

## EDUCATION AT A GLANCE 2017

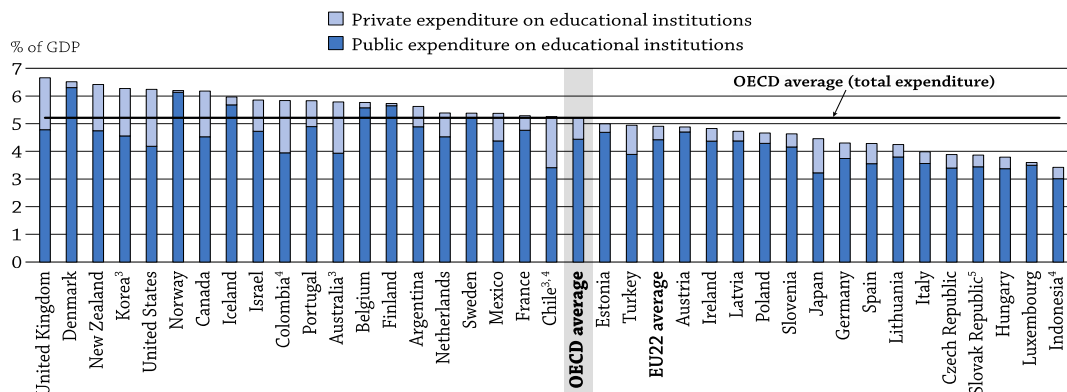
*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### United Kingdom

- Among OECD countries, the **United Kingdom spends the highest proportion of its wealth on primary to tertiary educational institutions** (figure 1). The share of total public spending allocated to education is above the average for OECD countries, while an above-average share of funding comes from private sources.
- In contrast to the general trend across OECD countries, **teachers' statutory salaries in England and Scotland fell in real terms between 2005 and 2015**. As in most OECD countries, teachers' actual salaries are lower on average than the earnings of other tertiary-educated workers.
- **Early childhood education is universal at the age of 3** in the United Kingdom. Less than half of the expenditure on early childhood education comes from public sources (47%), the second lowest share among OECD countries.
- **Vocational programmes are less popular among young upper secondary students** in the United Kingdom when compared to most other OECD countries, while expenditure per student is lower than for general programmes.
- **The United Kingdom is the second most popular destination for internationally mobile students at the tertiary level**, with international students accounting for a large share of enrolments, especially at master's level and higher. However, students from the United Kingdom are among the least likely to study abroad.
- **At tertiary level the proportion of students entering the field of natural sciences, mathematics and statistics is the highest among OECD countries**, but for engineering, manufacturing and construction it is joint lowest.
- **Employment levels are high in the United Kingdom across all levels of attainment** and adults with higher levels of education are less likely to be unemployed. The proportion of young people neither in employment nor in education or training (NEETs) has fallen since 2010. **Women have lower earnings than men at all levels of educational attainment**, although the gender gap in the United Kingdom is similar to OECD average

**Figure 1. Expenditure on educational institutions as a percentage of GDP (2014)**

From public<sup>1</sup> and private<sup>2</sup> sources, including undistributed programmes, from primary to tertiary levels of education



1. Including public subsidies to households attributable for educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

3. Public does not include international sources.

4. Year of reference 2015.

5. Expenditure on public institutions for bachelor's, master's and doctoral degrees.

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

Source: OECD/UIS/Eurostat (2017), Table B2.3. 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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## The United Kingdom has high levels of public and private expenditure on education, including high tuition fees at the tertiary level

- Among OECD countries, the United Kingdom spends the highest proportion of its Gross Domestic Product (GDP) on primary to tertiary educational institutions (6.6% compared to the OECD average of 5.2%), with above-average expenditure at each level of education (figure 1). In 2014, it spent USD 11 367 annually for every primary student, about USD 2 600 more than on average in OECD countries (USD 8 733), and USD 12 452 per secondary student (compared to an OECD average of USD 10 106). Spending per tertiary student is USD 24 542, almost twice that figure, one of the highest expenditures per student among countries with available data (the OECD average is USD 16 143). The United Kingdom's annual expenditure per tertiary student is 60% of per capita GDP, the highest of all the OECD countries and well above the OECD average of 40%.
- The United Kingdom allocates a larger proportion of public spending to education overall than the OECD average, although there are differences by level of education, with tertiary education accounting for a below average share. In 2014, 12.5% of public expenditure in the United Kingdom went on education from primary to tertiary level including research and development, slightly above the OECD average of 11.3%. Expenditure on primary education accounted for 4.2% of public spending (compared to an OECD average of 3.5%), and secondary education accounted for 5.3% (compared to an OECD average of 4.6%).
- An above-average proportion of expenditure on educational institutions comes from private sources in the United Kingdom, particularly at the tertiary level. Some 87% of expenditure on educational institutions in primary, secondary and post-secondary non-tertiary education comes from public sources, one of the lowest shares across OECD countries, and below the OECD average of 91%. Some 11% of total funding comes from household expenditure, compared with the OECD average of 7%. At the tertiary level, only 28% of expenditure on educational institutions comes from public funding, well below the OECD average of 70%. In contrast, 48% of funding for tertiary education comes from household expenditure, more than double the OECD average of 22%, reflecting the payment of tuition through student loans.
- The tertiary education systems in the United Kingdom are notable for their different funding systems. Wherever they study in the UK, English domicile students are provided with loans to cover tuition fees, while Welsh domicile students are provided with a mix of a grant and loans. Scottish students studying in Scotland do not pay tuition fees, but have a loan provided for studying elsewhere in the UK, while the tuition fee cap is lower for Northern Irish students in Northern Ireland. The average annual tuitions fees charged by government-dependent private tertiary educational institutions in England for a bachelor's or equivalent programme was close to USD 12 000 in 2015/16, one of 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 the funding of tertiary institutions. In parallel, 92% of tertiary students receive support from public loans, scholarships or grants.
- In contrast to the general trend across OECD countries, teachers' statutory salaries in England and Scotland were worth less in real terms in 2015 than they were in 2005. For teachers with typical qualifications and 15 years of experience, and accounting for inflation over the period 2005-15, statutory salaries were worth 12% less in 2015 than in 2005 in England and 6% less in Scotland across all levels of education. This compares to average real terms increases in teachers' statutory salaries across OECD countries of 10% at pre-primary level, 6% at primary level, 6% at lower secondary level and 4% at upper secondary level.
- As in most countries, the average actual salaries of teachers in England and Scotland are lower than the earnings of tertiary-educated workers in the United Kingdom. On average in OECD countries, pre-primary teachers' actual salaries in 2015 amounted to 78% of the average earnings of full-time, 25-64 year-old workers with tertiary education. Primary teachers earn 85% of this benchmark salary, lower secondary teachers 88% and upper secondary teachers 94%. In England, teachers' actual salaries at the pre-primary and primary level were equivalent to 83% of the benchmark, increasing to 89% for teachers at the secondary level. In Scotland, the differential was 82%, regardless of the level of education taught.

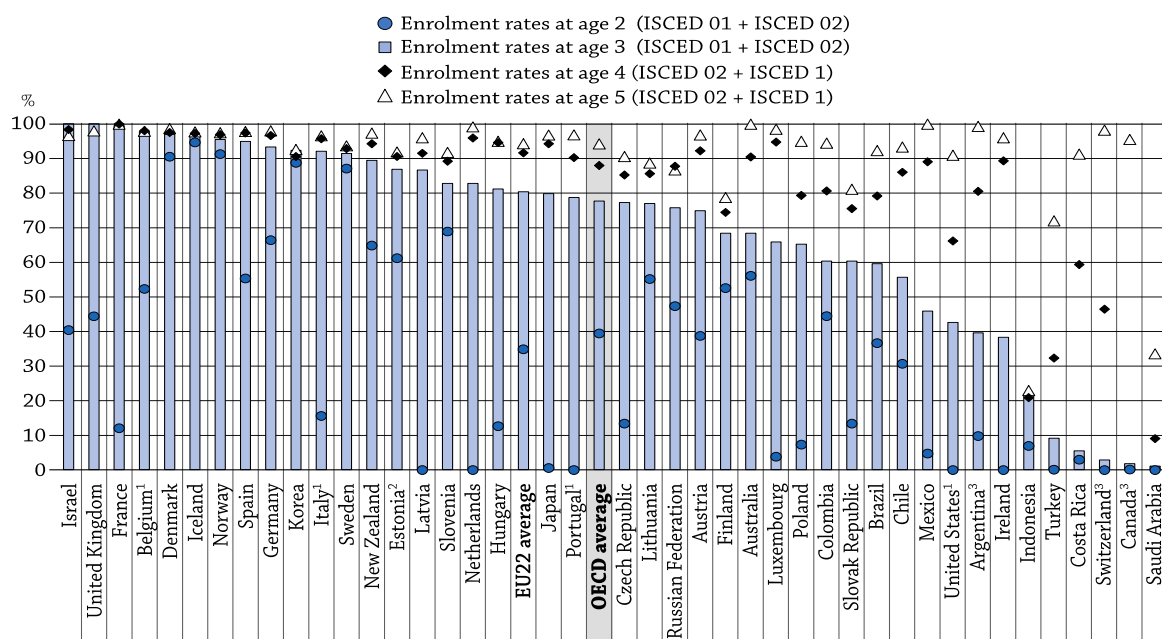
## Early childhood education is universal at age three and funded by above-average private expenditure

- Early childhood education is universal from the age of 3 in the United Kingdom: although it is not compulsory, 100% of 3-year-olds were enrolled into pre-primary programmes in 2015, well above the OECD average of 73% (Figure 2). Enrolment rates for 4-6 year-olds are nearly universal and also exceed the OECD averages.
- Children are more likely to attend private pre-primary institutions in the United Kingdom than in the OECD as a whole. Close to half of children in pre-primary programmes in 2015 were in private institutions (49%), compared to 33% on average across OECD countries. Government-dependent private institutions account for the vast majority of children in private institutions; 11% were in independent private institutions.

- Spending on early childhood education relative to GDP is lower than the OECD average in the United Kingdom: in 2015 total expenditure was equivalent to 0.5% of GDP, compared to 0.8% across OECD countries on average. This partly reflects the shorter time spent by children at this level of education in the United Kingdom. The theoretical duration of early childhood educational development and pre-primary programmes (2 years and 1-2 years respectively) are generally lower than in other OECD countries. In contrast, total annual expenditure on all early childhood education per student amounted to USD 9 849, above the OECD average of USD 8 858.
- Early childhood education relies more heavily on private funding in the United Kingdom than in most OECD countries. Less than half of the expenditure on pre-primary education came from public sources in 2015 (47%), the second lowest proportion across OECD countries, and considerably less than the OECD average of 82%.

**Figure 2: Enrolment rates at ages 2 to 5 in early childhood and primary education (2015)**

Early childhood education development programmes = ISECD 01,  
Pre-primary education = ISECD 02, primary education = ISECD 1



1. Includes only pre-primary education at the ages of 2 and 3 (ISCED 02).
2. Includes early childhood development programmes at the ages of 4 and 5 (ISCED 01).
3. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3-year-olds.

Source: OECD (2017), Table C2.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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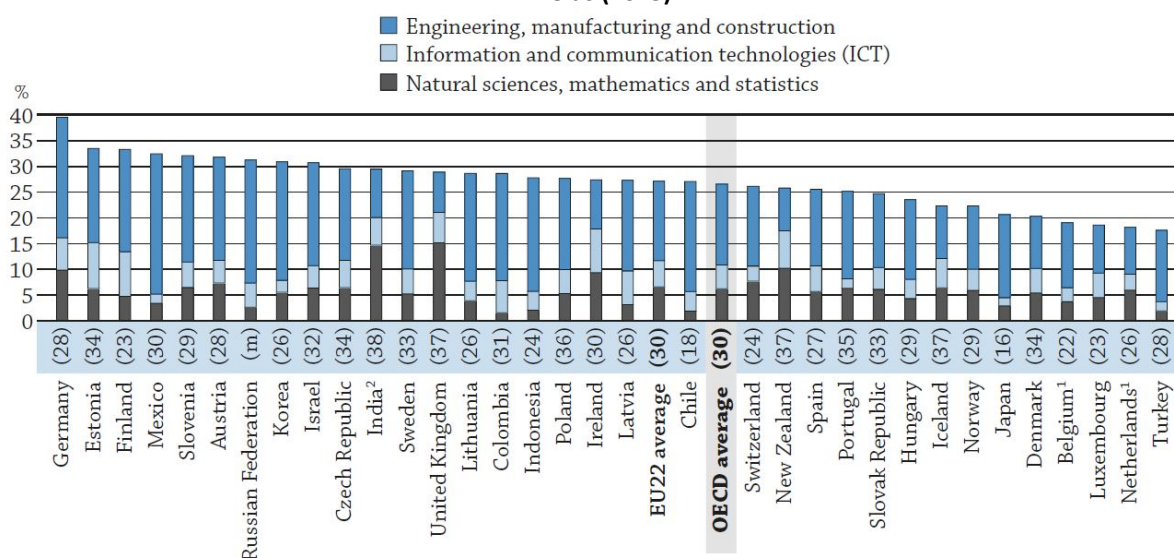
## Vocational education has low enrolment rates and lower expenditure per student than other upper secondary programmes

- Younger upper secondary students in the United Kingdom are less likely to follow vocational programmes than their peers in OECD countries: 33% of 15-19 year-old upper secondary students were enrolled in vocational programmes in 2014, below the OECD average of 43%. Vocational programmes accounted for 40% of upper secondary students of all ages in 2015, compared to 46% across OECD countries. Some 22% of upper secondary students in 2015 were enrolled in combined school and work-based programmes in the United Kingdom, 5 percentage points above the OECD average of 17%.
- At upper secondary level, expenditure per student by educational institutions in the United Kingdom are lower in vocational than in general programmes. In 2014, the United Kingdom spent USD 11 539 per year on each upper secondary student in vocational programmes, compared to USD 12 862 per upper secondary student in general programmes. Nonetheless, expenditure per student is relatively high for both vocational and general programmes, with total spending at the upper secondary level amounting to USD 12 435 per student in the United Kingdom, compared to an OECD average of USD 10 182.
- The gap between total expenditure on general and vocational upper secondary programmes as a share of GDP is among the widest of the OECD countries. Expenditure on educational institutions amounted to 1.2% of GDP for general programmes in 2014, compared to 0.5% for vocational programmes. This compares to an average of 0.6% for both types of programmes across OECD countries, reflecting both the lower expenditure per student and the lower enrolment rates for vocational programmes in the United Kingdom.

## Enrolments in some STEM subjects are high, with notable differences in the fields studied by national and international students

- Enrolment and graduation data for science, technology, engineering and mathematics (STEM) fields reveal a mixed picture at the tertiary level within the United Kingdom: 13% of tertiary graduates in 2015 had studied natural sciences, mathematics and statistics, the highest rate among OECD countries and more than double the OECD average of 6%. Similarly, 15% of new entrants into tertiary education in 2015 chose natural sciences, mathematics and statistics programmes in 2015 (figure 3), the highest rate among OECD countries and more than double the OECD average (6%). Arts and humanities degrees were also relatively popular in the United Kingdom, accounting for 16% of new entrants, compared to 11% on average across OECD countries. In contrast, engineering, manufacturing and construction accounted for 8% of new entrants, the joint lowest rate among OECD countries, and half the OECD average of 16%.

**Figure 3: Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)**



**Note:** The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

**Source:** OECD/UIS/Eurostat (2017), Table C3.1a. 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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- Differences in the distribution of new entrants by gender are generally in line with the pattern observed across OECD countries: more than three-quarters of new entrants into both education, and health and welfare in the United Kingdom were female in 2015. Women were most under-represented in information and communication technologies (ICT), accounting for 16% of new entrants, 3 percentage points below the OECD average.
- International and national students display substantial differences in their field of study: just over one-third of all international students enrolled in business, administration and law programmes, compared to 15% of national students. The fields of engineering, manufacturing and construction was also more popular among international students, with 15% enrolling in such programmes, almost double the proportion of national students (8%).

## The United Kingdom has a large share of bachelor level graduates and international students

- An above-average proportion of adults have a tertiary qualification in the United Kingdom, mostly due to the large share of adults with a bachelor's degree. Some 46% of 25-64 year-olds had attained tertiary education in the United Kingdom in 2016, 9 percentage points above the OECD average of 37%. Attainment at bachelor's level is particularly prevalent, at 23% of adults, compared with the OECD average of 16%. In contrast, for one-quarter of OECD countries, master's or equivalent degrees account for the largest share of graduates.



- Very few new entrants into tertiary education start at the master's level in the United Kingdom: just 1% in 2015, the lowest rate among OECD countries and well below the OECD average of 9%. This partly reflects the fact that students entering a master's programme in the United Kingdom generally do so having completed a bachelor's degree. Some 78% of new entrants started a bachelor's programme, similar to the proportion across OECD countries as a whole (74% of new entrants on average). Similar patterns are evident for graduates: 84% of first-time tertiary students graduated from bachelor's programmes in 2015 (compared to an OECD average of 72%) while just 1% graduated from a master's degree (compared to an OECD average of 11%).
- The earnings advantage from attaining at least a master's degree is lower in the United Kingdom than the OECD average, while attaining a bachelor's degree is slightly more advantageous. Among 25-64 year-old workers in the United Kingdom, those who had attained a master's, doctoral or equivalent level qualification earned on average 81% more in 2015 than those whose highest level of attainment was upper secondary, 17 percentage points below the OECD average (although slightly above the EU22 average of 77%). Among those with a bachelor's degree, earnings were 51% higher, compared to the OECD average of 46%.
- Tertiary education institutions in the United Kingdom are attractive to international students while British students are among the least likely to study overseas, leading to a large net gain in the number of students due to international mobility. International students accounted for 18.5% of tertiary enrolments in the United Kingdom in 2015, the third highest rate behind Luxembourg (45.9%) and New Zealand (21.1%), and well above the OECD average (5.6%). As a result, the United Kingdom takes in 13% of all international students across OECD countries, the second highest share after the United States. There were large differences by level of education: 14% of enrolments into bachelor's programmes were international students, compared to 37% at the master's level and 43% at the doctoral level. In contrast, less than 1 in 50 national tertiary students were studying abroad in 2015 (1.4%), one of the lowest rates for OECD countries. For every British national studying abroad, more than 16 international students were studying in the United Kingdom.

### Labour market and social outcomes vary by gender and educational attainment

- Women have lower earnings than men in the United Kingdom, although the income gender gap for workers with upper secondary and tertiary qualifications is similar to the OECD average. In the United Kingdom, women without an upper secondary qualification earned 81% of the earnings of their male peers in 2014, compared to 78% on average in OECD countries. The gender gap was larger among upper secondary and tertiary-educated adults, with women earning 75% and 77% of the earnings of similarly educated men, compared to the OECD averages of 78% and 74% respectively.
- Employment levels are high in the United Kingdom across all levels of attainment and adults with higher levels of education are less likely to be unemployed. The United Kingdom's unemployment rates for each attainment level are among the lowest in OECD countries. Some 3.1% of tertiary-educated 25-34 year-olds were unemployed in the United Kingdom in 2015, half the OECD average of 6.6% (figure 3). The unemployment rate increases to 5.1% for 25-34 year-olds with an upper secondary or post-secondary non-tertiary qualification (OECD average, 9.1%) and 9.9% for 25-34 year-olds without upper secondary education (OECD average, 16.8%).
- The proportion of young people neither in employment nor in education or training (NEETs) in the United Kingdom, roughly equivalent to the OECD average, has fallen since 2010. In 2016, 13.2% of 15-29 year-olds were classified as NEET, compared to 15.9% in 2010.
- Greater proportions of both men and women report suffering from depression in the United Kingdom than in other countries with available data, with marked differences by gender and educational attainment. Some 10% of 25-64 year-olds suffered from depression in 2014 in the United Kingdom, 2 percentage points above the average for countries with available data. Rates ranged from 15% for those with below upper secondary education (12% on average across countries with data) to 7% for tertiary-educated adults (country average, 6%). Both men and women are more likely to report suffering depression in the United Kingdom than in other countries with available data: 11% of women in the United Kingdom, compared to 10% on average for other countries, and 8% of men, compared to 6% for other countries.

## United Kingdom - Country Note - Education at a Glance 2017: OECD Indicators

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This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

### 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](http://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=GBR&treshold=10&topic=EO>.

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## Key Facts for the United Kingdom in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	United Kingdom		OECD average		EU22 average	
<b>Fields of study</b>							
<b>Graduates in upper secondary vocational programmes</b>							
2015							
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	**	**	20%	66%	19%	66%
	Engineering, manufacturing and construction	**	**	34%	12%	33%	11%
	Health and welfare	**	**	12%	82%	12%	82%
	Services	**	**	17%	60%	19%	59%
<b>New entrants to tertiary education</b>							
2015							
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	8%	76%	9%	78%	9%	79%
	Business, administration and law	21%	53%	23%	54%	23%	57%
	Engineering, manufacturing and construction	8%	25%	16%	24%	15%	25%
<b>Tertiary students enrolled, by mobility status</b>							
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	2%	8%	3%	8%	3%	8%
	Business, administration and law	34%	15%	27%	23%	26%	22%
	Engineering, manufacturing and construction	15%	8%	17%	12%	17%	15%
<b>Tertiary-educated 25-64 year-olds</b>							
2016							
Table A1.3	Education	**	**	13%	13%	13%	13%
	Business, administration and law	**	**	23%	21%	21%	21%
	Engineering, manufacturing and construction	**	**	17%	18%	18%	18%
<b>Employment rate of tertiary-educated 25-64 year-olds</b>							
2016							
Table A5.3	Education	**	**	83%	83%	83%	83%
	Business, administration and law	**	**	85%	85%	85%	85%
	Engineering, manufacturing and construction	**	**	87%	86%	86%	86%
<b>Early childhood education</b>							
<b>Enrolment rates in early childhood education at age 3</b>							
2015							
Table C2.1	ISCED 01 and 02	100%		78%		80%	
<b>Expenditure on all early childhood educational institutions</b>							
2014							
Table C2.3	As a percentage of GDP	0.5%		0.8%		0.8%	
	Proportions of total expenditure from public sources	47%		82%		85%	
<b>Vocational education and training (VET)</b>							
<b>Enrolment in upper secondary education, by programme orientation</b>							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	45%	22%	37%	25%	35%	29%
<b>Graduation rates, by programme orientation</b>							
2015							
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	**	**	54%	44%	50%	49%
<b>Employment rate, by programme orientation</b>							
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	79%	85%	70%	80%	69%	79%
<b>Tertiary education</b>							
<b>Share of international or foreign students, by level of tertiary education</b>							
2015							
Table C4.1.	Bachelor's or equivalent	14%		4%		6%	
	Master's or equivalent	37%		12%		12%	
	Doctoral or equivalent	43%		26%		22%	
	All tertiary levels of education	18%		6%		8%	
<b>Educational attainment of 25-64 year-olds</b>							
2016							
Table A1.1	Short-cycle tertiary	10%		8%		6%	
	Bachelor's or equivalent	23%		16%		13%	
	Master's or equivalent	12%		12%		14%	
	Doctoral or equivalent	1%		1%		1%	
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
2016							
Table A5.1	Short-cycle tertiary	82%		81%		81%	
	Bachelor's or equivalent	85%		83%		82%	
	Master's or equivalent	86%		87%		87%	
	Doctoral or equivalent	89%		91%		91%	
	All tertiary levels of education	85%		84%		84%	
<b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b>							
2015							
Table A6.1	Short-cycle tertiary	124		122		124	
	Bachelor's or equivalent	151		146		138	
	Master's, doctoral or equivalent	181		198		177	
	All tertiary levels of education	153		156		153	

## United Kingdom - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	United Kingdom		OECD average		EU22 average		
<b>Adult education and learning</b>								
Table C6.1a	<b>Participation of 25-64 year-olds in adult education<sup>2</sup></b>	<b>2012</b>		<b>2012<sup>3</sup></b>		<b>2012</b>		
	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.		
<b>Financial investment in education</b>								
<b>Annual expenditure per student, by level of education (in equivalent USD, using PPPs)</b>								
Table B1.1			<b>2014</b>					
	Primary education	USD 11 367		USD 8 733		USD 8 803		
	Secondary education	USD 12 452		USD 10 106		USD 10 360		
	Tertiary (including R&D activities)	USD 24 542		USD 16 143		USD 16 164		
<b>Total expenditure on primary to tertiary educational institutions</b>								
Table B2.1	As a percentage of GDP	6.6%		5.2%		4.9%		
<b>Total public expenditure on primary to tertiary education</b>								
Table B4.1	As a percentage of total public expenditure	12.5%		11.3%		9.9%		
<b>Teachers</b>								
<b>Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education</b>								
Table D3.2a			<b>2015</b>					
	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		
<b>Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)</b>								
Table D3.1a			<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
	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	
<b>Organisation of teachers' working time in public institutions over the school year</b>								
Table D4.1			<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>	<b>Net teaching time</b>	<b>Total statutory working time</b>
	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	
<b>Percentage of teachers who are 50 years old or over</b>								
Table D5.1	Primary education	15%		32%		33%		
	Upper secondary education	42%		40%		42%		
	<b>Share of female teachers in public and private institutions</b>							
Table D5.2	Primary education	85%		83%		86%		
	Upper secondary education	59%		59%		61%		
	Tertiary education	44%		43%		44%		
<b>Ratio of students to teaching staff</b>								
Table D2.2	Primary education	18		15		14		
	Secondary education	16		13		12		
	Tertiary education	16		16		16		
<b>Equity</b>								
<b>Intergenerational mobility in education<sup>2</sup></b>								
Tables A4.1 and A4.2			<b>2012</b>		<b>2012<sup>3</sup></b>		<b>2012</b>	
			<b>Both parents have less than tertiary</b>	<b>At least one parent attained tertiary</b>	<b>Both parents have less than tertiary</b>	<b>At least one parent attained tertiary</b>	<b>Both parents have less than tertiary</b>	<b>At least one parent attained tertiary</b>
	Less than tertiary education (30-44 year-olds' own educational attainment)		**	**	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)		**	**	12%	16%	n.a.	
Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)		**	**	20%	55%	n.a.		
<b>Transition from school to work</b>								
<b>Percentage of people not in employment, nor in education or training (NEET)</b>								
Table C5.1	18-24 year-olds	15%		15%		15%		
<b>Education and social outcomes</b>								
<b>Percentage of adults who report having depression</b>								
Table A8.1			<b>2014</b>					
			<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
	Below upper secondary		14%	16%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary		9%	13%	6%	10%	6%	10%
Tertiary		6%	8%	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.

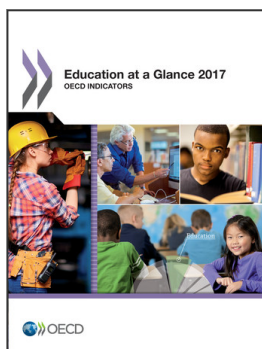
2. Data refer to ISCED-97 instead of ISCED-A 2011.

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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