Education at a Glance

United States

Embargo until
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Washington time

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Director for Education and Skills

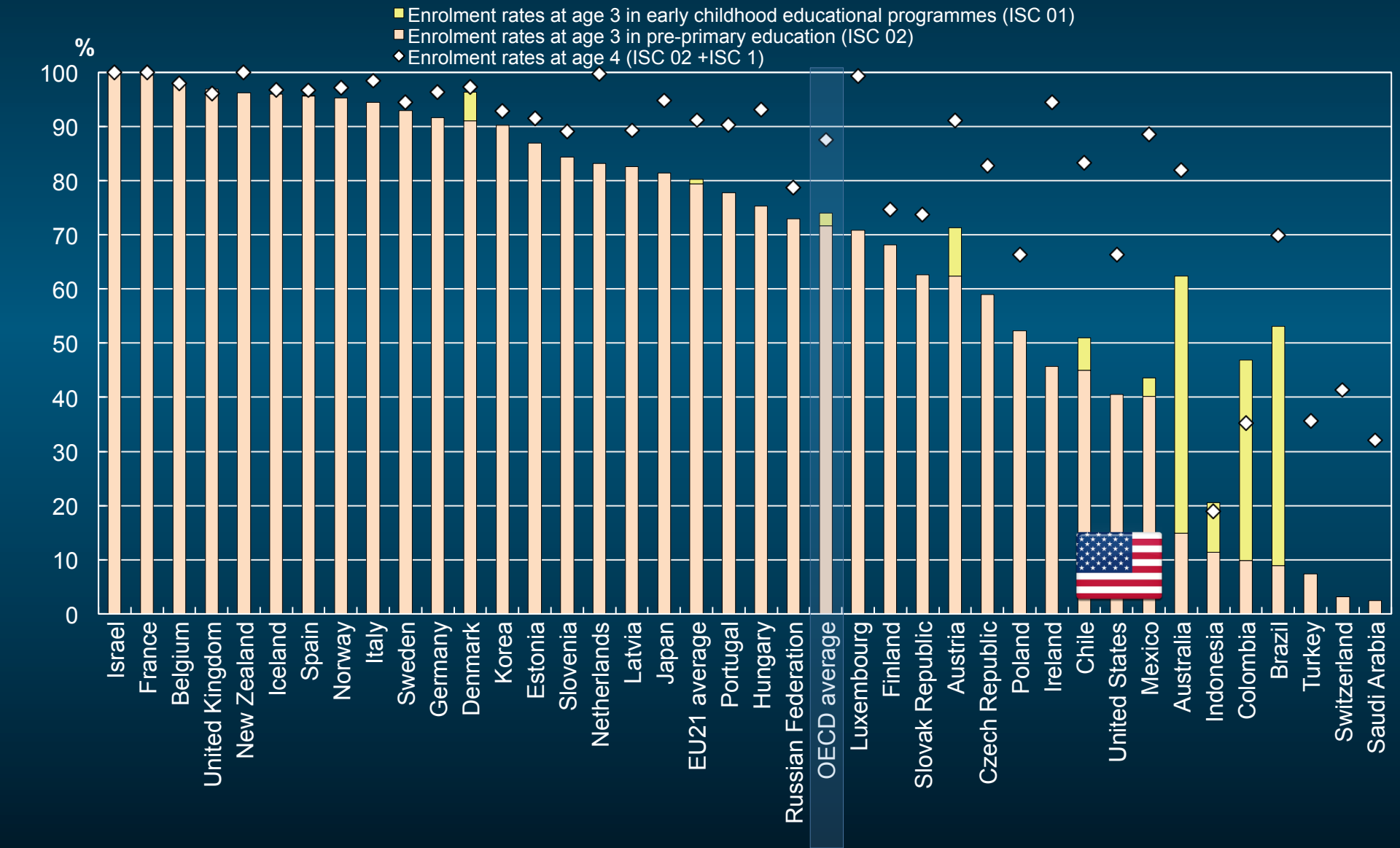
OECD
BETTER POLICIES FOR BETTER LIVES

Early learning

Some 70 % of 3-year-olds are enrolled in pre-primary education

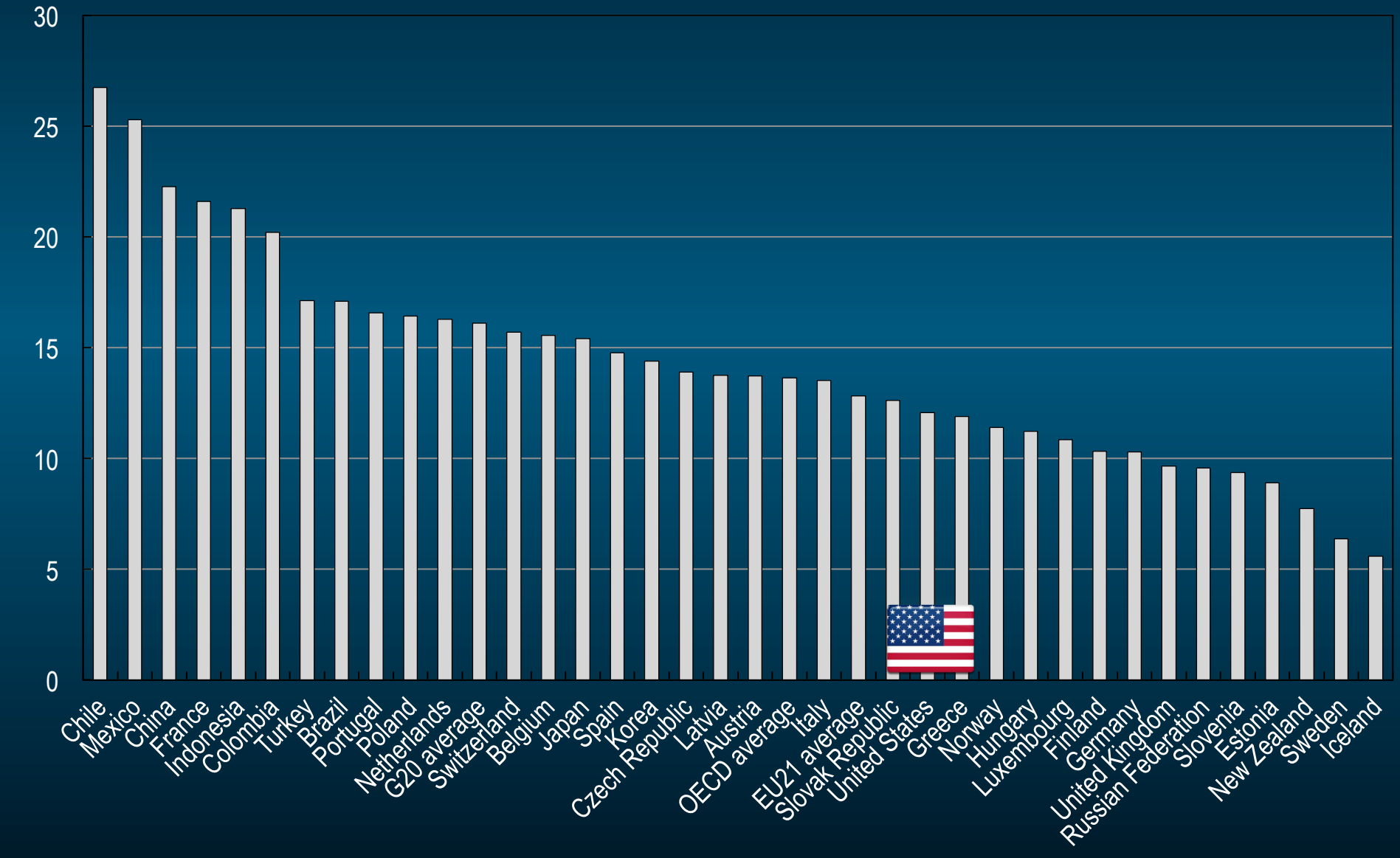
Chart C2.1.

Enrolment rates at age 3 and 4 in early childhood education (2013)



Child staff ratios in pre-primary education

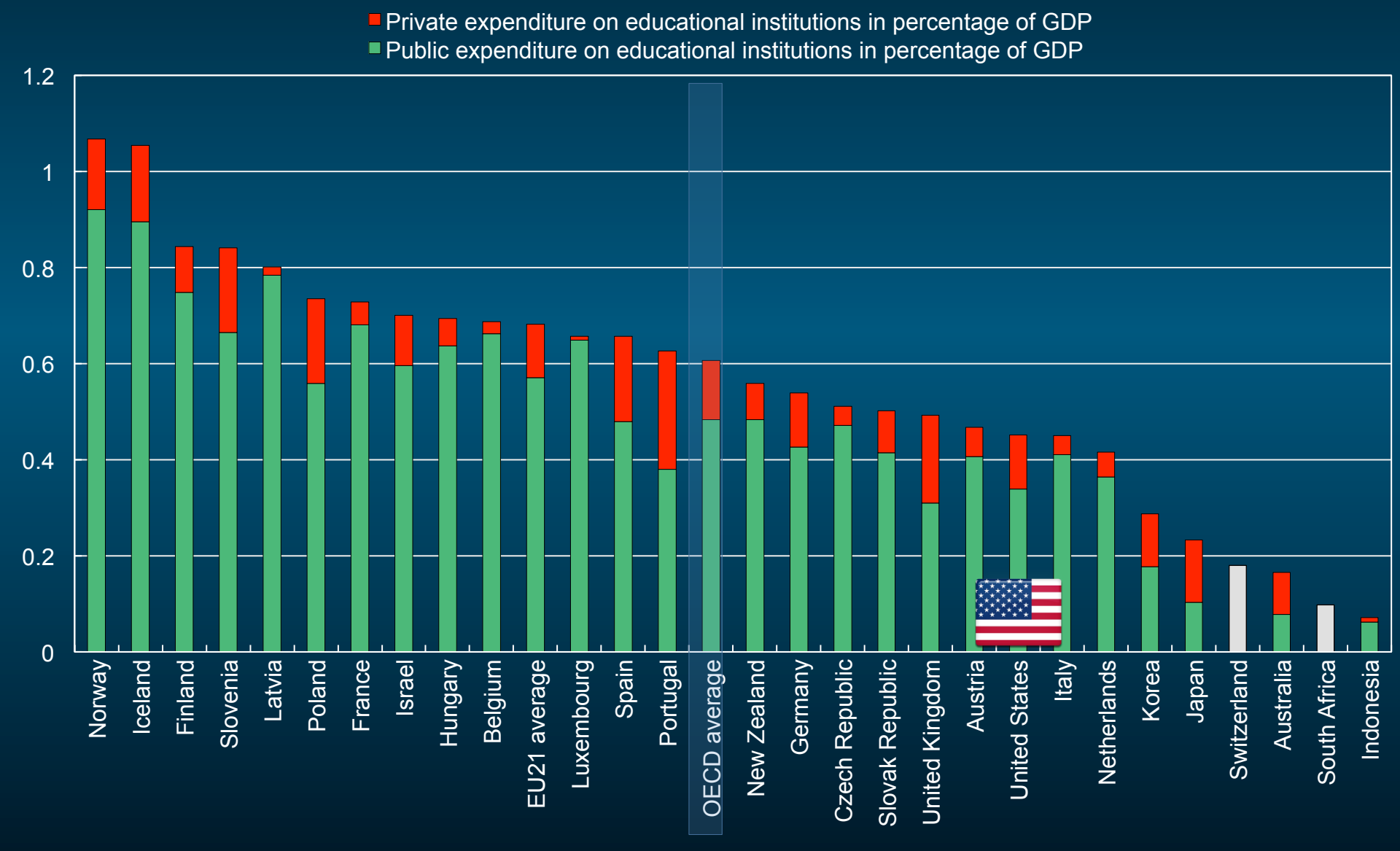
Chart C2.2



Expenditure on pre-primary education accounts for 0.6% of GDP, on average

Chart C2.4.

Expenditure on pre-primary educational institutions (2012)

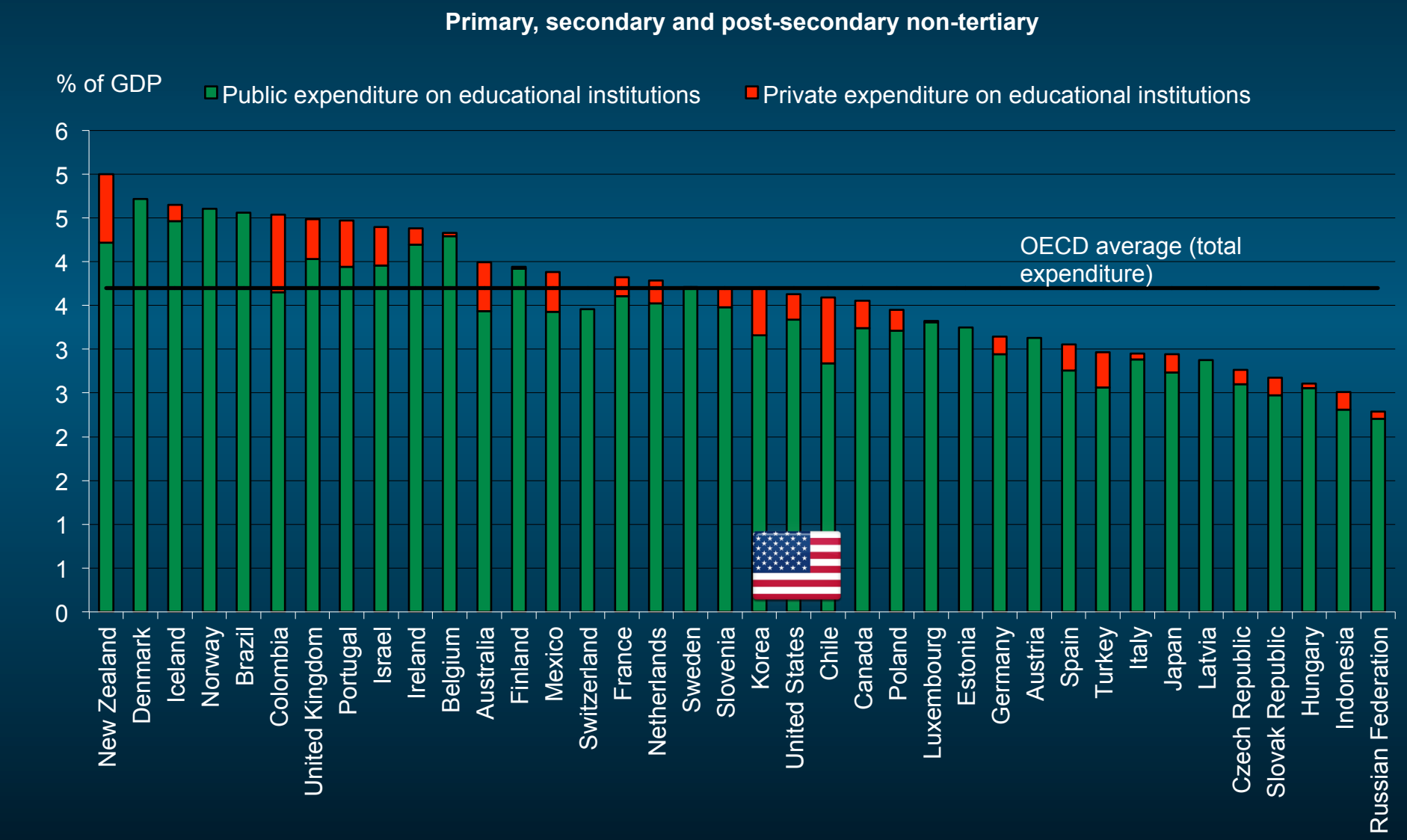


Teachers and teaching

In 2012, OECD countries spent an average of 3.7% of their GDP on primary, secondary and post-secondary non-tertiary education

Chart B2.2.P,S,PS

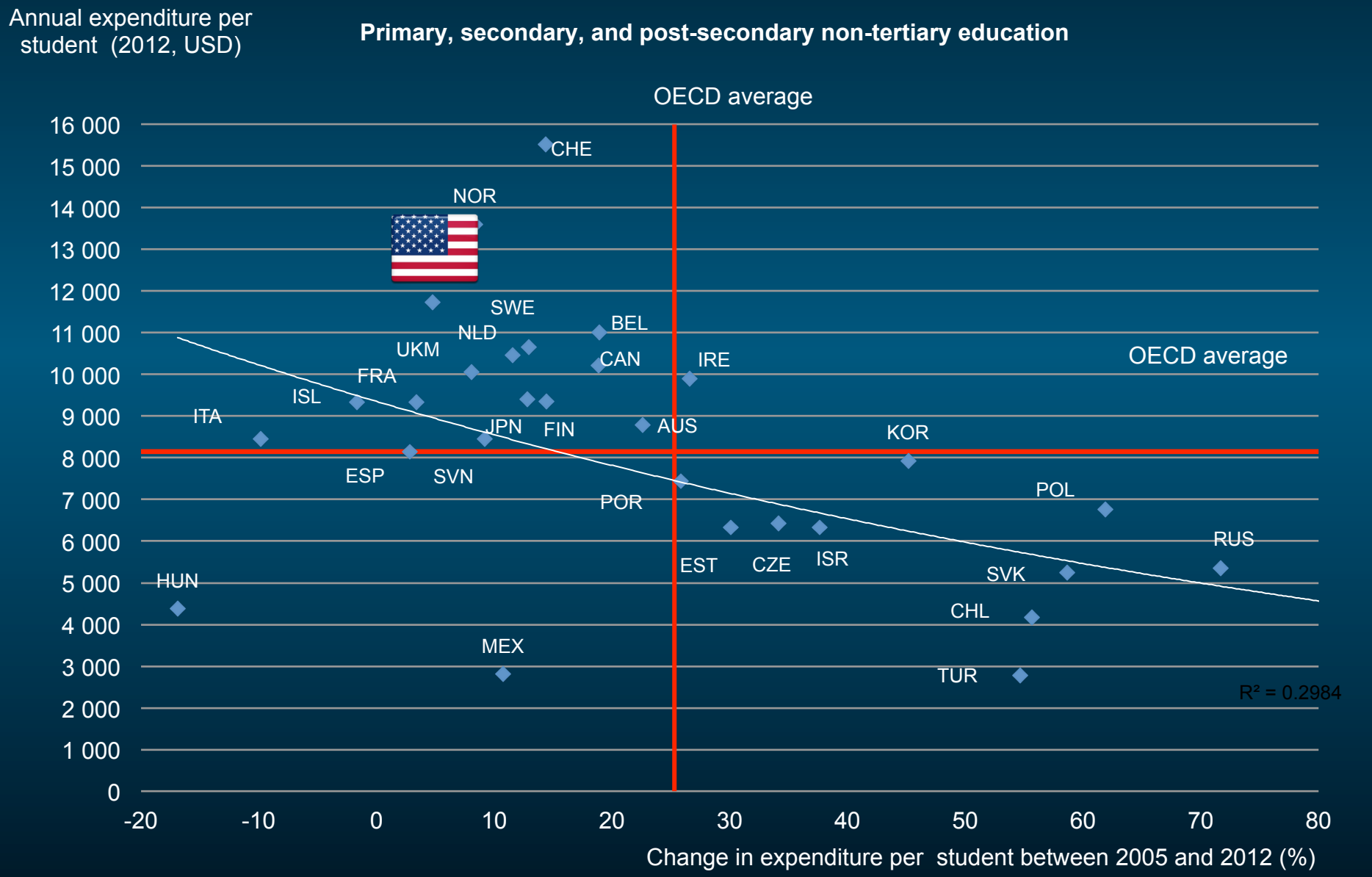
Expenditure on educational institutions as a percentage of GDP (2012), by source of fund.



Expenditure per primary, secondary and post-secondary non-tertiary student increased by at least 10% in most countries between 2005 and 2012

Chart B1.4.P,S,PS

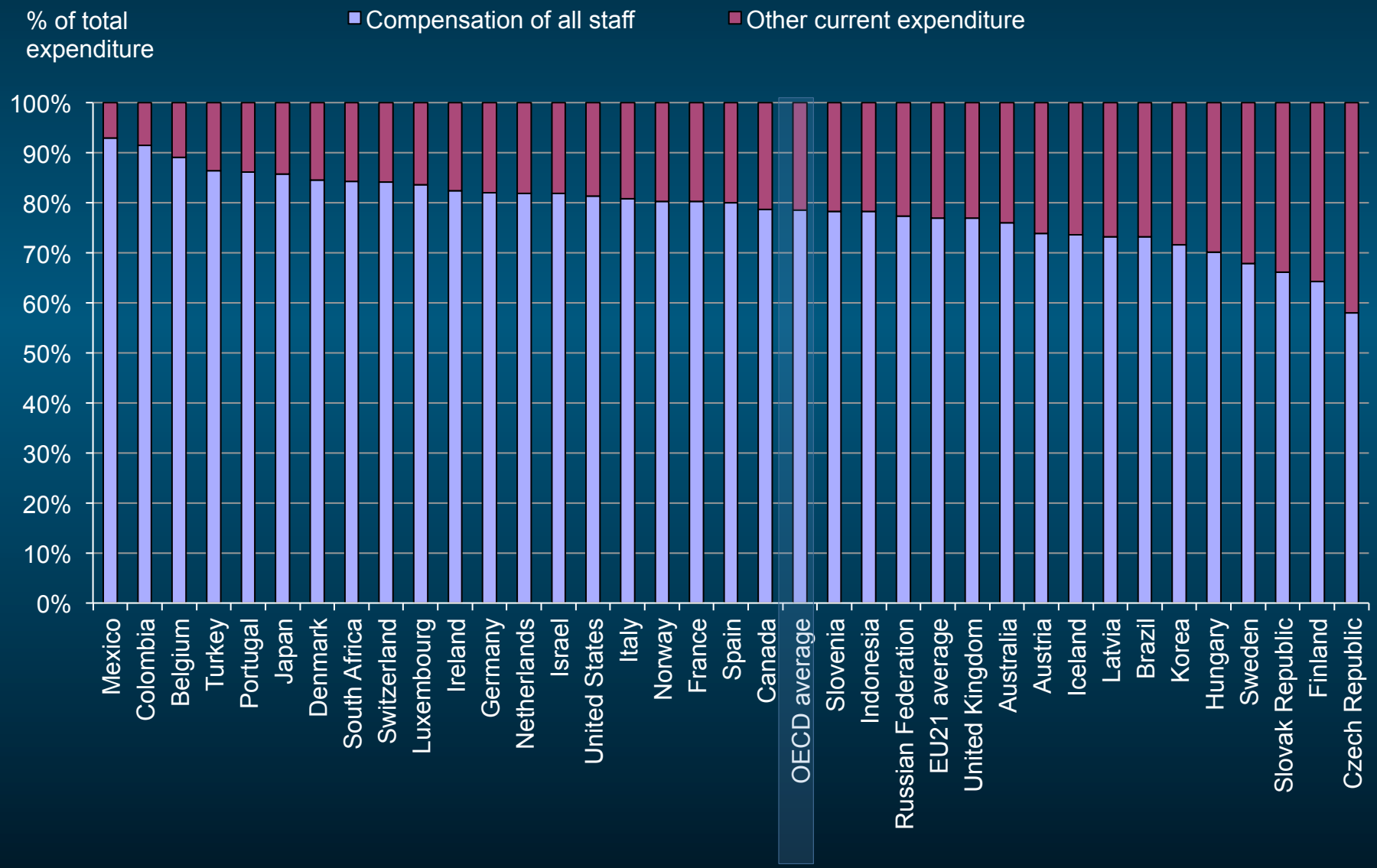
Annual expenditure per student by educational institutions in 2012 related to change since 2005. Primary, secondary, and post-secondary non-tertiary education



Some 79% of current expenditure goes to compensating education staff

Chart B6.1.

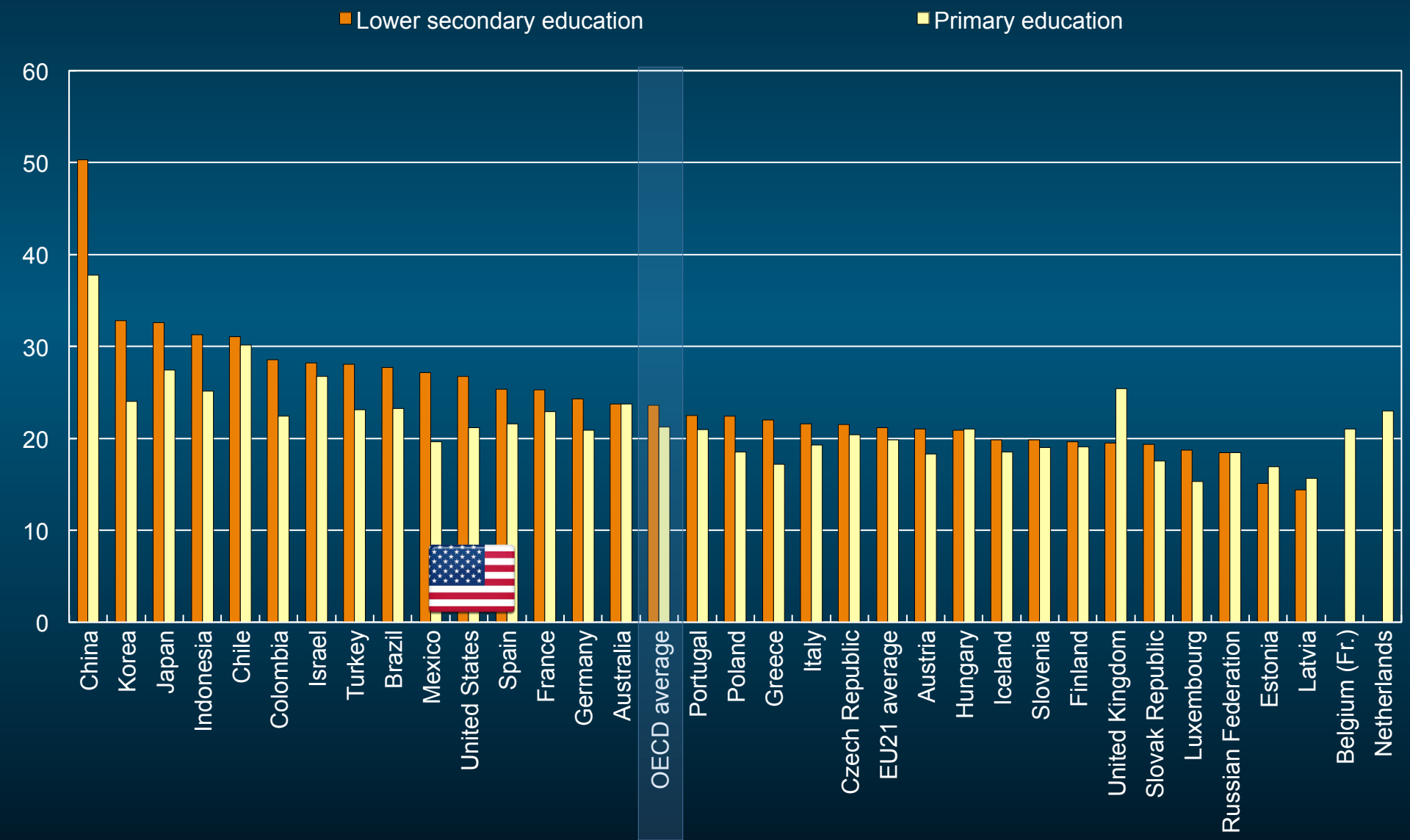
Distribution of current expenditure on educational institutions for primary, secondary and post-secondary non-tertiary education (2012)



Above-average primary class size but below-average secondary class sizes

Chart D2.1.

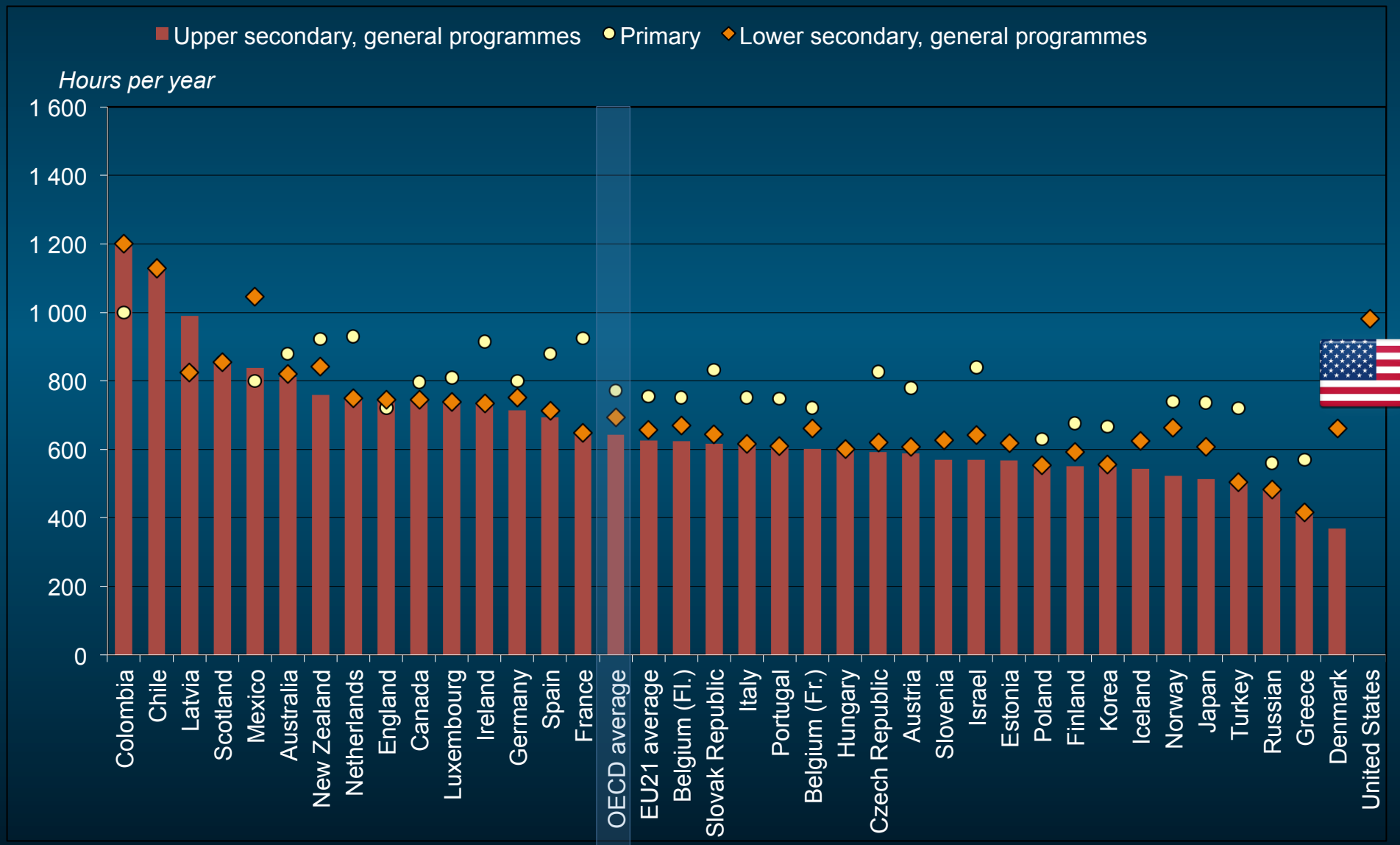
Average class size in educational institutions, by level of education (2013)



Public-school teachers teach between 772 hours per year at the primary level to 643 hours at the upper secondary level, on average

Chart D4.2.

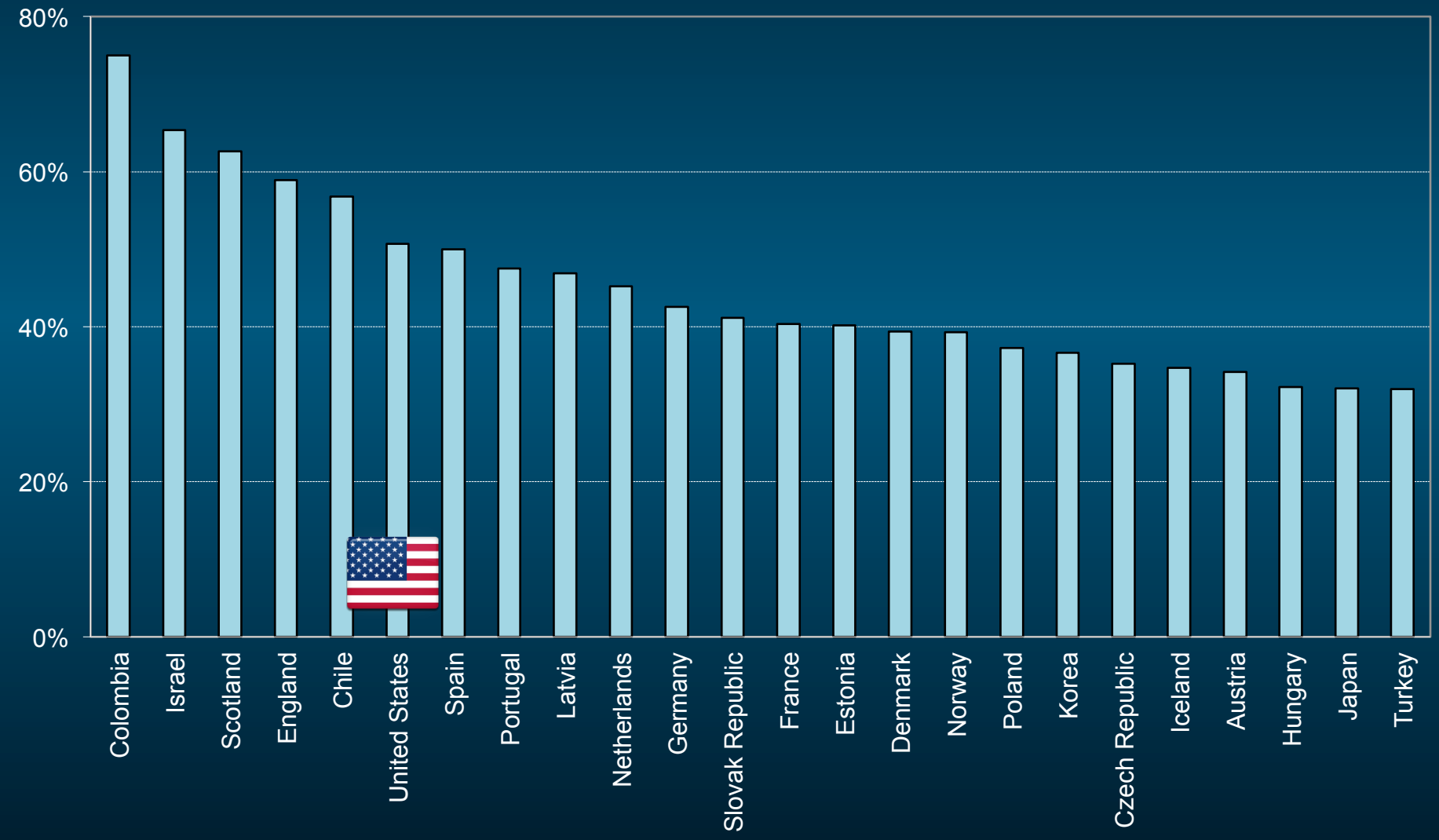
Number of teaching hours per year, by level of education (2013). Net statutory contact time in public institutions



Teaching time as a share of working time

Chart D4.3.

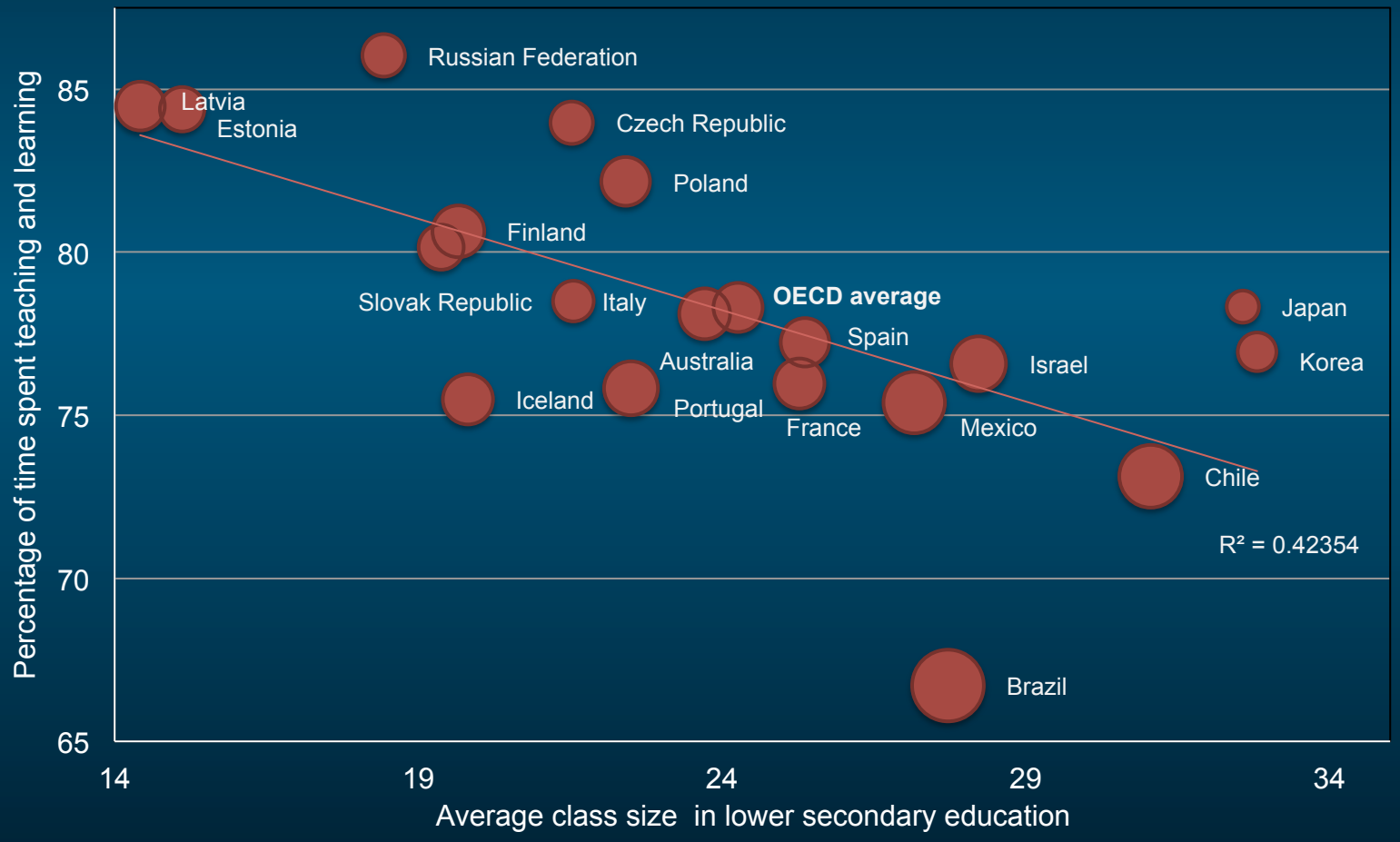
Net teaching time that lower secondary teachers spend teaching as a percentage of total statutory working time (2013)



In many countries, larger classes leave more time for other professional activities, not so in the UK

Chart Box D2.a.1

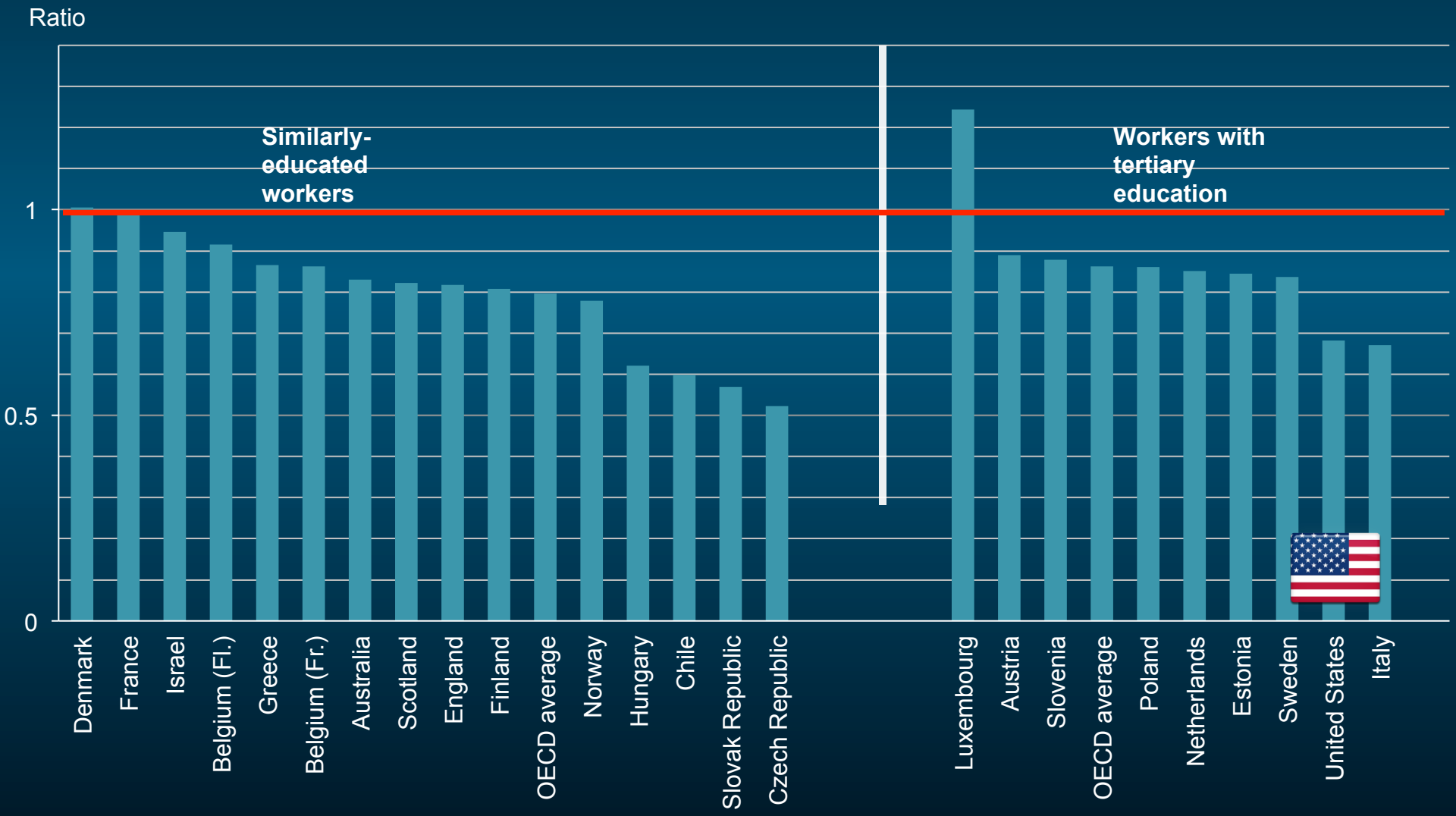
Relationship between average class size and time spent teaching/learning in lower secondary education (2013). The size of each bubble represents the proportion of lower secondary teachers who reported having more than 10% of students with behaviour problems in their classes



In only two countries are teachers' salaries higher than the salaries of comparably educated workers

Chart D3.1.

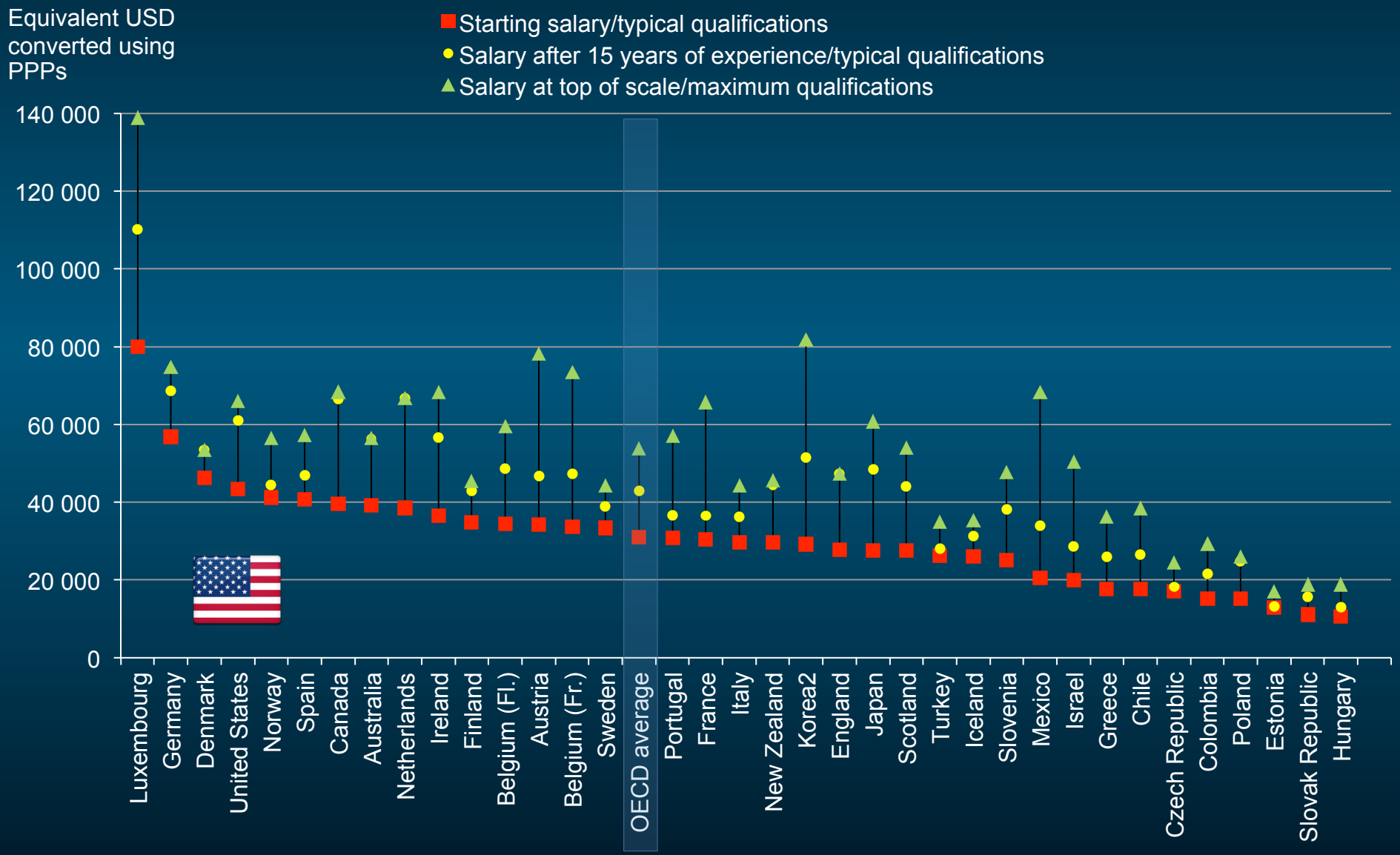
Teachers' salaries relative to earnings for similarly educated workers or workers with tertiary education (2013). Lower secondary teachers teaching general programmes in public institutions



New lower secondary teachers with the typical qualifications earn, on average, USD 31 013. At the top of scale and maximum qualifications they earn, on average, USD 53 786

Chart D3.2.

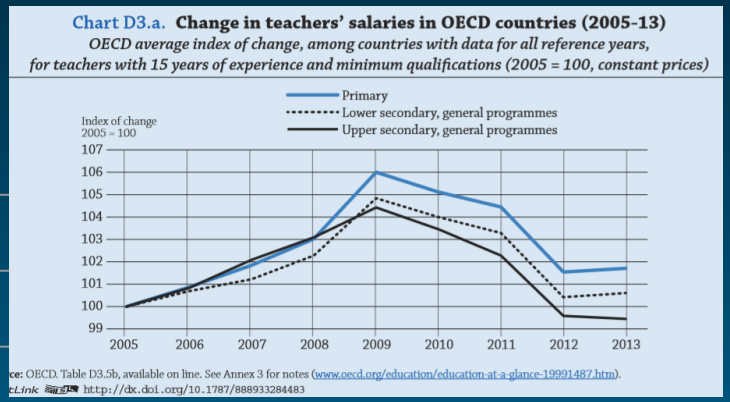
Annual statutory salaries of lower secondary teachers in public institutions, in equivalent USD converted using PPPs at different points in their careers (2013)

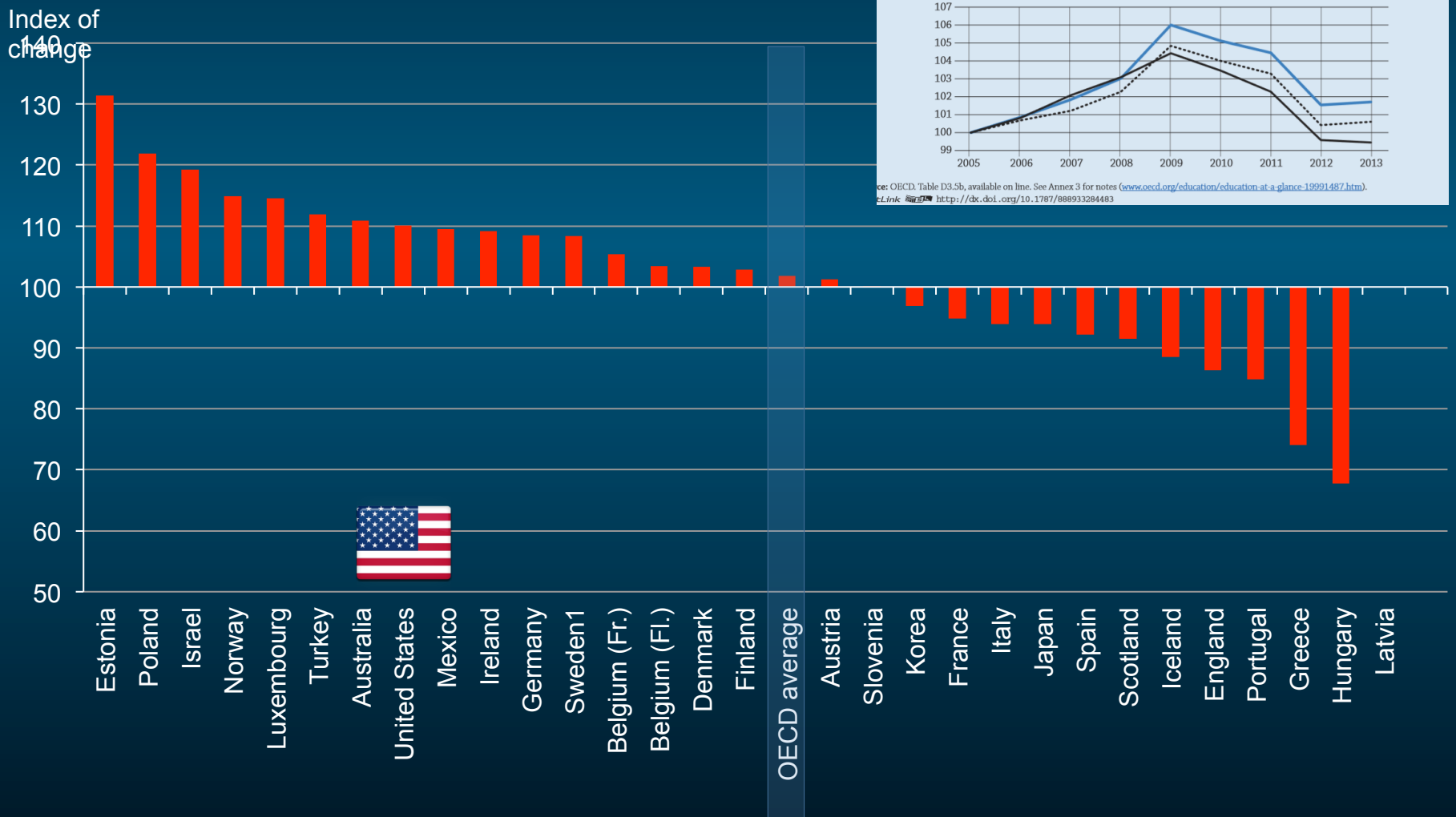


Between 2005 and 2013, teachers' salaries increased in some and decreased in other countries

Chart D3.3.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications





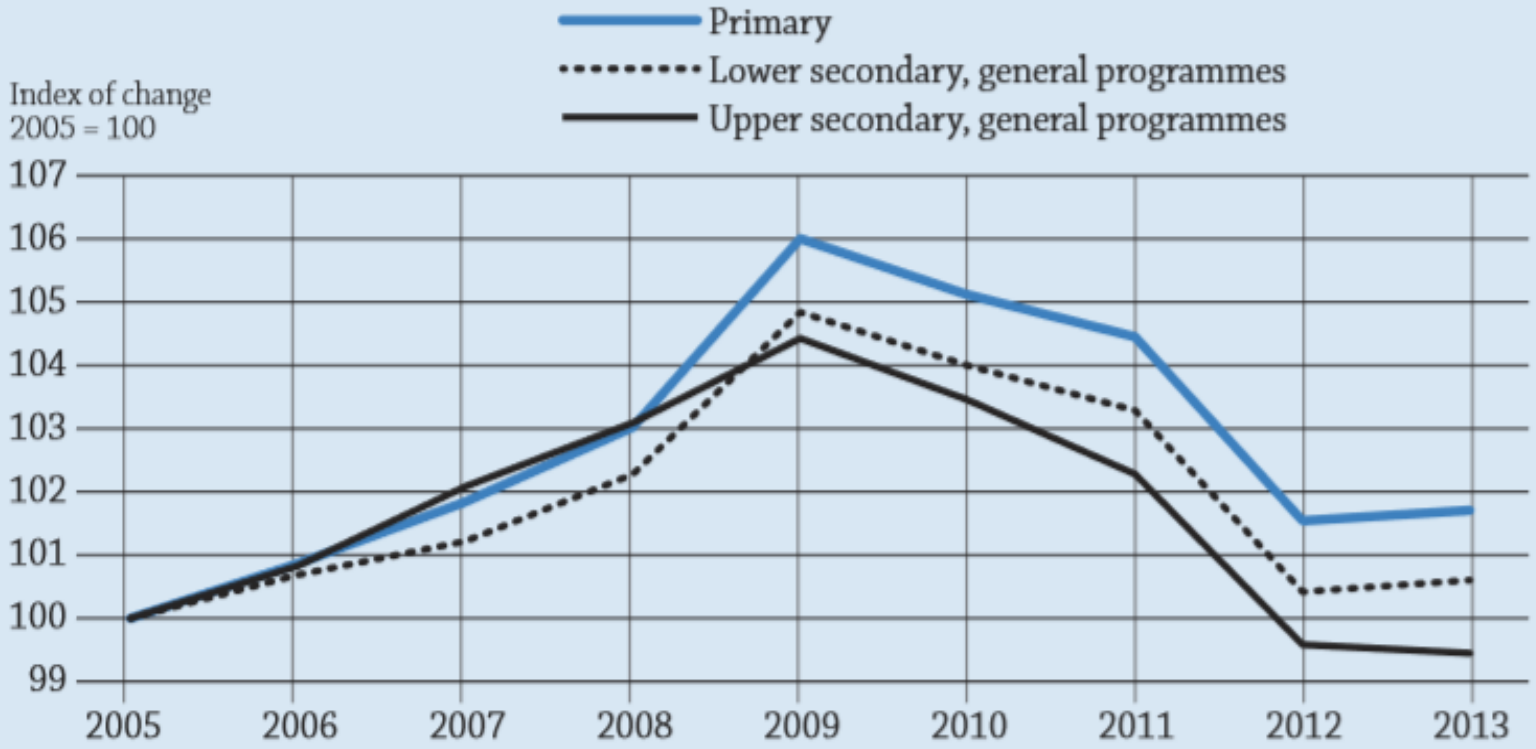
Between 2000 and 2013, teachers' salaries increased overall in real terms in most countries with available data

Chart D3.3.

Index of change between 2000 and 2013 (2005 = 100, constant prices), for teachers with 15 years of experience and typical qualifications

Chart D3.a. Change in teachers' salaries in OECD countries (2005-13)

OECD average index of change, among countries with data for all reference years, for teachers with 15 years of experience and minimum qualifications (2005 = 100, constant prices)



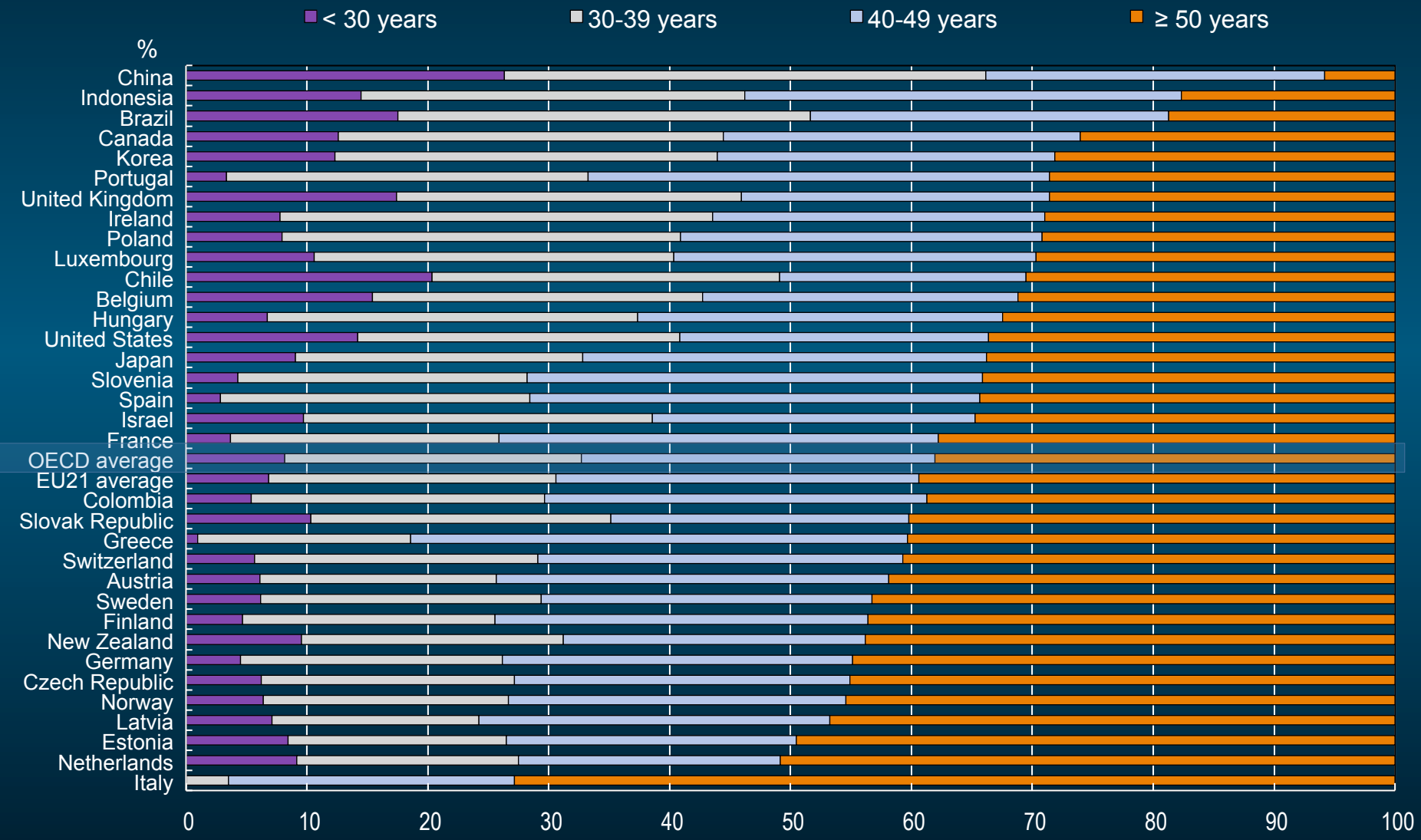
ce: OECD. Table D3.5b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

tLink http://dx.doi.org/10.1787/888933284483

The age of the teaching force varies considerably across countries

Chart D5.2

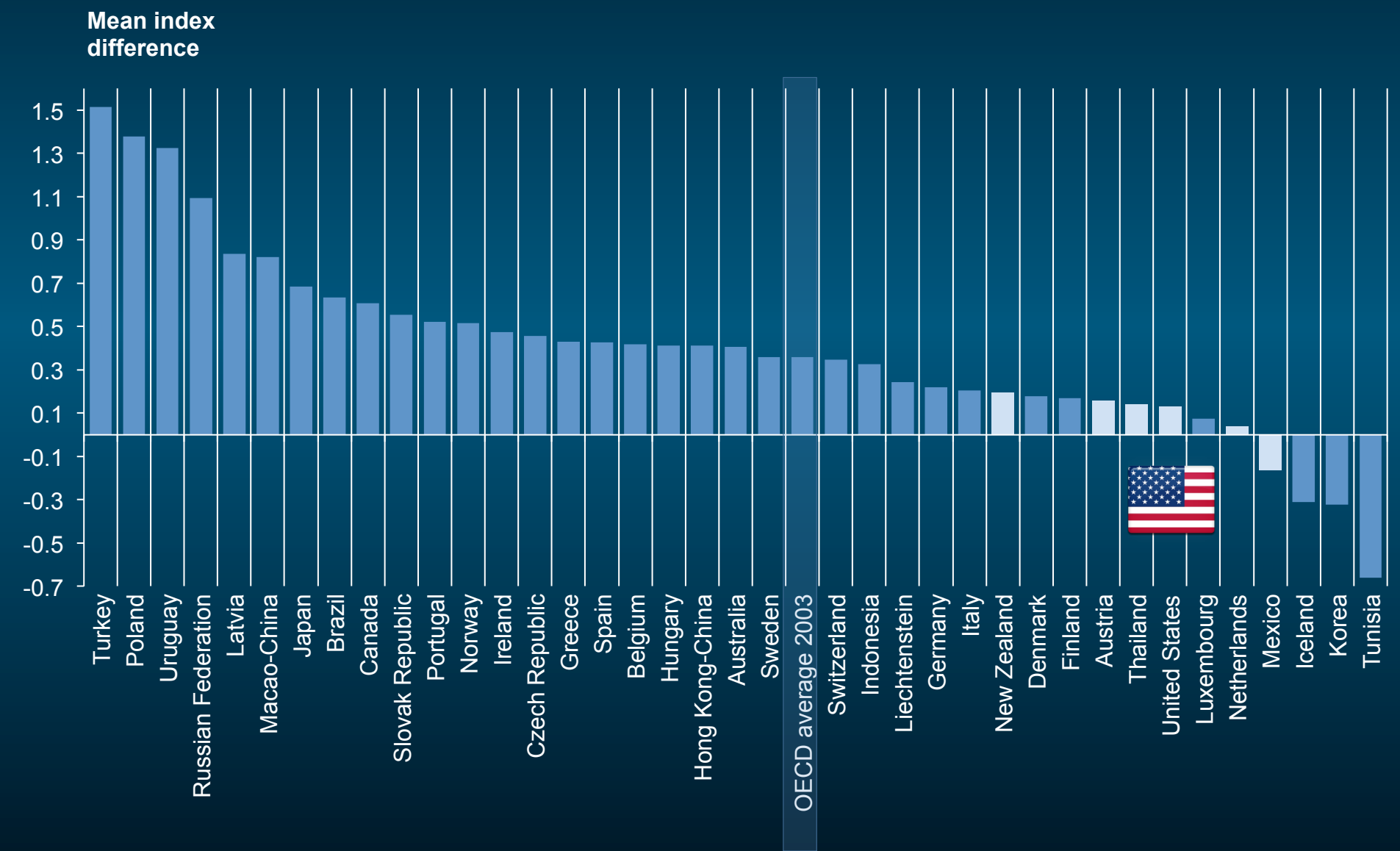
Age distribution of teachers in upper secondary education (2013)



Schools were better equipped with new technologies in 2012 than in 2003

Chart D8.2

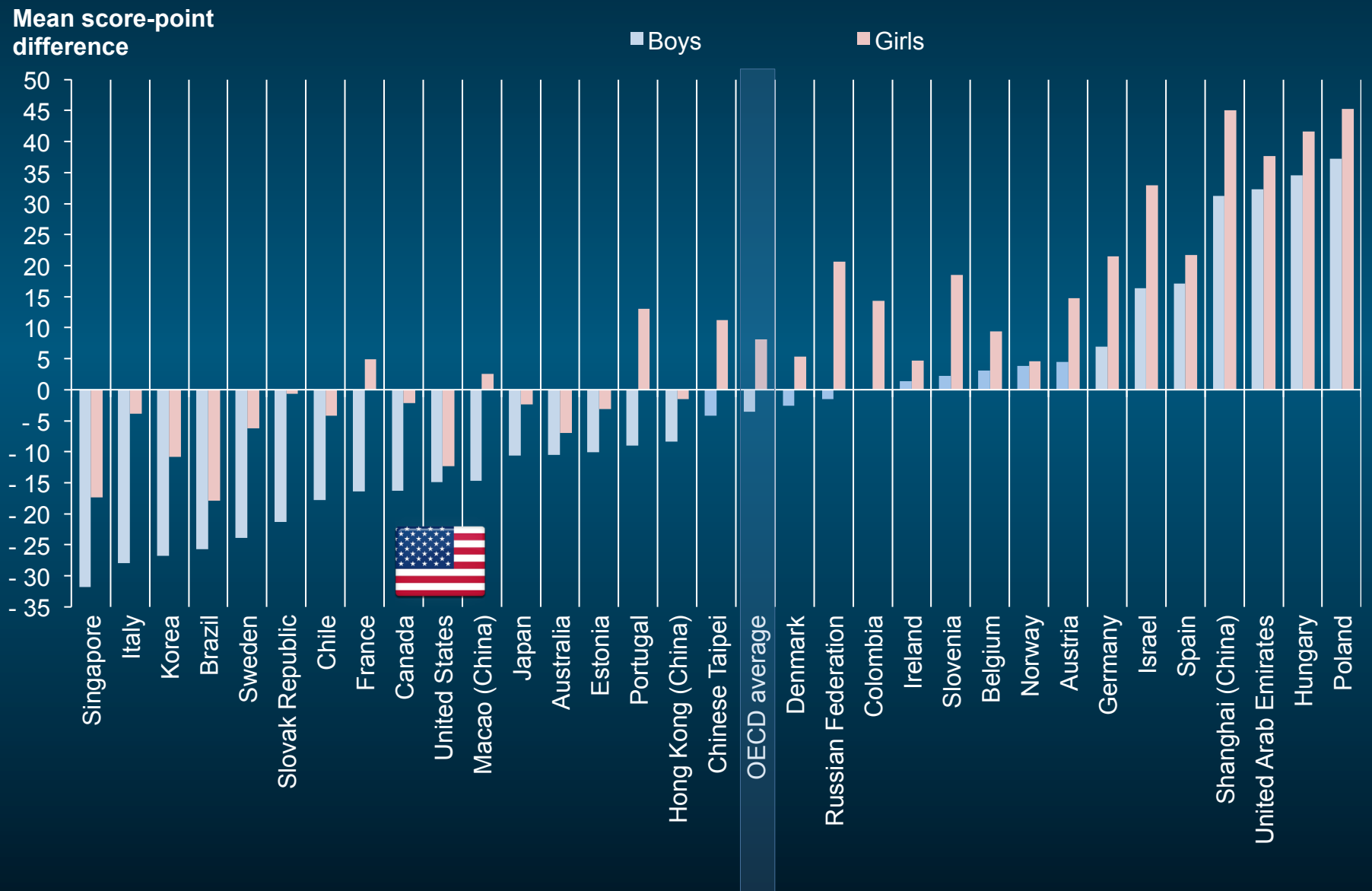
Change between 2003 and 2012 in the index of quality of schools' educational resources (e.g. textbooks, computers for instruction, computer so ftware). Dark blue bars indicate differences that are statistically significant.



Some countries have been more successful than others in imparting the skills students need to participate fully in the digital age

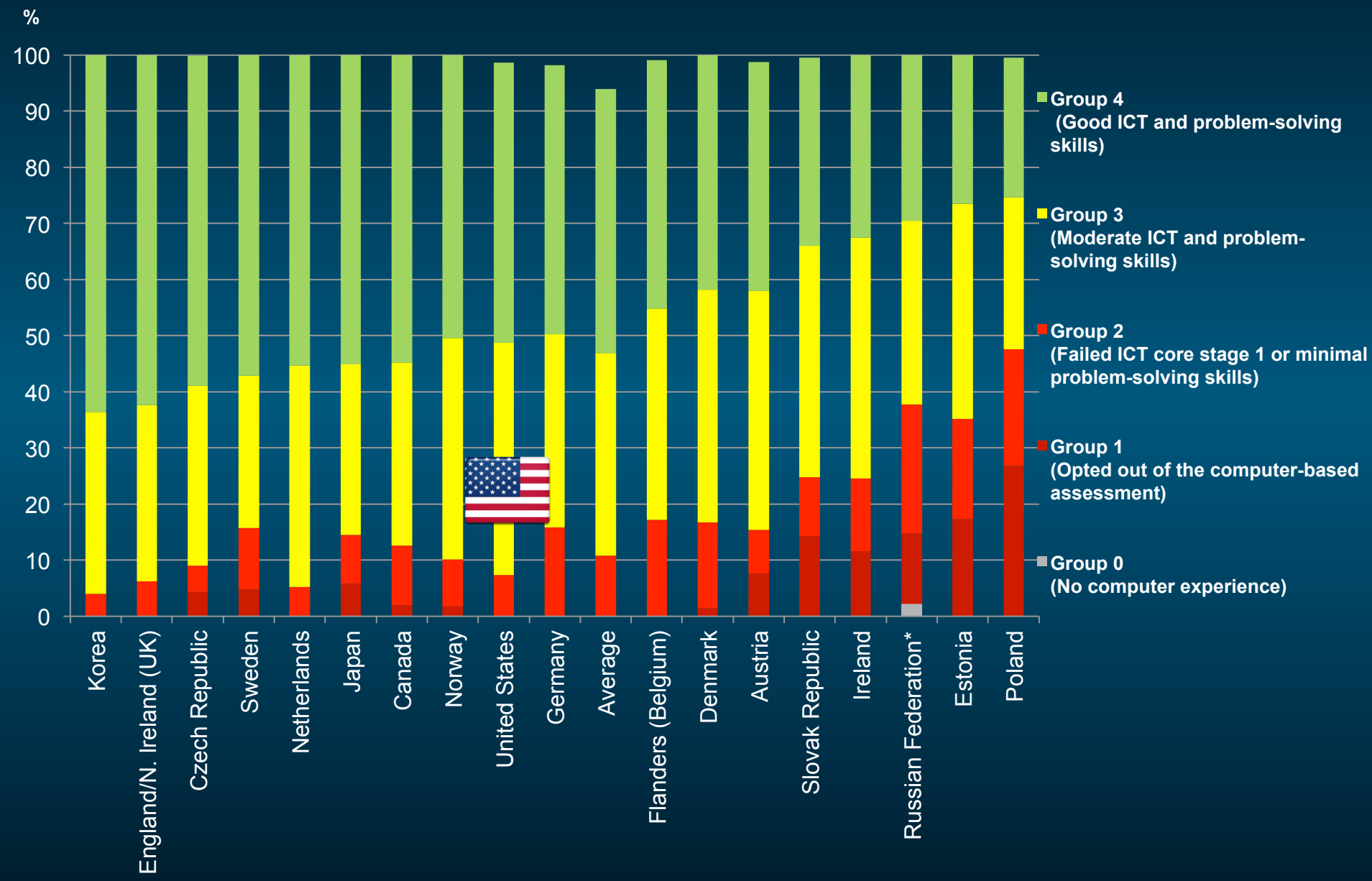
Chart D8.3

Mean score-point difference between paper-and-pencil and computer-delivered reading test1 (PISA 2012). 15-year-old students, by gender



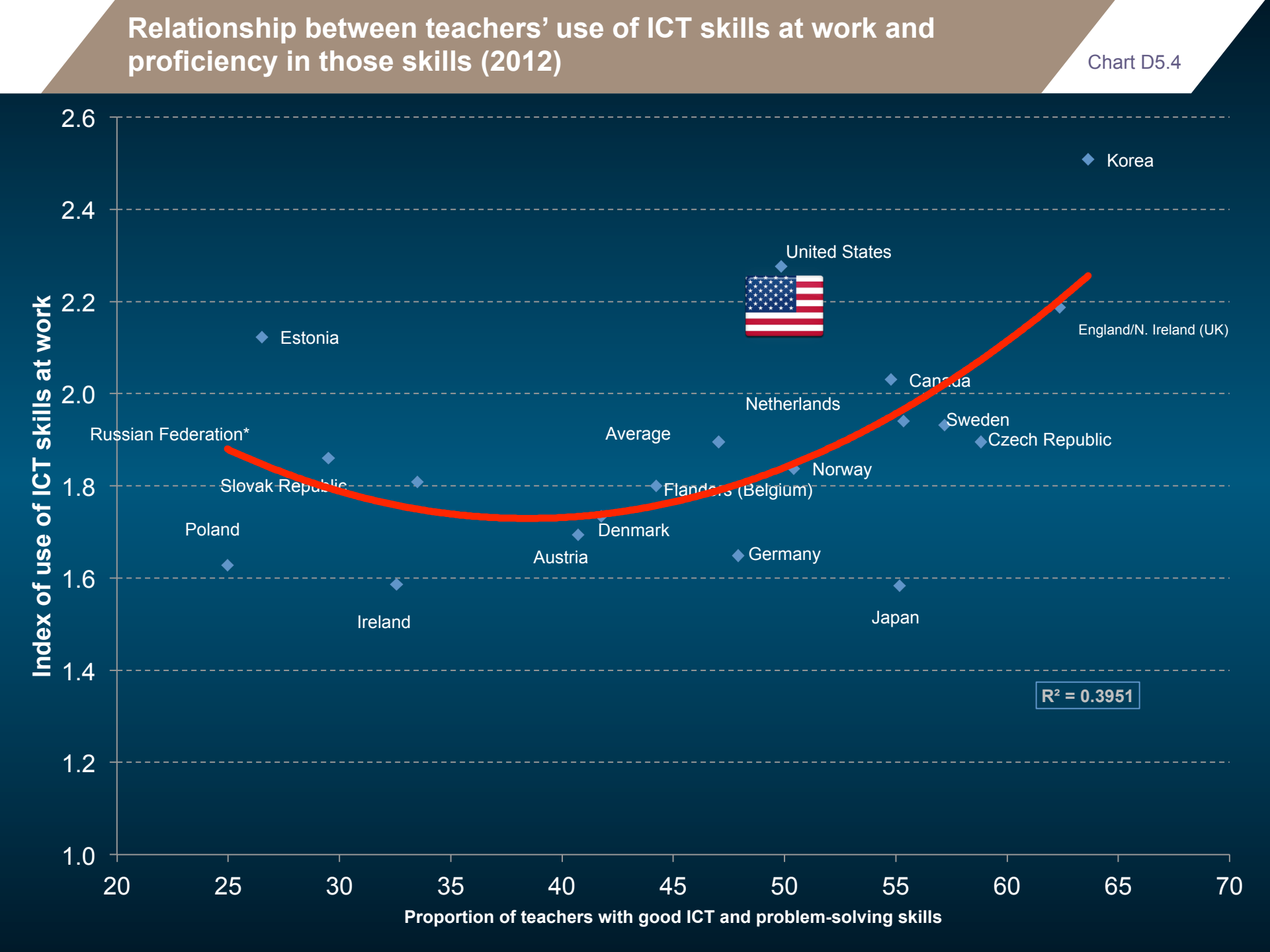
Teachers' skills and readiness to use information and communication technologies (ICT) for problem solving (2012)

Chart D5.4



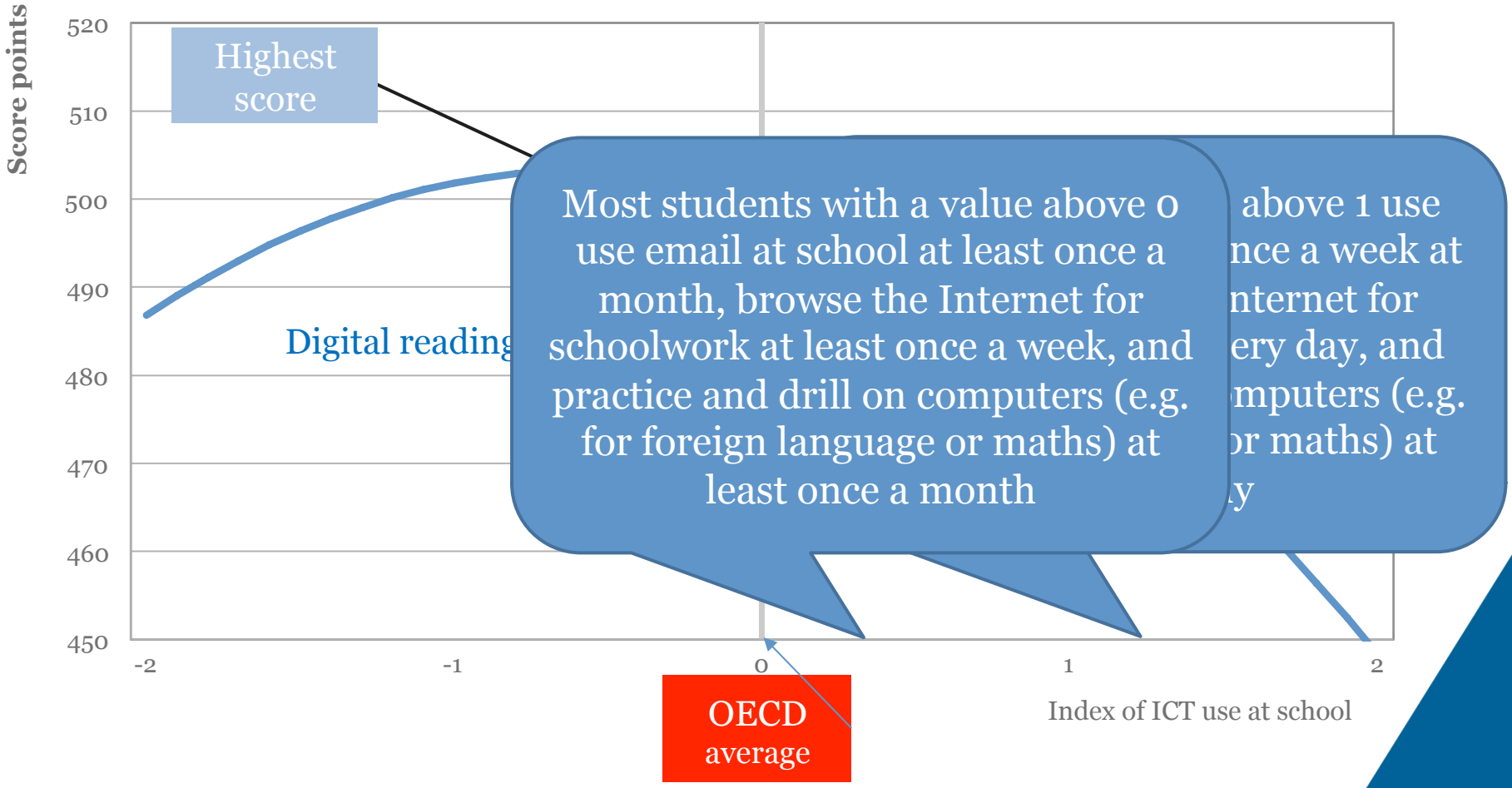
Relationship between teachers' use of ICT skills at work and proficiency in those skills (2012)

Chart D5.4



Students who use computers at school only moderately score the highest in reading

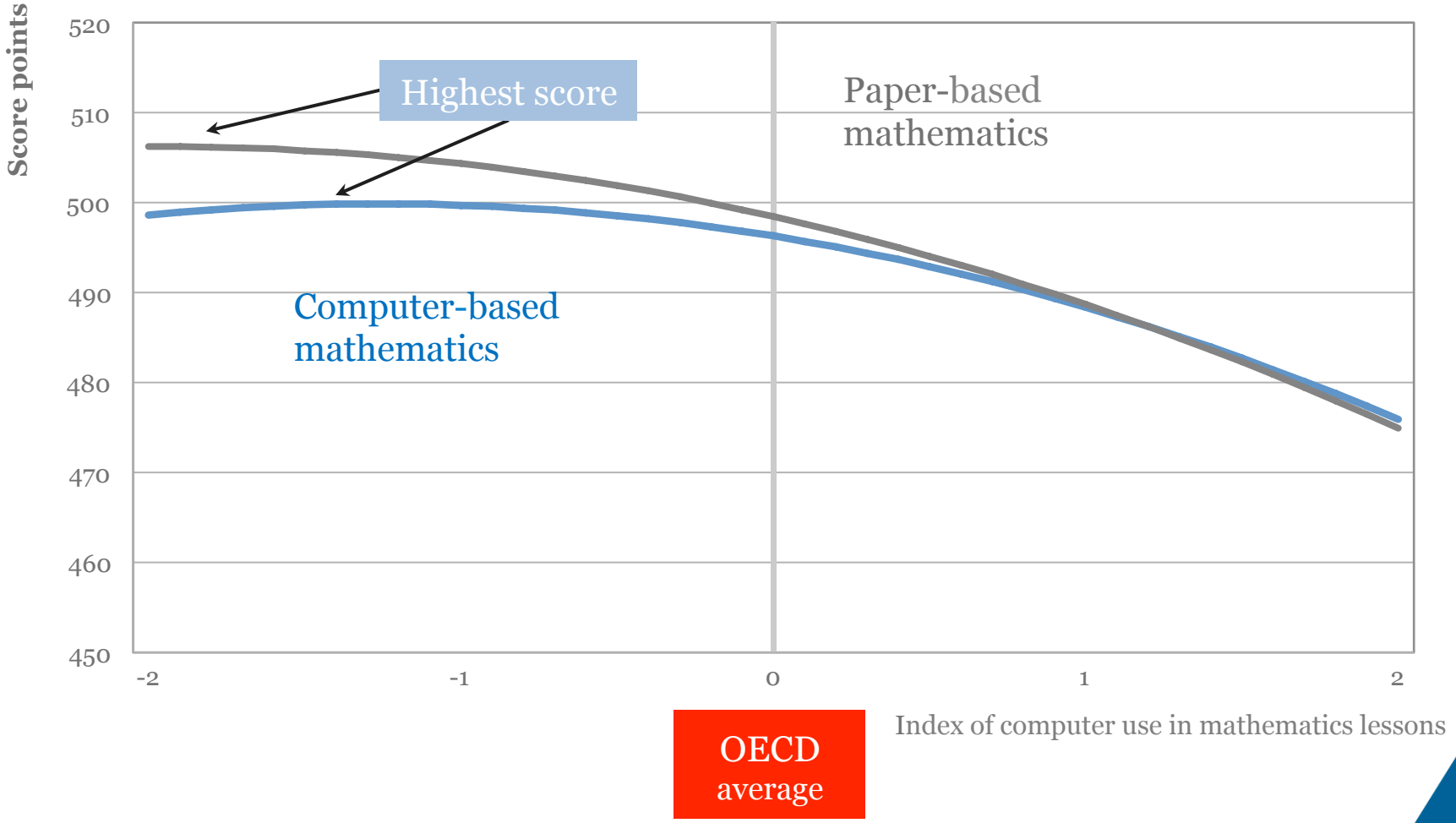
Relationship between students' skills in reading and computer use at school (average across OECD countries)



Source: Figure 6.5

Students who do not use computers in maths lessons score highest in mathematics

Relationship between students' skills in reading and computer use at school (average across OECD countries)

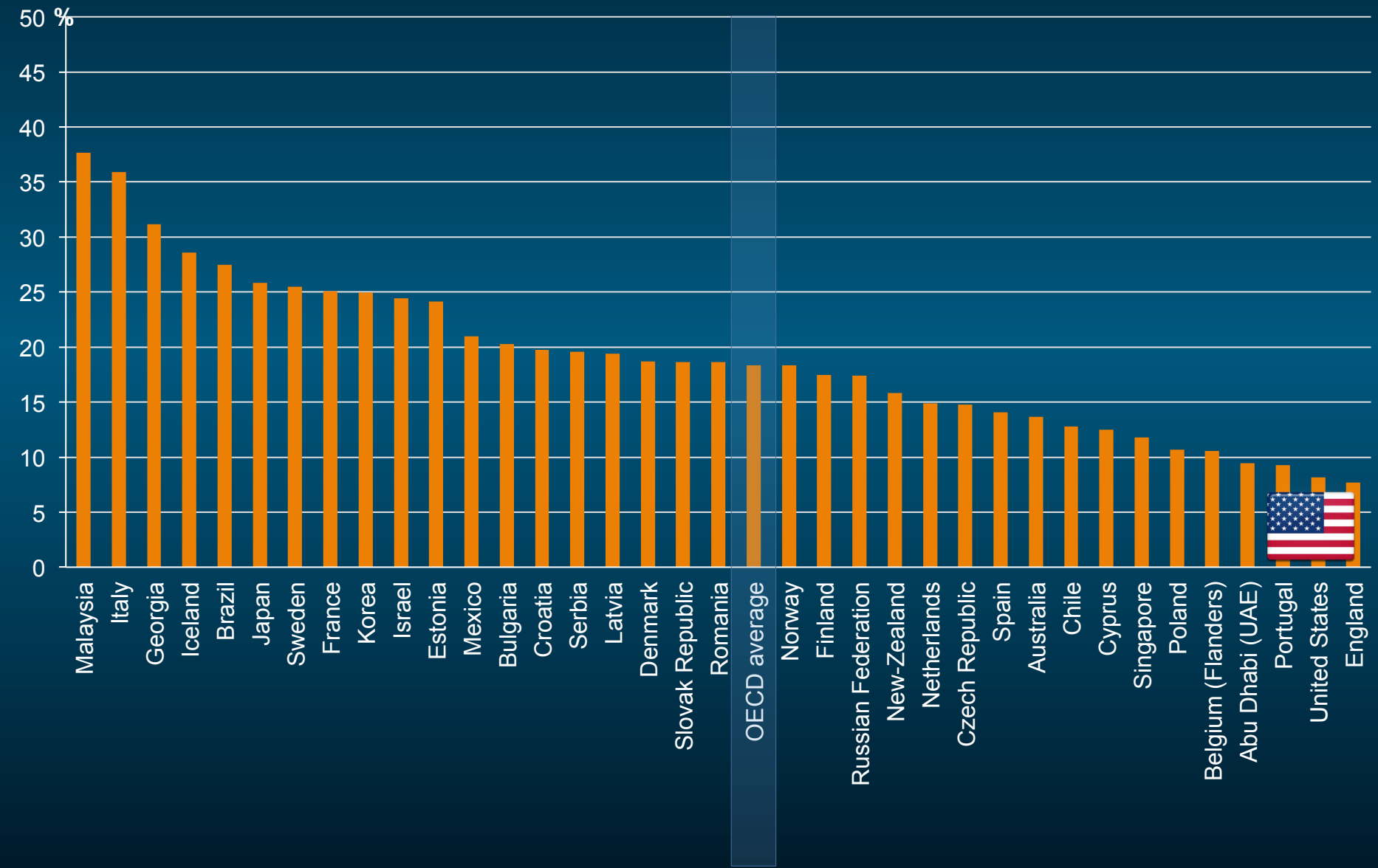


Source: Figure 6.7

Almost one in five teachers in OECD countries feels a need for further training in how to use ICT in the classroom

Chart D8.4

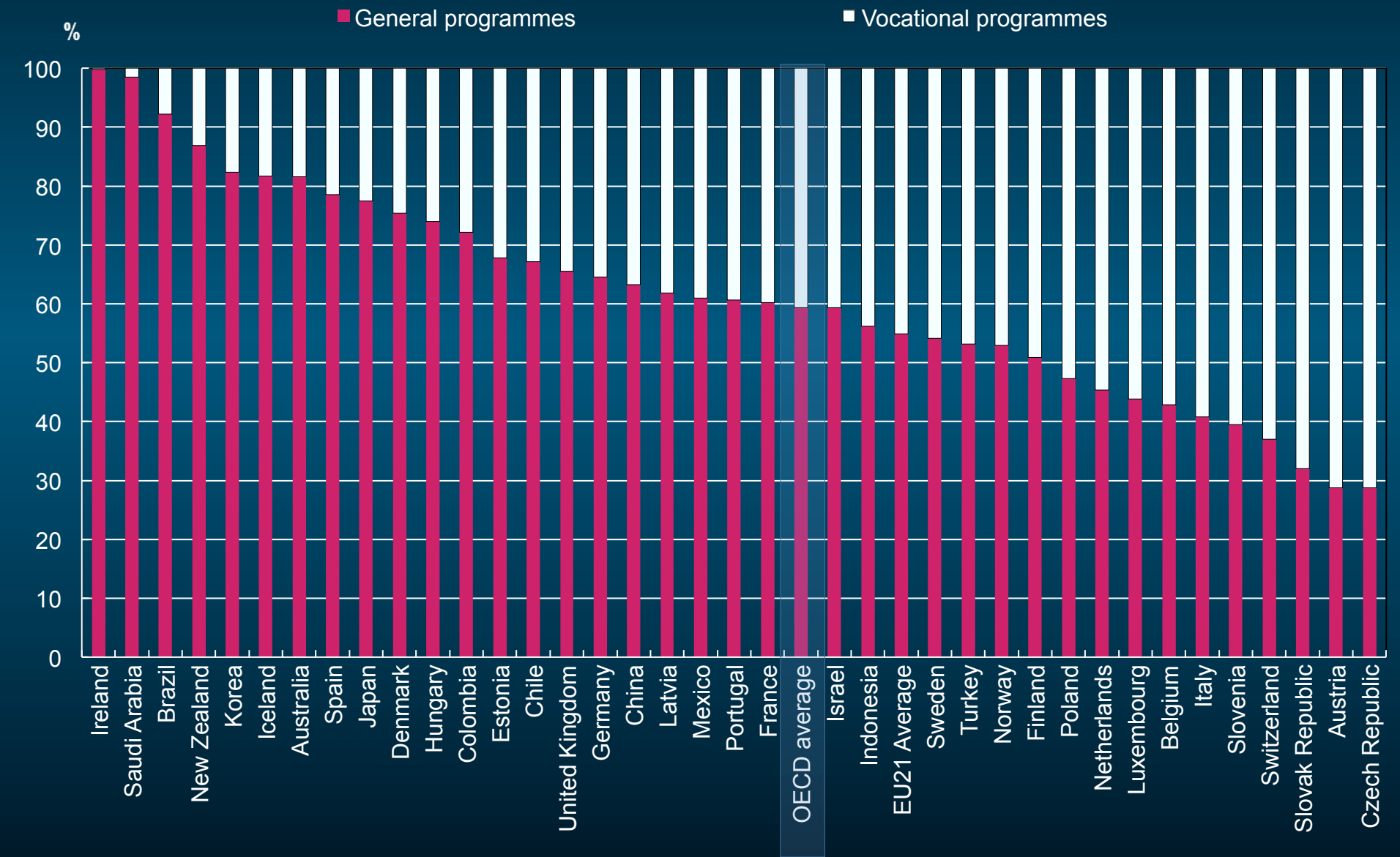
Percentage of lower secondary education teachers who report having a high level of need for professional development to improve their ICT skills for teaching



Six in ten students are enrolled in general programmes

Chart C1.2.

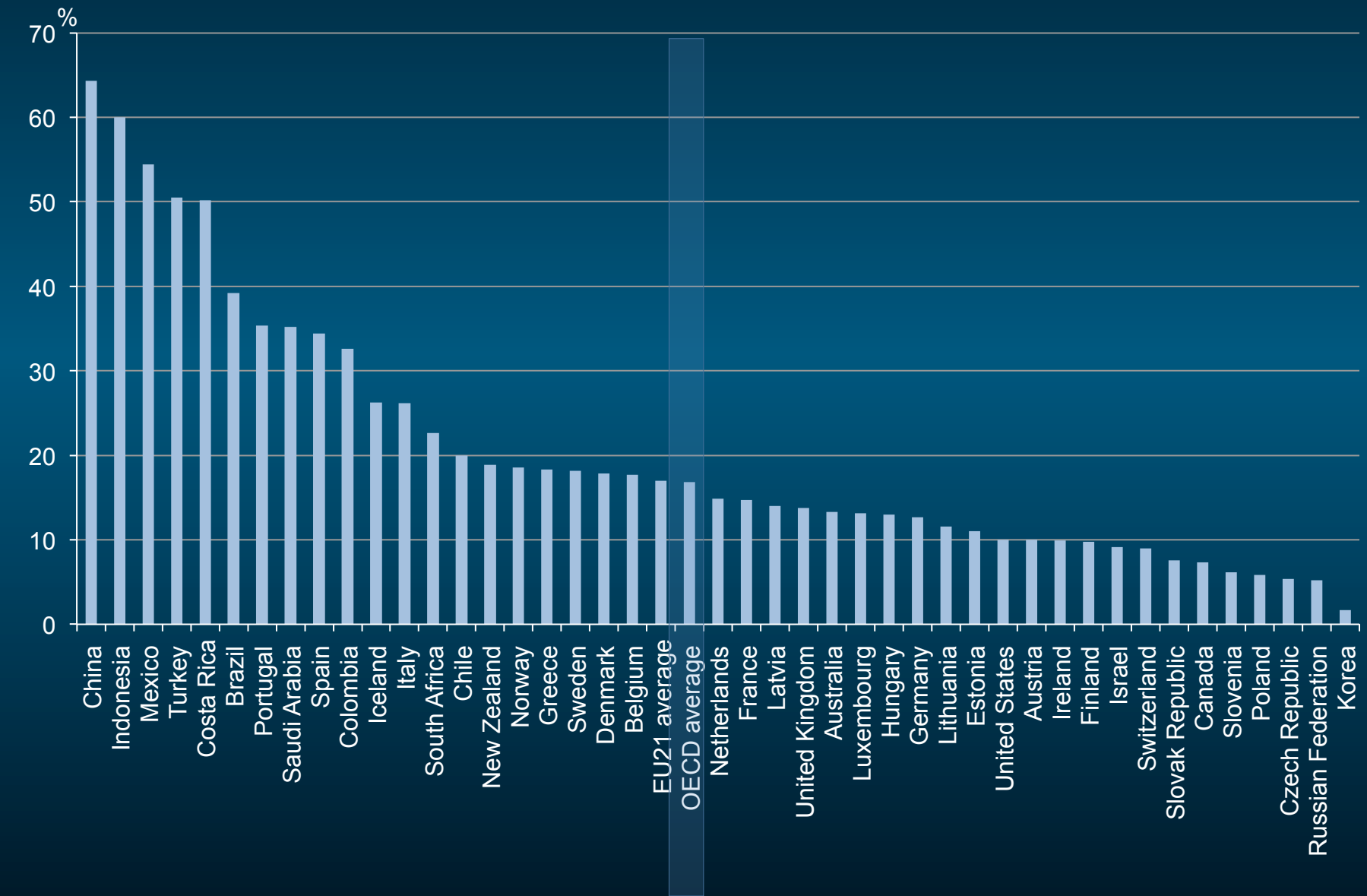
Distribution of 15-19 year-olds enrolled in upper secondary education, by programme orientation (2013)



On average, less than 17% of of 25-34 year-olds have only below upper secondary education

Chart A1.1.

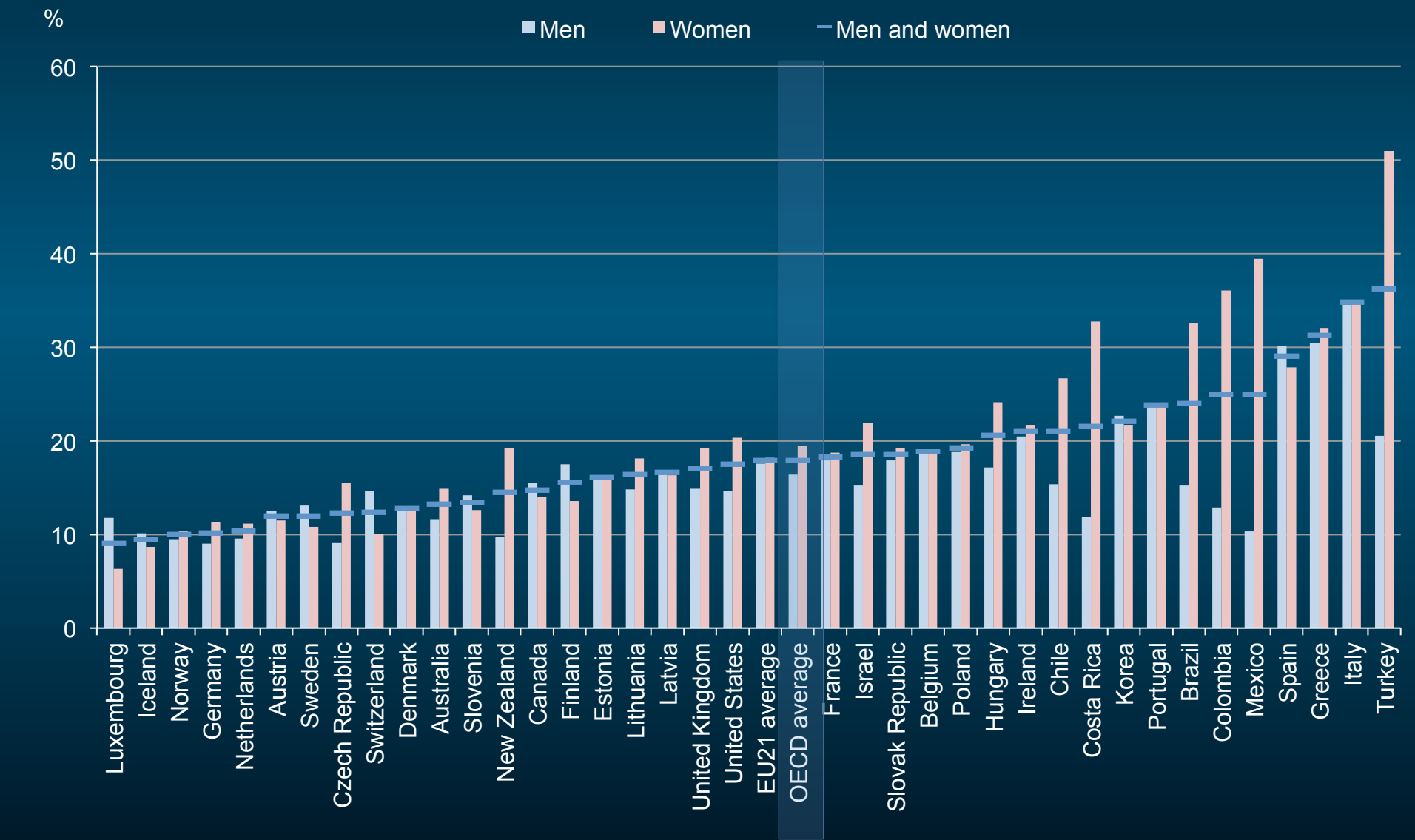
Percentage of 25-34 year-olds with attainment below upper secondary education (2014)



In 2014, 18% of 20-24 year-olds in OECD countries were neither employed nor in education or training, on average

Chart C5.1.

NEET population among 20-24 year-olds, by gender (2014)

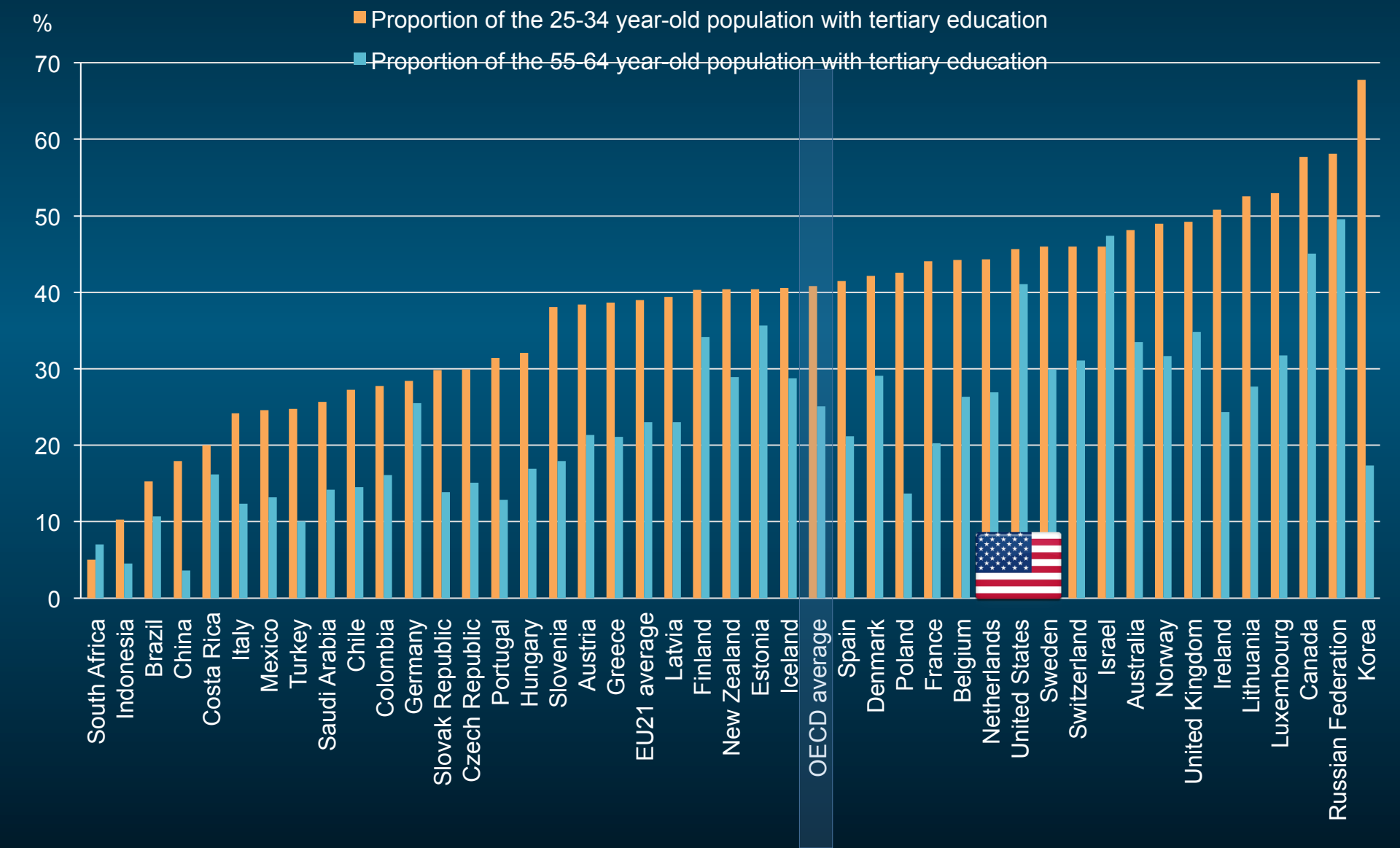


Tertiary education

More people have benefited from education than ever before

Chart A1.2.

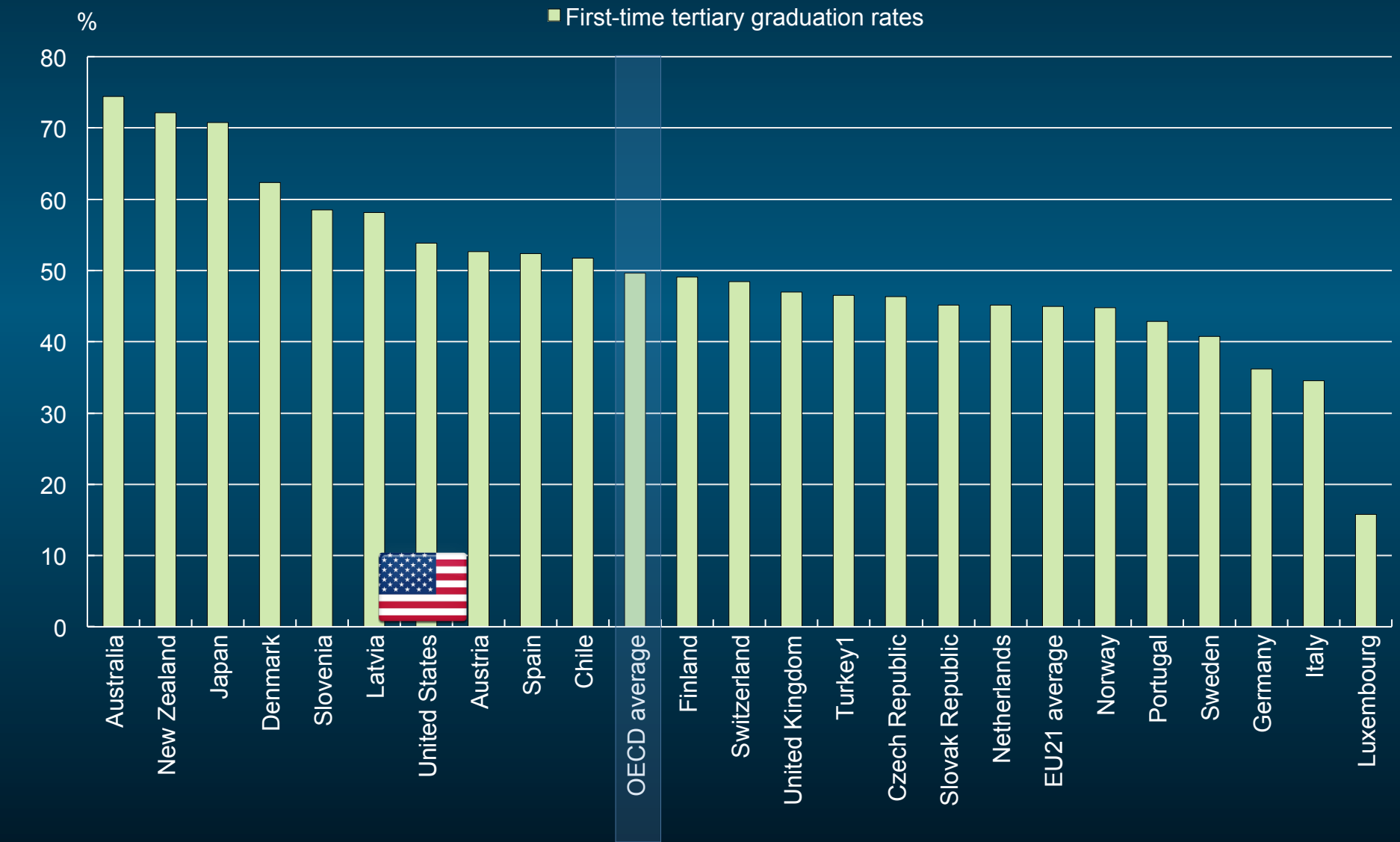
Percentage of younger and older tertiary-educated adults (2014)



Some 50% of today's young people are expected to graduate from tertiary education at least once during their lifetime

Chart A3.1.

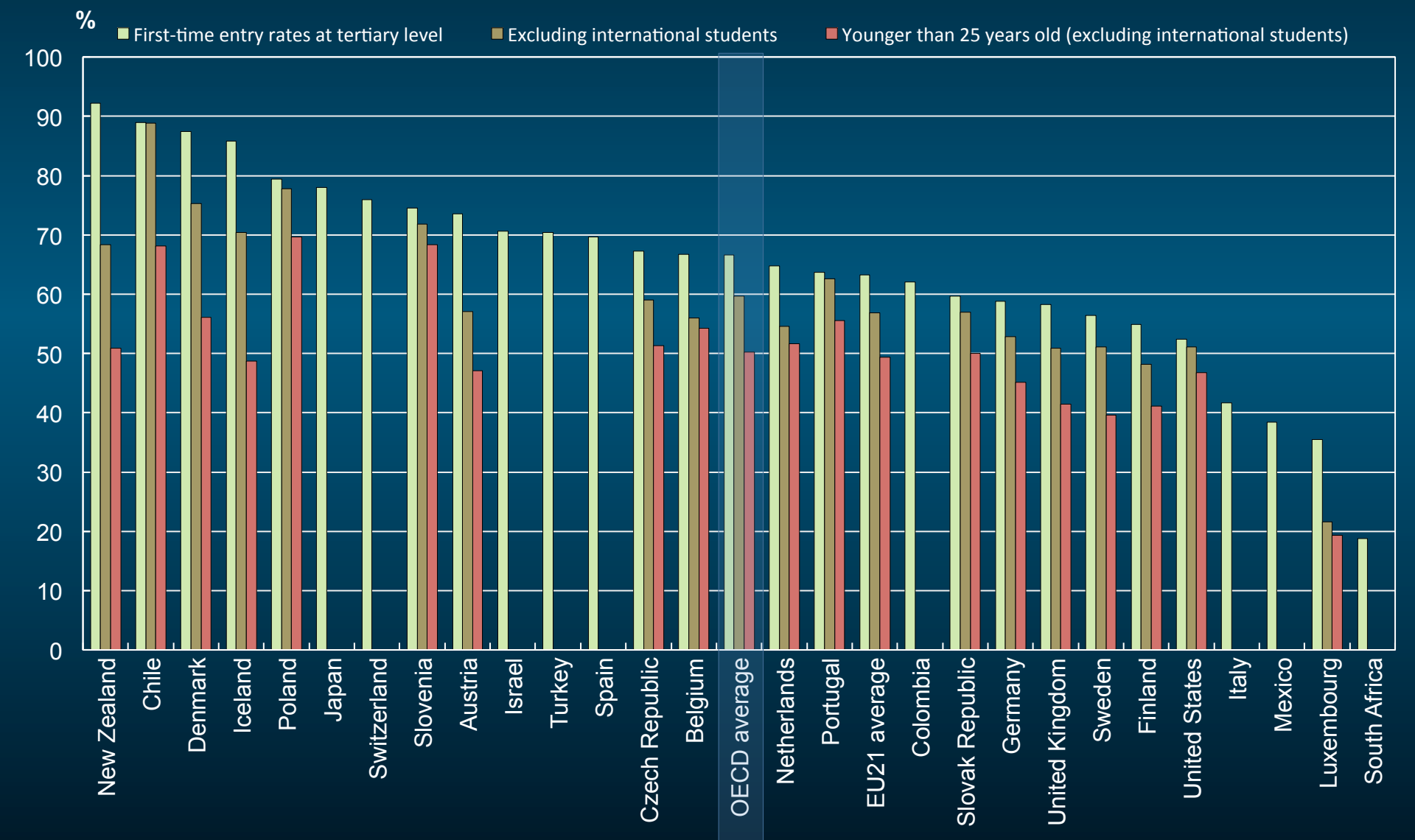
First-time tertiary graduation rates (2013)



Some 67% of young adults will enter tertiary education at least once in their lifetime

Chart C3.1.

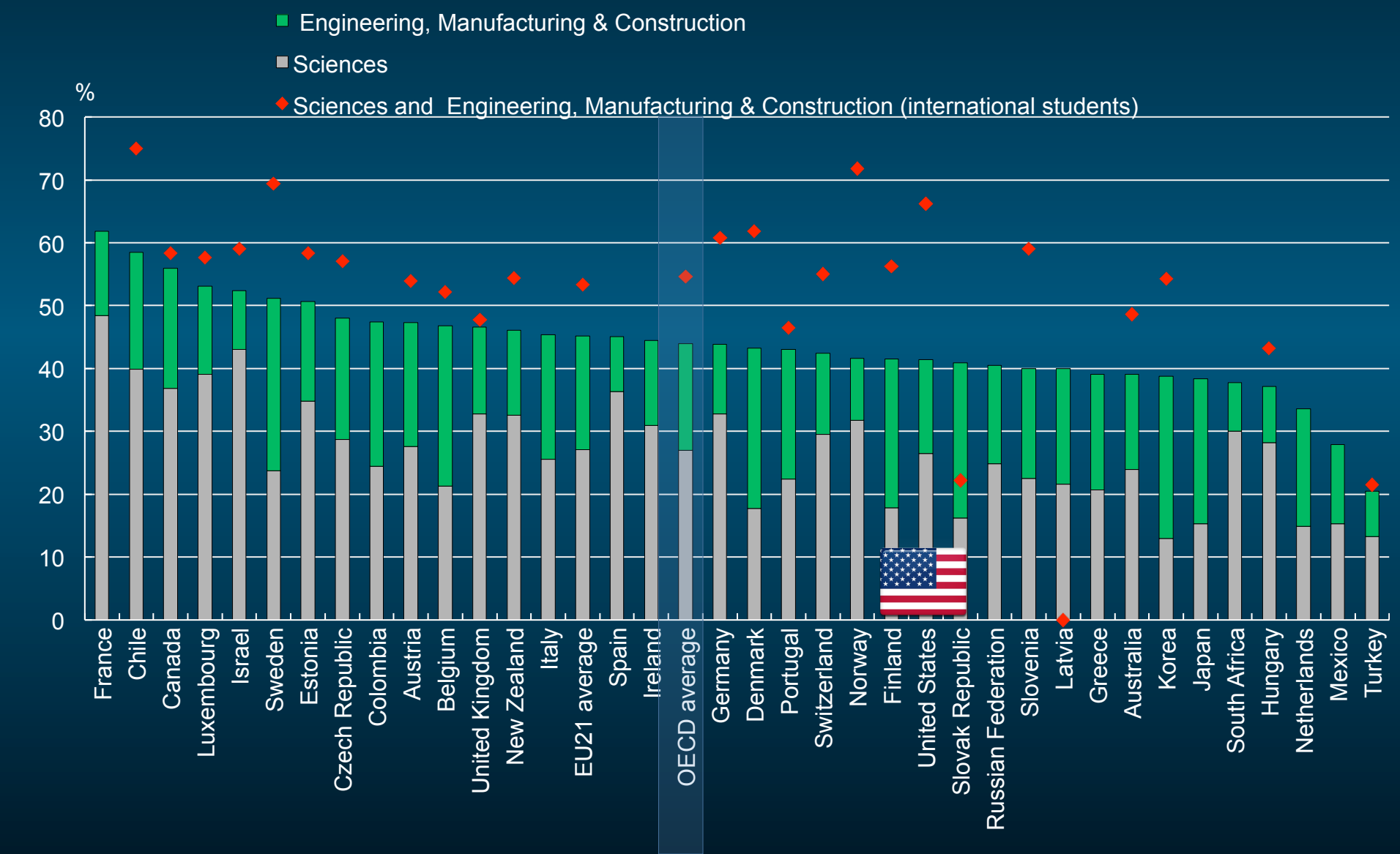
First-time tertiary entry rates (2013)



More than 40% of students who graduated with a doctorate earned it in either science or engineering

Chart A3.4.

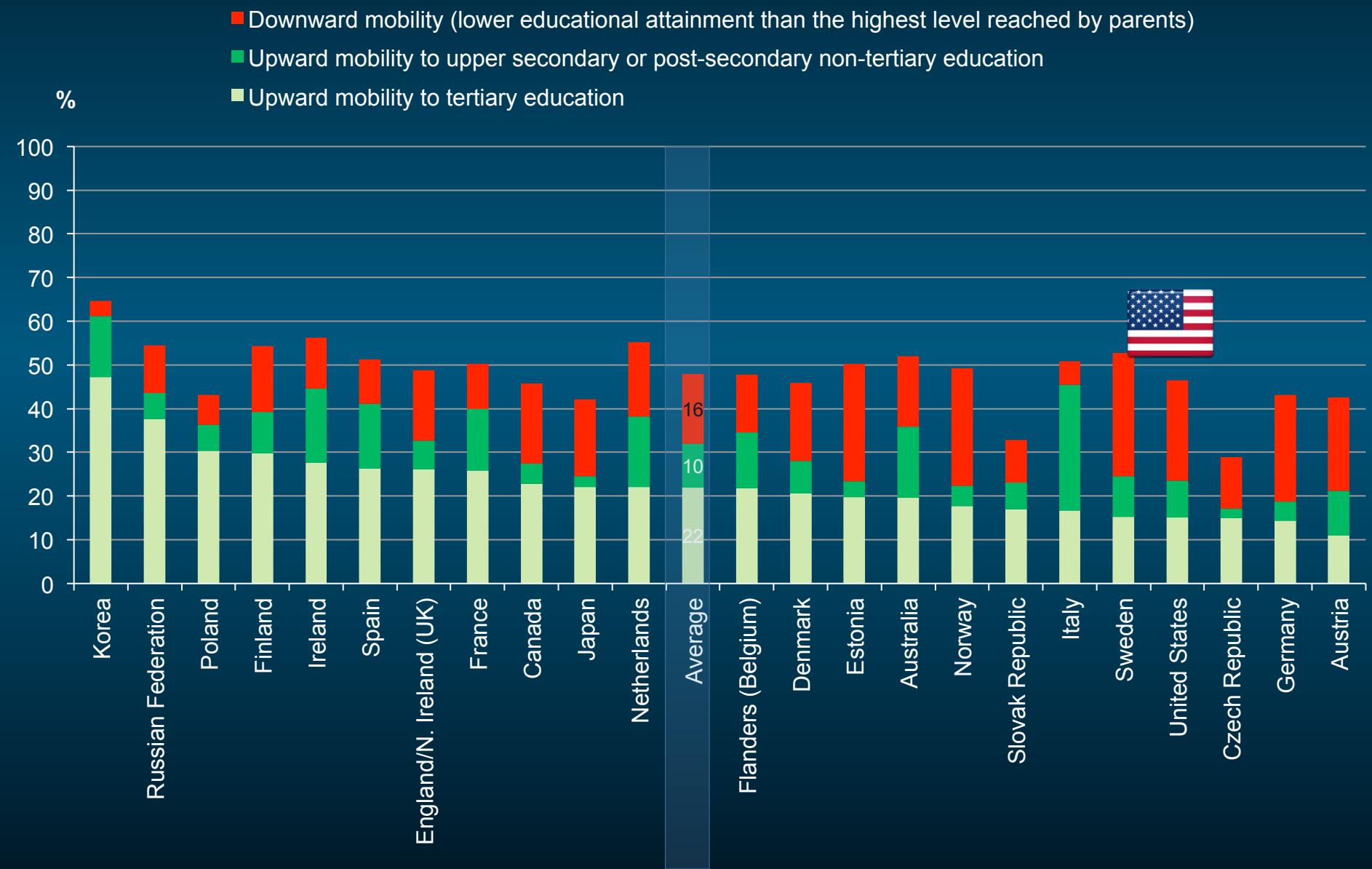
Percentage of students who graduate from sciences and engineering at doctoral level (2013)



More than 30% of adults are more educated than their parents

Chart A4.1.

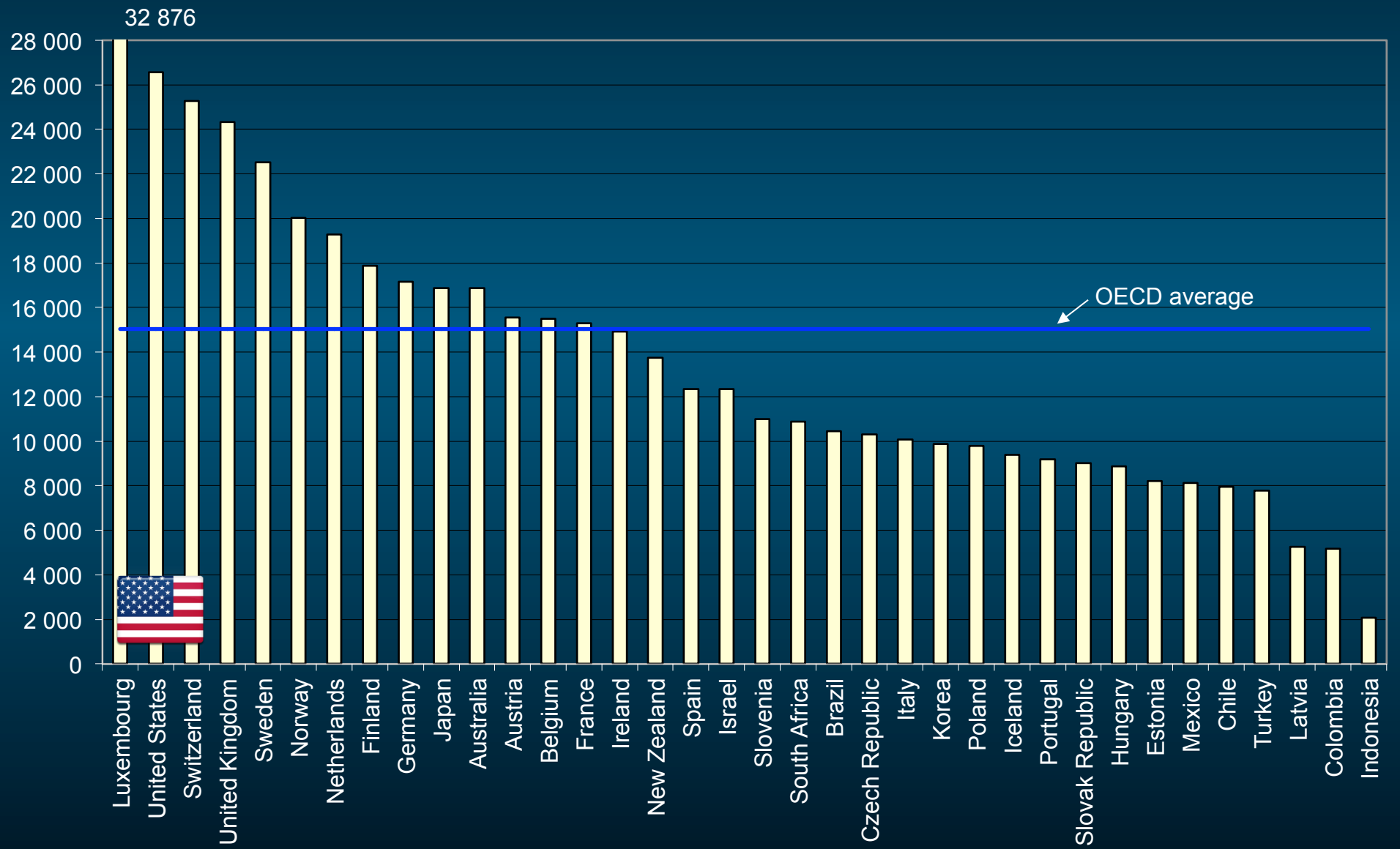
Intergenerational mobility in education (2012)



Annual spending per tertiary student ranges from USD 2 089 to USD 32 876

Chart B1.2.T

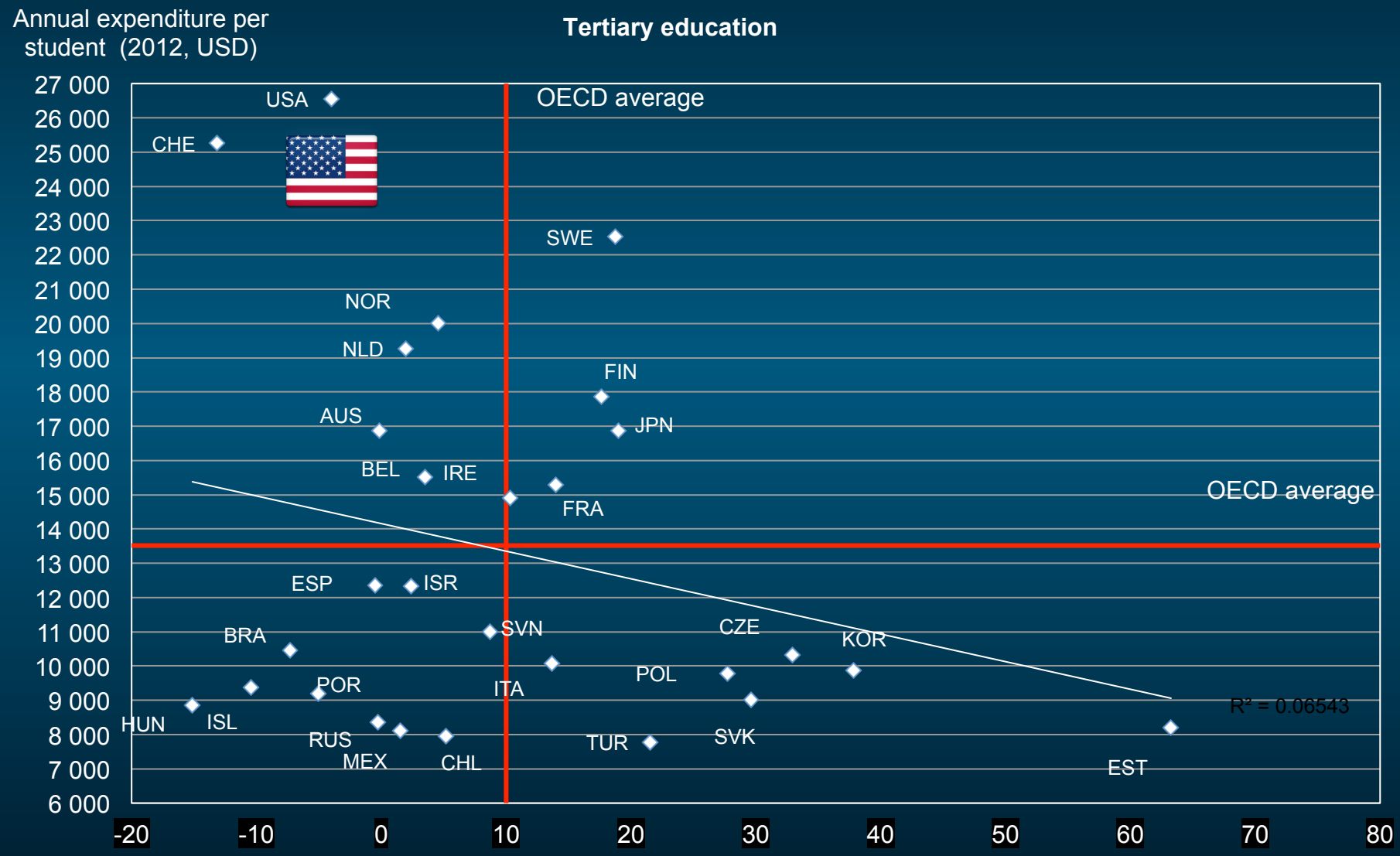
Annual expenditure per student by educational institutions for all services, by level of education (2012). Tertiary education



Between 2005 and 2012, expenditure per tertiary student increased by 10%, on average

Chart B1.4.T

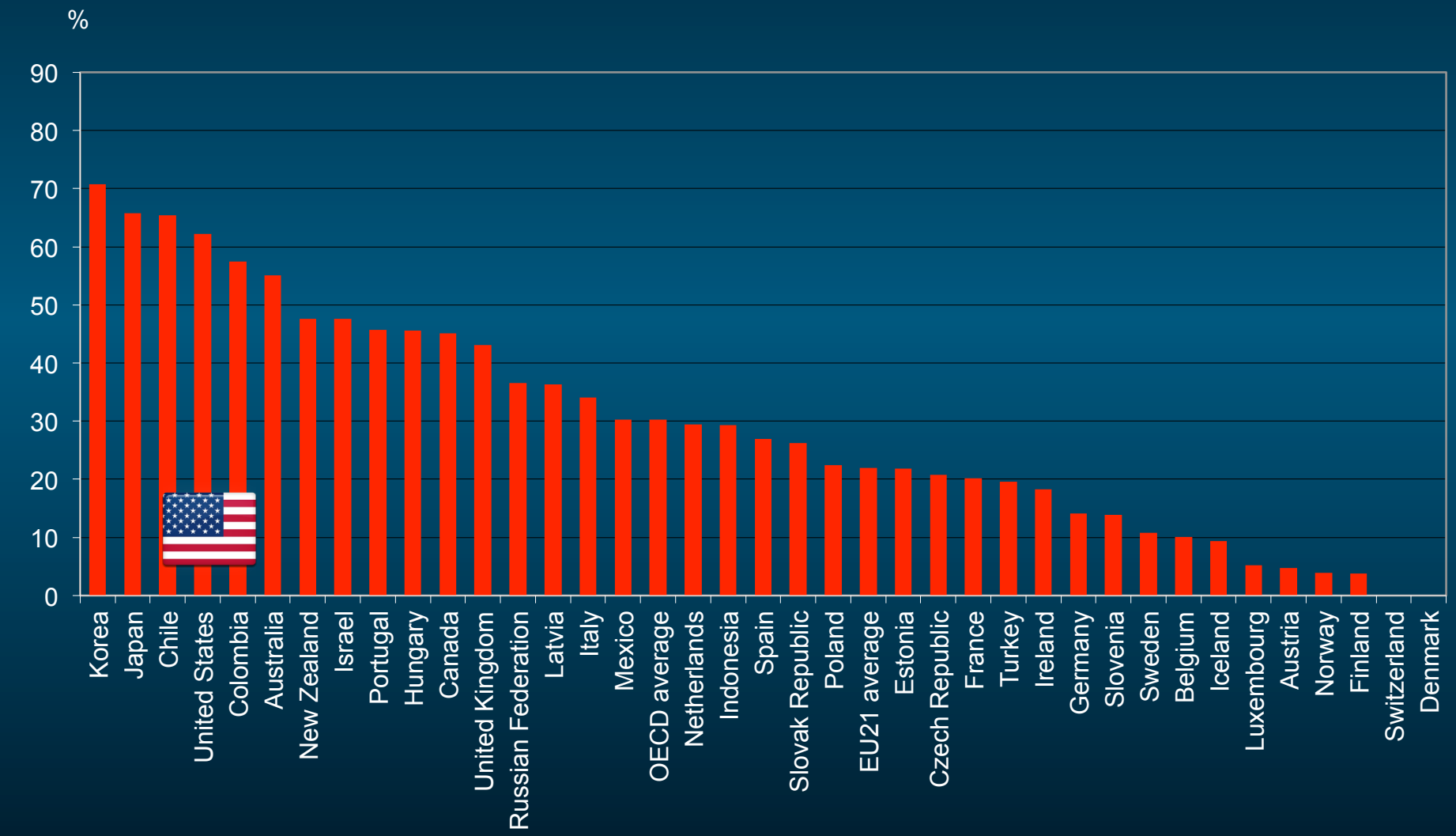
Annual expenditure per student by educational institutions in 2012 related to change since 2005. Tertiary education



About 30% of spending on tertiary education comes from private sources, on average

Chart B3.1

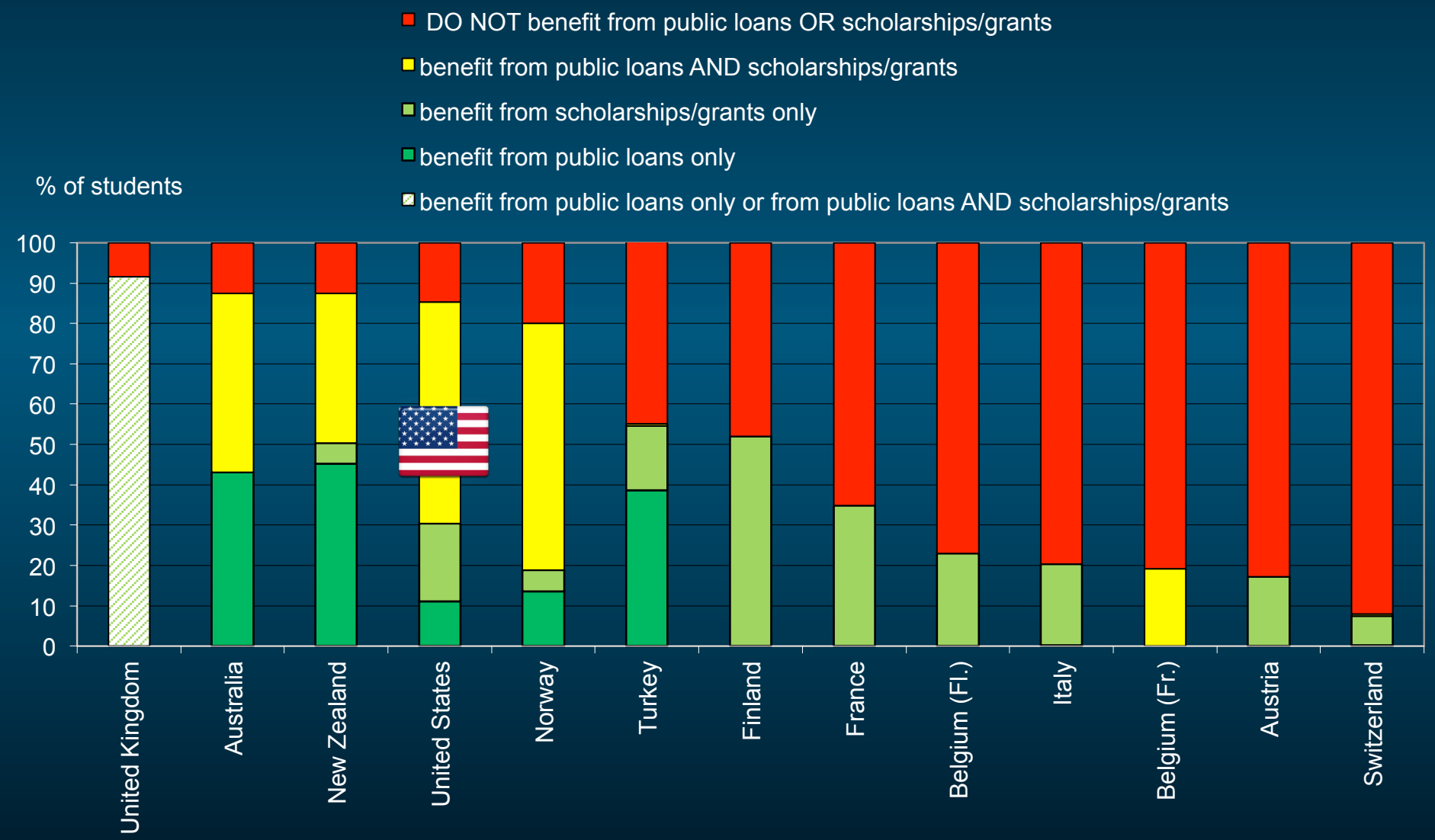
Share of private expenditure on educational institutions (2012)



75% or more students in Australia, New Zealand, Norway, the United Kingdom and the United States benefit from public loans or scholarships/grants

Chart B5.3

Distribution of scholarships/grants and public loans to students in Bachelor's or equivalent level (2013-14)

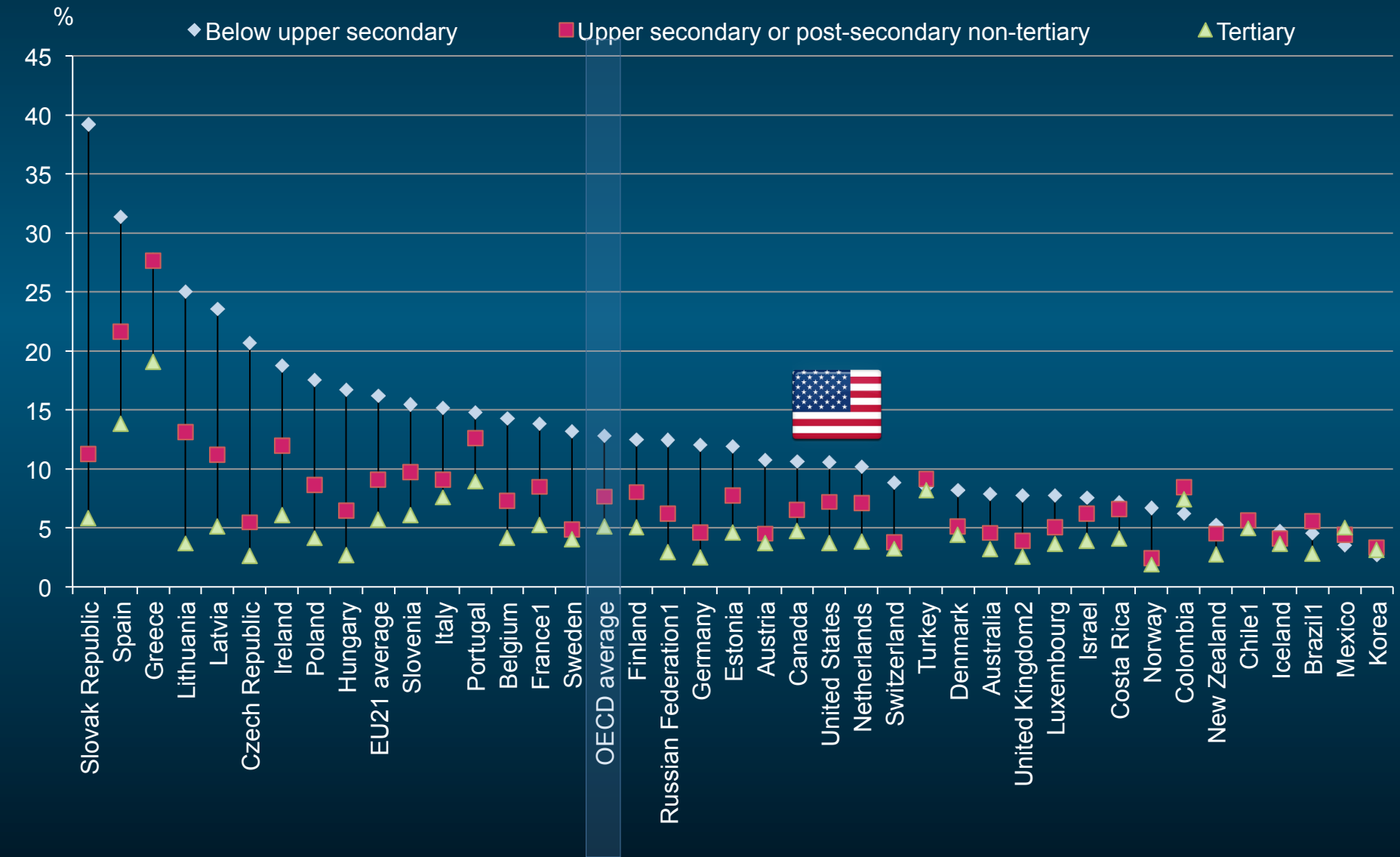


The returns to tertiary education remain strong

The employment benefit of tertiary education is significant, but not in all countries

Chart A5.1.

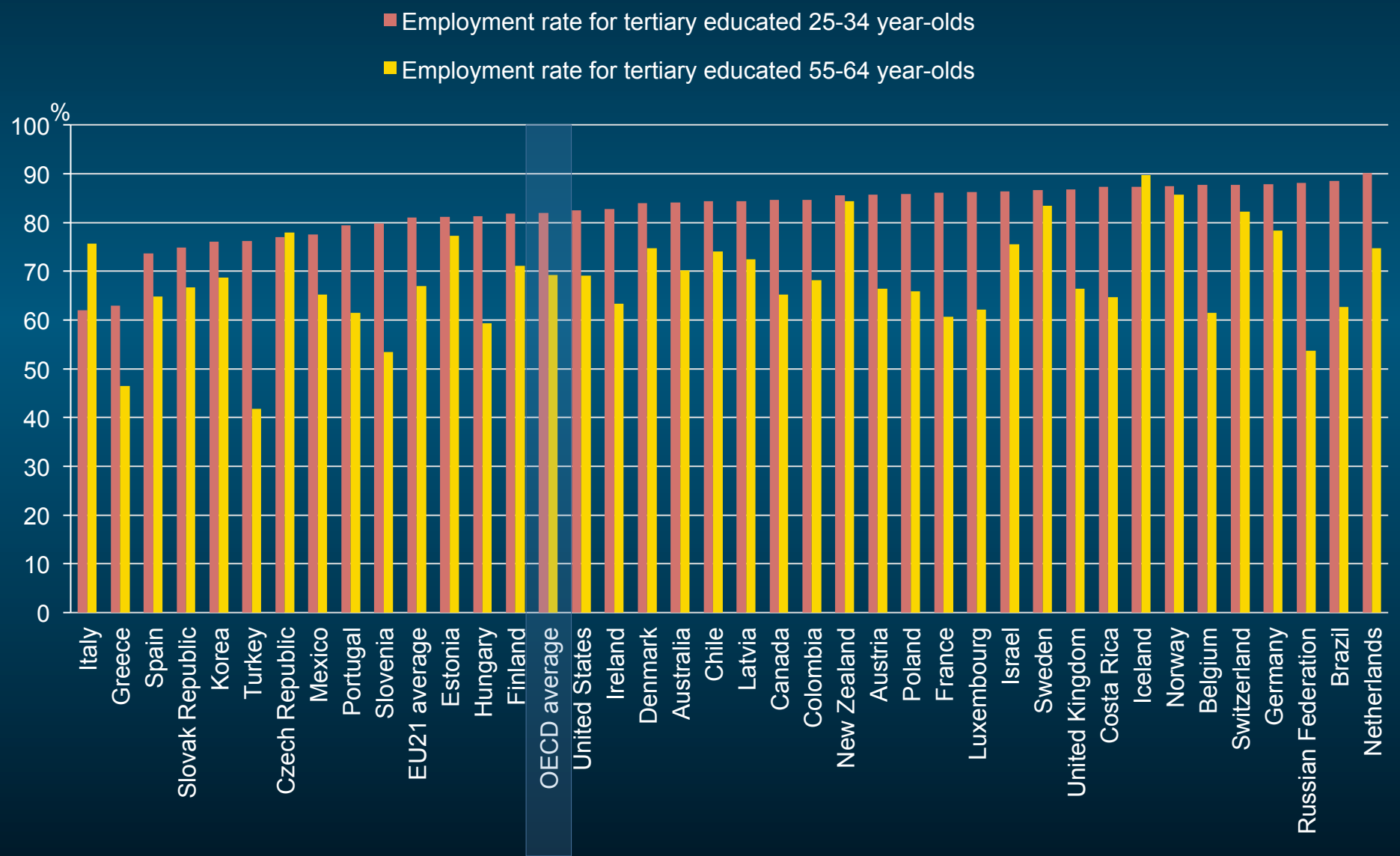
Unemployment rates, by educational attainment (2014)



Employment rates are consistently higher for young tertiary-educated adults

Chart A5.2.

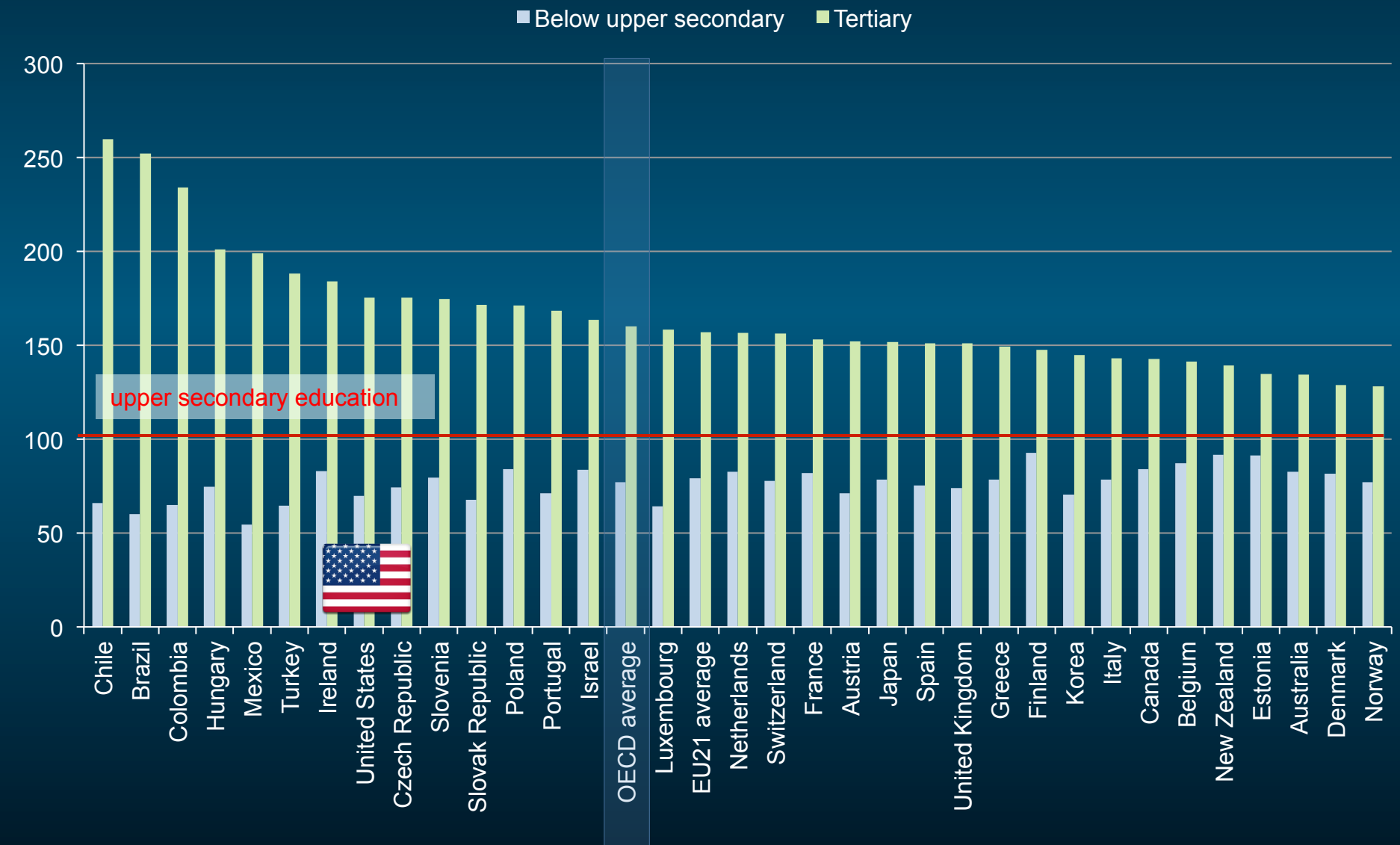
Employment rates for younger and older tertiary-educated adults (2014)



Adults with a tertiary degree will earn 100% more than those with only below upper secondary education

Chart A6.2.a

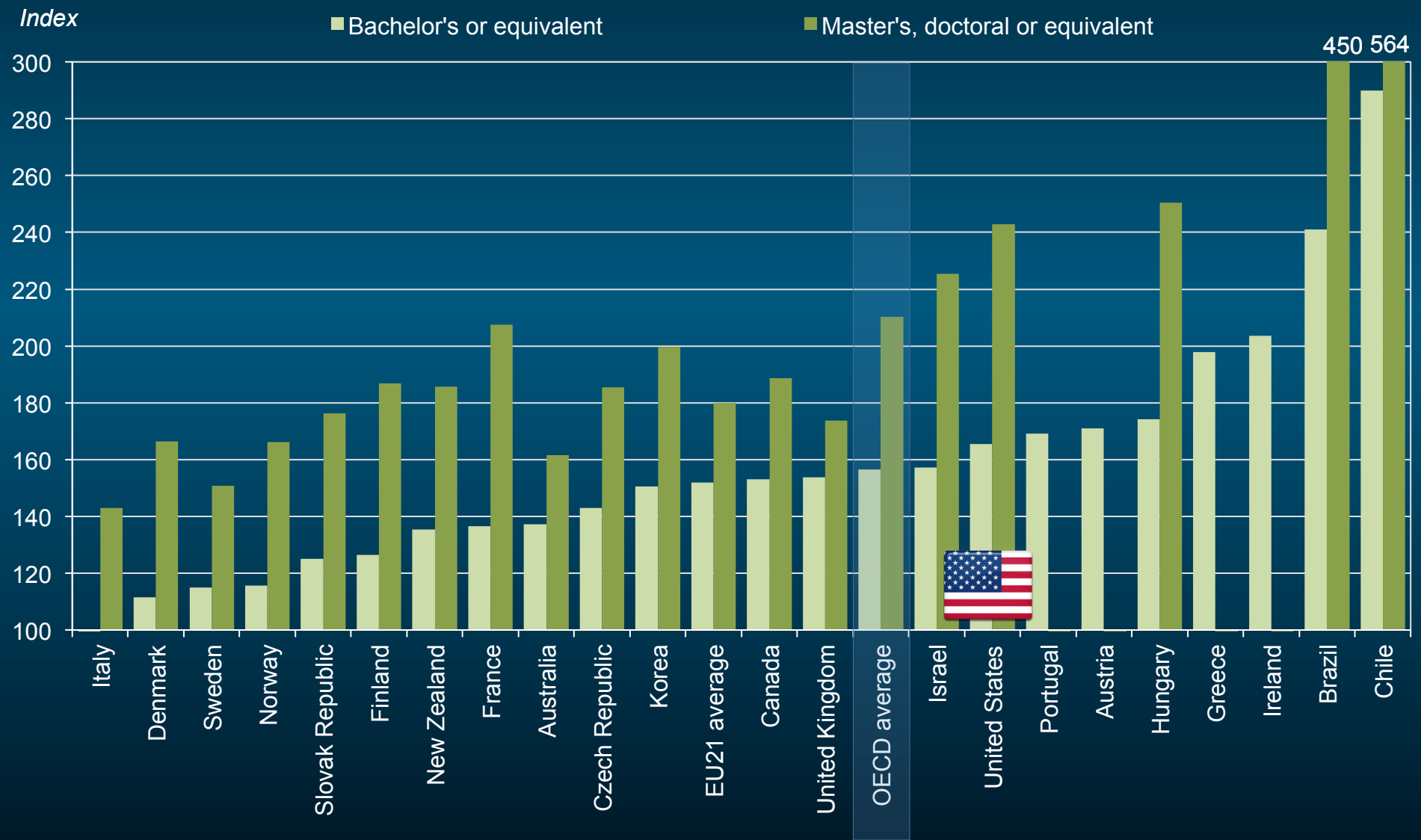
Difference in relative earnings for adults by level of education (upper secondary education=100)



The higher the level of education, the higher the relative earnings

Chart A6.1.

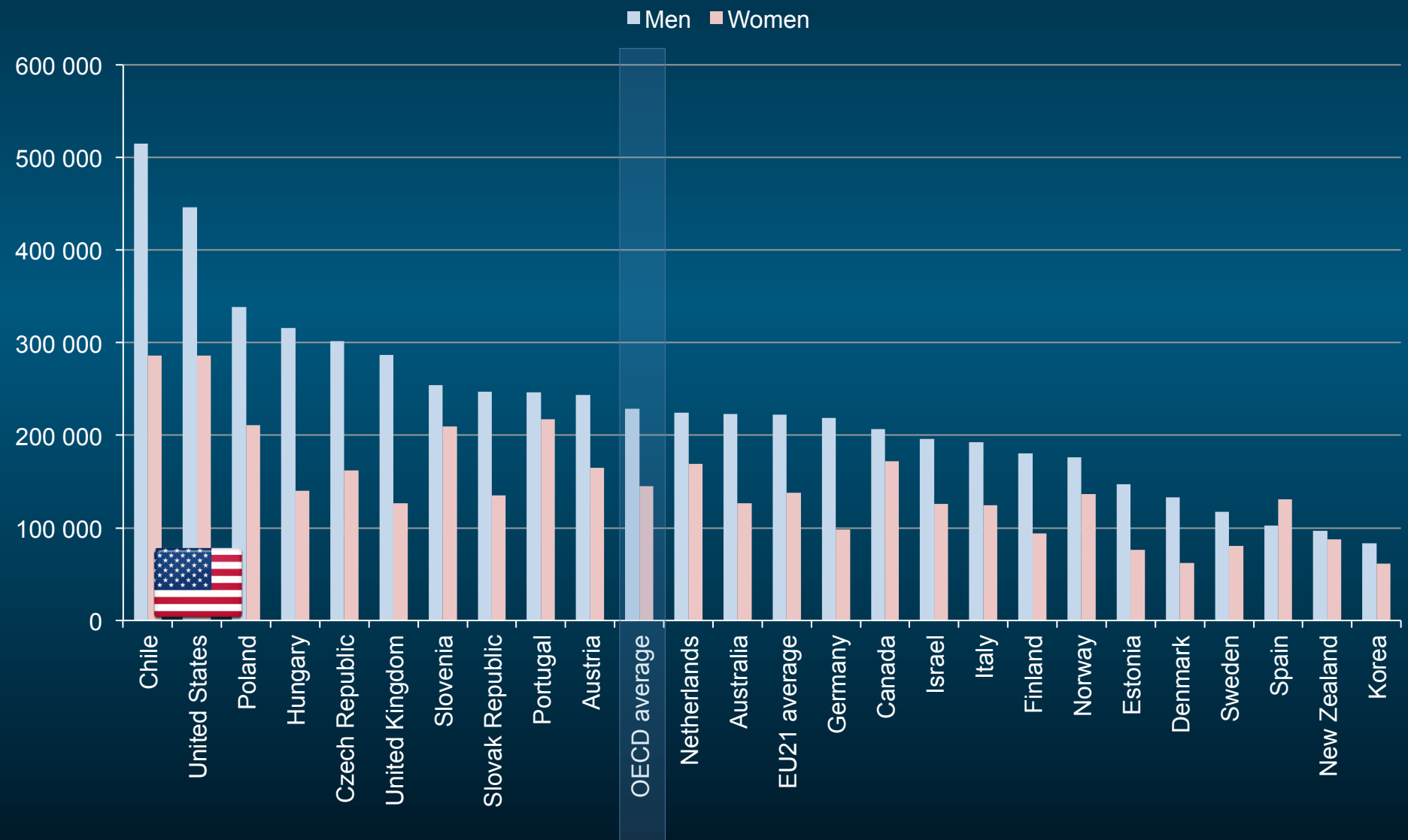
Relative earnings of tertiary-educated workers, by level of tertiary education (2013)



Adults completing tertiary education benefit from substantial returns on their investment

Chart A7.1

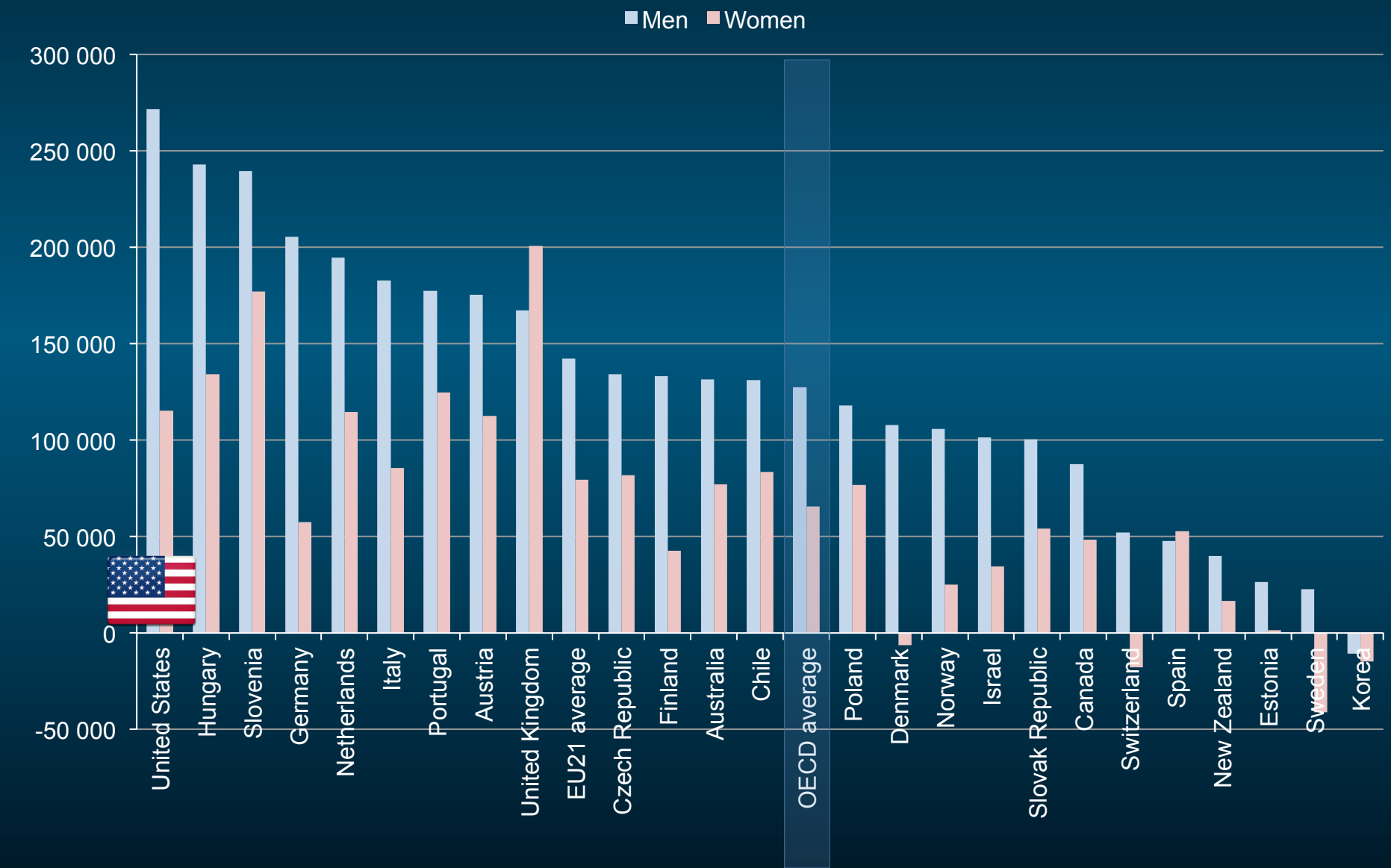
Private net financial returns for adults attaining tertiary education (2011)



Taxpayers benefit significantly too

Chart A7.3

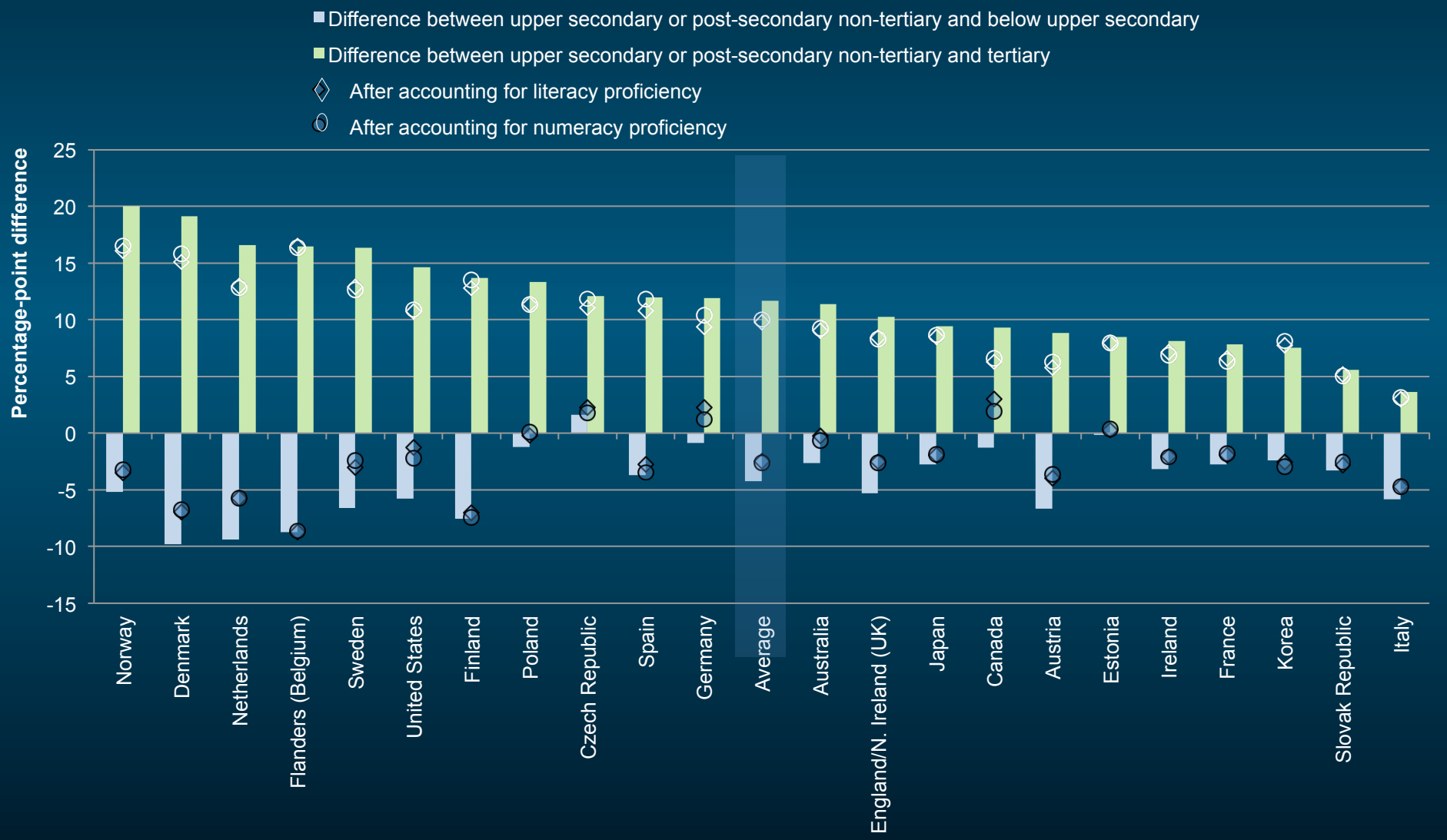
Public net financial returns for adults attaining tertiary education (2011)



Adults with higher levels of education are more likely to report better health

Chart A8.2.

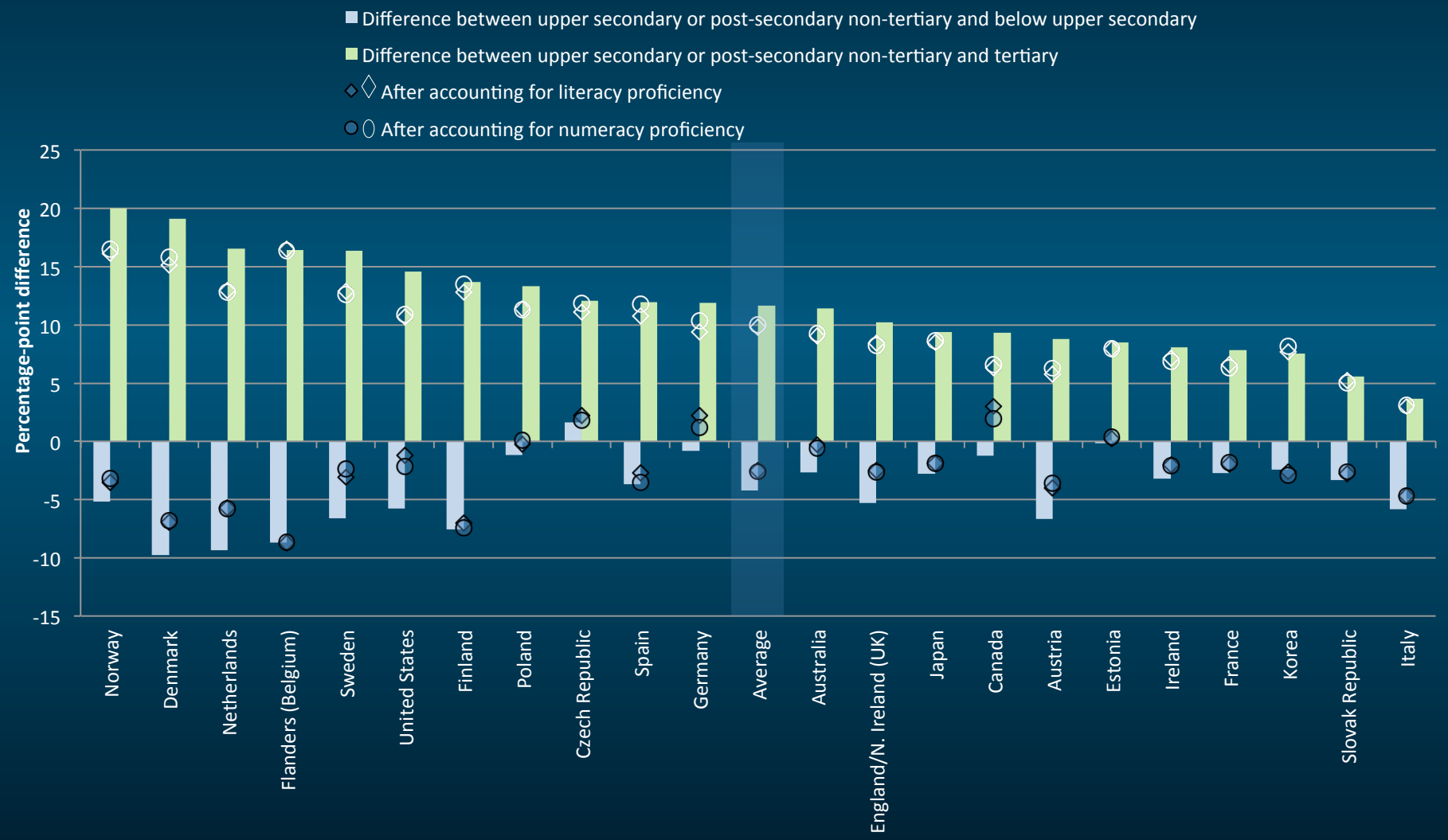
Likelihood of reporting to be in good health, by educational attainment (2012)



Adults with higher levels of education are more likely to report that they trust others

Chart A8.4

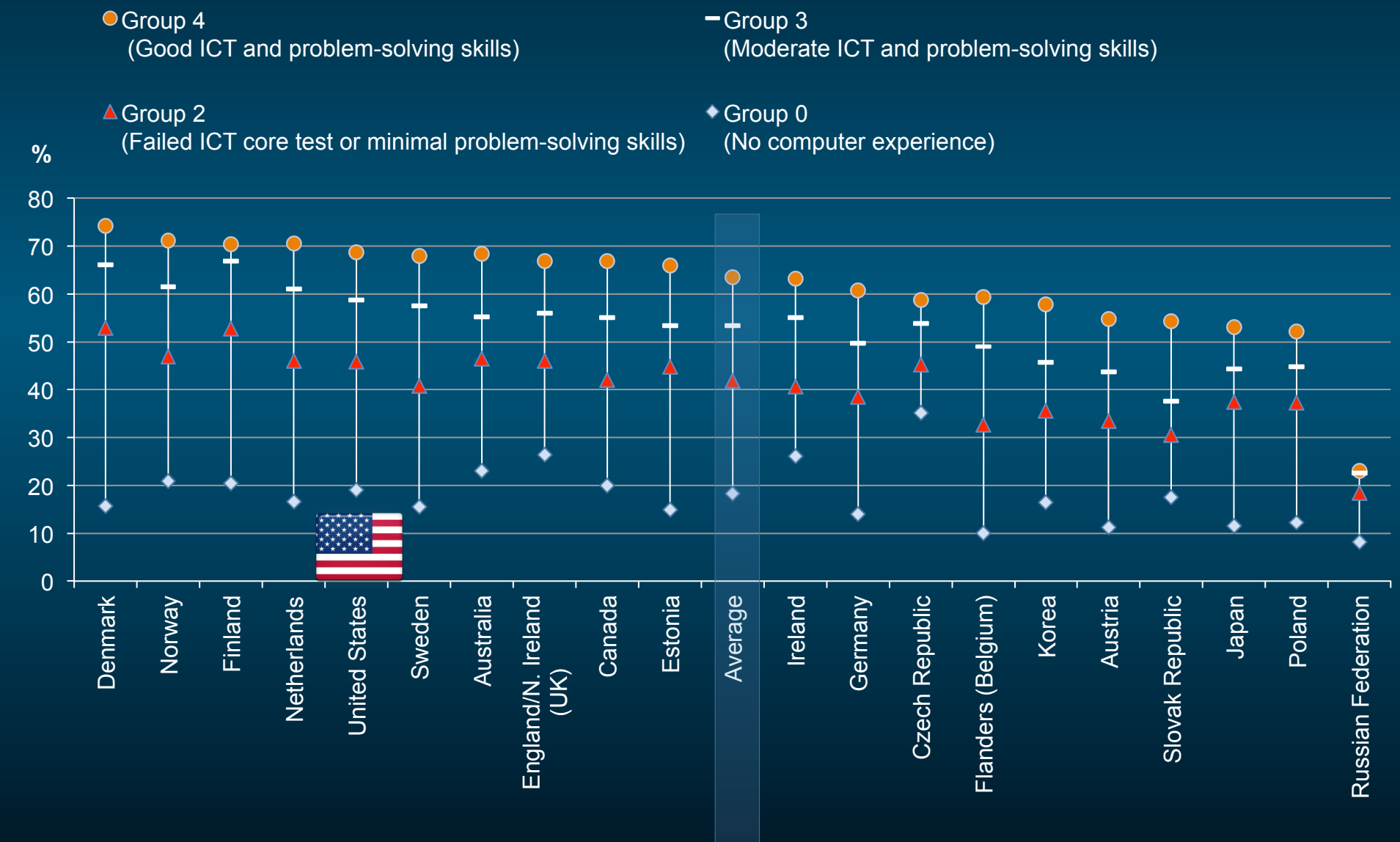
Likelihood of reporting to trust others, by educational attainment (2012)



The higher the level of skills, the more likely the participation in employer-sponsored education

Chart C6.1.

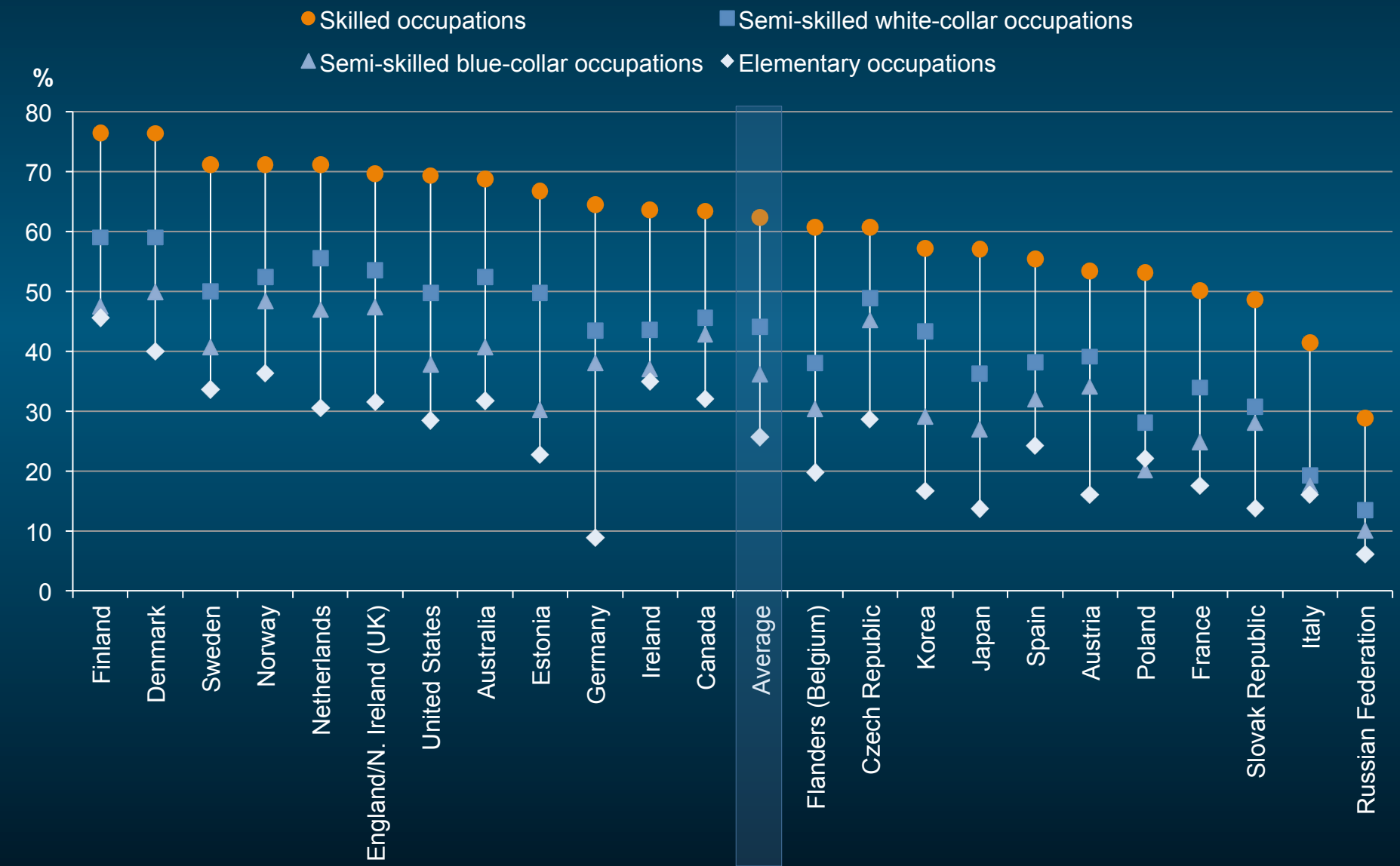
Participation in employer-sponsored formal and/or non-formal education, by skills and readiness to use information and communication technologies for problem solving (2012)



Some 62% of workers in the most skilled occupations participate in employer-sponsored education

Chart C6.2.

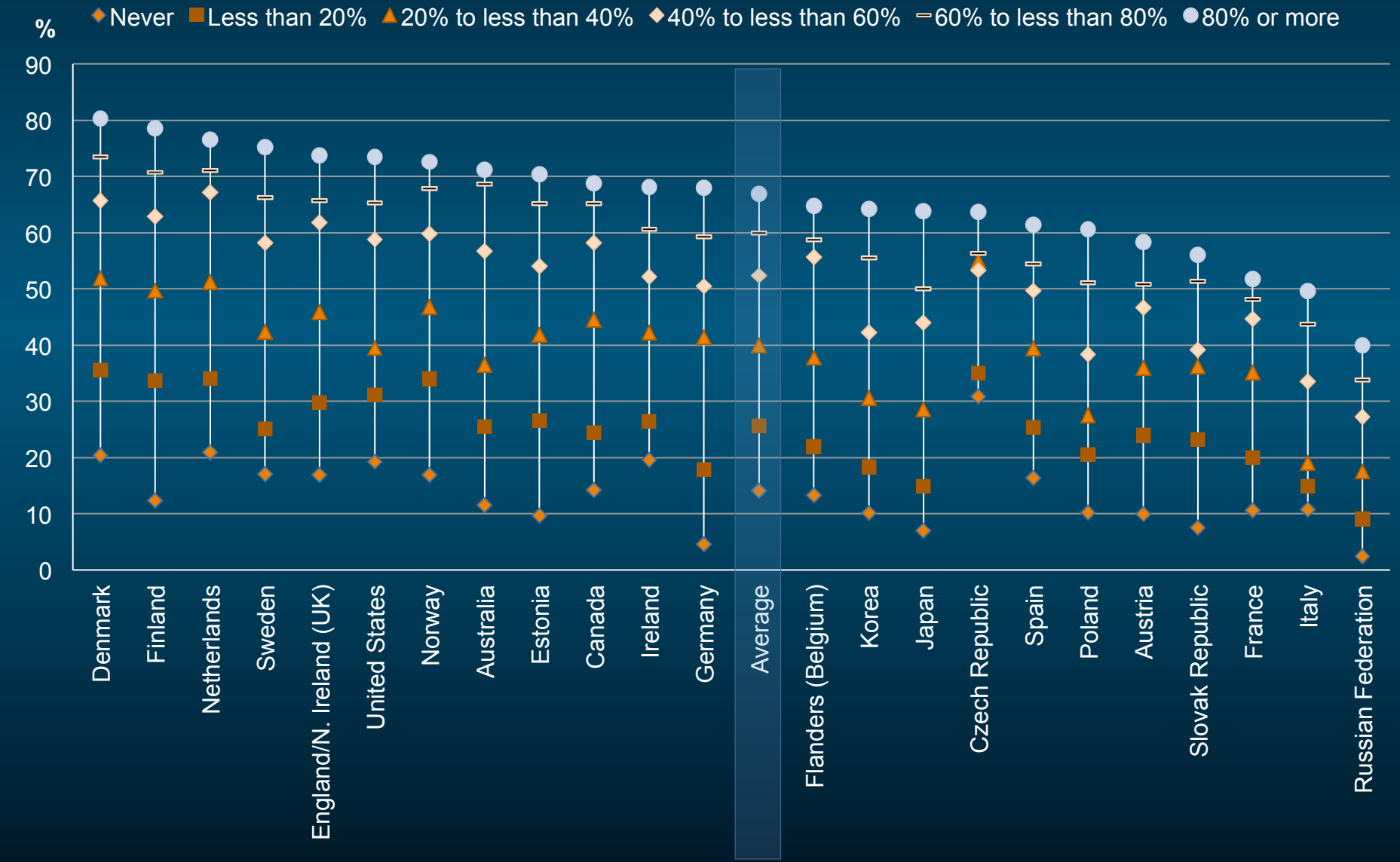
Participation in employer-sponsored education, by occupation (2011, 2012)



Only 14% of those who reported that they never read at work participate in employer-sponsored education

Chart C6.5.

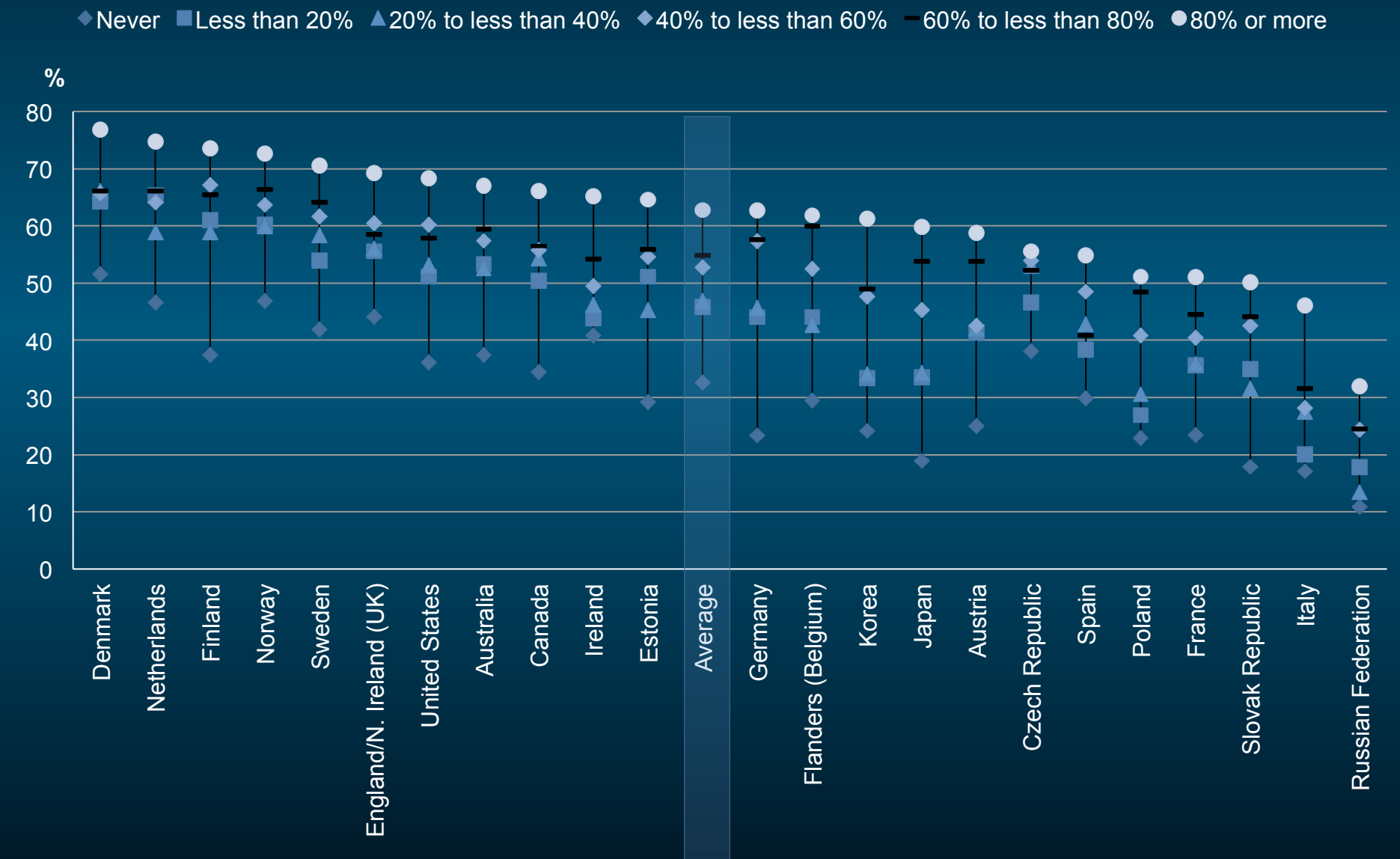
Participation in employer-sponsored formal and/or non-formal education, by use of reading skills at work (2012)



Using influencing skills at work is strongly related to participation in employer-sponsored education

Chart C6.6.

Participation in employer-sponsored formal and/or non-formal education, by use of influencing skills at work (2012)

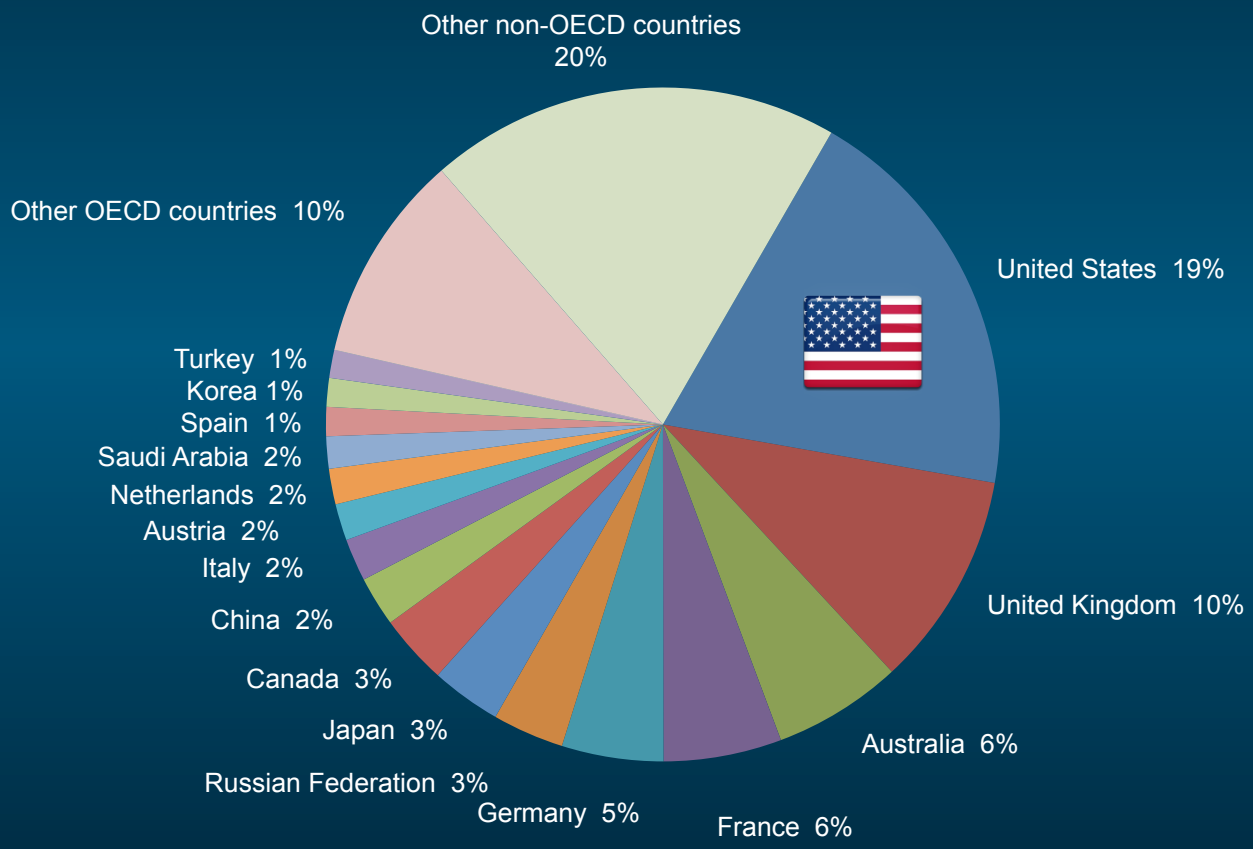


Internationalisation continues

OECD countries attract 73% of all foreign and international students

Chart C4.3.

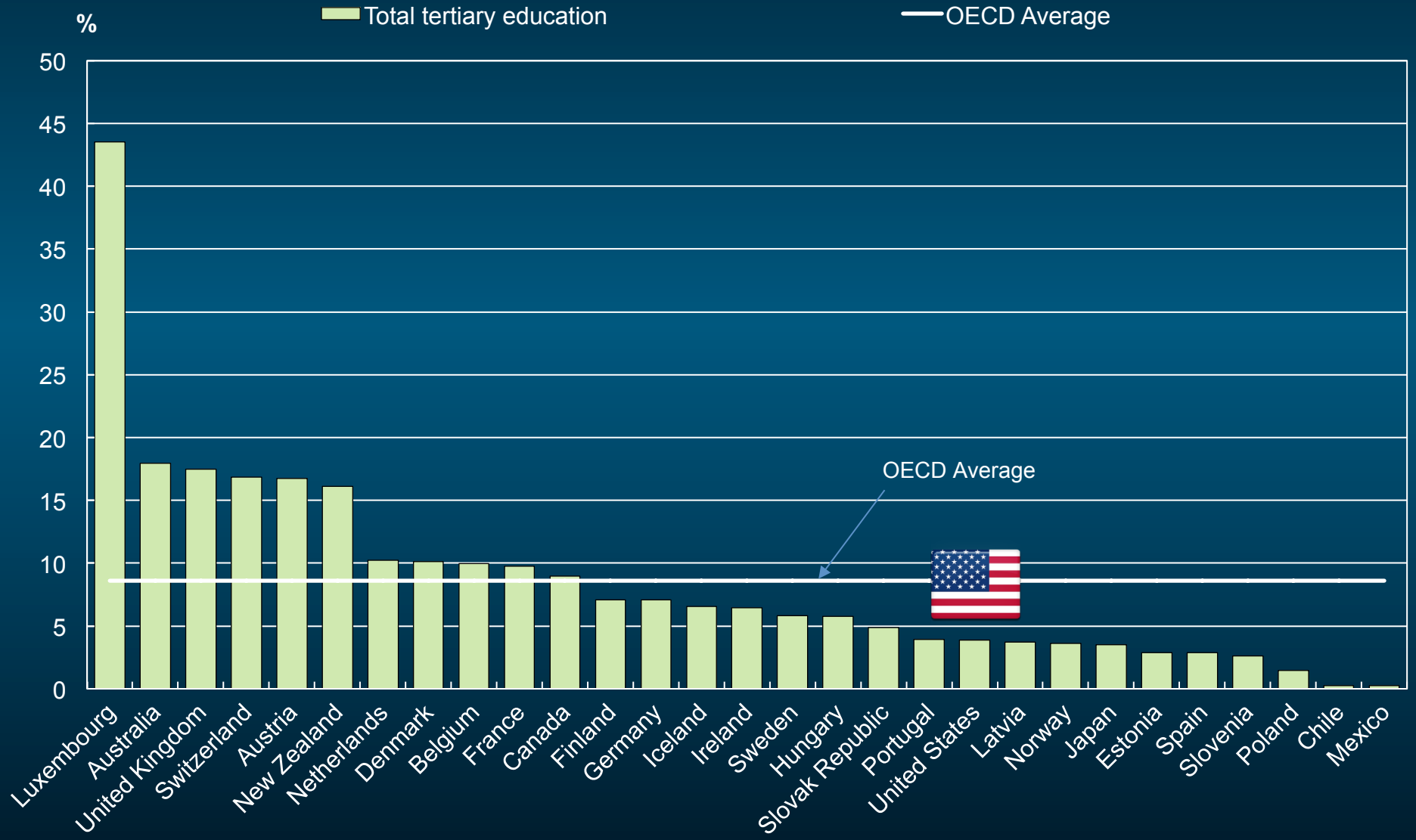
Distribution of foreign and international students in tertiary education, by country of destination (2013)



International enrolment in relative terms

Chart C4.1.

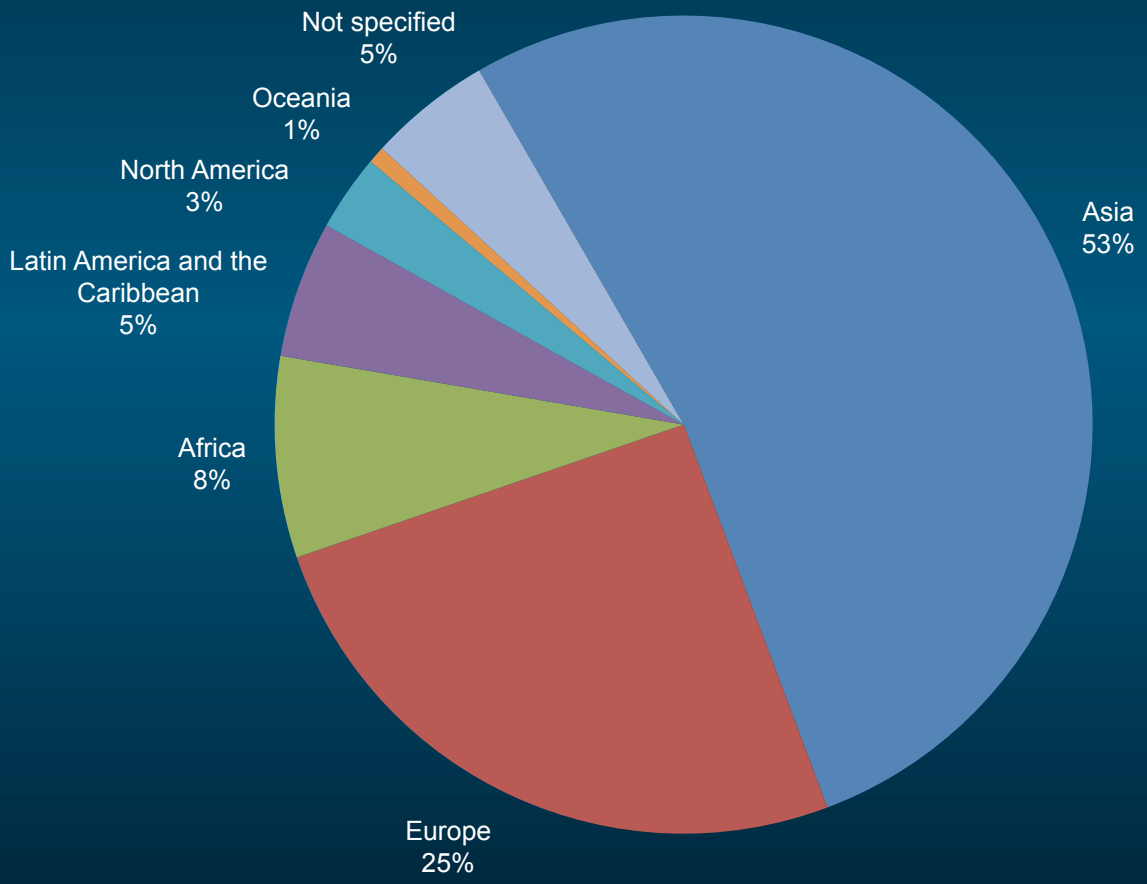
International or foreign student enrolments as a percentage of total tertiary education

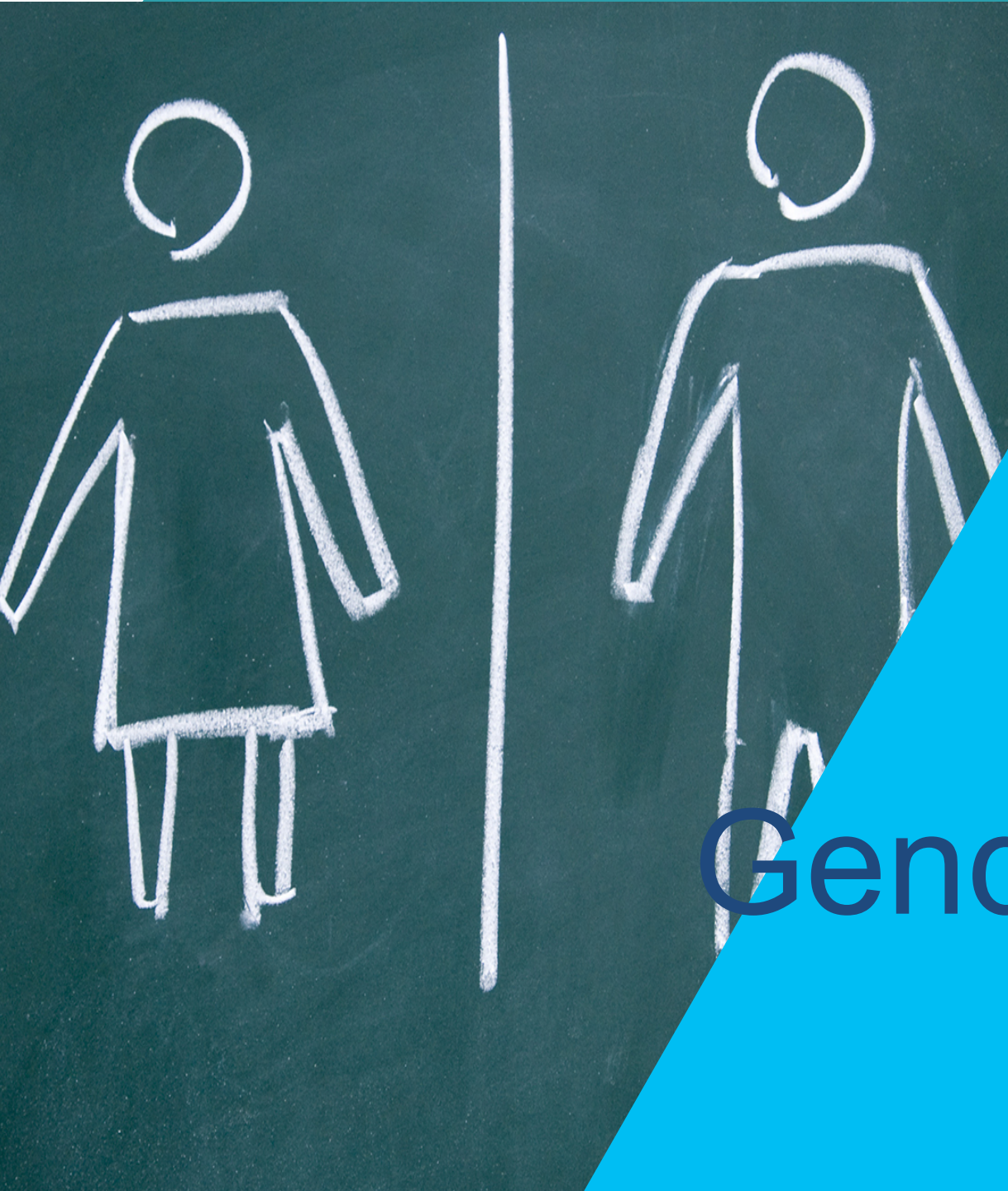


Students from Asia form the largest group of international students

Chart C4.4.

Distribution of foreign and international students in tertiary education, by region of origin (2013)



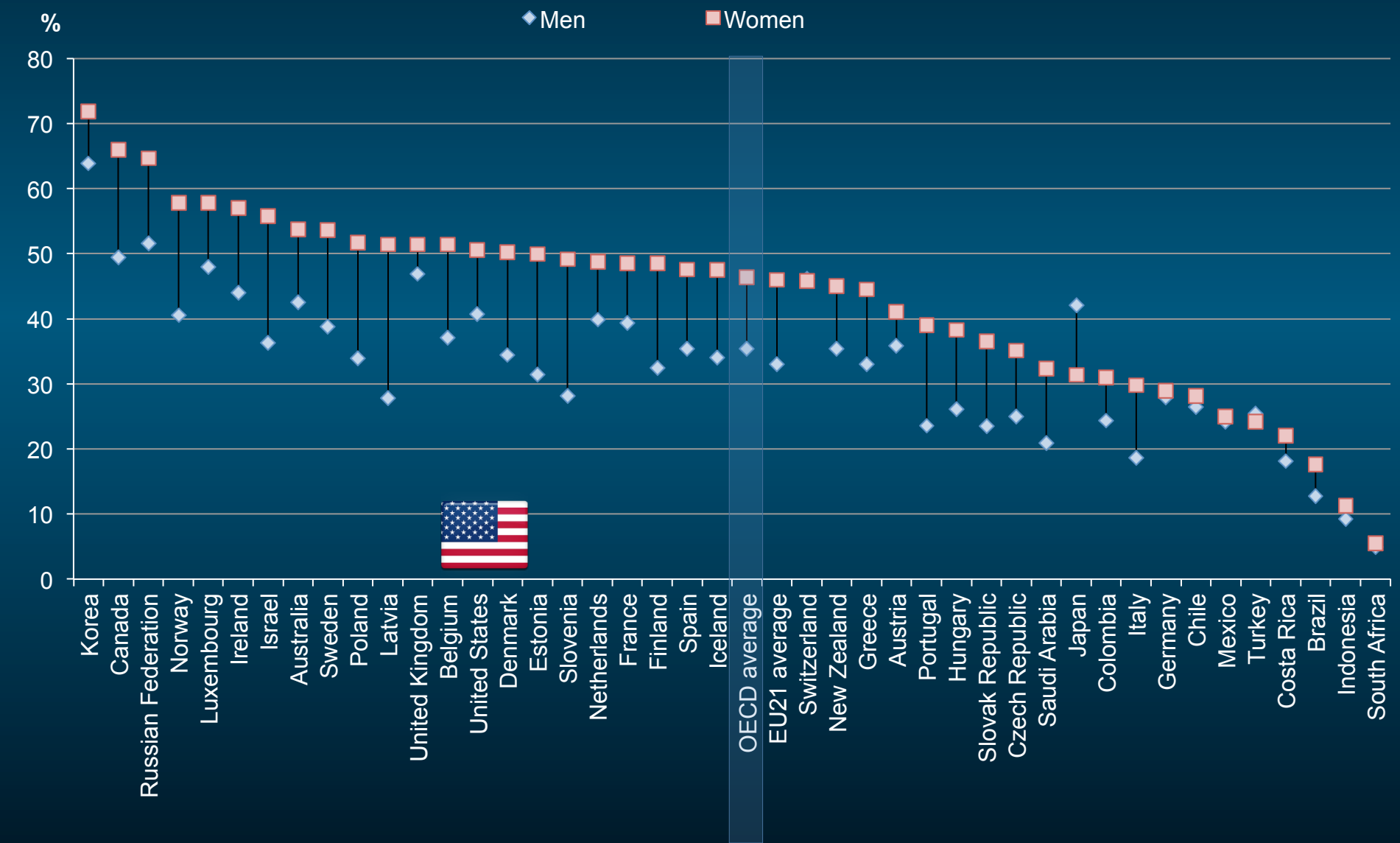


Gender differences

Women are more likely than men to have attained tertiary education

Chart A10.1

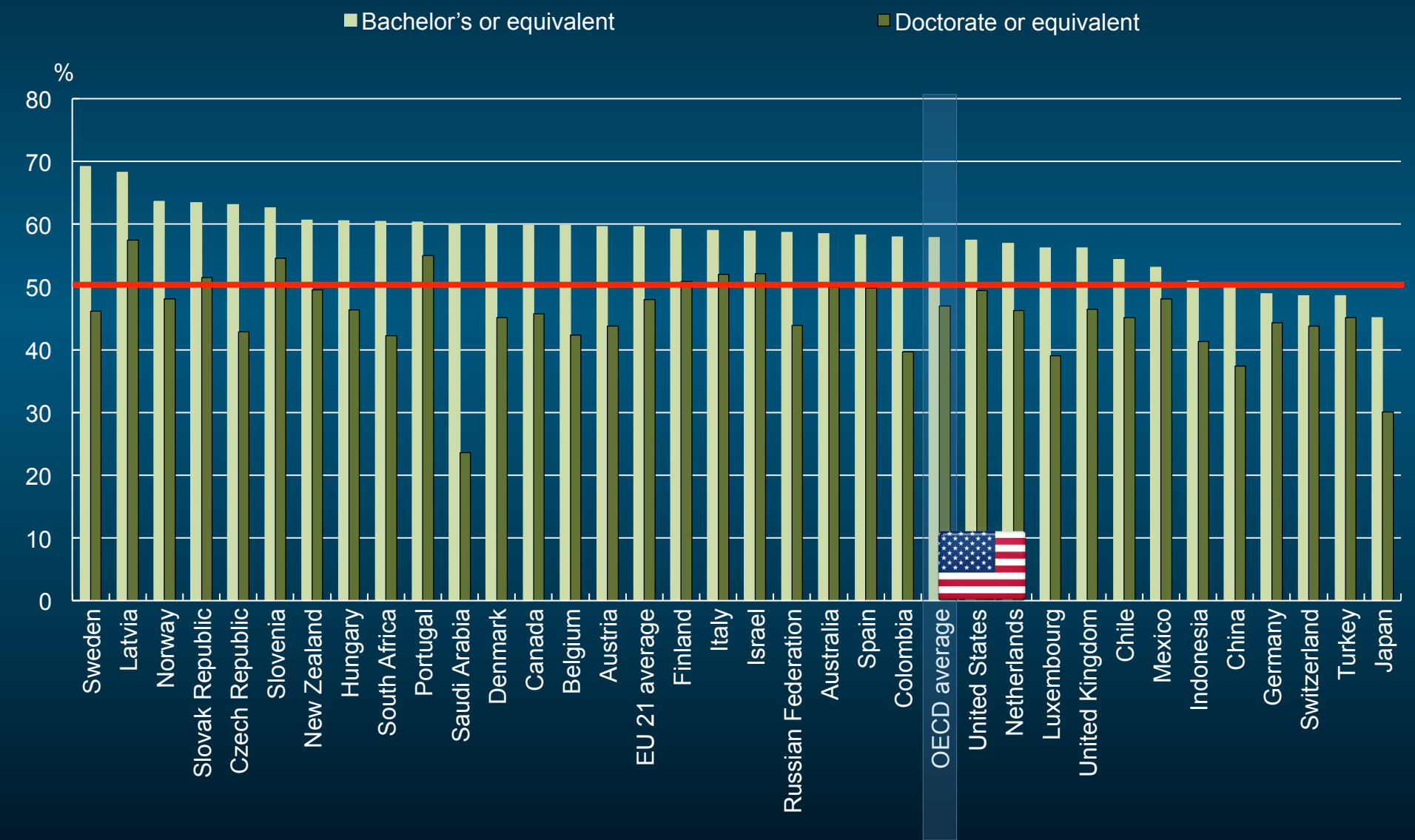
Percentage of 25-34 year-olds who have attained tertiary education, by gender (2014)



There is a large difference between the shares of women with bachelor's and doctoral degrees

Chart A3.3.

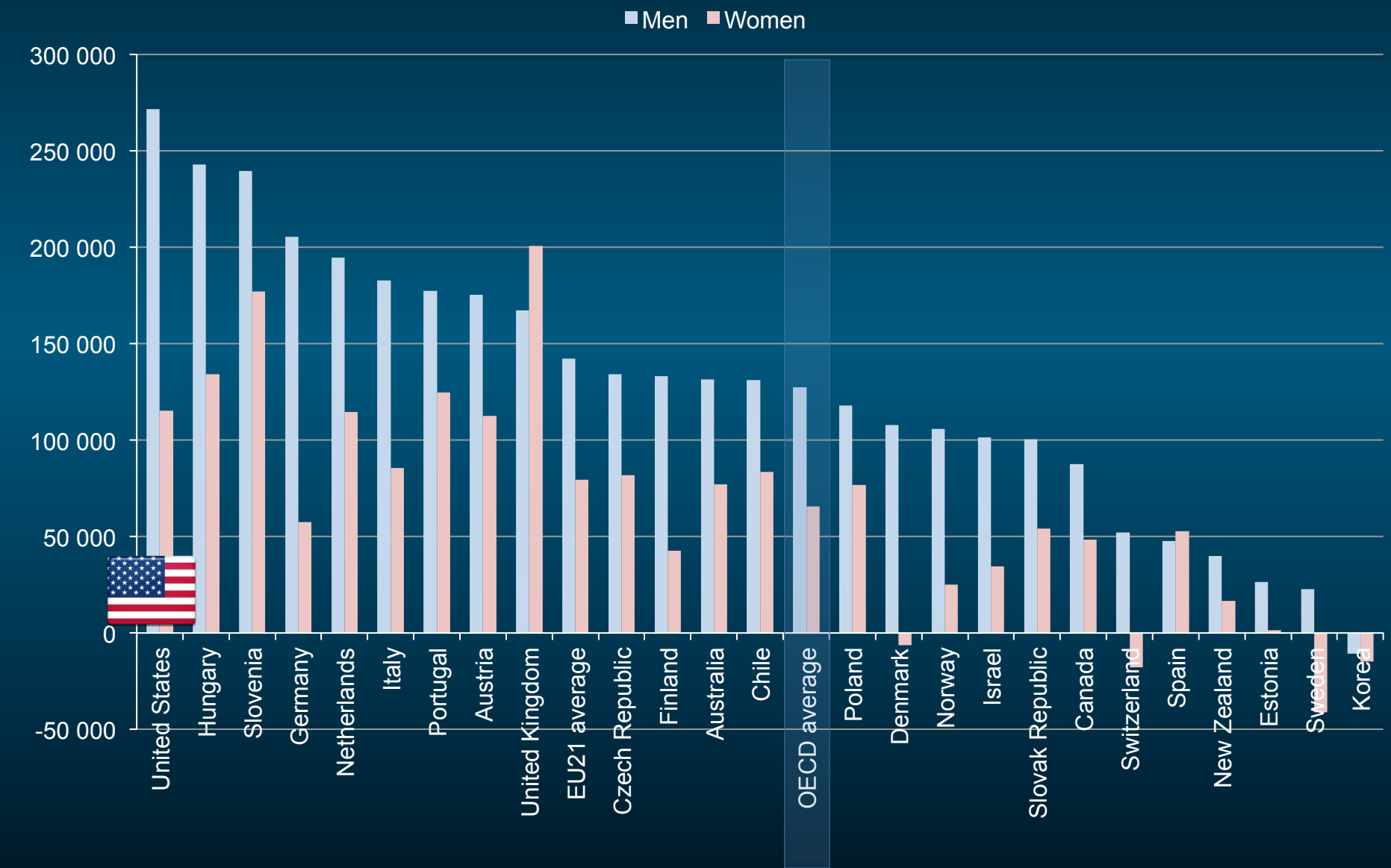
Percentage of female graduates in tertiary levels of education (2013)



The public benefit for a man attaining tertiary education is higher than that for a woman

Chart A7.3

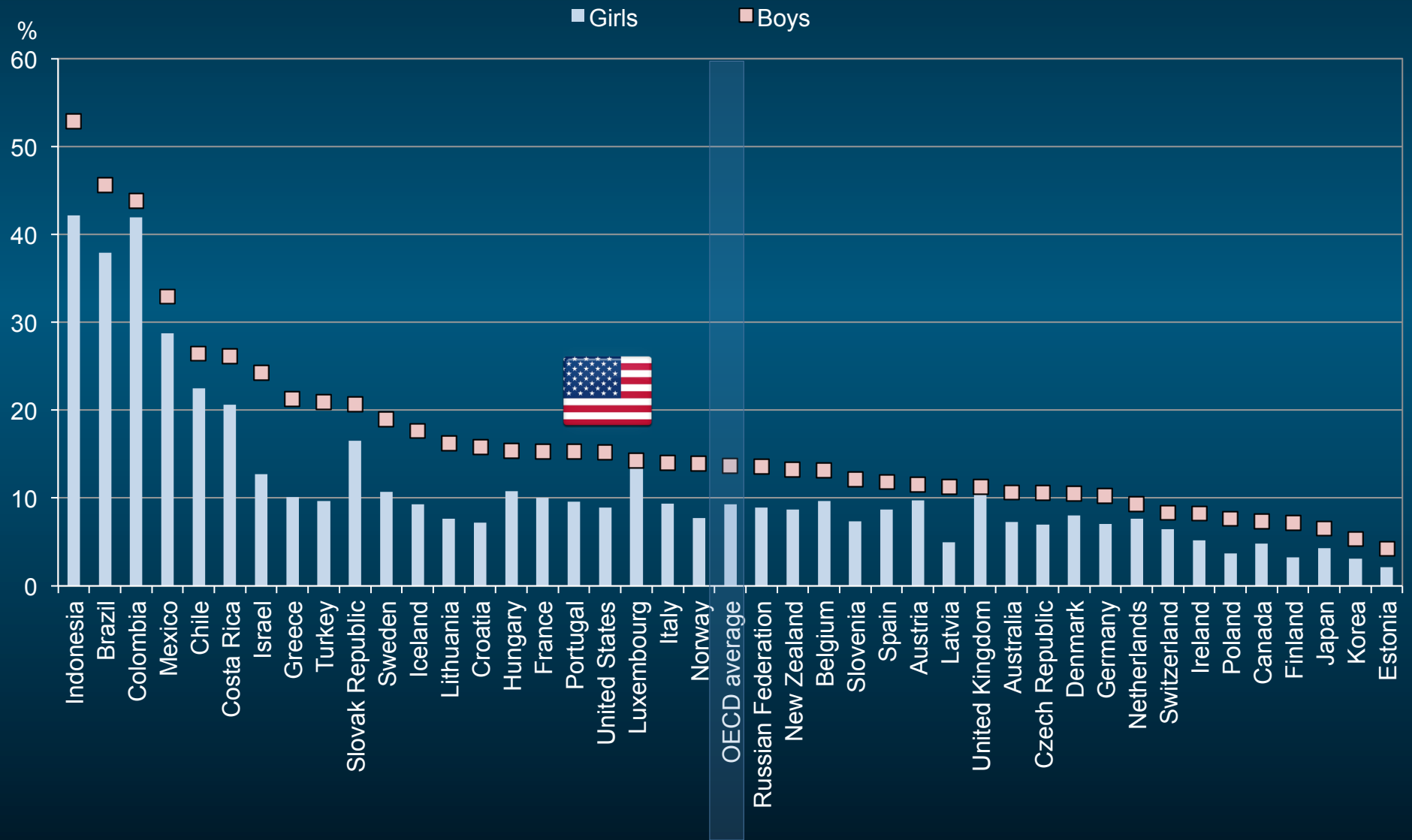
Public net financial returns for adults attaining tertiary education (2011)



Boys tend to perform worse in school than girls

Chart A10.2

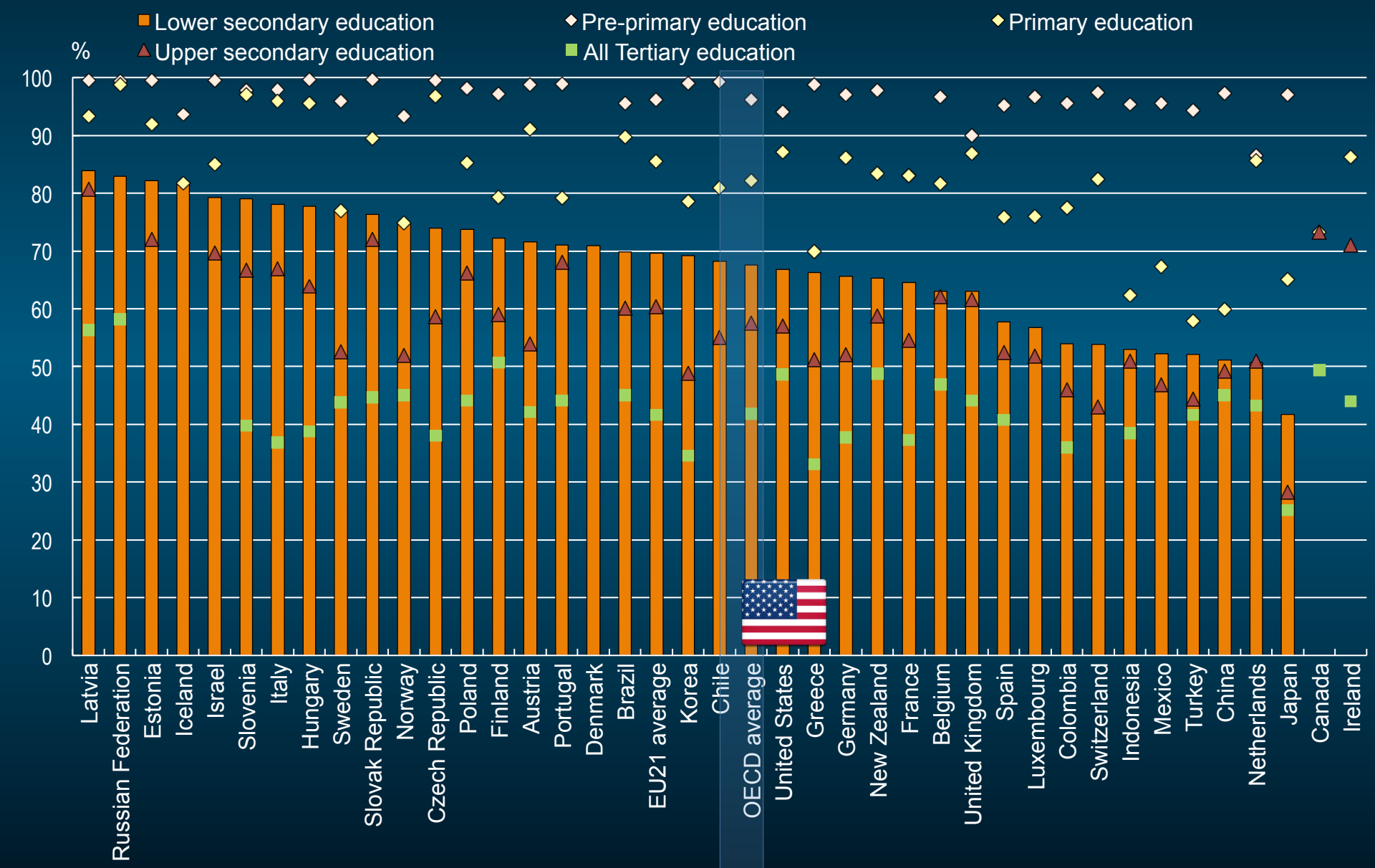
Gender differences in the percentage of 15 year-olds students who are low achievers in all subjects (e.g. mathematics, reading, science) (PISA 2012)



The highest proportion of female teachers are concentrated in the earlier years of schooling and shrink at each successive level of education

Chart D5.3

Percentage of women among teaching staff in public and private institutions, by level of education (2013)



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