



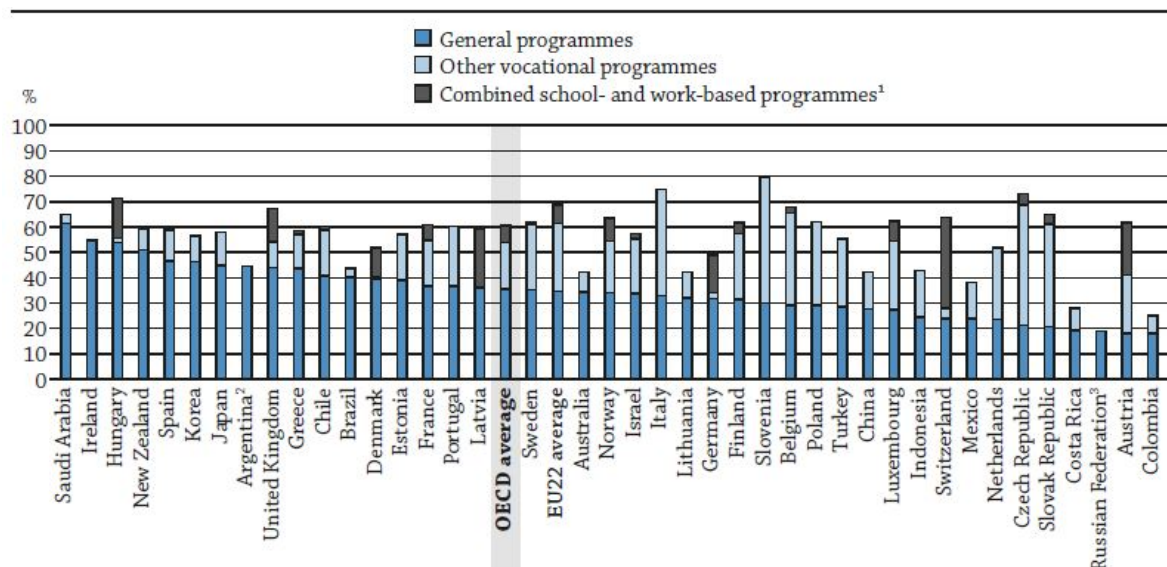
## EDUCATION AT A GLANCE 2016

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

### France

- In France, young people’s access to apprenticeships is slightly below the OECD average, and vocational pathways are not, in their current form, sufficiently prized on the labour market.
- Differences in the employment rates of men and women are relatively small, but differences in earnings remain high, albeit within the average for OECD countries.
- All children in France are enrolled in nursery school at the age of three. However, while the level of state funding of nursery schools is above the average for OECD countries, the ratio of students to teaching staff is lower.
- In France, the salaries of primary teachers remain unattractive compared to the salaries of other working adults with a higher education degree.
- The percentage of higher education graduates is in line with the average across the OECD. However, France is different in that there are far more individuals with a short-stream diploma. France continues to attract foreign students, especially for doctoral degrees.
- In 2013, the proportion of GDP allocated to public expenditure on educational institutions was slightly above the average for OECD countries. However, between 2008 and 2013, public spending on education increased at a slower rate than total state spending.

Figure 1. Upper secondary enrolment rates of 15-19 year-olds, by programme orientation (2014)



1. Estimate based on the enrolment rate to vocational programmes and the share of students in school- and work-based programmes over the total vocational enrolment for all ages. The enrolment rate of 15-19 year-olds to combined school- and work based programmes is likely to be over-estimated, as these programmes often target older students.

2. Year of reference 2013.

3. Enrolments in upper secondary vocational programmes (ISCED 3-Vocational) are partially included in indicators for post-secondary non-tertiary and tertiary education.

Countries are ranked in descending order of the share of students enrolled in general programmes.

Source: OECD, Table C1.3a. 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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## Vocational education can provide more direct access to the labour market

- 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 (24% in France versus 28% in the group of 22 European Union countries [EU22]). 6% of 15-19 year-olds in France are enrolled in vocational courses that combine work and study, compared to 7% in the EU22 and 15% in Germany.
- Young French people graduate from their vocational programme at the age of twenty, which is on average two years earlier than young Europeans (the average age in European countries varies from 18 in Sweden to 28 in Denmark and 31 in Ireland). Moreover, fewer than 3% of 20-24 year-olds in France take this kind of course. When compared to the average for European countries (5.4%), this trend reflects the low level of access to vocational education diplomas by adults undergoing professional retraining (including for example candidates put forward by the GRETA network of public educational institutions, and private candidates).
- Like many European and OECD countries, France spends more on young people in vocational programmes than on those in general programmes. However, expenditure per student in upper secondary vocational education is far higher than the average in European countries (USD 14 500 per student in France versus an average of USD 10 500 per student in the EU22).
- Despite this higher investment, labour market outcomes for young people who have completed a vocational programme are slightly more limited than across European countries as a whole. The French employment rate for 25-34 year-olds with this type of qualification is 75%<sup>1</sup> in France, compared to 79% in the EU22, and 86% and 89% in Germany and Switzerland respectively.

## Ongoing gender inequality in education and salaries

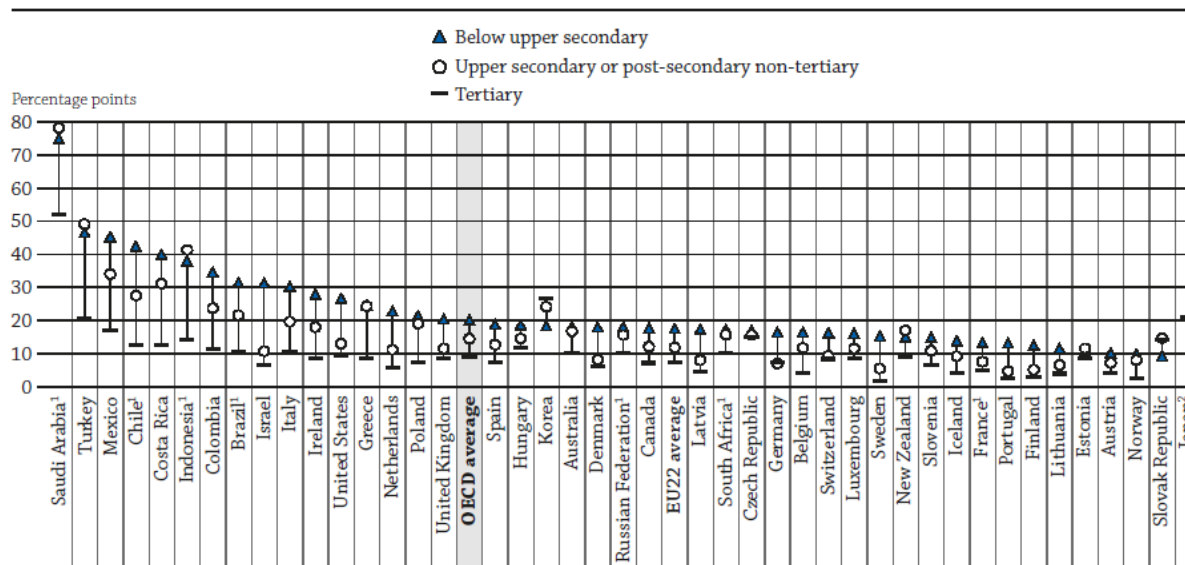
- When compared to other OECD or EU22 countries, the differences in the employment rates of men and women are relatively small. In 2014, 82% of women with a higher education degree were in employment compared to 86% of men. There is a seven percentage point difference in European countries, and an eight percentage point difference in OECD countries. The same narrow gap exists for the other levels of educational attainment.
- In contrast, the gap in terms of pay is very high, especially for graduates of higher education. In France and on average in OECD countries, women with a higher education degree earn 73% of the salary of men with the same level of educational attainment (average annual earnings of women working full-time and full-year). Women with only a *baccalauréat* or the equivalent earn 83% of the salary of their male counterparts (which is much higher than the 78% average rate in OECD countries). These pay gaps also result from the pathways chosen by young men and women and the subsequent career opportunities.
- As is the case in all OECD countries, the pathways chosen in France reflect the differences between men and women, especially in secondary education. 91% of students with secondary vocational education in healthcare are women (83% on average in OECD countries). However, in engineering this figure falls to only 10% (12% on average in OECD countries). This difference is nevertheless less visible in tertiary attainment as, in 2014, 2.9 women for every man had a degree in healthcare (3.7 women on average in OECD countries). And 2.9 men for every woman had a degree in engineering, industrial processing or production, which is equivalent to the average in OECD countries.
- In France, the difference between men and women with a degree in education (3.1 women for every man) is narrower than in the other OECD countries (4.2 women for every man). The gap is particularly high among teaching staff, 66% of whom are women (69% across OECD countries). One of the particularities of France is that a higher proportion of men teach at nursery school level (17% in France compared to 3% on average in OECD countries). In higher education, 60% of teachers are men, which is slightly above the average for OECD countries (57%). As for head teachers, only 42% are women compared to 45% across OECD countries.

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<sup>1</sup> It should be noted that professional education in France includes CAP/BEP programmes, which have a lower employment rate than professional *baccalauréats* ([www.cereq.fr/index.php/content/download/14861/119627/file/1\\_Situation%20professionnelle%20en%202013.xlsx](http://www.cereq.fr/index.php/content/download/14861/119627/file/1_Situation%20professionnelle%20en%202013.xlsx)).

Figure 2. Gender difference in employment rates, by educational attainment (2015)

25-64 year-olds, percentage-point difference (employment rate for men - employment rate for women)



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

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

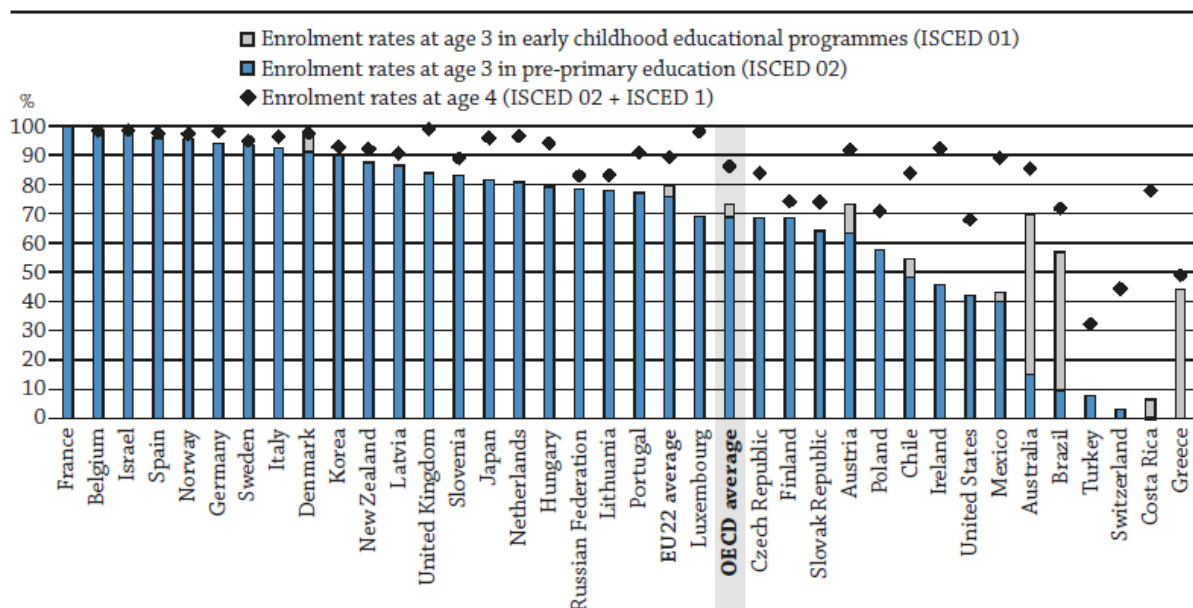
Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487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

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## The provision of good quality childcare and early education services can make the difference in the long term

- France is one of the few countries (the others being Belgium, Spain, Israel and Norway) 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 nursery schools.
- The ratio of students to teaching staff is nevertheless relatively high in France, with 15 students per teacher and auxiliary. This ratio is above the average for OECD countries (12) and European countries (11).
- Public expenditure on childcare and early education represents a significant proportion of French GDP. At 0.7% of GDP in 2013, it was above the average for pre-primary education in OECD countries, which was 0.6%. However, the fact that early childhood education is available to the great majority of children in France means that annual expenditure per child in school is lower in France. Therefore, across all institutions (public and private), the average was USD 8 004 per student in OECD countries compared to only USD 7 500 per student in France.
- In France, the level of private expenditure on pre-primary education is among the lowest in the OECD (7% in France, versus an average of 17% in OECD countries).

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



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

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

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## Salaries, the teaching environment and workload are all factors influencing teachers' decisions to enter and remain in the profession

- In France, teachers are relatively young. 26% of primary school teachers are aged over 50, compared to 30% on average in OECD countries, and 32% on average in European countries. 37% of upper secondary teachers are aged over 50, which, although higher, is still below the 38% in the OECD and 40% in the EU22. Head teachers in France are slightly older compared to other OECD countries, with 66% aged at least 50 compared to 65% in the OECD but around 50% in England (United Kingdom), Spain and Sweden.
- The average salary for primary school teachers in France (after factoring in all the bonuses and allowances paid to them) is 12% below the average for OECD countries. Average actual pay is 2% below the OECD average for lower secondary teachers, virtually equal to the OECD average for teachers employed in pre-primary, and slightly above the OECD average for teachers in upper secondary education.<sup>2</sup>
- 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 0.90, slightly above the OECD average (0.85). However, there are significant differences depending on age, as the ratio is 0.78 for teachers aged 45-54 (OECD average of 0.79) and 1.00 for teachers aged 25-34 (OECD average of 0.92).<sup>3</sup>
- In France, primary students attended 162 instruction days per year in 2016, the lowest number across the OECD, even since the reform of the primary school timetable in 2015. In comparison, the average number of instruction days in the OECD is 185 days, and 182 days in European countries.
- Only 8% of head teachers in lower secondary education state that they sit in on classes compared to an average of 40% in the OECD, the lowest rate behind Portugal and Estonia.

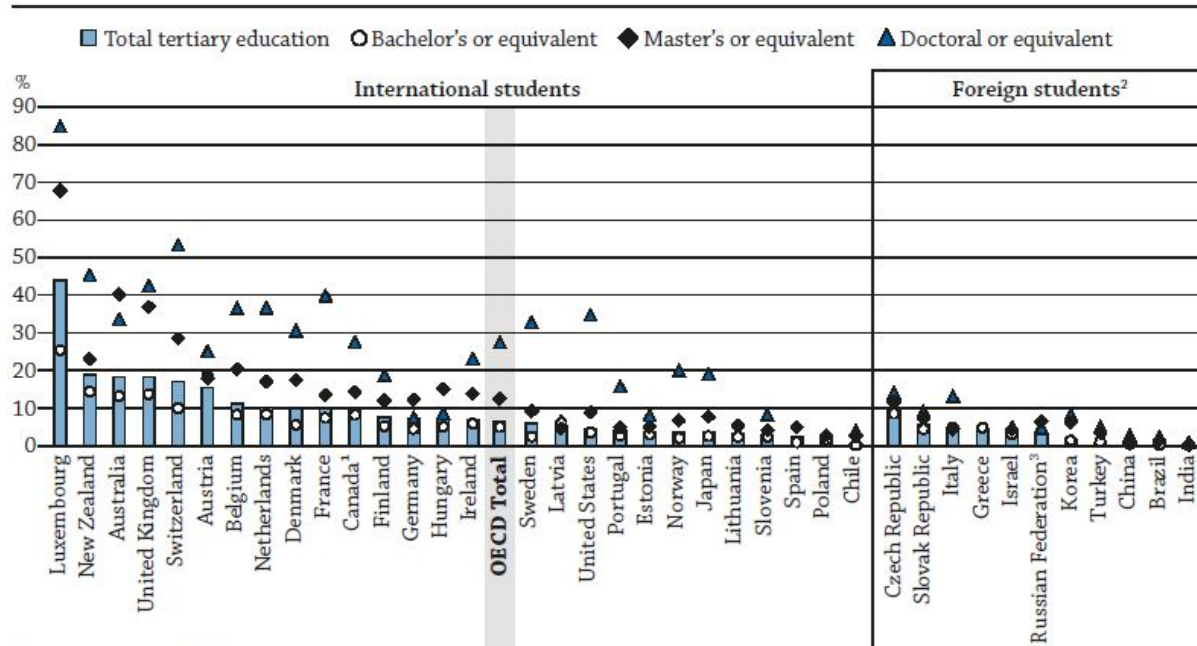
<sup>2</sup> It should be noted that the French government's new PPCR plan for civil service careers, professions and salaries, which was approved in autumn 2015, provides for salary increases totalling one billion euros by 2020 for the Ministry of Education alone, half of which will be distributed in 2017. The impact of the plan will be visible in forthcoming issues of *Education at a Glance* (<http://www.education.gouv.fr/cid102560/mieux-remunerees-mieux-accompagnees-les-nouvelles-carrieres-enseignantes.html>).

<sup>3</sup> In France, the ratio would nonetheless be lower if the salaries of young teachers (the vast majority of whom have obtained a *Master* in France) were compared with those of other working young people with a *Master*, who have a significantly higher salary than holders of a *Licence*.

## Tertiary education has a significant impact on labour market access

- In 2015, 15% of higher education graduates in France had completed a short-stream tertiary education programme, 9% had a Licence, 9% had a Master and fewer than 1% had a *Doctorat* (0.7%). The remaining 25-64 year-olds had completed their studies with either a secondary school diploma (44%), or a lower level of attainment (23%). The fact that 34% 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 higher education graduates among 25-34 year-olds is above the average for OECD and European countries (45%, compared to 42% and 40% respectively). What differentiates France is the high proportion of short-stream graduates (15% compared to 8% in the OECD), and the lower proportion of Licence holders (9% compared to 16% in the OECD).
- With foreign students pursuing higher education accounting for almost 10% of education enrolments (individuals studying in France whose permanent or habitual place of residence is outside France, or who were previously enrolled in another country), France ranks in tenth place when it comes to hosting the global population of internationally mobile students, and significantly above the average for OECD countries (see Chart 4). Doctoral graduates in particular are attracted to French universities, as 40% of enrolments are internationally mobile students (compared to 27% in the OECD).
- 43% of students enrolled in a Licence programme or the equivalent successfully graduated from higher education three years later (the theoretical duration of the programme). This figure is slightly above the average for countries which took part in the survey (41%). 8% of students who started a Licence programme changed course and completed a short-stream programme. If the theoretical duration of the programme is increased by three years (to six years after enrolment), the success rate increases to 70% and the drop-out rate is 21% (referring to students who leave education at the level of study under consideration without obtaining the first diploma). The remaining students are still enrolled. These percentages are in line with the average for the countries which took part in the survey.
- The success rate also depends on the educational attainment of the parents. The success rate for obtaining a Licence is 40% for students with at least one parent who has a higher education degree, but falls to 29% for students with parents who have not completed a *baccalauréat* or the equivalent. It should be noted that these figures cannot be directly compared to the overall rates as they are not based on the same cohorts.
- The employment rate for graduates of higher education in France is in line with the OECD average. The employment rate for holders of a short-stream diploma is above the OECD average (83% versus 80%) but it is below the average for doctoral graduates (87% versus 91%). Moreover, the gap in the employment rate between the two ends of the scale of tertiary diplomas is the narrowest in the OECD.
- However, there is a wider pay gap between tertiary diplomas. In France, the wage earnings for holders of a short-cycle tertiary diploma are 18% higher than for holders of an upper secondary diploma; and 24% higher for holders of a Licence or the equivalent (compared an OECD average of 20% and 48%). Holders of a Master, *Doctorat* or the equivalent, however, have a genuine earnings premium in the employment market and earn 87% more than adults with upper secondary education as their highest level of attainment (average of 91% in OECD countries and 75% in EU22).

**Figure 4. Student mobility in tertiary education, by ISCED level (2014)**  
International or foreign student enrolments as a percentage of total tertiary education




1. Year of reference 2013.

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

3. International students at the bachelor's or equivalent level are included in the master's or equivalent level.

Countries are ranked in descending order of the percentage of international or foreign students in tertiary education.

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

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## Sustainable financing is required for quality teaching

- In 2013, the proportion of French GDP allocated to public expenditure on educational institutions (all ISCED levels except for pre-primary) was slightly above the OECD average, at 4.7% of GDP versus 4.5%. However, private expenditure on educational institutions (as a percentage of GDP) was below this average, at 0.5% of GDP versus 0.7%. In terms of total spending (public and private), France is in line with the OECD average, at 5.3% of GDP.
- Between 2008 and 2013, public expenditure on education in France increased at a slower rate than total public spending (2% versus 10%). This trend can also be observed at the level of OECD countries, but to a lesser degree, with a 5% increase in public expenditure on education compared to a 7% increase in total public spending.<sup>4</sup>
- 9% of private expenditure was allocated to primary, secondary and post-secondary non-tertiary education in 2013, equivalent to the average in OECD countries but above the average in European countries (7%). The level of private expenditure on to higher education was much higher (21%) but nevertheless lower than the 29% average for OECD countries.
- Between 2008 and 2013, private expenditure on higher education institutions rose by 24%, i.e. four times faster than private expenditure on primary and secondary institutions. This is the fifth highest increase behind Spain, Denmark, Australia and Israel.
- 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 7 200 compared to USD 8 500), in line with the average at lower secondary level (USD 9 950 compared to USD 9 980), and very high at upper secondary (USD 13 600 compared to USD 10 000). Annual spending per student in higher education is USD 16 200 in France compared to an OECD average of USD 15 200.

<sup>4</sup> It should be noted that while the French government increased its education budget in 2013, any subsequent increases in expenditure will only be visible in future issues of *Education at a Glance*.

## FRANCE – Country Note – Education at a Glance 2016: OECD Indicators

- The sources of public funding in France are more centralised compared to the average in the OECD and the European Union, with 71% of initial public funding for primary and secondary teaching coming from the central executive compared to 57% in the OECD and 61% in the EU22. In France, 12% of public funding is provided by local executive bodies, compared to 22% in the OECD and 21% in the EU22. The rest is the responsibility of the regional executive authorities.

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

For more information on **Education at a Glance 2016** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](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:  <http://gpseducation.oecd.org/CountryProfile?primaryCountry=FRA&treshold=10&topic=EO>

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## Key Facts for France in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	France		OECD average		EU22 average	
<b>Gender</b>							
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2015</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Chart A5.2.	Below upper secondary	61%	48%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	76%	69%	81%	67%	79%	68%
	Tertiary	86%	82%	88%	80%	88%	80%
<b>Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)</b>							
<b>2014</b>							
		<b>Ratio (women/men)</b>		<b>Ratio (women/men)</b>		<b>Ratio (women/men)</b>	
Table A6.2	Below upper secondary	74%		76%		77%	
	Upper secondary or post-secondary non-tertiary	83%		77%		79%	
	Tertiary	73%		73%		74%	
<b>Percentage of people not in employment, nor in education or training (NEET)</b>							
<b>2015</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Table C5.2	15-29 year-olds	16%	18%	12%	17%	13%	16%
<b>Percentage of female graduates, by tertiary levels of education</b>							
<b>2014</b>							
		<b>% Women</b>		<b>% Women</b>		<b>% Women</b>	
Table A3.4	Short-cycle tertiary	**		56%		59%	
	Bachelor's or equivalent	**		58%		60%	
	Master's or equivalent	**		57%		58%	
	Doctoral or equivalent	**		47%		49%	
<b>Field of education studied among tertiary-educated adults (25-64 year-old non-students)</b>							
<b>2012</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Table A1.5.	Teacher training and education science	5%	10%	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	26%	4%	31%	7%	n.a.	n.a.
<b>Vocational Education and Training (VET)</b>							
<b>Distribution of enrolment, by programme orientation</b>							
<b>2014</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table C1.3a	Upper secondary education	57%	43%	56%	44%	52%	48%
<b>Educational attainment, by programme orientation</b>							
<b>2015</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	11%	31%	17%	26%	13%	30%
<b>Unemployment rate, by programme orientation</b>							
<b>2015</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	12.1%	14%	10%	9.2%	11.7%	10.8%
<b>Financial Investment in Education</b>							
<b>Annual expenditure per student, by level of education (in equivalent USD, using PPPs)</b>							
<b>2013</b>							
Table B1.1	Primary education	USD 7 201		USD 8 477		USD 8 545	
	Secondary education	USD 11 482		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 16 194		USD 15 772		USD 15 664	
<b>Total expenditure on primary to tertiary educational institutions</b>							
<b>2013</b>							
Table B2.2	As a percentage of GDP	5.3%		5.2%		5%	
<b>Total public expenditure on primary to tertiary education</b>							
<b>2013</b>							
Table B4.2	As a percentage of total public expenditure	8.4%		11.2%		9.9%	
<b>Early Childhood Education and Care (ECEC)</b>							
<b>Enrolment rates in early childhood education at age 3</b>							
<b>2014</b>							
Table C2.1	ISCED 01 and 02	100%		71%		77%	
<b>Expenditure on all early childhood educational institutions</b>							
<b>2013</b>							
Table C2.3	As a percentage of GDP	0.7%		0.8%		0.8%	
	Proportions of total expenditure from public sources	93%		81%		86%	
<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>2014</b>							
Table D3.2a	Pre-primary school teachers	0.77		0.74		0.74	
	Primary school teachers	0.76		0.81		0.81	
	Lower secondary school teachers (general programmes)	0.90		0.85		0.86	
	Upper secondary school teachers (general programmes)	0.99		0.89		0.92	
<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>2014</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>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
Table D3.1a	Pre-primary school teachers	USD 27 867	USD 34 149	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 27 867	USD 34 149	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 30 532	USD 36 814	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 30 820	USD 37 103	USD 34 186	USD 46 379	USD 33 420	USD 46 420



## FRANCE – Country Note – Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	France		OECD average		EU22 average	
	<b>Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied</b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table A6.4	Teacher training and education science	USD 2 900		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 3 800		USD 3 883		n.a.	
	<b>Ratio of students to teaching staff</b>	<b>2014</b>		<b>2014</b>		<b>2014</b>	
Table D2.2	Primary education	19 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	13 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	18 students per teacher		17 students per teacher		17 students per teacher	
	<b>Tertiary Education</b>	<b>2015</b>					
	<b>Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group</b>	<b>25-34 year-olds</b>	<b>25-64 year-olds</b>	<b>25-34 year-olds</b>	<b>25-64 year-olds</b>	<b>25-34 year-olds</b>	<b>25-64 year-olds</b>
Table A1.2	Short-cycle tertiary	17%	15%	8%	8%	5%	6%
	Bachelor's or equivalent	12%	9%	21%	16%	18%	13%
	Master's or equivalent	15%	9%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	45%	34%	42%	35%	40%	32%
	<b>Employment rate of 25-64 year-olds, by tertiary educational attainment</b>	<b>2015</b>					
Tables A5.1 & A5.3	Short-cycle tertiary	83%		80%		80%	
	Bachelor's or equivalent	82%		82%		81%	
	Master's or equivalent	86%		87%		86%	
	Doctoral or equivalent	87%		91%		91%	
	All tertiary levels of education	84%		84%		84%	
	<b>Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)</b>	<b>2014</b>					
Table A6.1	Short-cycle tertiary	118		120		120	
	Bachelor's or equivalent	124		148		139	
	Master's, doctoral or equivalent	187		191		175	
	All tertiary levels of education	141		155		152	
	<b>Share of international or foreign students, by level of tertiary education</b>	<b>2014</b>					
Table C4.1.	Bachelor's or equivalent	7%		5%		6%	
	Master's or equivalent	13%		12%		13%	
	Doctoral or equivalent	40%		27%		22%	
	All tertiary levels of education	10%		6%		8%	
	<b>First-time entry rates into tertiary education</b>	<b>2014</b>					
Table C3.1.	All tertiary levels (including international students)	**		68%		63%	
	All tertiary levels (excluding international students)	**		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%		50%	
	<b>Other: Immigration and intergenerational mobility in education</b>	<b>2012</b>					
	<b>Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status<sup>2</sup></b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
		<b>Native-born parents</b>	<b>Foreign-born parents</b>	<b>Native-born parents</b>	<b>Foreign-born parents</b>	<b>Native-born parents</b>	<b>Foreign-born parents</b>
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	17%	39%	27%	37%	n.a.	n.a.
	<b>Other: Adult education and learning</b>	<b>2012</b>					
	<b>Participation of 25-64 year-olds in formal and/or non-formal education, by level of education<sup>2</sup></b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table C6.3	Below upper secondary	17%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	33%		46%		n.a.	
	Tertiary	56%		70%		n.a.	
	<b>Other: Education and social outcomes</b>	<b>2012</b>					
	<b>Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level</b>	<b>2012</b>		<b>2012<sup>1</sup></b>		<b>2012</b>	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	66%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	91%		90%		n.a.	
	<b>Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment<sup>3</sup></b>	<b>2015</b>					
		<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>	<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>	<b>Life satisfaction today</b>	<b>Life satisfaction in 5 years</b>
Table A8.3a	Upper secondary or post-secondary non-tertiary	87%	85%	83%	87%	83%	86%
	Tertiary	93%	93%	92%	94%	92%	93%

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

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

1. OECD average includes some countries with 2015 data.

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

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

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