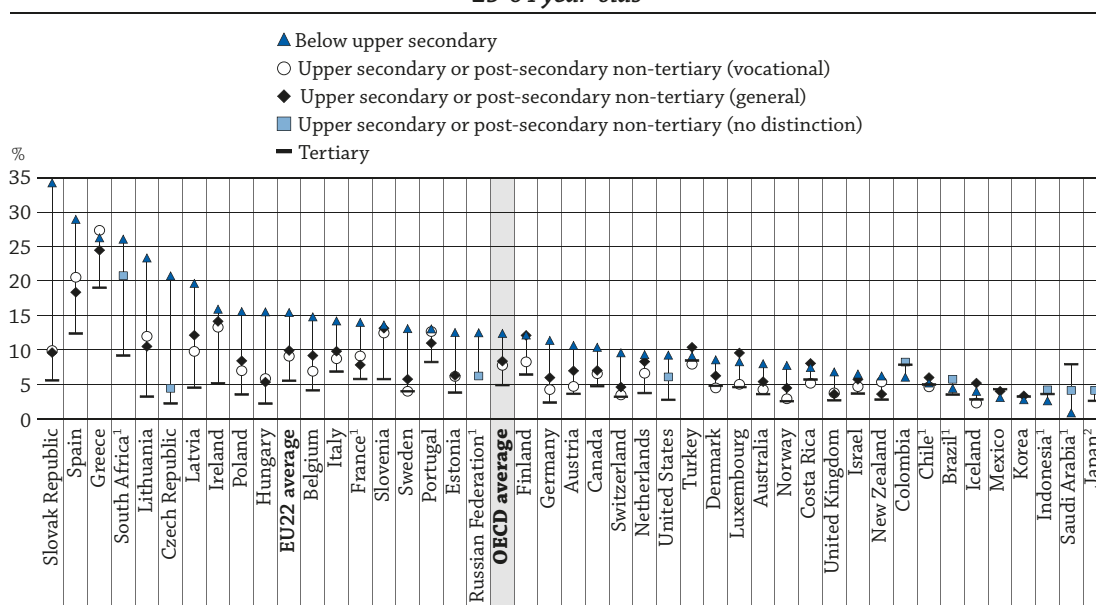


HOW DOES EDUCATIONAL ATTAINMENT AFFECT PARTICIPATION IN THE LABOUR MARKET?

- Labour market outcomes are better among the higher-educated: on average across OECD countries, the unemployment rate is 12.4% for adults with below upper secondary education, while it is 4.9% for the tertiary-educated.
- Across countries, the employment rates of men are higher than those of women for all levels of educational attainment, but the gender gap shrinks as educational attainment increases. On average across OECD countries, the gender difference in employment rates among 25-64 year-olds is 20 percentage points for those with below upper secondary education, 14 percentage points for those with upper secondary or post-secondary non-tertiary education and 9 percentage points for tertiary-educated adults.
- The employment rate varies by field of education studied. For 25-64 year-olds, the employment rate is high for engineering, manufacturing and construction, and for science, mathematics and computing, and low for teacher training and education science, and for humanities, languages and arts. The difference in employment rates is influenced partly by gender differences in the share of those who studied specific fields of education.

Figure A5.1. Unemployment rates, by educational attainment (2015)
25-64 year-olds



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 unemployment rate of 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. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

The economies of OECD countries depend upon a supply of high-skilled workers, and expanded education opportunities have increased the pool of skilled people across countries. People with high qualifications are more likely to be employed, as they are considered to be better equipped with the skills required in the labour market. On the other hand, while there is still work for those with lower education, their labour market prospects are relatively challenging. People with the lowest educational qualifications are at greater risk of being unemployed, and their earnings are lower (see Indicator A6). Disparities in labour market outcomes contribute to widening inequalities in society.

Education systems face challenges in responding to changing demands in the labour market and the need to build skill sets through education. Given the technological advances that have been transforming the needs of the global labour market, for example, employers expect their employees to have good knowledge of information and communication technologies (ICT), and those with such knowledge and skills tend to have better job opportunities. Employment prospects are better among those with higher skills, particularly in ICT, and higher skills and readiness in using ICT for problem solving, which may be acquired outside of formal education, can also even compensate for lower educational attainment in the labour market (Lane and Conlon, 2016).

In most OECD countries, it may be critical to increase female labour-force participation to drive economic growth. This is because the active working-age population is shrinking due to population ageing, despite efforts to prolong working lives and there is a large pool of untapped human capital among women, who are often highly educated. The full potential of women is often not exploited after schooling. Women do not always pursue careers in the same way as their male counterparts (or are not able to), partly because many women continue to take on traditional gender roles, including family and childcare. Also, their labour market outcomes, including earnings, are not as good as those for men (see Indicator A6). The gender gap in labour market outcomes is related to the structures and practices of the labour market, but different policies can help reduce this gender gap. For instance, education policies may be able to do more to guide women and equip them with the skills needed in the labour market, while employment, family and childcare policies can help achieve a better work-life balance.

■ Other findings

- Vocational programmes in upper secondary or post-secondary non-tertiary education are often designed to prepare people for work. On average across OECD countries, adults who have completed vocational programmes as their highest educational attainment have lower unemployment rates (7.7%) than those with general programmes (8.3%) but this pattern is not consistent across countries.
- The employment rate for adults with a short-cycle tertiary qualification is 80%, on average across OECD countries, and it rises to 82% for those with a bachelor's or equivalent degree, 87% with a master's or equivalent degree, and 91% with a doctoral or equivalent degree.
- Skill formation can be attributed to what one learns through education, but skills may continue to be developed beyond the education pathway. For the same level of educational attainment, proficiency levels are different across occupations and higher among those with skilled occupations.
- Compared to other industries, a higher percentage of workers in the education sector report that moderate or complex ICT skills are required at work.

Analysis

Unemployment rates

Across all countries for which data are available, higher levels of education reduce the risk of being unemployed. On average across OECD countries, the unemployment rate is 4.9% for 25-64 year-olds with tertiary education, compared to 7.3% for adults with upper secondary or post-secondary non-tertiary education and 12.4% for adults with below upper secondary education (Figure A5.1 and Table A5.4).

In countries with relatively low unemployment rates, the variation in unemployment rates by educational attainment is small. Unemployment rates are consistently low across educational attainment in Iceland, Indonesia, Japan, Korea and Mexico, where the overall unemployment rate is 3.5% or below (Figure A5.1 and OECD, 2016a).

In Greece and Spain, where unemployment rates are over 20.0%, the variation in unemployment rates is large, and the highly educated also have a relatively high chance of becoming unemployed, pointing to possible concerns over returns of higher education. Although the tertiary-educated have much lower unemployment rates than the lower-educated, unemployment rates among tertiary-educated adults are as high as 19.0% in Greece and 12.4% in Spain, the highest unemployment rates across OECD countries for adults with tertiary education (Figure A5.1 and OECD, 2016a). However, these high unemployment rates among tertiary-educated adults do not necessarily translate into low financial returns for tertiary education, because there are still large earning advantages (see Indicators A6 and A7).

Several other countries also have large variations in unemployment rates by educational attainment, because the low-educated (relatively few within these countries) do not succeed in competing for jobs against the large number of those with upper secondary or post-secondary non-tertiary education, while the tertiary-educated (also relatively few) have a comparative advantage in finding employment. The difference in the unemployment rates between high-qualified adults and low-qualified adults is largest in the Slovak Republic: the unemployment rate is 5.6% for 25-64 year-olds with tertiary education, compared to 34.2% for adults with below upper secondary education. This may be related to low share of low-educated and high-educated adults in the Slovak Republic: those without upper secondary education account for only 9% of adults, much lower than the OECD average (23%), while the share of the tertiary-educated is 21%, also lower than the OECD average (35%). The Czech Republic and Lithuania have the next largest difference in unemployment rates, about 20 percentage points between those without upper secondary education and those with tertiary education, and the shares of low-educated and high-educated are also relatively small (Table A5.2 and see Indicator A1).

Vocational programmes in upper secondary or post-secondary non-tertiary education are often designed to prepare people for work (see Indicator A2), and on average across OECD countries, adults who have completed vocational programmes as their highest educational attainment have lower unemployment rates (7.7%) than those with general programmes (8.3%). The largest differences in unemployment rates between vocational and general programmes are found in Finland (3.8 percentage points) and in Luxembourg (4.6 percentage points). In Chile, Costa Rica, Denmark, Iceland, Sweden and Turkey, the unemployment rate for those with vocational education is equal to or even lower than that of the tertiary-educated. In Greece and Spain, the situation is reversed: the unemployment rates of adults with vocational programmes are more than 2 percentage points higher than the unemployment rates of adults with general programmes, signalling the need to ensure that vocational programmes respond to the skill sets required in the changing labour market (Figure A5.1 and OECD, 2016a).

Across educational attainment levels, the unemployment rate is generally higher among younger adults than among older adults. On average across OECD countries, for those with below upper secondary education, the unemployment rate is 17.4% for 25-34 year-olds and 9.1% for 55-64 year-olds (Table A5.4 and OECD, 2016a). Similar trends are found for other educational attainment levels, pointing to the difficulties that young adults face in the transition from school to work (see Indicator C5).

Employment rates

Higher educational attainment increases the likelihood of being employed. On average, across OECD countries, the employment rate of tertiary-educated adults is 84%, compared to 74% for adults with upper secondary or post-secondary non-tertiary education as their highest level of attainment. Among adults without upper secondary education, the employment rate is only 56% (Table A5.3). Within countries, the regional variations in employment rates tend to be larger among adults without upper secondary education than among those with upper secondary education or higher (OECD/NCES, 2015).

In all countries, employment rates among the tertiary-educated exceed the rates for adults with lower education, because the shares of the unemployed, and particularly of inactive adults, are lower than those for the lower-educated. On average across OECD countries, the unemployment rate for the tertiary-educated is 4.9% and the inactivity rate is 12%. For upper secondary or post-secondary non-tertiary education, the unemployment rate is slightly higher (7.3%), and the inactivity rate is higher (20%). For below upper secondary, the unemployment rate is high (12.4%), and the inactivity rate is very high (36%) (OECD, 2016a and see the *Definitions* section at the end of this indicator).

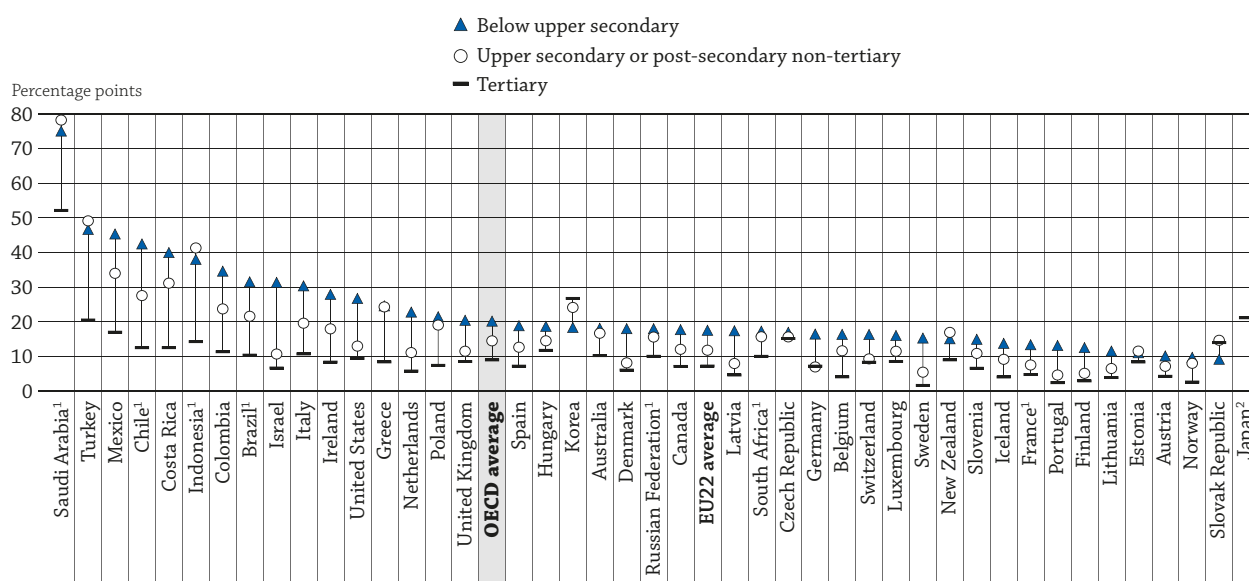
In some countries, the difference in employment rates is large between adults who hold a tertiary qualification and those without upper secondary education. It is largest in Poland and the Slovak Republic, at 46 percentage points. In these countries, for adults with below upper secondary education, unemployment rates are high, but inactivity rates are also very high, at well over 40% (Figure A5.2 and OECD, 2016a).

Employment rates by gender

In all OECD countries, the employment rates of women are lower than the employment rates of men, mostly due to large gender differences in inactivity rates. This is consistent across all levels of educational attainment, despite women's higher educational attainment (OECD, 2016a).

However, the gender gap in employment rates narrows as educational attainment increases. On average across OECD countries, the gender difference in employment rates among 25-64 year-olds without upper secondary qualification is 20 percentage points (66% for men and 46% for women). This difference shrinks to 14 percentage points among adults with upper secondary or post-secondary non-tertiary education (81% for men and 67% for women) and to just 9 percentage points among tertiary-educated men and women (88% for men and 79% for women). Exceptions to this are Korea and the Slovak Republic, where the gender gap in employment is higher among adults with tertiary education than among those with below upper secondary education. In Korea, this is due to persistently high inactivity rates among women for all levels of educational attainment, while the rates for men decrease consistently with higher education. In the Slovak Republic, the unemployment rate for adults with below upper secondary education is particularly high for men compared to women, contributing to the small gender gap in employment rates for below upper secondary education (Figure A5.2 and OECD, 2016a).

Figure A5.2. 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. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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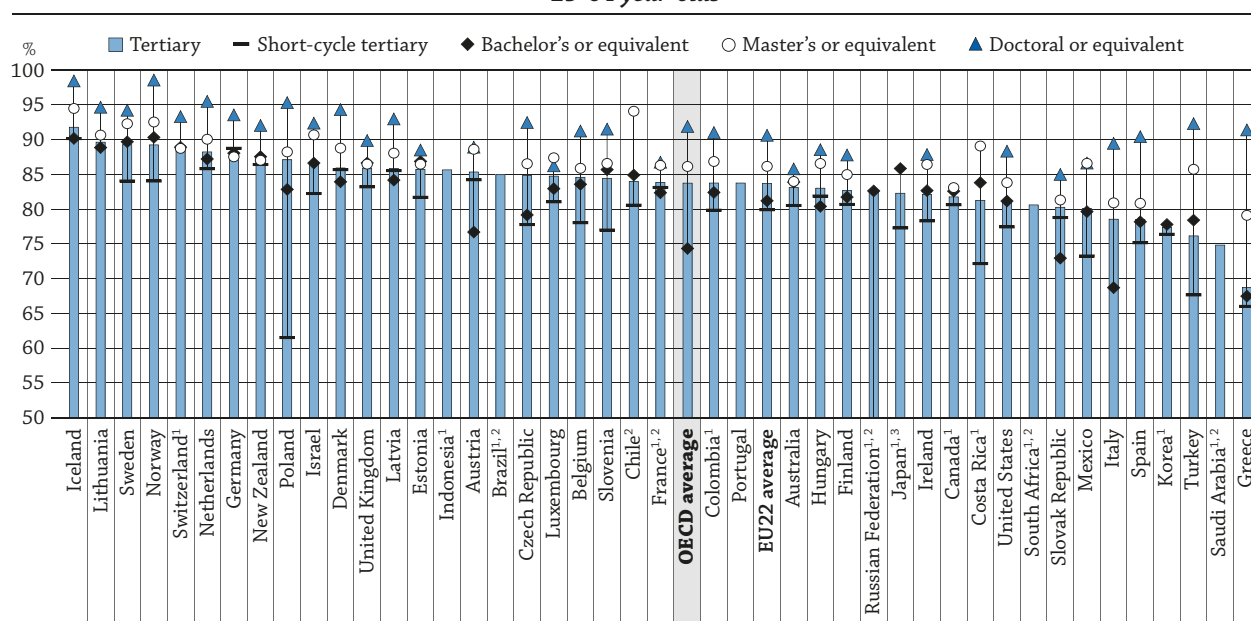
Gender gaps in employment rates are pronounced in some countries. Saudi Arabia has the largest gap across all OECD and partner countries. The employment rate of tertiary-educated women is less than half the rate of tertiary-educated men. The difference is even greater for adults with below upper secondary education (75 percentage points), where 16% of women are employed compared to 91% of men. Japan also has a large gender difference among the tertiary-educated, due to the relatively high inactivity rate among women with this level of educational attainment compared to men (Figure A5.2 and OECD, 2016a).

In Chile, Costa Rica, Mexico and Turkey, the gender gap in employment rates for below upper secondary education is 25 percentage points higher than for tertiary education. This is because gender differences in inactivity rates in these countries are particularly large for below upper secondary education, and over 50% of women with this level of educational attainment are inactive. The rate is particularly high in Turkey, where 69% of women without upper secondary education are inactive. In contrast, differences in employment rates between genders are small in countries such as Austria, Estonia and Norway across the three aggregated levels of educational attainment (Figure A5.2 and OECD 2016a).

Employment rates by level of tertiary education

Employment rates increase with educational attainment and continue to increase with further levels of tertiary education. On average across OECD countries, the employment rate is 80% for adults with a short-cycle tertiary qualification, rising to 82% for those with a bachelor's or equivalent degree, 87% with a master's or equivalent degree, and 91% with a doctoral or equivalent degree (Table A5.1 and Figure A5.3).

Figure A5.3. Employment rates of tertiary-educated adults, by levels of tertiary education (2015)
25-64 year-olds



1. Some levels of education are included in others. Refer to the source table for more details.

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

3. 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 employment rate of adults with tertiary education.

Source: OECD, Tables A5.1 and A5.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In most countries, employment rates among those with short-cycle tertiary education are lower than those with bachelor's or equivalent degree, but in some countries, where short-cycle tertiary education is prevalent or promoted to improve employability and facilitate entry into the labour market (see Indicator A3), employment rates are relatively high among short-cycle tertiary degree holders. In Austria, where the share of adults with short-cycle tertiary education accounts for 15% of 25-64 year-olds, the employment rate among those with short-cycle tertiary education is 84%, compared to 77% for bachelor's or equivalent degree. Similarly, in France, where 15% of adults

have short-cycle tertiary education, the employment rate for those with short-cycle tertiary education is 83%, compared to 82% for bachelor's or equivalent degree. On the other hand, in Poland, the share of those with short-cycle tertiary education is negligible, and they face difficulties in finding a job compared to adults with higher tertiary education and even adults with upper secondary or post-secondary non-tertiary education (Figure A5.3, Table A5.1 and see Indicator A1).

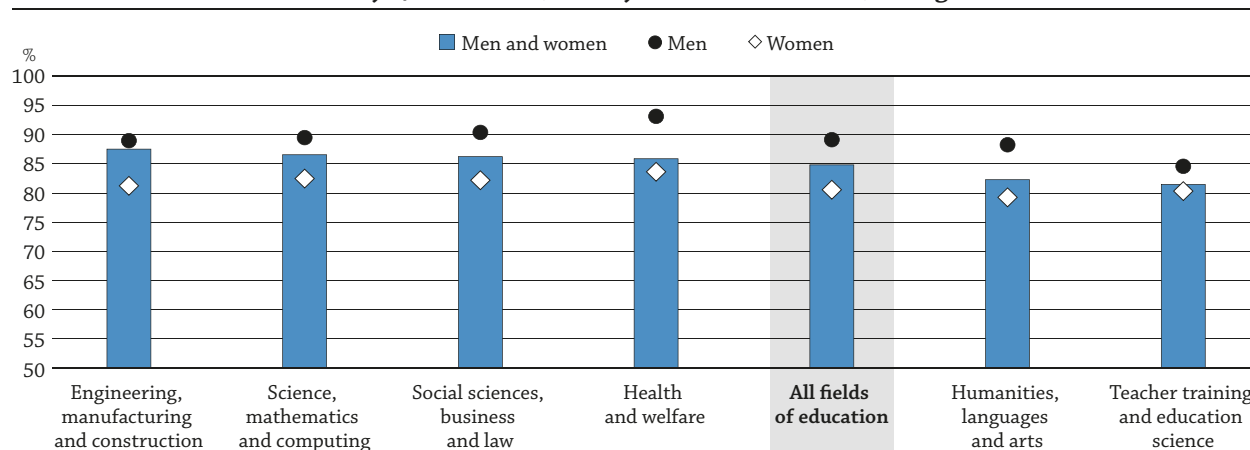
In countries where a small share of adults have advanced tertiary qualifications, their employment prospects are considerably better than those with lower educational attainment. Less than 4% of adults completed master's, doctoral or equivalent degrees in Chile, Costa Rica, Greece, Mexico and Turkey, and those who have completed these levels of education have significantly higher employment rates compared to those with lower levels of tertiary attainment (Figure A5.3, Tables A1.1 and A5.1).

The gender gap in employment rates also continues to decrease with higher levels of tertiary degree. On average across OECD countries, it is 12 percentage points for short-cycle tertiary education (75% for women and 87% for men), 8 percentage points for bachelor's or equivalent degree (78% for women and 87% for men), 7 percentage points for master's or equivalent degree (84% for women and 90% for men) and as low as 6 percentage points for doctoral or equivalent degree (88% for women and 93% for men). This is because the higher the tertiary degree attained, the lower the inactivity rates become among women, while unemployment rates stay similar across different levels of tertiary degrees. On average across OECD countries, the inactivity rate for women is 21% for short-cycle tertiary education, 17% for bachelor's or equivalent degree, 12% for master's or equivalent degree, and 10% for doctoral or equivalent degree. This may be explained by different factors. For example, women who invest in completing higher tertiary education may consider that the opportunity cost of not working is high; they may be more eager to work and seek competitive career paths and hence more likely to enter the labour force (OECD, 2016a).

Employment rates by field of education and gender

On average, across OECD countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the employment rate for the tertiary-educated is 85% across all fields of education for both women and men together, but 81% for women and 89% for men. This trend of higher employment rates among men is consistent across all fields of education studied, mainly because women tend to have higher inactivity rates. The gender difference in employment rates is largest among those who studied health and welfare, and lowest among those who studied teacher training and education science (Figure A5.4 and Table A5.6).

Figure A5.4. Employment rates of tertiary-educated adults, by field of education studied and gender (2012 or 2015)
Survey of Adult Skills, 25-64 year-old non-students, average



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

Fields of education are ranked in descending order of the percentage of employed tertiary-educated adults who studied in that field.

Source: OECD. Table A5.6. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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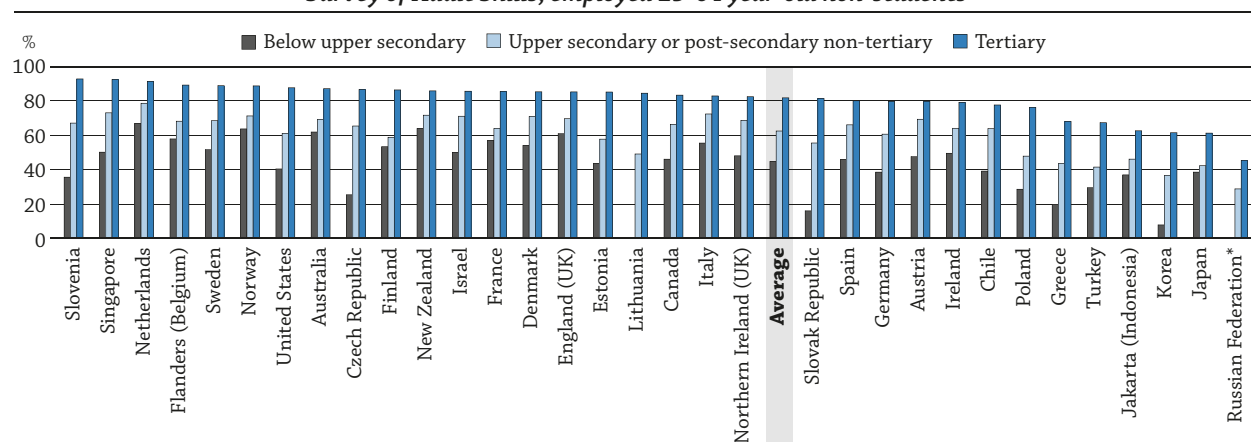
For both genders combined, the employment rate is high for engineering, manufacturing and construction and for science, mathematics and computing, and it is low for teacher training and education science and for humanities, languages and arts. This is influenced partly by gender differences in the share of those who studied specific fields of education as the share of inactive adults is higher among women across fields of education. For example, the share of tertiary-educated men who studied engineering, manufacturing and construction is 31%, much higher than the share of 7% among tertiary-educated women, and the share of tertiary-educated women who studied teacher training and education science is 18%, higher than the share of 7% among tertiary-educated men (see Indicator A1). Consequently, the employment rate among those who studied engineering, manufacturing and construction is higher than the rate for those who studied teacher training and education science. Overall, fields of education associated with higher employment rates tend to also have higher earnings than the average earnings for tertiary-educated adults. The opposite is also true: teacher training and education science, and humanities, language and arts, which are associated with lower employment rates, also tend to have lower earnings (see Indicators A6 and D3).

Differences in gender composition of professions may partly explain the extent of gender difference in employment rates for each field of education. For example, within health and welfare, men and women tend to choose different specialisations and different professions. Female doctors account for almost half of doctors on average across OECD countries (OECD, 2015a), but in Europe and the United States, women are about ten times more likely than men to work in nursing, a profession with relatively low retention rates (OECD, 2005; OECD, 2016b). This difference in the gender composition of certain professions in the health sector may contribute to a relatively large gender difference in employment rates among those who studied health and welfare (Table A5.6 and Figure A5.4).

Educational attainment and the use of information and communication technologies at work and in selected industries

Across all countries and subnational entities that participated in the Survey of Adult Skills, the level of educational attainment is positively associated with the use of ICT at work (OECD, 2016c). The use of e-mail in the workplace has become prevalent, but its use varies significantly by level of educational attainment. On average, across OECD countries and subnational entities, 45% of adults with below upper secondary education report using e-mail daily at work. For tertiary-educated adults, this percentage is 82%. The gap across levels of educational attainment is the largest in countries such as the Czech Republic, Korea and the Slovak Republic, and the smallest in countries such as Japan and New Zealand. Overall, educational attainment is also positively associated with the use of other ICT related activities, such as the use of word processors or the use of the Internet at work, and this positive relationship between ICT use at work and educational attainment holds not just for younger adults, but also for adults in other age groups. This may be because higher educational attainment leads to highly qualified jobs, which in turn require being part of the connected world (Table A5.7 and Figure A5.5).

Figure A5.5. Daily use of e-mail at work, by educational attainment (2012 or 2015)
Survey of Adult Skills, employed 25-64 year-old non-students



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in descending order of the percentage of tertiary-educated adults reporting to use e-mail at work on a daily basis.

Source: OECD, Table A5.7. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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According to the Survey of Adult Skills, more advanced ICT skills are required in the education sector than in other industries. On average across OECD countries and subnational entities, 63% of adults report that moderate and complex levels of computer use are needed at work in the education sector (see the *Definitions* section at the end of this indicator). Other main industries, each representing at least 10% of the 25-64 year-old workers, are: “human health and social work activities”, “manufacturing” and “wholesale and retail trade; repair of motor vehicles and motorcycles”. In all these industries, 41% of adults reported that moderate or complex ICT skills are required at work. Across countries, in the education sector, the share of workers with good ICT and problem-solving skills is also generally higher, compared to those working in other main industries (Table A5.8).

In nearly all OECD countries and subnational entities, and across all main industries, the share of adults who use a computer at work is higher than the share of those who are required moderate or complex ICT skills at work while the share of workers with good ICT and problem-solving skills is lower. But in countries where a high share of workers uses a computer at work, the share of workers who are required moderate or complex ICT skills at work and the share of workers with good ICT and problem-solving skills tend to be high. For example, in the Netherlands, in the education sector, the share of employed adults using a computer at work (98%) and of those required moderate or complex ICT skills at work (84%) is among the highest, and the share of workers with good ICT and problem-solving skills (56%) is also one of the highest in the OECD (Table A5.8)

Skills by occupation and educational attainment

Across countries that participated in the Survey of Adult Skills, the percentage of adults with tertiary education is higher among occupations requiring advanced skills. On average, across OECD countries and subnational entities, 66% of workers in skilled occupations are tertiary educated. The share falls to 24% for semi-skilled white-collar occupations, 12% for semi-skilled blue-collar occupations and 10% for elementary occupations (Table A5.9, available on line, and see the *Definitions* section at the end of this indicator).

Skill formation can be attributed to what one learns through education, but skills may continue to be developed beyond the education pathway. For the same level of educational attainment, literacy proficiency levels are different across occupations and higher among those with skilled occupations. For example, on average across OECD countries and subnational entities, the mean literacy score of adults in elementary occupations with below upper secondary is 34 points below the score of adults with the same level of education working in skilled occupations. This pattern also holds for adults with upper secondary or post-secondary non-tertiary education and for adults with tertiary education (Table A5.9 [L], available on line).

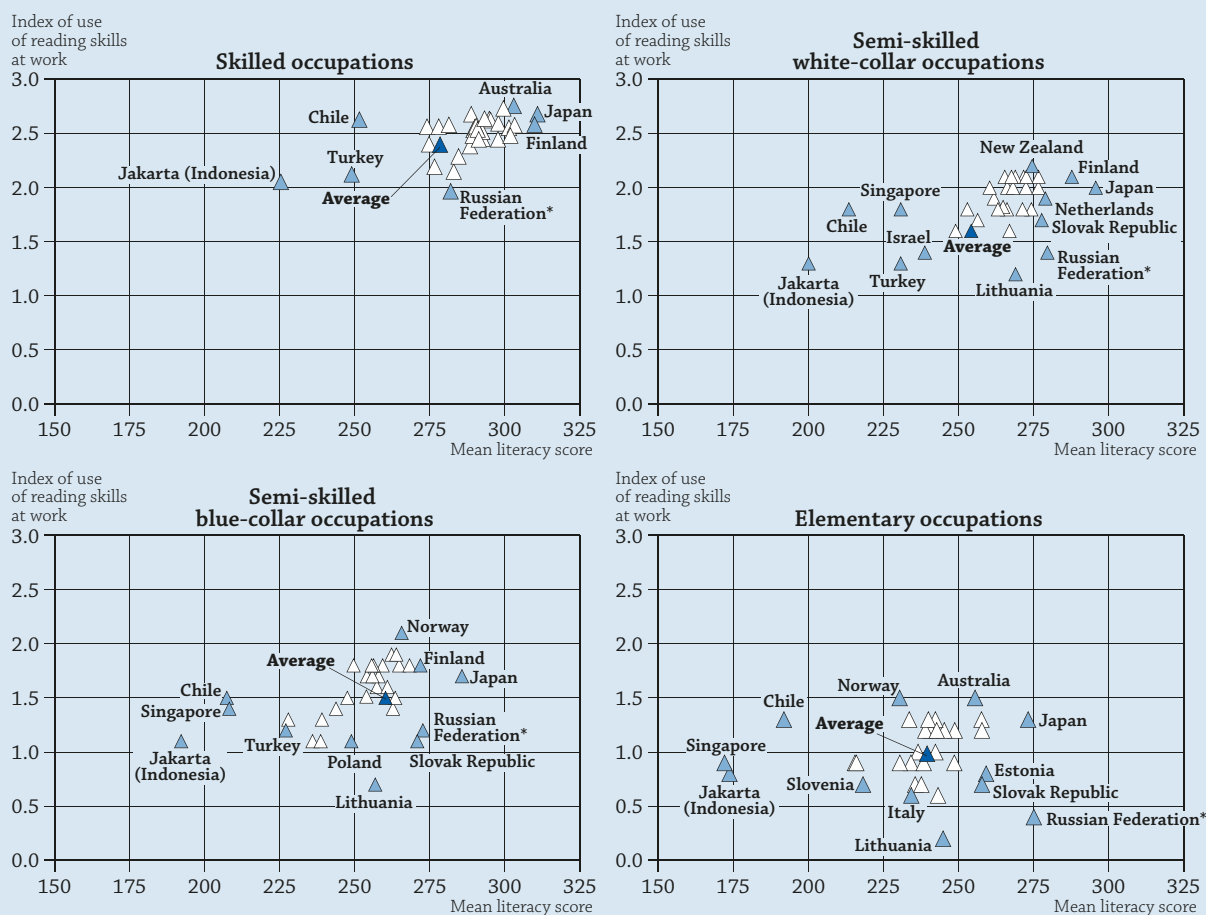
This positive relationship between skilled occupations and higher proficiency levels can be attributed also to other factors. The competition for skilled occupations in the labour market can act as a filter, letting in only the most skilled adults across all educational attainment levels. Also, among skilled occupations, employers may make more investment in developing the skills of their employees (see Indicator C6). Across OECD countries and subnational entities that participated in the Survey of Adult Skills in 2012, 62% of employed 25-64 year-olds reported that they participated in employer-sponsored education and this share falls to 26% for those working in elementary occupations (OECD, 2015b). The positive relationship between skilled occupations and higher proficiency levels may also be attributed to the higher use of skills among those with skilled occupations than those with lower-skilled occupations (Box A5.1).

Box A5.1. Proficiency levels and skill use, the example of literacy

The information contained in the Survey of Adult Skills on educational attainment, proficiency and skill use is extremely useful for stakeholders with an interest in education and labour market policies. It offers an overview of proficiency levels and skill use for skilled occupations, semi-skilled white-collar occupations, semi-skilled blue-collar occupations and elementary occupations.

Figure A5.a. displays the mean literacy score and the index of use of reading skills at work for each of the four occupation categories. Results show that there is much less cross-country variation among adults working in skilled occupations than among adults working in lower-skilled occupations. Across countries, adults working in skilled occupations have a high level of literacy proficiency and a high frequency of use of reading skills at work. The level of proficiency and skill use diminishes on average among adults working in semi-skilled white-collar occupations and in semi-skilled blue-collar occupations. It is lowest among adults working in elementary occupations, and the cross-country variation widens.

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Figure A5.a. Index of use of reading skills at work and mean literacy score, by occupation (2012 or 2015)
Survey of Adult Skills, employed 25-64 year-old non-students


Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD, Tables A5.9 (L). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In general, results show that over the four broad occupational groups, countries have a similar mix of proficiency level and skill use. Countries such as Australia, Finland, Japan, New Zealand and Norway show high literacy proficiency levels and high skill use at work across the different occupations. On the other hand, in Jakarta (Indonesia) and Turkey, adults show lower-than-average literacy proficiency levels and skill use. In Chile, the skill use is relatively high despite a lower-than-average literacy score. The opposite is observed in Lithuania where the skill use is relatively low while having about an average literacy score.

Similar mean literacy scores do not necessarily translate into similar frequencies in the use of reading skills at work. For example, among adults working in semi-skilled blue-collar occupations, the mean literacy score of Norway (266) is similar to the mean score of the Slovak Republic (271), but the index of use of reading at work for Norway (2.1) is almost twice as high as for the Slovak Republic (1.1). This suggests that with the same level of literacy proficiency, the use of skills at work among workers in the same broad occupational groups is different across countries.

In a comparable way, similar frequency of use of reading skills at work is sometimes associated with very different literacy proficiency. For example, among adults working in elementary occupations, the index of use of reading skills at work is 1.3 for both for Chile and Japan. However, their mean literacy score is very different: Chile (192) and Japan (273).

Definitions

Active population (labour force) is the total number of employed and unemployed persons, in accordance with the definition in the Labour Force Survey.

Age groups: **Adults** refers to 25–64 year-olds; **younger adults** refers to 25–34 year-olds; and **older adults** refers to 55–64 year-olds. The **working-age population** is the total population aged 25 to 64.

Completion of intermediate programmes for educational attainment (ISCED 2011) corresponds to recognised qualification from an ISCED 2011 level programme which is not considered as sufficient for ISCED 2011 level completion and is classified at a lower ISCED 2011 level. In addition, this recognised qualification does not give direct access to an upper ISCED 2011 level programme.

Employed individuals are those who, during the survey reference week: *i*) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or *ii*) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).

The **employment rate** refers to the number of persons in employment as a percentage of the working-age population (the number of employed people is divided by the number of all working-age people). Employment rates by gender, educational attainment, programme orientation and age group are calculated within each of these categories. For example, the employment rate among women is calculated by dividing the number of employed women by the total number of working-age women.

ICT skills required at work refers to the use of computers needed at work. Four levels of use are identified: “ICT skills not required at work” corresponds to individuals who reported they do not use a computer in their job; “Straightforward” indicates using a computer for routine tasks, such as data entry or sending and receiving e-mails; “Moderate” indicates using a computer for word-processing, spreadsheets or database management; and “Complex” indicates developing software or modifying computer games, programming using languages like java, sql, php or perl, or maintaining a computer network.

Inactive individuals are those who are, during the survey reference week, neither employed nor unemployed (i.e. individuals who are not looking for a job). The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people.

The **inactivity rate** refers to inactive persons as a percentage of the population (i.e. the number of inactive people is divided by the number of all working-age people). Inactivity rates by gender, educational attainment, programme orientation and age group are calculated within each of these categories. For example, the inactivity rate among individuals with a tertiary education degree is calculated by dividing the number of inactive individuals with tertiary education by the total number of working-age people with tertiary education.

The **index of use of reading skills at work** refers to the frequency of reading various types of texts at work such as directions, instructions, letters, memos, e-mails, articles, books, manuals, bills, invoices, diagrams and maps. A value of 0 indicates that a person undertakes no reading activities; a value of 1 indicates that reading tasks are carried out less than once a month; a value of 2 indicates that they are carried out less than once a week but at least once a month; a value of 3 indicates that they are carried out at least once a week but not every day; and a value of 4 indicates that they are carried out every day.

Levels of education: In this indicator, two ISCED (International Standard Classification of Education) classifications are used: ISCED 2011 and ISCED-97.

- ISCED 2011 is used for all the analyses that are not based on the Survey of Adult Skills. For ISCED 2011, the levels of education are defined as follow: **below upper secondary** corresponds to ISCED 2011 levels 0, 1 and 2, and includes recognised qualifications from ISCED 2011 level 3 programmes, which are not considered as sufficient for ISCED 2011 level 3 completion, and without direct access to post-secondary non-tertiary education or tertiary education; **upper secondary or post-secondary non-tertiary** corresponds to ISCED 2011 levels 3 and 4; and **tertiary** corresponds to ISCED 2011 levels 5, 6, 7 and 8 (UNESCO Institute for Statistics, 2012)
- ISCED-97 is used for all analyses based on the Survey of Adult Skills. For ISCED-97, the levels of education are defined as follow: **below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes and level 4; and **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

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See the section *About the new ISCED 2011 classification*, at the beginning of this publication, for a presentation of all ISCED 2011 levels and Annex 3 for a presentation of all ISCED-97 levels.

Literacy is the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential. Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation and evaluation of complex texts. It does not, however, involve the production of text (writing). Information on the skills of adults with low levels of proficiency is provided by an assessment of reading components that covers text vocabulary, sentence comprehension and passage fluency.

Numeracy is the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life. To this end, numeracy involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

Occupation: Skilled occupations include legislators, senior officials and managers (ISCO 1 [International Standard Classification of Occupations]), professionals (ISCO 2), technicians and associate professionals (ISCO 3); **semi-skilled white-collar occupations** include clerks (ISCO 4), service workers, and shop and market sales workers (ISCO 5); **semi-skilled blue-collar occupations** include skilled agricultural and fishery workers (ISCO 6), craft and related trades workers (ISCO 7), and plant and machine operators and assemblers (ISCO 8); and **elementary occupations** include low-skilled occupations (ISCO 9).

Problem solving in technology-rich environments is the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

Proficiency levels for literacy and numeracy are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (Below Level 1 and Levels 1 through 5), which are grouped in four proficiency levels in *Education at a Glance*: Level 1 or below – all scores below 226 points; Level 2 – scores from 226 points to less than 276 points; Level 3 – scores from 276 points to less than 326 points; Level 4 or 5 – scores from 326 points and higher.

Skills and readiness to use information and communication technologies (ICT) for problem solving in technology-rich environments are categorised into skill groups. Each group is described in terms of the characteristics of the types of tasks that can be successfully completed by adults and the related scores in the assessment of problem solving in technology-rich environments in the Survey of Adult Skills.

- group 0 (no computer experience)
- group 1 (refused the computer-based assessment)
- group 2 (failed ICT core stage 1 or minimal problem-solving skills – scored below Level 1 in the problem solving in technology-rich environments assessment)
- group 3 (moderate ICT and problem-solving skills – scored at Level 1 in the problem solving in technology-rich environments assessment)
- group 4 (good ICT and problem-solving skills – scored at Level 2 or Level 3 in the problem solving in technology-rich environments assessment)

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and currently available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week).

The **unemployment rate** refers to unemployed persons as a percentage of the labour force (i.e. the number of unemployed people is divided by the sum of employed and unemployed people). Unemployment rates by gender, educational attainment, programme orientation and age group are calculated within each of these categories.

For example, the unemployment rate among women is calculated by dividing the number of unemployed women by the total number of women who are active in the labour force.

Use of computer at work refers to whether the respondent uses a computer in his work or not. A computer can be a mainframe, desktop or laptop, or any other device that can be used to do such things as sending or receiving e-mail messages, processing data or text, or finding things on the internet.

Use of e-mails, Internet and word processor at work refers to the frequency of use of these tasks at work. The possible answers are “never”, “less than once a month”, “less than once a week but at least once a month”, “at least once a week but not every day” or “every day”.

Methodology

Data on population and educational attainment for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market and Social Outcomes of Learning) Network. Data on educational attainment for Indonesia, Saudi Arabia and South Africa are taken from the ILO database and data for China from the UNESCO Institute of Statistics (UIS) database. Data on fields of education, use of information and communication technologies at work and in selected industries, literacy proficiency levels and mean scores are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). See Annex 3 for additional information (www.oecd.org/education/education-at-a-glance-19991487.htm).

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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

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Indicator A5 Tables

StatLink  <http://dx.doi.org/10.1787/888933396955>

Table A5.1	Employment rates, by educational attainment (2015)
Table A5.2	Unemployment rates, by educational attainment (2015)
Table A5.3	Trends in employment rates, by educational attainment and age group (2005 and 2015)
Table A5.4	Trends in unemployment rates, by educational attainment and age group (2005 and 2015)
Table A5.5	Employment, unemployment and inactivity rates of 25-34 year-olds, by programme orientation and educational attainment (2015)
Table A5.6	Employment rates of tertiary-educated adults, by field of education studied and gender (2012 or 2015)
Table A5.7	Frequency of use of information and communication technologies at work, by educational attainment (2012 or 2015)
Table A5.8	Proficiency, use and need of information and communication technologies at work, by main industry (2012 or 2015)
WEB Table A5.9	Educational attainment, by occupation (2012 or 2015)
Table A5.9 (L)	Mean literacy score, by occupation and level of education (2012 or 2015)
WEB Table A5.10 (L)	Labour market status, by educational attainment and literacy proficiency level (2012 or 2015)
WEB Table A5.10 (N)	Labour market status, by educational attainment and numeracy proficiency level (2012 or 2015)
WEB Table A5.10 (P)	Labour market status, by educational attainment and skills and readiness to use information and communication technologies for problem solving (2012 or 2015)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table A5.1. **Employment rates, by educational attainment (2015)**

Percentage of employed 25-64 year-olds among all 25-64 year-olds

	Below upper secondary					Upper secondary or post-secondary non-tertiary		Tertiary				All levels of education
	Less than primary	Primary	Completion of intermediate lower secondary programmes	Lower secondary	Completion of intermediate upper secondary programmes	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD												
Australia	25	44	a	64	a	77	83	81	84	84	86	76
Austria	x(2)	28 ^d	a	54	a	76	80	84	77	89	89	75
Belgium	30	37	a	54	a	72	84	78	84	86	91	70
Canada	x(2)	45 ^d	a	59	a	71	80	81	83	83 ^d	x(10)	76
Chile ¹	53	55	a	66	a	72	a	81	85	94 ^d	x(10)	70
Czech Republic	4	6 ^r	a	43	a	79 ^d	x(6)	78	79	87	92	78
Denmark	x(2)	45 ^d	a	64	a	80	91	86	84	89	94	78
Estonia	m	34	a	61	a	77	78	82	87	86	89	78
Finland	x(2)	39 ^d	a	59	a	72	94	81	82	85	88	75
France ²	46	41	a	61	a	73	59	83	82	86	87	72
Germany	x(2)	48 ^d	a	62	a	79	85	89	88	88	94	79
Greece	26	44	49	55	57	55	61	66	67	79	91	58
Hungary	19	26	a	50	a	73	81	82	80	87	89	72
Iceland	x(2)	61 ^d	a	79	a	87	96	90	90	94	98	87
Ireland	20	38	a	56	a	67	72	78	83	86	88	71
Israel	37	40	a	57	a	73	a	82	87	91	92	76
Italy	31	28	a	55	a	70	74	m	69	81	89	64
Japan	x(6)	x(6)	a	x(6)	a	77 ^d	x(8)	77 ^d	86 ^d	x(9)	x(9)	79
Korea	x(2)	63 ^d	a	68	a	72	a	76	78 ^d	x(9)	x(9)	74
Latvia	7 ^r	29	a	55	70	72	72	86	84	88	93	74
Luxembourg	38 ^r	58	a	66	a	71	79	81	83	87	86	75
Mexico	57	63	70	68	75	71	a	73	80	87	87	68
Netherlands	37	52	a	65	a	78	88	86	87	90	96	77
New Zealand	x(4)	x(4)	a	69 ^d	a	79	86	86	88	87	92	80
Norway	48	43	a	62	a	80	82	84	90	93	99	81
Poland	6	42	a	46	a	67	70	62	83	88	95	70
Portugal	29	61	a	74	a	79	83	a	74	86	92	72
Slovak Republic	c	18	m	36	38	73	74	79	73	81	85	71
Slovenia	13 ^r	33	a	50	a	70	a	77	86	87	92	71
Spain	27	40	a	57	a	68	62	75	78	81	90	65
Sweden	x(2)	42 ^d	a	68	83	85	84	84	90	92	94	83
Switzerland	52	65	a	70	a	83 ^d	x(6)	x(9)	89 ^d	89 ^d	93 ^d	84
Turkey	34	50	a	59	a	62	a	68	78	86	92	58
United Kingdom	m	41	a	59	77	84	a	83	87	86	90	78
United States	52	58	a	54	a	69 ^d	x(6)	77	81	84	88	73
OECD average	33	43	m	60	m	74	79	80	82	87	91	74
EU22 average	25	38	m	57	m	74	77	80	81	86	91	73
Partners												
Argentina	m	m	m	m	a	m	m	m	m	m	m	m
Brazil ²	62	69	a	73 ^d	a	77 ^d	x(6)	x(9)	85 ^d	x(9)	x(9)	73
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	x(4)	x(4)	a	72 ^d	74	77 ^d	x(6)	x(9)	84 ^d	x(9)	x(9)	76
Costa Rica	55	65	71	71	69	72	69	72	84	89 ^d	x(10)	70
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	72	73	a	72	a	74	77	x(9)	86 ^d	x(9)	x(9)	74
Lithuania	7 ^r	31 ^r	a	48	65	69	74	a	89	91	95	76
Russian Federation ¹	x(4)	x(4)	a	49 ^d	a	72 ^d	x(6)	x(9)	83 ^d	x(9)	x(9)	77
Saudi Arabia ²	23	60	a	65	a	62	82	x(9)	75	x(9)	x(9)	65
South Africa ²	38	45	a	49	a	m	61	x(9)	81	x(9)	x(9)	55
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: In most countries data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section.

1. Year of reference 2013.

2. Year of reference 2014.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A5.2. Unemployment rates, by educational attainment (2015)
 Percentage of unemployed 25-64 year-olds among 25-64 year-olds in the labour force

	Below upper secondary					Upper secondary or post-secondary non-tertiary		Tertiary				All levels of education
	Less than primary	Primary	Completion of intermediate lower secondary programmes	Lower secondary	Completion of intermediate upper secondary programmes	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD												
Australia	m	9.7	a	7.6	a	5.0	2.9	4.7	3.1	3.9	1.9	4.7
Austria	x(2)	22.0 ^d	a	10.2	a	5.1	1.9	3.3	5.5	3.3	5.7	5.1
Belgium	22.8	17.7	a	12.9	a	7.6	4.6	c	3.9	4.4	3.6	7.4
Canada	x(2)	10.3 ^d	a	10.4	a	7.0	6.5	4.9	4.4	5.0 ^d	x(10)	5.9
Chile ¹	4.6	5.1	a	5.4	a	5.6	a	5.7	4.9	1.3 ^d	x(10)	5.3
Czech Republic	m	m	a	20.8	a	4.4 ^d	x(6)	1.4	3.1	2.0	1.2	4.6
Denmark	x(2)	11.3 ^d	a	8.1	a	4.7	2.3	4.7	4.2	5.7	3.9	5.3
Estonia	m	c	a	12.1	a	6.0	6.9	4.8	4.3	3.3	m	5.6
Finland	x(2)	14.2 ^d	a	11.6	a	8.3	1.1	6.0	6.7	6.4	6.9	7.7
France ²	11.9	15.3	a	13.7	a	8.8	c	5.3	6.3	5.9	5.3	8.6
Germany	x(2)	14.6 ^d	a	10.5	a	4.6	2.8	c	2.2	2.7	1.4	4.4
Greece	46.9	24.6	22.8	26.9	37.5	25.1	26.7	2.6	20.7	14.8	4.5	23.6
Hungary	26.3	26.7	a	15.0	a	6.0	4.2	4.2	2.3	1.9	c	6.0
Iceland	x(2)	m	a	4.0	a	3.2	2.1	1.7	3.1	2.8	m	3.2
Ireland	19.4 ^r	18.6	a	14.7	a	9.6	10.5	6.2	5.1	4.0	1.9	8.5
Israel	4.3	8.3	a	6.2	a	5.4	a	4.6	3.8	2.4	2.3	4.5
Italy	19.5	19.7	a	13.5	a	8.9	12.2	m	10.7	6.0	4.1	10.2
Japan	x(6)	x(6)	a	x(6)	a	4.1 ^d	x(8)	2.9 ^d	2.4 ^d	x(9)	x(9)	3.3
Korea	x(2)	3.1 ^d	a	2.5	a	3.3	a	3.4	3.1 ^d	x(9)	x(9)	3.2
Latvia	c	c	a	22.3	9.4	10.8	10.3	4.2	5.6	3.1	m	9.5
Luxembourg	28.2 ^r	8.4	a	7.9	a	5.6	2.9	5.0	4.6	4.4	4.3	5.7
Mexico	2.1	2.8	3.5	3.6	3.6	4.0	a	3.4	4.5	2.0	c	3.5
Netherlands	17.5	10.3	a	8.5	a	6.8	c	4.3	3.9	3.5	c	6.1
New Zealand	x(4)	x(4)	a	6.2 ^d	a	5.1	4.3	3.1	2.4	4.1	c	4.4
Norway	20.0	12.9	a	7.5	a	3.3	4.4	4.2	1.6	2.6	m	3.6
Poland	m	14.6	a	26.7	a	7.2	6.8	10.6	5.5	3.0	1.9	6.4
Portugal	22.5	13.3	a	12.2	a	11.5	10.9	a	12.4	7.3	3.9	11.4
Slovak Republic	m	37.4	m	34.4	c	10.0	5.5	c	7.0	5.5	c	10.3
Slovenia	m	8.7 ^r	a	13.8	a	9.4	a	6.3	6.0	5.8	3.4	8.5
Spain	43.4	35.0	a	26.6	a	19.2	28.5	15.1	11.6	11.2	4.9	20.3
Sweden	x(2)	30.6 ^d	a	11.1	7.5	4.5	5.2	5.8	3.7	3.1	2.8	5.7
Switzerland	11.7	10.4	a	9.3	a	3.6 ^d	x(6)	x(9)	2.9 ^d	3.6 ^d	2.1 ^d	4.0
Turkey	11.6	8.4	a	10.5	a	9.2	a	10.3	8.3	5.5	0.9	8.9
United Kingdom	m	9.0	a	6.8	4.2	3.2	a	2.9	2.6	2.7	1.9	3.7
United States	9.4	6.5	a	10.4	a	6.0 ^d	x(6)	3.7	2.7	2.0	1.9	4.7
OECD average	m	14.8	m	12.5	m	7.2	7.4	4.8	5.3	4.4	3.3	7.0
EU22 average	m	18.5	m	15.5	m	8.5	8.4	5.1	6.3	5.0	3.7	8.4
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ²	3.3	4.5	a	5.3 ^d	a	5.7 ^d	x(6)	x(9)	3.5 ^d	x(9)	x(9)	4.7
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	x(4)	x(4)	a	5.9 ^d	7.2	8.2 ^d	x(6)	x(9)	7.8 ^d	x(9)	x(9)	7.1
Costa Rica	9.0	7.1	6.8	6.7	9.2	7.7	4.2	8.8	5.3	1.3 ^d	x(10)	7.0
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	1.7	2.4	a	3.4	a	4.2	3.5	x(9)	3.6 ^d	x(9)	x(9)	3.1
Lithuania	c	c	a	25.1	16.6	12.9	8.8	a	4.0	2.0	m	8.6
Russian Federation ¹	x(4)	x(4)	a	12.5 ^d	a	6.2 ^d	x(6)	x(9)	c	x(9)	x(9)	4.6
Saudi Arabia ²	0.2	0.6	a	1.1	a	4.2	3.8	x(9)	7.9	x(9)	x(9)	3.8
South Africa ²	19.8	22.9	a	28.1	a	m	20.8	x(9)	9.2	x(9)	x(9)	21.3
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: In most countries data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section.

1. Year of reference 2013.

2. Year of reference 2014.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table A5.3. **Trends in employment rates, by educational attainment and age group (2005 and 2015)**

Percentage of employed adults, by age group among all adults in the same age group

	Below upper secondary						Upper secondary or post-secondary non-tertiary						Tertiary					
	Employment rates of 25-64 year-olds		Employment rates of 25-34 year-olds		Employment rates of 55-64 year-olds		Employment rates of 25-64 year-olds		Employment rates of 25-34 year-olds		Employment rates of 55-64 year-olds		Employment rates of 25-64 year-olds		Employment rates of 25-34 year-olds		Employment rates of 55-64 year-olds	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD																		
Australia	63 ^b	58	64 ^b	59	46 ^b	50	80 ^b	78	81 ^b	79	62 ^b	67	84 ^b	83	85 ^b	85	69 ^b	71
Austria	53	53	61	58	23	31	73	76	83	83	28	45	83	85	86	86	48	66
Belgium	49 ^b	47	57 ^b	51	21 ^b	29	74 ^b	72	81 ^b	77	38 ^b	46	84 ^b	85	90 ^b	87	49 ^b	63
Canada	56	55	62	57	40	49	76	74	80	77	57	59	82	82	85	84	62	66
Chile ¹	m	61	m	61	m	54	m	72	m	70	m	62	m	84	m	84	m	74
Czech Republic	41 ^b	42	43 ^b	42	20 ^b	29	75 ^b	79	78 ^b	79	47 ^b	55	86 ^b	85	81 ^b	77	69 ^b	79
Denmark	62 ^b	61	64 ^b	58	42 ^b	53	80 ^b	80	83 ^b	81	61 ^b	65	86 ^b	86	87 ^b	82	73 ^b	76
Estonia	50	57	60	62	36	39	74	77	77	82	53	59	84	86	84	85	74	79
Finland	58 ^b	53	63 ^b	53	43 ^b	44	75 ^b	73	77 ^b	75	53 ^b	57	84 ^b	83	86 ^b	81	66 ^b	71
France ²	59	54	63	54	32	38	76	73	80	75	40	47	83	84	86	85	56	61
Germany	52 ^b	59	52 ^b	56	32 ^b	48	71 ^b	80	74 ^b	82	43 ^b	65	83 ^b	88	85 ^b	88	63 ^b	79
Greece	59 ^b	49	72 ^b	52	39 ^b	34	69 ^b	56	73 ^b	58	38 ^b	28	82 ^b	69	79 ^b	65	59 ^b	44
Hungary	38 ^b	48	49 ^b	51	16 ^b	26	70 ^b	74	75 ^b	78	39 ^b	47	83 ^b	83	83 ^b	82	60 ^b	63
Iceland	82	78	81	79	81	75	89	88	82	83	87	87	94	92	94	88	90	91
Ireland	58 ^b	49	64 ^b	44	45 ^b	44	77 ^b	69	83 ^b	68	56 ^b	60	87 ^b	82	89 ^b	84	70 ^b	66
Israel	41 ^b	49	43 ^b	58	32 ^b	43	67 ^b	73	65 ^b	72	53 ^b	67	81 ^b	86	82 ^b	86	68 ^b	77
Italy	52 ^b	50	65 ^b	51	24 ^b	34	74 ^b	70	72 ^b	63	44 ^b	60	80 ^b	79	69 ^b	62	67 ^b	79
Japan ³	m	m	m	m	m	m	m	m	m	m	m	m	79 ^b	82 ^d	78 ^b	83 ^d	72 ^b	74 ^d
Korea	66	66	62	52	58	64	70	72	64	65	59	66	77	77	74	76	61	70
Latvia	52	56	60	64	35	39	73	72	77	80	49	57	85	86	86	85	70	75
Luxembourg	62 ^b	62	79 ^b	76	22 ^b	28	72 ^b	72	82 ^b	82	30 ^b	38	84 ^b	85	87 ^b	87	60 ^b	64
Mexico	62 ^b	64	63 ^b	66	52 ^b	53	71 ^b	71	71 ^b	70	46 ^b	53	82 ^b	80	79 ^b	80	68 ^b	63
Netherlands	60 ^b	60	70 ^b	65	35 ^b	48	78 ^b	78	86 ^b	81	49 ^b	64	86 ^b	88	92 ^b	91	62 ^b	77
New Zealand	70	69	68	63	61	66	84	81	82	78	75	78	84	87	81	86	78	85
Norway	64	61	66	61	48	52	82	81	84	82	70	72	89	89	86	86	85	85
Poland	38 ^b	41	45 ^b	46	21 ^b	26	62 ^b	67	68 ^b	75	28 ^b	44	83 ^b	87	83 ^b	87	55 ^b	67
Portugal	71 ^b	64	81 ^b	75	50 ^b	46	79 ^b	79	78 ^b	78	48 ^b	59	87 ^b	84	87 ^b	80	61 ^b	68
Slovak Republic	26 ^b	34	16 ^b	39	9 ^b	24	71 ^b	73	73 ^b	76	34 ^b	48	84 ^b	80	84 ^b	75	54 ^b	68
Slovenia	56 ^b	49	70 ^b	63	27 ^b	26	75 ^b	70	84 ^b	78	27 ^b	34	87 ^b	84	91 ^b	82	51 ^b	56
Spain	59 ^b	52	72 ^b	56	38 ^b	37	75 ^b	68	78 ^b	66	51 ^b	55	83 ^b	79	82 ^b	75	65 ^b	66
Sweden	66 ^b	66	65 ^b	66	59 ^b	63	81 ^b	85	81 ^b	84	69 ^b	75	87 ^b	89	84 ^b	87	83 ^b	84
Switzerland	65 ^b	69	68 ^b	65	51 ^b	57	80 ^b	83	83 ^b	86	65 ^b	72	90 ^b	89	91 ^b	89	79 ^b	82
Turkey	47	51	49	53	30	34	62	62	64	66	24	29	75	76	79	76	34	42
United Kingdom ⁴	65 ^b	59	64 ^b	58	56 ^b	48	82 ^b	81	81 ^b	83	69 ^b	68	88 ^b	86	90 ^b	88	72 ^b	70
United States	57	55	62	56	39	42	73	69	74	71	58	59	82	81	83	83	72	70
OECD average	56	56	61	58	38	43	75	74	77	76	50	57	84	84	84	83	65	71
EU22 average	54	53	61	56	33	38	74	74	78	77	45	54	85	84	85	82	63	69
Partners																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ²	m	68	m	72	m	52	m	77	m	78	m	58	m	85	m	88	m	65
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	72	m	73	m	61	m	77	m	77	m	62	m	84	m	84	m	68
Costa Rica	m	64	m	68	m	51	m	72	m	74	m	54	m	81	m	81	m	66
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	m	73	m	69	m	68	m	74	m	71	m	56	m	86	m	84	m	64
Lithuania	46 ^b	50	62 ^b	60	32 ^b	34	75 ^b	71	80 ^b	76	52 ^b	55	88 ^b	90	89 ^b	91	69 ^b	78
Russian Federation ¹	m	49	m	58	m	c	m	72	m	79	m	43	m	83	m	88	m	54
Saudi Arabia ²	m	60	m	65	m	36	m	65	m	59	m	60	m	75	m	62	m	77
South Africa ²	m	46	m	42	m	33	m	61	m	55	m	55	m	81	m	74	m	70
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: In most countries there is a break in the series, represented by the code "b", as data for the latest year refer to ISCED 2011 while data for previous years refer to ISCED-97. For China and Korea data refer to ISCED-97 for all years. See the description of the levels of education in the *Definitions* section.

1. Year of reference 2013 instead of 2015.

2. Year of reference 2014 instead of 2015.

3. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A5.4. Trends in unemployment rates, by educational attainment and age group (2005 and 2015)

Percentage of unemployed adults, by age group among all adults in the same age group

	Below upper secondary						Upper secondary or post-secondary non-tertiary						Tertiary					
	Unemployment rates of 25-64 year-olds		Unemployment rates of 25-34 year-olds		Unemployment rates of 55-64 year-olds		Unemployment rates of 25-64 year-olds		Unemployment rates of 25-34 year-olds		Unemployment rates of 55-64 year-olds		Unemployment rates of 25-64 year-olds		Unemployment rates of 25-34 year-olds		Unemployment rates of 55-64 year-olds	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD																		
Australia	6.3 ^b	8.0	12.3 ^b	15.5	3.7 ^b	4.5	3.4 ^b	4.7	4.0 ^b	4.9	3.4 ^b	4.5	2.5 ^b	3.6	2.8 ^b	3.4	2.6 ^b	3.6
Austria	8.5	10.6	15.4	19.1	c	6.6	4.5	4.9	5.3	6.0	c	5.0	3.0	3.6	3.7	4.1	c	3.2
Belgium	12.4 ^b	14.8	23.0 ^b	24.5	6.1 ^b	7.2	6.9 ^b	7.5	9.4 ^b	10.6	4.1 ^b	6.1	3.7 ^b	4.1	4.9 ^b	5.7	c	4.0
Canada	9.7	10.4	13.3	13.9	7.8	9.2	5.9	6.8	6.6	8.1	5.3	6.7	4.6	4.7	5.3	5.1	4.1	4.8
Chile ¹	m	5.2	m	8.9	m	3.8	m	5.6	m	7.5	m	3.8	m	4.9	m	7.2	m	3.3
Czech Republic	24.4 ^b	20.7	35.5 ^b	29.0	13.7 ^b	13.4	6.2 ^b	4.4	7.0 ^b	6.2	4.9 ^b	4.2	2.0 ^b	2.2	2.4 ^b	3.1	c	1.9
Denmark	6.5 ^b	8.5	9.7 ^b	13.2	6.5 ^b	5.7	4.0 ^b	4.7	4.3 ^b	5.7	5.7 ^b	4.4	3.7 ^b	4.8	5.0 ^b	7.6	3.6 ^b	3.3
Estonia	13.0	12.5	17.0	15.2	c	8.2	8.4	6.2	7.2	5.8	5.9	7.1	3.8	3.8	3.1	2.5	c	4.5
Finland	10.7 ^b	12.1	17.4 ^b	17.5	9.0 ^b	9.2	7.4 ^b	8.2	8.0 ^b	9.2	7.0 ^b	8.3	4.4 ^b	6.4	4.8 ^b	8.1	4.6 ^b	6.8
France ²	11.1	14.0	18.8	24.2	6.3	9.6	6.6	8.8	9.3	13.5	4.6	6.7	5.4	5.7	6.4	7.9	4.3	5.7
Germany	20.1 ^b	11.4	25.6 ^b	17.3	18.3 ^b	8.2	11.0 ^b	4.3	10.3 ^b	4.6	13.9 ^b	5.2	5.6 ^b	2.3	5.8 ^b	3.2	7.8 ^b	2.5
Greece	8.3 ^b	26.3	11.1 ^b	36.7	4.5 ^b	19.9	9.6 ^b	25.5	13.1 ^b	31.7	c	19.1	7.1 ^b	19.0	13.3 ^b	30.2	c	10.7
Hungary	12.4 ^b	15.5	16.7 ^b	21.0	6.4 ^b	12.9	6.0 ^b	5.7	7.3 ^b	7.2	4.0 ^b	5.7	2.3 ^b	2.2	3.1 ^b	3.4	c	1.7
Iceland	2.6	4.0	c	5.9	c	3.2	c	3.1	c	4.4	c	4.1	c	2.8	c	3.3	c	2.1
Ireland	6.0 ^b	15.9	10.4 ^b	26.9	3.1 ^b	10.9	3.1 ^b	9.9	3.7 ^b	14.1	c	6.9	2.0 ^b	5.1	2.4 ^b	6.1	c	5.0
Israel	14.0 ^b	6.5	14.1 ^b	5.7	10.2 ^b	5.8	9.4 ^b	5.4	10.4 ^b	6.7	9.9 ^b	4.4	5.0 ^b	3.6	5.4 ^b	4.9	5.0 ^b	3.2
Italy	7.8 ^b	14.2	11.8 ^b	23.3	4.8 ^b	9.4	5.2 ^b	8.9	8.1 ^b	16.0	2.4 ^b	3.8	5.7 ^b	6.8	13.8 ^b	16.3	1.0 ^b	1.2
Japan ³	m	m	m	m	m	m	m	m	m	m	m	m	3 ^b	3 ^d	5 ^b	4 ^d	2 ^b	2 ^d
Korea	2.9	2.7	8.1	10.5	2.3	2.4	3.8	3.3	5.7	6.4	3.3	3.1	2.9	3.2	4.2	5.0	1.8	3.1
Latvia	12.9	19.6	16.4	18.6	7.6	16.4	9.0	10.7	9.4	9.4	10.1	10.9	4.1	4.5	4.0	6.0	4.3	3.9
Luxembourg	5.1 ^b	8.3	8.1 ^b	10.5	c	6.9	3.2 ^b	5.4	4.0 ^b	7.1	c	4.4	3.2 ^b	4.6	2.7 ^b	5.7	c	3.4
Mexico	2.3 ^b	3.1	2.8 ^b	4.2	1.9 ^b	2.5	3.1 ^b	4.0	4.1 ^b	5.3	2.4 ^b	2.9	3.7 ^b	4.2	5.5 ^b	6.5	3.1 ^b	2.0
Netherlands	5.8 ^b	9.3	8.7 ^b	12.2	4.5 ^b	9.0	4.1 ^b	6.8	3.9 ^b	7.1	4.6 ^b	9.3	2.8 ^b	3.7	2.6 ^b	3.2	3.1 ^b	5.8
New Zealand	3.4	6.2	5.5	11.2	1.8	4.2	2.3	4.8	3.0	6.8	1.7	3.2	2.3	2.8	3.3	3.3	1.9	3.0
Norway	7.4	7.7	14.4	12.3	c	3.8	2.6	3.3	4.1	4.8	c	1.9	2.1	2.5	3.1	4.4	c	0.6
Poland	27.1 ^b	15.5	38.3 ^b	22.9	13.6 ^b	11.9	16.6 ^b	7.1	19.9 ^b	9.4	13.0 ^b	5.6	6.2 ^b	3.5	9.8 ^b	5.5	4.5 ^b	1.8
Portugal	7.5 ^b	13.0	9.0 ^b	13.8	6.4 ^b	14.6	6.7 ^b	11.4	8.3 ^b	12.5	c	11.5	5.4 ^b	8.2	9.2 ^b	13.0	c	3.6
Slovak Republic	49.2 ^b	34.2	73.8 ^b	38.0	36.5 ^b	18.8	12.7 ^b	9.9	13.8 ^b	11.8	11.6 ^b	9.4	4.4 ^b	5.6	5.3 ^b	7.6	7.7 ^b	4.8
Slovenia	8.7 ^b	13.6	16.1 ^b	18.4	2.9 ^b	9.0	5.7 ^b	9.4	6.7 ^b	13.3	6.3 ^b	9.0	3.0 ^b	5.7	5.1 ^b	10.5	c	4.7
Spain	m	28.9	m	34.6	m	25.7	m	19.2	m	23.3	m	15.1	m	12.4	m	17.5	m	8.4
Sweden	8.5 ^b	13.1	17.8 ^b	17.5	5.2 ^b	7.8	6.0 ^b	4.6	8.5 ^b	6.1	5.4 ^b	5.7	4.5 ^b	4.0	7.1 ^b	5.1	2.3 ^b	3.2
Switzerland	7.2 ^b	9.6	11.8 ^b	14.6	6.0 ^b	8.8	3.7 ^b	3.6	4.7 ^b	4.1	3.7 ^b	3.4	2.7 ^b	3.2	3.4 ^b	4.0	2.3 ^b	2.9
Turkey	9.1	9.1	11.3	10.9	4.2	7.2	9.1	9.2	11.9	10.1	4.5	8.3	6.9	8.4	10.9	11.9	4.3	5.6
United Kingdom ⁴	5.1 ^b	6.8	7.8 ^b	11.6	3.2 ^b	4.5	3.1 ^b	3.6	4.1 ^b	5.1	2.4 ^b	3.0	2.1 ^b	2.7	2.4 ^b	3.4	2.8 ^b	2.8
United States	9.0	9.2	11.7	12.5	7.5	6.9	5.1	6.0	6.9	8.3	4.2	4.6	2.6	2.7	3.0	2.9	2.3	3.3
OECD average	10.8	12.4	16.6	17.4	7.6	9.1	6.3	7.3	7.5	9.2	5.8	6.4	3.8	4.9	5.3	6.9	3.6	3.8
EU22 average	12.9	15.4	19.5	21.2	8.8	11.2	6.9	8.5	8.2	10.7	6.6	7.6	4.0	5.5	5.6	8.0	m	4.2
Partners																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ²	m	4.4	m	7.3	m	2.1	m	5.7	m	7.6	m	2.9	m	3.5	m	5.1	m	1.7
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	6.0	m	8.1	m	5.4	m	8.2	m	10.1	m	5.6	m	7.8	m	9.8	m	5.8
Costa Rica	m	7.4	m	10.9	m	5.1	m	7.6	m	11.2	m	8.5	m	5.7	m	9.6	m	2.3
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	m	2.6	m	4.4	m	1.2	m	4.2	m	6.4	m	2.1	m	3.6	m	6.9	m	1.2
Lithuania	c	23.3	c	17.6	c	23.1	8.9 ^b	11.3	c	11.1	c	11.7	c	3.2	c	4.3	c	1.8
Russian Federation ¹	m	12.5	m	15.3	m	6.6	m	6.2	m	c	m	4.4	m	c	m	c	m	2.9
Saudi Arabia ²	m	0.8	m	2.1	m	0.1	m	4.1	m	8.4	m	0.2	m	7.9	m	19.6	m	m
South Africa ²	m	26.1	m	36.9	m	10.2	m	20.8	m	28.5	m	5.4	m	9.2	m	15.9	m	2.1
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: In most countries there is a break in the series, represented by the code "b", as data for the latest year refer to ISCED 2011 while data for previous years refer to ISCED-97. For China and Korea data refer to ISCED-97 for all years. See the description of the levels of education in the *Definitions* section.

1. Year of reference 2013 instead of 2015.

2. Year of reference 2014 instead of 2015.

3. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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
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Table A5.5. **Employment, unemployment and inactivity rates of 25-34 year-olds, by programme orientation and educational attainment (2015)**

	Employment rate				Unemployment rate				Inactivity rate			
	Below upper secondary	Upper secondary or post-secondary non-tertiary		Tertiary	Below upper secondary	Upper secondary or post-secondary non-tertiary		Tertiary	Below upper secondary	Upper secondary or post-secondary non-tertiary		Tertiary
		Vocational	General			Vocational	General			Vocational	General	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD												
Australia	59	82	74	85	15.5	3.7	6.4	3.4	31	14	20	12
Austria	58	86	71	86	19.1	5.7	7.7	4.1	29	9	23	11
Belgium	51	81	68	87	24.5	9.8	12.8	5.7	33	11	22	8
Canada	57	87	73	84	13.9	6.5	8.9	5.1	33	7	20	11
Chile ¹	61	77	68	84	8.9	6.9	7.7	7.2	32	17	26	9
Czech Republic	42	m	m	77	29.0	m	m	3.1	41	m	m	20
Denmark	58	85	70	82	13.2	5.3	6.9	7.6	34	10	25	11
Estonia	62	82	81	85	15.2	6.2	5.2	2.5	27	12	14	13
Finland	53	77	67	81	17.5	8.4	11.9	8.1	36	16	24	12
France ²	54	75	73	85	24.2	14.0	12.1	7.9	28	12	17	8
Germany	56	86	54	88	17.3	4.5	6.0	3.2	32	10	43	10
Greece	52	63	54	65	36.7	33.7	29.9	30.2	19	6	23	7
Hungary	51	80	71	82	21.0	7.0	7.9	3.4	35	14	23	15
Iceland	79	92	76	88	5.9	2.5	6.2	3.3	16	6	19	9
Ireland	44	70	67	84	26.9	14.6	13.9	6.1	40	18	23	11
Israel	58	82	70	86	5.7	7.0	6.7	4.9	39	12	25	10
Italy	51	68	49	62	23.3	15.3	18.3	16.3	33	20	40	26
Japan ³	m	m	m	83 ^d	m	m	m	3.7 ^d	m	m	m	13 ^d
Korea	52	x(3)	65 ^d	76	10.5	x(7)	6.4 ^d	5.0	41	x(11)	30 ^d	20
Latvia	64	83	78	85	18.6	8.6	10.0	6.0	21	9	13	10
Luxembourg	76	86	80 ^e	87	10.5	5.5	12.7 ^e	5.7	15	9	8 ^e	8
Mexico	66	x(3)	70 ^d	80	4.2	x(7)	5.3 ^d	6.5	31	x(11)	26 ^d	14
Netherlands	65	83	73	91	12.2	6.5	10.2	3.2	25	11	19	6
New Zealand	63	80	76	86	11.2	7.5	5.3	3.3	29	14	19	11
Norway	61	88	72	86	12.3	3.7	6.9	4.4	31	8	22	10
Poland	46	76	72	87	22.9	9.1	10.2	5.5	40	16	19	8
Portugal	75	79	78	80	13.8	13.7	11.6	13.0	13	8	12	8
Slovak Republic	39	76	69	75	38.0	12.0	8.1	7.6	38	14	24	19
Slovenia	63	81	66	82	18.4	13.3	13.0	10.5	23	7	25	8
Spain	56	71	63	75	34.6	22.9	23.8	17.5	14	8	18	9
Sweden	66	89	76	87	17.5	4.9	8.1	5.1	20	7	17	9
Switzerland	65	89	80	89	14.6	4.1	4.2	4.0	24	8	17	7
Turkey	53	71	61	76	10.9	8.4	11.8	11.9	40	23	30	14
United Kingdom ⁴	58	84	82	88	11.6	4.9	5.4	3.4	35	12	14	9
United States	56	m	m	83	12.5	m	m	2.9	36	m	m	14
OECD average	58	80	70	83	17.4	9.2	10.0	6.9	30	12	22	11
EU22 average	56	79	70	82	21.2	10.8	11.7	8.0	29	11	21	11
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ²	72	m	m	88	7.3	m	m	5.1	23	m	m	7
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	73	m	m	84	8.1	m	m	9.8	21	m	m	6
Costa Rica	68	74	74	81	10.9	9.0	11.4	9.6	24	18	16	10
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	69	m	m	84	4.4	m	m	6.9	28	m	m	10
Lithuania	60	78	76	91	17.6	11.3	10.9	4.3	28	13	15	5
Russian Federation ¹	58	m	m	88	15.3	m	m	c	32	m	m	9
Saudi Arabia ²	65	m	m	62	2.1	m	m	19.6	33	m	m	23
South Africa ²	42	m	m	74	36.9	m	m	15.9	34	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: In most countries data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section.

1. Year of reference 2013.


2. Year of reference 2014.

3. Data for tertiary education include upper secondary and post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933397000>

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Table A5.6. **Employment rates of tertiary-educated adults, by field of education studied and gender (2012 or 2015)**

Survey of Adult Skills, 25-64 year-old non-students

		Men and women													
		Teacher training and education science		Humanities, languages and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Health and welfare		All fields of education	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	National entities														
	Australia	81	(2.9)	79	(3.6)	87	(1.5)	86	(2.6)	89	(2.3)	85	(2.2)	85	(0.7)
	Austria	84	(2.8)	84	(4.9)	91	(1.9)	88	(5.0)	87	(2.7)	94	(2.6)	87	(1.3)
	Canada	85	(1.6)	82	(1.9)	84	(1.0)	89	(1.2)	91	(1.1)	85	(1.8)	86	(0.6)
	Chile	92	(2.4)	81	(7.0)	92	(4.4)	91	(3.3)	93	(2.5)	92	(2.7)	90	(1.6)
	Czech Republic	88	(2.7)	88	(3.6)	82	(3.0)	93	(2.8)	85	(5.5)	81	(6.7)	85	(2.0)
	Denmark	84	(1.5)	88	(2.3)	91	(1.3)	91	(2.0)	90	(1.8)	87	(1.8)	88	(0.6)
	Estonia	88	(1.9)	93	(1.9)	86	(1.4)	88	(3.0)	85	(1.3)	93	(2.2)	88	(0.7)
	Finland	90	(2.8)	84	(3.5)	88	(1.4)	90	(3.7)	89	(1.5)	90	(1.6)	88	(0.8)
	France	84	(2.4)	84	(2.3)	85	(1.5)	84	(1.8)	88	(2.2)	87	(1.9)	85	(0.6)
	Germany	84	(3.5)	85	(3.7)	90	(1.7)	90	(3.1)	93	(1.3)	90	(2.1)	90	(0.8)
	Greece	57	(3.7)	72	(6.1)	71	(2.4)	74	(4.0)	71	(4.0)	75	(4.4)	68	(1.5)
	Ireland	81	(2.9)	78	(2.9)	81	(1.7)	88	(2.2)	78	(3.4)	93	(1.6)	83	(0.9)
	Israel	77	(2.5)	84	(3.0)	88	(1.3)	89	(2.7)	91	(2.0)	90	(2.3)	86	(0.6)
	Italy	c	c	69	(4.7)	90	(2.0)	78	(5.6)	93	(3.1)	85	(5.2)	83	(1.9)
	Japan	70	(3.2)	66	(3.1)	84	(1.9)	91	(3.3)	93	(1.4)	76	(2.4)	80	(0.8)
	Korea	73	(2.9)	70	(2.3)	83	(1.8)	82	(2.3)	85	(1.6)	79	(2.7)	79	(0.8)
	Netherlands	86	(2.8)	87	(2.8)	90	(1.4)	89	(3.0)	88	(2.8)	87	(2.6)	88	(0.9)
	New Zealand	86	(2.1)	82	(3.1)	88	(1.5)	91	(2.0)	89	(2.3)	86	(2.3)	87	(0.9)
	Norway	92	(1.8)	91	(2.5)	91	(1.2)	94	(2.4)	93	(1.8)	93	(1.6)	92	(0.6)
	Poland	87	(2.7)	83	(3.2)	89	(1.8)	85	(3.3)	93	(1.5)	94	(3.0)	88	(1.0)
	Slovak Republic	77	(3.8)	83	(4.2)	93	(2.0)	91	(2.7)	85	(3.1)	90	(4.5)	87	(1.1)
	Slovenia	77	(3.8)	87	(3.9)	81	(1.6)	84	(3.9)	86	(2.5)	85	(3.8)	83	(1.3)
	Spain	76	(4.2)	72	(3.6)	83	(2.2)	83	(3.8)	84	(2.1)	82	(3.0)	80	(1.1)
	Sweden	90	(2.2)	89	(4.1)	92	(1.6)	92	(2.5)	95	(1.6)	93	(1.8)	92	(0.7)
	Turkey	72	(4.1)	c	c	68	(3.4)	69	(5.7)	74	(5.1)	63	(9.9)	69	(1.7)
	United States	82	(2.8)	88	(2.1)	88	(1.7)	82	(2.9)	86	(3.1)	87	(2.4)	85	(0.9)
	Subnational entities														
	Flanders (Belgium)	84	(2.1)	88	(2.3)	93	(1.4)	90	(1.6)	94	(1.7)	89	(1.9)	90	(0.6)
	England (UK)	79	(3.6)	86	(2.2)	88	(1.2)	84	(2.2)	85	(2.1)	81	(3.2)	84	(0.8)
	Northern Ireland (UK)	73	(7.7)	83	(3.8)	86	(2.4)	88	(2.9)	89	(2.6)	79	(4.3)	84	(1.5)
	Average	82	(0.6)	82	(0.7)	86	(0.4)	87	(0.6)	88	(0.5)	86	(0.7)	85	(0.2)
Partners	Jakarta (Indonesia)	74	(5.4)	67	(6.7)	69	(2.9)	69	(4.1)	88	(5.2)	71	(6.1)	71	(1.8)
	Lithuania	87	(2.6)	86	(4.2)	88	(2.0)	91	(2.6)	85	(2.4)	93	(3.4)	88	(1.1)
	Russian Federation*	72	(2.9)	64	(3.0)	70	(2.6)	61	(6.5)	75	(2.6)	71	(4.6)	68	(1.7)
	Singapore	82	(4.8)	87	(3.3)	85	(1.4)	88	(1.9)	93	(1.2)	91	(3.3)	88	(0.7)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data by gender are available for consultation on line (see *StatLink* below).

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933397015>

Table A5.7. Frequency of use of information and communication technologies at work, by educational attainment (2012 or 2015)

Survey of Adult Skills, employed 25-64 year-old non-students


	Daily use of e-mail at work						Daily use of the Internet at work						Daily use of word processors at work					
	Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	National entities																	
Australia	62	(2.4)	69	(1.7)	87	(1.0)	42	(2.8)	45	(1.9)	67	(1.4)	29	(2.1)	35	(1.6)	61	(1.3)
Austria	48	(4.2)	69	(1.4)	80	(1.4)	31	(3.8)	44	(1.4)	58	(1.9)	30	(3.6)	38	(1.5)	53	(1.6)
Canada	46	(3.3)	66	(1.3)	83	(0.7)	30	(3.6)	43	(1.4)	59	(1.0)	26	(3.4)	36	(1.3)	52	(1.0)
Chile	39	(6.2)	64	(3.0)	78	(2.3)	43	(7.8)	46	(3.8)	66	(2.2)	5	(2.2)	32	(3.1)	52	(2.7)
Czech Republic	25	(6.6)	65	(1.6)	87	(2.1)	30	(7.3)	51	(2.2)	74	(2.4)	20	(6.7)	35	(1.9)	60	(3.1)
Denmark	54	(2.6)	71	(1.4)	85	(0.9)	30	(2.6)	43	(1.6)	62	(1.3)	26	(2.4)	35	(1.3)	57	(1.4)
Estonia	44	(4.3)	58	(1.8)	85	(0.8)	30	(4.5)	46	(1.4)	68	(1.0)	15	(3.3)	23	(1.5)	45	(1.3)
Finland	53	(4.2)	59	(1.7)	86	(0.9)	25	(3.3)	29	(1.5)	54	(1.3)	14	(2.8)	14	(1.0)	39	(1.1)
France	57	(2.7)	64	(1.2)	85	(0.9)	23	(2.1)	28	(1.3)	53	(1.2)	25	(2.3)	30	(1.1)	56	(1.2)
Germany	39	(6.5)	61	(1.4)	80	(1.3)	18	(5.3)	36	(1.4)	52	(1.8)	23	(5.6)	41	(1.5)	57	(1.6)
Greece	20	(6.3)	44	(3.4)	68	(2.4)	18	(6.1)	41	(3.4)	62	(2.7)	5	(2.9)	28	(2.8)	51	(2.4)
Ireland	50	(4.3)	64	(2.2)	79	(1.3)	35	(4.5)	38	(2.1)	59	(1.6)	28	(3.4)	38	(2.0)	60	(1.6)
Israel	50	(7.6)	71	(2.3)	86	(1.0)	40	(6.3)	41	(2.3)	58	(1.5)	16	(5.9)	29	(2.2)	54	(1.6)
Italy	55	(3.6)	72	(1.9)	83	(2.0)	37	(4.3)	49	(2.0)	70	(2.2)	26	(3.8)	50	(1.9)	64	(2.5)
Japan	39	(4.7)	42	(1.7)	61	(1.5)	24	(4.0)	31	(1.7)	51	(1.4)	18	(3.8)	18	(1.4)	35	(1.3)
Korea	8	(3.0)	37	(1.7)	62	(1.2)	16	(4.2)	39	(1.8)	62	(1.2)	6	(2.9)	24	(1.8)	46	(1.2)
Netherlands	67	(2.4)	79	(1.3)	91	(0.9)	37	(2.4)	46	(2.0)	66	(1.5)	32	(2.2)	47	(1.8)	68	(1.4)
New Zealand	64	(2.9)	72	(1.9)	86	(1.1)	35	(2.7)	49	(2.1)	65	(1.5)	26	(2.3)	37	(2.0)	57	(1.5)
Norway	64	(2.9)	71	(1.4)	89	(0.8)	29	(2.5)	39	(1.5)	56	(1.2)	19	(2.3)	27	(1.6)	55	(1.5)
Poland	29	(12.2)	48	(2.3)	76	(1.6)	18	(11.6)	41	(2.2)	65	(1.9)	c	c	26	(2.0)	54	(1.8)
Slovak Republic	16	(8.8)	55	(1.9)	81	(1.7)	23	(9.9)	38	(2.0)	65	(1.8)	c	c	38	(1.8)	62	(2.1)
Slovenia	36	(6.3)	67	(1.7)	93	(0.9)	27	(5.9)	50	(1.5)	80	(1.6)	8	(3.7)	33	(1.6)	69	(1.6)
Spain	46	(3.4)	66	(3.1)	80	(1.3)	31	(3.2)	50	(2.9)	65	(1.8)	21	(2.6)	44	(2.8)	59	(1.5)
Sweden	52	(3.1)	69	(1.3)	89	(0.9)	25	(3.0)	36	(1.3)	53	(1.6)	10	(2.1)	27	(1.3)	46	(1.4)
Turkey	30	(3.9)	41	(4.0)	67	(2.3)	37	(3.4)	44	(3.1)	64	(2.6)	11	(3.7)	26	(3.4)	39	(2.8)
United States	40	(10.3)	61	(2.0)	88	(1.2)	30	(8.5)	43	(1.9)	67	(1.5)	14	(5.5)	30	(1.8)	56	(1.5)
	Subnational entities																	
Flanders (Belgium)	58	(4.0)	68	(1.6)	89	(0.8)	31	(3.7)	38	(1.7)	62	(1.2)	19	(3.6)	32	(1.6)	58	(1.2)
England (UK)	61	(3.1)	70	(2.0)	85	(1.1)	34	(3.1)	41	(2.1)	59	(1.5)	36	(3.1)	44	(2.2)	61	(1.5)
Northern Ireland (UK)	48	(4.3)	69	(2.9)	82	(1.7)	32	(4.2)	40	(2.8)	56	(2.0)	30	(3.5)	40	(2.9)	62	(1.8)
Average	45	(1.0)	62	(0.4)	82	(0.3)	30	(1.0)	42	(0.4)	62	(0.3)	20	(0.7)	33	(0.4)	55	(0.3)
Partners																		
Jakarta (Indonesia)	37	(7.7)	46	(3.5)	63	(3.2)	34	(9.4)	39	(3.5)	61	(2.9)	9	(6.0)	37	(4.1)	49	(2.9)
Lithuania	c	c	49	(3.1)	84	(1.3)	39	(21.7)	46	(2.7)	76	(1.8)	c	c	27	(3.1)	57	(2.1)
Russian Federation*	c	c	29	(6.5)	45	(3.1)	c	c	15	(3.8)	37	(1.9)	c	c	25	(4.7)	49	(3.6)
Singapore	50	(4.3)	73	(1.5)	92	(0.6)	35	(4.4)	55	(1.9)	75	(1.2)	25	(4.0)	38	(2.0)	60	(1.2)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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Table A5.8. [1/2] **Proficiency, use and need of information and communication technologies at work, by main industry (2012 or 2015)***Survey of Adult Skills, employed 25-64 year-old non-students*

	Education						Human health and social work activities					
	Use of computer at work		Moderate or complex ICT skills required at work		Good ICT and problem-solving skills		Use of computer at work		Moderate or complex ICT skills required at work		Good ICT and problem-solving skills	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(3)	(4)	(5)	(6)	(7)	(8)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	National entities											
Australia	93	(1.7)	78	(2.9)	57	(4.1)	84	(2.3)	49	(3.0)	38	(3.3)
Austria	82	(3.0)	60	(3.2)	43	(4.1)	80	(2.3)	34	(2.4)	29	(3.0)
Canada	93	(1.2)	68	(2.2)	47	(2.8)	81	(1.4)	40	(1.6)	34	(2.1)
Chile	79	(3.2)	48	(4.2)	22	(4.8)	74	(4.1)	38	(4.2)	11	(3.3)
Czech Republic	76	(4.8)	54	(5.3)	43	(6.6)	64	(5.9)	42	(6.0)	20	(6.7)
Denmark	93	(1.7)	80	(2.3)	45	(3.5)	89	(1.4)	52	(1.9)	33	(2.3)
Estonia	79	(2.2)	65	(2.8)	21	(2.4)	75	(2.9)	49	(3.4)	21	(3.2)
Finland	95	(1.6)	71	(2.9)	52	(3.7)	91	(1.2)	44	(1.9)	29	(2.4)
France	81	(2.1)	64	(2.9)	m	m	63	(1.7)	32	(1.7)	m	m
Germany	86	(2.9)	65	(3.8)	47	(5.0)	76	(2.0)	38	(2.3)	32	(2.8)
Greece	77	(3.5)	69	(3.2)	32	(5.5)	74	(3.7)	53	(4.6)	15	(4.7)
Ireland	81	(3.1)	52	(3.5)	30	(3.7)	59	(2.7)	25	(2.0)	18	(2.0)
Israel	73	(2.4)	50	(2.8)	23	(2.9)	61	(2.7)	34	(2.9)	20	(3.0)
Italy	59	(4.4)	37	(3.9)	m	m	63	(4.4)	35	(4.5)	m	m
Japan	85	(2.6)	65	(3.6)	50	(4.2)	71	(2.3)	35	(2.5)	30	(2.9)
Korea	84	(2.3)	59	(3.2)	43	(4.0)	76	(3.1)	42	(3.7)	33	(4.3)
Netherlands	98	(1.0)	84	(2.6)	56	(4.0)	85	(1.3)	55	(1.9)	36	(2.3)
New Zealand	93	(1.4)	72	(2.3)	53	(3.0)	78	(2.4)	42	(3.1)	39	(3.1)
Norway	93	(1.6)	79	(2.3)	46	(3.7)	87	(1.6)	48	(2.0)	31	(2.1)
Poland	79	(3.0)	57	(3.4)	25	(3.5)	63	(3.6)	26	(4.3)	14	(4.1)
Slovak Republic	76	(3.1)	60	(3.5)	28	(4.5)	56	(3.8)	38	(3.7)	22	(3.2)
Slovenia	80	(2.6)	63	(3.0)	32	(3.5)	71	(3.4)	40	(3.3)	23	(3.9)
Spain	82	(2.5)	50	(3.6)	m	m	67	(3.7)	26	(3.6)	m	m
Sweden	94	(1.5)	66	(3.1)	42	(3.2)	91	(1.4)	42	(2.4)	32	(2.8)
Turkey	78	(4.9)	41	(4.0)	23	(4.7)	75	(7.6)	44	(7.6)	13	(6.3)
United States	95	(1.5)	74	(2.8)	45	(4.0)	79	(2.1)	42	(2.8)	29	(2.7)
	Subnational entities											
Flanders (Belgium)	89	(2.0)	71	(2.9)	44	(4.4)	78	(2.2)	48	(2.7)	27	(2.8)
England (UK)	90	(2.1)	62	(3.4)	49	(3.7)	79	(2.6)	46	(2.5)	27	(3.1)
Northern Ireland (UK)	79	(3.0)	54	(3.5)	36	(4.1)	68	(3.3)	38	(3.0)	21	(3.6)
Average	84	(0.5)	63	(0.6)	40	(0.8)	75	(0.6)	41	(0.6)	26	(0.7)
Partners												
Jakarta (Indonesia)	71	(12.4)	41	(12.8)	m	m	14	(5.0)	3	(2.2)	m	m
Lithuania	64	(3.4)	52	(3.4)	19	(3.0)	53	(4.1)	33	(4.0)	19	(4.3)
Russian Federation*	56	(4.9)	37	(3.8)	29	(4.2)	39	(4.4)	19	(4.0)	17	(5.9)
Singapore	87	(2.4)	69	(3.1)	48	(3.6)	86	(2.5)	41	(4.2)	36	(4.2)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for mean age of workers by industry and data on all industries are available for consultation on line (see *StatLink* below). Each of the selected industry represent at least 10% of the employed 25-64 year-old non-students.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933397038>

Table A5.8. [2/2] **Proficiency, use and need of information and communication technologies at work, by main industry (2012 or 2015)**

Survey of Adult Skills, employed 25-64 year-old non-students

	Manufacturing						Wholesale and retail trade; repair of motor vehicles and motorcycles					
	Use of computer at work		Moderate or complex ICT skills required at work		Good ICT and problem-solving skills		Use of computer at work		Moderate or complex ICT skills required at work		Good ICT and problem-solving skills	
	% (19)	S.E. (20)	% (21)	S.E. (22)	% (23)	S.E. (24)	% (27)	S.E. (28)	% (29)	S.E. (30)	% (31)	S.E. (32)
OECD												
National entities												
Australia	66	(2.9)	41	(3.0)	29	(3.0)	81	(2.1)	45	(2.4)	37	(3.0)
Austria	72	(2.1)	47	(2.7)	38	(2.8)	79	(2.1)	42	(2.5)	30	(3.0)
Canada	69	(1.9)	44	(2.3)	32	(2.1)	78	(1.7)	41	(1.9)	29	(1.9)
Chile	40	(4.5)	18	(3.9)	11	(2.7)	49	(3.8)	19	(3.5)	6	(2.1)
Czech Republic	58	(2.8)	34	(2.4)	29	(2.6)	67	(4.6)	41	(3.9)	29	(3.8)
Denmark	86	(1.5)	61	(2.1)	40	(2.3)	88	(2.0)	58	(3.4)	42	(3.2)
Estonia	49	(1.9)	32	(1.8)	16	(1.4)	77	(1.6)	55	(1.9)	27	(2.1)
Finland	84	(1.9)	55	(2.7)	42	(2.5)	91	(1.6)	57	(2.6)	43	(3.0)
France	65	(1.8)	41	(1.8)	m	m	79	(1.8)	42	(2.1)	m	m
Germany	72	(1.9)	46	(1.9)	36	(2.2)	69	(2.3)	34	(2.7)	27	(3.1)
Greece	46	(4.3)	30	(4.7)	12	(3.3)	52	(2.7)	34	(2.9)	17	(2.9)
Ireland	69	(3.0)	43	(2.8)	30	(2.5)	69	(2.8)	34	(2.7)	19	(2.3)
Israel	68	(2.7)	49	(3.1)	29	(3.1)	71	(2.4)	33	(3.0)	20	(2.9)
Italy	43	(2.6)	29	(2.4)	m	m	62	(2.9)	30	(2.7)	m	m
Japan	74	(1.7)	49	(1.9)	43	(2.0)	76	(2.2)	33	(2.3)	29	(2.6)
Korea	60	(2.0)	39	(1.9)	26	(2.3)	71	(2.0)	34	(2.3)	22	(2.3)
Netherlands	74	(2.2)	54	(2.6)	38	(3.1)	88	(1.7)	56	(2.2)	37	(3.2)
New Zealand	71	(2.8)	48	(3.0)	38	(3.3)	85	(1.9)	49	(2.9)	36	(3.1)
Norway	85	(2.1)	61	(2.8)	36	(3.9)	92	(1.5)	63	(2.7)	44	(2.8)
Poland	43	(2.4)	28	(2.0)	17	(2.1)	62	(2.8)	32	(2.7)	19	(2.7)
Slovak Republic	43	(2.2)	28	(1.9)	25	(2.3)	61	(3.1)	39	(3.0)	26	(3.0)
Slovenia	57	(1.8)	35	(1.7)	17	(1.8)	82	(2.2)	47	(3.0)	30	(3.1)
Spain	55	(3.1)	31	(3.0)	m	m	59	(2.9)	28	(2.4)	m	m
Sweden	84	(2.0)	54	(2.5)	42	(2.7)	95	(1.3)	58	(2.6)	47	(3.2)
Turkey	29	(2.8)	13	(2.1)	9	(2.7)	47	(3.4)	22	(3.1)	12	(2.6)
United States	77	(2.7)	49	(3.2)	30	(3.3)	78	(2.4)	33	(2.9)	26	(3.6)
Subnational entities												
Flanders (Belgium)	74	(2.0)	51	(2.4)	36	(2.5)	82	(2.4)	50	(3.2)	31	(3.0)
England (UK)	71	(2.9)	50	(3.2)	35	(3.4)	71	(2.8)	38	(3.2)	26	(3.3)
Northern Ireland (UK)	63	(4.0)	37	(4.0)	26	(4.7)	75	(2.7)	34	(3.6)	28	(3.7)
Average	64	(0.5)	41	(0.5)	29	(0.5)	74	(0.5)	41	(0.5)	28	(0.6)
Partners												
Jakarta (Indonesia)	21	(3.5)	9	(2.0)	m	m	22	(2.0)	11	(1.7)	m	m
Lithuania	33	(2.6)	23	(2.3)	12	(2.0)	57	(2.9)	37	(2.7)	20	(3.4)
Russian Federation*	36	(3.8)	20	(2.1)	23	(3.7)	53	(5.1)	28	(3.3)	27	(3.0)
Singapore	82	(1.6)	55	(1.8)	32	(2.5)	76	(2.0)	44	(2.3)	26	(3.0)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for mean age of workers by industry and data on all industries are available for consultation on line (see *StatLink* below). Each of the selected industry represent at least 10% of the employed 25-64 year-old non-students.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933397038>

Table A5.9. (L) [1/2] **Mean literacy score, by occupation and level of education (2012 or 2015)***Survey of Adult Skills, employed 25-64 year-old non-students*

	Skilled occupations								Semi-skilled white-collar occupations							
	Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education		Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education	
	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	National entities															
Australia	273	(3.2)	291	(2.7)	312	(1.3)	303	(1.2)	263	(3.6)	277	(3.0)	291	(3.8)	277	(1.7)
Austria	266	(7.0)	284	(1.6)	301	(1.8)	290	(1.2)	255	(3.8)	267	(1.8)	292	(5.4)	266	(1.6)
Canada	243	(5.8)	277	(1.7)	301	(1.1)	293	(0.9)	223	(5.4)	261	(2.1)	272	(2.4)	262	(1.4)
Chile	c	c	225	(4.9)	258	(3.0)	252	(2.7)	182	(5.2)	219	(2.6)	240	(5.5)	213	(2.3)
Czech Republic	c	c	279	(2.5)	304	(3.0)	291	(2.2)	258	(9.0)	274	(2.3)	309	(9.4)	277	(2.5)
Denmark	270	(4.6)	278	(1.8)	297	(1.2)	291	(1.0)	249	(4.5)	269	(2.1)	289	(3.2)	269	(1.7)
Estonia	260	(9.0)	278	(1.8)	295	(1.3)	291	(1.1)	245	(5.4)	268	(2.1)	282	(2.9)	271	(1.7)
Finland	274	(7.8)	296	(2.7)	315	(1.4)	310	(1.3)	268	(4.9)	282	(2.4)	302	(2.4)	288	(1.6)
France	246	(3.7)	267	(1.4)	299	(1.1)	285	(0.9)	241	(3.7)	260	(1.5)	287	(2.3)	263	(1.3)
Germany	c	c	281	(2.0)	301	(1.5)	295	(1.3)	222	(8.3)	264	(1.7)	283	(3.0)	265	(1.6)
Greece	c	c	258	(4.3)	279	(3.4)	274	(2.8)	231	(6.4)	250	(3.2)	270	(4.2)	249	(2.4)
Ireland	246	(6.0)	280	(2.6)	297	(1.5)	290	(1.4)	238	(4.2)	265	(2.7)	288	(3.0)	266	(1.9)
Israel	240	(8.8)	256	(2.8)	284	(1.5)	277	(1.3)	205	(7.3)	236	(3.5)	257	(4.3)	239	(2.8)
Italy	240	(6.0)	274	(2.0)	285	(2.1)	275	(1.6)	241	(3.6)	263	(3.1)	275	(4.8)	254	(2.5)
Japan	c	c	292	(3.0)	318	(1.1)	311	(1.1)	267	(5.2)	290	(1.8)	308	(1.9)	296	(1.3)
Korea	243	(7.3)	273	(2.8)	295	(1.4)	289	(1.4)	238	(3.8)	264	(1.7)	288	(1.7)	272	(1.3)
Netherlands	266	(4.0)	293	(2.0)	313	(1.4)	302	(1.2)	263	(3.1)	281	(2.3)	307	(4.3)	279	(1.7)
New Zealand	268	(3.8)	290	(2.3)	307	(1.4)	300	(1.2)	256	(3.7)	279	(2.5)	283	(2.9)	275	(1.8)
Norway	282	(4.2)	288	(2.6)	307	(1.2)	302	(1.0)	256	(3.6)	269	(2.1)	286	(5.2)	268	(1.7)
Poland	c	c	275	(2.6)	299	(1.7)	293	(1.5)	c	c	259	(2.5)	291	(3.8)	267	(2.2)
Slovak Republic	c	c	281	(1.8)	297	(1.7)	289	(1.2)	261	(6.4)	277	(1.8)	291	(5.6)	278	(1.7)
Slovenia	c	c	263	(2.6)	287	(1.6)	279	(1.3)	234	(8.6)	256	(2.0)	275	(4.9)	256	(2.0)
Spain	246	(4.4)	259	(3.8)	288	(1.9)	278	(1.6)	232	(2.8)	258	(3.0)	274	(2.4)	253	(1.7)
Sweden	255	(6.7)	295	(2.0)	313	(1.5)	303	(1.3)	253	(3.5)	275	(2.1)	297	(5.6)	273	(1.7)
Turkey	223	(6.0)	249	(4.9)	261	(2.3)	249	(2.5)	216	(3.2)	244	(3.5)	266	(4.7)	231	(2.5)
United States	c	c	277	(3.0)	303	(1.8)	293	(1.4)	205	(6.2)	257	(2.6)	291	(3.0)	260	(2.4)
	Subnational entities															
Flanders (Belgium)	251	(6.2)	280	(2.5)	306	(1.3)	298	(1.1)	249	(4.6)	269	(2.1)	300	(3.2)	274	(2.0)
England (UK)	270	(5.0)	292	(3.2)	303	(1.9)	298	(1.7)	249	(3.3)	273	(2.7)	288	(3.8)	272	(2.1)
Northern Ireland (UK)	259	(6.4)	288	(4.1)	302	(2.6)	295	(2.3)	246	(4.2)	268	(3.8)	291	(4.5)	268	(2.9)
Average	256	(1.3)	277	(0.5)	298	(0.3)	289	(0.3)	241	(1.0)	265	(0.5)	285	(0.8)	265	(0.4)
Partners																
Jakarta (Indonesia)	180	(13.9)	220	(7.2)	243	(6.3)	225	(5.5)	173	(3.6)	210	(2.6)	235	(5.6)	200	(2.2)
Lithuania	c	c	269	(2.8)	289	(1.9)	283	(1.7)	c	c	266	(2.9)	283	(4.2)	269	(2.5)
Russian Federation*	c	c	264	(8.4)	285	(3.8)	282	(3.8)	c	c	276	(5.9)	283	(3.2)	280	(2.6)
Singapore	201	(7.1)	252	(2.3)	291	(1.4)	282	(1.3)	194	(4.6)	238	(2.1)	262	(3.9)	231	(1.9)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table A5.9. (L) [2/2] **Mean literacy score, by occupation and level of education (2012 or 2015)**

Survey of Adult Skills, employed 25–64 year-old non-students


	Semi-skilled blue-collar occupations								Elementary occupations							
	Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education		Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education	
	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
OECD	National entities															
Australia	244	(4.4)	272	(2.6)	282	(4.7)	264	(2.0)	241	(5.4)	271	(4.7)	273	(13.1)	256	(3.7)
Austria	234	(4.4)	260	(2.0)	275	(5.1)	257	(1.7)	229	(4.6)	244	(5.1)	c	c	236	(3.3)
Canada	224	(4.2)	259	(2.9)	269	(2.7)	256	(1.9)	199	(6.5)	252	(3.8)	256	(7.8)	239	(3.5)
Chile	186	(3.3)	219	(3.4)	240	(6.3)	207	(2.4)	176	(4.5)	210	(6.6)	c	c	192	(4.0)
Czech Republic	245	(5.5)	265	(2.1)	c	c	263	(2.0)	223	(11.8)	250	(6.8)	c	c	243	(5.8)
Denmark	234	(4.9)	260	(2.1)	279	(5.6)	256	(2.0)	228	(5.9)	251	(4.7)	250	(9.6)	240	(3.5)
Estonia	251	(3.5)	265	(1.6)	268	(2.9)	263	(1.5)	242	(5.7)	261	(3.4)	273	(5.6)	259	(2.5)
Finland	250	(4.2)	276	(2.5)	292	(5.3)	272	(2.2)	232	(14.2)	264	(5.5)	c	c	258	(5.4)
France	224	(3.1)	254	(1.7)	288	(5.0)	248	(1.4)	206	(3.4)	252	(2.8)	c	c	230	(2.4)
Germany	225	(7.5)	255	(2.3)	269	(4.3)	254	(2.2)	217	(5.5)	249	(4.3)	c	c	238	(3.3)
Greece	225	(4.5)	246	(3.4)	251	(8.8)	236	(2.9)	222	(5.7)	256	(6.4)	c	c	236	(4.4)
Ireland	240	(4.1)	265	(3.4)	286	(5.2)	259	(2.6)	235	(5.4)	255	(5.7)	266	(11.2)	249	(3.9)
Israel	206	(5.7)	229	(3.6)	245	(5.1)	228	(2.9)	190	(12.0)	218	(8.4)	c	c	216	(7.1)
Italy	233	(3.0)	253	(3.3)	c	c	239	(2.6)	228	(4.3)	255	(5.0)	c	c	234	(3.7)
Japan	262	(4.0)	287	(2.2)	307	(3.5)	286	(1.7)	249	(8.0)	276	(4.2)	304	(6.3)	273	(3.3)
Korea	233	(3.2)	263	(2.1)	282	(2.4)	258	(1.8)	224	(4.2)	253	(3.2)	265	(7.8)	241	(2.4)
Netherlands	244	(4.2)	274	(3.8)	c	c	261	(2.7)	229	(4.4)	264	(8.7)	c	c	242	(3.9)
New Zealand	241	(3.9)	270	(4.4)	280	(5.6)	262	(2.7)	244	(6.7)	259	(6.7)	277	(8.2)	258	(4.1)
Norway	258	(4.8)	268	(2.7)	277	(10.4)	266	(2.4)	221	(9.4)	240	(9.2)	c	c	230	(6.3)
Poland	234	(5.6)	249	(2.0)	284	(6.7)	249	(2.0)	225	(6.5)	253	(4.6)	c	c	249	(4.1)
Slovak Republic	248	(4.1)	274	(1.6)	c	c	271	(1.5)	239	(6.0)	266	(3.9)	c	c	258	(3.1)
Slovenia	224	(4.9)	243	(1.9)	c	c	239	(1.9)	209	(6.1)	231	(5.6)	c	c	218	(4.7)
Spain	235	(2.6)	256	(5.0)	265	(4.8)	244	(2.2)	227	(3.1)	248	(5.7)	256	(8.5)	234	(2.8)
Sweden	252	(4.1)	272	(2.5)	287	(7.3)	268	(2.2)	229	(9.8)	253	(8.2)	c	c	243	(5.9)
Turkey	221	(3.5)	244	(3.9)	240	(9.3)	227	(2.8)	210	(5.6)	c	c	c	c	215	(5.4)
United States	209	(5.9)	255	(2.1)	278	(6.1)	250	(2.3)	196	(9.2)	246	(5.2)	c	c	234	(4.7)
	Subnational entities															
Flanders (Belgium)	239	(4.3)	264	(2.4)	296	(7.4)	260	(2.2)	215	(6.8)	248	(4.1)	c	c	238	(3.6)
England (UK)	249	(4.2)	269	(3.2)	282	(6.5)	265	(2.3)	231	(4.9)	255	(7.0)	247	(10.6)	242	(3.7)
Northern Ireland (UK)	241	(5.2)	271	(5.3)	270	(8.0)	256	(4.1)	234	(6.0)	259	(6.8)	c	c	245	(5.2)
Average	235	(0.8)	260	(0.6)	275	(1.3)	254	(0.4)	222	(1.3)	251	(1.1)	m	m	240	(0.8)
Partners																
Jakarta (Indonesia)	176	(4.5)	206	(4.3)	c	c	192	(3.3)	159	(4.7)	203	(7.1)	c	c	174	(4.2)
Lithuania	250	(7.5)	256	(2.1)	272	(6.5)	257	(2.1)	c	c	244	(4.2)	c	c	245	(3.7)
Russian Federation*	c	c	270	(4.7)	278	(3.9)	273	(3.3)	c	c	271	(5.7)	c	c	275	(6.1)
Singapore	192	(3.8)	223	(4.1)	c	c	208	(3.0)	161	(5.2)	203	(7.3)	c	c	172	(4.2)

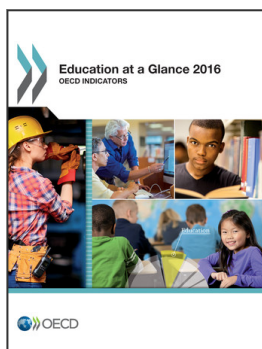
Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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