85% of young adults now have at least upper secondary education
Educational attainment of 25-34 year-olds
OECD and partner countries, 2016 or latest available year

Partner countries and OECD accession candidates are indicated in italics.
Source: Education at a Glance: OECD Indicators, Fig. A1.2
The teaching force continues to age...
Age distribution of teachers in OECD countries (primary to upper secondary)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>2005</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;30 years</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>30-49 years</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>50+ years</td>
<td>30%</td>
<td>33%</td>
</tr>
</tbody>
</table>

... and the teaching profession attracts few men

70% of teachers in the OECD are women

What do young adults study?
Share of new entrants to tertiary education, by field of study (%)
Average, minimum and maximum for OECD countries with available data (2015)

1. Business, administration and law
   - Korea: 14
   - OECD average: 23
   - Luxembourg: 37
   - United Kingdom: 8
   - Mexico: 27

2. Engineering, manufacturing and construction
   - Germany: 6
   - Belgium: 25
   - United Kingdom: 16
   - Mexico: 13

3. Health and welfare
   - Mexico: 4
   - Korea: 11
   - United Kingdom: 17
   - Belgium: 25

4. Arts and humanities
   - Mexico: 4
   - Korea: 17
   - United Kingdom: 11
   - Israel: 10

5. Social sciences, journalism and information
   - Finland: 5
   - Israel: 17
   - United Kingdom: 10

6. Education
   - Finland: 4
   - Israel: 9
   - United Kingdom: 20

7. Natural sciences, mathematics and statistics
   - Chile: 2
   - United Kingdom: 6
   - United Kingdom: 16

8. Information and communication technologies
   - Japan: 2
   - Estonia: 9
   - United Kingdom: 5

The distribution excludes two fields (Agriculture, forestry, fisheries and veterinary, and Services) which tend to represent a lower share of new entrants into tertiary education.

What do young adults study?

Share of new entrants to tertiary education, by field of study (%)
Average for OECD countries with available data (2015)

- Business, administration and law: 23%
- Engineering, manufacturing and construction: 16%
- Health and welfare: 13%
- Arts and humanities: 11%
- Social sciences, journalism and information: 10%
- Education: 9%
- Natural sciences, mathematics and statistics: 6%
- Information and communication technologies: 5%
- Other fields: 7%

Gender parity across disciplines: still a long way to go

% of women entering tertiary-level studies in OECD countries (2015)

- Education
- Health and welfare
- Social sciences, journalism and information
- Arts and humanities
- Business, administration and law
- Natural sciences, maths and stats
- Engineering
- ICT

Gender parity across disciplines: still a long way to go

% of women entering tertiary-level studies in OECD countries (2015)

- Education: 78%
- Health and welfare: 76%
- Social sciences, journalism and information: 64%
- Arts and humanities: 63%
- Business, admin. and law: 54%
- Natural sciences, maths and stats: 50%
- Engineering: 24%
- ICT: 19%

The gender imbalance in teaching

% of women among teaching staff in public & private institutions, by level of education
OECD and partner countries (2015 or latest available year)

Partner countries and accession candidates are indicated in italics.
Source: Education at a Glance 2017: OECD Indicators, Fig. D5.2.
Has the transition from school to work improved?

% of 20-24 year-olds neither in employment nor in education or training (NEETs)

OECD and partner countries, 2005 and 2016 or latest available year

Partner countries and accession candidates are indicated in italics.

Source: Education at a Glance 2017: OECD Indicators, Fig. C5.3.
Disconnected youth - NEET rates by gender
Percentage of 18-24 year-olds neither in employment nor in education or training
OECD and partner countries (2016 or latest available)

Source: Education at a Glance 2017: OECD Indicators, Fig. C5.2.
Brain circulation in tertiary education

International/foreign students studying in the country and national students studying abroad
OECD and partner countries (2015)

Source: Education at a Glance 2017: OECD Indicators, Fig. C4.3.
Where will tomorrow’s science professionals come from?
Distribution of new entrants to tertiary education, by STEM field of study
OECD and partner countries, 2015 or latest available year

Partner countries and accession candidates are indicated in italics.
Source: Education at a Glance 2017: OECD Indicators, Fig. C3.1.
| Country              | Public Expenditure | Private Expenditure | OECD Average
|----------------------|--------------------|---------------------|----------------
| Finland              | 96                 |                     |                |
| Norway               | 96                 |                     |                |
| Luxembourg           | 95                 |                     |                |
| Denmark              | 95                 |                     |                |
| Austria              | 94                 |                     |                |
| Iceland              | 91                 |                     |                |
| Sweden               | 89                 |                     |                |
| Belgium              | 88                 |                     |                |
| Argentina            | 86                 |                     |                |
| Slovenia             | 86                 |                     |                |
| Germany              | 86                 |                     |                |
| Estonia              | 85                 |                     |                |
| Poland               | 81                 |                     |                |
| France               | 79                 |                     |                |
| Latvia               | 79                 |                     |                |
| Slovak Republic      | 77                 |                     |                |
| Lithuania            | 77                 |                     |                |
| Czech Republic       | 76                 |                     |                |
| Indonesia            | 76                 |                     |                |
| Turkey               | 75                 |                     |                |
| Ireland              | 74                 |                     |                |
| Mexico               | 71                 |                     |                |
| OECD average         | 70                 | 30                  |                |
| Netherlands          | 70                 |                     |                |
| Hungary              | 70                 |                     |                |
| Spain                | 68                 |                     |                |
| Russian Federation   | 66                 |                     |                |
| Italy                | 65                 |                     |                |
| Portugal             | 62                 |                     |                |
| Israel               | 52                 |                     |                |
| New Zealand          | 51                 |                     |                |
| Canada               | 48                 |                     |                |
| Colombia             | 46                 |                     |                |
| Australia            | 39                 |                     |                |
| Chile                | 36                 |                     |                |
| United States        | 35                 |                     |                |
| Korea                | 34                 |                     |                |
| Japan                | 34                 |                     |                |
| United Kingdom       | 28                 |                     |                |

Partner countries and accession candidates are indicated in italics.

Source: Education at a Glance 2017: OECD Indicators, Fig. B3.1.
What proportion of national wealth is spent on education?

Spending on educational institutions as % of GDP, public and private sources, primary to tertiary
OECD and partner countries (2014 or latest available)

Partner countries and accession candidates are indicated in italics.
Source: Education at a Glance 2017: OECD Indicators, Fig. B2.1.
How much is spent per student?
Countries' annual expenditure per student, by level of education
OECD and partner countries, 2014 or latest available year

Partner countries and accession candidates are indicated in italics.
Source: Education at a Glance 2017: OECD Indicators, Fig. B1.2
People with higher education are less likely to report suffering from depression

Percentage of adults who report having depression, by educational attainment (2014)

Tertiary  Upper secondary/post-secondary non-tertiary  Below upper secondary

Ireland  Iceland  Germany  Austria  Luxembourg  United Kingdom  Portugal  Denmark  Slovenia  Norway  Netherlands  Turkey  Latvia

Average

Finland  Belgium  Hungary  Sweden  Spain  France  Slovak Republic  Lithuania  Poland  Czech Republic  Estonia  Italy  Greece

Australia  Israel  Switzerland  Canada

Source: European Health Interview Survey  Source: National Surveys

Source: Education at a Glance 2017: OECD Indicators, Fig. A8.1.
Worth the effort: Adults with a tertiary degree earn 56% more on average than those with upper secondary education only

Relative earnings of 25-64 adults with income from employment, OECD and partner countries (2015)

Partner countries and accession candidates are indicated in italics.
Data refer to 25-64 year-olds with income from employment (2015 or latest available year).
Source: Education at a Glance 2017: OECD Indicators, Fig. A6.1.
Does higher education protect against unemployment?

Unemployment rates of 25-34 year-olds with below upper secondary and tertiary education

OECD and partner countries (2016 or latest available year)

Partner countries and accession candidates are indicated in italics.

Source: Education at a Glance 2017: OECD Indicators, Fig. A5.4.
In most OECD and partner countries, young adults without upper secondary education are less likely to be employed today than ten years ago.

Employment rates of 25-34 year-olds with below upper secondary education (2005 & 2016)

Source: Education at a Glance 2017: OECD Indicators, Fig. A5.2.
STEM graduates have better employment prospects, particularly engineers and ICT specialists

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

Science, technology, engineering and mathematics (STEM) comprise the fields natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

Data for France and Slovenia refer to 25-34 year-olds (both excluded from OECD average).

Source: Education at a Glance 2017: OECD Indicators, Fig. A5.1.