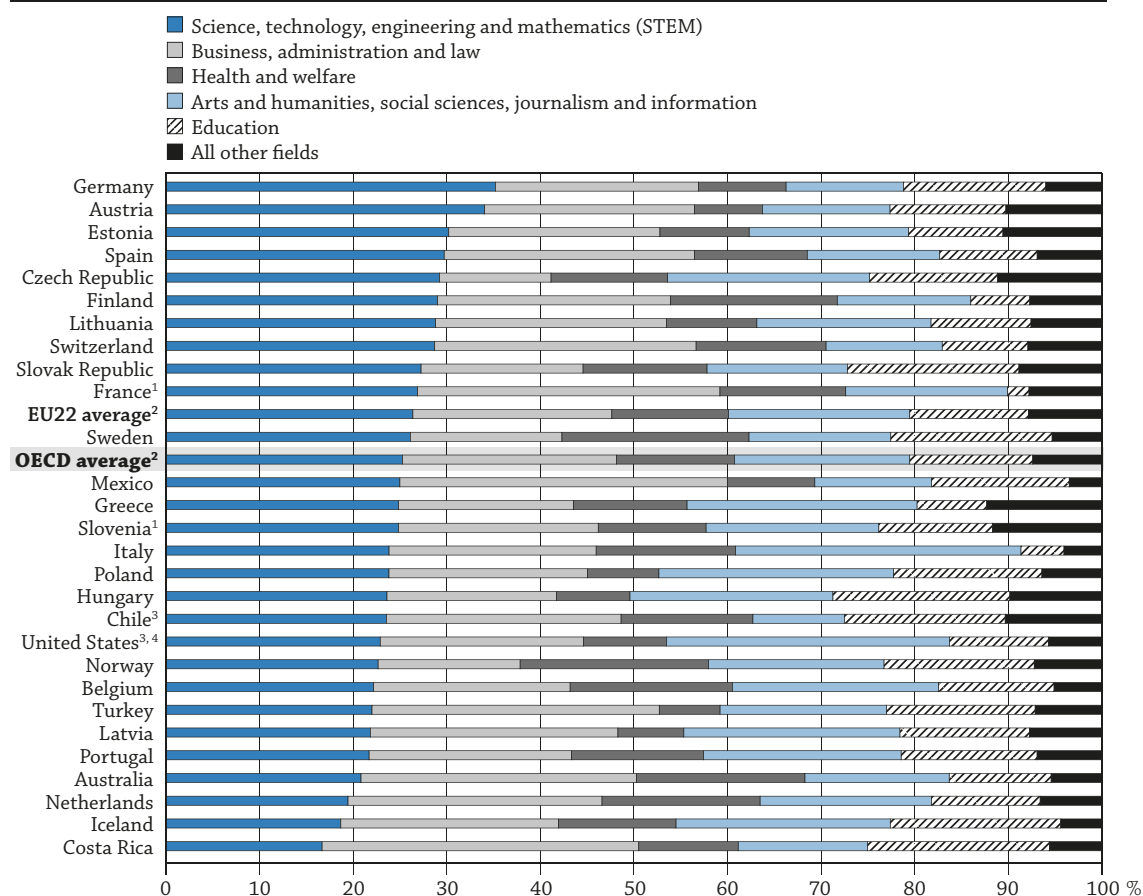


TO WHAT LEVEL HAVE ADULTS STUDIED?

- In most OECD countries, the most popular degree for tertiary-educated adults is business, administration or law. On average across the OECD, 23% of tertiary-educated 25-64 year-olds hold a degree in one of these three fields of study.
- In recent decades, the share of younger adults not completing upper secondary education has declined in the majority of OECD and partner countries, falling from 21% in 2005 to an average of 16% in 2016 among 25-34 year-olds. But some countries are lagging behind, with shares of about 65% in China and India; 50% in Costa Rica, Indonesia, Mexico and South Africa; and 45% in Turkey.
- Across all countries reporting subnational data, the region with the highest share of 25-64 year-old tertiary-educated adults is the one including the capital city, with the only exception of Spain.

Figure A1.1. Fields of study among tertiary-educated 25-64 year-olds (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.


2. The OECD and EU22 averages exclude France and Slovenia.

3. Year of reference differs from 2016. Refer to the source table for more details.

4. Data refer to bachelor's degree fields, even for those with additional tertiary degrees.

Countries are ranked in descending order of the field of STEM.

Source: OECD (2017), Table A1.3. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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■ Context

Giving everyone a fair chance to obtain a quality education is a fundamental part of the social contract. To improve social mobility and socio-economic outcomes, it is critically important to remove inequalities in education opportunities and to promote inclusive growth by broadening the pool of candidates for high-skilled jobs.

Educational attainment, measured as the percentage of a population that has reached a certain level of education and holds a formal qualification at that level, is frequently used as a proxy measure of human capital and the level of an individual's skills – in other words, a measure of the skills associated with a given level of education and available in the population and to the labour force. In this sense, qualifications certify and offer information on the type of knowledge and skills that graduates have acquired in formal schooling.

Higher levels of educational attainment are associated with several positive economic and social outcomes for individuals (see Indicators A5, A6, A7 and A8). Highly educated individuals generally have better health, are more socially engaged, and have higher employment rates and higher relative earnings. Higher proficiency in literacy and numeracy is also strongly associated with higher levels of formal education (OECD, 2016).

Individuals thus have incentives to pursue more education, and governments have incentives to provide appropriate infrastructure and organisation to support the expansion of higher educational attainment across the population. Over past decades, almost all OECD countries have seen significant increases in educational attainment, especially among the young and among women.

■ Other findings

- In some OECD and partner countries a very large share of the adult population has only achieved primary education: 25% of adults in China, 29% in Costa Rica, 43% in Indonesia, 30% in Portugal, 24% in Saudi Arabia and 43% in Turkey.
- The importance of vocational programmes varies greatly among countries. The share of younger adults with upper secondary or post-secondary non-tertiary education with a vocational component varies from less than 5% in Costa Rica, Israel and Mexico to more than 40% in Austria, Germany, the Slovak Republic and Slovenia.

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Analysis

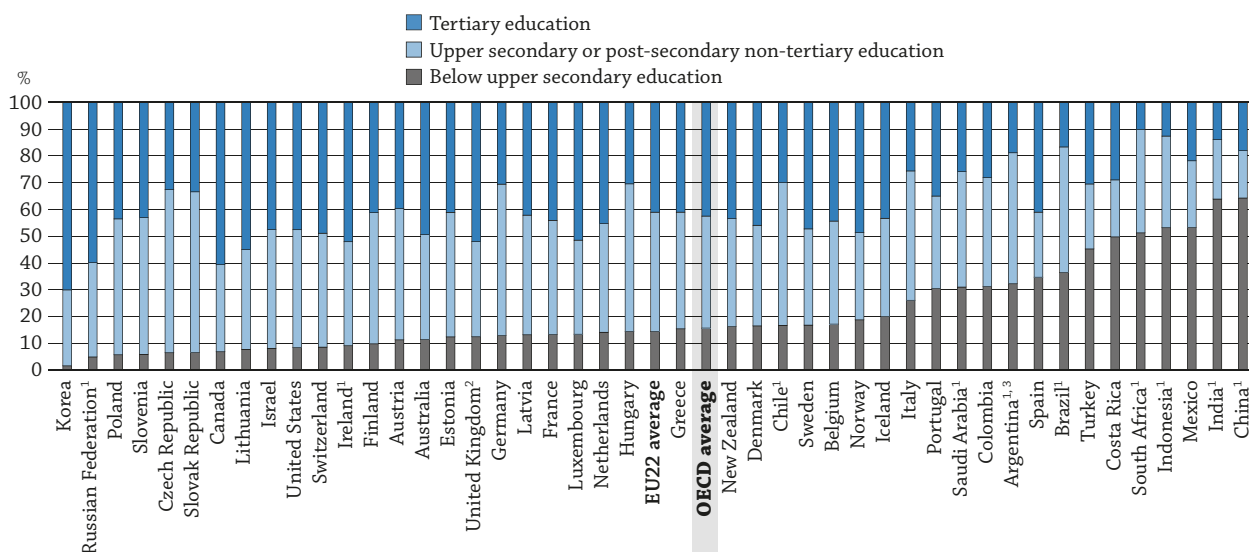
Below upper secondary education

The percentage of adults (25-64 year-olds) with below upper secondary education has been falling since 2000. Across OECD countries, the share decreased from 35% in 2000 to 29% in 2005, 26% in 2010 and 22% in 2016 (Education at a Glance Database).

While in most OECD and partner countries at most only 5% of adults have not achieved primary education, there are some notable exceptions: Brazil (17%), Costa Rica (13%), India (46%), Mexico (14%) and South Africa (15%). On average across OECD countries, 6% of adults have only been educated to primary level, but this percentage is much higher in some OECD and partner countries, notably China (25%), Costa Rica (29%), Indonesia (43%), Portugal (30%), Saudi Arabia (24%) and Turkey (43%) (Table A1.1).

Among younger adults (25-34 year-olds), on average across OECD countries, the share of adults with below upper secondary education fell from 25% in 2000 to 21% in 2005, 19% in 2010 and 16% in 2016 (Table A1.2). In 2016, the share of 25-34 year-olds with below upper secondary education is 16% on average across OECD countries. But in some countries more than half the young population lack an upper secondary or higher degree: China (64%), Costa Rica (51%), India (64%), Indonesia (53%), Mexico (53%) and South Africa (51%) (Figure A1.2).

Figure A1.2. Educational attainment of 25-34 year-olds (2016)



1. Year of reference differs from 2016. Refer to the source table for more details.

2. 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 (16% of adults aged 25-64 are in this group).

3. Data should be used with caution. See *Methodology* section for more information.

Countries are ranked in ascending order of the percentage of 25-34 year-olds with below upper secondary education.

Source: OECD / ILO / UIS (2017), Education at a Glance Database, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

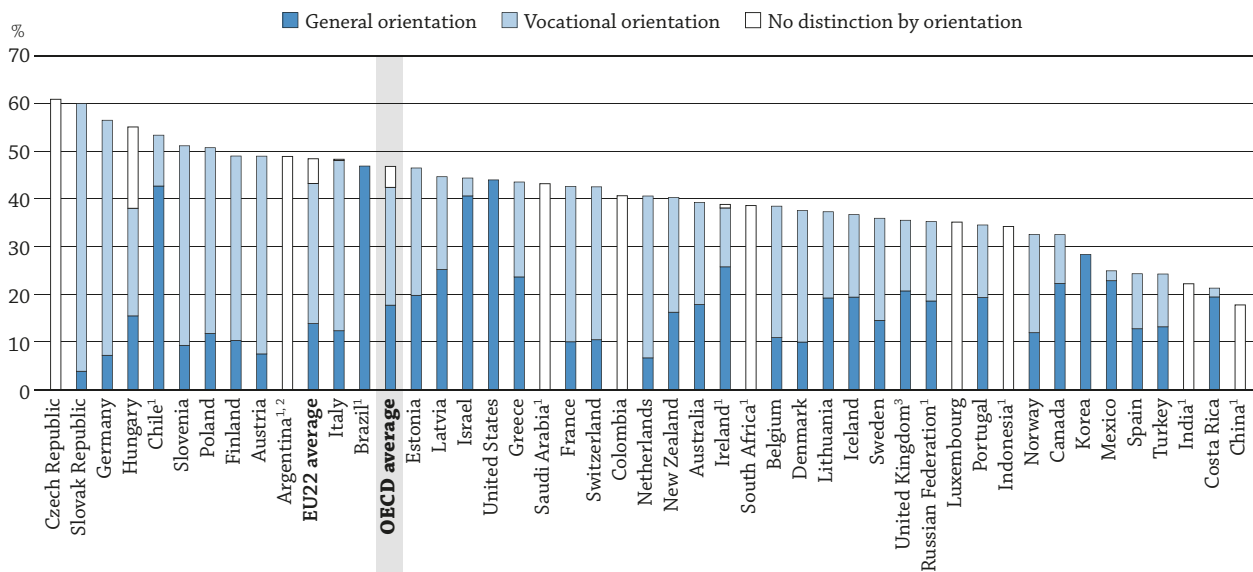
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Upper secondary or post-secondary non-tertiary education

On average across OECD countries in 2016 (or latest available year), 43% of adults (25-64 year-olds) have an upper secondary or post-secondary non-tertiary degree as their highest educational level. This share remains highly stable across generations, being about 42% among both 25-34 year-olds and 55-64 year-olds. However, in certain countries the rate for the younger group (25-34 year-olds) is above 50%: 53% in Chile, 61% in the Czech Republic, 56% in Germany, 55% in Hungary, 51% in Poland, 60% in the Slovak Republic and 51% in Slovenia. On the other hand, it is below 30% in Korea (28%), Mexico (25%) Spain (24%) and Turkey (24%) (Figure A1.2; Education at a Glance Database).

On average, of those adults with upper secondary or post-secondary non-tertiary as their highest educational attainment, more have completed vocational programmes than general programmes. However, there are large country differences among the 25-34 year-old group. The share of younger adults with a vocational qualification at upper secondary or post-secondary non-tertiary level varies from 2% in Costa Rica, 4% in Israel and 2% in Mexico, to more than 41% in Austria, 49% in Germany, 56% in the Slovak Republic and 42% in Slovenia. In most countries, general programmes are usually designed to prepare students for further education, and those who acquire this qualification often continue to tertiary education (Figure A1.3).

Figure A1.3. Percentage of 25-34 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2016)



1. Year of reference differs from 2016. Refer to the Table A1.1 for more details.

2. Data should be used with caution. See *Methodology* section for more information.

3. 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 (16% of adults aged 25-64 are in this group).

Countries are ranked in descending order of the percentage of 25-34 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD / ILO / UIS (2017), Education at a Glance Database, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933556976>

Tertiary education

On average across OECD countries, the share of 25-64 year-olds with a tertiary degree has increased by 14 percentage points since 2000, from 22% in 2000 to 27% in 2005, 31% in 2010 and 36% in 2016. The increase is even higher among younger adults (25-34 year-olds), who have benefited from the expansion of higher education in recent decades in many countries. Between 2000 and 2016, their share increased by 17 percentage points, from 26% in 2000, to 32% in 2005, 37% in 2010 and 43% in 2016. The increase was 21 percentage points in the Czech Republic, 33 percentage points in Korea, 25 percentage points in Latvia, 22 percentage points in Portugal, 22 percentage points in the Slovak Republic and 22 percentage points in Turkey (Table A1.2).

In 2016, 43% of 25-34 year-olds across OECD countries have a tertiary degree, with the share reaching more than 50% in some countries: Canada (61%), Ireland (52%), Japan (60%), Korea (70%), Lithuania (55%) and the Russian Federation (60%) (Figure A1.2).

Overall trends in educational attainment levels

In recent years, educational attainment levels have risen further in all OECD and partner countries. In 2000, 80% of younger adults were educated to at least upper secondary level in about 20 of the 35 OECD countries; by 2016 all but five countries had reached this threshold. This is a major step towards a more highly educated population.

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On average across the OECD, 84% of 25-34 year-olds have attained at least upper secondary education in 2016, compared to 75% in 2000 and roughly 50% in 1970.¹ The percentage of 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest level of educational attainment increased from less than 35% in 1970 to about 50% in 2000 and decreased to 42% in 2016. On the other hand, the percentage of 25-34 year-olds with tertiary education has been continuously increasing, from about 15% in 1970¹ to 26% in 2000 and 43% in 2016 (Education at a Glance Database).

Countries have followed different paths and seen different dynamics in their educational expansion. Some OECD countries have followed a sequential bottom-up approach: first expanding secondary education before then expanding tertiary education. In Korea, for example, the focus of educational policies during the 1960s and 1970s was the expansion of secondary education, with more opportunities for higher education starting in 1980. The impact of the educational reforms in Korea is clearly reflected in the educational levels attained by subsequent generations of 25-34 year-olds. Between 1965 and 2016, the percentage of younger adults without upper secondary education dropped from more than 75% in 1965 to 7% in 2000 and 2% in 2016. At the same time, the share of younger adults with an upper secondary or post-secondary non-tertiary education continuously increased, but the trend reversed in the mid-1990s, with the increase of tertiary attainment. In 2000, upper secondary or post-secondary non-tertiary education was still the most widespread educational attainment level among younger adults (56%), while the proportion decreased to 28% by 2016 in favour of tertiary education. During this period, the respective share of the population with tertiary education has risen from 37% in 2000 to 70% in 2016. This represents the highest proportion among OECD and partner countries (OECD, 2017a; Education at a Glance Database).

In contrast, many other OECD countries have followed a concurrent bottom-up approach, expanding upper secondary education and tertiary education simultaneously. This is especially the case in countries where educational expansion started relatively late, mainly Mexico, Portugal, Spain and Turkey (OECD, 2017a).

Fields of study among tertiary-educated adults

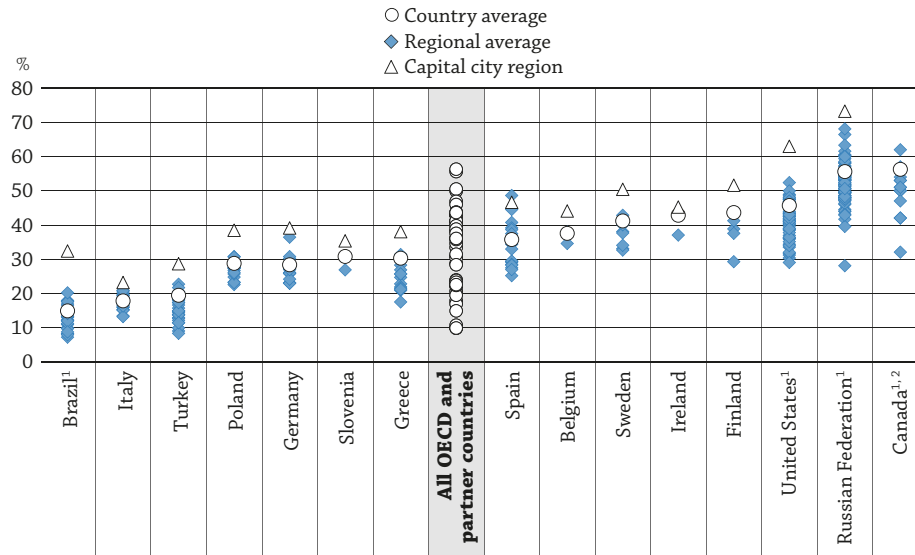
Certain fields of study are more prevalent among tertiary-educated adults. On average across OECD and partner countries with available data, 23% of tertiary-educated 25-64 year-olds have a degree in business, administration and law. The share ranges from 16% in Sweden and 17% in the Slovak Republic to over 30% in Costa Rica, France, Mexico and Turkey. For most countries with disaggregated data on this field of study, a larger share of adults obtained their degree in business and administration than in law (Figure A1.1).

In Belgium, the Czech Republic, Greece, Hungary, Italy, Poland and the United States, the most popular field of study is the field of arts and humanities, social sciences, journalism and information. In Austria, Germany and the Slovak Republic, the largest share of tertiary-educated adults hold a degree in engineering, manufacturing or construction fields of study, while the most widespread field of study in Norway and Sweden is health and welfare (Table A1.3).

The STEM fields (science, technology, engineering and mathematics) – which encompass natural sciences, mathematics and statistics; information and communication technologies; and engineering, manufacturing and construction – are seen as especially important for fostering innovation and economic growth. Many countries have tried to expand the rate of STEM education among their population, or to attract highly qualified immigrants with these degrees. Among tertiary-educated adults in OECD countries, an average of 25% have studied in STEM fields. However, there are big differences across countries, ranging from 20% or less in Costa Rica, Iceland and the Netherlands to 30% or more in Austria, Estonia, Germany and Spain (Figure A1.1).

Subnational variations in educational attainment

On average, about 22% of 25-64 year-olds in OECD countries have below upper secondary education as their highest level of educational attainment, but there are significant subnational variations within countries. In 8 out of the 15 OECD and partner countries that reported subnational data on educational attainment, the share of 25-64 year-olds with this level of educational attainment is over twice as large in the subnational region with the highest share as in the subnational region with the lowest share. When dividing the highest by the lowest shares within countries, the ratio is above six only in Canada and the Russian Federation. In Canada, there is one region with 46% of 25-64 year-olds without an upper secondary education while there is another region with only 7%. While the corresponding ratio is even larger in the Russian Federation, the percentage-point difference is smaller: 15% in the region with the highest share and 1% in the region with the lowest share. In contrast, across the OECD and partner countries that reported subnational data, the difference is the smallest in Slovenia: 14% in the region with the highest share and 11% in the region with the lowest share (OECD/NCES, 2017).

Figure A1.4. Percentage of 25-64 year-olds with tertiary education, by subnational regions (2016)

Note: The country average is the weighted average of the regions for 25-64 year-olds. "All OECD and partner countries" refers to the country averages shown in Table A1.1.

1. Year of reference 2015.

2. The province of Ontario has been presented as a regular region because the capital Ottawa is a comparatively small urban centre in the province of Ontario.

Countries are ranked in ascending order of the percentage of 25-64 year-olds with tertiary education (country average).

Source: OECD/NCES (2017), Education at a Glance Subnational Supplement, <http://nces.ed.gov/surveys/AnnualReports/oecd/>. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Compared with below upper secondary educational attainment, less regional variation is observed in the relative share of younger adults with upper secondary or post-secondary non-tertiary education. Among countries with data, only in Canada, the Russian Federation, Turkey and the United States is the percentage with upper secondary or post-secondary non-tertiary education subnational region with the highest share over twice as large as for subnational region with the lowest share (OECD/NCES, 2017).

The percentage of 25-64 year-olds with tertiary education is over twice as large in the subnational region with the highest share as in the subnational region with the lowest share in Brazil, Greece, the Russian Federation, Turkey and the United States. By contrast, Ireland and Slovenia are again the two countries showing the lowest within-country variation. However, this may be related to the fact that there are only two subnational entities in these two countries (Figure A1.4).

Having a tertiary education is often associated with high skills or proficiency, and adults with this level of education are highly represented in the capital city region in many countries. Across all countries reporting subnational data, the region with the highest share of tertiary-educated 25-64 year-olds is the one including the capital city, with the only exception of Spain (Figure A1.4).

Definitions

Age groups: **Adults** refer to 25-64 year-olds; **younger adults** refer to 25-34 year-olds; and **older adults** refer to 55-64 year-olds.

Completion of intermediate programmes for educational attainment (ISCED 2011) corresponds to a recognised qualification from an ISCED 2011 level programme that is not considered 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.

Educational attainment refers to the highest level of education reached by a person.

Levels of education: See the *Reader's Guide* at the beginning of this publication for a presentation of all ISCED 2011 levels.

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Vocational programmes: The International Standard Classification of Education (ISCED 2011) defines vocational programmes as education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programmes may have work-based components (e.g. apprenticeships and dual-system education programmes). Successful completion of such programmes leads to vocational qualifications relevant to the labour market and acknowledged as occupationally oriented by the relevant national authorities and/or the labour market.

Methodology

Attainment profiles are based on the percentage of the adult population (25-64 year-olds) in a specific age group that has successfully completed a specified level of education.

In OECD statistics, recognised qualifications from ISCED 2011 level 3 programmes that are not of sufficient duration for ISCED 2011 level 3 completion are classified at ISCED 2011 level 2 (see *Reader's Guide*). Where countries have been able to demonstrate equivalencies in the labour market value of attainment formally classified as “completion of intermediate upper secondary programmes” (e.g. achieving five good GCSEs or equivalent in the United Kingdom) and “full upper secondary attainment”, attainment of these programmes is reported as ISCED 2011 level 3 completion in the tables that show three aggregate levels of educational attainment (UNESCO Institute for Statistics, 2012).

Countries have defined general or vocational orientation based on the features of the education programme and the resulting credentials and qualifications. Some countries may also use variables based on students' choice of field of study and students' destinations after their studies, because such variables also reflect the distribution of students in general and vocational programmes.

Most OECD countries include people without education (i.e. illiterate adults) under the international classification ISCED 2011 level 0. Therefore averages for the category “less than primary educational attainment” are likely to be influenced by this inclusion.

Please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017b) for more information and Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

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, Economic and Social Outcomes of Learning) Network. Data on educational attainment for Indonesia, Saudi Arabia and South Africa are taken from the International Labour Organization (ILO) database, and data for China from the UNESCO Institute of Statistics (UIS) database.

Data on subnational regions for selected indicators have been released by the OECD, with the support from the US National Centre for Education Statistics (NCES), and are currently available for 15 countries: Belgium, Brazil, Canada, Finland, Germany, Greece, Ireland, Italy, Poland, Slovenia, Spain, Sweden, the Russian Federation, Turkey and the United States. Subnational estimates were provided by countries using national data sources or by Eurostat based on data for Level 2 of the Nomenclature of Territorial Units for Statistics (NUTS 2).

Note

1. The share of the population with a given educational attainment level among 25-34 year-olds in 1970 has been estimated using the respective share among 55-64 year-olds in 2000.

Note regarding data from Israel

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

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Indicator A1 Tables

StatLink  <http://dx.doi.org/10.1787/888933559199>

Table A1.1	Educational attainment of 25-64 year-olds (2016)
Table A1.2	Trends in educational attainment of 25-34 year-olds (2000, 2005, 2010, 2015 and 2016)
Table A1.3	Field of study among tertiary-educated 25-64 year-olds (2016)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table A1.1. Educational attainment of 25-64 year-olds (2016)

	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	0	5	a	15	a	31	6	12	25	6	1	100
Austria	x(2)	1 ^d	a	15	a	51	2	16	3	12	1	100
Belgium	3	6	a	16	a	36	1	0	21	15	1	100
Canada	x(2)	2 ^d	a	7	a	24	11	26	21	10 ^d	x(10)	100
Chile ¹	7	6	a	22	a	42	a	8	13	1 ^d	x(10)	100
Czech Republic	0	0	a	6	a	70 ^d	x(6)	0	5	17	1	100
Denmark	x(2)	3 ^d	a	16	a	42	0	5	20	12	1	100
Estonia	0	1	a	10	a	42	8	7	11	20	1	100
Finland	x(2)	3 ^d	a	9	a	43	1	12	16	14	1	100
France	2	6	a	14	a	43	0	14	10	10	1	100
Germany	x(2)	3 ^d	a	10	a	46	12	1	15	11	1	100
Greece	1	14	0	13	0	32	9	2	25	3	1	100
Hungary	0	1	a	15	a	52	8	1	13	9	1	100
Iceland	x(2)	0 ^d	a	22	a	30	8	3	22	14	1	100
Ireland ¹	0	7	a	12	a	24	13	13	21	8	1	100
Israel	2	4	a	7	a	37	a	14	23	12	1	100
Italy	1	6	a	33	a	41	1	0	4	14	0	100
Japan	x(6)	x(6)	a	x(6)	a	50 ^d	x(8)	21 ^d	29 ^d	x(9)	x(9)	100
Korea	x(2)	5 ^d	a	8	a	40	a	13	34 ^d	x(9)	x(9)	100
Latvia	0	0	a	9	2	48	7	3	19	12	0	100
Luxembourg	x(2)	7 ^d	a	14	a	34	2	5	15	21	2	100
Mexico	14	17	2	26	4	20	a	1	15	1	0	100
Netherlands	1	6	a	16	a	41	0	2	21	12	1	100
New Zealand	x(4)	x(4)	a	23 ^d	a	26	14	4	27	4	1	100
Norway	0	0	a	17	a	38	1	12	19	11	1	100
Poland	0	8	a	1	a	59	3	0	7	22	1	100
Portugal	2	30	a	20	a	22	1	a	6	18	1	100
Slovak Republic	0	0	m	8	0	68	2	0	2	19	1	100
Slovenia	0	1	a	12	a	57	a	7	6	14	3	100
Spain	3	8	a	31	a	23	0	11	10	14	1	100
Sweden	x(2)	3 ^d	a	12	2	34	7	10	17	13	2	100
Switzerland	0	2	a	10	a	46 ^d	x(6)	x(9, 10, 11)	20 ^d	18 ^d	3 ^d	100
Turkey	5	43	a	14	a	19	a	5	12	2	0	100
United Kingdom	0	1	a	18	16	18	a	10	23	12	1	100
United States	1	3	a	6	a	44 ^d	x(6)	11	22	11	2	100
OECD average	2	6	m	14	m	39	5	8	16	12	1	100
EU22 average	1	5	m	14	m	42	4	6	13	14	1	100
Partners												
Argentina ^{2, 3}	5	21	a	16	a	38	a	x(9)	21 ^d	x(9)	x(9)	100
Brazil ¹	17	20	a	15	a	34 ^d	x(6)	x(9)	15 ^d	x(9)	x(9)	100
China ⁴	3	25	a	47	a	15 ^d	x(6)	6	3	0 ^d	x(10)	100
Colombia	x(4)	x(4)	a	42 ^d	5	30 ^d	x(6)	x(9)	22 ^d	x(9)	x(9)	100
Costa Rica	13	29	8	7	2	17	0	6	15	2 ^d	x(10)	100
India ⁵	46	14	a	11	a	18	0	1	10 ^d	x(9)	x(9)	100
Indonesia ¹	4	43	a	18	a	26	0	x(9)	10 ^d	x(9)	x(9)	100
Lithuania	0	0	0	5	2	33	20	a	25	14	1	100
Russian Federation ¹	x(2)	1 ^d	a	5	a	20	19	25	1	29	0	100
Saudi Arabia ²	3	24	a	19	a	32	a	x(9)	23 ^d	x(9)	x(9)	100
South Africa ¹	15	11	a	31	a	28 ^d	3	5	6 ^d	1	x(9)	100
G20 average	8	14	m	17	m	31	m	10	16	9	m	100

Note: In most countries data refer to ISCED 2011. The countries with data referring to ISCED-97 are: Indonesia, Saudi Arabia and South Africa. See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Year of reference 2015.

2. Year of reference 2014.

3. Data should be used with caution. See *Methodology* section for more information.

4. Year of reference 2010.

5. Year of reference 2011.

Source: OECD/ILO/UIS (2017). See *Source* section for more information and 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 A1.2. Trends in educational attainment of 25-34 year-olds (2000, 2005, 2010, 2015 and 2016)

	Below upper secondary					Upper secondary or post-secondary non-tertiary					Tertiary				
	2000	2005	2010	2015	2016	2000	2005	2010	2015	2016	2000	2005	2010	2015	2016
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	32 ^b	21 ^b	15 ^b	12	11	37 ^b	41 ^b	40 ^b	40	39	31 ^b	38 ^b	44 ^b	48	49
Austria	m	14	12	10	11	m	55	54	51	49	m	31	34	39	40
Belgium	25 ^b	19 ^b	18 ^b	17	17	39 ^b	40 ^b	38 ^b	39	38	36 ^b	41 ^b	44 ^b	43	44
Canada	12	9	8	7	7	40	37	36	34	32	48	54	56	59	61
Chile ¹	m	m	26 ^b	17	m	m	m	53 ^b	53	m	m	m	22 ^b	30	m
Czech Republic	8 ^b	6 ^b	6 ^b	6	7	81 ^b	80 ^b	72 ^b	63	61	11 ^b	14 ^b	23 ^b	31	33
Denmark	13 ^b	13 ^b	20 ^b	16	17	58 ^b	48 ^b	42 ^b	39	38	29 ^b	40 ^b	38 ^b	44	46
Estonia	9	13	13	12	12	63	54	49	47	46	29	33	38	41	41
Finland	14 ^b	11 ^b	9 ^b	10	10	48 ^b	52 ^b	52 ^b	49	49	39 ^b	38 ^b	39 ^b	41	41
France	24	19	16	13	13	45	42	41	42	43	31	40	43	45	44
Germany	15 ^b	16 ^b	14 ^b	13	13	63 ^b	62 ^b	60 ^b	58	56	22 ^b	22 ^b	26 ^b	30	31
Greece	31 ^b	26 ^b	24 ^b	16	15	45 ^b	49 ^b	44 ^b	44	44	24 ^b	26 ^b	31 ^b	40	41
Hungary	19	15	14	14	15	67	65	60	54	55	15	20	26	32	30
Iceland	m	29	26	25	20	m	36	37	35	37	m	35	36	40	43
Ireland	27 ^b	19 ^b	14 ^b	9	m	43 ^b	40 ^b	37 ^b	39	m	30 ^b	41 ^b	48 ^b	52	m
Israel	m	15 ^b	12 ^b	9	8	m	43 ^b	44 ^b	45	44	m	43 ^b	44 ^b	46	47
Italy	44 ^b	34 ^b	29 ^b	26	26	46 ^b	50 ^b	50 ^b	49	48	10 ^b	16 ^b	21 ^b	25	26
Japan ²	m	m	m	m	m	m	m	m	m	m	48 ^{db}	53 ^{db}	57 ^{db}	60 ^d	60 ^d
Korea	7	3	2	2	2	56	46	33	29	28	37	51	65	69	70
Latvia	11	20	16	15	13	71	59	49	45	45	17	22	35	40	42
Luxembourg	32 ^b	23 ^b	16 ^b	16	13	45 ^b	40 ^b	40 ^b	35	35	23 ^b	37 ^b	44 ^b	50	51
Mexico	63 ^b	66	62	55	53	20 ^b	19	21	24	25	17 ^b	15	18	21	22
Netherlands	26 ^b	19 ^b	17 ^b	14	14	48 ^b	46 ^b	42 ^b	40	41	27 ^b	35 ^b	41 ^b	45	45
New Zealand	31	24	21	19	16	m	m	m	42	40	m	m	m	39	43
Norway	m	17	17	19	19	m	43	36	33	33	m	41	47	48	49
Poland	11 ^b	8 ^b	6 ^b	6	6	75 ^b	66 ^b	57 ^b	51	51	14 ^b	26 ^b	37 ^b	43	43
Portugal	68	57	48	33	31	19	24	27	34	35	13	19	25	33	35
Slovak Republic	6 ^b	7 ^b	6 ^b	7	7	82 ^b	77 ^b	70 ^b	61	60	11 ^b	16 ^b	24 ^b	31	33
Slovenia	15 ^b	9 ^b	7 ^b	6	6	66 ^b	67 ^b	62 ^b	53	51	19 ^b	25 ^b	31 ^b	41	43
Spain	44 ^b	36 ^b	35 ^b	34	35	22 ^b	24 ^b	25 ^b	25	24	34 ^b	41 ^b	40 ^b	41	41
Sweden	13 ^b	9 ^b	9 ^b	18	17	54 ^b	53 ^b	49 ^b	36	36	34 ^b	37 ^b	42 ^b	46	47
Switzerland	10 ^b	10 ^b	12 ^b	9	9	64 ^b	59 ^b	50 ^b	45	43	26 ^b	31 ^b	37 ^b	47	49
Turkey	72	63	58	48	45	19	24	25	25	24	9	13	17	28	30
United Kingdom ³	33 ^b	27 ^b	17 ^b	14	13	38 ^b	38 ^b	37 ^b	36	36	29 ^b	35 ^b	46 ^b	50	52
United States	12	13	12	10	9	50	47	46	44	44	38	39	42	47	48
OECD average	25	21	19	16	16	50	48	45	42	42	26	32	37	42	43
EU22 average	23	19	17	15	15	53	51	48	45	45	24	30	35	40	40
Partners															
Argentina ^{1,4,5}	m	41	35	32	m	m	42	46	49	m	m	17	19	19	m
Brazil	m	m	47	36	m	m	m	41	47	m	m	12	17	m	m
China	m	m	64	m	m	m	m	18	m	m	m	18	m	m	m
Colombia	m	m	m	33	31	m	m	m	39	41	m	m	m	27	28
Costa Rica	68	62	55	51	50	15	14	19	20	21	18	24	26	28	29
India ⁶	m	m	m	64	m	m	m	m	22	m	m	m	m	14	m
Indonesia	m	m	60	53	m	m	m	31	34	m	m	m	9	13	m
Lithuania	8 ^b	13 ^b	12 ^b	10	8	52 ^b	50 ^b	42 ^b	35	37	40 ^b	37 ^b	46 ^b	55	55
Russian Federation	m	m	m	5	m	m	m	m	35	m	m	m	m	60	m
Saudi Arabia ⁴	m	m	m	31	m	m	m	m	43	m	m	m	m	26	m
South Africa	m	m	53	51	m	m	m	37	39	m	m	m	9	10	m
G20 average	m	m	33	28	m	m	m	37	38	m	m	m	31	35	m

Note: In most countries there is a break in the time series, represented by the code "b", as data for 2015 and 2016 refer to ISCED 2011 while data for previous years refer to ISCED-97. For China, Indonesia and Saudi Arabia data refer to ISCED-97 for all years. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2009 instead of 2010.

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

3. 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 (16% of adults aged 25-64 are under this group).

4. Year of reference 2014 instead of 2015.

5. Data should be used with caution. See *Methodology* section for more information.

6. Year of reference 2011 instead of 2015.

Source: OECD/ILO/UIS (2017). See *Source* section for more information and 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 A1.3. Field of study among tertiary-educated 25-64 year-olds (2016)

	Education	Arts or humanities (except languages), social sciences, journalism and information			Business and administration or law		Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Health		Health and welfare	Other fields
		Arts	Humanities (except languages), social sciences, journalism and information	Arts and humanities, social sciences, journalism and information	Business and administration	Law					Health (medical and dental)	Health (nursing and associate health fields)		
OECD														
Australia	11	x(4)	x(4)	15	x(7)	x(7)	29	5	5	11	x(13)	x(13)	18	5
Austria	12	4	7	14	5	3	22	4	2	28	3	3	7	10
Belgium	12	0	12	22	1	4	21	4	4	13	3	11	17	5
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile ¹	17	4	5	10	23	3	25	2	5	17	2	5	14	10
Czech Republic	14	3	17	22	9	2	12	5	4	20	4	6	12	11
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia	10	4	10	17	17	5	23	4	3	23	3	5	10	11
Finland	6	4	7	14	23	1	25	4	7	18	2	11	18	8
France ²	2	x(4)	x(4)	17	x(7)	x(7)	32	5	5	17	x(13)	x(13)	13	8
Germany	15	4	6	13	7	3	22	5	4	26	4	2	9	6
Greece	7	x(4)	x(4)	25	x(7)	x(7)	19	6	4	16	x(13)	x(13)	12	12
Hungary	19	3	16	22	14	3	18	2	6	15	2	4	8	10
Iceland	18	x(4)	x(4)	23	x(7)	x(7)	23	4	4	10	x(13)	x(13)	13	4
Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Italy	5	4	21	30	12	10	22	8	1	14	x(13)	x(13)	15	4
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	14	3	17	23	18	8	26	4	3	15	4	1	7	8
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	15	2	9	12	26	9	35	3	7	16	5	5	9	3
Netherlands	12	x(4)	x(4)	18	x(7)	x(7)	27	4	3	12	x(13)	x(13)	17	7
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	16	x(4)	x(4)	19	x(7)	x(7)	15	7	3	13	x(13)	x(13)	20	7
Poland	16	x(4)	x(4)	25	x(7)	x(7)	21	6	4	14	x(13)	x(13)	8	6
Portugal	15	x(4)	x(4)	21	x(7)	x(7)	22	4	2	15	x(13)	x(13)	14	7
Slovak Republic	18	2	12	15	14	3	17	5	3	19	3	4	13	9
Slovenia ²	12	x(4)	x(4)	18	x(7)	x(7)	21	5	3	17	x(13)	x(13)	12	12
Spain	10	x(4)	x(4)	14	x(7)	x(7)	27	6	6	17	x(13)	x(13)	12	7
Sweden	17	x(4)	x(4)	15	x(7)	x(7)	16	4	3	19	x(13)	x(13)	20	5
Switzerland	9	3	7	12	24	4	28	5	5	19	3	7	14	8
Turkey	16	x(4)	x(4)	18	x(7)	x(7)	31	5	1	16	x(13)	x(13)	6	7
United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	m
United States ^{1, 3}	11	6	20	30	x(7)	x(7)	22	10	4	9	x(13)	x(13)	9	6
OECD average ⁴	13	m	m	19	m	m	23	5	4	17	m	m	13	7
EU22 average ⁴	13	m	m	19	m	m	21	5	4	18	m	m	12	8
Partners														
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	19	9	18	14	6	9	34	1	6	9	x(13)	x(13)	11	6
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	11	3	13	19	20	5	25	5	3	21	4	4	10	8
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Individual narrow fields do not necessarily add up to the totals for the broader fields because these broad fields also include inter-disciplinary programmes as well as other narrow fields not shown in the table. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2015.


2. The age group refers to 25-34 year-olds.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

Source: OECD/ILO/UIS (2017). See *Source* section for more information and 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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