



EDUCATION AT A GLANCE 2016

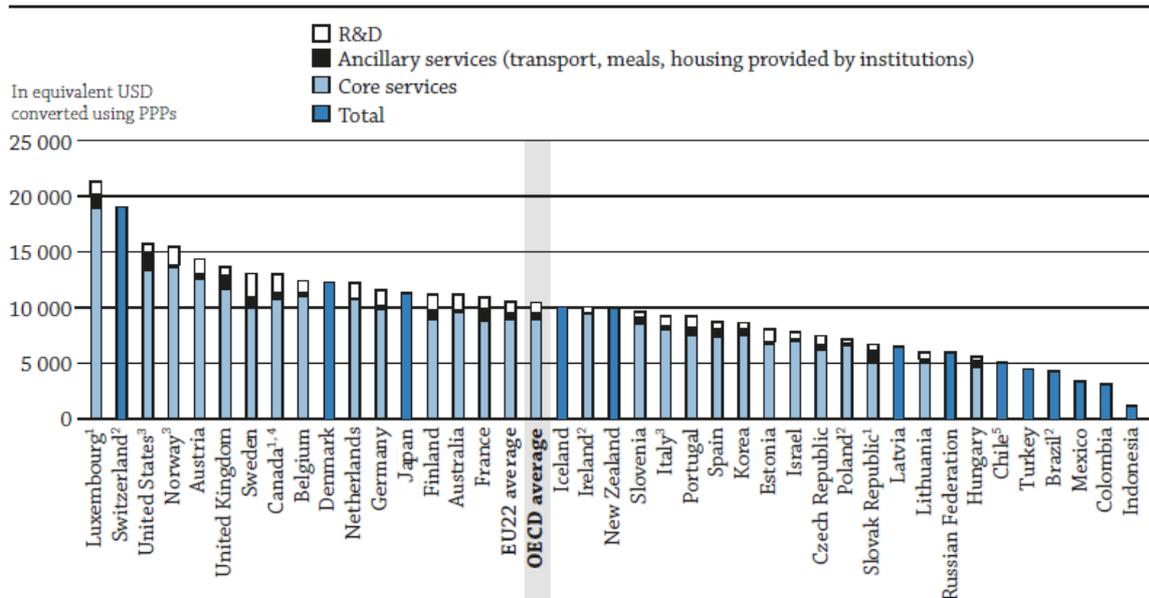
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Japan

- **Public and private expenditure per student has generally increased in recent years in Japan.** However, public and private expenditure on educational institutions as a share of GDP is lower than the OECD average. Unlike in many other OECD countries, private sources account for a particularly large share of expenditure on pre-primary and tertiary education in Japan, transferring the financial burden to households.
- **Access to education is high across all levels of education.** Enrolment in pre-primary education is high, and first-time entry and graduation rates at tertiary level are also high.
- **Teachers in Japan manage large classes, and their statutory working time is above the OECD average.**
- **Contrary to a general trend across OECD countries, men are more likely to reach higher levels of tertiary education in Japan.** In engineering, manufacturing and construction, sciences, and social sciences, business and law, the ratio of female tertiary graduates is particularly low. The gender gap in employment rates and earning levels is much larger in Japan than in other OECD countries.

Figure 1: Annual expenditure by educational institutions per student, by types of service, from primary to tertiary education (2013)

In equivalent USD converted using PPPs, based on full-time equivalents, for primary through tertiary education



Note: Public expenditure figures presented here exclude undistributed programme.

1. Public institutions only for tertiary level.

2. Public institutions only.

3. Public institutions only except in tertiary education. Primary to tertiary education excludes post-secondary non-tertiary education.

4. Year of reference 2012.

5. Year of reference 2014.

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

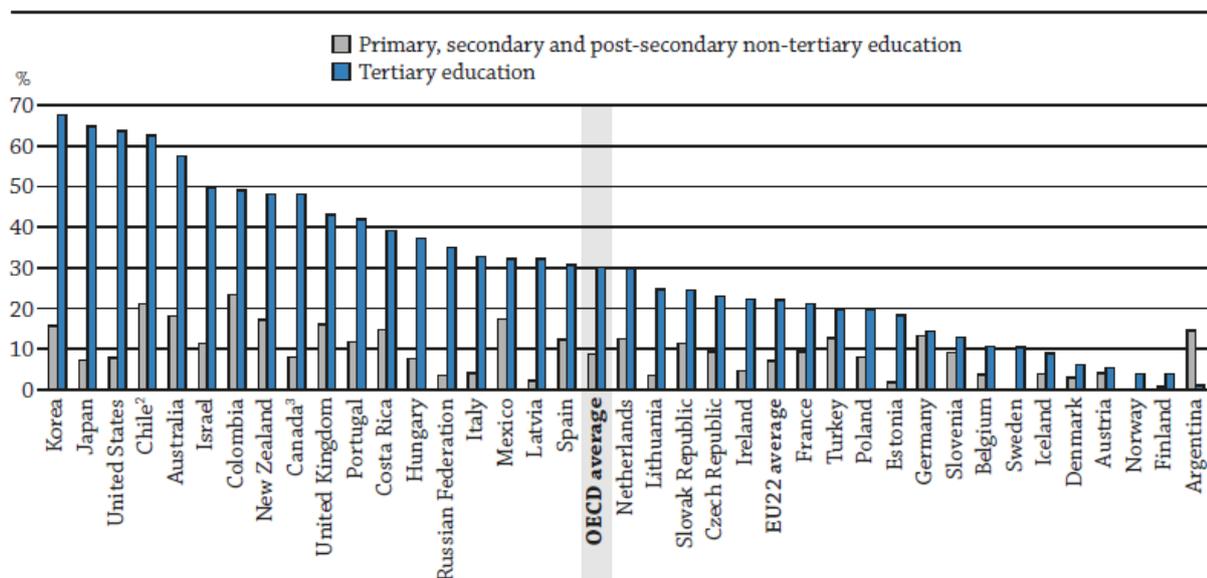
Source: OECD, Table B1.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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High-quality education needs sustainable funding

- Public and private expenditure on primary to tertiary educational institutions remained at 4.5% of GDP between 2010 and 2013, below the OECD average of around 5.2%. Public and private expenditure on primary, secondary and post-secondary non-tertiary educational institutions (around 2.9% of GDP) has been about 0.7 percentage points lower than the OECD average in recent years, but expenditure on tertiary educational institutions (around 1.6% of GDP) has been similar to the OECD average. Capital expenditure accounts for a larger share of total expenditure on education in Japan than in many other OECD countries (14%, compared to the OECD average of 8%).
- However, public and private expenditure per student has generally increased in recent years. In 2013, public and private expenditure on educational institutions from primary to tertiary levels was USD 11 3091 per student in Japan, higher than the OECD average of USD 10 4932. Public and private expenditure per student in Japan is above the OECD average at all levels of education.
- Unlike many other OECD countries, Japan funds a large share of expenditure on educational institutions through private sources. Private sources account for 28% of expenditure on primary to tertiary education, while the OECD average is much lower (16%). However this share masks huge disparities between levels of education (Figure 2). At primary, secondary and post-secondary non-tertiary education levels, the share of private funding is slightly lower (7%, compared to the OECD average of 9%).

Figure 2. Share of private expenditure on educational institutions (2013)



How to read this figure

The figure shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions from private sources, including public funding via subsidies to households, private fees for educational services or other private spending (e.g. on accommodation) which goes through the institution.

- Including subsidies attributable to payments to educational institutions received from public sources.
- Year of reference 2014.
- Year of reference 2012.

Countries are ranked in descending order of the share of private expenditure on educational institutions for tertiary education.

Source: OECD. Table B3.1b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

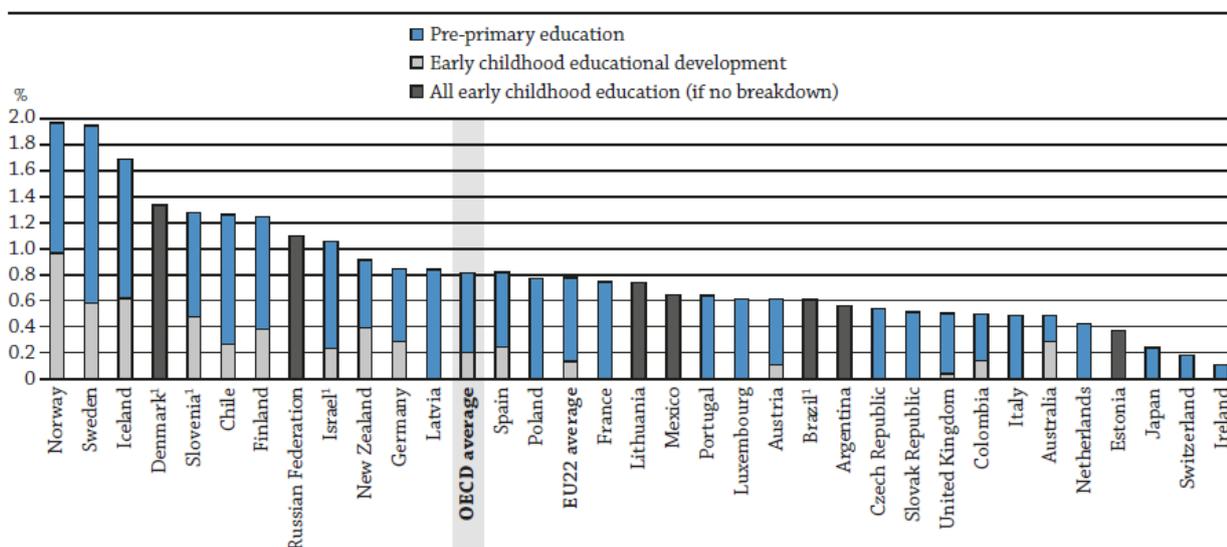
² Public expenditure figures presented here exclude undistributed programmes.

- Private sources are particularly important at the tertiary level, amounting to 65% of total expenditure, more than twice the OECD average (30%). In Japan, tuition fees at the tertiary level are among the highest in the OECD, particularly for those enrolling in private institutions, and 51% of expenditure on tertiary education institutions is paid by households (well above the OECD average of 21%). This generates a significant financial burden for students and their families. Although the number of tertiary students benefiting from public loans has increased by over 50% in the past decade, the share of students taking a loan is still relatively small compared to countries with a similar level of tuition fees, as student-support systems are not yet well developed. Annual public expenditure on tertiary educational institutions per student is low in Japan (USD 6 855). The OECD average is over 40% higher (USD 9 719).

Ensuring access to high-quality early childhood education makes a difference later on

- Although early childhood education is not compulsory in Japan, enrolment in pre-primary education is high: 81% of 3-year-olds, 96% of 4-year-olds and 96% of 5-year-olds were enrolled in pre-primary education in 2014, well above the OECD averages (71% of 3-year-olds, 86% of 4-year-olds and 95% of 5-year-olds). On average across OECD countries, only 32% of children are enrolled in independent private and government-dependent private schools, but in Japan that share is 73%, with just a small proportion of children enrolled in public pre-primary education institutions.
- Public and private expenditure on early childhood education is low in Japan. Annual expenditure by institutions for early childhood education per enrolled child is USD 6 247, and total expenditure on early childhood educational institutions accounts for only 0.2% of GDP, one of the lowest rates in the OECD. The OECD average is much higher: USD 8 618 and 0.8% of GDP.

Figure 3: Expenditure on early childhood educational institutions (2013)
As a percentage of GDP, by category



1. Includes some expenditure on childcare.

Countries are ranked in descending order of public and private expenditure on educational institutions.

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

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- Unlike in most other countries, at this level of education, private sources account for the lion's share of expenditure in Japan. Public sources fund 44% of expenditure on pre-primary education, one of the lowest proportions among OECD countries (well below the OECD average of 83%). Therefore, although expenditure per enrolled child is low, given the low level of public spending, the financial burden on households is high.

Tertiary education has a strong impact in the labour market

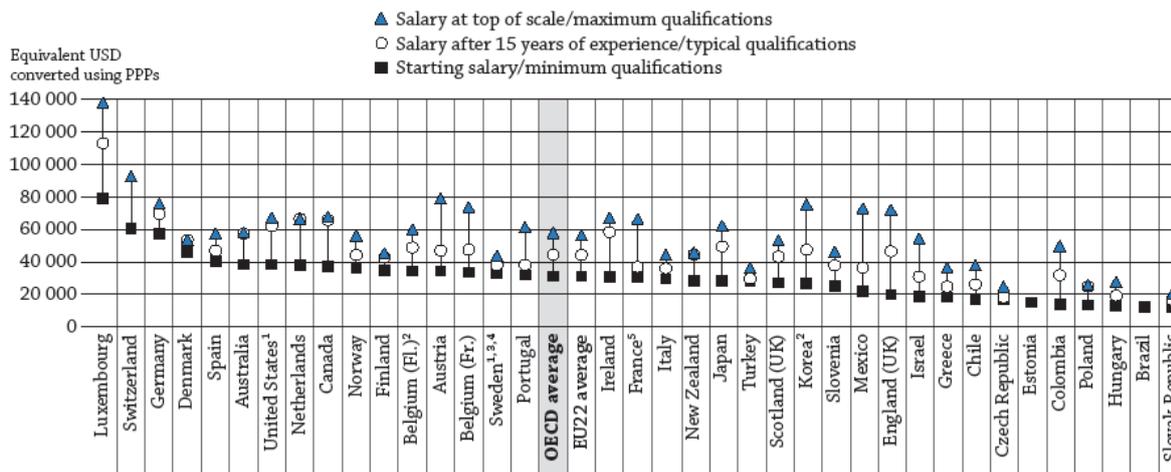
- About half of the working age population (age 25-64) is tertiary-educated in Japan (higher than the OECD average of 35%), and the share has increased by 10 percentage points since 2005. Based on current patterns of graduation, 71% of today's young people in Japan are expected to graduate from tertiary education at least once during their lifetime, the third highest proportion across OECD countries with available data (the OECD average is 49%).
- A large share of young people (80%) are expected to enter tertiary education, and the majority of them are expected to graduate with a tertiary degree. Almost half (45%) of young people are expected to graduate from a bachelor's degree programme over their lifetime (compared to the OECD average of 38%), and an above-average proportion (24%) will graduate from a short-cycle tertiary programme (the OECD average is 11%). At both levels, completions rate are high – particularly among women. By contrast, compared to other OECD countries, relatively few people are expected to graduate from advanced degree programmes. Only 8% will graduate from master's programmes (the OECD average is 18%), and 1.2% are expected to graduate from doctoral programmes (the OECD average is 1.7%).
- International mobility of tertiary students is relatively stagnant. Only 0.9% of Japanese tertiary students were enrolled abroad in 2014, compared to 1.6% within the OECD. At master's, doctoral or equivalent levels, 38.5% of Japanese students were studying in the United States, followed by the United Kingdom (17.4%), Germany (13.7%), France (6.1%), Australia (6.0%), Korea (3.7%) and Canada (2.7%). The share of international tertiary students enrolled in Japan decreased by 2% between 2013 and 2014, reaching 3% of total tertiary students, half the share across OECD countries (6%). Most international students come from neighbouring countries, such as China, Indonesia and Korea. As in most other countries, the proportion of international students among total enrolments was much larger at the most advanced levels of tertiary education: 19% of students in doctoral or equivalent programmes in Japan were international students (27% across OECD countries), compared to 8% at the master's or equivalent level (12% across OECD countries) and 2.5% at the bachelor's level (4.9% across OECD countries).

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- The average share of female teachers in Japan is the lowest in the OECD (48%). Although women represent 97% of teachers at the pre-primary level in Japan (the same as the OECD average), the share of female teachers at higher levels of education is well below the OECD average. Contrary to the situation across OECD countries, male teachers in Japan represent a larger share of teachers at the secondary level, and the share of female teachers is low at the tertiary level. Japan has the smallest share of female teachers in the OECD at the lower secondary level (42%, compared to the OECD average of 68%), the upper secondary level (30%, compared to the OECD average of 58%) and the tertiary level (27%, compared to the OECD average of 43%).
- Classes in primary and lower secondary schools in Japan are among the largest in OECD countries. In 2014, the average primary class was 27 pupils in Japan, the second highest across the OECD (average of 21 pupils). The average lower secondary class was 32 students, the highest in the OECD (average of 23 students).
- Total statutory working time for teachers is among the longest in the OECD. Statutory working time for public school teachers in Japan is 1 891 hours for all levels of education from pre-primary to upper secondary (compared to the OECD average of 1 577 hours at pre-primary level, 1 585 hours at primary level, 1 609 hours for lower secondary general programmes and 1 588 hours for upper secondary general programmes).
- However, despite increases in recent years, teaching time in Japan is still relatively short. Between 2000 and 2014, net teaching time increased by almost 17% (107 hours) at primary level, reaching 742 hours per year (compared to the OECD average of 776 hours). During the same period, teaching time for lower secondary school teachers increased by 10% (54 hours), bringing it to 611 hours, still below the average across OECD countries (694 hours). At the upper secondary level, Japan had the largest increase in teaching time across OECD countries with 7% more (35 hours) in 2014 than in 2000. But at 513 hours, that is still well below the OECD average of 644 hours.

- Given the relatively long working hours and days, teaching time represents a small proportion of statutory working time in Japan. At the lower secondary level, it is 32% in Japan, compared to the average of 45% across countries with available data. As the number of teaching days is higher than in other countries, teachers in Japan have significantly less teaching time per day than those in other countries. This suggests that a significant amount of time is spent on activities other than teaching, such as lesson preparation, correction, school counselling, extracurricular activities, administrative works and meetings with other teachers and staff.

Figure 4: Lower secondary teachers' salaries at different points in teachers' careers (2014)
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



- Actual base salaries.
- Salaries at top of scale and typical qualifications, instead of maximum qualifications.
- Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
- Data from 2013.
- Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD, Table D3.1a, Tables D3.1b and D3.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- Teachers' statutory salaries have decreased in recent years in Japan. Salaries for primary and secondary teachers with 15 years of experience decreased by 7% between 2005 and 2014. By contrast, on average across OECD countries, teachers' statutory salaries increased by 4% at the primary level, 3% at the lower secondary level and 1% at the upper secondary level. But the salary cost of teachers per student in Japan is slightly above the OECD average (USD 2 878 at the primary level, compared to the OECD average of USD 2 832 and USD 3 552 at the lower secondary level, compared to the OECD average of USD 3 389).
- However, teacher's salaries in Japan exceed the OECD average at the top of the salary scale. They are 21% higher at the primary level, 16% higher at the lower secondary level and 13% higher at the upper secondary level. The ratio of top salary to starting salary at primary and secondary levels in Japan is one of the highest among OECD countries. Statutory salaries at the top of the scale are more than double starting salaries (compared to about 70% higher on average in OECD countries). These large ratios are not only due to high salary levels at the top of the scale, but also to low starting salaries compared to the OECD average and a relatively long time to reach the top salary (34 years, compared to the OECD average of 25 years). However, after 10 years of experience the salary of teachers in Japanese primary and lower secondary schools is almost the same as the OECD average and, after 15 years of experience, all teachers in primary and secondary schools including those in upper secondary schools earn more than the OECD average. Above average salary in Japan after certain years of work experience could be explained by the fact that total statutory working time for teachers is among the longest in the OECD. In Japan, variations in teachers' salaries between primary, lower secondary and upper secondary levels are relatively small.
- School principals in Japan are overwhelmingly male and are also older than those in many other OECD countries. According to the OECD Teaching and Learning International Survey, on average across countries, women appear to be stronger advocates of instructional leadership than men. This is particularly evident in Japan (OECD, 2016a), but the share of female principals is the lowest in the OECD (only 6%, compared to the OECD average of 45%). The average age of principals in Japan is 57, among the oldest across the OECD (average of 52 years old).

- The tasks and roles of school principals in Japan seem different from those in other OECD countries. The leadership role of principals in lower secondary education in Japan appears limited compared to other countries. For example, the share of principals who report having engaged often or very often in collaboration with teachers to solve classroom discipline problems is the second lowest in the OECD (33% in Japan, compared to the OECD average of 62%). Principals in Japan are also less likely to share responsibility for leadership activities than principals in other countries. The number of days on which principals in lower secondary education participated in professional development activities is lower than in many other OECD countries, but participation rates are relatively comparable to other OECD countries.

Gender gaps in education and employment persist

- While first-time upper secondary graduation rates in Japan are high for both men (96%) and women (98%), the share of female first-time graduates is the lowest in the OECD for all tertiary levels of education except short-cycle tertiary. Although the share of female graduates is higher at the short-cycle tertiary level (62%) than the average across OECD countries (56%), at the bachelor's or equivalent level, 45% of graduates are female in Japan (compared to 58% across OECD countries). Female graduates account for only 32% of graduates with master's or equivalent degree in Japan (compared to the OECD average of 57%) and 31% of graduates with doctoral or equivalent degree (compared to the OECD average of 47%).
- In some fields of education at the tertiary level, gender imbalance is quite pronounced in Japan. On average across OECD countries, almost one woman graduates in engineering for every for three men, but in Japan, the ratio is one woman for ten men – the lowest ratio among all OECD and partner countries. Women are also under-represented in sciences, where less than one woman graduates for three men – the second-lowest ratio in OECD countries (the OECD average is almost 0.7). In social sciences, business and law, men account for a larger share of graduates in Japan, while in many OECD countries, the share of women is larger. As in other countries, more women than men graduate from studies in education, humanities and arts, health and welfare, and services. But in some fields of education, the gender difference is not as pronounced as other OECD countries. The ratio of women to men graduates in education is 2.5 in Japan (compared to the OECD average of 4.2), and the ratio of women to men in health and welfare is 1.7 in Japan (compared to the OECD average of 3.7).
- The gender gap in labour market outcomes in Japan is among the largest in the OECD. The employment rate of tertiary-educated women between 25 and 64 years old is 72% (below the OECD average of 80%), because a significant proportion of women are not active in the labour market, while the employment rate of tertiary-educated men is 93% (above the OECD average of 88%). Even when they are employed, there are huge disparities between salaries for men and women with the same level of education. According to the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), tertiary-educated men in Japan earn about 60% more than tertiary-educated women, the largest such gap in the OECD. The average across OECD countries and subnational entities is approximately 30%.
- Adult education may be able to narrow these gaps, but adults' participation in education and training appears relatively low in Japan, particularly among women. In 2012, the share of adults aged 25-64 who reported that they had participated in formal and/or non-formal education is 42%, below the average of 50% across OECD countries and subnational entities that participated in the Survey of Adult Skills. While 48% of men in Japan participated in such activities, only 35% of women did so, the largest gender gap in participation across OECD countries with available data.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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OECD (2016a), *School Leadership for Learning: Insights from TALIS 2013*, TALIS, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264258341-en>.

OECD (2016b), *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.

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=TUR&treshold=10&topic=EO>

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Key Facts for Japan in Education at a Glance 2016

Source	Main topics in Education at a Glance	Japan		OECD average	
Gender					
		2015			
	Employment rate of 25-64 year-olds, by educational attainment	Men	Women	Men	Women
Chart A5.2.	Below upper secondary	**	**	66%	46%
	Upper secondary or post-secondary non-tertiary	**	**	81%	67%
	Tertiary	93%	72%	88%	80%
		2014			
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	**		76%	
	Upper secondary or post-secondary non-tertiary	**		77%	
	Tertiary	**		73%	
		2015			
	Percentage of people not in employment, nor in education or training (NEET)	Men	Women	Men	Women
Table C5.2	15-29 year-olds	7%	12%	12%	17%
		2014			
	Percentage of female graduates, by tertiary levels of education	% Women		% Women	
Table A3.4	Short-cycle tertiary	62%		56%	
	Bachelor's or equivalent	45%		58%	
	Master's or equivalent	32%		57%	
	Doctoral or equivalent	31%		47%	
		2012			
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	Men	Women	Men	Women
Table A1.5.	Teacher training and education science	4%	18%	7%	18%
	Engineering, manufacturing and construction	33%	3%	31%	7%
Vocational Education and Training (VET)					
		2014			
	Distribution of enrolment, by programme orientation	General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	77%	23%	56%	44%
		2015			
	Educational attainment, by programme orientation	General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	**	**	17%	26%
		2015			
	Unemployment rate, by programme orientation	General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	**	**	10%	9.2%
Financial Investment in Education					
		2013			
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)				
Table B1.1	Primary education	USD 8 748		USD 8 477	
	Secondary education	USD 10 273		USD 9 811	
	Tertiary (including R&D activities)	USD 17 883		USD 15 772	
Total expenditure on primary to tertiary educational institutions		2013			
Table B2.2	As a percentage of GDP	4.5%		5.2%	
Total public expenditure on primary to tertiary education		2013			
Table B4.2	As a percentage of total public expenditure	8.1%		11.2%	
Early Childhood Education and Care (ECEC)					
		2014			
	Enrolment rates in early childhood education at age 3				
Table C2.1	ISCED 01 and 02	81%		71%	
		2013			
	Expenditure on all early childhood educational institutions				
Table C2.3	As a percentage of GDP	0.2%		0.8%	
	Proportions of total expenditure from public sources	44%		81%	
Teachers					
		2014			
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education				
Table D3.2a	Pre-primary school teachers	**		0.74	
	Primary school teachers	**		0.81	
	Lower secondary school teachers (general programmes)	**		0.85	
	Upper secondary school teachers (general programmes)	**		0.89	
		2014			
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	**	**	USD 29 494	USD 39 245
	Primary school teachers	USD 28 101	USD 49 378	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 28 101	USD 49 378	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 28 101	USD 49 378	USD 34 186	USD 46 379

Japan- Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in Education at a Glance	Japan		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹	
Table A6.4	Teacher training and education science	USD 3 400		USD 3 004	
	Engineering, manufacturing and construction	USD 4 200		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	17 students per teacher		15 students per teacher	
	Secondary education	13 students per teacher		13 students per teacher	
	Tertiary education	**		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	20%	21%	8%	8%
	Bachelor's or equivalent	39%	29%	21%	16%
	Master's or equivalent	**	**	14%	11%
	Doctoral or equivalent	**	**	1%	1%
	All tertiary levels of education	60%	50%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	77%		80%	
	Bachelor's or equivalent	86%		82%	
	Master's or equivalent	**		87%	
	Doctoral or equivalent	**		91%	
	All tertiary levels of education	82%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	**		120	
	Bachelor's or equivalent	**		148	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	**		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1	Bachelor's or equivalent	2%		5%	
	Master's or equivalent	8%		12%	
	Doctoral or equivalent	19%		27%	
	All tertiary levels of education	3%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1	All tertiary levels (including international students)	80%		68%	
	All tertiary levels (excluding international students)	**		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	14%	**	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹	
Table C6.3	Below upper secondary	22%		26%	
	Upper secondary or post-secondary non-tertiary	32%		46%	
	Tertiary	56%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	58%		67%	
	High literacy proficiency (Level 4 or 5)	77%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	69%	75%	83%	87%
	Tertiary	85%	84%	92%	94%

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).

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.