

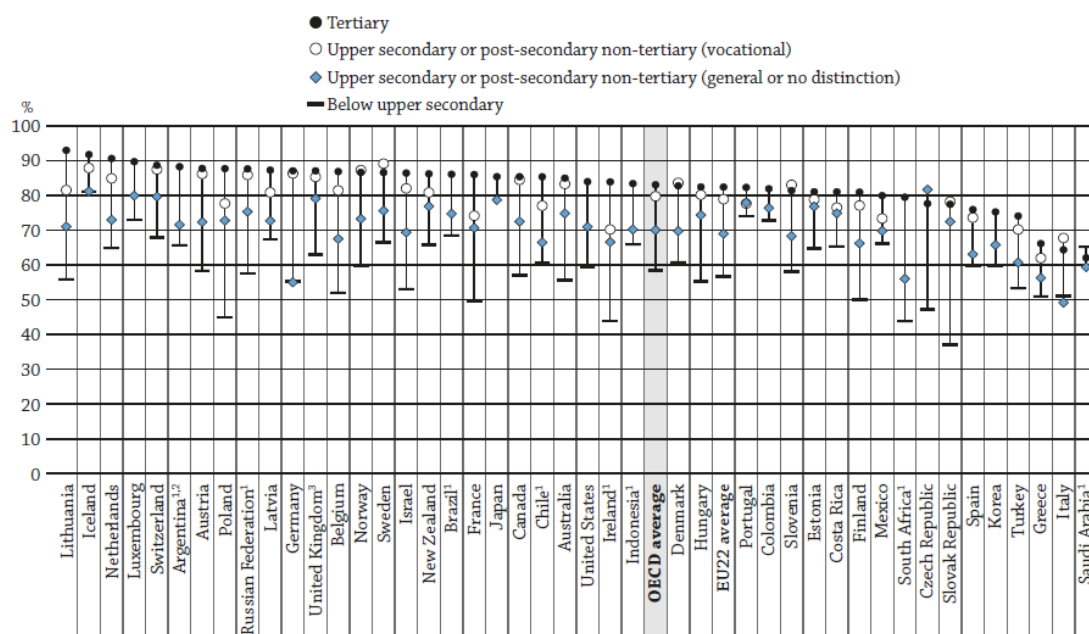
# EDUCATION AT A GLANCE 2017

*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.

## Sweden

- Health and engineering are popular career choices in Sweden. In 2015, **the share of graduates at bachelor's and doctoral levels in the fields of health and welfare was double the average** across OECD countries. Both health and engineering professions enjoy almost full employment in Sweden.
- The enrolment rate in early childhood programmes at age 2 in Sweden is 87 %. **Up until age 6, the proportion enrolled is higher** than on average across OECD countries.
- **Upper secondary first-time graduation rates have fallen from 76% to 70% between 2005 and 2015** in Sweden. Although the overall dropout rate for young adults age 18-24 is lower compared to other EU countries, a two year follow up after expected completion, shows that the share of upper secondary students who have not graduated and are no longer enrolled is on average slightly higher in Sweden than in other OECD countries.
- Entrance to the labour market is still a challenge for the young population. In Sweden, **8.2 % of 15-29 year-old adults were in 2016 neither employed, nor in education or training (NEET)** although the share has declined in recent years. Sweden made progress in closing the education performance gap between native and immigrant 15-year-old students. **A substantial part of the migrant disadvantage has been eradicated within one generation.**
- Tertiary education is expanding, albeit more slowly than the OECD average, **attracting large inflows of international students at the highest levels.** Tertiary graduates enjoy better employment rates than their OECD peers.
- **Teachers' salaries lag behind both teachers in other OECD countries** and similarly educated workers in the country.

**Figure 1. Employment rates of 25-34 year-olds, by educational attainment and programme orientation (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](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933557280>

## Health and engineering are popular career paths in tertiary education although humanities and social sciences have gained impetus recently

- The commonest fields of study among tertiary-educated adults (25-64 year-olds) in Sweden are health and welfare (20%); engineering, manufacturing and construction (19%); and education (17%). Sweden, together with Norway, has one of the largest shares of health professionals in the working-age population among OECD countries. Sweden's health and long-term care systems are generous by international standards and are regarded as models to emulate across the OECD, both for their excellent outcomes and quality (OECD, 2013).
- Only 16% of tertiary-educated Swedes studied business, administration and law, compared to 23% on average in OECD countries. Likewise, only 15% studied arts and humanities, social sciences, journalism and information at tertiary level in Sweden, compared to 19% across OECD countries. The share of Swedish adults with a tertiary degree in the science, technology, engineering and mathematics (STEM) fields is, however, similar to the OECD average.
- The same fields are still preferred among recent graduates. In 2015, 27% of graduates at both bachelor's and doctoral levels had studied health and welfare in Sweden-, twice the OECD averages of 14% respectively. There was also a higher share of graduates in engineering, manufacturing and construction from short-cycle tertiary (27%), master's (23%) and doctoral programmes (26%) than on average in the OECD (17%, 13% and 16% respectively). Sweden's engineering programmes are also extremely attractive to international students, who account for over one-quarter of international students' tertiary enrolment. With Germany (29%), this is the highest enrolment rate of international students in this discipline among OECD countries.
- Graduates from these two broad fields enjoy practically full employment. The employment rate for adults with tertiary degrees in health and welfare is 92% and for those who studied engineering, manufacturing and construction it is 91%. These are among the best labour outcomes for these professions in the OECD area.
- The popularity of health and welfare as well as education fields of study has diminished in recent years. In 2015, 16% of new entrants into tertiary education enrolled in health and welfare programmes in Sweden, and only 12% in the field of education. Although these figures are still well above the OECD averages, they represent a marked shift from previous generations. On the other hand, arts and humanities, social sciences, journalism and information have gained new enrolments, reaching 24% of new entrants.
- Women account for one-third of new entrants to STEM fields at tertiary level. This is well above both the OECD or EU averages of 30%. Swedish women's interest in science-related fields remains stable from school to higher education: girls made up 45% of the 15-year-old students who expected to be working in science at the age of 30, while 44% of entrants into science-related fields at short-cycle tertiary, bachelor's, or long-cycle masters programmes were female.

## High-quality early childhood education from an early age provides a strong foundation

- Enrolment in early childhood education programmes in Sweden is high: 87% of 2-year-olds are enrolled. This is slightly lower than Denmark and Norway (91% in both countries), though well above Finland (53%) and the OECD average of 39%. Enrolment of 3- and 4-year-olds is also higher in Sweden than on average across OECD countries: 91% and 93% compared to 78% and 87%. The differences even out with increasing age and by the age of 6, 98% of Swedish children are enrolled, equal to the OECD average and slightly above the EU22 average of 97%.
- The vast majority of children attending early childhood education in Sweden are enrolled in public institutions: 81% of those in early childhood development programmes and 83% in pre-primary education. This is in contrast to most EU22 countries, which are much more dependent on private providers: on average 58% of children are enrolled in public institutions in early childhood development programmes and 75% in pre-primary level.
- Sweden's expenditure per child on all early childhood education is also among the highest across OECD countries: USD 13 796 compared to USD 8 858 on average. For early childhood educational development it is even higher, at USD 15 473. The ratio of children to teaching staff is an indicator of resources devoted to early childhood education. Sweden has one of the lowest child-teacher ratios among OECD countries in pre-primary education (level 0 on the scale of International Standard Classification of Education- ISCED), with 6 children for every teaching staff member, half the OECD and EU22 average (13 and 12 respectively).

## Upper secondary completion rates have been falling

- One policy priority for Sweden is to increase the number of students who complete upper secondary education. Upper secondary graduation rates have fallen from 76% in 2005 to 70% in 2015. Sweden is similar to the OECD

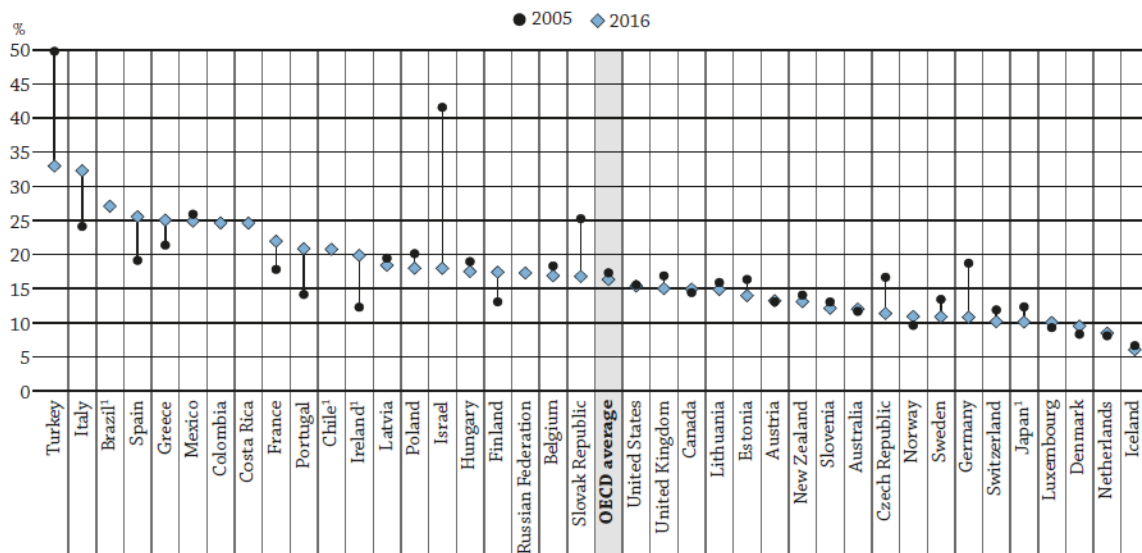
average in the share of students completing upper secondary general programmes, 74% compared to 73 % on average. Two years after, the completion rate for the same cohort increased to 81 %, compared to 82 % on average across OECD countries. The completion rate from vocational programmes is lower than from general programmes in Sweden, though at 67% it is still well above the OECD average of 58%. However, the share of students who have not graduated and are not enrolled two years later is 28% for vocational programmes, 9 percentage points higher than for general.

- The upper secondary completion rate is slightly higher among women than among men, a common pattern across OECD countries. In Sweden, the gender difference is more pronounced in general programmes, where 77% of girls graduate and 70% of boys. For vocational programmes, the rates are 67% for women and 66% for men.
- In 2016, 36% of 25-34 year-olds in Sweden had upper secondary or post-secondary non-tertiary education as their highest level of attainment: 15% with a general qualification and 21% a vocational one. The share of adults with upper secondary as their highest attainment level has remained more or less stable across the generations: The share of 25-64 year-olds achieving upper secondary as their highest attainment level is 34%, is similar to that of younger adults aged 25-34.

### Young Swedes experience an improved transition into the labour market

- A smooth transition from education to work is among the top priorities in Sweden. In many countries, vocational training provides a more direct pathway to the labour market than general programmes, whereas graduation from a theoretical programme is more likely to lead to further studies on tertiary level. In Sweden, 89% of 25-34 year-olds with vocational upper secondary as their highest educational attainment were employed, the highest among all OECD and partner countries. It is also far higher than the 76% employment rate among those with upper secondary general programmes and even somewhat higher than the employment rate for tertiary-educated young adults (87%).
- Nevertheless, young adults in Sweden still face barriers to the labour market, although the proportion of NEETs, young people neither in employment nor in education or training, is relatively low compared to other OECD countries. Among 15-29 year-olds, the rate 2016 was 8.2 % compared to the OECD average of 13.9% and EU22 average of 14.0 %. Focusing on 20-24 year-olds, a crucial age for entry into the labour market, the share was 10.8 %. However, the rate has fallen in both age group between 2010 and 2016 (figure 2) from 14.2% to 10.8% among 20-24 year-olds and from 10.3% to 8.2 % among 15-29 year-olds.

Figure 2. Trends in the percentage of 20-24 year-old NEETs (2005 and 2016)




Note: NEET refers to young people neither in employment nor in education or training.

1. Year of reference differs from 2016. Refer to the source table for details.

Countries are ranked in descending order of the percentage of the 20-24 year-old NEET population in 2016.

Source: OECD (2017), Tables C5.1 and C5.2. See Source section for more information and 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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## Sweden made progresses in closing the gap between immigrant and native students

- Immigration has risen to the top of the European policy agenda in recent years due to the refugee crisis and Sweden, with 16% of its population born abroad, has one of the larger immigrant populations in Europe (OECD, 2016b). The share of first- and second-generation immigrant 15-year-old students in Sweden has been increasing in past years, from 11% in 2006 to 17% in 2015 (OECD averages, 9% and 12%; OECD, 2016c), and 81% of first-generation immigrant children do not speak Swedish at home. Improving the capacity of the education system to meet refugees' and immigrants' needs for education and training is one of the main education policy challenges in Sweden.
- Sweden is still struggling to close the performance gap between immigrant and native students. Children with migrant backgrounds are less likely to attend pre-primary education programmes (OECD, 2015), to complete upper secondary education level and to enter tertiary education. The upper secondary completion rate in Sweden is 76% for native students, 71% for second-generation and 57% for first-generation immigrant students. In 2015, 17% of 18–24 year-olds with foreign-born parents entered tertiary education, whereas 22%, of the total population of the same age, including 18–24-year-olds with native parents, did so. At the other end of the spectrum, access to early childcare education is important for supporting language development and enrolment rates at this level are high in Sweden: 87% of immigrant children were enrolled in pre-primary education in Sweden in 2012, only slightly lower than their native-born peers at 93% (OECD, 2015b).
- Foreign-born children also lag behind their native-born peers in reading, mathematics and science literacy. In the Programme for International Student Assessment (PISA) tests 2015, immigrant students scored 70 points lower than non-immigrants in science, with a median score of 438 compared to 508, one of the largest performance gaps among OECD countries (the OECD averages are 456 and 500 respectively). The gap is also significant in mathematics and reading literacy, where immigrants scored 60 points lower than non-immigrants in both disciplines, differences on a par with OECD averages.
- However, Sweden has eradicated a substantial part of the migrant background disadvantage in the space of one generation. Second-generation immigrants, natives with foreign-born parents, are closing the gap with other natives in reading, science and mathematics literacy. After accounting for students' socio-economic status, differences in PISA 2015 performance scores between non-immigrants and second-generation immigrants, on the one hand, and between non-immigrants and natives with foreign-born parents, on the other hand are almost halved in science (37 to 64 score differences) and mathematics (29 to 54), and more than three times smaller in reading (21 to 64; OECD, 2016b).

## Tertiary education is expanding, albeit more slowly than OECD average, with large inflows of international students at the highest levels

- Sweden has a highly educated population with 42% of the working-age population having attained tertiary education, higher than the OECD average of 37%. However, educational attainment among younger generations (25-34 year-olds) is increasing faster across OECD countries catching-up rates in Sweden. Between 2000 and 2016, OECD average tertiary attainment rates increased from 26% to 43%, compared to 34% and 47% in Sweden.
- Swedish students enter tertiary education later than their OECD peers and graduate at older ages. First-time entrants are on average 24 years old when they start a tertiary education programme and 28 when they graduate.
- Sweden has one of the more internationalised doctoral systems in the OECD. More than one-third of doctoral students enrolled in the country came from abroad for the purpose of studying, compared to one-quarter on average across OECD countries. This is a substantially higher rate than at master's level (9.9% of students are international) or in general across all tertiary levels (6.2%).
- Swedish tertiary graduates enjoy better employment rates than their OECD peers: 90% of 25-64 year-olds with a tertiary degree were in employment in 2016, compared to 84% in the OECD on average. This is only a 4 percentage-point increase on upper secondary employment rates, however, the lowest differential among all OECD countries. While enjoying good labour-market outcomes, the earning premiums for tertiary education are the lowest among all OECD countries. Tertiary-educated adults can expect to earn 17% more than adults with upper secondary education as their highest attainment level, markedly lower than the OECD average of 56% and than other Scandinavian countries with available data: Finland (37 %), Norway (28 %) and Denmark (31%).
- Employment rates for tertiary-educated adults have also improved over the years in Sweden, whereas they have deteriorated on average across OECD countries. Employment rates for tertiary-educated 25-34 year-olds have increased from 82% to 87% between 2000 and 2016 in Sweden, while the OECD average declined from 85% to 83% over this period.



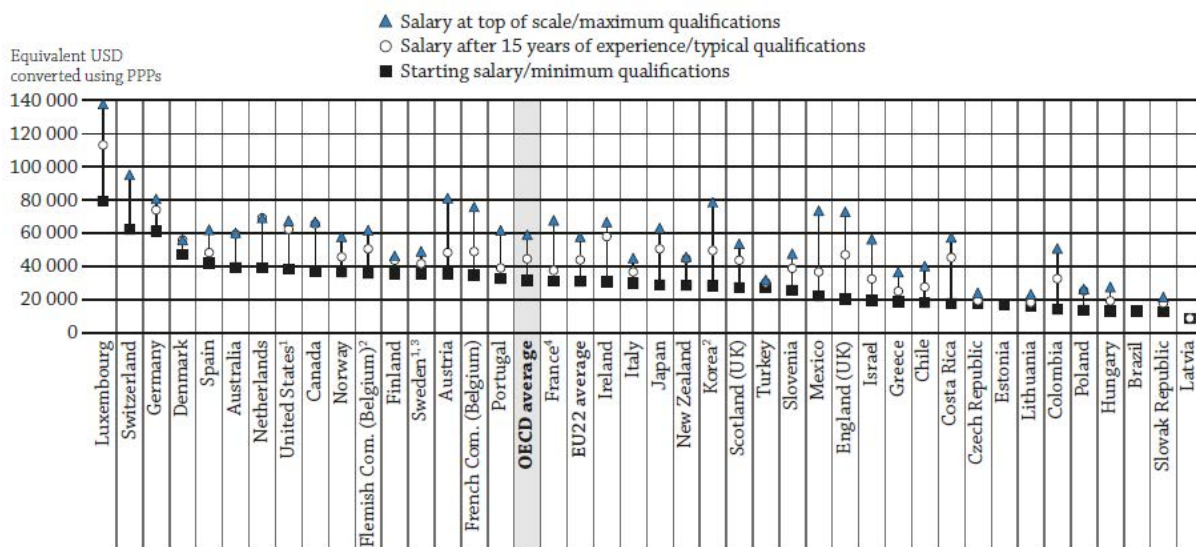
## Swedish teachers' salaries and teaching hours lag behind their peers in other countries

- A challenge for Sweden, as for many OECD countries, is to recruit and retain the most talented candidates into the teaching profession and competitive salaries are one aspect of this. In 2015 annual salaries for Swedish teachers lagged behind both teachers' salaries in other OECD countries and those of similarly educated workers in the country. Teachers earn 76% of the salaries of tertiary-educated full-time workers at pre-primary level, 84% at primary level, 86% at lower secondary and 90% at upper secondary level, compared to 79%, 86%, 90% and 96% respectively on average across EU22 countries. Compared to other Nordic countries, teachers' relative earnings in Sweden are higher than in Norway, but lower than Finland at primary and secondary level. A lower secondary teacher in Finland earns the same annual salary as full-time tertiary-educated worker and an upper secondary teacher earns 12% more.

Swedish teachers' starting salaries are slightly above the OECD average but lag behind after 10 to 15 years of experience and at the top of the salary scale, they are markedly behind both OECD and EU22 averages at all levels of education (Figure 3). However, these numbers may change over time. In 2016 "Lärarlönelyftet" was implemented, an incentive covering early childhood education to upper secondary education, to raise teacher salaries and increase the attractiveness of the profession (Regulation: 2016:100),

**Figure 3. Lower secondary teachers' salaries at different points in teachers' careers (2015)**

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. 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 (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and 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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- Just over half of Swedish teachers (54%) are aged 30-49 years old, while 39% are 50 years or over and 7% are under 30. The low proportion of professionals under 30 may be explained by a share of candidates still in initial teacher education but a generational turnover is expected in the coming decades, creating a need for new qualified and motivated candidates to enter the profession. In Sweden, as in other OECD countries, women are over-represented in the teaching profession but the share of male teachers increases with higher levels of education. While 96% of teachers are women in pre-primary education, this falls to 77% in primary and lower secondary, and 53% in upper secondary education. Looking at gender and age distribution together, younger male teachers are slightly better represented in upper secondary education. Among upper secondary teachers aged under 30, 45% are male. In lower secondary and primary education on the other hand only 28-29% of teachers under the age of 30 are male.
- Factors related to the school environment have also a crucial impact on the attractiveness of the profession, as they ensure candidates they will have the capacity to perform the job successfully. The average class size at both primary and lower secondary level is similar to other Nordic countries, 19 students in public institutions and 17 in private

ones, slightly lower than the OECD averages of 21 and 20. Teachers also need to be allocated enough instruction hours to ensure sufficient time to teach and follow through students' learning outcomes. The minimum requirement of compulsory instruction hours at primary and lower secondary level is 6 890 hours in Sweden, lower than the OECD average of 7 538 and EU22 average of 7 247. Data from PISA 2015 show that Sweden has one of the highest levels of efficiency in education, when its results are compared with the rather low hours of instruction students receive. Only five other school systems have a more positive ratio of learning time and science results. On the other hand, PISA also underlines that all students, in particular disadvantaged students benefit from sufficient instruction time (OECD, 2016c), a conclusion also made by the Swedish School Commission which has recommended increasing instruction in both lower and secondary education (SOU, 2017:35).

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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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- [http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020\\_40&plugin=1](http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020_40&plugin=1)

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](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at **OECD.Stat** 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:  **EducationGPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=SWE&treshold=10&topic=EQ>.

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## Key Facts for Sweden in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU22 average		
Fields of study								
	Graduates in upper secondary vocational programmes	2015						
		%	% Women	%	% Women	%	% Women	
Table A2.1		Business, administration and law	8%	62%	20%	66%	19%	66%
		Engineering, manufacturing and construction	46%	9%	34%	12%	33%	11%
		Health and welfare	16%	75%	12%	82%	12%	82%
	Services	20%	64%	17%	60%	19%	59%	
	New entrants to tertiary education	2015						
		%	% Women	%	% Women	%	% Women	
Table C3.1		Education	12%	75%	9%	78%	9%	79%
		Business, administration and law	15%	61%	23%	54%	23%	57%
	Engineering, manufacturing and construction	19%	29%	16%	24%	15%	25%	
	Tertiary students enrolled, by mobility status	2015						
		International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	International students <sup>1</sup>	National students	
Table C4.2.		Education	3%	13%	3%	8%	3%	8%
		Business, administration and law	12%	15%	27%	23%	26%	22%
		Engineering, manufacturing and construction	26%	18%	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016						
Table A1.3	Education	17%		13%		13%		
	Business, administration and law	16%		23%		21%		
	Engineering, manufacturing and construction	19%		17%		18%		
	Employment rate of tertiary-educated 25-64 year-olds	2016						
Table A5.3	Education	90%		83%		83%		
	Business, administration and law	89%		85%		85%		
	Engineering, manufacturing and construction	91%		87%		86%		
Early childhood education								
	Enrolment rates in early childhood education at age 3	2015						
Table C2.1	ISCED 01 and 02	91%		78%		80%		
	Expenditure on all early childhood educational institutions	2014						
Table C2.3	As a percentage of GDP	1.9%		0.8%		0.8%		
	Proportions of total expenditure from public sources	94%		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	41%	22%	37%	25%	35%	29%	
	Graduation rates, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table A2.2	Upper secondary education - all ages	51%	28%	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	76%	89%	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	2%		4%		6%	
		Master's or equivalent	10%		12%		12%	
		Doctoral or equivalent	34%		26%		22%	
		All tertiary levels of education	6%		6%		8%	
	Educational attainment of 25-64 year-olds	2016						
Table A1.1		Short-cycle tertiary	10%		8%		6%	
		Bachelor's or equivalent	17%		16%		13%	
		Master's or equivalent	13%		12%		14%	
	Doctoral or equivalent	2%		1%		1%		
	Employment rate of 25-64 year-olds, by educational attainment	2016						
Table A5.1		Short-cycle tertiary	85%		81%		81%	
		Bachelor's or equivalent	90%		83%		82%	
		Master's or equivalent	93%		87%		87%	
		Doctoral or equivalent	94%		91%		91%	
		All tertiary levels of education	90%		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	**		146		138		
	Master's, doctoral or equivalent	**		198		177		
	All tertiary levels of education	117		156		153		

Source	Main topics in <i>Education at a Glance</i>	Sweden		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education <sup>2</sup>	2012		2012 <sup>3</sup>		2012	
Table C6.1a	Participation in formal education only	5%		4%		n.a.	
	Participation in non-formal education only	53%		39%		n.a.	
	Participation in both formal and non-formal education	9%		7%		n.a.	
	No participation in adult education	34%		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 10 804		USD 8 733		USD 8 803	
	Secondary education	USD 11 342		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 24 072		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	5.4%		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	11.3%		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	0.76		0.78		0.79	
	Primary school teachers	0.84		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.86		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.90		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 35 574	USD 38 226	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 35 574	USD 40 878	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 35 574	USD 41 720	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 36 867	USD 43 271	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	**	1767 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	**	1767 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	**	1767 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	37%		32%		33%	
	Upper secondary education	44%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	77%		83%		86%	
	Upper secondary education	53%		59%		61%	
	Tertiary education	44%		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	13		15		14	
	Secondary education	13		13		12	
	Tertiary education	10		16		16	
Equity							
	Intergenerational mobility in education <sup>2</sup>	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)	72%	44%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	7%	10%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	22%	46%	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	Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	7%	16%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	7%	14%	6%	10%	6%	10%
	Tertiary	9%	9%	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](http://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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