 39% of expenditure at the upper secondary level and 49% at the post-secondary non-tertiary level. In contrast, the private share of funding is less than 5% for primary, lower secondary or upper secondary general education, and 14% at the tertiary level.
- Expenditure on primary to tertiary education for core educational services, ancillary services and R&D in Germany amounts to 4.3% the country's gross domestic product (GDP), well below the OECD average of 5.2%.
- After increasing from 8.9% to 9.7% between 2005 and 2011, public expenditure on education as a percentage of total government expenditure has fallen slightly to 9.4%, below the OECD average of 11.3%.
- In Germany, three-quarters of public expenditure on education are funded by the Länder. The federal government funds 7% of primary to post-secondary non-tertiary education and about 25% of tertiary education.

Teachers' salaries are competitive and the teaching workforce is getting younger

- Between 2005 and 2015, the average class size in primary and lower secondary education has fallen by about 1 student each, to 21 students on average in primary education, and 24 students in lower secondary education, bringing Germany in line with the OECD average. Similarly, the ratio of students to teaching staff is 15:1 at the primary level and 13:1 at the lower secondary level which is similar to the OECD average.
- In contrast to many other OECD countries, Germany offers its teachers competitive salaries. The statutory salaries of primary and secondary teachers with 15 years of experience and typical qualifications are comparable to other full-time, full-year workers with tertiary education: in 2015, lower secondary teachers earned about the same as other tertiary-educated workers and upper secondary teachers (for general programmes only) earned 8% more. Primary teachers earned 6% less than their similarly educated peers, reducing the competitiveness of the teaching profession at this level.
- Between 2010 and 2015, Germany has made further efforts to increase the competitiveness of teachers' salaries: statutory salaries, based on typical qualifications, have increased by about 8-10% at the primary and lower secondary (general programmes) level and by about 6% at the upper secondary (general programmes) level. In contrast, on average across OECD countries, teachers' salaries have remained the same between 2010 and 2015 across all levels.
- As in all other OECD countries, the teaching workforce in Germany is largely female (66%). The highest concentrations of female teachers are found in the earlier years and fall with each successive level of education: 87% of teachers are women in primary education, 66% in lower secondary, 53% in upper secondary and 38% at tertiary level. The share of women teachers has also been increasing: at upper secondary level, 73% of teachers under 30 are women, compared to 49% of teachers aged 50 and over. However, at the tertiary level, the increasing share of women has contributed towards more gender parity: 45% of teachers under 30 are women compared to 27% of those aged 50 years and older.
- Germany has one of the oldest teaching forces among OECD countries, after Italy. In 2015, some 41% of primary school teachers, 48% of lower secondary school teachers and 42% of upper secondary school teachers were 50 years old or older. Across the OECD, the averages were 32% for primary teachers, 36% for lower secondary teachers and 40% for upper secondary teachers. However, Germany's teaching workforce is becoming younger: in the past decade the share of teachers aged 50 or over in primary to upper secondary education fell by 7 percentage points.
- At the primary level, public school teachers spend an average of 799 hours teaching, which is similar to the OECD average (794). At higher levels, teaching time falls to 750 hours at lower secondary and 714 hours at upper secondary, slightly above the OECD average of 704 and 662 hours respectively.

Access to early childhood education is high, laying the foundations for future skills development, well-being and learning

- In 2015, two-thirds (66%) of 2-year-olds were enrolled in an early childhood educational development programme. Enrolment of 3-5 year-olds in early childhood education is near universal: 93% of 3-year-olds, 97% of 4-year-olds and 98% of 5-year-olds are enrolled in pre-primary education. This is well above the OECD average enrolment rates of 78% of 3-year-olds, 87% of 4-year-olds and 95% of 5-year-olds in 2015.
- Participation in high-quality early childhood education is particularly important for later educational outcomes. Later interventions are less efficient because they take place after children's "development window" has closed. Analysis of data from the OECD Programme for International Student Assessment (PISA) finds that in most countries, students who had attended at least two years of early childhood education tend to perform better than those who had not attended early childhood education, even after accounting for socio-economic background.

For instance, in Germany the percentage of 15-year-old students who performed below the baseline proficiency level in science (below Level 2 on the PISA scale) was 21% among those who spent less than a year in early childhood education and 18% among those who spent between one and two years. These shares drop to less than 7% and 5% respectively among those who spent two to three years or more than three years in early childhood education. In other words, a 15-year-old student who attended early childhood education (ISCED 0) for less than one year is about 4 times more likely than a student who attended for one year or more to perform below the baseline level of proficiency in science, after accounting for socio-economic status (OECD, 2017b: Figure 5.4. and Table 5.4 web only).

- The ratio of children to teaching staff is an indicator of the resources devoted to early childhood education. In Germany, there are, on average, 5 children per teacher in early childhood educational development programmes and 10 children per teacher in pre-primary programmes (the OECD average is 8 children per teacher in early childhood educational programmes and 14 children per teacher at the pre-primary level).
- Germany spends USD 11 094 per child annually on early childhood education and care, much more than the OECD average of USD 8 858. Investing at an early stage in children's development and education can produce high returns on investments since this lays down a crucial foundation for future learning (EAG 2017b).
- In Germany, public expenditure covers 78% of early childhood education funding, leaving households to contribute almost one-quarter (22%) of the expenditure. Few countries, including Australia, Israel, Japan, Portugal, Spain, Turkey and the United Kingdom, have a higher share of private funding of early childhood educational institutions.

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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.


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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>.

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Key Facts for Germany in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU22 average	
Fields of study							
	Graduates in upper secondary vocational programmes	2015					
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	33%	58%	20%	66%	19%	66%
	Engineering, manufacturing and construction	34%	9%	34%	12%	33%	11%
	Health and welfare	11%	82%	12%	82%	12%	82%
	Services	12%	49%	17%	60%	19%	59%
	New entrants to tertiary education	2015					
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	7%	80%	9%	78%	9%	79%
	Business, administration and law	24%	54%	23%	54%	23%	57%
	Engineering, manufacturing and construction	23%	22%	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	2%	8%	3%	8%	3%	8%
	Business, administration and law	18%	23%	27%	23%	26%	22%
	Engineering, manufacturing and construction	29%	20%	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016					
Table A1.3	Education	15%		13%		13%	
	Business, administration and law	22%		23%		21%	
	Engineering, manufacturing and construction	26%		17%		18%	
	Employment rate of tertiary-educated 25-64 year-olds	2016					
Table A5.3	Education	87%		83%		83%	
	Business, administration and law	90%		85%		85%	
	Engineering, manufacturing and construction	90%		87%		86%	
Early childhood education							
	Enrolment rates in early childhood education at age 3	2015					
Table C2.1	ISCED 01 and 02	93%		78%		80%	
	Expenditure on all early childhood educational institutions	2014					
Table C2.3	As a percentage of GDP	0.9%		0.8%		0.8%	
	Proportions of total expenditure from public sources	78%		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	32%	17%	37%	25%	35%	29%
	Graduation rates, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	48%	38%	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	55%	86%	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	5%		4%		6%	
	Master's or equivalent	13%		12%		12%	
	Doctoral or equivalent	9%		26%		22%	
	All tertiary levels of education	8%		6%		8%	
	Educational attainment of 25-64 year-olds	2016					
Table A1.1	Short-cycle tertiary	1%		8%		6%	
	Bachelor's or equivalent	15%		16%		13%	
	Master's or equivalent	11%		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	90%		81%		81%	
	Bachelor's or equivalent	88%		83%		82%	
	Master's or equivalent	88%		87%		87%	
	Doctoral or equivalent	93%		91%		91%	
	All tertiary levels of education	88%		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	153		122		124	
	Bachelor's or equivalent	158		146		138	
	Master's, doctoral or equivalent	185		198		177	
	All tertiary levels of education	166		156		153	

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

Source	Main topics in <i>Education at a Glance</i>	Germany		OECD average		EU22 average	
	Adult education and learning						
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³		2012	
Table C6.1a	Participation in formal education only	3%		4%		n.a.	
	Participation in non-formal education only	46%		39%		n.a.	
	Participation in both formal and non-formal education	4%		7%		n.a.	
	No participation in adult education	47%		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 8 546		USD 8 733		USD 8 803	
	Secondary education	USD 11 684		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 17 180		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	4.3%		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	9.4%		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	0.90		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.98		0.88		0.90	
	Upper secondary school teachers (general programmes)	1.06		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)	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 54 426	USD 68 266	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 61 207	USD 74 078	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 61 589	USD 78 579	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
Table D4.1	Pre-primary school teachers	1482 hours	1768 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	799 hours	1768 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	750 hours	1768 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	714 hours	1768 hours	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	41%		32%		33%	
	Upper secondary education	42%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	87%		83%		86%	
	Upper secondary education	53%		59%		61%	
	Tertiary education	38%		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	15		15		14	
	Secondary education	13		13		12	
	Tertiary education	12		16		16	
	Equity						
	Intergenerational mobility in education ²	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)	75%	40%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	11%	20%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	14%	40%	20%	55%	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	10%		15%		15%	
	Education and social outcomes						
	Percentage of adults who report having depression	2014					
Table A8.1		Men	Women	Men	Women	Men	Women
	Below upper secondary	16%	18%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	11%	14%	6%	10%	6%	10%
	Tertiary	8%	10%	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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