

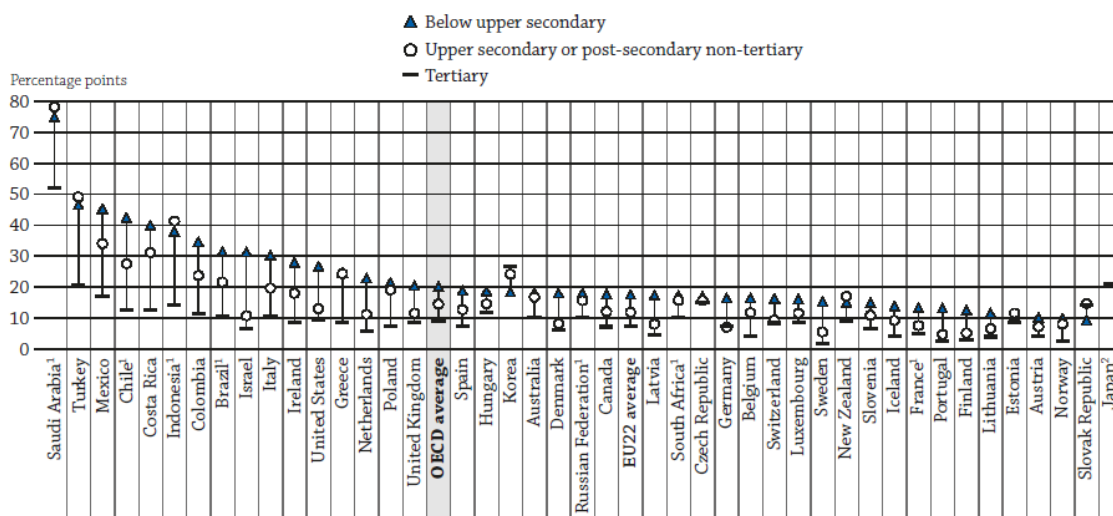
EDUCATION AT A GLANCE 2016

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

United States

- In the United States, **there is still a wide gender gap in favour of men in the labour market**, in both employment and earnings (Figure 1).
- Early childhood education plays a significant role in cognitive development and later school performance, but **enrolment in early childhood education remains low in the United States compared to the OECD average**.
- **The share of 25-64 year-olds with tertiary education in the United States remains higher than the OECD average**, but the relative advantage is shrinking among 25-34 year-olds, as the tertiary attainment rate is increasing much faster in many other countries.
- **The United States continues to be the global leader in the international tertiary education market**, though international students make up a small percentage of the total US tertiary enrolment.
- **In the United States, among 25-44 year-olds with low-educated parents, upward intergenerational mobility is lower among those whose parents are both foreign-born than among those whose parents are both native-born**. The opposite is observed among 25-44 year-olds with tertiary-educated parents: among those whose parents are both foreign-born, a larger share are attaining tertiary education.
- **In the United States, tertiary-educated 25-64 year-olds who studied teacher training and education science earn 61% as much as those who studied engineering, manufacturing and construction**, a bigger gap than what is seen on average across countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).
- In the United States, **96% of 25-64 year-old women with high literacy proficiency reported that they are in good health, while only 64% of those with low literacy proficiency reported so**.
- Despite a decrease in expenditure per student between 2008 and 2013, the **United States continued to have higher-than-average annual spending per student at each level of education in 2013**, from primary through tertiary education.

Figure 1. Gender difference in employment rates, by educational attainment (2015)
25-64 year-olds, percentage-point difference (employment rate for men - employment rate for women)



1. Year of reference differs from 2015. Refer to the source table for more details.

2. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group). Countries are ranked in descending order of the differences in employment rates between male and female adults with below upper secondary education.

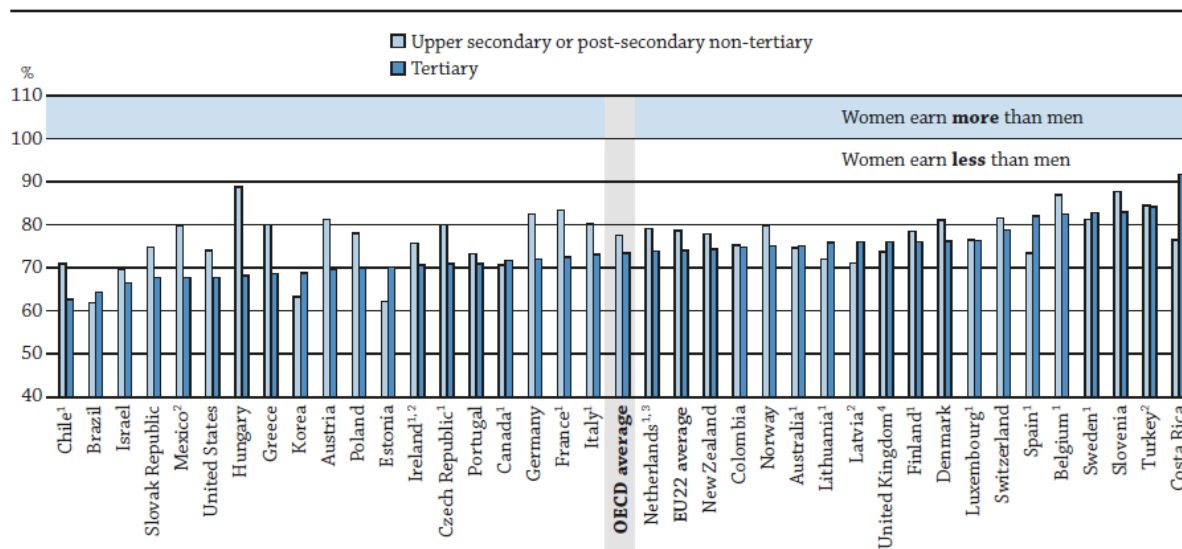
Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397067>

Gender gaps in education and employment persist

- On average across OECD countries, the gender gap in employment decreases with educational attainment (i.e. the gender gap in employment is larger for adults with below upper secondary education and smaller for adults with tertiary education). This trend also holds in the United States, where the gender gap in employment is particularly high among 25-64 year-olds with below upper secondary education. For this age group, the employment rate is 67% for men and 40% for women, a difference of 27 percentage points, compared to the average difference of 20 percentage points across OECD countries. The gender gap in employment in the United States shrinks to 13 percentage points for adults with upper secondary or post-secondary non-tertiary education and to 9 percentage points for adults with tertiary education.
- Across all levels of educational attainment, the gender gap in earnings persists. Although women generally have higher educational attainment, there is a large gender gap in earnings between male and female full-time workers with tertiary education. In the United States, among adults with tertiary education, women earn only 68% of what men earn. This gender gap of 32% is larger than for other OECD countries except for Brazil, Chile, Israel, Mexico and the Slovak Republic. The same gender gap (32%) is observed in the United States for 35-44 year-olds and 55-64 year-olds, signalling that the difference in earnings between men and women is not decreasing among the younger generation (Figure 2).

Figure 2. Women's earnings as a percentage of men's earnings, by educational attainment (2014)
25-64 year-olds with income from full-time employment



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2014. Refer to Table A6.2 for details.


2. Earnings net of income tax.

3. Educational attainment levels are based on the ISCED-97 classification.

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in ascending order of women's earnings as a percentage of men's earnings with tertiary education.

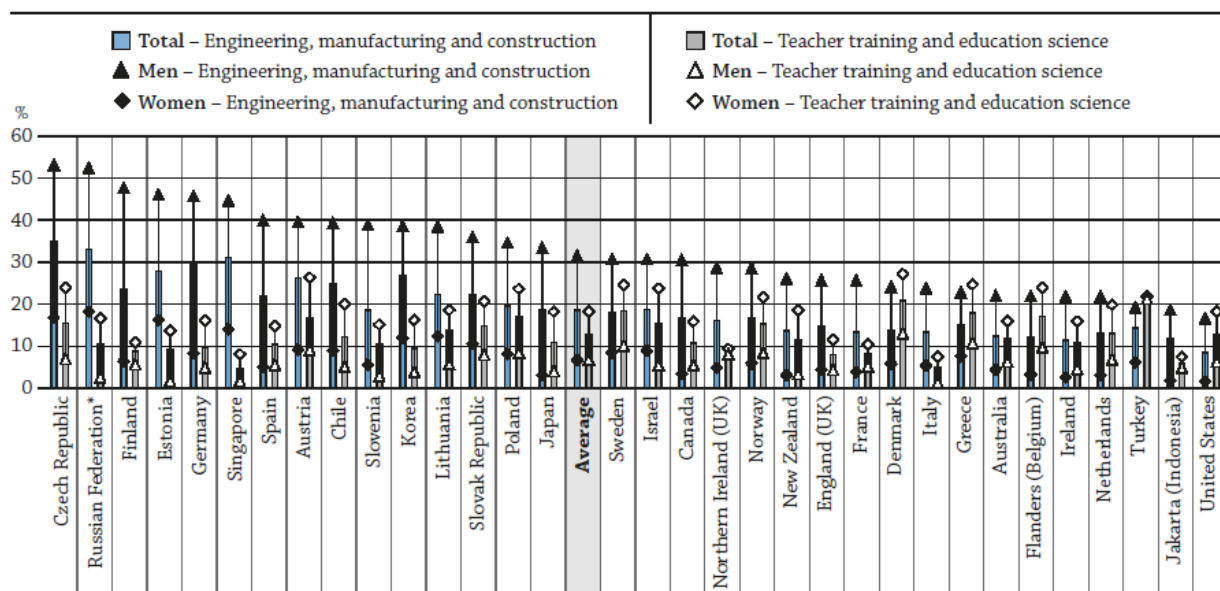
Source: OECD, Tables A6.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- The gender gap in earnings is also reflected in financial returns to education. In the United States, the private net financial returns on attaining tertiary education are USD 457 800 for a man and USD 297 900 for a woman, a difference of USD 159 900 over the course of a working life. Despite the gender difference, the net financial returns on attaining tertiary education in the United States (along with Chile and Luxembourg) are among the highest across OECD countries for both genders.
- The gender gap in earnings and in the net financial returns on attaining tertiary education can be partly related to the field of education studied, but even among those in the same fields of education, women in the United States tend to earn less than men. For example, among those who studied social sciences, business and law, men's mean monthly earnings are USD 7 800, compared to USD 6 000 for women.
- In the United States, a larger share of women than men tend to study in the fields of teacher training and education science, and health and welfare (about 19% of women compared to 6% of men in each field), and the

mean monthly earnings for adults who studied in these fields are lower than the average monthly earnings for tertiary-educated adults. In contrast, a larger share of tertiary-educated men studied in fields with higher-than-average earnings, such as engineering, manufacturing and construction, and science, mathematics and computing (Figure 3).

Figure 3. Field of education studied among tertiary-educated adults, by gender (2012 or 2015)
 Survey of Adult Skills, 25-64 year-old non-students, selected fields of education



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in descending order of the percentage of tertiary-educated men who studied engineering, manufacturing and construction.

Source: OECD, Table A1.5. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

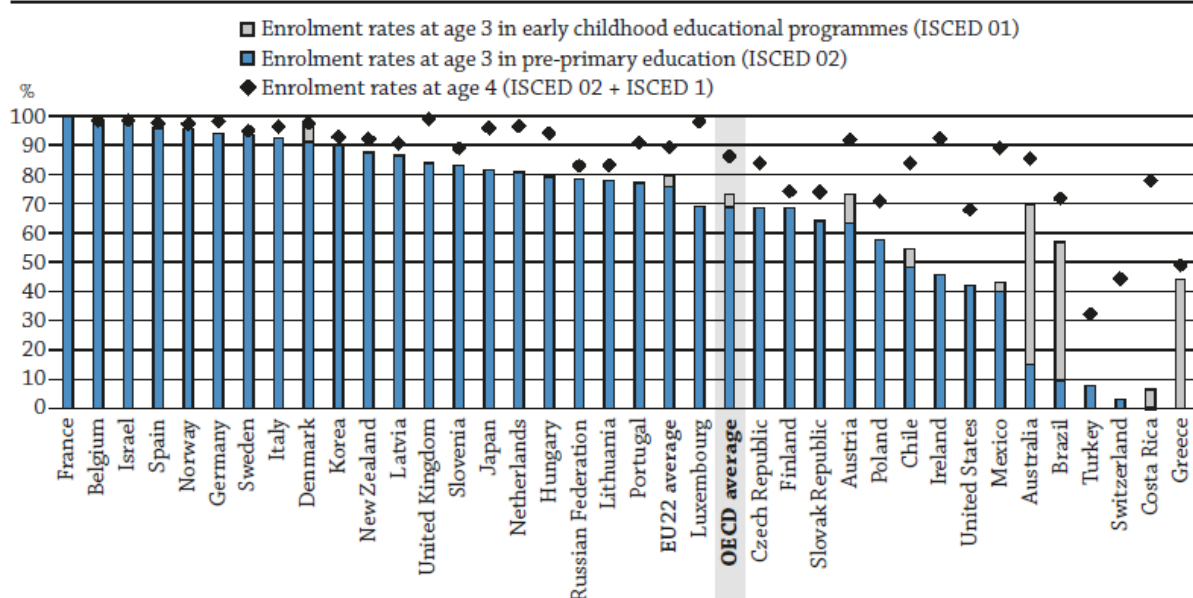
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- In 2014, 58% of first-time graduates from tertiary education in the United States were women. However, the share of women is greater at lower levels of tertiary education. Among first-time graduates from short-cycle tertiary programmes, 61% were women, and this share shrinks to 57% among graduates from bachelor's or equivalent programmes, 59% among graduates from master's or equivalent programmes, and 50% among doctoral-level graduates.
- In 2015, among 20-24 year-olds in the United States, 37% of men were in education (compared to 41% of women), 50% of men were not in education and employed (compared to 42% of women), and 14% of men were neither in employment nor in education or training (NEET) (compared to 18% of women). This gender gap of 4 percentage points in the share of NEETs is close to the OECD average (3 percentage points).
- In the United States, and on average across the OECD countries and subnational entities that participated in the Survey of Adult Skills, upward intergenerational mobility from upper secondary or post-secondary non-tertiary to tertiary education is not statistically different if the mother or the father has the highest level of education. Upward mobility to tertiary education is 22% when the mother holds the highest qualification (compared to the average of 35%) and 24% when it is the father with the highest qualification (compared to the average of 33%). Upward mobility to tertiary education is thus lower in the United States than the average across the countries and subnational entities that participated in the Survey of Adult Skills.
- Upward intergenerational mobility from upper secondary or post-secondary non-tertiary to tertiary education is more frequent among 25-44 year-old women than among men in the same age group, both in the United States and on average across the OECD countries and subnational entities that participated in the Survey of Adult Skills. In the United States, 40% of 25-44 year-old women whose parents' highest level of education is upper secondary or post-secondary non-tertiary surpass their parents' educational attainment and complete tertiary education (compared to the average of 44%). For men, the share is 29% in the United States, compared to the average of 34% across the OECD countries and subnational entities that participated in the Survey of Adult Skills.

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


- With 42% of 3-year-olds and 68% of 4-year-olds enrolled in early childhood or primary education in 2014, the United States has one of the lowest enrolment rates among OECD countries – far below the OECD average of 71% of 3-year-olds and 86% of 4-year-olds (Figure 4). Moreover, the situation is nearly unchanged in the United States since 2005, when the enrolment rate was 39% for children aged 3 and 68% for children aged 4.

Figure 4. Enrolment rates at age 3 and 4 in early childhood and primary education (2014)



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

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

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- Students in the United States who attended pre-primary education at some point were less likely to be low performers (as 15-year-olds) on the mathematics assessment of the OECD Programme for International Student Assessment (PISA) than those who had no pre-primary education. Moreover, attending pre-primary education for more than one year also boosts their performance in mathematics, further reducing their chances of being low performers. In the United States, 41% of students who did not attend pre-primary education had low performance in mathematics, while only 24% of students who attended more than one year of pre-primary education were low performers.

Flexible programmes and international mobility contribute to a more inclusive tertiary education system

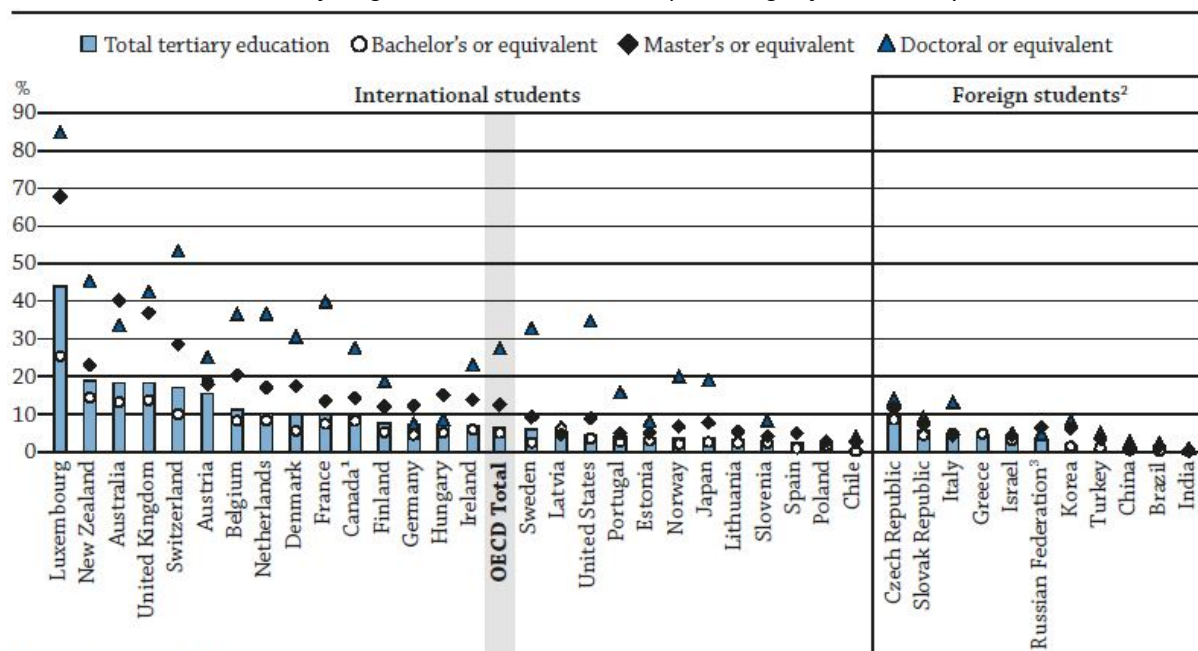
- Across OECD and partner countries with available data, students in tertiary education are more likely to enrol full time than part time. However, the reverse is true for short-cycle programmes in the United States, where 54% of enrolments in short-cycle tertiary programmes were part time in 2014 (compared to the OECD average of 22%). This is the fourth highest proportion of part-time students among all OECD and partner countries with available data. The shares of part-time students in the United States in bachelor's programmes or equivalent (23%) and master's or equivalent (45%) are smaller than the share of part-time students in short-cycle programmes, but are above the OECD averages of 18% in bachelor's programmes or equivalent and 24%, in master's or equivalent.
- Some 54% of young people in the United States can expect to graduate at least once from a tertiary degree in their lifetime. This figure represents a 10 percentage-point increase over the first-time tertiary graduation rate in 2005 and is above the OECD average of 49%.
- The share of 25-64 year-olds with tertiary education is 45% in the United States, 10 percentage points above the OECD average. However, the relative advantage is shrinking among younger adults (5 percentage points above the OECD average for 25-34 year-olds) compared to older adults (16 percentage points above the OECD average

for 55-64 year-olds). This is not due to a decrease in the share of tertiary-educated adults in the United States, but rather to a more rapid increase in the tertiary attainment rate in many other countries.

- Among all the OECD countries and subnational entities that participated in the Survey of Adult Skills, the United States has one of the lowest shares of tertiary graduates from the fields of science, technology, engineering and mathematics (STEM). Only 23% of 25-64 year-olds with tertiary education have a degree in science, mathematics and computing (14%) or engineering, manufacturing and construction (8%). While the percentage of adults with a degree in science, mathematics and computing is above the average of 11% across participating OECD countries and subnational entities, the percentage of adults with a degree in engineering, manufacturing and construction is 10 percentage points below the average (18%), the lowest share among all participating countries.

Figure 5. Student mobility in tertiary education, by ISCED level (2014)

International or foreign student enrolments as a percentage of total tertiary education




1. Year of reference 2013.

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

3. International students at the bachelor's or equivalent level are included in the master's or equivalent level. Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.

Source: OECD. Table C4.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- France, the United Kingdom and the United States attract together more than half of master's and doctoral international students worldwide. In 2014, the United States alone hosted the largest number of international students at the master's and doctoral or equivalent levels (26% of the total worldwide). However, this large share is only a small proportion of all students in tertiary education in the United States. International students made up only 2.0% of students enrolled in short-cycle tertiary programmes, 3.5% in bachelor's or equivalent programmes, 9% in master's or equivalent programmes and 35% in doctoral or equivalent programmes (Figure 5).
- Between 2013 and 2014, the number of international or foreign students grew by 7% in the United States. This growth rate is above the OECD average (5%), but below what was observed in the neighbouring country, Canada, where growth of 12% in the number of international or foreign students was observed over the same period.

Equal opportunities to pursue education and surpass parents' educational attainment should be ensured, regardless of parents' immigrant status

- In the United States, among 25-44 year-old non-students whose parents are both foreign-born, 42% have parents whose highest education is below upper secondary, compared to only 7% among those with native-born parents. Moreover, when the highest level of education of either parent is below upper secondary, a lower share of children tend to achieve upward mobility to upper secondary or post-secondary non-tertiary education when

parents are both foreign-born (53%) than when parents are both native-born (69%). This situation signals difficulty in moving up the social ladder for 25-44 year-olds whose parents are both foreign-born and have low levels of education. However, for adults whose parents are tertiary-educated, a greater share tend to achieve the same level of education as their parents when parents are both foreign-born (75%) than when parents are both native-born (61%).

Salaries and workload can influence teachers' decision to enter – and remain in – the profession

- In the United States, statutory salaries of teachers with typical qualifications are higher than on average across OECD countries. For example, the starting statutory salary of a teacher in the United States is USD 42 256 at the primary level, compared to USD 31 028 on average across OECD countries. The increase between the starting salary and the salary after 15 years of experience is also larger in the United States (USD 18 010) than on average across OECD countries (USD 11 647). Similar patterns also hold true for lower and upper secondary education.
- Lower secondary teachers in the United States are required to work 1 366 hours per year at school compared to the OECD average of 1 160 hours, and their net teaching time amounts to 981 hours (compared to the OECD average of 694 hours). Despite teachers' relatively long working hours, their actual salaries (including bonuses and allowances) remain below the average salaries of similarly-educated full-time, full year workers. Depending on the ISCED level taught, teachers' salaries are between 57% and 61% of the average salaries of similarly-educated workers in the United States. After Chile and the Czech Republic, this is the lowest among all OECD countries with available data for lower secondary teachers (60%).
- In the United States, the mean monthly earnings of tertiary-educated 25-64 year-olds who studied teacher training and education science are USD 4 300 (compared to the average of USD 3 004 among the countries and subnational entities that participated in the Survey of Adult Skills). Those who studied engineering, manufacturing and construction have mean monthly earnings of USD 7 100 (compared to the average of USD 3 883). This signifies that, in the United States, tertiary-educated 25-64 year-olds who studied teacher training and education science earn 61% as much as those who studied engineering, manufacturing and construction, a bigger gap (39%) than what is seen on average (23%).
- In 2014, the average annual actual salary of a full-time equivalent faculty member in the United States was USD 80 203, while the average salary for a full-time full professor was USD 112 697. Among OECD countries with available data, the difference between the salaries of male and female full-time full professors was greatest in the United States, where female full professors earn 15% less than their male counterparts.
- Compared to other OECD countries where the teaching profession is clearly ageing, the age of teachers in the United States is well balanced. Some 44% of primary teachers, 46% of lower secondary teachers and 41% of upper secondary teachers are under 40 (above the OECD averages of 40% for primary teachers, 38% for lower secondary teachers and 33% for upper secondary teachers). This age distribution of the teaching workforce remained stable between 2005 and 2014. It allows for both diversity in experience and skills and smooth transitions between generations of teachers.

Higher levels of education are linked to better social outcomes

- The share of the population reporting that they are in good health is positively correlated with educational attainment and literacy and numeracy proficiency. In the United States, 96% of 25-64 year-old women with high literacy proficiency (Level 4 or 5) reported that they are in good health (compared to the average of 90% across the countries and subnational entities that participated in the Survey of Adult Skills), and this share shrinks to 64% among 25-64 year-old women with low literacy proficiency (Level 1 or below) (compared to the average of 65% across the countries and subnational entities that participated in the Survey of Adult Skill).
- In the United States, according to the Current Population Survey 2014, the share of 25-year-olds and over reporting activity limitation due to health problems is lower than the average across OECD countries in Europe, for each level of educational attainment. In the United States, 25% of those with below upper secondary education reported that they were in this category, compared to the average of 44% across the OECD countries that participated in the European Union Statistics on Income and Living Conditions (EU-SILC). For those with upper secondary or post-secondary non-tertiary education, the share is 16% in the United States compared to the

average of 26%, and for those with tertiary education the share is 8% in the United States compared to the average of 18%. The differences observed may, however, be related to the way the questions are asked in the two surveys.

High-quality education needs sustainable funding

- The United States' financing model for tertiary education is based on high tuition fees and a well-developed student-support system. Tuition fees charged by public institutions for bachelor's programmes are substantial, but a majority of bachelor's students (62%) receive public loans, which exceed an annual gross amount of USD 4 000 per student on average.
- The United States is among the nine countries where expenditure per student in primary, secondary and post-secondary non-tertiary education decreased between 2008 and 2013, although the United States had one of the smallest decreases (5%). At the tertiary level, expenditure per student decreased by 6% between 2008 and 2013, as the increase in total expenditure did not keep up with the even larger increase in the number of students enrolled.
- Despite the decrease in expenditure per student between 2008 and 2013, the United States continued to have higher-than-average annual spending per student in 2013, at each level from primary through tertiary education. The United States spent USD 10 959 per student at the primary level (compared to the OECD average of USD 8 477), USD 12 740 at the secondary level (compared to the OECD average of USD 9 811), and USD 27 924 at the tertiary level (compared to the OECD average of USD 15 772).

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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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia, but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills*.

Subnational comparisons

Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions. Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.


A prior analysis based on subnational comparisons using data from *Education at a Glance 2015* has also been published in *Education Indicators in Focus*, No. 43 (OECD, 2016b). The main findings show that levels of educational attainment vary not only among countries, but also within them. In many countries, people with tertiary education – usually the most skilled people – are more highly represented in the capital region. For instance, in the United States the proportion of tertiary-educated people ranges from 29% in the state of West Virginia to 61% in the District of Columbia, a ratio of 2.1:1 between the highest and the lowest. Results also show that the capital regions do not necessarily offer the best employment prospects for all attainment levels. For less educated people, the capital regions seem to offer fewer employment opportunities than other regions. For instance, in the United States, the employment rates for less educated workers – those with below upper secondary education – are higher in South Dakota (64%) and Wyoming (65%) than in the District of Columbia (43%).

References

OECD (2016a), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

OECD (2016b), "Subnational variations in educational attainment and labour market outcomes", *Education Indicators in Focus*, No. 43, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5j1vc7mddkl-en>.

For more information on **Education at a Glance 2016** and to access the full set of indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

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

Explore, compare and visualise more data and analysis using:



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

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

Source	Main topics in <i>Education at a Glance</i>	United States		OECD average	
Gender					
Employment rate of 25-64 year-olds, by educational attainment		2015			
		Men	Women	Men	Women
Chart A5.2.	Below upper secondary	67%	40%	66%	46%
	Upper secondary or post-secondary non-tertiary	75%	62%	81%	67%
	Tertiary	86%	77%	88%	80%
Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)		2014			
		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	73%		76%	
	Upper secondary or post-secondary non-tertiary	74%		77%	
	Tertiary	68%		73%	
Percentage of people not in employment, nor in education or training (NEET)		2015			
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	12%	17%	12%	17%
Percentage of female graduates, by tertiary levels of education		2014			
		% Women		% Women	
Table A3.4	Short-cycle tertiary	61%		56%	
	Bachelor's or equivalent	57%		58%	
	Master's or equivalent	59%		57%	
	Doctoral or equivalent	50%		47%	
Field of education studied among tertiary-educated adults (25-64 year-old non-students)		2012			
		Men	Women	Men	Women
Table A1.5.	Teacher training and education science	6%	18%	7%	18%
	Engineering, manufacturing and construction	17%	2%	31%	7%
Vocational Education and Training (VET)					
Distribution of enrolment, by programme orientation		2014			
		General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	**	**	56%	44%
Educational attainment, by programme orientation		2015			
		General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	**	**	17%	26%
Unemployment rate, by programme orientation		2015			
		General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	**	**	10%	9.2%
Financial Investment in Education					
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2013			
		USD		USD	
Table B1.1	Primary education	10 959		8 477	
	Secondary education	12 740		9 811	
	Tertiary (including R&D activities)	27 924		15 772	
Total expenditure on primary to tertiary educational institutions		2013			
Table B2.2	As a percentage of GDP	6.2%		5.2%	
Total public expenditure on primary to tertiary education		2013			
Table B4.2	As a percentage of total public expenditure	11.6%		11.2%	
Early Childhood Education and Care (ECEC)					
Enrolment rates in early childhood education at age 3		2014			
Table C2.1	ISCED 01 and 02	42%		71%	
Expenditure on all early childhood educational institutions²		2013			
		As a percentage of GDP		As a percentage of GDP	
Table C2.3	As a percentage of GDP	0.4%		0.8%	
	Proportions of total expenditure from public sources	74%		81%	
Teachers					
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2014			
Table D3.2a	Pre-primary school teachers	0.65		0.74	
	Primary school teachers	0.68		0.81	
	Lower secondary school teachers (general programmes)	0.69		0.85	
	Upper secondary school teachers (general programmes)	0.71		0.89	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2014			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 43 255	USD 59 111	USD 29 494	USD 39 245
	Primary school teachers	USD 42 256	USD 60 266	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 44 001	USD 61 918	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 43 362	USD 60 884	USD 34 186	USD 46 379

Source	Main topics in <i>Education at a Glance</i>	United States		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹	
Table A6.4	Teacher training and education science	USD 4 300		USD 3 004	
	Engineering, manufacturing and construction	USD 7 100		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	15 students per teacher		15 students per teacher	
	Secondary education	15 students per teacher		13 students per teacher	
	Tertiary education	15 students per teacher		17 students per teacher	
	Tertiary Education	2015			
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	10%	11%	8%	8%
	Bachelor's or equivalent	25%	22%	21%	16%
	Master's or equivalent	10%	11%	14%	11%
	Doctoral or equivalent	1%	2%	1%	1%
	All tertiary levels of education	47%	45%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	77%		80%	
	Bachelor's or equivalent	81%		82%	
	Master's or equivalent	84%		87%	
	Doctoral or equivalent	88%		91%	
	All tertiary levels of education	81%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	114		120	
	Bachelor's or equivalent	160		148	
	Master's, doctoral or equivalent	222		191	
	All tertiary levels of education	168		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	3%		5%	
	Master's or equivalent	9%		12%	
	Doctoral or equivalent	35%		27%	
	All tertiary levels of education	4%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	52%		68%	
	All tertiary levels (excluding international students)	51%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	47%		51%	
	Other: Immigration and intergenerational mobility in education	2012			
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status³	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	25%	38%	27%	37%
	Other: Adult education and learning	2012			
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education³	2012		2012¹	
Table C6.3	Below upper secondary	28%		26%	
	Upper secondary or post-secondary non-tertiary	50%		46%	
	Tertiary	79%		70%	
	Other: Education and social outcomes	2012			
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	67%		67%	
	High literacy proficiency (Level 4 or 5)	95%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment⁴	2015			
Table A8.3a		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
	Upper secondary or post-secondary non-tertiary	81%	88%	83%	87%
	Tertiary	91%	94%	92%	94%

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

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

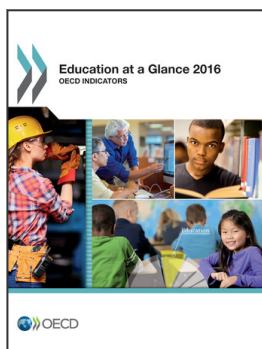
1. OECD average includes some countries with 2015 data.

2. For the United States, only data on pre-primary education is available.

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

4. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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