

EDUCATION AT A GLANCE 2014

Education at a Glance: OECD Indicators is the authoritative source for accurate and relevant information on the state of education around the world. It provides data on the structure, finances, and performance of the education systems in the 34 OECD member countries, as well as a number of G20 and partner countries.

United Kingdom

More people in the United Kingdom pursue a university-level education than end their education at upper secondary school...

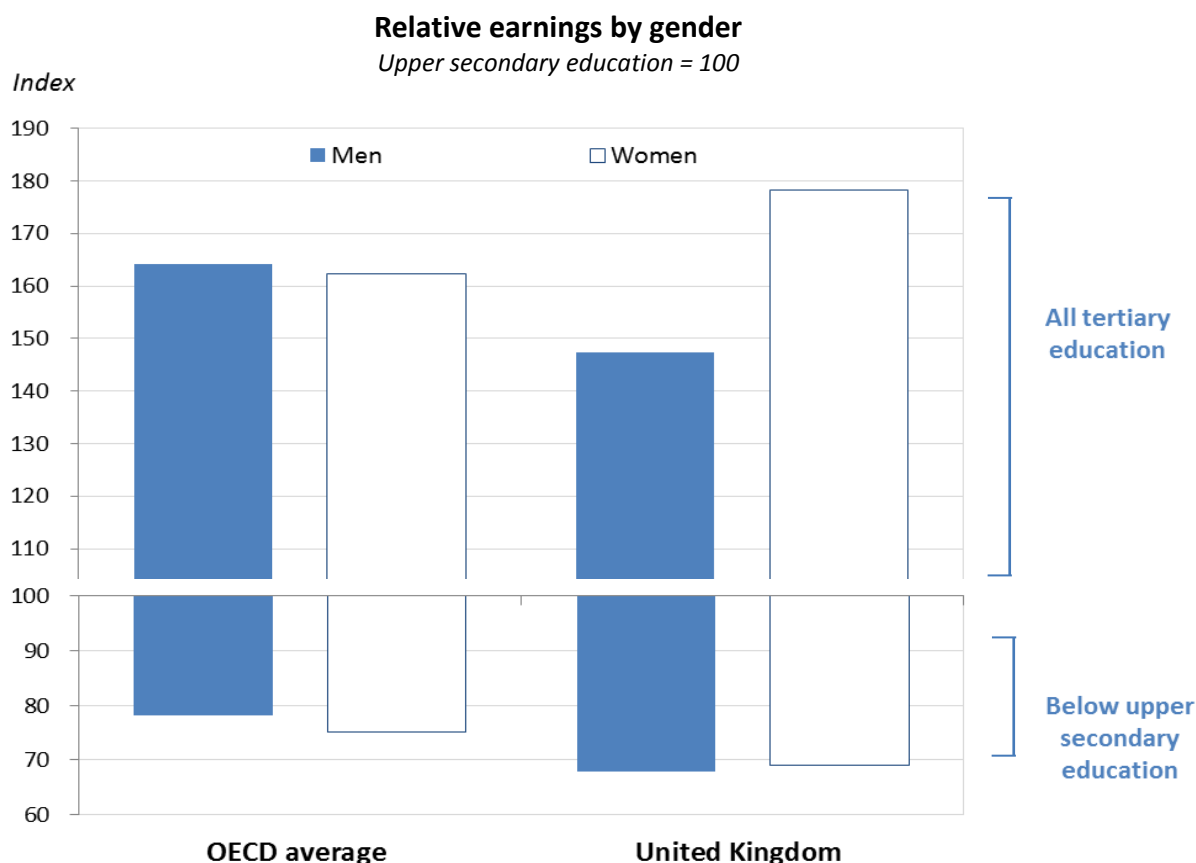
Until 2008, the proportion of adults with an upper secondary diploma as their highest level of attainment was larger than that of adults with a tertiary degree. With the expansion of access to tertiary education in recent years, that balance shifted: by 2012, 41% of adults, including 48% of 25-34 year-olds, in the United Kingdom had earned a tertiary qualification – a larger proportion of adults than had ended their formal schooling at any other level of education (Table A1.4a).

...and one in two young women in the United Kingdom holds a university-level degree.

This is an historic high for the United Kingdom, and higher than the tertiary attainment rates among 25-34 year-old women in France (47%), Germany (31%) and the United States (48%). Australia, Belgium, Canada and New Zealand show similar proportions of tertiary-educated women of the same age (Table A1.4b).

Differences in earnings related to educational attainment and skills proficiency are large...

An individual without upper secondary education in the United Kingdom earns 70% of what someone with upper secondary education does – one of the largest differences in earnings between these two levels of education across OECD countries. Only in Chile, the Slovak Republic, Turkey and the United States is this difference larger, while across OECD countries, a person without upper secondary education earns 78% of what a person with upper secondary education earns. Meanwhile, a tertiary-educated individual in the United Kingdom earns more than 55% more than a person with upper secondary education (the OECD average is 59%), similar to the earnings advantages observed in France and the Netherlands (Table A6.1a).



Source: Table A6.1b

The earnings advantage for tertiary-educated adults is larger among women than among men in the United Kingdom. A tertiary-educated woman earns 78% more, on average, than a woman with upper secondary education (more than the OECD average of 62%). A tertiary-educated man earns 47% more, on average, than a man with upper secondary education (less than the OECD average of 64%) (Table A6.1b).

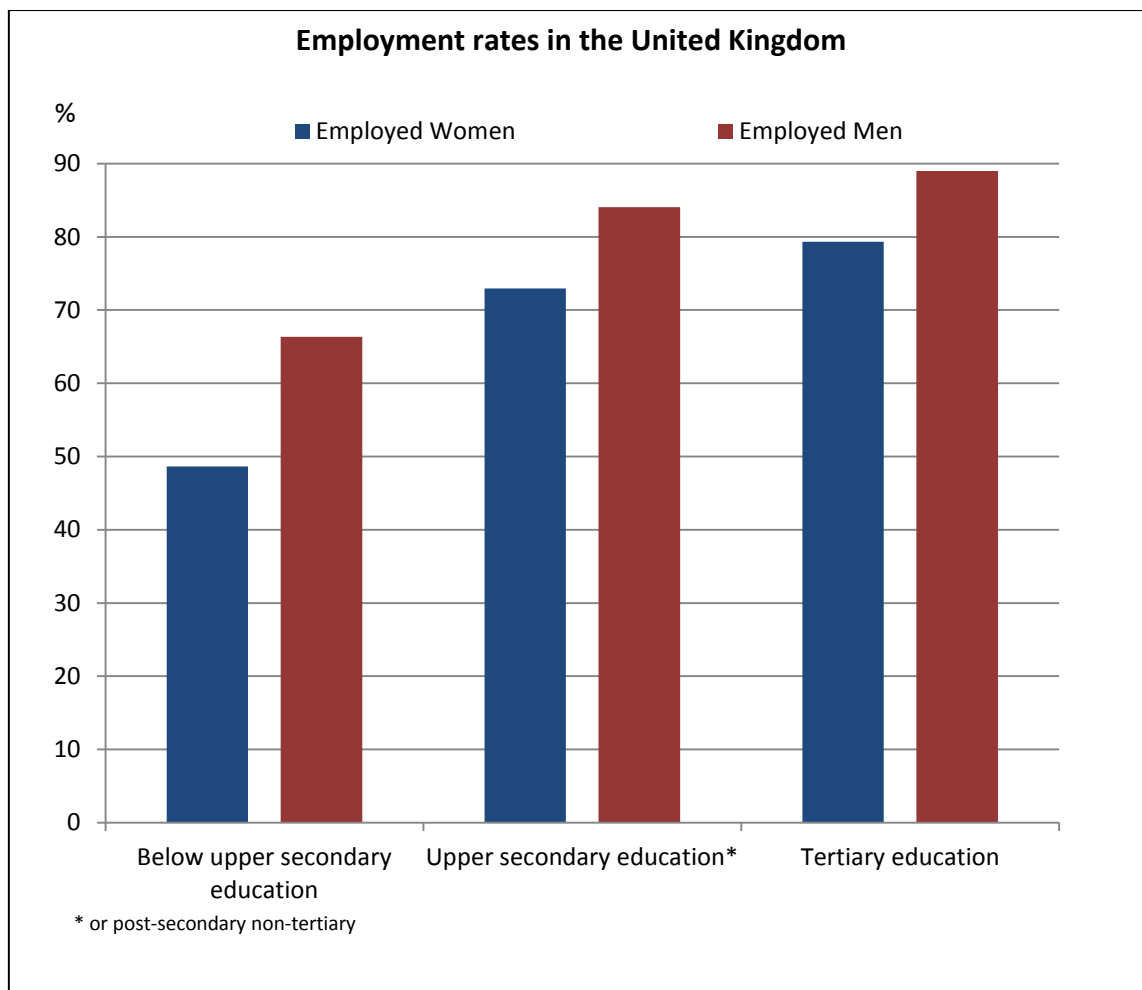
Interestingly, as seen in the results of the Survey of Adult Skills, in England and Northern Ireland, there are large variations in the wages of tertiary-educated adults, and these appear to be closely linked to variations in skills proficiency. Tertiary-educated adults with low levels of proficiency in literacy earn nearly 50% less, on average, than tertiary-educated adults with the highest levels of literacy proficiency. This difference is significantly larger than the 30% difference observed on average across the 24 countries and subnational regions that participated in the survey (Table A6.6a[L]).

...as is the gender gap in earnings and employment

Still, on average, adult women in the United Kingdom earn about 20% less than men, regardless of their education level, a difference similar to the OECD average and to that observed in Australia, Greece and Luxembourg (Table A6.3a).

The proportion of employed women in the United Kingdom is much smaller than that of men across all levels of educational attainment. For example, 49% of women with below secondary education are employed (the OECD average is 46%) compared with 66% of men with the same level of education. Some 73% of women with upper secondary education are employed (the OECD average is 66%), compared with 84% of men with comparable educational attainment; and 79% of tertiary-educated women are employed, compared with 89% of tertiary-educated men. While the proportion of

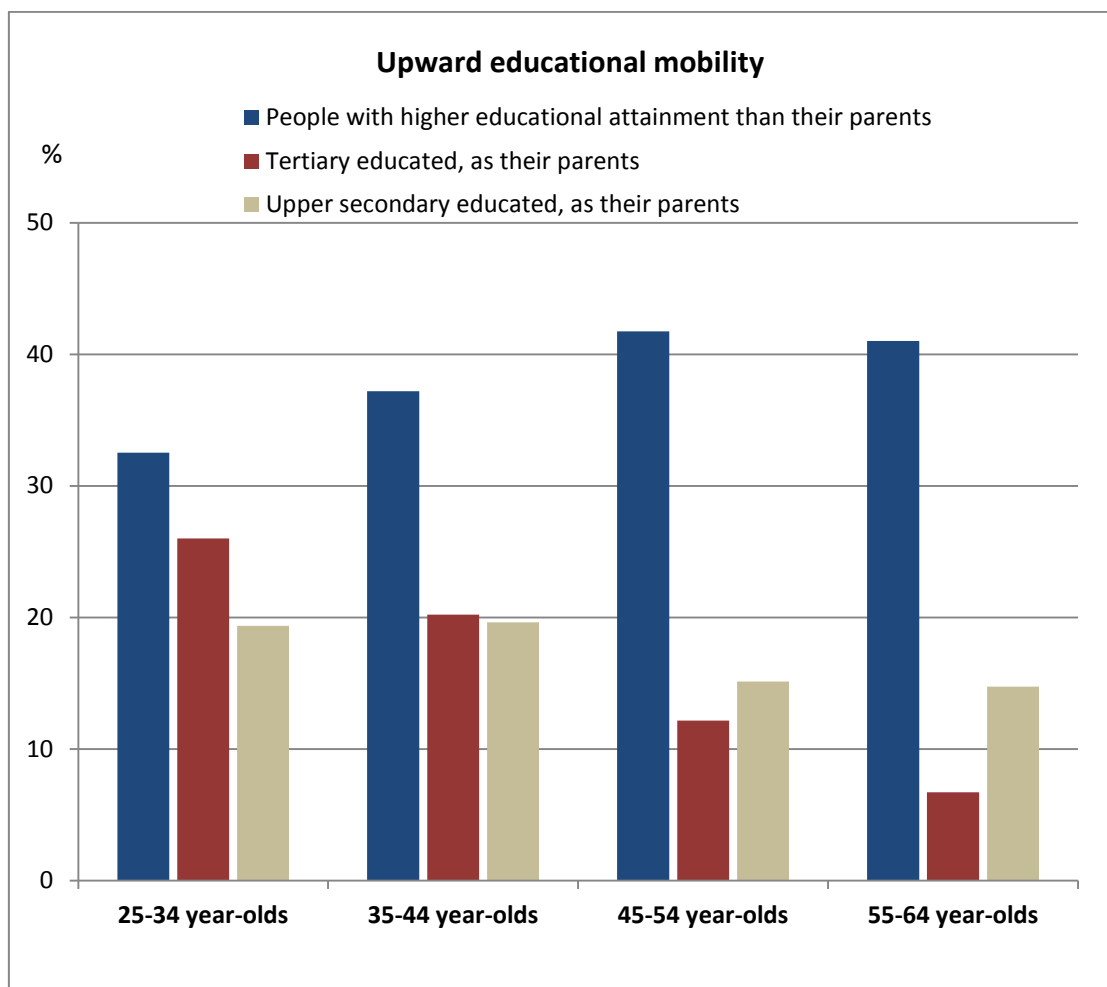
employed tertiary-educated women in the United Kingdom is the same as the OECD average (79%), larger proportions are observed in both France (82%) and Germany (84%) (Tables A5.3b and A5.3c).



Source: Tables A5.3b and A5.3c

While one in three young adults has a higher level of education than his or her parents...

About a third of 25-34 year-olds in England and Northern Ireland has attained a higher level of education than their parents, and one in four has attained a tertiary degree – the same level of education as at least one of their parents attained. By contrast, fewer than two in ten young adults have lower levels of education than their parents (Table A4.4). Intergenerational upward mobility in education is even more pronounced among older generations in the United Kingdom: more than 40% of 44-54 year-olds and 55-64 year-olds attained higher levels of education than their parents. The incidence of intergenerational upward mobility in education in the United Kingdom is greater than that seen in Germany and the United States, but somewhat less than that seen in France (Table A4.4).



Source: Table A4.4

...parents' level of education still has a strong influence on their child's educational attainment.

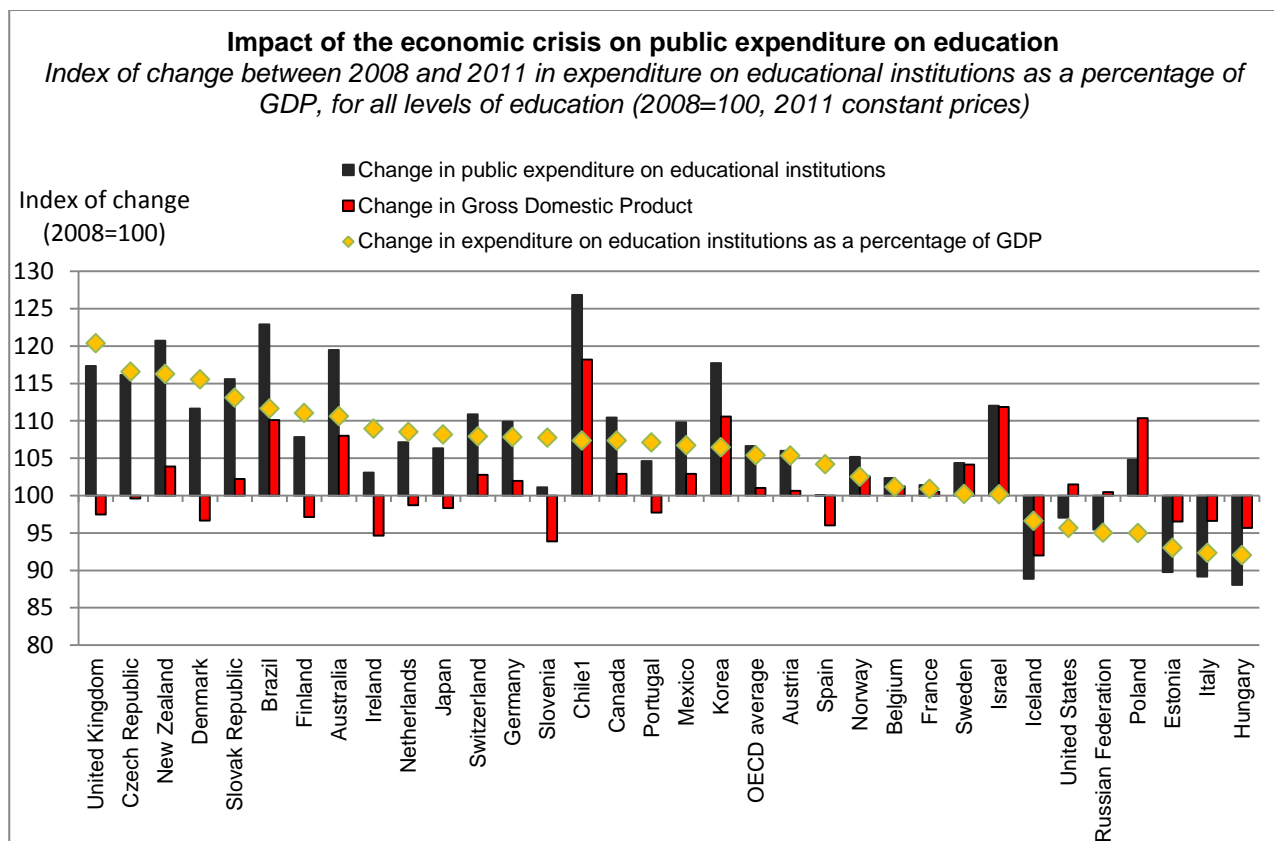
Based on results from the 2012 Survey of Adult skills, a person in England and Northern Ireland whose parents have upper secondary education as their highest level of education is more than twice (2.2 times) as likely to participate in tertiary education as someone whose parents have not attained an upper secondary education (the average across the 24 countries and subnational regions that participated in the 2012 survey is 2 times). A person with tertiary-educated parents is more than six times (6.4 times) as likely to participate in tertiary education as someone whose parents have not attained upper secondary education (the average is 4.5 times) (Table A4.1b).

About half of 20-34 year-olds in England and Northern Ireland with tertiary-educated parents are tertiary students themselves, while fewer than one in ten 20-34 year-olds who have at least one parent who has not attained upper secondary education is a tertiary student. In other words, a person whose parents do not have a university-level degree is less likely to pursue a tertiary education than on average across the countries that participated in the Survey of Adult Skills (Table A4.1a).

Public expenditure on education continues to increase...

Public expenditure on education as a percentage of total public expenditure increased by about 10% in the United Kingdom between 2008 and 2011, the fourth largest increase among OECD countries after Iceland (19%) and New Zealand (16%) and the same as Israel. On average among OECD countries, public expenditure on education as a percentage of GDP grew by just 2% (Table B4.2).

When considering the increase in funding for education in light of the concurrent drop in GDP between 2008 and 2011, the depths of the economic crisis, the rise is even more pronounced. Despite a 2.5% fall in GDP over the period, public expenditure on educational institutions grew by 17% -the largest increase in expenditure as a percentage of GDP across OECD countries. More significant, while the United Kingdom's GDP decreased by 5% between 2008 and 2009 and then increased by 3% between 2009 and 2011, public expenditure on education increased continuously throughout both periods, by 6% and 13%, respectively. Over the longer period 2000-11, the United Kingdom is one of nine countries in which expenditure on education as a percentage of GDP increased by more than one percentage point, from 4.9% in 2000 to 6.4% in 2011 (Table B2.2).



Source: Chart B2.3

...as does private funding.

Private funding for all levels of education more than doubled in the United Kingdom – and nearly tripled for tertiary education – between 2000 and 2011 (Table B3.1). At the same time, public expenditure increased too, albeit to a lesser extent. In 2011, the United Kingdom had the third smallest

share of public expenditure flowing directly to tertiary education institutions (after taking into account subsidies and loans) –30.2%, down from 67.7% in 2000– after Chile and Japan (Table B3.2c).

While 30.2% of expenditure to tertiary institutions comes directly from public sources, another 39.9% of public funds are channelled to tertiary institutions through private entities in the form of subsidies or loans. These entities include students and various agencies, most notably the Higher Education Funding Council, which is responsible for distributing funding to universities in England. Thus, 70.1% of total expenditure to tertiary institutions come from public sources (Table B3.1).

Spending per student increased considerably over the past decade.

Between 2000 and 2011, expenditure per student at primary, secondary and post-secondary non-tertiary levels increased by 72%, the 8th largest increase among the 27 countries with available data, while the number of students at those levels of education decreased by 10%. At the tertiary level, expenditure grew by 98% between 2000 and 2011 while the number of tertiary students increased by 18%. Thus, spending per tertiary student in 2011 was 67% higher than it was in 2000 (Table B1.5a).

High tuition fees are offset by a well-developed system of financial support to students.

In the United Kingdom, tertiary education is mainly privately funded, and individual households, through the tuition fees paid by students, account for the largest share of that funding.

Between 2005 and 2011, tuition fees in the United Kingdom rose from USD 4 496 to USD 4 980. These relatively high fees are somewhat offset by financial support offered to tertiary students. The system of public loans is also particularly well-developed in the United Kingdom, as it is in Australia, Norway and the United States: at least 70% of students benefit from a public loan during their university studies. In the United Kingdom, the average debt at graduation reaches USD 18 507, for 79% of eligible students. By comparison, in the United States, average debt reaches USD 25 400 for about 68% of graduates, while in Finland, average debt is much smaller (USD 7 990) as is the proportion of graduates (about 39%) (Tables B5.1 and B5.3).

The United Kingdom replaced the mortgage-loan system by an income-contingent loan system in 1999. Even though most students in tertiary-type A institutions in the United Kingdom have taken out a loan, this system relied on additional government support of GBP 6 billion in 2011 (more than 30% of total public expenditure at the tertiary level), although the government's ultimate expenditure is lower, once repayment of these loans is taken into account.

Almost one in two 15-19 year-olds in the United Kingdom no longer participates in education...

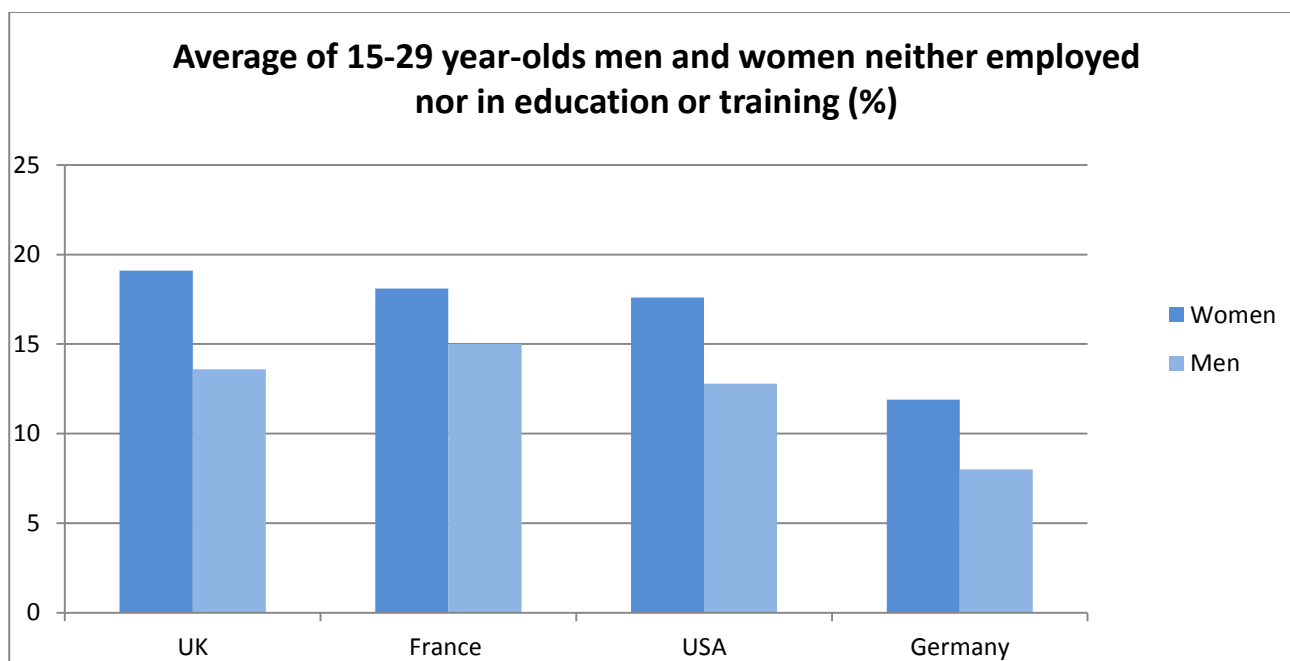
Virtually all 15-16 year-olds in the United Kingdom are enrolled in education (education is compulsory until age 16). However, only 34% of 18-year-olds are enrolled in secondary education and 30% are enrolled in tertiary education. Taken together, these figures show a drop of nearly 40% in enrolment rates between the ages of 16 and 18, i.e. within the two years following the end of compulsory education. Some 53% of 19-year-olds are enrolled in education (15% in secondary education and 38% in tertiary education) (Table C1.1b).

...and a larger-than-average proportion of 15-29 year-olds – particularly young women – are neither employed nor in education or training.

In 2012, 16.3% of 15-29 year-olds in the United Kingdom were neither employed nor in education or training (NEET) – above the OECD average proportion of 15.0% and larger than that observed in Germany (9.9%) and the United States (15.2%). This includes 9.5% of 15-19 year-olds, 20.2% of 20-24 year-olds, and 18.3% of 25-29 year-olds. By contrast, in Germany the proportions are smaller: 3.0%, 11.2% and 14.6%, respectively are NEET (table C5.2a).

The proportion of NEETs in the United Kingdom shrinks as the level of education rises: among 15-29 year-olds with below upper secondary education, 25.2% are NEET; among those with upper secondary or post-secondary non-tertiary education, 14.9% are NEET, and among tertiary-educated young adults of the same age, 9.5% are NEET (Table C5.4).

Although boys have traditionally been more likely than girls to drop out of school before completing secondary education, particularly in high-income countries, the proportion of 15-29 year-old women in the United Kingdom who are NEET (19.1%, of which about 5.8% are unemployed and 13.2% are inactive) is much larger than that of young men of the same age (13.6%, of which about 9.2% are unemployed and 4.3% are inactive). This gap is even larger among the subset of 25-29 year-olds: 25% of women this age are NEET (6.2% unemployed and 18.6% inactive) compared to 12% of men (7.8% unemployed and 4.1% inactive) (Tables C5.2b and C5.2c).



Source: Tables C5.2b and C5.2c

More than one in two adults participate in education.

On average across countries, 51% of 25-64 year-olds participated in at least one learning activity, in formal and/or non-formal education, in the 12 months prior to the 2012 Survey of Adult Skills. In England and Northern Ireland, 56% of adults did. This proportion is similar to that observed in Australia and Canada, and smaller than that observed in the Nordic countries and the Netherlands (Table C6.1[L]).

In England and Northern Ireland, as on average among the countries that participated in the survey, there is a positive relationship between educational attainment and adult participation in formal and/or non-formal education. Some 33% of adults with low educational attainment participated in formal and/or non-formal education while 72% of those with tertiary education did. By comparison, in France, the rates of participation are lower both among adults with low educational attainment (17%) and among adults with tertiary education (56%), while in the United States, the proportion is lower (28%) among adults with low educational attainment and higher (79%) among tertiary-educated adults (Table C6.2a[L]).

Participation in formal and/or non-formal education is also strongly related to proficiency levels in key skills, and England and Northern Ireland show larger-than-average proportions of high-skilled adults who participate. On average, 83% of adults who perform at literacy proficiency Level 4 or 5 in the Survey of Adult Skills and who have at least one tertiary-educated parent participate in formal and/or non-formal education (the average among countries that participated in the Survey of Adult Skills is 79%), 76% of those with at least one parent who had attained upper secondary education participate (the average is 73%), and 61% of those with parents who do not have an upper secondary education participate (the average is 64%) (Table C6.2e[L]).

Student-teacher ratios are higher than average in the United Kingdom.

In the United Kingdom, just over 83% of spending on primary education is allocated to staff compensation (the OECD average is about 80%), while nearly 82% of spending on secondary education is devoted to staff compensation (the OECD average is 78%) (Table B6.1).

Compared with other OECD countries, the United Kingdom has high student-teacher ratios in primary and secondary education: 21 students per teacher in primary education (compared with the OECD average of 15 students per teacher), and 16 students per teacher in secondary education (compared with the OECD average of 13 students per teacher). Both of these ratios are higher than those in Australia (16 and 12 students, respectively), France (19 and 13 students, respectively), Germany (16 and 14 students, respectively) and the United States (12 and 15 students, respectively). In early childhood education in the United Kingdom, there are an average of 19 pupils per teacher, higher than the OECD average of 14 pupils per teacher (Table D2.2).

Other findings

- The UK's **share in the international student market** grew from 10.7% in 2000 to 12.6% in 2012. The United Kingdom is the second preferred destination among international students after the United States (Table C4.7).
- In the United Kingdom, as across all countries and subnational regions that participated in the 2012 Survey of Adult Skills, **more tertiary-educated adults perform at the highest level of proficiency in literacy (Level 4 or 5) than do adults with lower educational attainment**. While one in four tertiary-educated adults in the United Kingdom performs at this level, in Australia, Finland, Japan, the Netherlands and Sweden, nearly one in three tertiary-educated adults does (Table A1.6a[L]).
- **The United Kingdom has one of the youngest teaching forces among OECD countries: about 20% of the UK's secondary school teachers are under 30** (the OECD average is 10%) **and up to 50% are under 40** (the OECD average is 36%). Meanwhile, 31% of primary school teachers are under 30 (the OECD average is 13%) and 60% are under 40 (the OECD average is 41%) (Table D5.3).

- **In 2012, 95% of 3- and 4-year-olds in the United Kingdom were enrolled in education** – a larger proportion than the OECD average of 76% (Table C1.1a).
- **Staff compensation in the United Kingdom is high.** More than 82% of the total budget for primary, secondary and post-secondary non-tertiary education goes to staff compensation, similar to that in the Netherlands and Spain, and significantly above the OECD average of 79%. About 57% of the budget is devoted to teachers' salaries alone, similar to the proportion observed in France, and about a quarter (25%) goes to compensating staff other than teachers – the largest proportion after that observed in the United States (27%) and larger than the OECD average of 15% (Table B6.1).
- In the United Kingdom, **one in three (33%) 15-24 year-old students reports having an income from employment** (the OECD average is 37%) and about six out of ten 25-29 year-old students do (the OECD average is 63%) (Table A6.5b).

* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

The Survey of Adult Skills is a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

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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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Key Facts for United Kingdom in Education at a Glance 2014

Table	Indicator	United Kingdom		OECD average		EU21 average		Rank among OECD countries and partner countries*
Educational Access and Output								
	Enrolment rates	2012	2005	2012	2005	2012	2005	
C2.1	3-year-olds (in early childhood education)	93%	78%	70%	64%	79%	73%	7 of 37
	4-year-olds (in early childhood and primary education)	98%	92%	84%	79%	89%	84%	4 of 38
C1.1a	5-14 year-olds (all levels)	98%		98%		98%		24 of 44
	Percentage of population that has only attained below upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	22%	37%	24%	34%	23%	34%	17 of 36
	Percentage of the population whose highest level of attainment is upper secondary education	2012	2000	2012	2000	2012	2000	
A1.4a	25-64 year-olds	37%	37%	44%	44%	48%	46%	26 of 37
	Percentage of population that has attained tertiary education	2012	2000	2012	2000	2012	2000	
A1.3a A1.4a	25-64 year-olds	41%	26%	33%	22%	29%	20%	8 of 37
	25-34 year-olds	48%	29%	40%	26%	37%	24%	7 of 36
	55-64 year-olds	33%	19%	25%	15%	22%	14%	8 of 36
	Entry rates into tertiary education	2012	2000	2012	2000	2012	2000	
C3.1b	Youth expected to enter tertiary-type A programmes before turning 25	55%	m	48%	m	48%	m	9 of 35
	Graduation rates	2012	2000	2012	2000	2012	2000	
A2.2a	Percentage of today's young people expected to complete upper secondary education in their lifetime	93%	m	84%	76%	83%	77%	7 of 29
A3.2a	Percentage of today's young people expected to complete university education (tertiary-type A) in their lifetime	m	42%	38%	28%	38%	27%	
Economic and Labour Market Outcomes								
	Unemployment rate of 25-64 year-olds - Men and Women	2012	2008	2012	2008	2012	2008	
A5.4a	Below upper secondary	11%	7%	14%	9%	17%	10%	21 of 35
	Upper secondary and post-secondary non-tertiary	6%	4%	8%	5%	9%	5%	23 of 36
	Tertiary	4%	3%	5%	3%	6%	3%	22 of 36
	Unemployment rate of 25-64 year-olds - Women	2012	2008	2012	2008	2012	2008	
A5.4c (Web)	Below upper secondary	10%	7%	13%	9%	16%	11%	22 of 35
	Upper secondary and post-secondary non-tertiary	6%	4%	9%	6%	10%	6%	25 of 35
	Tertiary	4%	2%	5%	4%	6%	4%	21 of 35
	Average earnings advantage for 25-64 year-olds with tertiary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	156		159		159		17 of 33
	Men	147		164		166		21 of 33
	Women	178		162		160		6 of 34
	Average earnings penalty for 25-64 year-olds who have not attained upper secondary education**	2012 or latest year available		2012 or latest year available		2012 or latest year available		
A6.1a A6.1b (Web)	Men and women	70		78		79		27 of 33
	Men	68		78		80		27 of 33
	Women	69		75		76		29 of 34
	Percentage of 15-29 year-olds neither employed nor in education or training, by highest level of education	2012	2008	2012	2008	2012	2008	
C5.3d (Web)	Below upper secondary	25%	24%	15%	14%	15%	13%	3 of 35
	Upper secondary	15%	12%	16%	14%	16%	12%	19 of 34
	Tertiary	9%	7%	13%	11%	12%	10%	24 of 34

Key Facts for United Kingdom in Education at a Glance 2014

Table	Indicator	United Kingdom		OECD average		EU21 average		Rank among OECD countries and partner countries*
Financial Investment in Education								
	Annual expenditure per student (in equivalent USD, using PPPs)	2011		2011		2011		
B1.1a	Pre-primary education	9692		7428		7933		6 of 36
	Primary education	9857		8296		8482		8 of 38
	Secondary education	9649		9280		9615		16 of 38
	Tertiary education	14223		13958		13572		16 of 37
	Total expenditure on educational institutions as a percentage of GDP	2011	2000	2011	2000	2011	2000	
B2.2	Percentage of GDP	6%	5%	6%	5%	6%	5%	14 of 37
	Total public expenditure on education	2011	2000	2011	2000	2011	2000	
B4.2	As a percentage of total public expenditure	12%	12%	13%	13%	12%	11%	19 of 34
	Share of private expenditure on educational institutions	2011		2011		2011		
B3.1	Pre-primary education	23%		19%		13%		11 of 33
B3.1	Primary, secondary and post-secondary non-tertiary education	14%		9%		6%		6 of 36
B3.1	Tertiary education	70%		31%		21%		3 of 34
B3.1	All levels of education	25%		16%		11%		7 of 33
Schools and Teachers								
	Ratio of students to teaching staff	2012		2012		2012		
D2.2	Pre-primary education	19		14		13		7 of 31
	Primary education	21		15		14		5 of 36
	Secondary education	16		13		12		8 of 37
	Number of hours of teaching time per year (for teachers in public institutions)	2012	2000	2012	2000	2012	2000	
D4.2	Pre-primary education	m		1001		988		
	Primary education	m	m	782	780	761	776	
	Lower secondary education	m	m	694	697	657	658	
	Upper secondary education	m	m	655	628	638	635	
	Index of change in statutory teachers' salaries for teachers with 15 years of experience/minimum training (2005 = 100)	2012	2008	2012	2008	2012	2008	
D3.5	Primary school teachers	m	m	103	103	99	103	
	Lower secondary school teachers	m	m	102	103	99	103	
	Upper secondary school teachers	m	m	101	103	98	103	
	Ratio of teachers' salaries to earnings for full-time, full-year adult workers with tertiary education	2012		2012		2012		
D3.2	Pre-primary school teachers	m		0.80		0.76		
	Primary school teachers	m		0.85		0.81		
	Lower secondary school teachers	m		0.88		0.85		
	Upper secondary school teachers	m		0.92		0.90		

* Countries are ranked in descending order of values.

** Compared to people with upper secondary education; upper secondary = 100.

'm': data is not available. 'n': magnitude is either negligible or zero.