



Education at a Glance 2008

OECD INDICATORS

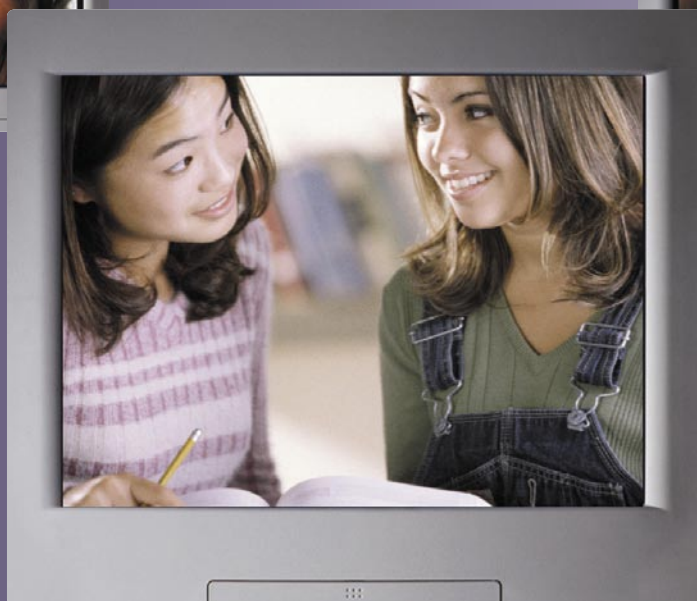
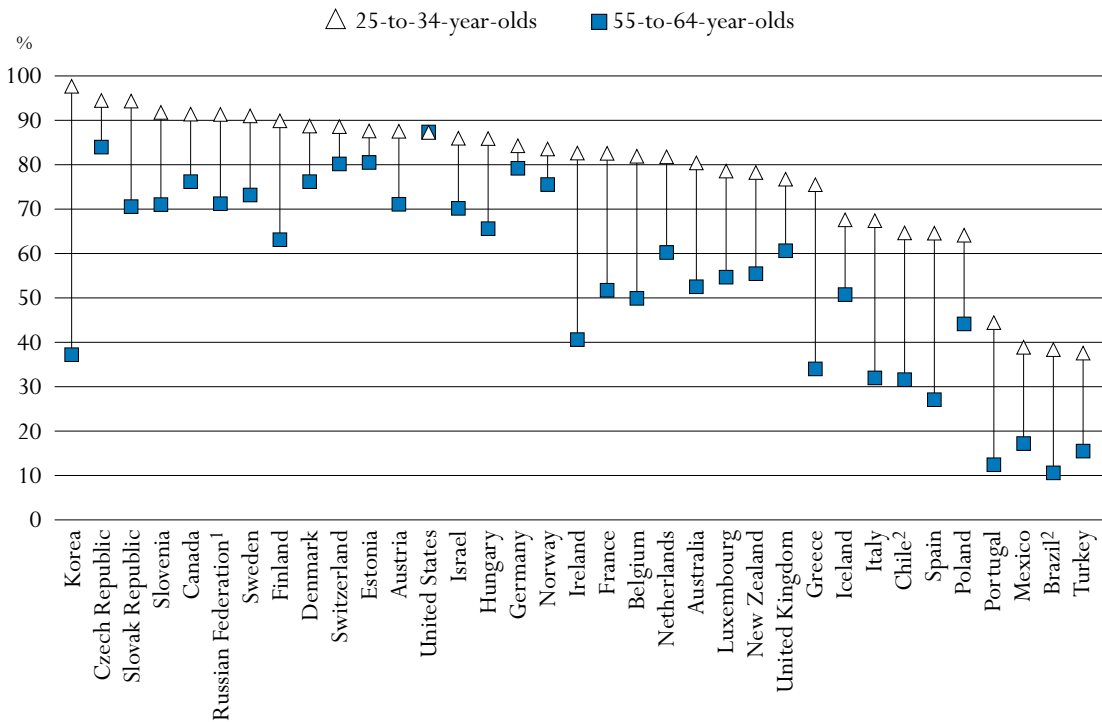


Chart A1.2. Population that has attained at least upper secondary education (2006)

Percentage, by age group




1. Year of reference 2002.

2. Year of reference 2004.

Countries are ranked in descending order of the percentage of the 25-to-34-year-olds who have attained at least upper secondary education.

Source: OECD, Table A1.2a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink  <http://dx.doi.org/10.1787/401474646362>

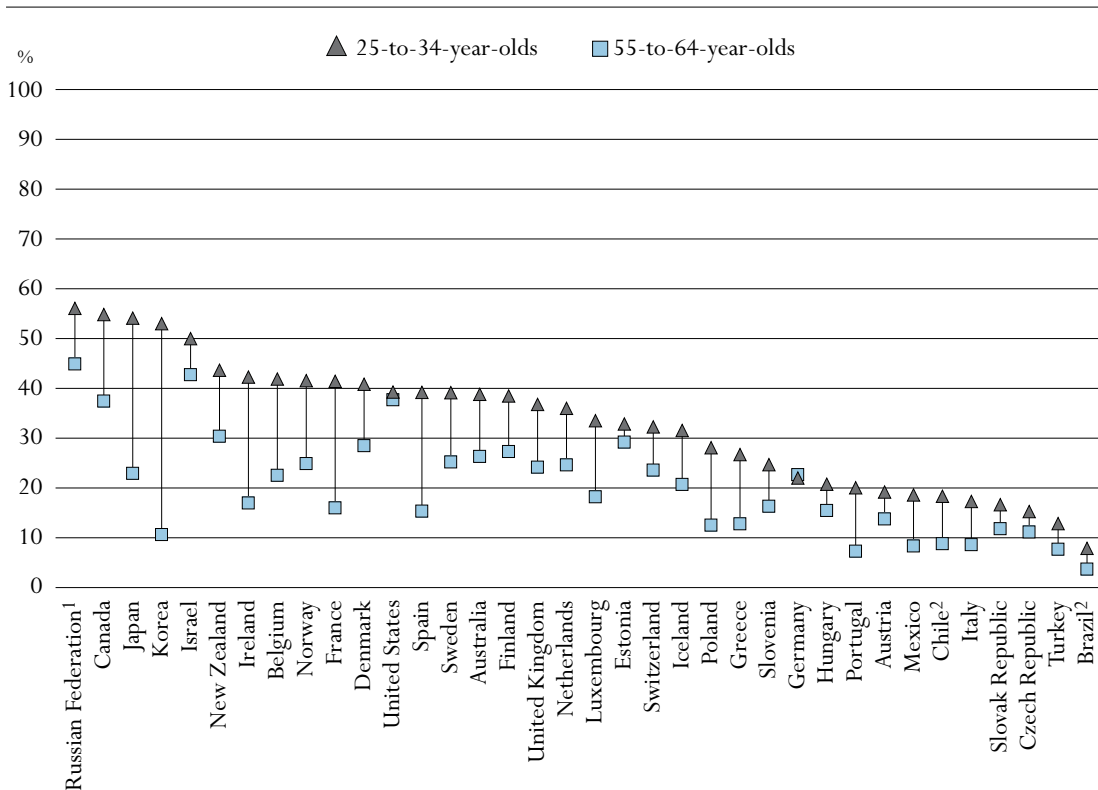
On average across OECD countries, the proportion of 25-to-34-year-olds having attained upper secondary education is 23 percentage points higher than that of the 55-to-64-year-olds. This increase has been particularly dramatic in Belgium, France, Greece, Ireland, Italy, Korea, Portugal and Spain, as well as in the partner country Chile, all of which have seen growth of 30 or more percentage points.

In countries whose adult population generally has a high attainment level, differences in attainment among age groups are less pronounced (Table A1.2a). In countries in which more than 80% of 25-to-64-year-olds have at least upper secondary attainment, the difference in the proportion of 25-to-34-year-olds and 55-to-64-year-olds having attained upper secondary level is, on average, 12 percentage points. In Germany and the United States, the proportion of upper secondary attainment is almost the same for all age groups. For countries with more room for increases, the average gain in attainment between these age groups is 28 percentage points, but situations differ. In Norway and Switzerland, the difference in upper secondary attainment between 25-to-34-year-olds and 55-to-64-year-olds is less than 10 percentage points; in Korea it is 60 percentage points.

A1

In almost all countries, 25-to-34-year-olds have higher tertiary attainment levels than the generation about to leave the labour market (55-to-64-year-olds). On average across OECD countries, 33% of the younger cohort has achieved a tertiary education, compared with 19% among the oldest cohort, while the average for the total population of 25-to-64-year-olds is 27%. The expansion of tertiary education differs substantially among countries. In France, Ireland, Japan and Korea, the difference in tertiary attainment between the oldest and youngest age groups is 25 percentage points or more (Table A1.3a).

Chart A1.3. Population that has attained at least tertiary education (2006)
Percentage, by age group



1. Year of reference 2002.

2. Year of reference 2004.

Countries are ranked in descending order of the percentage of the 25-to-34-year-olds who have attained tertiary education.

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/401474646362>

This rapid expansion has put Japan and Korea in the top group (Chart A1.3). Changes in attainment levels between the youngest and oldest cohorts have been negative in Germany, and expansion has only been a few percentage points in the Czech Republic, the United States and the partner countries Brazil and Estonia, although attainment levels in the total population are still substantially above the OECD average in the United States and Estonia. The highest tertiary attainment levels in the total population are found in Canada and in the partner country the Russian Federation where 47% and 54%, respectively, of the population have a tertiary qualification.

Table A1.1a.
Educational attainment: adult population (2006)
 Distribution of the 25-to-64-year-old population, by highest level of education attained

	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education			All levels of education	
				ISCED 3C (long programme)/3B	ISCED 3A		Type B	Type A	Advanced research programmes		
											(1)
OECD countries											
Australia	9	24	a	a	31	3	9	24	x(8)	100	
Austria	x(2)	18	2	47	6	10	7	10	x(8)	100	
Belgium	15	18	a	9	24	2	18	14	1	100	
Canada	5	10	a	x(5)	27	12	23	24	x(8)	100	
Czech Republic	n	10	a	42	35	a	x(8)	14	x(8)	100	
Denmark	1	16	2	43	4	n	8	27	1	100	
Finland	10	10	a	a	44	n	16	18	1	100	
France	14	19	a	30	11	n	11	15	1	100	
Germany	3	14	a	49	3	7	9	14	1	100	
Greece	28	11	3	3	26	8	7	15	n	100	
Hungary	2	20	a	30	29	2	n	17	n	100	
Iceland	3	27	6	16	10	8	4	25	1	100	
Ireland	16	18	n	a	25	11	11	19	n	100	
Italy	16	32	1	7	30	1	1	12	n	100	
Japan	x(5)	x(5)	x(5)	x(5)	60	a	18	23	x(8)	100	
Korea	11	12	a	x(5)	44	a	9	23	x(8)	100	
Luxembourg	18	9	8	17	20	5	8	15	2	100	
Mexico	48	30	a	7	x(2)	a	1	14	x(8)	100	
Netherlands	7	20	x(4)	16	23	3	2	28	1	100	
New Zealand	x(2)	22	8	11	9	11	15	23	x(8)	100	
Norway	n	21	a	31	12	3	2	30	1	100	
Poland	x(2)	14	33	a	31	4	x(8)	18	x(8)	100	
Portugal	57	15	x(5)	x(5)	13	1	x(8)	13	1	100	
Slovak Republic	1	13	x(4)	35	37	x(5)	1	13	n	100	
Spain	23	27	a	8	13	n	9	19	1	100	
Sweden	6	10	a	x(5)	47	6	9	22	x(8)	100	
Switzerland	3	10	2	46	6	3	10	17	3	100	
Turkey	61	10	a	8	10	a	x(8)	10	x(8)	100	
United Kingdom	n	14	17	23	16	n	9	21	n	100	
United States	5	8	x(5)	x(5)	48	x(5)	5	33	1	100	
	<i>Below upper secondary education</i>			<i>Upper secondary level of education</i>			<i>Tertiary level of education</i>				
<i>OECD average</i>	31			42			27				
<i>EU19 average</i>	31			45			24				
Partner countries											
Brazil ¹	57	14	x(5)	x(5)	22	a	x(8)	8	x(8)	100	
Chile ¹	24	26	x(5)	x(5)	37	a	3	10	x(8)	100	
Estonia	1	11	a	5	43	7	11	22	n	100	
Israel	4	17	a	x(5)	34	a	15	30	1	100	
Russian Federation ²	3	8	x(4)	16	18	x(4)	33	20	n	100	
Slovenia	2	16	a	28	32	a	10	9	2	100	


Notes: Due to discrepancies in the data, averages have not been calculated for each column individually.

1. Year of reference 2004.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/401474646362>

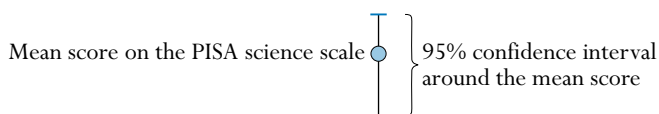
WHAT CAN 15-YEAR-OLDS DO IN SCIENCE?

This indicator examines the science performance of 15-year-old students, drawing on 2006 data from the OECD’s Programme for International Student Assessment (PISA). It describes science proficiency in each country in terms of the percentage of students reaching one of six proficiency levels as well as in terms of the mean scores achieved by students on the overall science scale and on different aspects of science. It also examines the distribution of student scores within countries.

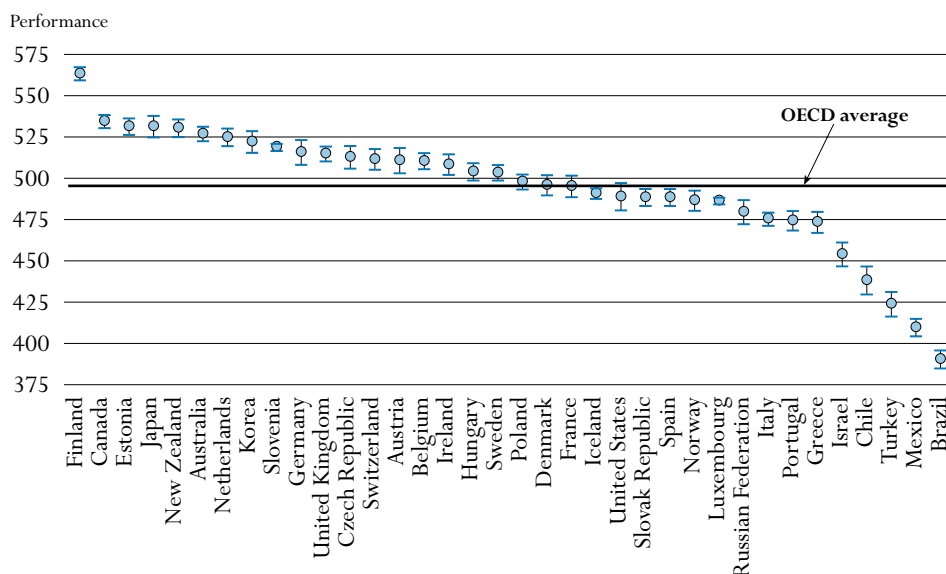
Key results

Chart A5.1. Distribution of student performance on the PISA science scale (2006)

The chart summarises the overall performance of 15-year-old students in different countries on the OECD PISA 2006 science scale. The width between the two blue dash symbols indicates the statistical uncertainty of the estimate of the mean performance.



Finland, with an average of 563 score points, achieved the highest score and was statistically above the average scores of all other countries. Four other high-scoring countries had mean scores of 530 to 534 points: Canada, Japan and New Zealand and the partner country Estonia. Eleven other countries (Australia, Austria, Belgium, the Czech Republic, Germany, Ireland, Korea, the Netherlands, Switzerland and the United Kingdom and the partner country Slovenia) also scored above the OECD average of 500 points. Five countries (Denmark, France, Hungary, Poland and Sweden) performed close to the OECD average, and the remaining 11 OECD countries and 4 partner countries performed below it.



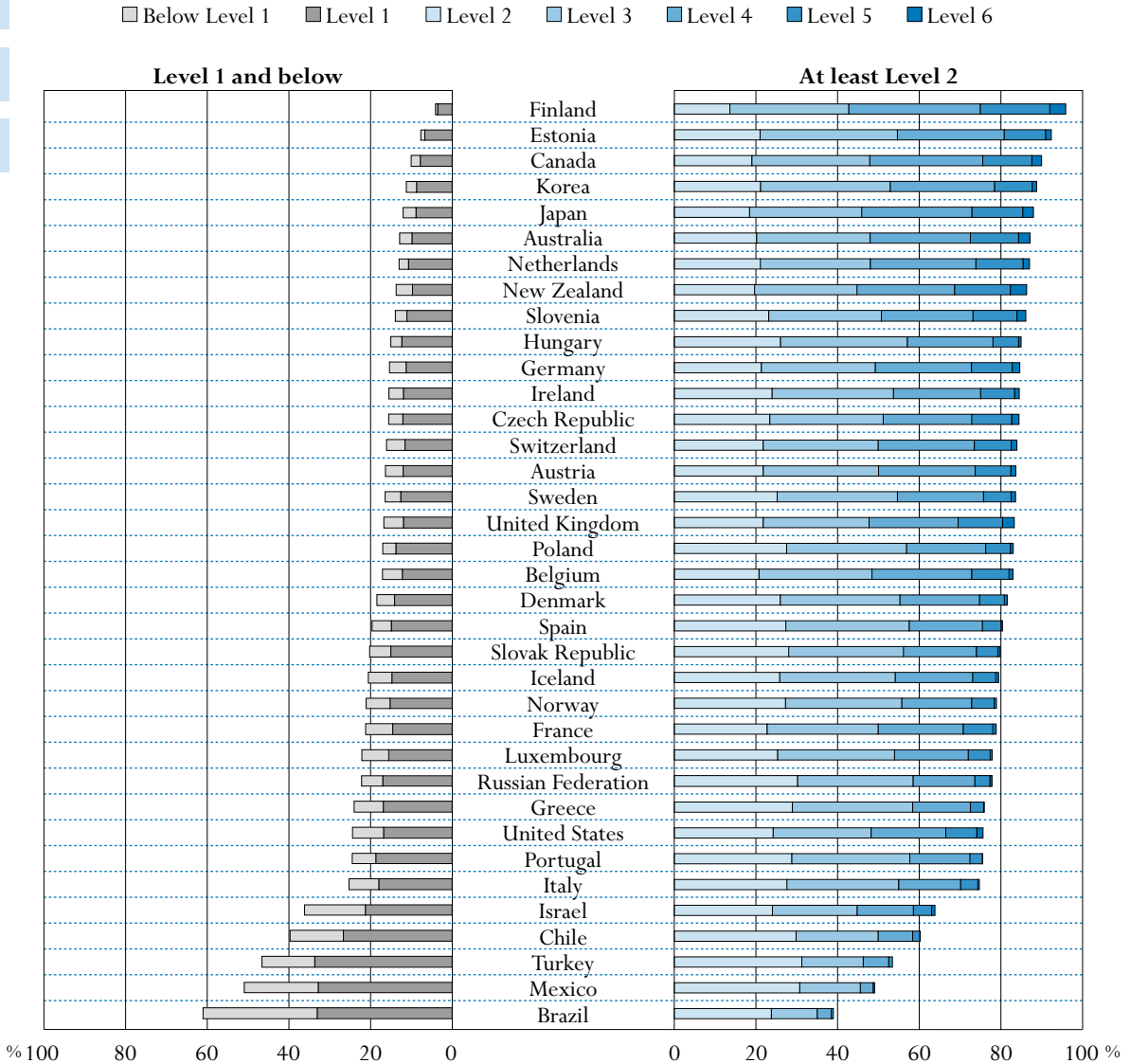
Countries are ranked in descending order of mean score.

Source: OECD, Table A5.1. See Annex 3 for notes (www.oecd.org/edu/eq2008).

StatLink <http://dx.doi.org/10.1787/401573312123>

Chart A5.3. Science proficiency of 15-year-old students (PISA 2006)

Percentage of students at each proficiency level on the science scale



Countries are ranked in descending order of percentage of 15-year-olds at Levels 2, 3, 4, 5 and 6.

Source: OECD, Table A5.2. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/401573312123>

Mean scores on the three science competency scales

One of the strengths of PISA 2006 is that it looks both at students’ science competencies and also the science knowledge domains (the latter is not addressed in this indicator). It is important, but not sufficient, for students to understand scientific theories and facts well enough to explain phenomena scientifically. They must also be able to recognise questions that can be addressed scientifically and see how the results can be used, in order to apply their scientific knowledge.

Table A8.1a.
Employment rates and educational attainment, by gender (2006)

Number of 25-to-64-year-olds in employment as a percentage of the population aged 25 to 64, by level of education attained and gender

OECD countries		Pre-primary and primary education	Lower secondary education	ISCED 3C (short programmes)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		All levels of education
					ISCED 3C (long programmes)/3B	ISCED 3A		Type B	Type A and advanced research programmes	
Australia	Males	65.1	79.5	a	a	87.7	88.9	89.0	90.7	84.9
	Females	35.5	60.7	a	a	68.4	78.7	75.8	80.9	67.4
Austria	Males	x(2)	65.7	78.3	80.8	78.9	87.6	85.3	91.4	81.0
	Females	x(2)	49.2	61.4	67.2	69.8	78.9	83.6	80.9	66.4
Belgium	Males	47.4	71.0	a	81.6	80.8	87.5	86.8	87.6	76.4
	Females	26.9	45.2	a	60.2	65.5	75.3	79.0	82.5	60.5
Canada	Males	56.0	71.0	a	x(5)	80.8	82.9	86.7	86.7	81.5
	Females	33.0	53.2	a	x(5)	68.7	72.5	78.7	79.6	71.3
Czech Republic	Males	c	54.2	a	82.2	88.2	x(5)	x(8)	91.1	83.4
	Females	c	40.2	a	61.9	69.7	x(5)	x(8)	77.9	64.1
Denmark	Males	54.3	71.4	88.1	86.3	78.6	91.9	89.2	90.3	84.6
	Females	45.8	54.5	70.0	77.3	63.6	c	80.6	86.1	75.3
Finland	Males	52.7	72.5	a	a	78.4	c	83.6	90.4	77.6
	Females	45.8	60.8	a	a	71.9	c	82.5	83.5	73.1
France	Males	52.2	75.4	a	80.6	81.8	x(9)	89.2	85.3	77.7
	Females	40.2	60.0	a	68.6	72.1	x(9)	82.3	77.9	66.2
Germany	Males	54.0	67.4	a	78.0	62.9	84.3	85.9	88.7	78.8
	Females	34.4	48.8	a	66.5	54.4	76.8	78.7	80.4	65.6
Greece	Males	75.6	86.4	86.2	89.7	85.2	86.5	86.9	88.0	83.8
	Females	36.4	44.5	57.5	55.3	51.0	67.9	73.7	80.8	53.4
Hungary	Males	20.0	48.2	a	75.7	79.2	81.5	87.1	86.4	73.0
	Females	6.1	35.2	a	59.2	64.9	67.4	84.4	78.0	58.2
Iceland	Males	92.1	88.9	90.0	94.2	83.3	97.7	95.2	95.7	92.4
	Females	77.2	76.9	85.6	87.8	75.8	84.3	90.3	88.7	82.5
Ireland	Males	62.8	84.8	c	a	88.7	91.2	91.3	92.1	84.5
	Females	30.9	47.5	c	a	64.1	69.3	77.3	84.5	63.0
Italy	Males	51.5	78.6	81.4	84.1	83.8	88.0	85.1	86.2	78.1
	Females	17.1	42.9	53.1	62.0	65.1	71.1	71.8	75.9	51.0
Japan	Males	x(5)	x(5)	x(5)	x(5)	87.3	a	93.0	92.8	89.5
	Females	x(5)	x(5)	x(5)	x(5)	59.8	a	64.6	68.4	62.2
Korea	Males	73.6	81.4	a	x(5)	84.8	a	89.6	89.1	85.3
	Females	57.9	59.0	a	x(5)	55.5	a	61.3	60.5	57.8
Luxembourg	Males	72.7	81.6	81.4	78.9	86.8	81.6	86.2	90.6	82.4
	Females	46.3	44.7	54.5	54.5	68.7	70.3	81.5	79.7	61.4
Mexico	Males	89.5	93.5	a	92.0	x(2)	a	92.1	91.5	91.3
	Females	37.8	49.2	a	59.7	x(2)	a	77.3	72.8	47.4
Netherlands	Males	63.5	81.4	x(4)	81.4	87.5	84.0	85.7	88.9	84.0
	Females	34.9	51.9	x(4)	68.4	76.4	75.5	81.7	83.8	68.2
New Zealand	Males	x(2)	77.4	89.5	90.3	90.5	92.6	91.5	91.9	88.1
	Females	x(2)	57.8	74.4	73.2	75.7	74.9	78.2	79.7	71.8

Source: OECD. See Annex 3 for a description of ISCED-97 levels, ISCED-97 country mappings and national data sources (www.oecd.org/edu/eag2008). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/401775543762>

Table A8.1a. (continued)

Employment rates and educational attainment, by gender (2006)

Number of 25-to-64-year-olds in employment as a percentage of the population aged 25 to 64, by level of education attained and gender

		Pre-primary and primary education	Lower secondary education	ISCED 3C (short programmes)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		All levels of education	
		(1)	(2)	(3)	ISCED 3C (long programmes)/3B	ISCED 3A		(6)	Type B		Type A and advanced research programmes
Norway	Males	c	71.1	a	87.7	84.1	88.1	93.2	90.9	84.6	
	Females	c	59.4	a	78.1	76.4	86.6	88.3	87.3	76.6	
Poland	Males	x(2)	48.9	68.2	a	75.5	81.4	x(8)	86.8	70.8	
	Females	x(2)	29.7	47.4	a	57.0	65.0	x(8)	81.0	55.7	
Portugal	Males	78.7	86.3	x(5)	x(5)	82.7	81.7	x(8)	88.5	81.7	
	Females	60.0	74.1	x(5)	x(5)	78.1	72.1	x(8)	85.0	68.3	
Slovak Republic	Males	c	30.0	x(4)	75.8	86.3	a	86.1	91.0	77.1	
	Females	c	21.8	x(4)	56.4	67.5	a	74.8	79.0	57.8	
Spain	Males	68.9	85.0	a	89.0	85.3	92.8	88.8	87.8	82.7	
	Females	31.7	49.7	a	64.1	65.6	64.6	74.8	80.1	57.0	
Sweden	Males	65.5	79.4	a	x(5)	85.4	86.4	85.3	88.8	83.9	
	Females	45.7	64.6	a	x(5)	78.1	75.9	84.3	87.9	77.8	
Switzerland	Males	73.7	77.3	81.1	88.9	82.7	85.9	94.4	93.3	88.9	
	Females	49.4	58.1	67.2	73.5	72.6	79.8	88.2	81.9	72.9	
Turkey	Males	73.9	78.4	a	83.4	81.0	a	x(8)	82.4	77.2	
	Females	22.2	20.0	a	30.1	26.6	a	x(8)	63.6	26.4	
United Kingdom	Males	c	60.2	83.4	83.1	87.0	c	88.2	90.5	82.8	
	Females	c	47.8	73.1	73.5	80.0	41.4	84.5	87.1	74.1	
United States	Males	72.8	68.9	x(5)	x(5)	79.9	x(5)	84.8	88.1	81.6	
	Females	40.0	46.0	x(5)	x(5)	67.0	x(5)	76.1	78.5	68.9	
OECD average	Males	64.4	73.0		84.2	82.9	87.1	88.5	89.4	82.3	
	Females	38.9	50.1		64.9	66.6	72.4	79.0	79.8	64.1	
EU19 average	Males	58.6	69.9		84.9	82.3	86.2	86.9	88.9	80.2	
	Females	35.9	48.1		63.9	67.6	69.4	79.7	81.7	64.1	
Partner countries	Chile ¹	Males	24.4	63.2	x(5)	x(5)	71.8	a	81.1	84.3	74.3
	Females	8.8	26.8	x(5)	x(5)	59.6	a	69.5	80.0	60.8	
Estonia	Males	c	64.8	a	69.7	84.1	85.3	88.8	91.6	81.8	
	Females	c	49.2	a	61.3	74.1	78.2	81.8	87.9	76.1	
Israel	Males	30.8	61.7	a	x(5)	76.0	a	82.7	84.9	75.5	
	Females	11.9	28.6	a	x(5)	58.7	a	72.1	82.1	61.9	
Slovenia	Males	39.4	68.4	a	77.5	81.3	a	87.3	91.4	78.7	
	Females	30.3	51.8	a	65.7	69.2	a	83.4	90.9	68.7	

Note: Owing to incomplete data, some averages have not been calculated.

1. Year of reference 2004.

 Source: OECD. See Annex 3 for a description of ISCED-97 levels, ISCED-97 country mappings and national data sources (www.oecd.org/edu/eqg2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


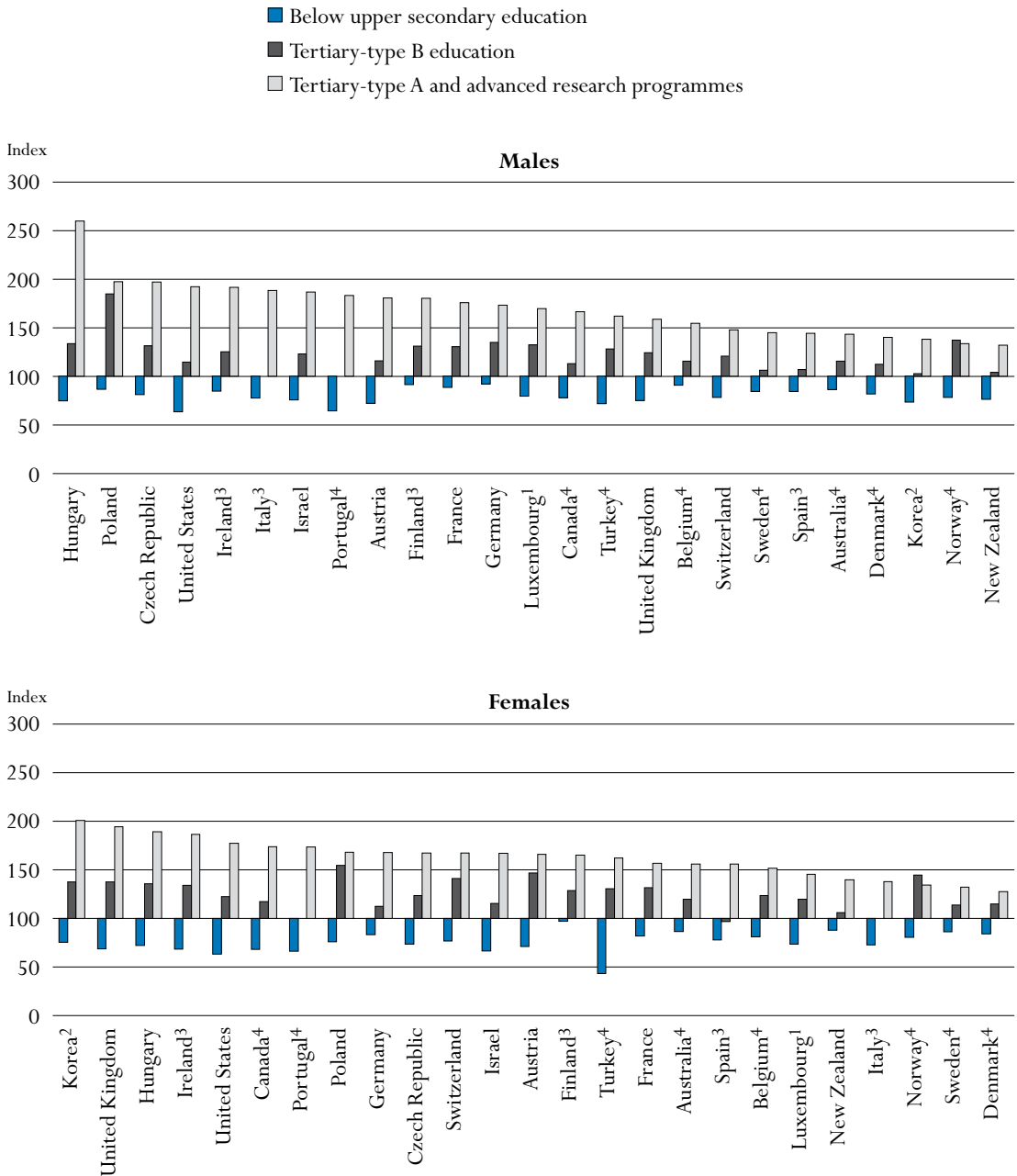
 StatLink  <http://dx.doi.org/10.1787/401775543762>

Chart A9.2. Relative earnings from employment (2006)

By level of educational attainment and gender for 25-to-64-year-olds
(upper secondary and post-secondary non-tertiary education = 100) latest available year



1. Year of reference 2002.
2. Year of reference 2003.
3. Year of reference 2004.
4. Year of reference 2005.

Countries are ranked in descending order of the relative earnings of the population with a tertiary-type A (including advanced research programmes) level of educational attainment.

Source: OECD, Table A9.1a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/401781614508>

Table A8.2a.

Unemployment rates and educational attainment, by gender (2006)

Number of 25-to-64-year-olds in unemployment as a percentage of the labour force aged 25 to 64, by level of education attained and gender

		Pre-primary and primary education	Lower secondary education	ISCED 3C (short programmes)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		All levels of education	
					ISCED 3C (long programmes)/3B	ISCED 3A		Type B	Type A and advanced research programmes		
											(1)
OECD countries	Australia	Males	7.8	5.4	a	a	3.3	c	2.0	2.0	3.6
	Females	6.7	4.9	a	a	4.8	4.2	2.8	2.4	4.0	
	Austria	Males	x(2)	9.1	c	3.4	4.0	2.1	1.9	2.1	3.6
	Females	x(2)	7.8	c	4.4	4.8	2.8	c	4.1	4.6	
	Belgium	Males	14.9	8.6	a	6.9	5.1	c	3.4	3.5	6.3
	Females	18.8	12.5	a	11.3	7.5	c	3.8	4.5	7.9	
	Canada	Males	10.2	8.4	a	x(5)	5.7	5.6	4.6	3.7	5.4
	Females	13.2	9.1	a	x(5)	5.6	5.7	4.2	3.9	5.2	
	Czech Republic	Males	c	23.3	a	5.1	2.6	x(8)	x(8)	2.1	4.8
	Females	c	21.6	a	10.0	5.2	x(8)	x(8)	2.4	8.0	
	Denmark	Males	c	4.2	c	1.9	c	c	2.7	2.7	2.6
	Females	c	6.7	c	3.5	c	c	4.5	3.5	4.1	
	Finland	Males	8.9	9.4	a	a	6.4	c	3.7	2.8	5.9
	Females	11.7	11.3	a	a	7.8	c	4.2	3.9	6.6	
	France	Males	11.3	9.4	a	5.1	6.8	x(9)	4.4	5.5	6.6
	Females	12.2	11.9	a	8.0	7.7	x(9)	4.4	5.7	8.2	
	Germany	Males	28.5	19.7	a	10.6	9.8	6.6	4.6	4.4	9.9
	Females	25.9	17.2	a	10.4	8.8	5.4	5.6	5.1	10.0	
	Greece	Males	4.5	5.5	c	c	3.7	7.5	4.7	4.2	4.7
	Females	10.0	15.1	c	25.4	12.6	14.5	10.7	7.2	11.5	
	Hungary	Males	34.7	14.3	a	6.5	4.1	c	c	2.2	6.2
	Females	51.2	13.5	a	9.1	5.5	5.6	c	2.2	6.9	
	Iceland	Males	c	c	c	c	c	c	c	c	1.5
	Females	c	c	c	c	c	c	c	c	c	2.0
	Ireland	Males	7.8	4.4	c	a	3.3	2.6	2.8	2.2	3.8
	Females	6.4	5.0	c	a	3.2	3.9	2.7	1.7	3.3	
	Italy	Males	7.1	4.9	6.4	2.6	3.5	5.8	2.8	3.8	4.3
	Females	11.4	9.8	13.1	5.9	5.9	10.2	6.2	5.9	7.4	
	Japan	Males	x(5)	x(5)	x(5)	x(5)	4.9	a	3.9	2.7	4.1
	Females	x(5)	x(5)	x(5)	x(5)	4.1	a	3.2	2.5	3.7	
	Korea	Males	3.6	3.7	a	x(5)	4.0	a	3.8	2.7	3.6
	Females	1.5	1.9	a	x(5)	2.5	a	3.3	2.3	2.3	
	Luxembourg	Males	c	c	c	3.3	c	c	c	2.4	2.5
	Females	9.4	9.8	c	6.8	5.0	c	c	4.2	5.6	
	Mexico	Males	2.1	2.6	a	2.3	a	a	1.1	2.9	2.4
	Females	2.0	2.9	a	2.4	a	a	2.0	3.2	2.5	
	Netherlands	Males	6.8	3.2	x(4)	3.5	3.0	2.6	2.2	2.3	3.1
	Females	9.0	5.0	x(4)	4.4	3.5	3.9	2.8	2.3	3.8	
	New Zealand	Males	x(2)	3.5	2.0	2.4	1.8	1.7	2.2	2.1	2.3
	Females	x(2)	3.7	2.0	3.5	1.8	c	2.6	2.7	2.8	

Source: OECD. See Annex 3 for a description of ISCED-97 levels, ISCED-97 country mappings and national data sources (www.oecd.org/edu/eag2008). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/401775543762>

Table A8.2a. (continued)

Unemployment rates and educational attainment, by gender (2006)

Number of 25-to-64-year-olds in unemployment as a percentage of the labour force aged 25 to 64, by level of education attained and gender

		Pre-primary and primary education	Lower secondary education	ISCED 3C (short programmes)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		All levels of education	
					ISCED 3C (long programmes)/3B	ISCED 3A		Type B	Type A and advanced research programmes		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
Norway	Males	c	5.0	a	1.5	c	c	c	2.1	2.7	
	Females	c	4.5	a	2.3	c	c	c	1.5	2.5	
Poland	Males	x(2)	20.3	13.5	a	8.5	8.7	x(8)	4.7	11.1	
	Females	x(2)	23.2	18.3	a	13.1	9.7	x(8)	5.3	12.9	
Portugal	Males	6.5	5.3	x(5)	x(5)	6.3	c	x(8)	4.5	6.0	
	Females	9.4	9.2	x(5)	x(5)	7.8	c	x(8)	6.0	8.5	
Slovak Republic	Males	94.4	45.2	x(4)	11.3	5.5	a	c	2.0	9.9	
	Females	91.0	38.7	x(4)	17.0	8.4	a	c	3.3	13.0	
Spain	Males	7.3	5.7	c	4.5	4.7	c	4.1	4.1	5.3	
	Females	13.7	13.9	c	10.7	9.4	c	8.1	6.5	10.2	
Sweden	Males	7.3	6.4	a	x(5)	5.0	4.5	5.2	4.3	5.1	
	Females	10.2	7.6	a	x(5)	5.1	6.4	4.1	3.9	5.1	
Switzerland	Males	c	6.4	c	2.4	5.8	c	c	2.2	2.7	
	Females	13.1	8.2	c	3.7	4.8	c	c	3.6	4.3	
Turkey	Males	8.9	8.4	a	6.8	8.0	x(8)	x(8)	5.9	8.2	
	Females	5.8	13.3	a	14.7	17.8	x(8)	x(8)	9.0	8.7	
United Kingdom	Males	c	8.8	4.8	4.3	3.3	c	3.0	2.3	4.1	
	Females	c	6.3	4.1	4.9	2.8	c	1.5	2.1	3.6	
United States	Males	5.8	8.8	x(5)	x(5)	4.8	x(5)	4.0	2.6	4.3	
	Females	7.9	10.0	x(5)	x(5)	4.3	x(5)	3.2	2.2	3.8	
OECD average	Males	14.7	9.6			5.0			3.1	4.9	
	Females	16.2	10.9			6.5			3.9	6.1	
EU19 average	Males	18.5	11.5			5.0			3.3	5.6	
	Females	20.8	12.9			6.9			4.2	7.4	
Partner countries	Chile ¹	Males	5.8	6.9	x(5)	x(5)	6.8	a	12.6	6.0	6.6
		Females	6.1	8.9	x(5)	x(5)	9.2	a	10.7	7.1	8.4
	Estonia	Males	c	11.3	a	7.4	5.8	c	5.6	2.4	5.8
		Females	c	13.1	a	c	6.1	c	4.5	2.3	4.8
	Israel	Males	21.3	11.1	a	a	7.1	a	5.6	4.1	6.8
		Females	21.1	13.9	a	a	10.8	a	6.0	3.7	7.3
	Slovenia	Males	12.7	6.3	a	4.3	4.0	a	2.6	2.0	4.2
		Females	12.7	6.7	a	8.0	7.4	a	4.2	2.9	6.3

Note: Owing to incomplete data, some averages have not been calculated.

1. Year of reference 2004.

Source: OECD. See Annex 3 for a description of ISCED-97 levels, ISCED-97 country mappings and national data sources (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/401775543762>

Table A9.1a.
Relative earnings of the population with income from employment (2006 or latest available year)
 By level of educational attainment and gender for 25-to-64-year-olds, 25-to-34-year-olds and 55-to-64-year-olds
 (upper secondary and post-secondary non-tertiary education = 100)

			Below upper secondary education			Post-secondary non-tertiary education			All tertiary education			
			25-64	25-34	55-64	25-64	25-34	55-64	25-64	25-34	55-64	
OECD countries	Australia	2005	Males	86	90	81	105	107	104	136	124	133
			Females	86	82	85	104	99	105	146	142	143
			M+F	81	88	74	96	98	94	131	126	124
	Austria	2006	Males	72	73	66	135	117	159	155	136	157
			Females	71	68	54	123	122	129	158	147	153
			M+F	66	68	55	124	113	148	157	137	162
	Belgium	2005	Males	91	95	82	98	95	108	137	124	139
			Females	81	85	68	108	105	103	134	131	128
			M+F	89	95	78	100	98	102	133	123	138
	Canada	2005	Males	78	86	66	107	114	94	140	134	133
			Females	68	82	68	97	106	98	144	157	138
			M+F	77	88	68	106	111	98	138	137	137
	Czech Republic	2006	Males	81	83	80	m	m	m	194	160	201
			Females	73	78	69	m	m	m	163	146	168
			M+F	74	80	72	m	m	m	183	152	192
	Denmark	2004	Males	82	80	83	92	44	94	133	113	143
			Females	84	77	81	85	40	92	126	123	131
			M+F	82	81	81	97	45	104	125	112	136
	Finland	2004	Males	91	90	94	m	m	m	161	139	182
			Females	97	93	94	m	m	m	146	145	158
			M+F	94	94	94	m	m	m	149	130	173
	France	2006	Males	89	93	82	87	91	94	157	135	185
			Females	82	85	75	98	113	53	146	142	167
			M+F	85	93	76	87	97	78	149	133	178
	Germany	2006	Males	92	85	90	115	116	155	163	142	178
			Females	83	83	81	117	114	110	153	138	150
			M+F	90	86	93	112	112	127	164	139	185
Hungary	2006	Males	75	76	73	126	112	135	259	219	277	
		Females	72	77	62	116	117	114	189	180	190	
		M+F	73	76	67	120	114	124	219	196	235	
Ireland	2004	Males	85	84	85	100	112	92	171	158	198	
		Females	68	63	61	100	112	97	168	151	145	
		M+F	85	78	83	102	113	97	169	150	184	
Italy	2004	Males	78	83	71	m	m	m	188	169	201	
		Females	73	70	79	m	m	m	138	155	162	
		M+F	79	81	74	m	m	m	165	157	194	
Korea	2003	Males	73	87	71	m	m	m	127	117	169	
		Females	75	126	62	m	m	m	176	148	206	
		M+F	67	100	58	m	m	m	141	125	181	
Luxembourg	2002	Males	79	84	78	114	209	121	149	143	185	
		Females	74	70	91	120	114	m	131	128	165	
		M+F	78	80	76	117	118	127	145	138	192	
Netherlands	2002	Males	84	95	68	m	m	m	143	136	143	
		Females	72	70	69	m	m	m	155	145	158	
		M+F	84	93	68	m	m	m	148	140	141	
New Zealand	2006	Males	76	87	83	99	112	98	120	114	135	
		Females	88	76	83	91	105	95	123	124	128	
		M+F	78	83	79	110	120	106	115	113	126	
Norway	2005	Males	78	76	77	113	108	119	134	108	152	
		Females	81	76	77	118	114	129	135	129	150	
		M+F	78	76	76	120	115	127	129	110	154	
Poland	2006	Males	86	85	79	114	110	119	194	169	216	
		Females	76	82	60	116	115	112	165	157	168	
		M+F	84	86	73	109	106	114	173	155	197	


Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).
 Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
 StatLink  <http://dx.doi.org/10.1787/401781614508>

Table A9.1a. (continued)

Relative earnings of the population with income from employment (2006 or latest available year)
 By level of educational attainment and gender for 25-to-64-year-olds, 25-to-34-year-olds and 55-to-64-year-olds
 (upper secondary and post-secondary non-tertiary education = 100)

			Below upper secondary education			Post-secondary non-tertiary education			All tertiary education		
			25-64	25-34	55-64	25-64	25-34	55-64	25-64	25-34	55-64
Portugal	2005	Males	64	73	47	m	m	m	183	167	184
		Females	66	71	51	m	m	m	173	170	178
		M+F	67	74	48	m	m	m	177	166	188
Spain	2004	Males	84	94	76	83	100	m	132	123	153
		Females	78	86	64	95	103	177	141	139	162
		M+F	85	94	74	89	104	133	132	126	155
Sweden	2005	Males	84	81	83	122	92	124	135	109	148
		Females	86	79	87	106	84	128	126	116	139
		M+F	86	81	86	121	87	131	126	108	141
Switzerland	2006	Males	78	83	72	105	93	102	138	126	138
		Females	77	77	68	116	105	127	159	148	153
		M+F	74	80	65	110	98	112	156	138	160
Turkey	2005	Males	72	77	60	m	m	m	153	171	129
		Females	43	37	49	m	m	m	154	133	307
		M+F	69	70	59	m	m	m	149	156	135
United Kingdom	2006	Males	75	74	81	m	m	m	149	141	157
		Females	69	60	68	m	m	m	177	172	165
		M+F	70	74	69	m	m	m	159	151	157
United States	2006	Males	63	71	62	109	106	106	183	162	172
		Females	63	64	64	112	109	114	170	171	177
		M+F	66	72	65	109	105	110	176	160	180
Israel	2006	Males	76	73	77	102	101	92	166	147	181
		Females	67	78	59	123	110	108	150	145	151
		M+F	78	79	74	102	94	87	151	137	165
Slovenia	2004	Males	74	76	66	m	m	m	217	180	233
		Females	71	77	51	m	m	m	190	172	184
		M+F	73	77	63	m	m	m	198	168	219

Partner countries

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.



StatLink  <http://dx.doi.org/10.1787/401781614508>

Table A9.1b.
Differences in earnings between females and males (2006 or latest available year)
Average annual earnings of females as a percentage of earnings of males by level of educational attainment of 30-to-44-year-olds and 55-to-64-year-olds

		Below upper secondary education		Upper secondary and post-secondary non-tertiary education		Tertiary-type B education		Tertiary-type A and advanced research programmes		All levels of education		
		30 to 44	55 to 64	30 to 44	55 to 64	30 to 44	55 to 64	30 to 44	55 to 64	30 to 44	55 to 64	
OECD countries	Australia	2005	58	59	58	56	64	62	61	60	62	59
	Austria	2006	59	50	56	61	68	77	62	55	56	53
	Belgium	2005	67	64	74	77	80	80	76	72	77	69
	Canada	2005	52	58	61	56	59	60	68	62	64	57
	Czech Republic	2006	68	77	75	88	71	93	64	74	70	80
	Denmark	2005	70	70	70	72	71	72	65	64	71	69
	Finland	2004	71	78	68	78	67	74	65	71	70	73
	France	2006	67	66	73	71	77	62	66	67	73	64
	Germany	2006	51	51	61	57	53	40	63	48	59	49
	Hungary	2006	91	96	92	114	100	90	66	78	86	90
	Ireland	2004	49	47	62	66	64	77	66	45	65	27
	Italy	2004	68	75	73	67	m	m	57	54	73	68
	Korea	2003	49	45	44	52	59	107	76	62	51	37
	Luxembourg	2002	79	83	92	71	83	105	78	131	84	56
	Netherlands	2002	51	47	60	47	m	m	m	m	62	50
	New Zealand	2006	66	67	60	67	63	58	61	80	63	66
	Norway	2005	64	63	63	63	67	71	64	61	72	62
	Poland	2006	67	74	75	97	66	74	67	75	78	90
	Portugal	2005	73	73	72	67	m	m	72	65	79	68
	Spain	2004	64	57	68	67	64	56	76	74	75	65
Sweden	2005	72	76	71	72	71	77	66	68	72	74	
Switzerland	2006	56	50	53	53	63	59	68	57	55	48	
Turkey	2005	45	30	73	37	107	m	67	85	70	45	
United Kingdom	2006	52	45	53	54	56	63	64	55	58	52	
United States	2006	63	62	65	60	67	69	59	62	65	59	
Partner countries	Israel	2006	59	47	61	61	61	55	59	52	64	56
	Slovenia	2004	83	84	86	108	m	m	m	m	89	106

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/401781614508>

HOW MUCH IS SPENT PER STUDENT?

This indicator provides an assessment of the investment in each student. Expenditure on educational institutions per student is largely influenced by teachers' salaries (see Indicators B6 and D3), pension systems, instructional and teaching hours (see Indicators B7, D1 and D4), teaching materials and facilities, the programme orientation provided to pupils/students (see Indicator C1) and the number of students enrolled in the education system (see Indicator C2). Policies to attract new teachers or to reduce average class size or staffing patterns (see Indicator D2) have also contributed to changes in expenditure on educational institutions per student over time.

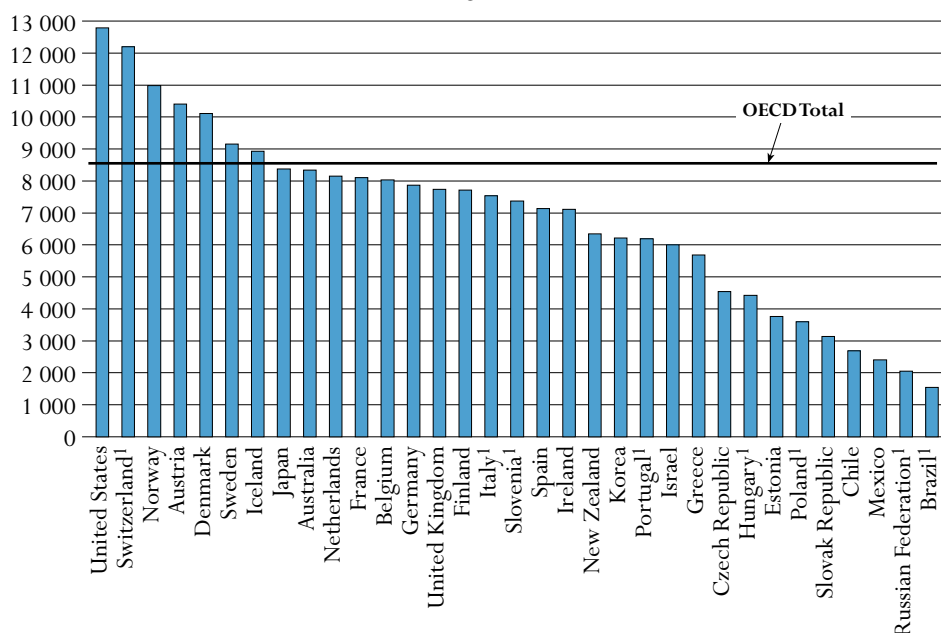
Key results

Chart B1.1. Annual expenditure on educational institutions per student in primary through tertiary education (2005)

Expenditure on educational institutions per student gives a measure of the unit costs of formal education. The chart shows annual expenditure on educational institutions per student in equivalent USD converted using purchasing power parities, based on full-time equivalents.

OECD countries as a whole spend USD 8 553 per student annually between primary and tertiary education: USD 6 173 per primary student, USD 7 736 per secondary student and USD 15 559 per tertiary student. However, these averages mask a broad range of expenditure across countries. As represented by the simple average of all OECD countries, countries spend nearly twice as much per student at the tertiary level as at the primary level.

Expenditure per student (in equivalent USD converted using PPPs)



1. Public institutions only.

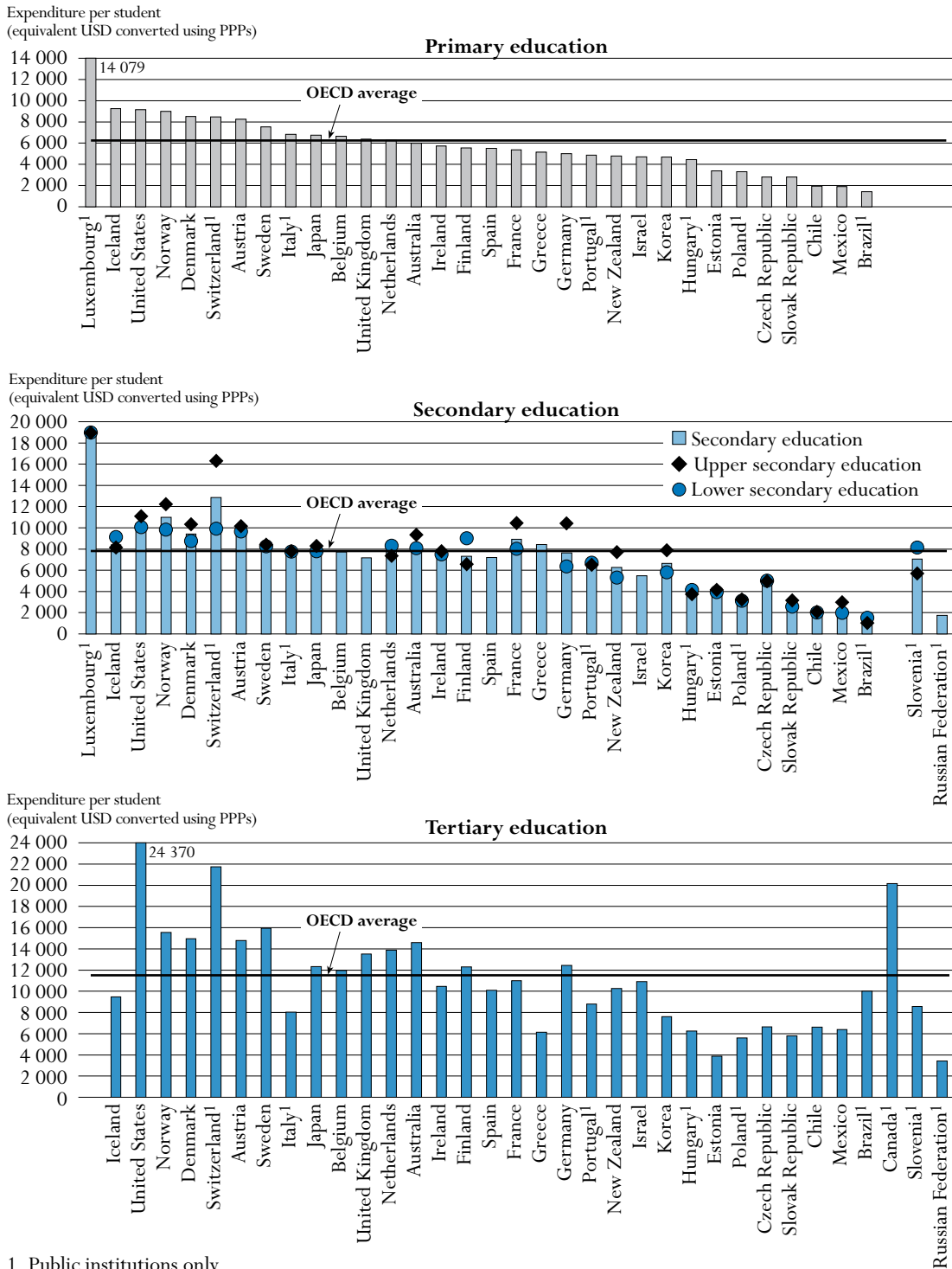
Countries are ranked in descending order of expenditure on educational institutions per student.

Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink  <http://dx.doi.org/10.1787/401862824252>

Chart B1.2. Annual expenditure on educational institutions per student for all services, by level of education (2005)

In equivalent USD converted using PPPs, based on full-time equivalents



1. Public institutions only.

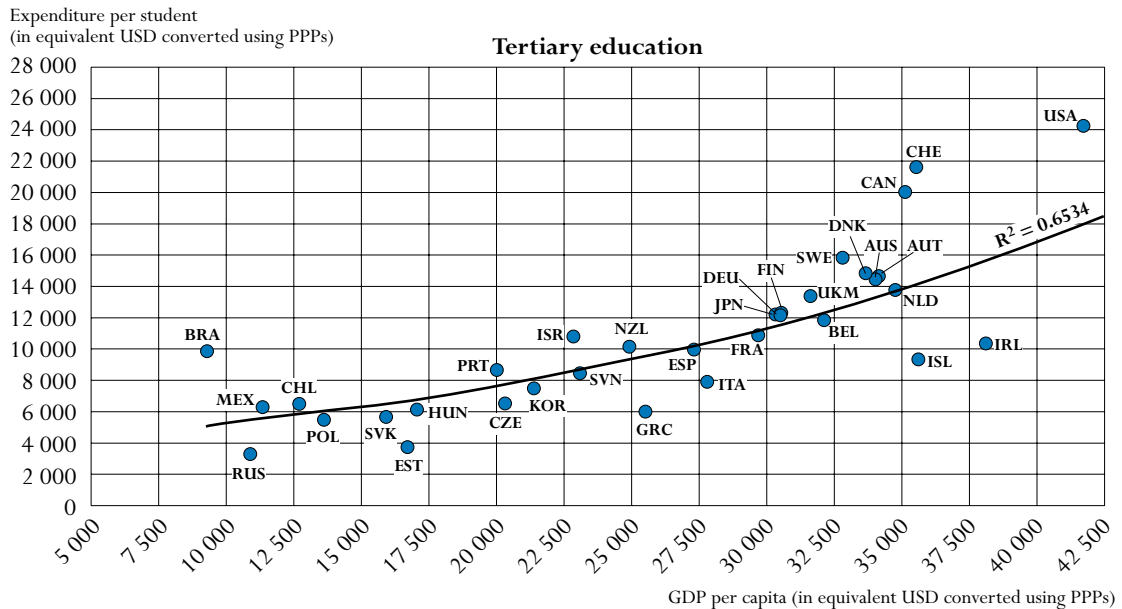
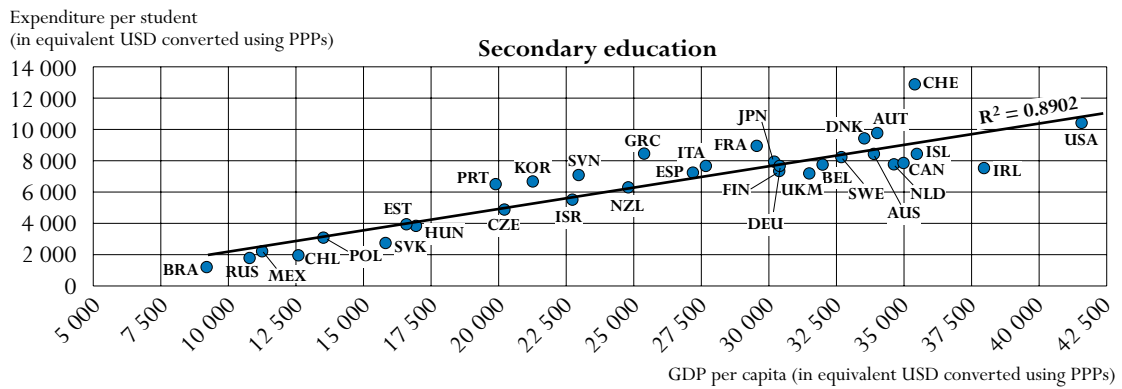
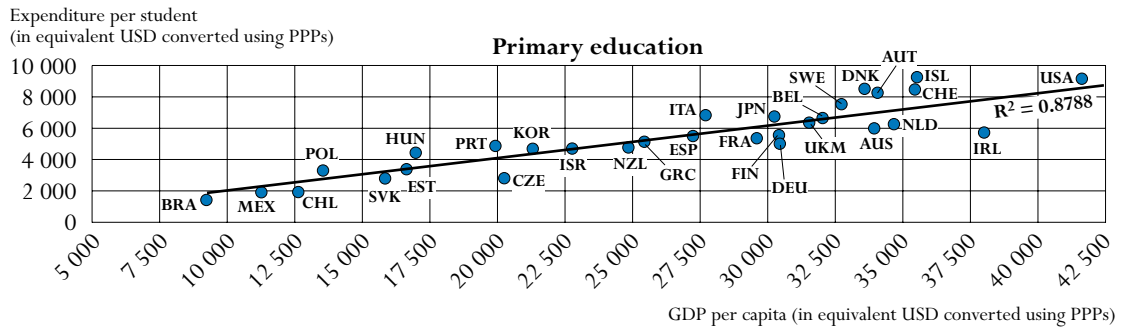
Countries are ranked in descending order of expenditure on educational institutions per student in primary education.

Source: OECD, Table B1.1a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/401862824252>

Chart B1.6. Annual expenditure on educational institutions per student relative to GDP per capita (2005)

In equivalent USD converted using PPPs, by level of education



Note: Please refer to the Reader's Guide for the list of country codes used in this chart.

Source: OECD Tables B1.1a, B1.4 and Annex 2. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/401862824252>

Table B1.1a.
Annual expenditure on educational institutions per student for all services (2005)
In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents

	Pre-primary education (for children aged 3 and older)	Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education (including R&D activities)			All tertiary education excluding R&D activities	Primary to tertiary education
			Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B education	Tertiary-type A & advanced research programmes	All tertiary education		
OECD countries	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Australia	m	5 992	7 930	9 223	8 408	7 973	8 569	15 599	14 579	10 199	8 340
Austria	6 562	8 259	9 505	10 028	9 751	x(4)	11 394	15 028	14 775	10 061	10 407
Belgium	4 816	6 648	x(5)	x(5)	7 731	x(5)	x(9)	x(9)	11 960	8 046	8 034
Canada ^{1, 2}	x(5)	x(5)	x(5)	x(5)	7 837	x(7)	m	20 156	m	m	m
Czech Republic	3 353	2 812	4 864	4 830	4 847	2 098	3 105	7 019	6 649	5 409	4 545
Denmark	5 320	8 513	8 606	10 197	9 407	x(4, 9)	x(9)	x(9)	14 959	m	10 108
Finland	4 395	5 557	8 875	6 441	7 324	x(5)	n	12 285	12 285	7 582	7 711
France	4 817	5 365	7 881	10 311	8 927	4 488	9 483	11 486	10 995	7 673	8 101
Germany	5 508	5 014	6 200	10 282	7 636	10 531	6 938	13 351	12 446	7 772	7 872
Greece	x(2)	5 146	x(5)	x(5)	8 423	7 266	3 417	7 661	6 130	4 928	5 692
Hungary ²	4 402	4 438	3 993	3 613	3 806	4 731	4 549	6 328	6 244	4 837	4 423
Iceland	6 800	9 254	8 985	8 004	8 411	x(4, 9)	x(9)	x(9)	9 474	m	8 931
Ireland	5 345	5 732	7 352	7 680	7 500	5 811	x(9)	x(9)	10 468	7 386	7 108
Italy ²	6 139	6 835	7 599	7 682	7 648	m	7 420	8 032	8 026	5 314	7 540
Japan	4 174	6 744	7 630	8 164	7 908	x(4, 9)	7 969	13 827	12 326	m	8 378
Korea	2 426	4 691	5 661	7 765	6 645	a	3 811	9 938	7 606	6 607	6 212
Luxembourg ²	x(2)	14 079	18 844	18 845	18 845	m	m	m	m	m	m
Mexico	1 964	1 913	1 839	2 853	2 180	a	x(9)	x(9)	6 402	5 346	2 405
Netherlands	5 885	6 266	8 166	7 225	7 741	7 000	n	13 883	13 883	8 719	8 147
New Zealand	4 778	4 780	5 165	7 586	6 278	6 126	7 740	11 002	10 262	8 864	6 342
Norway	5 236	9 001	9 687	12 096	10 995	x(5)	x(9)	x(9)	15 552	9 981	10 980
Poland ²	4 130	3 312	2 971	3 131	3 055	2 956	x(9)	x(9)	5 593	4 883	3 592
Portugal ²	4 808	4 871	6 555	6 381	6 473	m	x(9)	x(9)	8 787	6 785	6 197
Slovak Republic	2 895	2 806	2 430	3 026	2 716	x(4)	x(4)	5 783	5 783	5 131	3 139
Spain	5 015	5 502	x(5)	x(5)	7 211	a	9 059	10 301	10 089	7 182	7 134
Sweden	4 852	7 532	8 091	8 292	8 198	2 691	x(9)	x(9)	15 946	8 281	9 156
Switzerland ²	3 853	8 469	9 756	16 166	12 861	9 119	4 163	23 137	21 734	13 041	12 195
Turkey	m	m	m	m	m	m	m	m	m	m	m
United Kingdom	6 420	6 361	x(5)	x(5)	7 167	x(5)	x(9)	x(9)	13 506	8 842	7 741
United States	8 301	9 156	9 899	10 969	10 390	m	x(9)	x(9)	24 370	21 588	12 788
OECD average	4 888	6 252	7 437	8 366	7 804	4 719	~	~	11 512	8 102	7 527
OECD total	5 254	6 173	~	~	7 736	~	~	~	15 559	13 141	8 553
EU19 average	4 980	6 055	7 462	7 864	7 600	4 757	~	~	10 474	6 990	7 036
Partner countries											
Brazil ²	1 215	1 425	1 359	899	1 186	a	x(9)	x(9)	9 994	9 808	1 542
Chile ³	2 953	1 936	1 865	1 956	1 924	a	3 922	7 977	6 620	m	2 694
Estonia	1 833	3 384	3 802	4 033	3 918	4 417	2 883	4 386	3 869	3 867	3 768
Israel	3 650	4 699	x(5)	x(5)	5 495	4 275	8 232	11 581	10 919	8 476	6 000
Russian Federation ²	m	x(5)	x(5)	x(5)	1 754	x(5)	2 274	3 876	3 421	3 155	2 051
Slovenia ²	6 364	x(3)	7 994	5 565	7 065	x(4)	x(9)	x(9)	8 573	7 037	7 378


1. Year of reference 2004.

2. Public institutions only (for Canada, in tertiary education only).

3. Year of reference 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008/).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/401862824252>

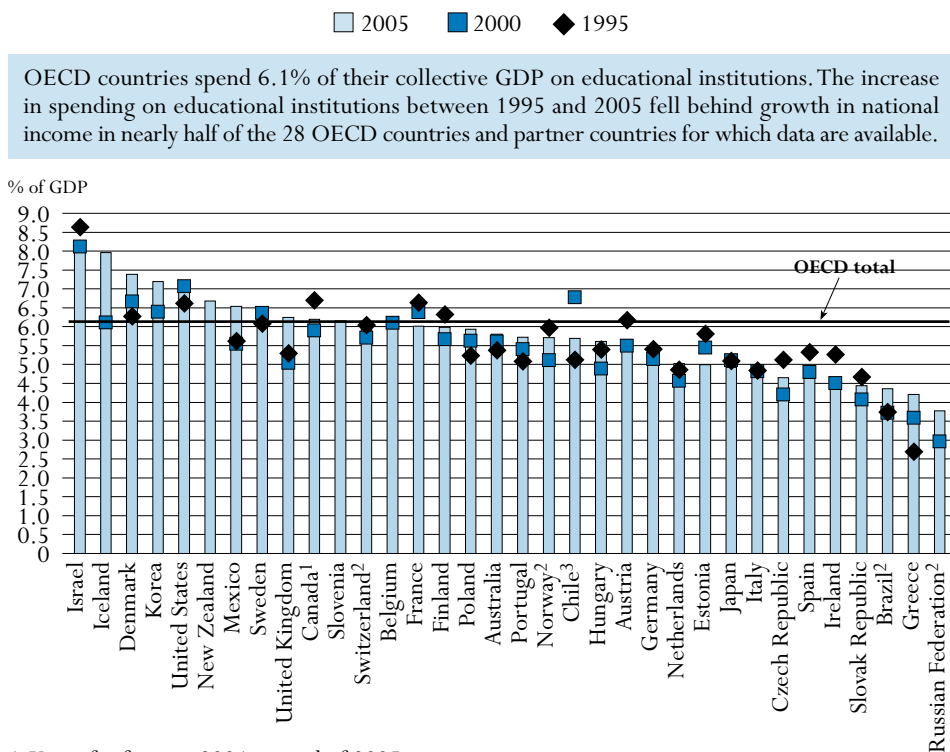
WHAT PROPORTION OF NATIONAL WEALTH IS SPENT ON EDUCATION?

Expenditure on educational institutions as a percentage of GDP shows how a country prioritises education in relation to its overall allocation of resources. Tuition fees and investment in education from private entities other than households (see Indicator B5) have a strong impact on differences in the overall amount of financial resources that OECD countries devote to their education systems, especially at the tertiary level.

Key results

Chart B2.1. Expenditure on educational institutions as a percentage of GDP for all levels of education (1995, 2000, 2005)

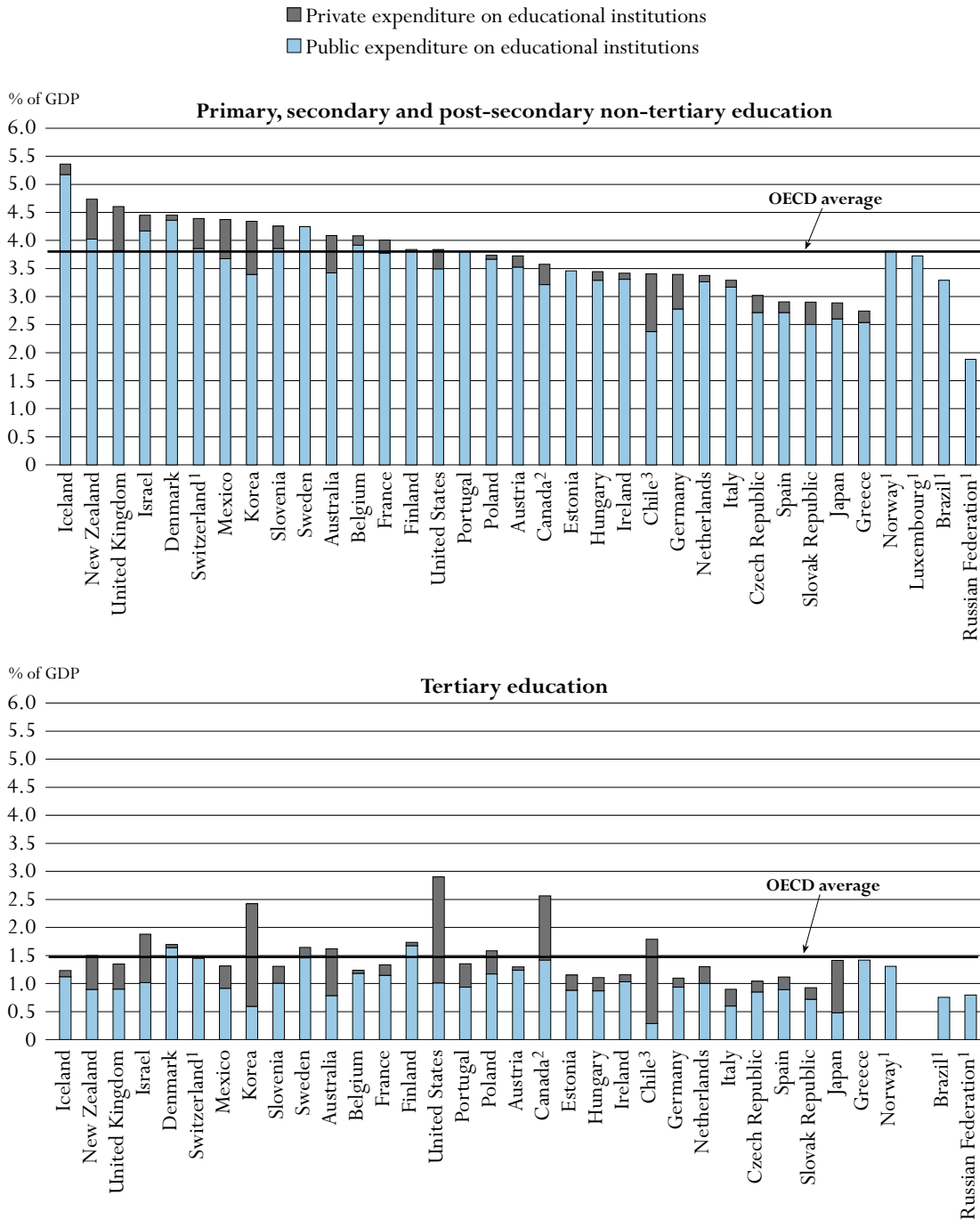
This chart measures educational investment through the share of national income that each country devoted to spending on educational institutions in 1995, 2000 and 2005. It captures both direct and indirect expenditure on educational institutions from both public and private sources of funds.



1. Year of reference 2004 instead of 2005.
 2. Public expenditure only (for Switzerland, in tertiary education only).
 3. Year of reference 2006 instead of 2005.
 Countries are ranked in descending order of total expenditure from both public and private sources on educational institutions in 2005.
 Source: OECD, Table B2.1. See Annex 3 for notes (www.oecd.org/edu/eag2008).
 StatLink <http://dx.doi.org/10.1787/401864037554>

Chart B2.2. Expenditure on educational institutions as a percentage of GDP (2005)

From public and private sources, by level of education, source of funds and year



1. Public expenditure only (for Switzerland, in tertiary education only).

2. Year of reference 2004.

3. Year of reference 2006.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions in primary, secondary and post-secondary non-tertiary education.

Source: OECD, Table B2.4. See Annex 3 for notes (www.oecd.org/edu/eqg2008).

StatLink <http://dx.doi.org/10.1787/401864037554>

Table B2.2.
Expenditure on educational institutions as a percentage of GDP, by level of education (2005)

From public and private sources¹

	Pre-primary education (for children aged 3 and older)	Primary, secondary and post-secondary non-tertiary education			Tertiary education			All levels of education combined (including undistributed programmes)	
		All primary, secondary and post-secondary non-tertiary education	Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	All tertiary education	Tertiary-type B education		Tertiary-type A education and advanced research programmes
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries									
Australia	0.1	4.1	3.1	0.9	0.1	1.6	0.1	1.5	5.8
Austria	0.5	3.7	2.4	1.3	n	1.3	0.1	1.2	5.5
Belgium ²	0.6	4.1	1.5	2.6	x(4)	1.2	x(6)	x(6)	6.0
Canada ³	x(2)	3.6	x(2)	x(2)	x(6, 7)	2.6	1.0	1.6	6.2
Czech Republic	0.5	3.0	1.8	1.1	0.1	1.0	n	1.0	4.6
Denmark	0.8	4.5	3.1	1.4	x(4, 6)	1.7	x(6)	x(6)	7.4
Finland	0.4	3.9	2.4	1.4	x(4)	1.7	n	1.7	6.0
France	0.7	4.0	2.6	1.4	n	1.3	0.3	1.1	6.0
Germany	0.5	3.4	2.0	1.2	0.2	1.1	0.1	1.0	5.1
Greece ²	x(3)	2.7	1.2	1.4	0.1	1.5	0.3	1.2	4.2
Hungary	0.8	3.4	2.2	1.1	0.2	1.1	n	1.1	5.6
Iceland	0.8	5.4	3.9	x(2)	x(2)	1.2	x(6)	x(6)	8.0
Ireland	n	3.4	2.5	0.7	0.2	1.2	x(6)	x(6)	4.6
Italy	0.5	3.3	2.0	1.3	0.1	0.9	n	0.9	4.7
Japan	0.2	2.9	2.0	0.9	x(4, 6)	1.4	0.3	1.2	4.9
Korea	0.1	4.3	3.0	1.4	a	2.4	0.5	2.0	7.2
Luxembourg ⁴	x(2)	3.7	2.8	0.9	m	m	m	m	m
Mexico	0.7	4.4	3.5	0.9	a	1.3	x(6)	x(6)	6.5
Netherlands	0.4	3.4	2.5	0.8	n	1.3	n	1.3	5.0
New Zealand	0.3	4.7	2.9	1.6	0.2	1.5	0.3	1.2	6.7
Norway ⁴	0.3	3.8	2.6	1.2	x(4)	1.3	x(6)	x(6)	5.7
Poland	0.6	3.7	2.6	1.1	n	1.6	n	1.6	5.9
Portugal	0.4	3.8	2.8	1.0	m	1.4	x(6)	x(6)	5.7
Slovak Republic	0.5	2.9	1.8	1.1	x(4)	0.9	x(4)	0.9	4.4
Spain	0.6	2.9	x(2)	x(2)	a	1.1	x(6)	x(6)	4.6
Sweden	0.5	4.2	2.9	1.3	n	1.6	x(6)	x(6)	6.4
Switzerland ⁴	0.2	4.4	2.7	1.6	0.1	1.4	n	1.4	6.1
Turkey	m	m	m	m	a	m	m	m	m
United Kingdom ²	0.3	4.6	2.5	1.4	0.8	1.3	x(6)	x(6)	6.2
United States	0.4	3.8	2.9	1.0	m	2.9	x(6)	x(6)	7.1
<i>OECD average</i>	0.4	3.8	2.5	1.2	0.1	1.5	0.2	1.3	5.8
<i>OECD total</i>	0.4	3.7	2.6	1.1	0.1	2.0	0.3	1.3	6.1
<i>EU19 average</i>	0.5	3.6	2.3	1.3	0.1	1.3	0.1	1.2	5.5
Partner countries									
Brazil ⁴	0.4	3.2	2.7	0.5	a	0.8	x(6)	x(6)	4.4
Chile ⁵	0.5	3.4	2.2	1.2	a	1.8	0.4	1.4	5.7
Estonia	0.4	3.5	2.2	1.1	0.2	1.1	0.3	0.9	5.0
Israel	0.9	4.5	2.4	2.1	n	1.9	0.4	1.5	8.0
Russian Federation ⁴	0.5	1.9	x(2)	x(2)	x(2)	0.8	0.2	0.6	3.8
Slovenia	0.6	4.3	2.9	1.3	x(4)	1.3	x(6)	x(6)	6.2

1. Including international sources.

2. Column 3 only refers to primary education and column 4 refers to all secondary education.


3. Year of reference 2004.

4. Public expenditure only (for Switzerland, in tertiary education only).

5. Year of reference 2006.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/401864037554>

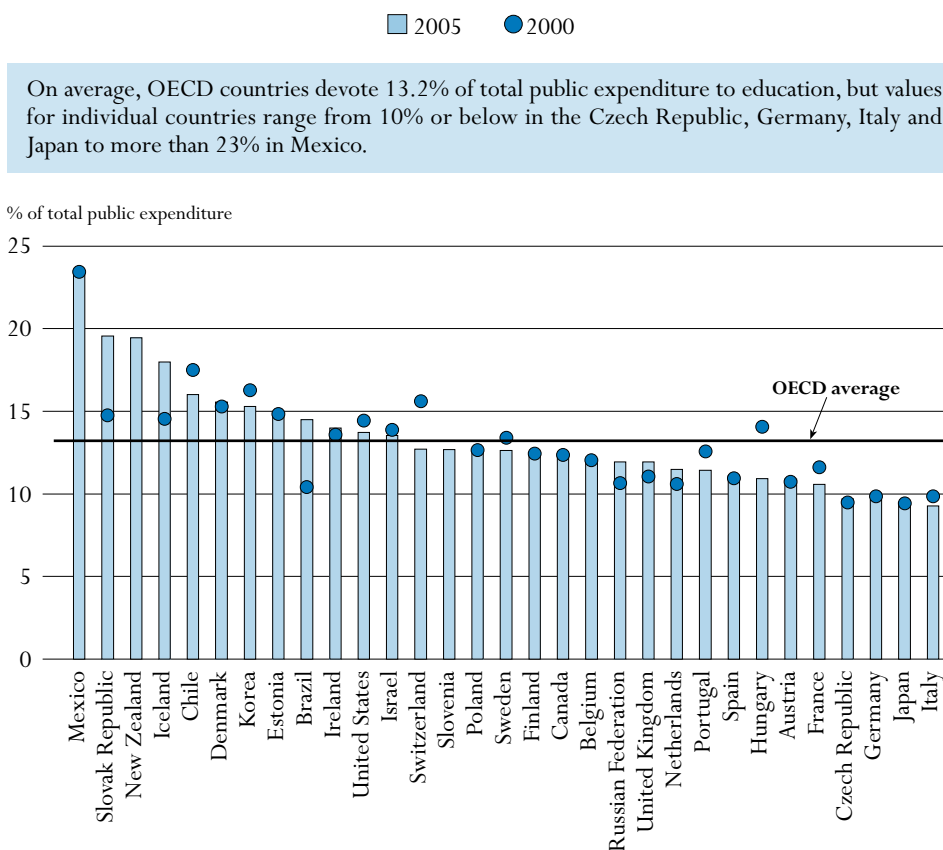
WHAT IS THE TOTAL PUBLIC SPENDING ON EDUCATION?

Public expenditure on education as a percentage of total public expenditure indicates the value placed on education relative to other public investments such as health care, social security, defence and security. It provides an important context for the other indicators on expenditure, particularly for Indicator B3 (the public and private shares of educational expenditure) and is the quantification of an important policy lever in its own right.

Key results

Chart B4.1. Total public expenditure on education as a percentage of total public expenditure (2000, 2005)

The chart shows direct public expenditure on educational institutions plus public subsidies to households (including subsidies for living costs) and other private entities, as a percentage of total public expenditure, by year. It must be recalled that public sectors differ in terms of their size and breadth of responsibility from country to country.



On average, OECD countries devote 13.2% of total public expenditure to education, but values for individual countries range from 10% or below in the Czech Republic, Germany, Italy and Japan to more than 23% in Mexico.

Countries are ranked in descending order of total public expenditure on education at all levels of education as a percentage of total public expenditure in 2005.

Source: OECD, Table B4.1. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/402021027265>

HOW MUCH DO TERTIARY STUDENTS PAY AND WHAT PUBLIC SUBSIDIES DO THEY RECEIVE?

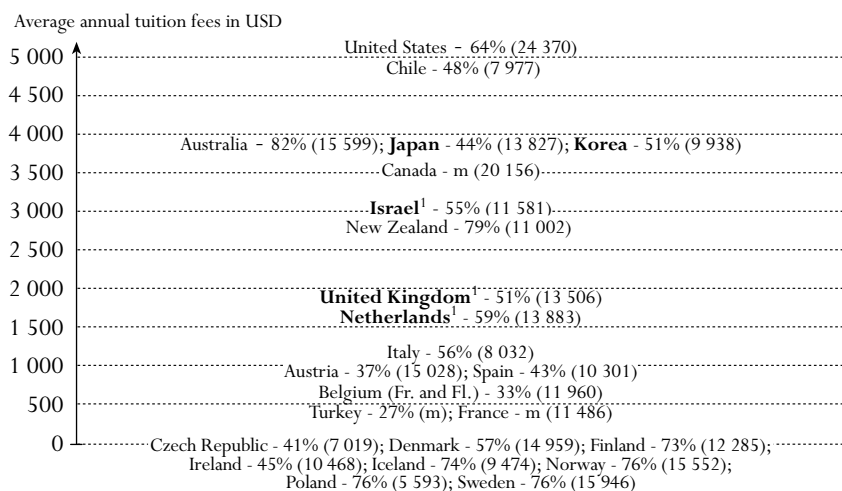
This indicator examines the relationships between annual tuition fees charged by institutions, direct and indirect public spending on educational institutions, and public subsidies to households for student living costs. It looks at whether financial subsidies for households are provided in the form of grants or loans and raises related questions: Are scholarships/grants and loans more appropriate in countries with higher tuition fees charged by institutions? Are loans an effective means for helping to increase the efficiency of financial resources invested in education and shift some of the cost of education to the beneficiaries of educational investment? Are student loans less appropriate than grants in encouraging low-income students to pursue their education?

Key results

Chart B5.1. Average annual tuition fees charged by tertiary-type A public institutions for full-time national students (academic year 2004/05)

This chart shows the annual tuition fees charged in equivalent USD converted using PPPs. Countries in bold indicate that tuition fees refer to public institutions but more than two-thirds of students are enrolled in private institutions. The net entry rate and expenditure per student (in USD) in tertiary-type A programmes are added next to country names.

There are large differences among OECD and partner countries for which data are available in the average tuition fees charged by tertiary-type A public institutions. In eight OECD countries public institutions charge no tuition fees, but in one-third of countries public institutions charge annual tuition fees for national students in excess of USD 1 500. Among the EU19 countries, only the Netherlands and the United Kingdom have annual tuition fees that represent more than USD 1 000 per full-time student; these relate to government-dependent institutions.



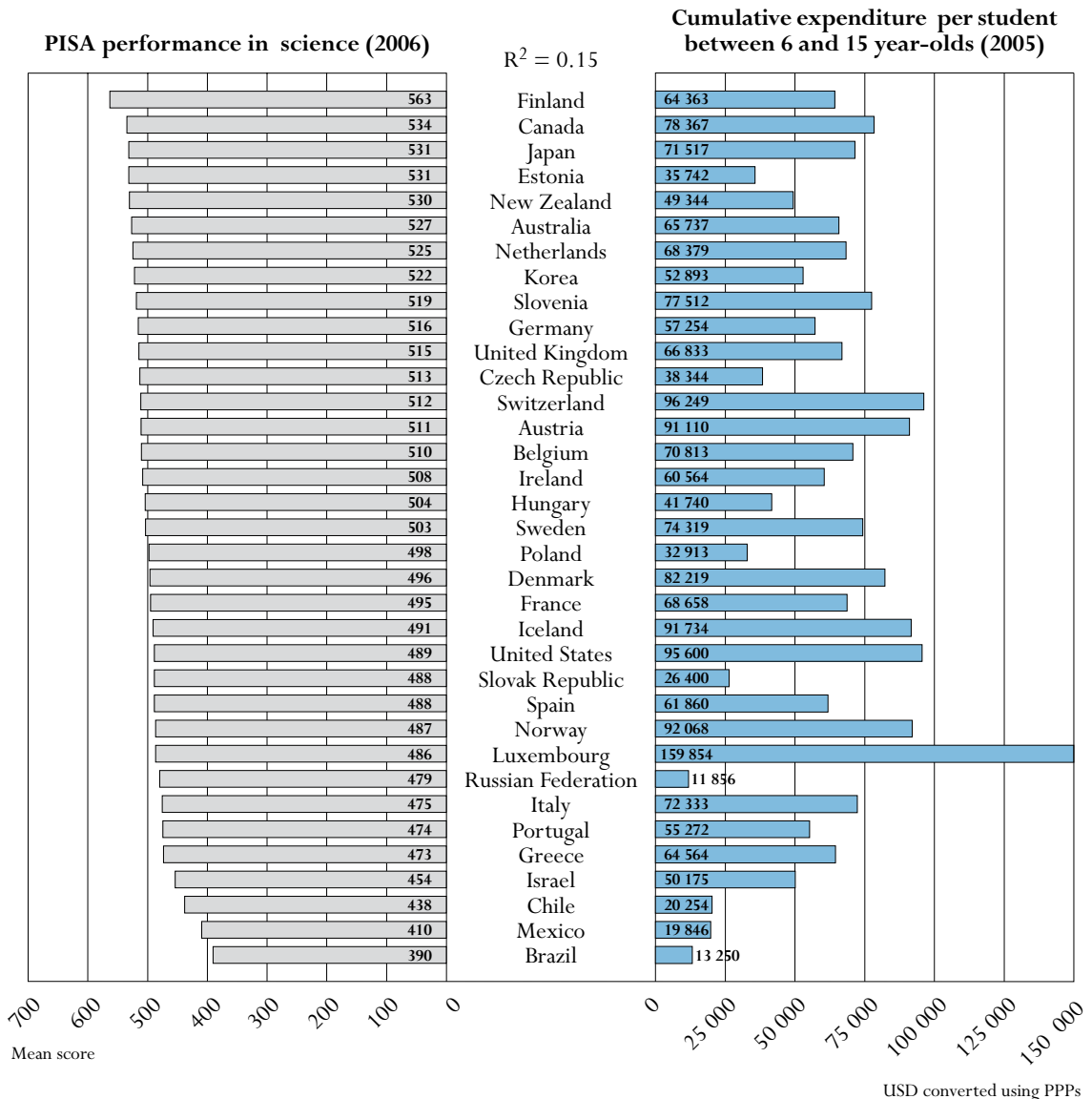
Note: This chart does not take into account grants, subsidies or loans that partially or fully offset the student's tuition fees.

1. Public institutions do not exist at this level of education and most students are enrolled in government dependent institutions.

Source: OECD Tables B1.1a, B5.1a and A2.5. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/402038326553>

Chart B7.2. Relationship between PISA performance in science at age 15 and cumulative expenditure per student between 6 and 15 year-olds (2005, 2006)



Countries are ranked in descending order of the PISA performance in science at age 15.
 Source: Table B7.1 and PISA 2006 databases. See Annex 3 for notes (www.oecd.org/edu/eag2008).
 StatLink <http://dx.doi.org/10.1787/402072442032>

but while both the Czech Republic and Korea are among the top ten performers in PISA, the United States performs below the OECD average. Similarly, Spain and the United States perform almost equally well, but while the United States spends roughly USD 95 600 per student up to the age of 15, Spain spends only USD 61 860 (Table B7.1 and Chart B7.2).

Table B7.1 also shows that spending per student up to the age of 15 is more closely correlated with the proportion of low performers at 15 years of age (level of proficiency 1 or below) than with the proportion of best achievers on the PISA science scale (level of proficiency 5 or above),



Whereas young males can expect to spend 1.6 years neither in education nor in employment between the ages of 15 and 29, the average figure for females is 2.7 years. In the Czech Republic, Hungary, Mexico, the Slovak Republic and Turkey, there is a much stronger tendency for young females to leave the labour market and to spend time out of the educational system and not working. In Austria, Belgium, Canada, Denmark, Finland, Japan, the Netherlands, Norway, Sweden and Switzerland, young males and young females do not differ by more than half a year in this measure.

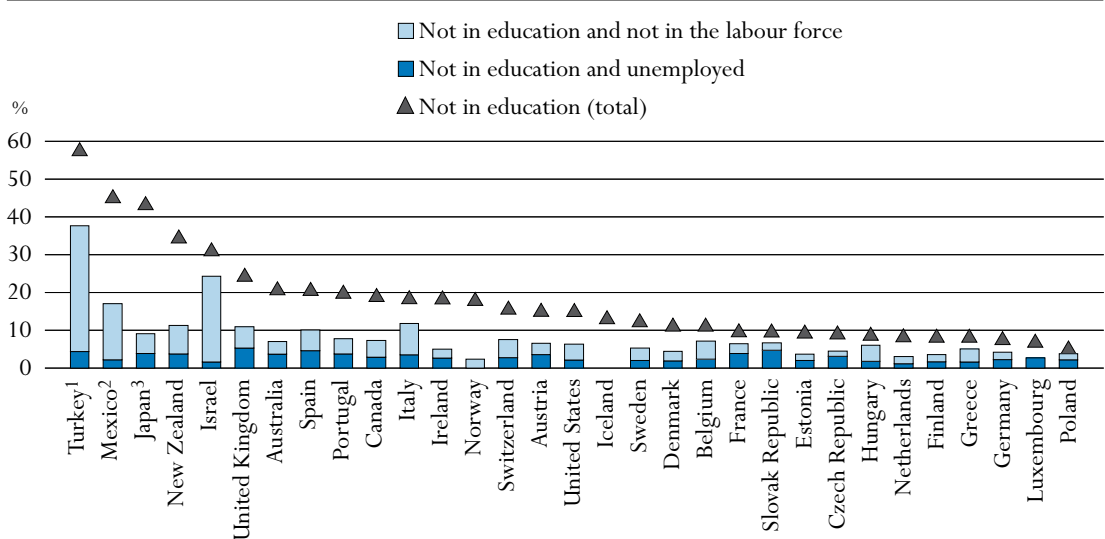
Conversely, relative to males, females between the ages of 15 and 29 in all OECD countries can expect a shorter duration of employment after education; this is partly a consequence of the time spent in education, but is also attributable to other factors such as time spent in child-bearing and child-rearing (Table C4.1a).

Unemployment and inactivity among young non-students

Young adults represent the principal source of new skills. In most OECD countries, education policy seeks to encourage them to complete at least upper secondary education. Since many jobs in the current labour market require ever higher general skill levels, persons with low attainment are often penalised.

Both unemployment and non-employment (unemployment and not in the labour force) rise with the proportion of individuals not in education. The 15-to-19-year-old population that is not in education is generally associated with being unemployed or out of the labour force. Approximately half of those not in education are out of the labour force or unemployed (Chart C4.4).

Chart C4.4. Percentage of 15-to-19-year-olds not in education and unemployed or not in the labour force



Note: Missing bars refer to cells below reliability thresholds.

1. Year of reference 2005.

2. Year of reference 2004.

3. Data refer to 15-to-24-year-olds.

Countries are ranked in descending order of the percentage of 15-to-19-year-olds not in education.

Source: OECD. Table C4.2a. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink <http://dx.doi.org/10.1787/402165765880>

Table C5.1a.
**Participation rate and expected number of hours in non-formal job-related education and training,
 by level of educational attainment (2003)**

*Participation rate and expected number of hours in non-formal job-related education and training for a 40-year period
 for 25-to-64-year-olds in the population, by gender and educational attainment*

		Participation rate during one year				Expected hours in non-formal job-related education and training between the ages of 25 and 64				Average hours of work	Ratio (%) of hours in training to annual hours of work	
		Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education			
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)			(9)
OECD countries	Austria	M+F	5	19	37	19	140	420	767	422	1550	27
		Males	7	20	34	21	157	468	722	470	m	m
		Females	4	17	40	17	131	366	834	374	m	m
	Belgium	M+F	6	15	30	16	293	437	719	469	1542	30
		Males	8	17	33	18	353	543	768	540	m	m
		Females	4	14	28	14	230	327	668	397	m	m
	Canada ¹	M+F	6	20	35	25	128	517	796	586	1740	34
		Males	8	22	35	25	126	486	863	590	m	m
		Females	5	19	36	25	c	549	738	582	m	m
Czech Republic	M+F	3	10	21	11	34	142	556	182	1986	9	
	Males	6	12	20	13	28	134	562	186	m	m	
	Females	2	9	22	9	39	150	553	179	m	m	
Denmark	M+F	22	36	54	39	719	836	1 230	934	1475	63	
	Males	25	36	54	39	726	884	1 197	946	m	m	
	Females	20	36	54	39	722	780	1 260	922	m	m	
Finland	M+F	20	32	54	36	497	530	1 003	669	1718	39	
	Males	18	31	52	33	503	514	975	637	m	m	
	Females	21	33	56	39	486	545	1 035	701	m	m	
France	M+F	9	19	33	19	450	692	1 061	713	1441	49	
	Males	11	20	34	20	458	567	1 093	664	m	m	
	Females	8	17	33	17	440	833	1 039	760	m	m	
Germany	M+F	3	10	24	12	130	390	650	398	1441	28	
	Males	3	10	23	12	149	431	672	447	m	m	
	Females	3	9	25	11	114	348	626	348	m	m	
Greece	M+F	n	3	11	4	c	c	312	106	1936	5	
	Males	1	3	11	4	c	c	316	106	m	m	
	Females	n	3	11	3	c	c	c	106	m	m	
Hungary	M+F	1	4	9	4	c	270	402	253	m	m	
	Males	2	3	8	4	c	177	384	192	m	m	
	Females	1	5	10	5	c	370	422	312	m	m	
Ireland	M+F	5	10	20	11	82	185	392	203	1646	12	
	Males	6	12	20	11	98	c	401	209	m	m	
	Females	3	9	20	10	c	190	385	197	m	m	
Italy	M+F	1	6	12	4	26	111	254	82	1591	5	
	Males	2	6	13	4	31	113	264	87	m	m	
	Females	1	6	12	4	21	110	244	77	m	m	

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/402178012235>


Table C5.1a. (continued)
**Participation rate and expected number of hours in non-formal job-related education and training,
 by level of educational attainment (2003)**

Participation rate and expected number of hours in non-formal job-related education and training for a 40-year period
 for 25-to-64-year-olds in the population, by gender and educational attainment

OECD countries		Participation rate during one year				Expected hours in non-formal job-related education and training between the ages of 25 and 64				Average hours of work	Ratio (%) of hours in training to annual hours of work
		Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education	Lower secondary education	Upper secondary and post-secondary non-tertiary education	Tertiary education	All levels of education		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
Luxembourg	M+F	3	12	27	12	c	189	402	176	1592	11
	Males	4	13	29	13	c	212	436	207	m	m
	Females	2	11	26	10	c	c	c	c	m	m
Netherlands	M+F	5	11	13	9	216	308	322	283	1354	21
	Males	6	11	12	10	227	292	298	277	m	m
	Females	4	10	14	9	211	328	357	289	m	m
Poland	M+F	1	7	29	9	16	90	513	139	1984	7
	Males	2	8	27	9	c	104	531	147	m	m
	Females	1	6	31	9	c	76	495	131	m	m
Portugal	M+F	4	15	27	7	232	c	c	343	1678	20
	Males	4	17	27	8	159	c	c	316	m	m
	Females	3	14	27	7	302	c	c	367	m	m
Slovak Republic	M+F	6	19	37	19	43	178	721	225	1931	12
	Males	10	21	37	22	c	190	741	240	m	m
	Females	4	16	38	16	c	165	699	212	m	m
Spain	M+F	3	7	14	6	102	261	503	237	1800	13
	Males	4	9	14	7	116	265	503	247	m	m
	Females	2	6	14	6	87	257	506	226	m	m
Sweden	M+F	24	37	57	40	350	562	917	622	1563	40
	Males	24	36	56	39	368	617	932	641	m	m
	Females	23	38	58	42	324	502	911	603	m	m
Switzerland	M+F	8	27	44	29	212	621	1 301	723	1556	46
	Males	9	29	45	33	256	760	1 422	912	m	m
	Females	7	26	43	26	184	514	1 085	551	m	m
United Kingdom	M+F	7	26	46	27	103	297	480	315	1672	19
	Males	8	26	45	28	131	323	494	344	m	m
	Females	7	27	48	26	81	272	471	287	m	m
United States	M+F	12	32	56	37	c	374	746	471	1822	26
	Males	c	32	58	37	c	c	790	499	m	m
	Females	c	34	58	39	c	351	704	446	m	m
OECD average	M+F	7	17	31	18	210	371	669	389	1668	25
	Males	8	18	31	19	243	393	684	405	m	m
	Females	6	17	32	17	241	370	686	384	m	m

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/402178012235>

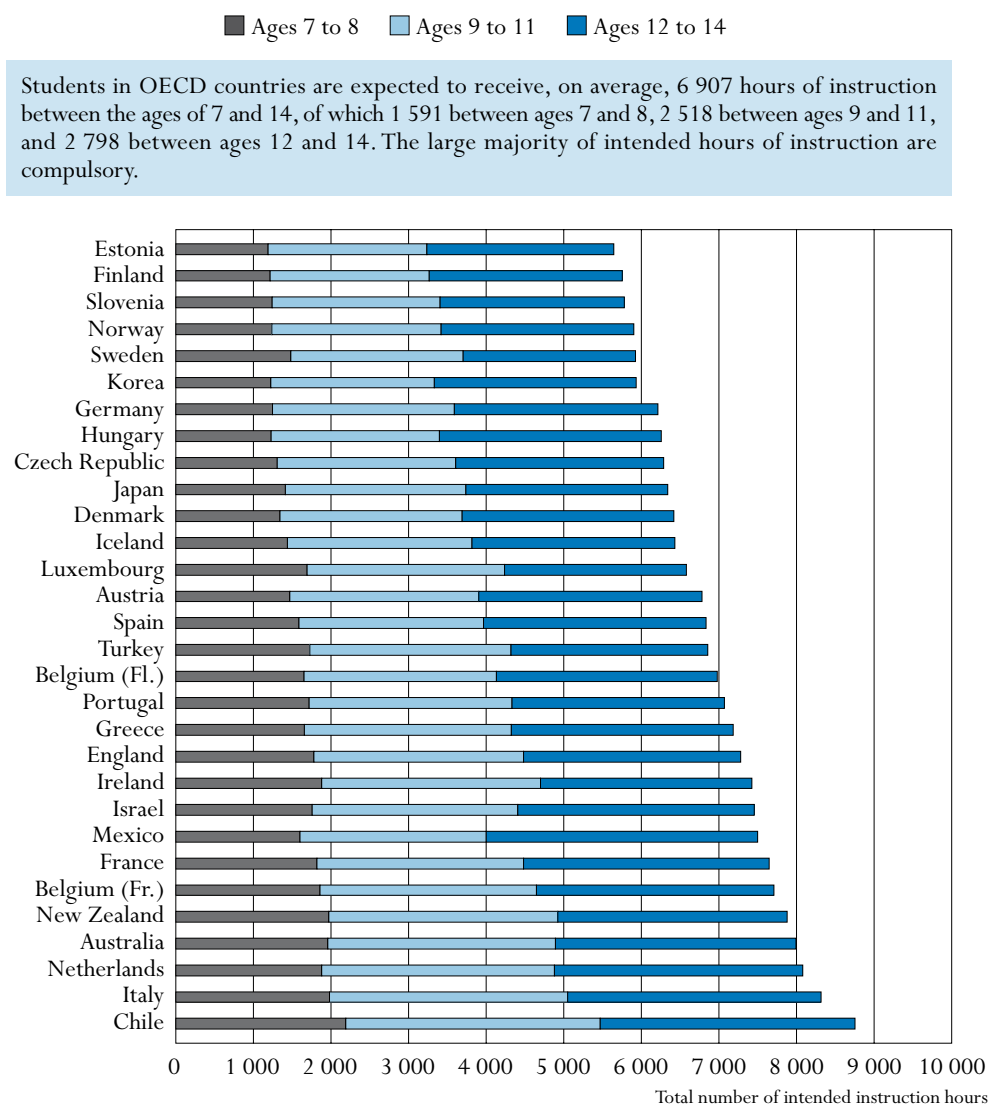
HOW MUCH TIME DO STUDENTS SPEND IN THE CLASSROOM?

This indicator examines the amount of instruction time students are expected to receive between the ages of 7 and 15. It also discusses the relationship between instruction time and student learning outcomes.

INDICATOR D1

Key results

Chart D1.1. Total number of intended instruction hours in public institutions between the ages of 7 and 14 (2006)



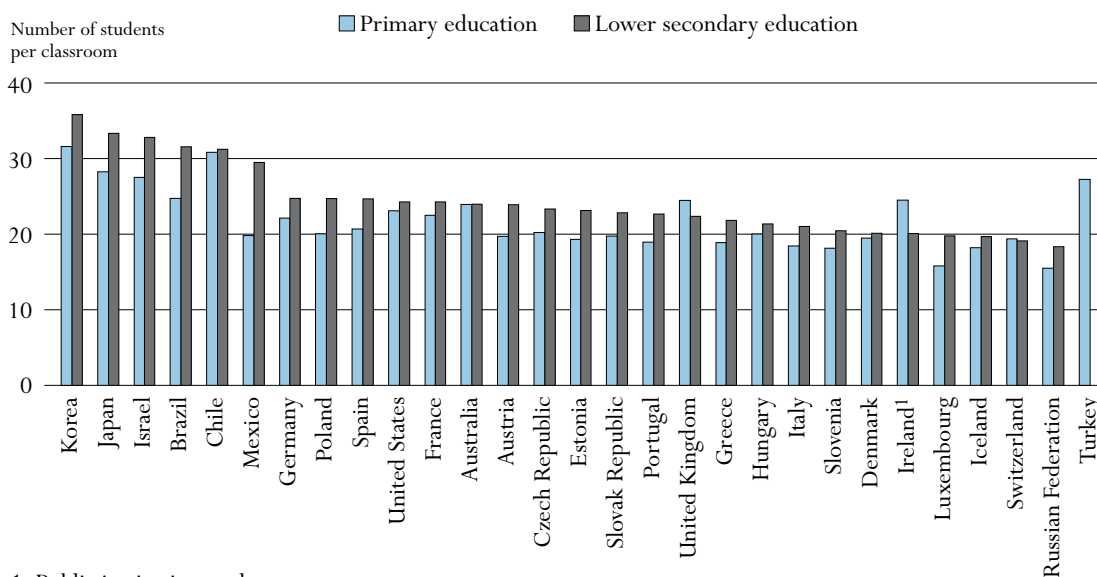
Countries are ranked in ascending order of total number of intended instruction hours.

Source: OECD, Table D1.1. See Annex 3 for notes (www.oecd.org/edu/eqg2008).

StatLink <http://dx.doi.org/10.1787/402183135853>

Between 2000 and 2006, average class size in primary education did not vary significantly (21.5 in 2006 against 22.0 in 2000). However, among countries with comparable data, class size decreased in countries that had larger class sizes in 2000 (Korea, Japan and Turkey), whereas class size increased (or stayed constant) in countries that had the smallest class sizes in 2000 (Iceland, Italy, Greece and Luxembourg). At the secondary level of education, variations in class sizes between 2000 and 2006 follow a similar trend, leading to a narrowing of the range of class sizes (Table D2.1 and Table D2.4 available on line).


Chart D2.2. Average class size in educational institutions, by level of education (2006)



1. Public institutions only.

Countries are ranked in descending order of average class size in lower secondary education.

Source: OECD, Table D2.1. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink  <http://dx.doi.org/10.1787/402267680060>

Ratio of students to teaching staff

In primary education, the ratio of students to teaching staff, expressed in full-time equivalents, ranges from 26 students or more per teacher in Korea, Mexico and Turkey to fewer than 11 in Greece, Hungary, Italy, Norway and Portugal. The OECD average in primary education is 16 students per teacher (Chart D2.3).

There is similar variation among countries in the ratio of students to teaching staff at the secondary level, ranging from 30 students per full-time equivalent teacher in Mexico to fewer than 11 in Austria, Belgium, Greece, Iceland, Italy, Luxembourg, Norway, Portugal and Spain and in partner country the Russian Federation. On average among OECD countries, the ratio of students to teaching staff at the secondary level is 13, which is close to the ratios in Australia (12), the Czech Republic (12), Finland (13), France (12), Japan (14), Poland (13), the Slovak Republic (14), Sweden (13), Switzerland (12) and the United Kingdom (14), and the partner countries Estonia (13), Israel (13) and Slovenia (13) (Table D2.2).

Table D2.2.
Ratio of students to teaching staff in educational institutions (2006)
By level of education, calculations based on full-time equivalents

	Pre-primary education		Primary education	Secondary education			Post-secondary non-tertiary education	Tertiary education		
	Students to contact staff (teachers and teachers aides)	Students to teaching staff		Lower secondary education	Upper secondary education	All secondary education		Tertiary-type B	Tertiary-type A and advanced research programmes	All tertiary education
OECD countries										
Australia ^{1, 2}	m	m	16.0	x(6)	x(6)	12.2	m	m	14.9	m
Austria	14.2	16.8	13.9	10.4	11.3	10.7	10.7	7.3	13.5	13.0
Belgium	16.0	16.0	12.6	9.4	10.2	9.9	x(5)	x(10)	x(10)	18.7
Canada ²	m	x(6)	x(6)	x(6)	x(6)	15.9	m	m	m	m
Czech Republic	12.3	12.5	17.3	12.3	11.9	12.1	17.5	13.4	19.3	18.5
Denmark	m	6.3	x(4)	11.4	m	m	m	m	m	m
Finland	m	12.0	15.0	9.7	15.8	12.9	x(5)	x(5)	15.8	15.8
France ³	13.7	19.3	19.3	14.1	9.7	11.9	m	16.8	17.1	17.0
Germany	11.2	14.5	18.7	15.5	14.3	15.1	15.1	11.9	12.5	12.4
Greece	12.4	12.4	10.6	8.0	8.3	8.2	5.9	26.9	28.4	27.8
Hungary	m	10.7	10.4	10.2	12.3	11.2	11.9	15.7	16.5	16.5
Iceland	7.2	7.2	x(4)	10.6	10.8	10.7	x(5, 10)	x(10)	x(10)	10.7
Ireland ²	7.1	14.1	19.4	x(6)	x(6)	14.6	x(6)	x(10)	x(10)	17.9
Italy	12.4	12.4	10.7	10.3	11.0	10.7	m	8.4	20.6	20.4
Japan	16.4	17.0	19.2	14.9	12.7	13.7	x(5, 10)	8.3	11.9	10.8
Korea	19.6	19.6	26.7	20.8	15.9	18.2	a	m	m	m
Luxembourg ²	m	12.8	11.3	x(6)	x(6)	9.0	m	m	m	m
Mexico	28.1	28.1	28.0	33.4	25.4	30.2	a	13.0	14.6	14.5
Netherlands	m	x(3)	15.3	x(6)	x(6)	15.8	x(6)	m	14.9	m
New Zealand	9.8	9.8	17.7	16.6	12.7	14.6	15.8	15.3	17.1	16.7
Norway ²	m	m	10.9	10.2	9.7	9.9	x(5)	x(10)	x(10)	10.5
Poland	m	18.0	11.5	12.6	12.8	12.7	11.1	12.5	17.4	17.3
Portugal	m	15.0	10.6	8.3	7.5	7.9	x(5)	x(10)	x(10)	12.7
Slovak Republic	13.4	13.5	18.6	13.7	14.2	13.9	10.6	9.7	12.4	12.4
Spain	m	14.0	14.2	12.5	7.8	10.5	a	6.9	12.2	10.8
Sweden	11.2	11.4	12.1	11.4	13.8	12.6	11.9	x(10)	x(10)	9.0
Switzerland ^{1, 2}	m	18.1	15.1	12.3	10.5	11.9	m	m	m	m
Turkey	m	26.3	26.7	a	15.8	15.8	a	57.1	12.5	16.8
United Kingdom ¹	19.4	19.8	19.8	16.7	11.6	13.7	x(5)	x(10)	x(10)	16.4
United States	11.3	13.8	14.6	14.7	15.7	15.2	21.9	x(10)	x(10)	15.1
OECD average	13.9	15.1	16.2	13.3	12.6	13.2	13.2	16.0	16.0	15.3
EU19 average	13.0	14.0	14.5	11.7	11.5	11.9	11.8	13.0	16.7	16.0
Partner countries										
Brazil	m	18.2	22.5	17.6	17.0	17.3	a	x(10)	x(10)	15.6
Chile	18.8	20.1	25.5	25.5	26.3	26.0	a	m	m	m
Estonia	5.7	8.3	14.1	12.3	13.3	12.7	m	m	m	m
Israel	13.8	27.7	17.2	14.1	13.2	13.5	m	m	m	m
Russian Federation ⁴	m	m	m	x(6)	x(6)	9.9	x(6)	10.9	13.9	13.1
Slovenia	9.4	9.4	14.9	10.2	14.0	12.9	x(5)	x(10)	x(10)	21.7

1. Includes only general programmes in upper secondary education.

2. Public institutions only (for Australia, at tertiary-type A and advanced research programmes only; for Ireland, at secondary level only).

3. Excludes independent private institutions.

4. Excludes general programmes in upper secondary education.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2008).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


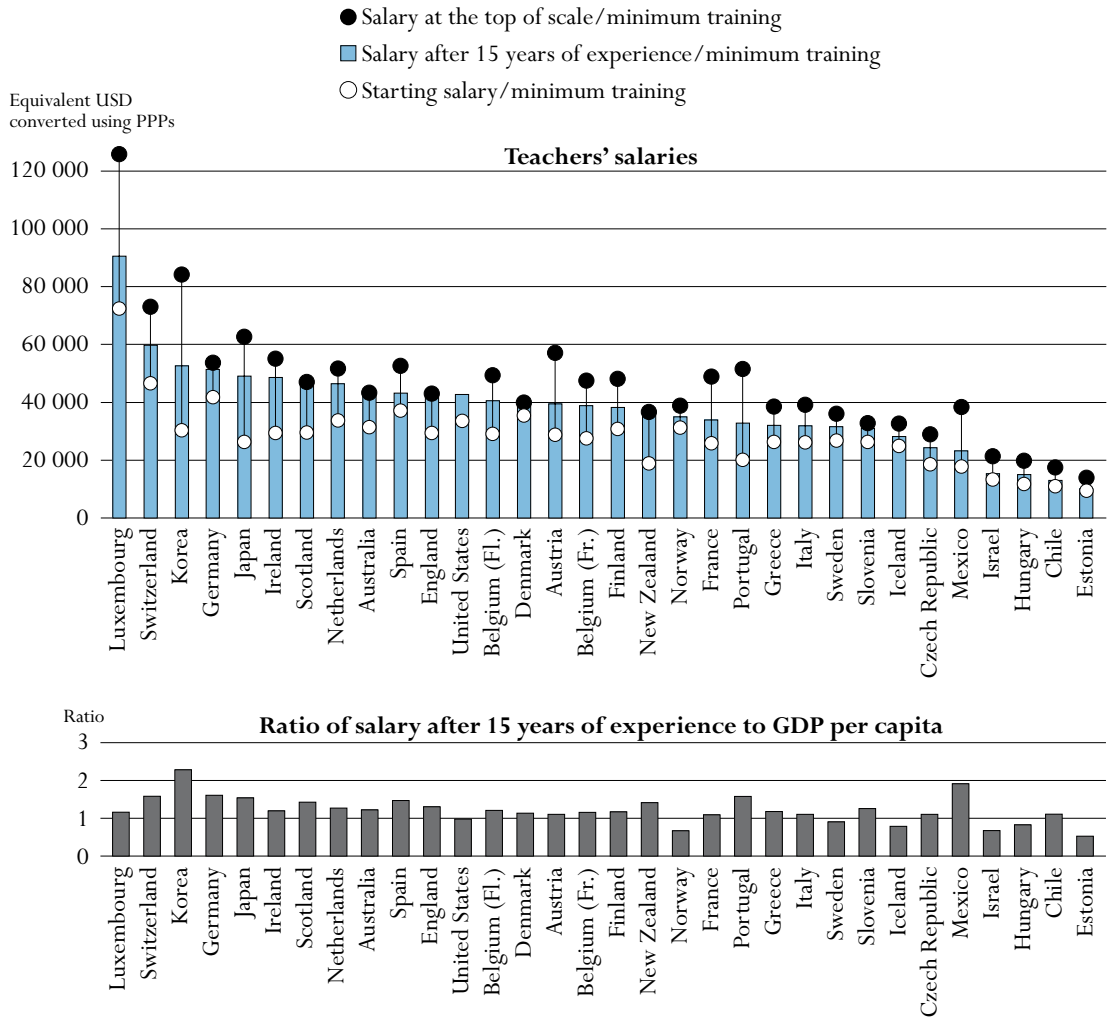
StatLink  <http://dx.doi.org/10.1787/402267680060>

Chart D3.2. Teachers' salaries (minimum, after 15 years of experience, and maximum) in lower secondary education (2006)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary after 15 years of experience to GDP per capita



Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.

Source: OECD, Table D3.1. See Annex 3 for notes (www.oecd.org/edu/eaq2008).

StatLink <http://dx.doi.org/10.1787/402280862627>

When considering the salary structure of teachers it is also important to recall that not all teachers reach the top of the salary scale. For example, in the Netherlands there are three different salary levels for teachers in secondary education. In 2006 only 14.8% of the teachers in secondary education were at the maximum salary level.

The annual statutory salaries of lower secondary teachers with 15 years of experience range from less than USD 15 000 in Hungary and in the partner countries Chile and Estonia to over USD 51 000 in Germany, Korea and Switzerland and exceed USD 90 000 in Luxembourg (Table D3.1).

Policy context

In addition to class size and the ratio of students to teaching staff (see Indicator D2), students' hours of instruction (see Indicator D1) and teachers' salaries (see Indicator D3), the amount of time teachers spend teaching affects the financial resources countries need to allocate to education (see Indicator B7). Teaching hours and the extent of non-teaching duties are also important elements of teachers' work and may be related to the attractiveness of the teaching profession.

The proportion of working time spent teaching provides information on the amount of time available for activities such as lesson preparation, correction, in-service training and staff meetings. A large proportion of working time spent teaching may indicate that less time is devoted to work such as student assessment and lesson preparation. However, such duties may be performed at the same level as for teachers with less teaching time but outside of regulatory working hours.

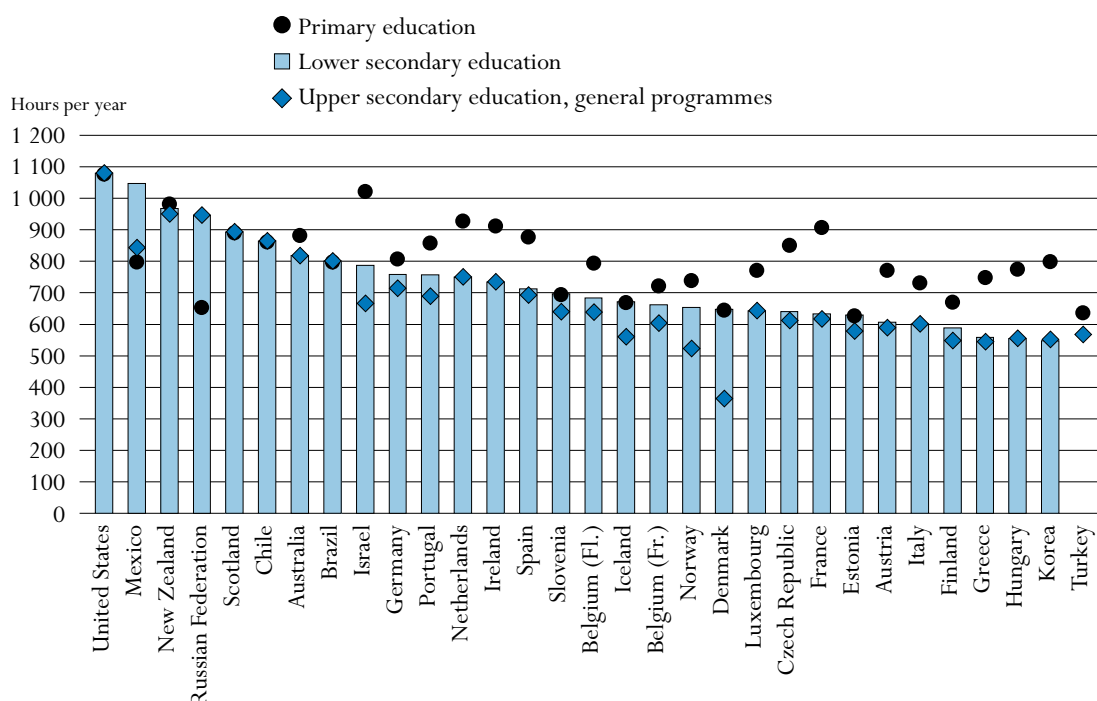
Evidence and explanations

Teaching time in primary education

In both primary and secondary education, countries vary in terms of the number of teaching hours per year required of the average public school teacher. There are usually more teaching hours in primary education than in secondary education.


Chart D4.2. Number of teaching hours per year, by level of education (2006)

Net contact time in hours per year in public institutions



Countries are ranked in descending order of the number of teaching hours per year in lower secondary education.

Source: OECD, Table D4.1. See Annex 3 for notes (www.oecd.org/edu/eag2008).

StatLink  <http://dx.doi.org/10.1787/402318043535>