

EDUCATIONAL ATTAINMENT OF THE ADULT POPULATION

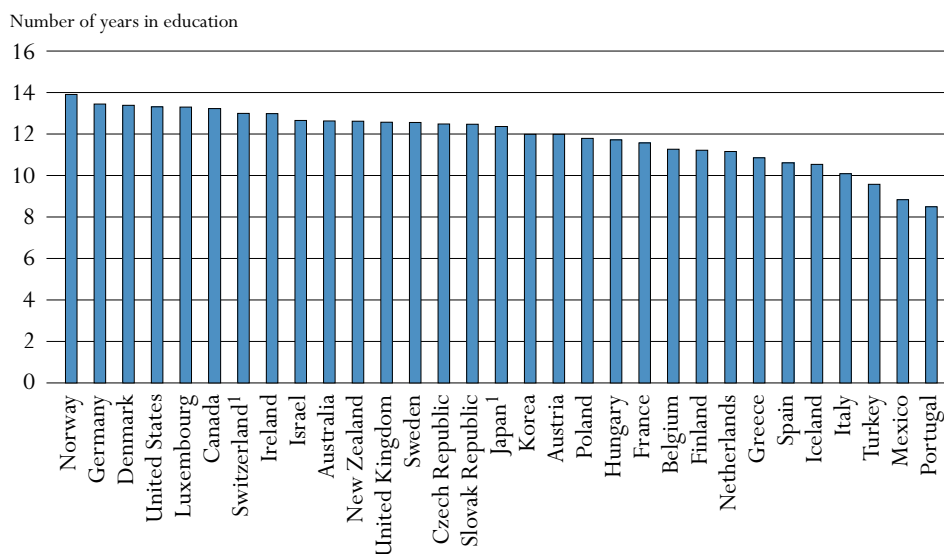
This indicator profiles the educational attainment of the adult population, as captured through formal educational qualifications. As such it provides a proxy for the knowledge and skills available to national economies and societies. Data on educational attainment by age groups are also used in this indicator both to project educational attainment of countries' adult populations ten years in the future and to view changes over time in each country's contribution to the OECD-wide pool of tertiary-level graduates.

Key results

Chart A1.1. Educational attainment of the adult population: average number of years in the education system (2004)

The chart depicts the number of years that today's 25-to-64-year-olds have spent in formal education.

The average educational attainment of the adult population in OECD countries is 11.9 years, based on the duration of current formal educational programmes. For the 17 countries ranking above the OECD average, years of schooling range on average from 12 to 13.9 years. For the 13 countries below, the spread is greater, ranging from 8.5 to 11.8 years.



1. Year of reference 2003.

Countries are ranked in descending order of the average number of years in the education system of 25-to-64-year-olds. Source: OECD, Table A1.5. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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Other highlights of this indicator

- The proportion of individuals who have completed upper secondary education has been growing in almost all OECD countries, rapidly in some: in 22 countries, the proportion ranges from 73 to 97% among 25-to-34-year-olds. Many countries with traditionally low levels of education are catching up and completion of upper secondary education has grown almost everywhere, becoming the norm for youth cohorts.
- In 18 OECD countries, the level of educational attainment among males – measured by the average number of years in schooling – is still higher than that of females, and sometimes considerably so, as in Switzerland and Korea. Nonetheless the difference between males and females is less than 0.4 years in 10 out of these 18 countries.

Policy context

A well-educated and well-trained population is central to the social and economic well-being of countries and individuals (see Indicator A10). Education plays a key role in providing individuals with the knowledge, skills and competencies needed to participate effectively in society and in the economy. Education also contributes to an expansion of scientific and cultural knowledge.

The level of educational attainment of the population is a commonly used proxy for the stock of “human capital”, that is, the skills available in the population and labour force. Assuming that one year of education is equivalent at all levels, the educational attainment of the adult population can be summarised by the average years of schooling completed. It must be noted, however, that the calculation is based on the length of current educational programmes, rather than an estimate of the actual average duration of studies attained by past populations. Comparing different countries by average years of schooling also presupposes that the amount and sequence of imparted skills and knowledge per year of education are similar in each country.

Current policy debates also focus on the particular role of tertiary-level attainment as a facilitator of innovation and economy-wide productivity. Accordingly, this indicator examines each country’s share of the OECD pool of tertiary-level graduates, as well as how that share is likely to change over a period of ten years.

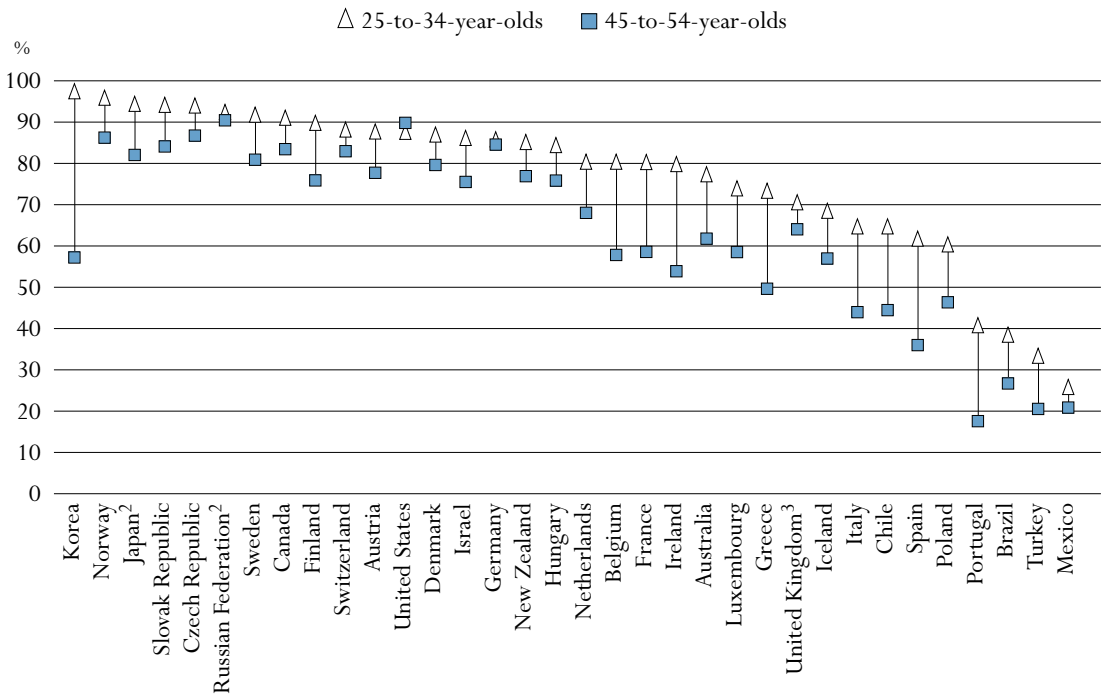
Evidence and explanations

On average, across OECD countries, 42% of the adult population have completed only an upper secondary education. Less than one-third of adults (30%) have obtained only the primary or lower secondary levels of education and one-quarter (25%) have achieved a tertiary level of education (Table A1.1a). However, countries differ widely in the distribution of educational attainment across their populations.

In 23 out of the 30 OECD countries, as well as the partner countries Israel and the Russian Federation, 60% or more of the population aged 25 to 64 years has completed at least upper secondary education (Table A1.2a). Some countries show a different profile, however. For instance, in Italy, Mexico, Portugal, Spain and Turkey, more than half of the population aged 25 to 64 years has not completed upper secondary education. Overall, a comparison of the levels of educational attainment in younger and older age groups indicates marked progress with regard to the achievement of upper secondary education (Chart A1.2). On average across OECD member countries, the proportion of 25-to-34-year-olds having attained upper secondary education is 13 percentage points higher than that of the 45-to-54-year-old age group. This increase has been particularly dramatic in Belgium, France, Greece, Ireland, Italy, Korea, Portugal and Spain, as well as the partner country Chile, which have all seen growth of 20 or more percentage points across these age groups.

In countries whose adult population generally has a high attainment level, differences among age groups in the level of educational attainment are less pronounced (Table A1.2a). An exception to this is Korea – where the difference in upper secondary attainment between those aged 25 to 34 years and those aged 45 to 54 years reaches 40 percentage points. Nevertheless, in countries where more than 80% of 25-to-64-year-olds achieve at least upper secondary attainment, the difference in the share of 25-to-34-year-olds who have attained the upper secondary level and the share of 45-to-54-year-olds who have attained this level is, on average, only 7 percentage points.

Chart A1.2. Population that has attained at least upper secondary education¹ (2004)
Percentage, by age group



1. Excluding ISCED 3C short programmes.

2. Year of reference 2003.

3. Including some ISCED 3C short programmes.

Countries are ranked in descending order of the percentage of 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/eqg2006).

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In Germany, the proportion of upper secondary attainment is almost the same, at around 85% for the three youngest age groups. For other countries, where there is more room for increase, the average gain in attainment between these age groups is 13 percentage points. Only seven of these countries (Canada, the Czech Republic, Denmark, Mexico, Switzerland, the United Kingdom and the United States) show gains of less than 8 percentage points.

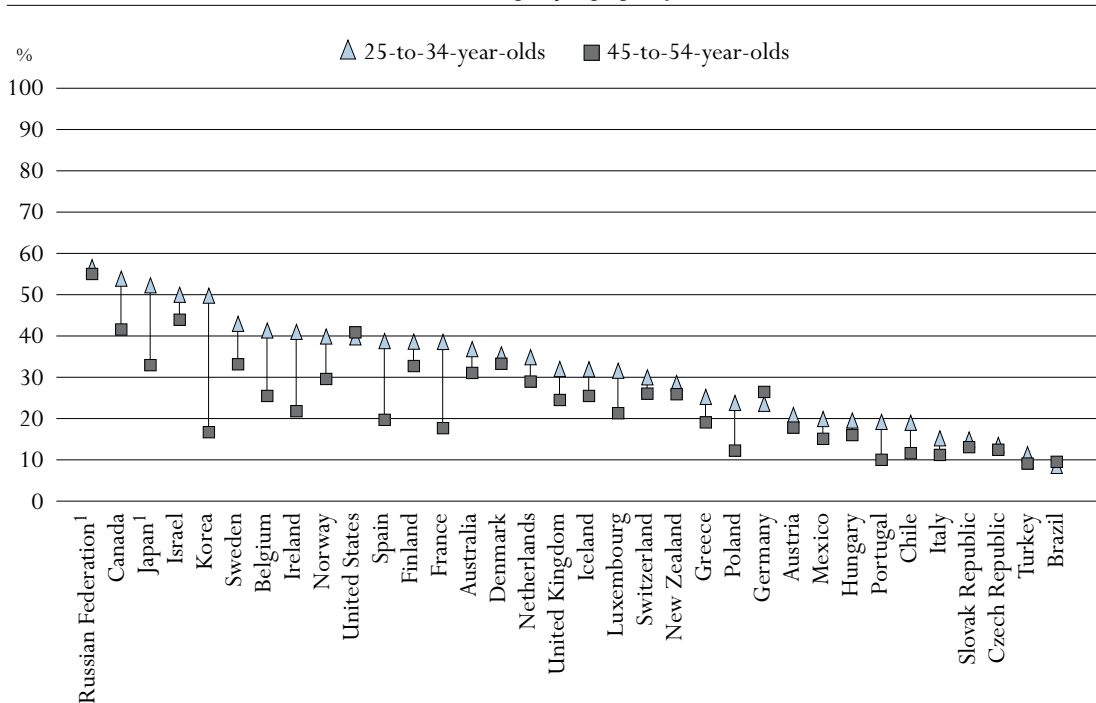
The growing skill requirements of labour markets, heightened educational expectations and, in some cases, the efforts of governments have, in many countries, led to significant increases in the proportion of young people who obtain a tertiary qualification. Across the OECD, an average of 31% of 25-to-34-year-olds have reached the tertiary level of attainment. This represents a significant increase from earlier years, as evidenced in the fact that, on average, only 23% of 45-to-54-year-olds have achieved the tertiary level (Table A1.3a). Particularly rapid inter-generational advance at the tertiary level has been seen in Belgium, France, Ireland, Japan, Korea and Spain. In only two countries is the share of 45-to-54-year-olds with tertiary-level attainment higher than the share of 25-to-34-year-olds: Germany and the United States.

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It is relevant to note that many countries that have experienced a sizeable expansion of tertiary attainment have not witnessed a deterioration of the labour-market value of these qualifications. The five countries that show the largest positive difference between the share of 25-to-34-year-olds with tertiary attainment and the share of 35-to-44-year-olds with tertiary attainment are: France, Ireland, Korea, Poland and Spain (Table A1.3a). In these five countries, it is only in Spain that rapid expansion in tertiary attainment has been associated with a significant decline in the wage premium that tertiary attainment attracts, at least during the period 1997 to 2004 (Table A9.2a). While data for Poland in Table A9.2a are only available for one year, 2004, these also indicate a very high relative earnings differential in favour of those with tertiary-level attainment. In addition, data presented in Indicator A8 show that since 1995, the rate of unemployment among holders of tertiary-level qualifications has changed very little in France and Korea, and indeed has fallen in Ireland and Spain, significantly so in the latter case. In Poland, this unemployment rate increased over the same period. Nevertheless, at 6.2%, unemployment among those with tertiary-level qualifications in Poland is much closer to the OECD average than is Poland's rate of unemployment among persons with lower levels of educational attainment (Table A8.4a).

Attainment at the tertiary level differs greatly across countries. Among 25-to-64-year-olds, the share that has attained tertiary education, whether type B or type A, ranges from below 15% in the Czech Republic, Italy, Portugal, the Slovak Republic and Turkey, to a high of 45% in Canada. It equals or exceeds 30% in nine other countries (Table A1.3a).

Chart A1.3. Population that has attained tertiary education (2004)
Percentage, by age group

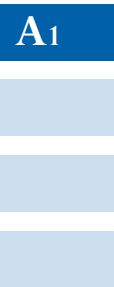


1. Year of reference 2003.

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

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eqq2006).

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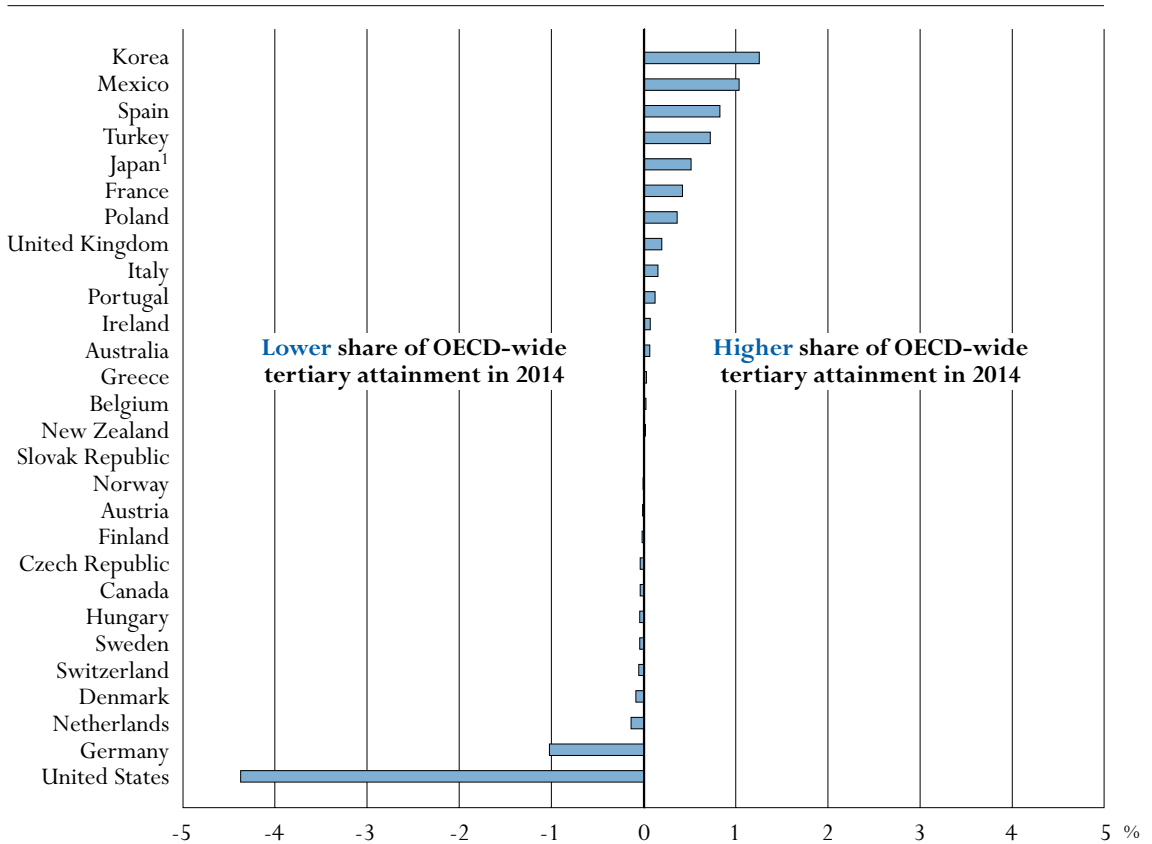


The pattern of tertiary attainment in OECD countries for 25-to-64-year-olds who have completed tertiary-type A or advanced research programmes is also diverse and ranges from 9% in Austria to 20% or more in Australia, Canada, Denmark, Iceland, Japan, Korea, the Netherlands, Norway and the United States. However, certain countries also have a tradition of vocational education at the tertiary level (tertiary-type B). The proportion of persons who have attained the tertiary-type B level is equal to or exceeds 15% in Belgium, Canada, Finland, Japan and Sweden (Table A1.3a).

It is insightful to consider each country’s share of the total OECD-wide pool of highly qualified people that these attainment levels imply. The distribution of persons who have attained a qualification at the tertiary-type A and advanced research programmes level is heavily concentrated in countries that have larger populations and significant tertiary attainment. For instance, within the OECD, the United States accounts for 40.8% of the population of 35-to-64-year-olds with tertiary qualifications (Table A1.4). The next largest single contributor to the OECD-wide pool of individuals in this age group with a tertiary level of attainment is Japan, at 11.6%.

Chart A1.4. Projected percentage point change in each country’s share of the OECD-wide pool of individuals aged 35 to 64 with tertiary-type 5A/6 qualifications (2004 to 2014)

Difference, in percentage points, in the country share of all OECD 35-to-64-year-olds with tertiary-type 5A/6 attainment, between 2004 and 2014



1. Year of reference 2003.

Countries are ranked in descending order of the growth in their share of persons with tertiary attainment in 2014 compared to 2004. Source: OECD, Table A1.4. See Annex 3 for notes (www.oecd.org/edu/eag2006).

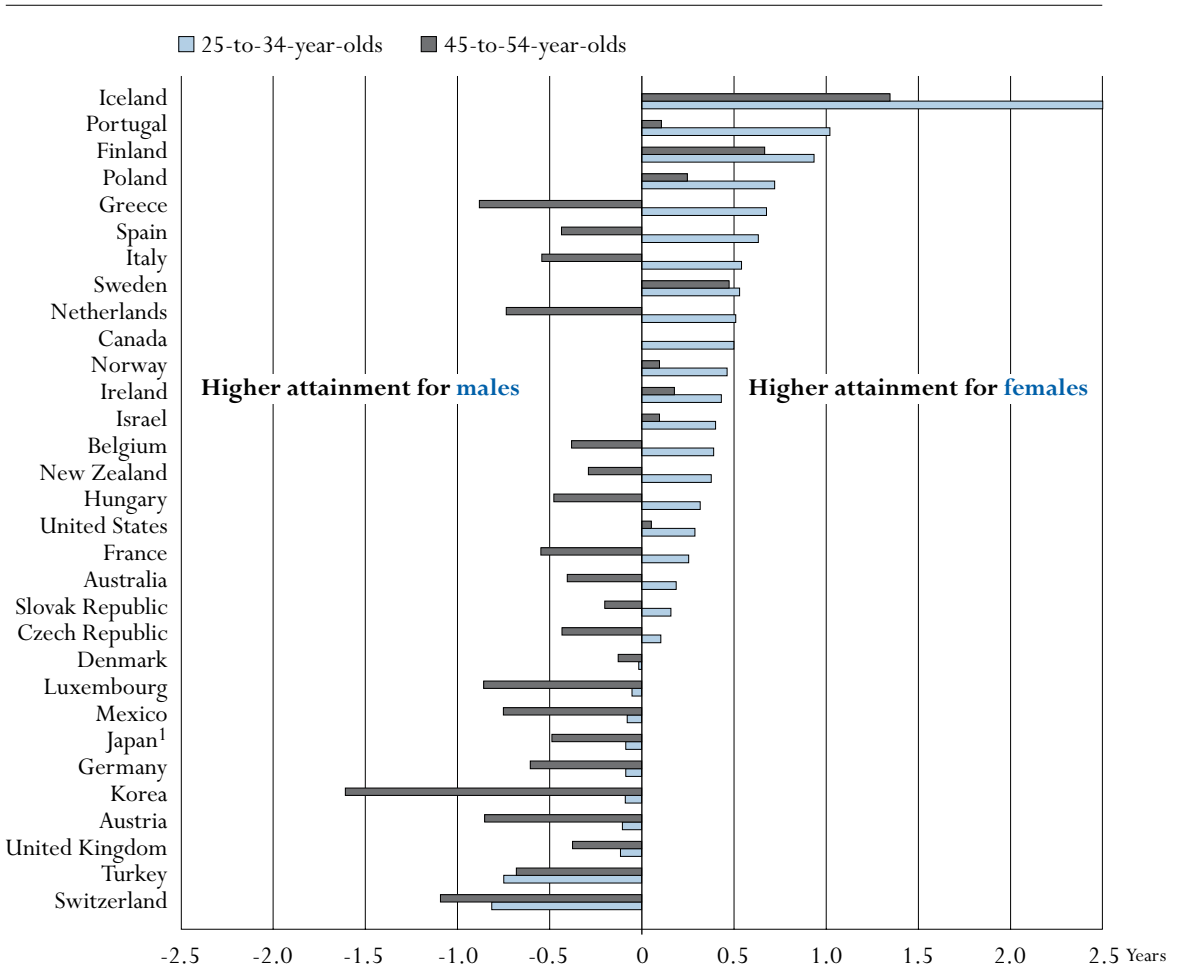
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The current pattern of tertiary attainment across all age groups can be used to approximate the distribution of tertiary attainment in the medium-term future. The simplest way of doing this is to roll forward the current attainment patterns by ten years, so that a figure applying to the share of 25-to-34-year-olds with tertiary attainment in 2004 would become the figure for 35-to-44-year-olds in 2014. By doing this for all age groups, the technique can be employed to provide a crude indication of the change in the share of the population of 35-to-64-year-olds within each nation that has tertiary-level attainment, as well as changes in each country's share of the OECD-wide pool of individuals with tertiary-level qualifications in this age group. This mechanical form of projection – which abstracts from such factors as future policy change, changes in patterns of adult learning, institutional constraints, wider demographic developments and the impacts of immigration – shows that seven countries could experience a decrease in their

Chart A1.5. Gender differences in educational attainment expressed in average number of years in formal education (2004)

Years, by age group



1. Year of reference 2003.

Countries are ranked in descending order of the growth in their share of persons with tertiary attainment in 2014 compared to 2004.

Source: OECD, Table A1.5. See Annex 3 for notes (www.oecd.org/edu/eqg2006).

StatLink: <http://dx.doi.org/10.1787/701655207564>

share of the pool of individuals with tertiary attainment: Austria, Denmark, Germany, Hungary, the Netherlands, Sweden and the United States. Sizeable increases in the OECD-wide share will occur in countries such as Japan, Korea, Mexico, Poland, Spain, Turkey and the United Kingdom that combine relatively large populations with significantly higher tertiary attainment in younger generations (Table A1.4 and Chart A1.4).

The average educational attainment of the adult population within OECD countries, considered in terms of years of schooling (of the existing programmes), is 11.9 years. For the 17 countries ranking above the OECD average, the number of years of schooling range on average from 12 to 13.9 years. For the 13 countries below the average the spread is greater, ranging from 8.5 to 11.8 years (Table A1.5).

In 18 OECD countries, males' level of educational attainment – measured by the average number of years of schooling – is still higher than that of females, sometimes considerably, as in Korea and Switzerland. In 8 OECD countries (Canada, Finland, Iceland, Ireland, Poland, Portugal, Sweden and the United States), the educational attainment of females aged 25 to 64 – measured by the average number of years of schooling – is higher than that of men.

The difference in educational attainment between males and females varies considerably depending on the age group (Chart A1.5). For 55-to-64-year-olds, the gender difference, expressed in average duration of formal study, favours females in only three countries (Table A1.5). By contrast, the situation of 25-to-34-year-olds exhibits a different picture. For this group, the average number of years of study completed is higher among females in 20 out of 30 OECD countries, and only 2 of the remaining 10 countries – Switzerland and Turkey – register differences of more than 0.5 years in favour of males.

Definitions and methodologies

Data on population and educational attainment are taken from OECD and EUROSTAT databases, which are compiled from National Labour Force Surveys. See Annex 3 (www.oecd.org/edu/eag2006) for national sources.

Attainment profiles are based on the percentage of the population aged 25 to 64 years that has completed a specified level of education. The International Standard Classification of Education (ISCED-97) is used to define the levels of education. See Annex 3 (www.oecd.org/edu/eag2006) for a description of ISCED-97 education programmes and attainment levels and their mappings for each country.

Successful completion of upper secondary education means the achievement of upper secondary programmes type A, B or C of a similar length; completion of type C programmes (labour market destination) of significantly shorter duration is not classified as upper secondary attainment.

The distribution of tertiary attainment among countries shown in table A1.4 is derived by summing the numbers of persons with tertiary-type 5A/6 qualifications across all OECD countries for which there are data and calculating the percentage share of this number that each country represents. The projection to 2014 of these shares, also shown in table A1.4, are obtained by rolling forward the data for each age cohort by ten years, so that a figure applying to the share of 25-to-34-year-olds with tertiary attainment in 2004 would become

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the figure for 35-to-44-year-olds in 2014. In 2014, the figures for all age groups are therefore the same as those for the preceding cohort ten years earlier. In this way, tertiary education attainment for 35-to-64-year-olds is projected for the year 2014.

The calculation of the average number of years in formal education is based upon the weighted theoretical duration of schooling to achieve a given level of education, according to the current duration of educational programmes as reported in the UNESCO, OECD, Eurostat (UOE) data collection.

Further references

The following additional material relevant to this indicator is available on the Web at <http://dx.doi.org/10.1787/701655207564>

- *Educational attainment: adult population, by gender (2004)*
Table A1.1b: Males
Table A1.1c: Females
- *Population that has attained at least upper secondary education, by gender (2004)*
Table A1.2b: Males
Table A1.2c: Females
- *Population that has attained tertiary education, by gender (2004)*
Table A1.3b: Males
Table A1.3c: Females

Table A1.1a.
Educational attainment: adult population (2004)
 Distribution of the 25-to-64-year-old population, by highest level of education attained

	Pre- primary and primary education	Lower secondary education	Upper secondary education			Post- secondary non- tertiary education	Tertiary education			All levels of education	
			ISCED 3C Short	ISCED 3C Long/3B	ISCED 3A		Type B	Type A	Advanced research programmes		
			(1)	(2)	(3)		(4)	(5)	(6)		(7)
OECD countries											
Australia	x(2)	36	a	11	20	3	9	22	x(8)	100	
Austria	x(2)	20	a	47	6	9	9	9	x(8)	100	
Belgium	16	19	a	9	24	1	17	13	n	100	
Canada	5	11	a	x(5)	27	12	22	22	x(8)	100	
Czech Republic	n	11	n	43	33	n	x(8)	12	x(8)	100	
Denmark	1	16	2	45	4	n	7	25	n	100	
Finland	13	10	a	a	43	n	17	16	1	100	
France	15	20	a	31	10	n	10	14	x(8)	100	
Germany	2	14	a	50	2	6	10	13	2	100	
Greece	31	11	2	n	27	8	6	14	n	100	
Hungary	2	23	a	29	28	2	n	16	n	100	
Iceland	3	29	7	21	9	3	4	24	n	100	
Ireland	18	19	n	a	24	10	10	17	n	100	
Italy	19	32	1	7	28	1	x(8)	11	n	100	
Japan ¹	x(2)	16	a	x(5)	47	a	17	21	x(8)	100	
Korea	13	13	a	x(5)	44	a	8	22	x(8)	100	
Luxembourg	19	3	15	18	15	6	9	11	2	100	
Mexico	51	26	a	6	x(2)	a	2	14	x(8)	100	
Netherlands	8	21	x(4)	16	22	4	2	26	n	100	
New Zealand	x(2)	22	a	x(5)	43	10	8	18	x(8)	100	
Norway	n	11	a	41	12	3	2	29	1	100	
Poland	x(2)	16	34	a	31	4	x(8)	16	x(8)	100	
Portugal	61	14	x(5)	x(5)	12	1	x(8)	12	1	100	
Slovak Republic	1	15	x(4)	36	36	x(5)	1	12	n	100	
Spain	28	27	c	6	12	c	7	19	c	100	
Sweden	7	10	a	x(5)	48	x(7)	15	19	x(8)	100	
Switzerland	3	12	2	41	6	7	10	16	2	100	
Turkey	64	10	a	6	11	a	x(8)	9	x(8)	100	
United Kingdom	n	15	20	21	15	a	9	14	6	100	
United States	5	8	x(5)	x(5)	49	x(5)	9	28	1	100	
		Attained lower secondary level of education or below	Attained upper secondary level of education				Attained tertiary level of education				
<i>OECD average</i>		30	42				25				
<i>EU19 average</i>		29	45				23				
Partner countries											
Brazil	57	14	x(5)	x(5)	22	a	x(8)	8	x(8)	100	
Chile	24	26	x(5)	x(5)	37	a	3	10	x(8)	100	
Israel	x(2)	21	x(5)	x(5)	34	a	16	28	1	100	
Russian Federation ¹	3	8	x(5)	x(5)	34	x(5)	34	21	x(8)	100	

Note: Due to discrepant data, averages have not been calculated for each column individually.
 1. Year of reference 2003.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table A1.2a.
Population that has attained at least upper secondary education¹ (2004)
Percentage, by age group

	Age group				
	25-64	25-34	35-44	45-54	55-64
OECD countries					
Australia	64	77	65	62	49
Austria	80	87	84	78	69
Belgium	64	80	70	58	45
Canada	84	91	88	83	73
Czech Republic	89	94	93	87	82
Denmark	81	86	82	79	77
Finland	78	89	86	76	59
France	65	80	70	59	49
Germany	84	85	86	84	79
Greece	56	73	64	50	31
Hungary	75	84	82	76	57
Iceland	60	68	64	57	46
Ireland	63	79	68	54	39
Italy	48	64	52	44	28
Japan ²	84	94	94	82	65
Korea	74	97	86	57	34
Luxembourg	62	74	64	58	51
Mexico	23	25	25	21	13
Netherlands	71	80	74	68	59
New Zealand	78	85	81	77	64
Norway	88	96	92	86	78
Poland	50	60	49	46	42
Portugal	25	40	26	18	12
Slovak Republic	85	94	91	84	64
Spain	45	61	50	36	21
Sweden	83	91	89	81	71
Switzerland	85	89	86	83	79
Turkey	26	33	24	20	14
United Kingdom ³	65	70	65	64	59
United States	88	87	88	90	86
<i>OECD average</i>	<i>67</i>	<i>77</i>	<i>71</i>	<i>64</i>	<i>53</i>
<i>EU19 average</i>	<i>67</i>	<i>78</i>	<i>71</i>	<i>63</i>	<i>52</i>
Partner countries					
Brazil	30	38	32	27	11
Chile	50	64	53	44	32
Israel	79	86	81	75	68
Russian Federation ²	89	92	95	90	72

1. Excluding ISCED 3C short programmes.

2. Year of reference 2003.

3. Including some ISCED 3C short programmes.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eqq2006).

StatLink: <http://dx.doi.org/10.1787/701655207564>

Table A1.3a.
Population that has attained tertiary education (2004)

Percentage of the population that has attained tertiary-type B education or tertiary-type A and advanced research programmes, by age group

	Tertiary-type B education					Tertiary-type A and Advanced research programmes					Total tertiary				
	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD countries															
Australia	9	9	9	9	8	22	27	22	22	15	31	36	31	31	23
Austria	9	9	9	10	9	9	11	11	8	6	18	20	20	18	15
Belgium	17	22	19	14	11	14	19	15	11	9	30	41	32	25	20
Canada	22	26	23	21	15	22	27	23	20	18	45	53	47	41	35
Czech Republic	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	12	13	14	12	10
Denmark	7	8	8	7	6	25	27	26	26	21	32	35	34	33	27
Finland	17	14	22	18	12	17	24	18	14	13	34	38	40	32	25
France	10	16	10	7	4	14	22	13	11	10	24	38	24	18	14
Germany	10	8	11	11	10	15	15	15	16	12	25	23	27	26	23
Greece	6	7	8	5	3	15	17	17	14	9	21	25	25	19	12
Hungary	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	17	19	18	16	14
Iceland	4	3	7	5	2	24	28	27	21	16	28	31	33	25	17
Ireland	10	15	11	8	6	18	26	18	13	10	28	40	29	22	16
Italy	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	11	15	12	11	7
Japan ¹	17	25	20	13	7	21	26	25	20	12	37	52	45	33	19
Korea	8	18	7	2	1	22	31	26	14	9	30	49	33	16	10
Luxembourg	9	13	10	8	6	13	17	13	13	10	23	31	22	21	16
Mexico	2	3	2	1	1	14	16	16	14	8	16	19	18	15	8
Netherlands	2	2	3	2	2	27	32	27	26	22	29	34	30	29	24
New Zealand	8	5	7	9	10	18	23	19	16	10	25	28	26	26	20
Norway	2	2	2	3	2	29	37	32	26	21	32	39	34	29	23
Poland	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	16	23	14	12	12
Portugal	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	13	19	13	10	7
Slovak Republic	1	1	1	1	0	12	14	12	12	9	12	14	12	13	9
Spain	7	12	9	4	3	19	27	20	15	10	26	38	28	19	12
Sweden	15	16	18	16	11	19	26	18	17	16	35	42	36	33	27
Switzerland	10	10	11	11	8	18	20	20	17	14	28	30	31	28	22
Turkey	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	9	11	8	9	7
United Kingdom	8	8	8	8	7	18	23	17	16	14	26	31	25	24	21
United States	9	9	10	10	8	30	30	30	31	28	39	39	39	41	36
OECD average	9	11	10	8	6	19	24	20	17	13	25	31	27	23	18
EU19 average	9	11	10	9	6	17	21	17	15	12	23	28	24	21	16
Partner countries															
Brazil	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	8	8	9	9	4
Chile	3	4	3	2	1	10	14	9	9	8	13	18	13	11	9
Israel	16	15	16	16	17	29	34	27	27	26	45	49	44	44	42
Russian Federation ¹	34	35	37	34	26	21	22	22	20	19	55	56	59	55	45

1. Year of reference 2003.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/701655207564>

Table A1.4

Distribution of population aged 35-to-64 with tertiary type 5A/6 qualifications by country (2004 and projected to 2014)
 Number of persons with tertiary type 5A/6 qualifications as a percentage of the OECD total

OECD countries	2004				Projected 2014			
	Age group				Age group			
	35-64	35-44	45-54	55-64	35-64	35-44	45-54	55-64
Australia	1.9	1.8	2.0	1.7	1.9	2.0	1.8	2.0
Austria	0.4	0.4	0.3	0.3	0.3	0.3	0.4	0.3
Belgium	0.6	0.7	0.5	0.5	0.6	0.6	0.7	0.5
Canada	3.5	3.7	3.5	3.3	3.5	3.3	3.7	3.5
Czech Republic	0.6	0.5	0.6	0.8	0.6	0.6	0.5	0.6
Denmark	0.7	0.6	0.7	0.8	0.6	0.5	0.6	0.7
Finland	0.4	0.4	0.4	0.5	0.4	0.4	0.4	0.4
France	3.3	3.3	3.1	3.8	3.8	4.6	3.3	3.1
Germany	6.0	5.7	5.9	6.8	5.0	3.6	5.7	5.9
Greece	0.7	0.8	0.7	0.6	0.7	0.7	0.8	0.7
Hungary	0.8	0.6	0.8	1.0	0.7	0.7	0.6	0.8
Ireland	0.2	0.3	0.2	0.2	0.3	0.4	0.3	0.2
Italy	2.8	3.0	2.7	2.7	3.0	3.2	3.0	2.7
Japan ¹	11.6	11.5	11.9	11.3	12.1	12.8	11.5	11.9
Korea	4.2	6.3	3.1	2.0	5.5	6.6	6.3	3.1
Mexico	4.8	6.1	4.6	2.8	5.9	6.7	6.1	4.6
Netherlands	2.1	2.0	2.0	2.3	1.9	1.8	2.0	2.0
New Zealand	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.3
Norway	0.6	0.6	0.5	0.6	0.6	0.6	0.6	0.5
Poland	2.3	2.0	2.5	2.6	2.7	3.4	2.0	2.5
Portugal	0.5	0.6	0.5	0.4	0.6	0.8	0.6	0.5
Slovak Republic	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Spain	2.8	3.4	2.4	2.1	3.6	4.7	3.4	2.4
Sweden	0.8	0.7	0.7	1.1	0.7	0.8	0.7	0.7
Switzerland	0.6	0.7	0.6	0.7	0.6	0.5	0.7	0.6
Turkey	1.7	1.9	1.8	1.2	2.4	3.4	1.9	1.8
United Kingdom	4.8	5.0	4.7	4.6	5.0	5.3	5.0	4.7
United States	40.8	36.9	42.8	45.0	36.4	31.0	36.9	42.8
Total	100	100	100	100	100	100	100	100

1. Year of reference for attainment type 5A/6 data is 2003.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table A1.5
Educational attainment expressed in average number of years in formal education (2004)
The 25-to-64-year-old population, by gender and age group

	25-to-64-year-old population											
	Total	Males	Females	Males				Females				
				25-34	35-44	45-54	55-64	25-34	35-44	45-54	55-64	
OECD countries	Australia	12.6	12.8	12.5	13.2	12.8	12.7	12.2	13.3	12.4	12.3	11.7
	Austria	12.0	12.3	11.7	12.4	12.4	12.2	12.0	12.3	12.0	11.4	10.8
	Belgium	11.3	11.4	11.4	12.4	11.7	11.1	10.3	12.8	11.9	10.7	9.5
	Canada	13.2	13.2	13.3	13.6	13.3	13.0	12.2	14.1	13.6	13.0	11.8
	Czech Republic	12.5	12.6	12.4	12.6	12.8	12.6	12.5	12.8	12.6	12.1	11.9
	Denmark	13.4	13.5	13.3	13.6	13.6	13.4	13.6	13.6	13.3	13.3	13.0
	Finland	11.2	10.9	11.4	12.5	12.3	10.5	8.5	13.5	13.0	11.2	8.5
	France	11.6	11.7	11.4	12.8	12.1	11.3	10.3	13.1	12.0	10.7	9.6
	Germany	13.4	13.7	13.2	13.6	13.8	13.8	13.7	13.5	13.4	13.2	12.5
	Greece	10.9	11.0	10.7	11.9	11.7	10.9	9.4	12.6	11.7	10.0	8.2
	Hungary	11.7	11.8	11.6	12.1	12.1	12.0	11.3	12.4	12.1	11.5	10.5
	Iceland	10.5	9.7	11.4	10.1	10.4	9.2	9.0	12.6	11.9	10.5	9.7
	Ireland	13.0	12.9	13.1	14.0	13.4	12.3	11.2	14.5	13.6	12.5	11.4
	Italy	10.1	10.2	10.0	11.2	10.5	10.0	8.7	11.7	10.7	9.5	7.6
	Japan ¹	12.4	12.6	12.1	13.3	13.3	12.4	11.2	13.2	12.9	11.9	10.5
	Korea	12.0	12.5	11.4	13.7	13.2	11.6	10.2	13.6	12.2	10.0	8.0
	Luxembourg	13.3	13.6	13.0	14.2	13.5	13.5	13.1	14.1	13.3	12.6	11.6
	Mexico	8.8	9.1	8.6	9.5	9.4	8.8	7.8	9.4	8.9	8.0	7.1
	Netherlands	11.2	11.4	11.1	12.0	11.5	11.3	10.6	12.5	11.4	10.5	9.8
	New Zealand	12.6	12.6	12.6	11.8	11.4	11.0	9.6	12.1	11.5	10.7	8.4
	Norway	13.9	13.9	13.9	14.2	14.1	13.7	13.4	14.7	14.2	13.8	13.1
	Poland	11.8	11.6	11.9	12.2	11.7	11.4	11.0	12.9	12.2	11.7	10.7
	Portugal	8.5	8.3	8.7	9.3	8.4	7.8	7.3	10.3	8.8	7.9	7.2
	Slovak Republic	12.5	12.5	12.4	12.8	12.7	12.6	12.1	13.0	12.7	12.4	11.3
	Spain	10.6	10.6	10.6	11.9	11.2	10.1	8.9	12.5	11.4	9.7	8.0
	Sweden	12.6	12.4	12.8	13.1	12.7	12.2	11.3	13.6	13.0	12.7	11.8
	Switzerland	13.0	13.5	12.5	13.7	13.7	13.5	13.2	13.0	12.7	12.3	11.7
	Turkey	9.6	9.9	9.2	10.3	9.8	9.6	9.2	9.6	9.1	8.9	8.6
United Kingdom	12.6	12.7	12.4	13.0	12.6	12.7	12.4	12.9	12.4	12.3	12.0	
United States	13.3	13.2	13.4	13.1	13.2	13.4	13.2	13.4	13.4	13.5	13.1	
<i>OECD average</i>	<i>11.9</i>	<i>11.9</i>	<i>11.8</i>	<i>12.5</i>	<i>12.2</i>	<i>11.7</i>	<i>11.0</i>	<i>12.8</i>	<i>12.1</i>	<i>11.4</i>	<i>10.3</i>	
<i>EU19 average</i>	<i>11.8</i>	<i>11.8</i>	<i>11.7</i>	<i>12.5</i>	<i>12.1</i>	<i>11.7</i>	<i>11.0</i>	<i>12.9</i>	<i>12.2</i>	<i>11.4</i>	<i>10.3</i>	
Partner country	Israel	12.7	12.6	12.7	12.8	12.6	12.4	12.3	13.2	12.7	12.5	12.0

1. Year of reference 2003.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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CONTRIBUTORS TO THIS PUBLICATION

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National Co-ordinators

Mr. Brendan O'REILLY (Australia)	Mr. Kenji SAKUMA (Japan)
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Mr. Antonio Giunta LA SPADA (Italy)	

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Ms. Anna IMRE (Hungary)	Mr. Joel SHERMAN (United States)
Mr. Pat MAC SITRIC (Ireland)	Mrs. Kerry GRUBER (United States)

Others contributors to this publication

Mr. Donald HIRSCH (Consultant)
Ms. Tracey STRANGE (Editor)
Ms. Fung-Kwan TAM (Layout)

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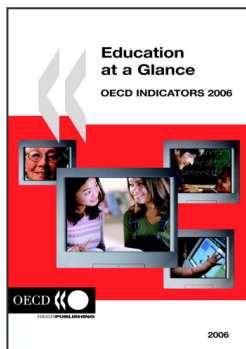
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