

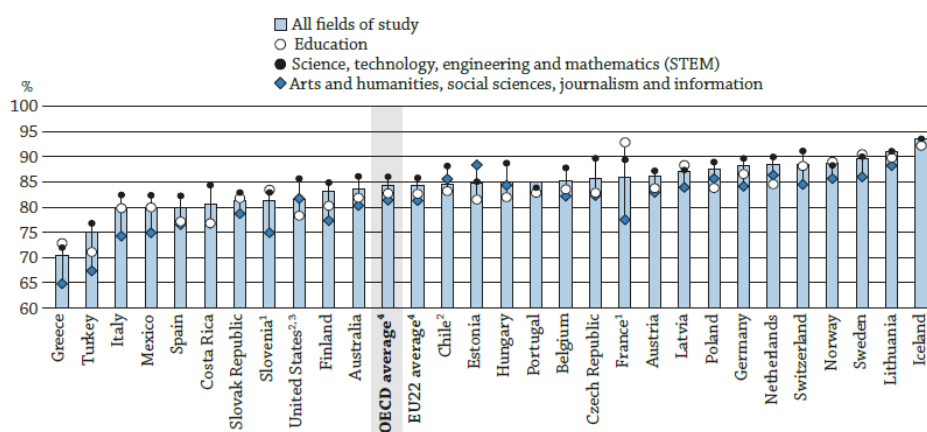
EDUCATION  
AT A GLANCE 2017

*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.

## France

- **89% of young graduates in the science, technology, engineering and mathematics (STEM) sector are in employment**, compared to 77% of graduates in arts and humanities, social sciences, journalism and information.
- Annual expenditure by educational institutions on primary students<sup>1</sup> is 15% lower than in OECD countries, whereas it is 37% higher for upper-secondary students.
- **International students account for 10% of enrolments in French institutions**, whereas only 4% of French students decide to go and study abroad.
- **44% of 25-34 year-olds in France hold a tertiary degree**, above the average across the OECD and European countries.
- **In France, a high number of young children are enrolled in early childhood education** (including almost all 3 year-olds), and expenditure on pre-primary level, at 0.8% of GDP, is above the average across the OECD.
- **The completion rate in vocational pathways** (professional *baccalauréat*, CAP/BEP or the equivalent) has increased significantly in France, and there is higher investment in these programmes than in general programmes. Nevertheless, the employment rate for young people with a professional qualification is lower than in other countries.
- **Primary students attend 162 instructional days per year**, the lowest number across the OECD. However, they attend more hours of class: 864 hours compared to an average of 800 hours across the OECD.

**Figure 1. Employment rate of tertiary-educated adults (25-64 year-olds), by fields of study (2016)**



**Note:** Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.


2. Year of reference 2015.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

Countries are ranked in ascending order for all fields of study.

Source: OECD (2017), Table A5.3. 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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<sup>1</sup> In this context, the term 'primary' corresponds to elementary school, i.e. the five-year cycle from preparatory classes (*cours préparatoire* - CP) to the second year of middle-level classes (*cours moyen deuxième année* - CM2).

## Science, technology, engineering and mathematics attracts fewer students in France than across the OECD, despite better employment prospects

- For the most part, higher education students graduate in the field of business, administration and law. This is the case in all OECD countries but the proportion is higher in France (34% compared to an OECD average of 24%). 16% of students in France graduate in the field of health and welfare, which is a rate comparable to the OECD average but much lower than Belgium (27%) and some Nordic countries such as Denmark (22%), Norway (20%) and Sweden (22%). It is, however, twice as high as the rate in Germany (7%).
- Many OECD countries have set themselves objectives aimed at increasing the number of graduates in science, technology, engineering and mathematics (STEM) in order to meet growing demands for qualifications in these fields. Regardless of the level of attainment (short-cycle tertiary diploma, Bachelor's, Master's or Doctorate), the proportion of graduates in information and communication technologies (ICTs) in France is low (between 2% and 6%) and slightly below the level for the OECD. The number of graduates in natural sciences, mathematics and statistics is between 6% and 7% in France and on average in the OECD, and they represent 4 out of 10 Doctoral graduates in France (24% in the OECD). The proportion of graduates in engineering, manufacturing and construction is in line with the OECD average, i.e. 15%, but much lower than in Germany (22%), Portugal (21%) and Austria (20%).
- STEM programmes are relatively well regarded on the labour market. In France, the employment rate of 25-34 year-olds with a degree in a STEM field is high, at 89%. However, the highest employment rates are to be found in the fields of education (93%) and health (91%). On the other hand, the employment rate of 25-34 year-olds who studied humanities and arts, and social sciences, journalism and information is only 77%.

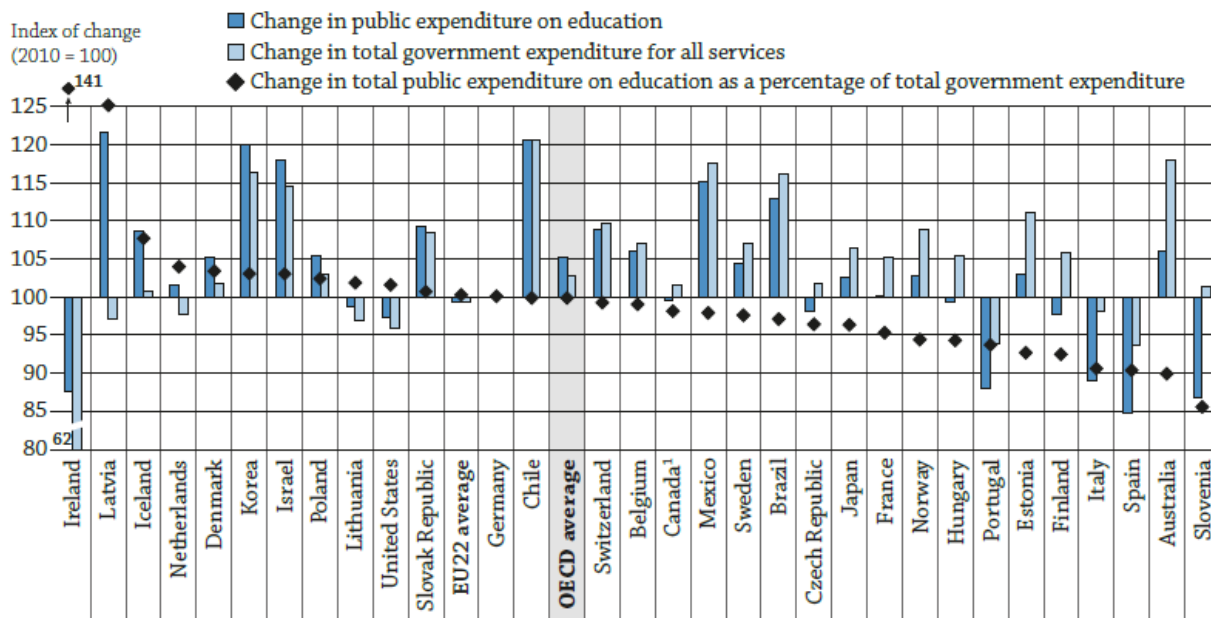
## France invests a significant 5.3% of its GDP in education, but there are significant imbalances between the levels of education

- In 2014, the proportion of French GDP allocated to public expenditure on education institutions (all ISCED levels except for pre-primary) was above the OECD average (4.8% of GDP versus 4.4%). However, private expenditure as a percentage of GDP was below the average (0.5% versus 0.8%). In terms of total spending (public and private), expenditure on education as a percentage of GDP is in line with the OECD average.
- In 2014, after falling slightly, public expenditure on education in France returned to the 2010 level, including transfers to households (scholarships, for example). Nevertheless, public expenditure on education increased at a slower rate than total public spending over the same period (+ 5%).
- 9% of private expenditure was allocated to primary, secondary and post-secondary non-tertiary education in 2014, equivalent to the average in OECD countries. The level of private expenditure on higher education was much higher (21%), but still lower than the average for OECD countries (30%). Between 2010 and 2014, private expenditure on higher education institutions rose by 23%, i.e. four times faster than private expenditure on primary and secondary institutions. This is the sixth highest increase behind Australia, Belgium, Canada, Spain and Sweden.
- In comparison with other OECD countries, annual spending per student at each level of education in France differs substantially. It is relatively low at primary level (USD 7 400 compared to USD 8 700), in line with the average at lower secondary level (USD 10 300 compared to USD 10 200) and very high at upper secondary (USD 13 900 compared to USD 10 100). Annual spending per student in higher education is USD 16 400 in France, compared to an OECD average of USD 16 100. Expenditure per student on research and development is similar to the average for OECD countries (around USD 1 000). However, expenditure per student on ancillary services (USD 1 200) such as meals, transport and housing provided by institutions is twice as high as the OECD average (USD 600).
- The sources of public funding in France are more centralised compared to OECD and EU countries on average. Indeed, 72% of initial public funding for primary, secondary and post-secondary non-tertiary teaching comes from the central executive, compared to 55% in the OECD and 60% in the EU22. In France, 11% of public funding is provided by local executive bodies, compared to 24% in the OECD and 22% in the EU22. The rest is the responsibility of the regional executive authorities.
- Over four fifths of the current expenditure of public education institutions in France (between 80% and 81% between primary and upper secondary) is allocated to paying the salaries of teachers and other staff. This is in

line with the average for OECD countries (77-78%). However, the proportion allocated to paying all the personnel in higher education (81% in France) is 14 percentage points above the OECD average. Operational expenditure represents 92% of total expenditure in education institutions in France, in line with the other OECD countries, with the outstanding 8% devoted to capital expenditure (building construction, renovation and maintenance, and spending on equipment).

**Figure 2. Change in total public expenditure on education as a percentage of total government expenditure between 2010 and 2014**

*From primary to tertiary (2010 = 100, constant prices)*



1. Includes pre-primary education.

Countries are ranked in descending order of the change in total public expenditure on primary to tertiary education as a percentage of total government expenditure.

Source: OECD/UIS/Eurostat (2017), Table B4.2. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## France continues to invest heavily in early childhood education, and almost all 3 year-olds are enrolled in pre-primary level

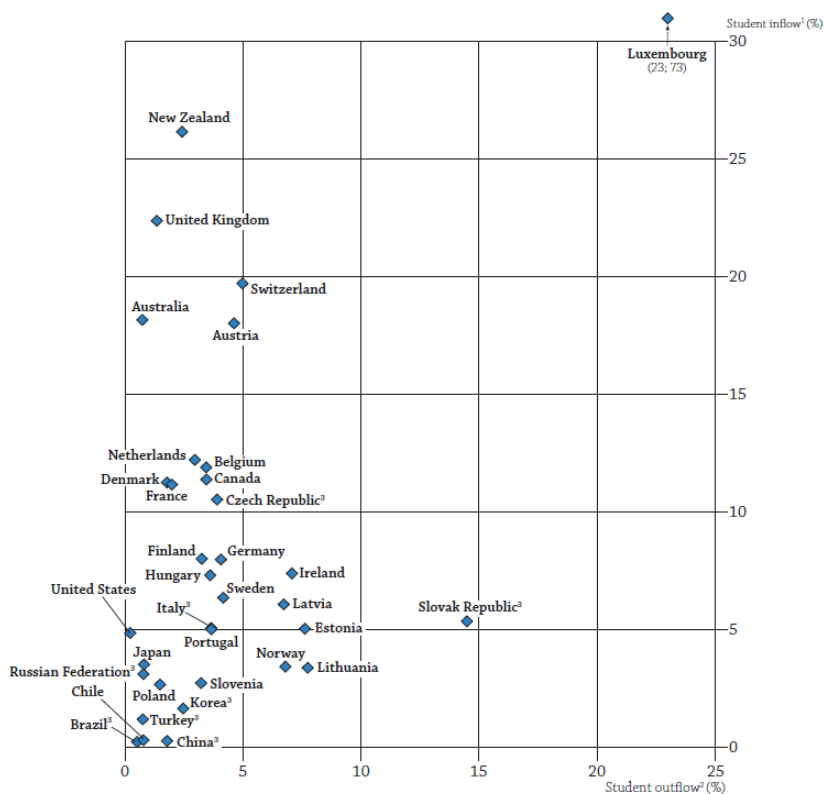
- France is one of the few countries (the others being Belgium, Spain, Iceland, Israel, Norway and the United Kingdom) where school attendance at the age of three is widespread (at least 95% of three-year-olds are enrolled in pre-primary programmes in these countries). However, unlike some countries, France only offers education programmes within its pre-primary institutions.
- Public expenditure on early education is high, with 0.8% of French GDP allocated to pre-primary programmes (compared to an average of 0.6% in OECD countries). However, this budget does not include spending on *crèches* or other preschool centres for children under the age of three, which amounted to 0.6% of GDP in 2013.
- The latest Programme for International Student Assessment (PISA) for France showed that attendance to an early education or pre-school structure, for at least one year if not two, provided a strong foundation to support students through school later on. In addition, the OECD's *Starting Strong IV* report, published in 2015, indicated that many countries have moved towards integrated systems of preschool care for under six year-olds in terms of educational programmes and the authorities in charge when personnel from different structures work together. This holistic approach to teaching helps ease the transition from preschool to school and provides children with coherence in their schooling. In France, preschool care (*crèche*) and school are separate, and this distinction is also made by the governing authorities, even if earlier integration into pre-primary school is now being encouraged, especially for children from the most underprivileged areas.

## Higher education in France attracts foreign students but relatively few young French people decide to go and study in other countries

- Internationally mobile students pursuing higher education account for almost 10% of education enrolments in France, compared to an average of 6% for OECD countries. The percentage increases with the level of education, and is always above the OECD average. This is particularly visible for doctoral graduates, as 40% of enrolments are internationally mobile students compared to an average of 25% in the OECD. This figure is comparable to the situation in Belgium (42%), the United States (38%), and the United Kingdom (43%).
- Only 4% of French students decide to pursue their studies abroad, compared to an average of 6% in OECD countries and of 8% in European countries. French students primarily choose destinations where classes can be offered in French, such as Belgium (20%), Canada (16%), and Switzerland (10%). The other countries of choice are Germany (8%), Spain (8%), and the United Kingdom (13%).

**Figure 3. Mobility patterns of and internationally mobile students in tertiary education (2015)**

Percentage of foreign or international students enrolled in the host country, and of national tertiary students enrolled abroad, in the total number of national students enrolled at home or abroad



1. Student inflow represents the number of international students on a country's soil for every 100 national students studying home or abroad in the OECD area (y-axis).

2. Student outflow represents the percentage of national students studying abroad (x-axis).

3. Data refer to foreign students instead of international students.

Source: OECD (2017), Table C4.3. 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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- *Education at a glance 2017* examines the different ways of entering tertiary education (entrance exam, registration process, number of applications possible, etc.). In France, admission to public and private tertiary institutions is through centralised registration (*Admission Post-Bac*, APB) or direct selection by the institutions themselves. APB offers admission to 24 institutions, meaning that French students have a wide choice. In comparison, there are three options in Canada, the Netherlands and Slovenia, and no restrictions in Greece and Italy. Fewer than 10% of French students are required to take an entrance exam for admission to higher education, compared to over 75% in Chile, Korea, Estonia and Japan. Instead, the main factors behind admission

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are post-secondary academic results, and interviews. Personal statements may sometimes be used by certain institutions, but this is not common practice in France or in the other OECD countries.

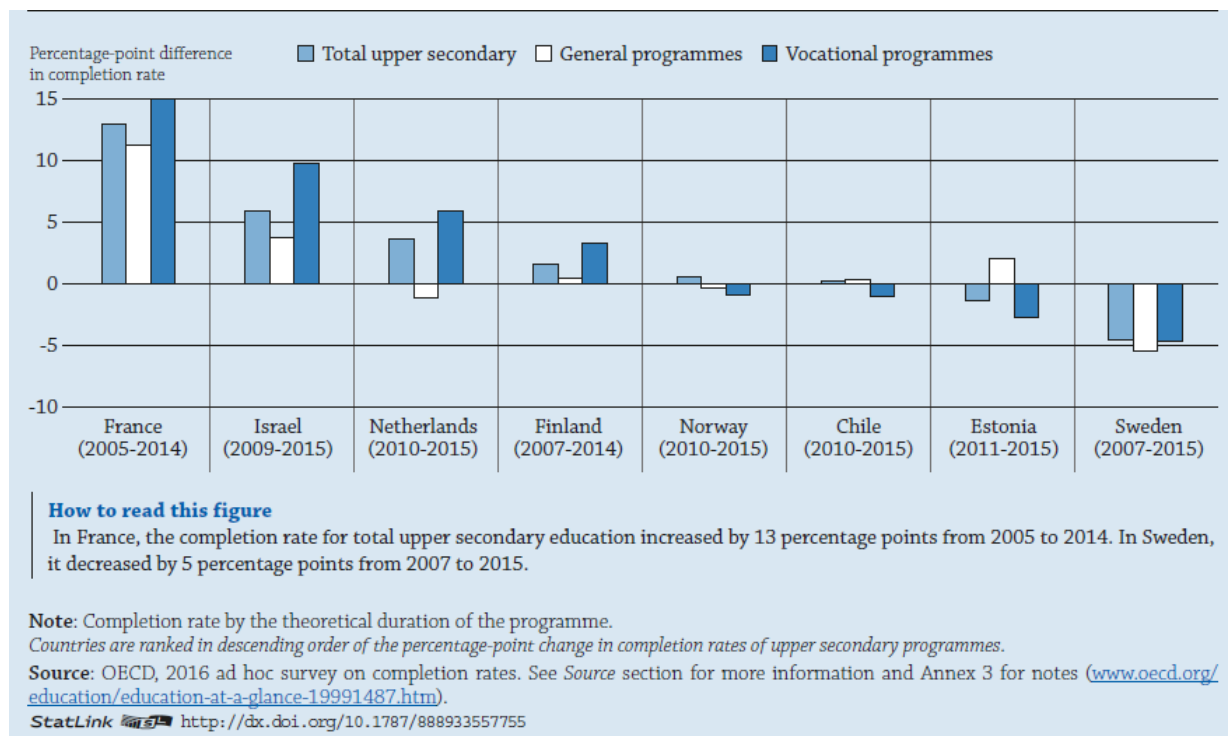
- In 2016, 14% of tertiary graduates in France had completed a short-cycle tertiary education programme, 10% had a bachelor's or Master's and fewer than 1% had a Doctorate or equivalent (0.8%). The remaining 25-64 year-olds had completed their studies with either a secondary school diploma (43%) or a lower level of attainment (22%). The fact that 35% of the French population has a higher education degree places it in line with the average for OECD and European countries. However, the proportion of tertiary graduates among 25-34 year-olds is above the average for OECD and European countries (44%, compared to 43% and 40% respectively). The high proportion of short-cycle tertiary graduates (15% of 25-34 year-olds, i.e. twice the OECD average), and the lower proportion of Bachelor holders (12%, compared to 22% in the OECD) differentiates France from other countries.
- While the employment rates for tertiary graduates in France are fairly close to the OECD average, with only a small increase for higher levels of education (83% for holders of a short-cycle tertiary degree compared to 90% for a doctorate degree), the pay gap is wider. Wage earnings for holders of a short-cycle tertiary diploma are 31% higher than for holders of an upper secondary diploma; and 38% higher for holders of a Bachelors or equivalent (compared to an OECD average of 22% and 46% respectively). Holders of a Masters, Doctorate or equivalent, however, have a genuine earnings premium in the employment market and earn 105% more than adults with upper secondary education as their highest level of attainment (average of 98% in OECD countries and 77% in EU22).
- In France, the percentage of adults who report having depression is below the average for the EU22, for all levels of attainment. Moreover, the figure is almost identical for people with upper secondary or post-secondary non-tertiary education, and those with tertiary education.

### Despite significant investment in vocational programmes, their employment outcomes are lower in France than in other European countries

- The enrolment rates of young people in vocational pathways (professional *baccalauréat*, CAP/BEP or the equivalent) remain below the average for 15-19 year-olds in European countries (23% in France, versus 29% in the EU22). One quarter of students in vocational pathways are on work/study programmes, compared to 32% in the EU22, and over 85% in Germany, Denmark, Hungary, Latvia and Switzerland.
- The completion rate for upper secondary education within the theoretical duration of the programme (3 years for a *baccalauréat*, 2 years for a CAP) has improved significantly in France between 2005 and 2014. The 2007 survey showed that 72% of students who enrolled in upper secondary education successfully managed to complete the programme within the theoretical end date, a stark improvement from France's performance in 2005, when the completion rate was only 59%. The improvement in the completion rate for secondary vocational education within the theoretical duration was even better, from 55% in 2005 to 70% in 2014.
- Like many European and OECD countries, France spends more on young people in vocational programmes (USD 14 800) than on those in general programmes (USD 13 400).
- Despite this higher investment, labour market outcomes for young people who have completed a vocational programme are slightly more limited in France than across European countries. Employment rate for 25-34 year-olds with this type of qualification is 74%, compared to 79% in the EU22 (and, for example, 86% in Germany, 81% in Belgium and 85% in the United Kingdom). Moreover, while work-study programmes appear to have a positive impact on the employment of young 25-34 year-old adults, with an employment rate of 81% compared to 71% for school-based vocational programmes, its consequences on career progression are less obvious: The employment rate of 55-64 year-olds who completed a work-study programme falls to 45%.



Figure 4: Changes in completion rate for upper secondary education, by type of programme



## French students have the lowest number of instruction days, but longer hours, than other OECD countries

- In France, the average number of instruction days in primary education amounted to 162 days in the 2016-2017 academic year, the lowest number across the OECD even before the introduction of the new government's reform of the primary school timetable for communes that wish to adopt it as of the start of the 2017-2018 academic year, with reduces the number of instruction days from 4.5 to 4 per week. However, the number of instruction hours in primary education is higher than the OECD average, at 864 compared to 800.
- Average class size in France is above the OECD average, both in primary and lower secondary education (23 students per class at primary level and 25 at lower secondary level compared to respective averages of 21 and 23 in OECD countries). Nevertheless, some countries have higher class numbers in primary education, such as the United Kingdom with 26 students per class. The new government's proposal to halve class sizes for children from underprivileged areas in their first two years at primary school (CP and CE1) as of the start of the 2017-2018 academic year is expected to close this gap.
- On average, teachers in France are younger than in the other OECD countries, especially in primary and lower secondary education, with a much higher proportion of 30-49 year-olds than the OECD average, and a significantly lower proportion of teachers over the age of 50. Teachers in upper secondary education are older than in the other levels of education, bringing France more in line with the OECD average. Nevertheless, there are slightly fewer teachers under the age of 30 in France than on average in the OECD, at all levels of education. In addition, the percentage of under-30-year-olds in total teacher numbers in France fell by almost half between 2005 and 2015 (from 13% to 7%).
- The average salary for primary school teachers in France (after factoring in all the bonuses and allowances paid to them) is 9% below the average for OECD countries. It is in line with the OECD average for lower secondary teachers and for teachers employed in pre-primary, and 7% above the OECD average for teachers in upper secondary education. The situation is slightly different for young teachers (25-34 year-olds), whose average actual pay is below the average for OECD countries, regardless of the level of instruction.
- The ratio of the actual pay of teachers aged 25-64 in lower secondary education to the actual pay of other working adults with tertiary education is 0.92, slightly above the OECD average (0.88). However, the ratio is much lower at primary level, at 0.79 compared to an OECD average of 0.85.

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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.

\* The EU22 countries are the 22 countries which are members of both the European Union and the OECD: Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, Netherlands, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, and United Kingdom.

### Reference

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).

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:  **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=FRA&treshold=10&topic=EO>

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

Source	Main topics in <i>Education at a Glance</i>	France		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%	20%	66%	19%	66%
	Engineering, manufacturing and construction	34%	10%	34%	12%	33%	11%
	Health and welfare	19%	91%	12%	82%	12%	82%
	Services	19%	65%	17%	60%	19%	59%
	<b>New entrants to tertiary education</b>	2015					
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	**	**	9%	78%	9%	79%
	Business, administration and law	**	**	23%	54%	23%	57%
	Engineering, manufacturing and construction	**	**	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%	4%	3%	8%	3%	8%
	Business, administration and law	30%	29%	27%	23%	26%	22%
	Engineering, manufacturing and construction	15%	13%	17%	12%	17%	15%
	<b>Tertiary-educated 25-64 year-olds</b>	2016					
Table A1.3	Education	2%		13%		13%	
	Business, administration and law	32%		23%		21%	
	Engineering, manufacturing and construction	17%		17%		18%	
	<b>Employment rate of tertiary-educated 25-64 year-olds</b>	2016					
Table A5.3	Education	93%		83%		83%	
	Business, administration and law	85%		85%		85%	
	Engineering, manufacturing and construction	92%		87%		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	99%		78%		80%	
	<b>Expenditure on all early childhood educational institutions</b>	2014					
Table C2.3	As a percentage of GDP	0.8%		0.8%		0.8%	
	Proportions of total expenditure from public sources	93%		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	37%	23%	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	55%	73%	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	71%	74%	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	7%		4%		6%	
	Master's or equivalent	13%		12%		12%	
	Doctoral or equivalent	40%		26%		22%	
	All tertiary levels of education	10%		6%		8%	
	<b>Educational attainment of 25-64 year-olds</b>	2016					
Table A1.1	Short-cycle tertiary	14%		8%		6%	
	Bachelor's or equivalent	10%		16%		13%	
	Master's or equivalent	10%		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	83%		81%		81%	
	Bachelor's or equivalent	83%		83%		82%	
	Master's or equivalent	88%		87%		87%	
	Doctoral or equivalent	90%		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	131		122		124	
	Bachelor's or equivalent	138		146		138	
	Master's, doctoral or equivalent	205		198		177	
	All tertiary levels of education	154		156		153	



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Source	Main topics in <i>Education at a Glance</i>	France	OECD average	EU22 average			
<b>Adult education and learning</b>							
<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>			
Table C6.1a	Participation in formal education only	3%	4%	n.a.			
	Participation in non-formal education only	31%	39%	n.a.			
	Participation in both formal and non-formal education	2%	7%	n.a.			
	No participation in adult education	64%	50%	n.a.			
<b>Financial investment in education</b>							
<b>Annual expenditure per student, by level of education (in equivalent USD, using PPPs)</b>		<b>2014</b>					
Table B1.1	Primary education	USD 7 396	USD 8 733	USD 8 803			
	Secondary education	USD 11 815	USD 10 106	USD 10 360			
	Tertiary (including R&D activities)	USD 16 422	USD 16 143	USD 16 164			
<b>Total expenditure on primary to tertiary educational institutions</b>		<b>2014</b>					
Table B2.1	As a percentage of GDP	5.3%	5.2%	4.9%			
<b>Total public expenditure on primary to tertiary education</b>		<b>2014</b>					
Table B4.1	As a percentage of total public expenditure	8.4%	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>		<b>2015</b>					
Table D3.2a	Pre-primary school teachers	0.80	0.78	0.79			
	Primary school teachers	0.79	0.85	0.86			
	Lower secondary school teachers (general programmes)	0.92	0.88	0.90			
	Upper secondary school teachers (general programmes)	1.03	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>		<b>2015</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 28 525	USD 34 956	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 28 525	USD 34 956	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 31 207	USD 37 638	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 31 499	USD 37 930	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>		<b>2015</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	900 hours	1607 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	900 hours	1607 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	648 hours	1607 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	648 hours	1607 hours	662 hours	1620 hours	629 hours	1580 hours
<b>Percentage of teachers who are 50 years old or over</b>		<b>2015</b>					
Table D5.1	Primary education	26%	32%	33%			
	Upper secondary education	36%	40%	42%			
<b>Share of female teachers in public and private institutions</b>		<b>2015</b>					
Table D5.2	Primary education	82%	83%	86%			
	Upper secondary education	54%	59%	61%			
	Tertiary education	38%	43%	44%			
<b>Ratio of students to teaching staff</b>		<b>2015</b>					
Table D2.2	Primary education	19	15	14			
	Secondary education	13	13	12			
	Tertiary education	19	16	16			
<b>Equity</b>							
<b>Intergenerational mobility in education<sup>2</sup></b>		<b>2012</b>		<b>2012<sup>3</sup></b>		<b>2012</b>	
Tables A4.1 and A4.2		<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%	23%	69%	31%	n.a.	n.a.
	Tertiary-type B (30-44 year-olds' own educational attainment)	15%	16%	12%	16%	n.a.	n.a.
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	16%	62%	20%	55%	n.a.	n.a.
<b>Transition from school to work</b>							
<b>Percentage of people not in employment, nor in education or training (NEET)</b>		<b>2016</b>					
Table C5.1	18-24 year-olds	20%	15%	15%			
<b>Education and social outcomes</b>							
<b>Percentage of adults who report having depression</b>		<b>2014</b>					
Table A8.1		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
	Below upper secondary	6%	13%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	4%	8%	6%	10%	6%	10%
	Tertiary	4%	5%	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>