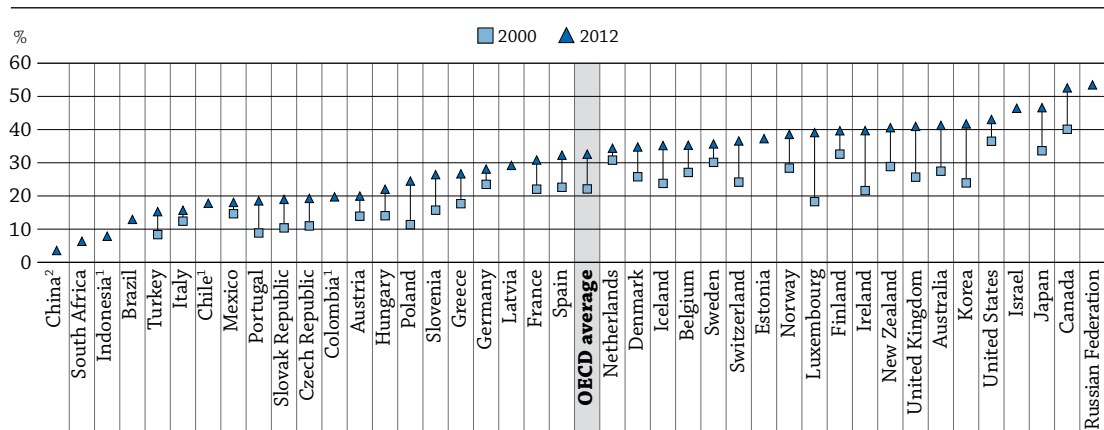


TO WHAT LEVEL HAVE ADULTS STUDIED?

- Across countries, about 75% of adults aged 25-64 have attained at least upper secondary education; among 25-34 year-olds, about 80% have.
- On average, 25-34 year-old women have higher attainment rates in both upper secondary and tertiary education than men of the same age.
- Across the countries that participated in the Survey of Adult Skills (PIAAC), the proportion of adults who perform at the highest proficiency levels in literacy is largest among tertiary-educated adults.

Chart A1.1. Percentage of tertiary-educated adults in 2000 and 2012

25-64 year-olds




1. Year of reference 2011.

2. Year of reference 2010.

Countries are ranked in ascending order of the percentage of 25-64 year-olds who have attained tertiary education in 2012 (or latest available year).

Source: OECD, Table A1.4a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

The level of educational attainment is the percentage of a population that has reached a certain level of education. Higher levels of educational attainment are associated with better health, more social engagement, higher employment rates and are perceived as a gateway to better labour opportunities and higher relative earnings. Foundation skills, such as literacy and numeracy, are also strongly associated with better outcomes in the labour market and with living better and healthier lives. Individuals have strong incentives to pursue more education, and governments have incentives to build on the skills of the population through education.

Educational attainment is frequently used as a measure of human capital and the level of an individual's skills – in other words, a measure of the skills available in the population and the labour force. Qualifications certify and offer information on the type of knowledge and skills that graduates have acquired in formal education.

The importance of formal education and training in the development of skills like literacy and numeracy is more evident today than ever before. The Survey of Adult Skills (OECD, 2013a), a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), complements the annual data on educational attainment with new data on the distribution of literacy, numeracy and problem-solving skills in the adult population.

Over the past decades, almost all OECD countries have seen significant increases in the educational attainment of their populations. Tertiary education has expanded markedly, and in most OECD countries, a large majority of adults now has an upper secondary qualification.

This indicator includes information on educational attainment and, for the first time, a snapshot of adults' skills by level and orientation of education, age and gender.

■ Other findings

- In some OECD countries, younger adults have higher tertiary attainment rates than older adults by an average of more than 20 percentage points.
- More than 40% of 25-34 year-olds in most OECD and partner countries have tertiary education, but this proportion of tertiary-educated 55-64 year-olds is seen only in Canada, Israel, the Russian Federation and the United States.
- In Australia, Finland, Japan, the Netherlands and Sweden, more than 30% of tertiary-educated adults perform at Level 4 or 5 – the highest levels – in literacy proficiency on the Survey of Adult Skills.

■ Trends

Between 2000 and 2012, the proportion of people without upper secondary or post-secondary non-tertiary education has shrunk at an average annual rate of about 3%. Meanwhile, tertiary education continued to expand during the same period, growing more than 3% each year. For the first time, in 2012, about one in three adults in OECD countries held a tertiary qualification.

Gender differences in educational attainment have reversed over the years. In 2000, adult men had higher tertiary attainment rates than adult women. In 2012, the situation was inverted: 34% of women had attained a tertiary education compared with 31% of men.

■ Note

Different indicators in this publication show the level of education among individuals. Indicator A1 shows the level of attainment, i.e. the percentage of a population that has successfully completed a given level of education and the relationship between level of attainment and the acquisition of basic skills. Graduation rates in Indicators A2 and A3 measure the estimated percentage of younger adults who are expected to graduate from a particular level of education during their lifetimes. Completion rates from upper secondary programmes in Indicator A2 estimate the proportion of students who enter a programme and complete it successfully within a certain period of time.

Analysis

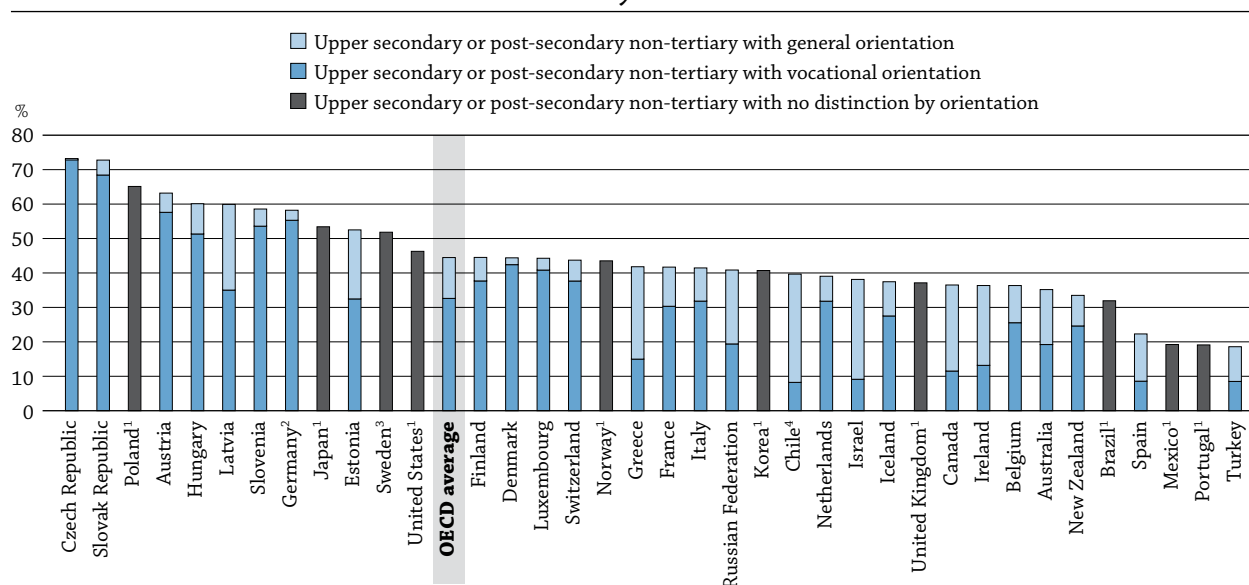
Attainment levels in OECD countries

Upper secondary attainment and the weight of vocational education and training (VET)

Upper secondary education is the most commonly attained level of education in most OECD countries: more adults (25-64 year-olds) have attained upper secondary education or post-secondary non-tertiary education as their highest level of education (i.e. ISCED levels 3 and 4; see *Definitions* section at the end of this chapter) than have attained any other level of education. On average, about 45% of adults across OECD countries have attained an upper secondary education as their highest qualification. In Austria, the Czech Republic, Hungary, Latvia, Poland and the Slovak Republic, more than 60% of adults have attained this level of education (Table A1.4a).

The increase in attainment rates signals that people are staying longer in education and that policy initiatives have been successful in tackling such problems as dropout and lack of equity in education. Indeed, results from the latest round of the OECD Programme for International Student Assessment (PISA) reveal that most of the countries that have improved their performance since 2003 either maintained or improved equity in education so that a basic minimum standard of education is available to all (OECD, 2013b).

Chart A1.2. Population whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2012)
25-64 year-olds



1. Countries for which no information about programme orientation is available.

2. Persons with ISCED 4A attainment in Germany have successfully completed both a general and a vocational programme. In this chart they have been allocated to vocational.

3. Figures for Sweden include about 10% of 25-64 year-olds who have attained ISCED levels 3 or 4 in programmes that cannot be allocated by orientation.

4. Year of reference 2011.

Countries are ranked in descending order of the percentage of 25-64 year-olds with upper secondary or post-secondary non-tertiary attainment (ISCED 3/4) as highest level of attainment, regardless of the orientation of the programmes.

Source: OECD. Table A1.5a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933114970>

Chart A1.2 shows the percentage of the population with upper secondary or post-secondary non-tertiary education as the highest level of education and whether the qualification is from a general or vocational track. It shows the different weight that vocational upper secondary education has in several countries. At least one in two adults in Austria, the Czech Republic, Germany, Hungary, the Slovak Republic and Slovenia, have attained vocational upper secondary qualifications as the highest level of attainment while in Chile, Israel, Spain and Turkey, this proportion is smaller than 10%. There are large differences in attainment depending on programme orientation, as in upper secondary attainment overall, among countries (Table A1.5a).

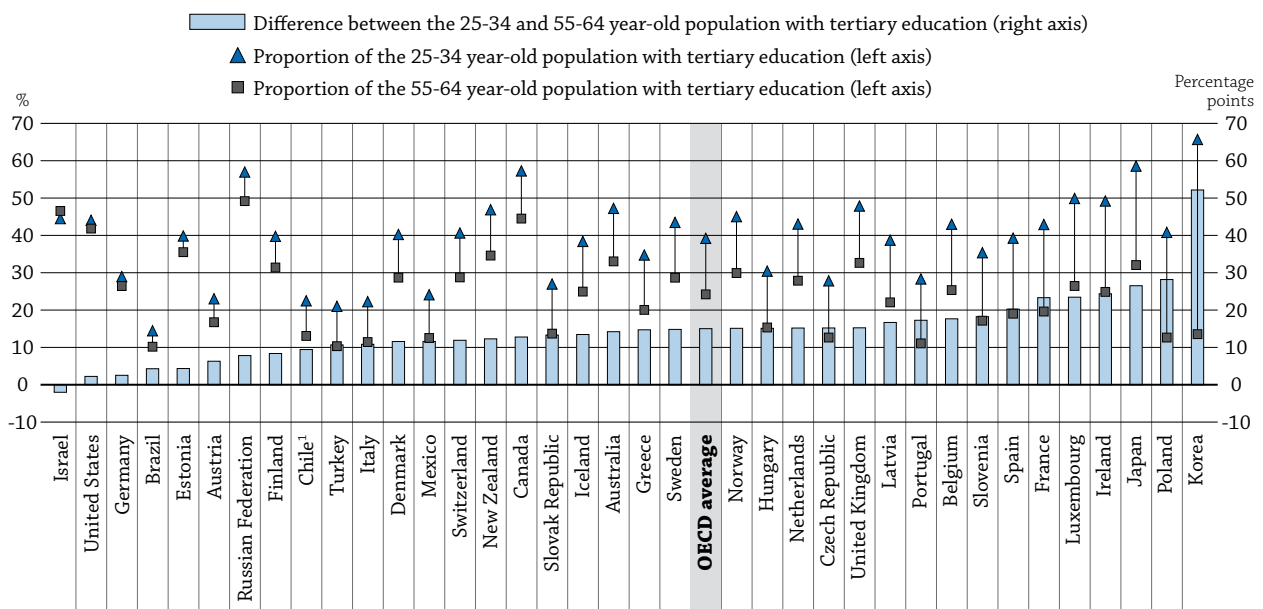
Countries with relatively low upper secondary attainment rates can fall into one of two categories: either most individuals leave education before obtaining an upper secondary qualification (i.e. they have below upper secondary education), or they continue in education beyond this level until they earn a higher degree (i.e. they have attained tertiary education). In Australia, Canada, Ireland, Israel, Korea, New Zealand, the Russian Federation, Spain and the United Kingdom, tertiary attainment rates are higher than upper secondary attainment rates. In Luxembourg and Portugal, the rates for upper secondary and tertiary education are similar (Table A1.4a).

The gender gap in attainment rates has reversed among younger adults. On average, 25-34 year-old women have higher attainment rates in tertiary education than men of the same age. Some 84% of younger women have attained at least an upper secondary education while 81% of younger men have, on average (Tables A1.2b and A1.4b, available on line).

Tertiary attainment

Chart A1.1 shows that across OECD countries, tertiary attainment (including advanced research programmes, i.e. ISCED levels 5A, 5B and 6) has increased by 10 percentage points since 2000. On average, 34% of adult women and 31% of adult men have attained tertiary education. Younger adults have spurred this growth, and the change is even larger among women: in all OECD countries, younger women have higher tertiary attainment rates than older women by an average of more than 20 percentage points (Table A1.3b, available on line).

Chart A1.3. Percentage of younger and older tertiary-educated adults (2012)
25-34 and 55-64 year-olds, and percentage-point difference between these two groups



1. Year of reference 2011.

Countries are ranked in ascending order of the percentage-point difference between the 25-34 and 55-64 year-old population with tertiary education.

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

StatLink <http://dx.doi.org/10.1787/888933114989>

Chart A1.3 shows that in some countries, the difference between generations is substantial: over 20 percentage points in France, Ireland, Japan, Luxembourg, Poland and Spain. In Korea, there is a 52 percentage-point gap in tertiary attainment rates between these two age groups. By contrast, the gap in tertiary attainment rates between the two age groups is less than three percentage points in Germany, Israel and the United States (Table A1.3a).

The proportion of 25-34 year-olds with tertiary education is larger than 40% in most OECD and partner countries (the OECD average is 39%), while among 55-64 year-olds this is only the case in Canada, Israel, the Russian Federation and the United States. Data also show that only 14% of 25-34 year-olds in Brazil have a tertiary education, and less than 14% of 55-64 year-olds in Brazil, Chile, the Czech Republic, Italy, Mexico, Poland, Portugal and Turkey do.

Although among 55-64 year-olds men are more likely to hold a tertiary degree (25%) than women (23%), in most OECD countries, women – particularly young women – are more likely to hold a tertiary qualification than men. Tertiary attainment rates among young women (25-34 year-olds) are highest in Australia, Belgium, Canada, Denmark, Estonia, Ireland, Israel, Japan, Korea, Latvia, Luxembourg, New Zealand, Norway, Poland, the Russian Federation, Sweden and the United Kingdom, where at least one in two young women have attained tertiary education (Table A1.3b, available on line).

Box A1.1. Policy relevance of sub-national comparisons

The main purpose of *Education at a Glance* is to provide an authoritative compilation of key international comparisons of education statistics. While countries attain specific values in these comparisons, readers should not assume that countries themselves are homogeneous. The country averages include significant variations among sub-national jurisdictions, much as the OECD average encompasses a variety of national experiences.

In most OECD countries, at least some education policy decisions are made by sub-national government authorities, while national decisions may affect sub-national entities differently. In some countries, the structure of the education system and the relatively small geographic expanse may limit the policy relevance of sub-national comparisons. In countries with federal education systems, sub-national governments have the primary role for managing education programmes; even in countries with more centralised education systems, sub-national education authorities may have specific administrative responsibilities. It is not surprising, then, that large federal countries, such as Canada, Germany and the United States, in which education is largely controlled by regional authorities, might have large internal variations in education measures. But, many other countries with centralised education systems, such as France and Italy, have substantial variations within their countries as well. The proportion of 25-34 year-olds with a tertiary degree in the United States in 2011 ranged from a low of 29% in the state of Nevada to a high of 71% in the District of Columbia (treated by the United States as a state for statistical purposes). In Canada, the proportion of 25-34 year-olds in 2010 who attained tertiary education ranged from 28% in Nunavut to 64% in Ontario. In Germany, the proportion of 25-34 year-olds with tertiary education ranged from 20% in Sachsen-Anhalt to 38% in Berlin.

Although France has a national education system, there is still a substantial variation in tertiary attainment across regions. The percentage of 25-34 year-olds with a tertiary degree ranged from a low of 19% in Guyane to a high of 55% in Île-de-France. The tertiary attainment of 30-34 year-olds in Italy in 2011 ranged from a low of 15% in Campania to a high of 27% in Puglia [Apulia], based on data compiled for the European Union by Eurostat. The tertiary attainment rates for 30-34 year-olds in the United Kingdom ranged from 32% in Merseyside to 69% in Inner London. Examples of countries with large differences in tertiary education attainment rates (i.e. more than double) among 30-34 year-olds in sub-national regions include Greece, Hungary, Portugal, the Slovak Republic, Spain, and Turkey. OECD countries with smaller ranges include Austria, Finland, Ireland, Norway, Poland, Slovenia, Sweden and Switzerland.

Other types of education statistics show substantial sub-national variations as well, including those preceding the tertiary level of attainment. In some countries, the proportions of 15-19 year-olds enrolled in secondary school or tertiary education varied widely among sub-national units in 2011. For example, the enrolment rates for 15-19 year-olds in sub-national areas ranged from 58% to 87% in Italy, from 70% to 95% in Spain, and from 71% to 95% in Portugal. While still significant, the ranges were smaller in such countries as France (69% to 88%), the United Kingdom (71% to 88%), and the United States (82% to 91%). Some countries had small sub-national differences in enrolment rates for 15-19 year-olds, including Norway (84% to 92%) and Sweden (87% to 88%).

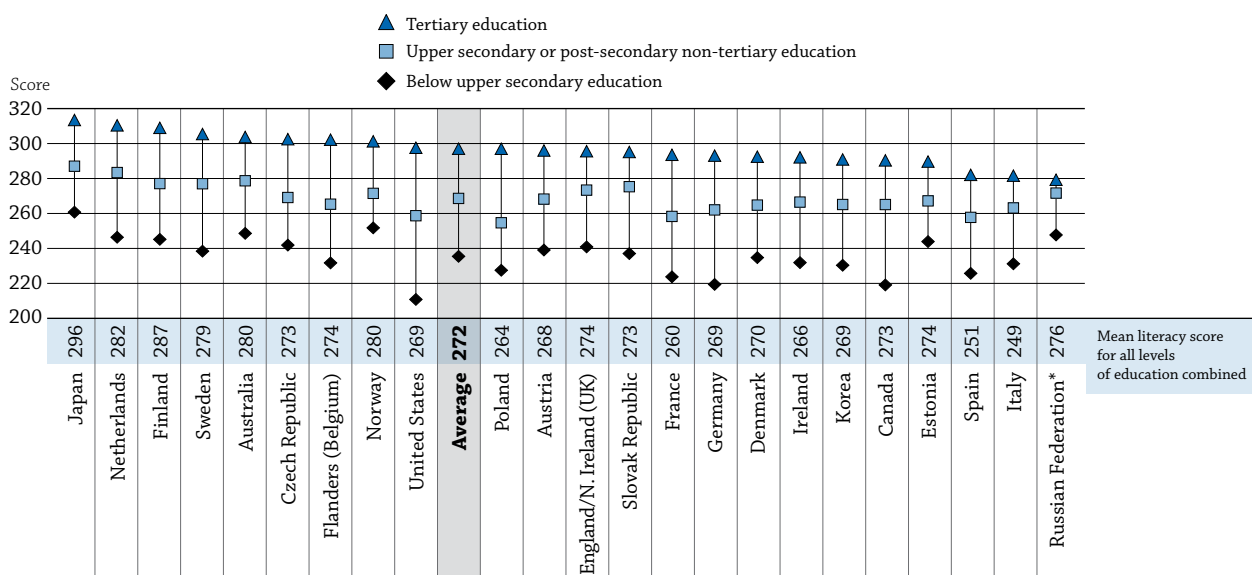
While more complete information is needed to understand the geographical context of these data and their local implications, they do serve to illustrate that country-level averages sometimes mask important variations within countries that are of high interest to national and local policy makers. In addition to governmental boundaries, other types of subnational distinctions may be relevant for countries, such as those based on geographic boundaries, or urban or rural distinctions. Some countries with relatively high overall averages may have local areas that are lagging substantially behind average national levels. Some countries with low overall averages may have some localities showing high performance. Sub-national data can also help to show countries' success in ensuring equity in education across regions.

Educational attainment and literacy and numeracy skills

The Survey of Adult Skills assessed the proficiency of adults in literacy and numeracy. These skills are considered foundation skills in that they are essential for other types of learning, for example, people learn to read and then they learn through reading. Given that these skills are largely acquired and developed through formal education, measuring proficiency in literacy and numeracy can give governments and policy makers an indication of the effectiveness of their education systems.

Although closely related to each other, proficiency in literacy and numeracy and educational attainment measure different things. Qualifications earned through formal education do not always reflect the level of an individual's literacy or numeracy skills – even at the point in life when those qualifications are acquired. They also represent other sets of skills that cannot be reflected in literacy and numeracy proficiency, such as specialised (or practical) knowledge and work-specific skills.

Chart A1.4. Mean literacy score, by educational attainment (2012)
Survey of Adult Skills, 25-64 year-olds



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

Countries are ranked in descending order of the mean literacy score of 25-64 year-olds with tertiary education.

Source: OECD, Table A1.9a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

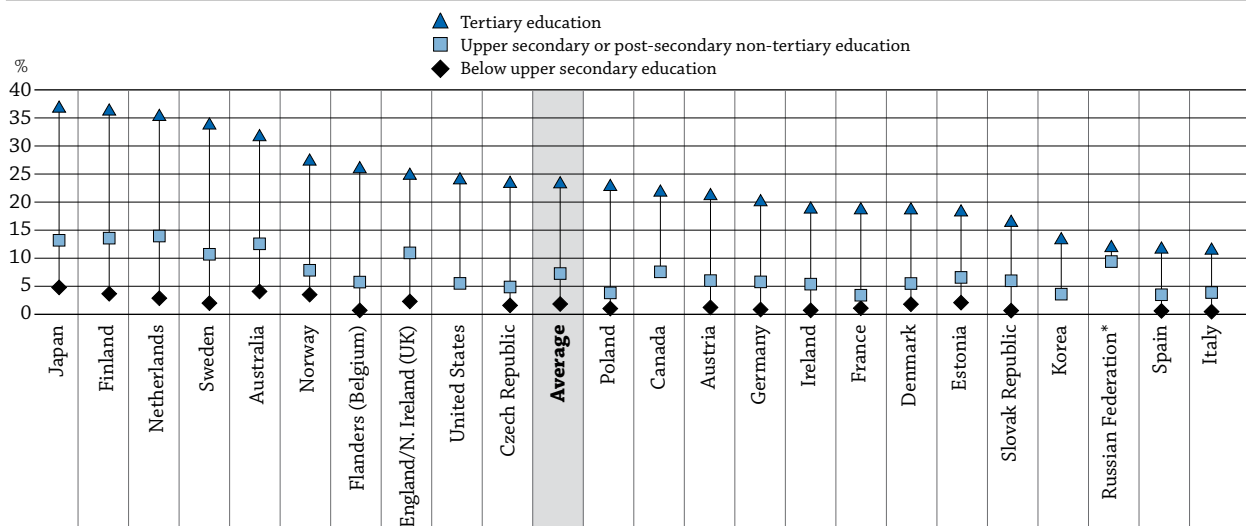
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Chart A1.4 gives some insights into this complex relationship and shows the dispersion of the mean literacy score in the Survey of Adult Skills for all levels of education combined. The average mean literacy score is over 270 points. In all countries, the mean score is highest for those adults with tertiary education and lowest for those with below upper secondary education. In all countries except the Russian Federation, adults with tertiary education have a mean score above 280 points. Across countries, the average difference in score between adults with tertiary education and those with below upper secondary education is about 60 points, ranging from about 30 points in the Russian Federation to over 70 points in Canada, Flanders (Belgium), Germany and the United States (Table A1.9a [L]).

Chart A1.5 shows that, in all countries, the proportion of adults who perform at the highest proficiency levels in the Survey of Adult Skills (i.e. Level 4 or 5) is largest for tertiary-educated adults. In Australia, Finland, Japan, the Netherlands and Sweden, the proportion of adults scoring at literacy proficiency Level 4 or 5 is the largest: more than 30% of the tertiary-educated population scores at Level 4 or 5. In these countries, the difference in scores between tertiary-educated adults and those with below upper secondary education is also the largest: more than 25 percentage points. Data also show that, in all countries, there are larger proportions of adults who perform at literacy proficiency Level 4 or 5 among adults with higher educational attainment. The difference in literacy levels between tertiary-educated adults and those with an upper secondary education is larger than that between adults with an upper secondary education and those with below upper secondary education (Table A1.6a [L]).

A1

Chart A1.5. Percentage of adults scoring at literacy proficiency Level 4/5, by educational attainment (2012)
Survey of Adult Skills, 25-64 year-olds



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

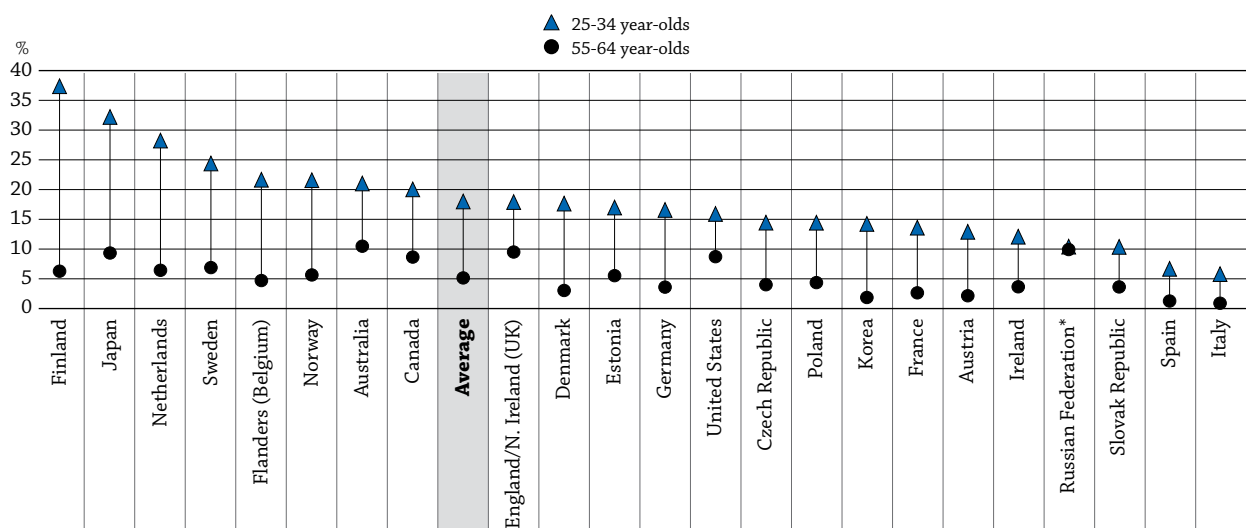
Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education performing at literacy proficiency Level 4 or 5.

Source: OECD, Table A1.6a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115027>

Chart A1.6 shows that, in all countries, the proportion of adults scoring at literacy proficiency Level 4 or 5 in the Survey of Adult Skills is on average about 10 percentage points greater among younger adults than older adults. This difference is over 20 percentage points in Finland, Japan and the Netherlands. In all countries, more than 5% of younger adults score at these high proficiency levels, while in Austria, the Czech Republic, Denmark, France, Germany, Ireland, Italy, Korea, Poland, the Slovak Republic and Spain, less than 5% of older adults do (Table A1.7a [L]).

Chart A1.6. Percentage of younger and older adults scoring at literacy proficiency Level 4/5 (2012)
Survey of Adult Skills, 25-34 and 55-64 year-olds



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

Countries are ranked in descending order of the percentage of 25-34 year-olds performing at literacy proficiency Level 4 or 5.

Source: OECD, Table A1.7a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Box A1.2. Adults' skills and readiness to use information and communication technologies (ICT) for problem solving

While on the one hand there is a need for new and better skills in the context of an ever-evolving labour market, on the other hand, the rapid development of new technologies renders some skills redundant. As Frank Levy (2010) observed, "... technology can change the nature of work faster than people can change their skills". Thus, having the skills to use technology for completing non-routine tasks for which technology cannot (yet) replace people, is of critical value. For most of today's workers, ICT skills are key to getting a job and/or a better salary; for economies, they are crucial for remaining competitive in the global market. OECD countries anticipate that technology will continue to be a key driver of job creation, and have placed the development of ICT skills as the most important policy strategy for economic recovery (Chinien and Boutin, 2011; OECD, 2010).

Besides literacy and numeracy, the Survey of Adult Skills also measured problem solving skills in technology-rich environments and estimated the frequency of using different skills, including ICT skills, at work and at home. The assessment of problem solving in technology-rich environments was established as a computer-based assessment. Respondents had to have had earlier computer experience, some readiness to solve tasks with the laptop offered by the interviewer, and minimal computer skills, which were tested with a simple six-task test called "ICT core". Across the countries that participated in the survey, 74% of respondents passed the ICT core test and took the computer-based assessment (OECD, 2013a). The focus of the problem-solving assessment included understanding the nature of the problem, setting sub-goals and steps through which the problem may be solved, and taking the steps required to reach those sub-goals. However, the problems presented in the assessment were directly related to computer technology, and solving the problems required using technology. Higher levels of proficiency in problem solving in technology-rich environments thus reflect both higher problem-solving skills and also better skills in using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks (PIAAC Expert Group in Problem Solving in Technology-Rich Environments, 2009).

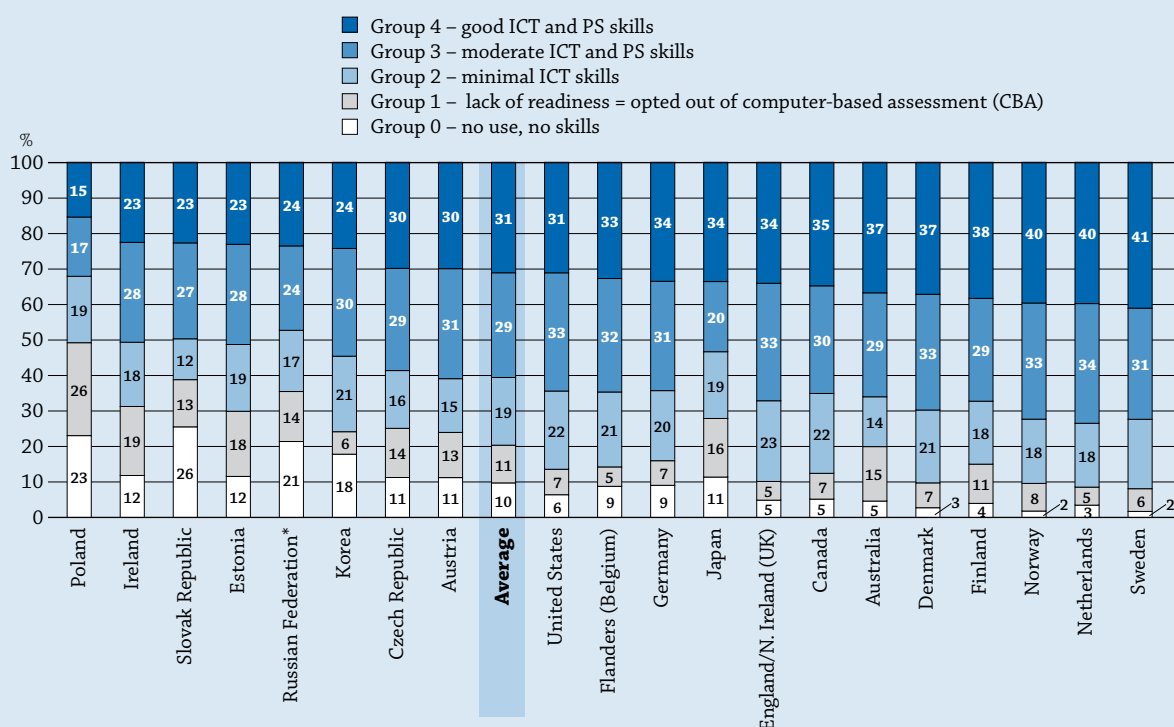
The information available through the Survey of Adult Skills allowed for the creation of an indicator that measures **skills and readiness to use ICT for problem solving**. This indicator brings together the information about performance in the problem-solving assessment (four groups, from below Level 1 to Level 3) and information about the reasons for not participating in the computer-based assessment and thus not having a score in problem solving (three groups). A self-estimate of the frequency of ICT use was used to validate the division of the groups. The use of ICT (the frequency of different activities related to the computer and the Internet) is related to the level of skills and readiness to use ICT for problem solving (see Chart A1.b below). The above mentioned groups are defined as follows:

- **Group 0 – No use, no skills.** Individuals with no computer experience. Across 19 countries that participated in the assessment of problem solving in technology-rich environments, 9% of 16-65 year-olds belong to this group.
- **Group 1 – Lack of readiness to use new devices and systems, minimal use of ICT.** This group **opted out of the computer-based assessment**. Although there may have been very different reasons for opting out of the assessment, the frequency of computer use at home, as well as the self-reported level of required computer skills at work, are lower than for the next group; thus this group probably has less skill in ICT use too. About 10% of the population belong to this group.
- **Group 2 – Minimal ICT skills, moderate ICT use.** These are individuals with low ICT skills but who have the confidence to use ICT. They are able to use only "one function within a generic interface" (OECD, 2013c) and may even fail in very basic ICT tasks like scrolling or highlighting text (ICT core). This group includes individuals who score below Level 1 in the assessment of problem solving in technology-rich environments and those who fail the ICT core test. These two groups were merged into one since their experiences in using computers are similar across countries: they use computers at home more often than people in Group 1 do but less often than people in Group 3 do. They also differ from the other groups in their literacy and numeracy skills, which are generally better than those of people in Group 0 but not as high as those in Groups 1 and 3. This group includes about 17% of the population.

...

- Group 3 – Moderate ICT and problem-solving skills (Level 1).** These individuals can “use widely available and familiar technology applications, such as e-mail software or a web browser” (OECD, 2013c). They are often not aware of, nor do they know how to use, specific tools and functions (e.g. a sort function). The tasks they succeed in completing require little or no navigation. About **29% of the population** belong to this group.
- Group 4 – Good ICT and problem-solving skills (Levels 2 and 3).** These are individuals with high ICT skills who can solve complicated problems with the help of technology. At this level, “tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) facilitates the resolution of the problem” (OECD, 2013c). About **33% of the population** belong to this group.


Chart A1.a. Distribution of skills and readiness to use information and communication technologies (ICT) for problem solving (PS) among adult population 25-64 year-olds



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

Countries are ranked in ascending order of the proportion of adult population with good ICT and PS skills.

Source: OECD. Survey of Adult Skills (PIAAC). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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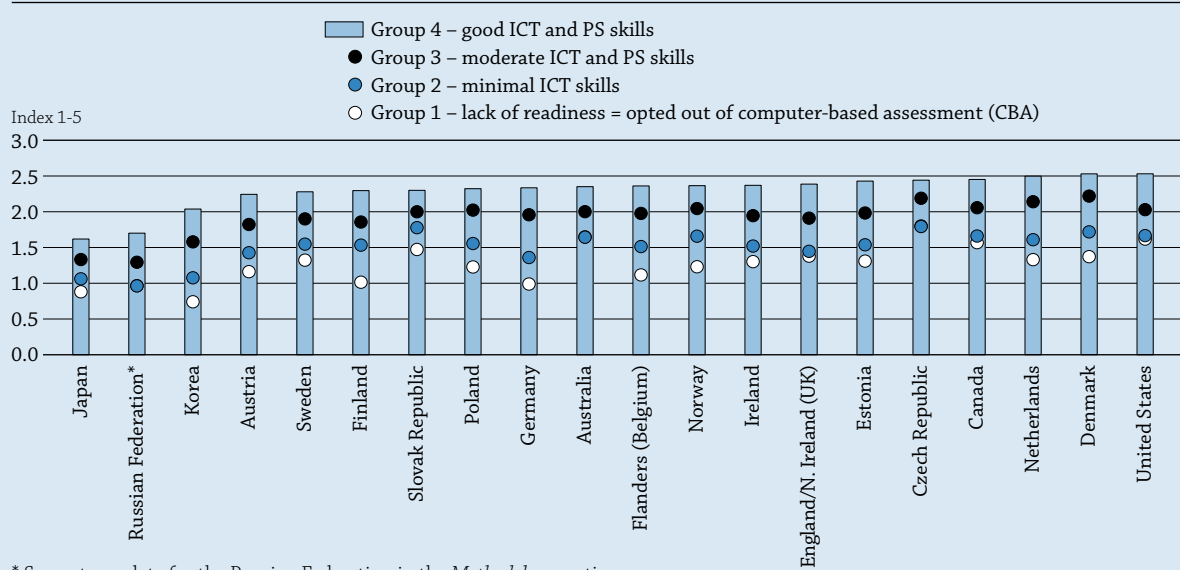
Although there is a clear relationship between frequency of computer use at home and skills and readiness to use ICT (Chart A1.b), the term “group” is used rather than “level” since these groupings differ in nature from those concerning literacy and numeracy and are based on different kinds of information. Groups 0 and 1 are derived from the information about earlier experience and readiness to use computers in testing situation; groups 2-4 are based on an assessment of ICT and problem-solving skills.

The distribution of the population according to these five groups in each of the countries participating in the Survey of Adult Skills is represented in Chart A1.a.

Chart A1.c shows that higher skills and readiness to use ICT for problem solving is associated with significant differences in adults’ salaries in all countries. Further relationships between skills and readiness to use ICT for problem solving will be examined in a special chapter in *Education at a Glance 2015*.

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Chart A1.b. Frequency of using ICT at home (index 1-5) across people with different skills and readiness to use information and communication technologies (ICT) for problem solving (PS) 25-64 year-olds



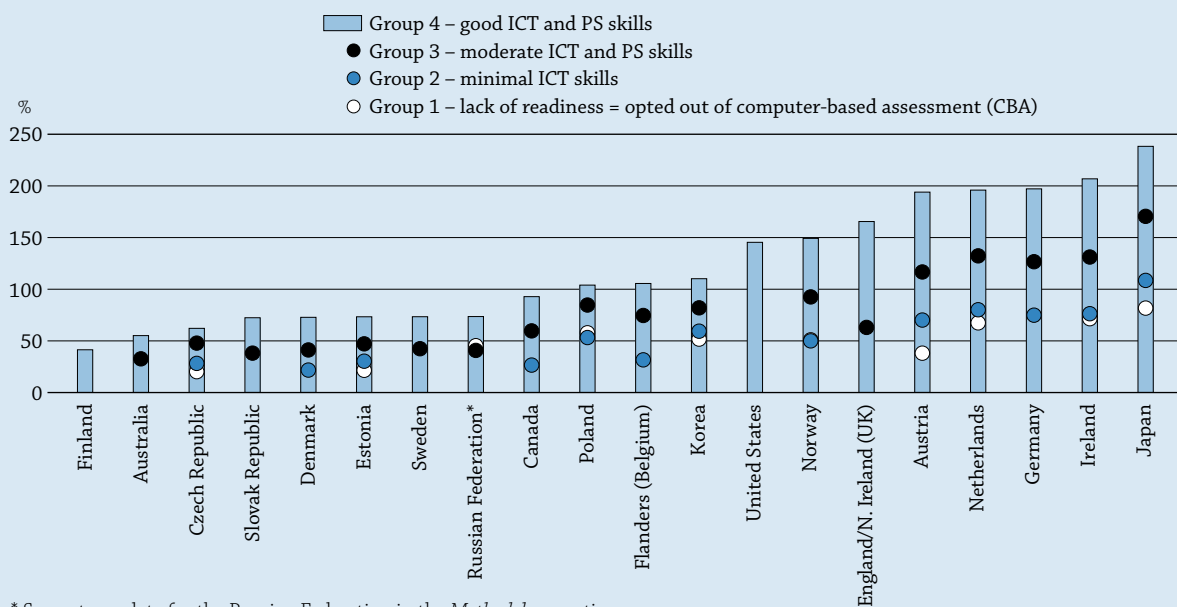
* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in ascending order of the average frequency of using ICT at home among adult population with good ICT and PS skills.

Source: OECD. Survey of Adult Skills (PIAAC). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115084>

Chart A1.c. Difference in salary (%) compared to the group 0 (no use, no skills), adjusted for age and education 25-64 year-olds



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

Note: Only differences statistically significant are shown on the chart.

Countries are ranked in ascending order of the difference in salary (%) compared to the group 0.

Source: OECD. Survey of Adult Skills (PIAAC). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115103>

Definitions

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

Levels of education: **below upper secondary** corresponds to ISCED levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED levels 3A, 3B, 3C long programmes, and ISCED level 4; and **tertiary** corresponds to ISCED levels 5A, 5B and 6. See the *Reader's Guide* at the beginning of the book for a presentation of all ISCED levels.

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 Argentina, China, Colombia, Indonesia, Saudi Arabia and South Africa are taken from the UNESCO Institute of Statistics (UIS) database on educational attainment of the population aged 25 and older. Data on proficiency levels and mean scores are based on the Survey of Adult Skills (PIAAC) (2012). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. See *About the Survey of Adult Skills* at the beginning of this publication and Annex 3 for additional information (www.oecd.org/edu/eag.htm). Box A1.1 is based on the INES survey of sub-national data.

Attainment profiles are based on the percentage of the population aged 25-64 that has successfully completed a specified level of education.

Most OECD countries include people without education (i.e. illiterate adults or people whose educational attainment does not fit national classifications) under the international classification ISCED 0 and therefore averages for ISCED 0/1 (i.e. pre-primary and primary education) are likely to be influenced.

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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Tables of Indicator A1StatLink  <http://dx.doi.org/10.1787/888933114761>

	Table A1.1a	Educational attainment of 25-64 year-olds (2012)
WEB	Table A1.1b	Educational attainment of 25-64 year-olds, by gender (2012)
	Table A1.2a	Percentage of adults who have attained at least upper secondary education, by age group (2012)
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	Table A1.3a	Percentage of adults who have attained tertiary education, by type of programme and age group (2012)
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	Table A1.4a	Trends in educational attainment, by age group, and average annual growth rate (2000, 2005-12)
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	Table A1.6a (L)	Educational attainment of 25-64 year-olds, by literacy proficiency level (2012)
WEB	Table A1.6a (N)	Educational attainment of 25-64 year-olds, by numeracy proficiency level (2012)
WEB	Table A1.6b (L)	Educational attainment of 25-64 year-olds, by literacy proficiency level and gender (2012)
WEB	Table A1.6b (N)	Educational attainment of 25-64 year-olds, by numeracy proficiency level and gender (2012)
	Table A1.7a (L)	Distribution of literacy proficiency levels, by age (2012)
WEB	Table A1.7a (N)	Distribution of numeracy proficiency levels, by age (2012)
WEB	Table A1.7b (L)	Distribution of literacy proficiency levels, by age and gender (2012)
WEB	Table A1.7b (N)	Distribution of numeracy proficiency levels, by age and gender (2012)
	Table A1.8 (L)	Percentage of 25-64 year-olds with vocational or general upper secondary or post-secondary non-tertiary education, by literacy proficiency level and mean literacy score (2012)
WEB	Table A1.8 (N)	Percentage of 25-64 year-olds with upper secondary or post-secondary non-tertiary education, by programme orientation, numeracy proficiency level and mean numeracy score (2012)
	Table A1.9a (L)	Mean literacy score, by educational attainment and age (2012)
WEB	Table A1.9a (N)	Mean numeracy score, by educational attainment and age (2012)
WEB	Table A1.9b (L)	Distribution of mean literacy scores, 25-64 year-olds (2012)
WEB	Table A1.9b (N)	Distribution of mean numeracy scores, 25-64 year-olds (2012)

Table A1.1a. Educational attainment of 25-64 year-olds (2012)

	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education			All levels of education
				ISCED 3C (long programme)/ 3B	ISCED 3A		Type B	Type A	Advanced research programmes	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	6	18	a	14	16	5	11	29	1	100
Austria	x(2)	16	1	47	6	10	7	13	x(8)	100
Belgium	12	16	a	10	24	3	17	18	1	100
Canada	3	8	a	x(5)	25	12	25	28	x(8)	100
Chile ¹	18	25	a	x(5)	40	a	6	11	1	100
Czech Republic	n	7	a	38	35	x(5)	x(8)	19	x(8)	100
Denmark	1	20	1	37	6	c	6	28	1	100
Estonia	1	10	a	14	32	7	13	24	n	100
Finland	6	10	a	a	44	1	13	25	1	100
France	10	18	a	30	11	n	12	18	1	100
Germany	3	10	a	47	3	8	11	16	1	100
Greece	21	11	x(4)	7	27	8	9	17	n	100
Hungary	1	17	a	29	29	2	1	21	1	100
Iceland	21	7	2	19	10	6	4	30	1	100
Ireland	10	14	1	x(5)	21	13	15	24	1	100
Israel	10	6	a	7	31	a	14	31	1	100
Italy	10	32	1	8	33	1	n	15	n	100
Japan	x(5)	x(5)	x(5)	x(5)	53	a	20	26	x(8)	100
Korea	8	10	a	x(5)	41	a	13	28	x(8)	100
Luxembourg	8	9	5	16	20	4	13	25	1	100
Mexico	39	23	a	5	14	a	1	17	x(8)	100
Netherlands	8	19	x(4)	14	22	3	3	31	1	100
New Zealand	x(2)	19	7	14	9	11	15	25	x(8)	100
Norway	n	18	a	27	13	4	2	36	1	100
Poland	x(2)	10	a	31	31	4	x(8)	25	x(8)	100
Portugal	42	21	x(5)	x(5)	19	n	x(8)	16	3	100
Slovak Republic	n	8	x(4)	35	38	x(5)	1	17	n	100
Slovenia	1	14	a	27	32	a	12	12	2	100
Spain	17	29	a	9	14	n	10	22	1	100
Sweden	4	9	a	x(5)	45	7	9	25	1	100
Switzerland	3	9	2	39	5	6	11	23	3	100
Turkey	55	12	a	9	10	a	x(8)	15	x(8)	100
United Kingdom	n	9	13	30	7	a	10	30	1	100
United States	4	7	x(5)	x(5)	46	x(5)	10	31	1	100
	Below upper secondary education			Upper secondary level of education			Tertiary level of education			
OECD average	24			44			33			
EU21 average	23			48			29			
Partners										
Argentina ²	44	14	a	x(5)	28	a	x(8)	14	x(8)	100
Brazil	40	15	x(5)	x(5)	32	a	x(8)	13	x(8)	100
China ³	35	43	m	x(5)	14	5	x(8)	4	x(8)	100
Colombia ¹	44	14	a	x(5)	22	a	x(8)	20	x(8)	100
India	m	m	m	m	m	m	m	m	m	m
Indonesia ¹	56	16	a	x(5)	21	a	x(8)	8	x(8)	100
Latvia	1	10	m	3	48	8	1	27	n	100
Russian Federation	1	5	x(4)	19	21	x(4)	26	28	n	100
Saudi Arabia ⁴	33	18	a	x(5)	23	5	x(8)	21	x(8)	100
South Africa	26	14	a	x(5)	47	7	x(8)	6	x(8)	100
G20 average	36			36			27			

Note: Due to discrepancies in the data, OECD and EU21 averages have not been calculated for each column individually.

1. Year of reference 2011.

2. Year of reference 2003.

3. Year of reference 2010.

4. Year of reference 2013.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


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Table A1.2a. **Percentage of adults who have attained at least upper secondary education, by age group (2012)**

	Age group					
	25-64	30-34	25-34	35-44	45-54	55-64
	(1)	(2)	(3)	(4)	(5)	(6)
OECD						
Australia	76	86	87	81	71	64
Austria	83	89	89	86	83	74
Belgium	72	82	82	79	69	56
Canada	89	93	92	92	88	84
Chile ¹	57	72	77	61	50	38
Czech Republic	92	93	94	95	93	87
Denmark	78	83	82	82	77	71
Estonia	90	86	86	90	94	88
Finland	85	91	90	90	87	74
France	73	83	83	79	69	59
Germany	86	87	87	87	87	84
Greece	68	81	83	74	65	50
Hungary	82	87	88	84	82	75
Iceland	71	77	75	75	71	61
Ireland	75	86	86	80	70	55
Israel	85	89	90	86	81	77
Italy	57	70	72	62	53	42
Japan	m	m	m	m	m	m
Korea	82	98	98	96	78	48
Luxembourg	78	86	86	80	76	69
Mexico	37	42	46	37	35	25
Netherlands	73	83	83	78	72	61
New Zealand	74	81	80	78	73	64
Norway	82	84	82	86	79	82
Poland	90	94	94	92	90	81
Portugal	38	55	58	43	27	20
Slovak Republic	92	94	94	94	92	86
Slovenia	85	94	94	89	83	74
Spain	55	65	64	62	51	35
Sweden	88	90	91	92	88	79
Switzerland	86	89	89	88	86	82
Turkey	34	43	46	32	25	21
United Kingdom	78	85	85	81	76	69
United States	89	89	89	89	89	90
OECD average	75	82	82	79	73	64
EU21 average	77	84	84	81	75	66
Partners						
Argentina ²	42	m	m	m	m	m
Brazil	45	56	59	45	38	27
China ³	22	m	m	m	m	m
Colombia ¹	42	m	m	m	m	m
India	m	m	m	m	m	m
Indonesia ¹	29	m	m	m	m	m
Latvia	89	84	85	89	94	87
Russian Federation	94	94	94	95	96	92
Saudi Arabia ⁴	49	m	m	m	m	m
South Africa	61	m	m	m	m	m
G20 average	61	m	m	m	m	m

Note: These calculations exclude ISCED 3C short programmes.

1. Year of reference 2011.

2. Year of reference 2003.

3. Year of reference 2010.

4. Year of reference 2013.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114799>

Table A1.3a. **Percentage of adults who have attained tertiary education, by type of programme and age group (2012)**

	Tertiary-type B						Tertiary-type A or advanced research programmes						Total tertiary						25-64 (in thousands)	
	25-64	30-34	25-34	35-44	45-54	55-64	25-64	30-34	25-34	35-44	45-54	55-64	25-64	30-34	25-34	35-44	45-54	55-64		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)		(19)
OECD																				
Australia	11	11	10	13	12	10	30	38	37	32	25	23	41	49	47	45	37	33	4 846	
Austria	7	6	5	7	8	8	13	20	18	14	10	8	20	26	23	22	19	17	934	
Belgium	17	20	18	20	16	13	18	24	25	21	16	12	35	44	43	40	32	25	2 089	
Canada	25	26	25	27	25	22	28	32	32	32	24	22	53	58	57	59	50	44	9 981	
Chile ¹	6	6	6	7	6	4	12	17	16	12	9	9	18	23	22	19	16	13	1 492	
Czech Republic	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	19	26	28	19	18	13	19	26	28	19	18	13	1 164	
Denmark	6	6	5	6	6	5	29	37	35	32	27	24	35	43	40	39	32	29	817	
Estonia	13	12	13	12	13	12	25	27	27	24	24	23	37	39	40	36	37	35	272	
Finland	13	2	1	15	21	17	26	44	39	33	21	15	40	46	40	47	41	31	1 136	
France	12	17	16	16	10	7	19	27	27	22	14	13	31	44	43	38	24	20	10 049	
Germany	11	10	9	11	12	11	17	22	19	19	15	15	28	32	29	30	28	26	12 612	
Greece	9	11	13	8	8	5	18	20	21	19	16	15	27	31	35	27	24	20	1 641	
Hungary	1	1	1	1	c	c	21	29	29	22	19	15	22	30	30	22	19	15	1 225	
Iceland	4	c	3	5	5	5	31	40	36	37	30	20	35	40	38	42	34	25	56	
Ireland	15	18	16	18	13	10	25	33	33	28	19	15	40	51	49	46	32	25	965	
Israel	14	13	12	14	14	16	33	38	33	36	30	30	46	51	44	50	45	47	1 691	
Italy	n	n	n	n	n	n	15	21	22	17	12	11	16	22	22	17	12	11	5 272	
Japan	20	m	23	25	20	13	26	m	35	27	26	19	47	m	59	52	46	32	30 890	
Korea	13	25	26	17	6	2	28	40	40	36	23	11	42	66	66	52	29	14	12 331	
Luxembourg	13	12	14	15	12	10	26	38	36	30	20	17	39	50	50	45	32	26	114	
Mexico	1	1	1	1	1	1	17	20	23	15	15	12	18	21	24	16	17	13	9 661	
Netherlands	3	3	3	3	3	2	32	41	40	34	28	25	34	44	43	37	31	28	2 922	
New Zealand	15	14	14	15	16	17	25	34	33	28	22	18	41	48	47	42	38	35	882	
Norway	2	c	1 ^r	2	3	3	36	47	44	41	32	27	39	47	45	44	35	30	1 017	
Poland	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	25	39	41	26	16	13	25	39	41	26	16	13	5 157	
Portugal	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	19	27	28	20	14	11	19	27	28	20	14	11	1 095	
Slovak Republic	1	1	1	1	1	1	18	22	26	16	15	12	19	24	27	17	16	14	598	
Slovenia	12	15	14	13	11	9	15	24	22	18	12	8	26	39	35	30	23	17	315	
Spain	10	13	13	12	8	4	23	27	27	27	20	15	32	40	39	39	28	19	8 508	
Sweden	9	9	9	8	9	10	27	39	34	32	21	19	36	48	43	40	30	29	1 736	
Switzerland	11	10	9	12	12	10	26	34	32	29	23	19	37	44	41	41	35	29	1 619	
Turkey	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	15	19	21	15	10	10	15	19	21	15	10	10	5 271	
United Kingdom	10	9	8	11	11	10	31	42	40	35	26	22	41	50	48	45	37	33	13 508	
United States	10	11	10	11	10	11	33	35	34	35	31	31	43	45	44	46	41	42	70 207	
OECD average	10	10	10	11	10	9	24	31	30	26	20	17	32	40	39	35	29	24		
OECD total (in thousands)																				222 074
EU21 average	9	9	9	10	10	8	22	30	29	24	18	15	30	38	37	33	26	22		
Partners																				
Argentina ²	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	14	m	m	m	m	m	m	
Brazil	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	13	15	14	13	13	10	13	15	14	13	13	10	13 199	
China ³	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	4	m	m	m	m	m	m	
Colombia ¹	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	20	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia ¹	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	8	m	m	m	m	m	m	
Latvia	1	2	3	2	1	n	28	36	36	27	26	22	29	37	39	29	27	22	321	
Russian Federation	26	22	21	26	28	28	28	34	35	29	24	21	53	56	57	55	52	49	44 583	
Saudi Arabia ⁴	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	21	m	m	m	m	m	m	
South Africa	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	6	m	m	m	m	m	m	
G20 average	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	27	m	m	m	m	m	m	
G20 total (in thousands)																				m

1. Year of reference 2011.

2. Year of reference 2003.

3. Year of reference 2010.

4. Year of reference 2013.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Table A1.4a. [1/2] Trends in educational attainment, by age group, and average annual growth rate (2000, 2005-12)

OECD	Educational attainment	25-64 year-olds				25-34 year-olds				55-64 year-olds			
		2000	2005	2010	2012	2000	2005	2010	2012	2000	2005	2010	2012
		(1)	(2)	(7)	(9)	(11)	(12)	(17)	(19)	(21)	(22)	(27)	(29)
Australia	Below upper secondary	41	35	27	24	32	21	15	13	54	50	42	36
	Upper secondary or post-secondary non-tertiary	31	33	36	35	37	41	40	39	27	26	29	30
	Tertiary	27	32	38	41	31	38	44	47	19	24	30	33
Austria	Below upper secondary	24	19	18	17	16	13	12	11	37	30	27	26
	Upper secondary or post-secondary non-tertiary	62	63	63	63	69	68	67	66	53	56	56	57
	Tertiary	14	18	19	20	14	20	21	23	10	14	16	17
Belgium	Below upper secondary	41	34	30	28	25	19	18	18	62	52	46	44
	Upper secondary or post-secondary non-tertiary	31	35	36	36	39	40	38	39	22	26	29	31
	Tertiary	27	31	35	35	36	41	44	43	17	22	26	25
Canada	Below upper secondary	19	15	12	11	12	9	8	8	36	25	18	16
	Upper secondary or post-secondary non-tertiary	41	39	38	36	40	37	36	35	36	39	40	39
	Tertiary	40	46	51	53	48	54	56	57	28	36	42	44
Chile ¹	Below upper secondary	m	m	29	m	m	m	13	m	m	m	47	m
	Upper secondary or post-secondary non-tertiary	m	m	45	m	m	m	48	m	m	m	34	m
	Tertiary	m	m	27	m	m	m	38	m	m	m	19	m
Czech Republic	Below upper secondary	14	10	8	8	8	6	6	6	24	17	14	13
	Upper secondary or post-secondary non-tertiary	75	77	75	73	81	80	72	66	67	73	75	74
	Tertiary	11	13	17	19	11	14	23	28	9	11	12	13
Denmark	Below upper secondary	20	19	24	22	13	13	20	18	31	25	32	29
	Upper secondary or post-secondary non-tertiary	54	47	42	43	58	48	42	42	51	48	41	42
	Tertiary	26	34	33	35	29	40	38	40	18	27	28	29
Estonia ²	Below upper secondary	15	11	11	10	9	13	13	14	33	20	15	12
	Upper secondary or post-secondary non-tertiary	56	56	54	53	60	55	49	47	39	51	54	53
	Tertiary	29	33	35	37	31	33	38	40	27	29	31	36
Finland	Below upper secondary	27	21	17	15	14	11	9	10	50	39	30	26
	Upper secondary or post-secondary non-tertiary	41	44	45	45	48	52	52	50	27	34	40	43
	Tertiary	33	35	38	40	39	38	39	40	23	27	30	31
France	Below upper secondary	38	33	29	27	24	19	16	17	56	49	44	41
	Upper secondary or post-secondary non-tertiary	41	41	42	42	45	42	41	40	31	35	37	39
	Tertiary	22	25	29	31	31	40	43	43	13	16	18	20
Germany	Below upper secondary	18	17	14	14	15	16	14	13	26	21	17	16
	Upper secondary or post-secondary non-tertiary	58	59	59	58	63	62	60	58	54	56	58	58
	Tertiary	23	25	27	28	22	22	26	29	20	23	25	26
Greece	Below upper secondary	51	43	35	32	31	26	21	17	75	68	56	50
	Upper secondary or post-secondary non-tertiary	32	36	41	42	45	49	48	48	17	20	27	30
	Tertiary	18	21	25	27	24	26	31	35	8	12	17	20
Hungary	Below upper secondary	31	24	19	18	19	15	14	12	60	39	26	25
	Upper secondary or post-secondary non-tertiary	55	59	61	60	67	65	60	57	28	46	58	59
	Tertiary	14	17	20	22	15	20	26	30	12	15	16	15
Iceland	Below upper secondary	44	37	33	29	37	31	28	25	60	51	45	39
	Upper secondary or post-secondary non-tertiary	32	32	34	36	33	33	36	37	27	28	32	36
	Tertiary	24	31	33	35	30	36	36	38	13	21	23	25
Ireland	Below upper secondary	43	35	27	25	27	19	14	14	64	60	50	45
	Upper secondary or post-secondary non-tertiary	36	35	35	35	43	40	37	37	22	23	29	30
	Tertiary	22	29	38	40	30	41	48	49	13	17	22	25
Israel	Below upper secondary	m	21	18	15	m	14	12	10	m	31	26	23
	Upper secondary or post-secondary non-tertiary	m	33	37	38	m	36	44	46	m	26	29	31
	Tertiary	m	46	46	46	m	50	44	44	m	43	45	47
Italy	Below upper secondary	55	50	45	43	41	34	29	28	76	70	62	58
	Upper secondary or post-secondary non-tertiary	36	38	40	42	49	50	50	50	18	22	28	31
	Tertiary	10	12	15	16	11	16	21	22	6	8	11	11
Japan	Below upper secondary	17	m	m	m	6	m	m	m	37	m	m	m
	Upper secondary or post-secondary non-tertiary	49	60	55	53	46	47	43	41	48	78	71	68
	Tertiary	34	40	45	47	48	53	57	59	15	22	29	32
Korea	Below upper secondary	32	24	20	18	7	3	2	2	71	65	57	52
	Upper secondary or post-secondary non-tertiary	44	44	41	41	56	46	33	33	20	25	30	34
	Tertiary	24	32	40	42	37	51	65	66	9	10	13	14
Luxembourg	Below upper secondary	39	34	22	22	32	23	16	14	51	45	31	31
	Upper secondary or post-secondary non-tertiary	43	39	42	39	45	40	40	36	36	37	44	42
	Tertiary	18	27	35	39	23	37	44	50	13	19	25	26
Mexico	Below upper secondary	71	68	65	63	63	62	57	54	87	84	78	75
	Upper secondary or post-secondary non-tertiary	14	17	18	19	20	20	21	22	6	8	10	12
	Tertiary	15	15	17	18	17	18	21	24	7	8	12	13
Netherlands	Below upper secondary	34	28	28	27	25	19	18	17	46	41	40	39
	Upper secondary or post-secondary non-tertiary	42	42	40	40	48	46	42	42	35	35	34	35
	Tertiary	24	30	32	33	27	35	40	41	19	24	26	27

Note: Columns showing data for years 2006, 2007, 2008, 2009, 2011 and average annual growth rate are available for consultation on line (see StatLink below).

1. Break in the time series between 2010 and 2011. Data for 2011 are not comparable with previous years.

2. Figures for 2012 for Estonia and Slovenia in this table may differ from figures in other tables of Indicator A1 because the source of the figures is different. This table uses EU-LFS for all years.

3. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114837>

Table A1.4a. [2/2] Trends in educational attainment, by age group, and average annual growth rate (2000, 2005-12)

	Educational attainment	25-64 year-olds				25-34 year-olds				55-64 year-olds			
		2000	2005	2010	2012	2000	2005	2010	2012	2000	2005	2010	2012
		(1)	(2)	(7)	(9)	(11)	(12)	(17)	(19)	(21)	(22)	(27)	(29)
OECD	New Zealand	37	32	27	26	31	24	21	20	49	44	38	36
	Below upper secondary	34	29	32	33	40	33	33	33	28	24	29	29
	Upper secondary or post-secondary non-tertiary	29	39	41	41	29	43	46	47	23	32	34	35
	Tertiary	15	23	19	18	7	17	17	18	30	27	21	18
	Norway ³	57	45	43	43	59	43	36	37	50	49	51	52
	Below upper secondary	28	33	37	39	35	41	47	45	20	24	27	30
	Upper secondary or post-secondary non-tertiary	20	15	11	10	11	8	6	6	43	30	21	19
	Tertiary	69	68	66	65	75	66	57	54	47	58	66	69
	Poland	11	17	22	25	14	26	37	41	10	13	13	13
	Portugal	81	74	68	62	68	57	48	42	92	87	84	80
	Below upper secondary	11	14	16	19	19	24	27	30	3	5	7	9
	Upper secondary or post-secondary non-tertiary	9	13	15	19	13	19	25	28	5	7	9	11
	Tertiary	16	12	9	8	6	7	6	6	38	23	17	14
	Slovak Republic	73	74	74	73	82	77	70	67	54	65	71	72
	Upper secondary or post-secondary non-tertiary	10	14	17	19	11	16	24	27	8	12	13	14
Tertiary	25	20	17	15	15	9	7	6	39	31	28	26	
Slovenia ²	59	60	60	59	66	67	62	59	49	53	56	57	
Below upper secondary	16	20	24	26	19	25	31	35	12	16	16	17	
Upper secondary or post-secondary non-tertiary	62	51	47	45	45	36	35	36	85	74	68	65	
Tertiary	16	21	22	22	21	24	26	25	6	11	14	16	
Spain	23	28	31	32	34	40	39	39	10	14	18	19	
Sweden	22	16	14	12	13	9	9	9	37	28	23	21	
Below upper secondary	47	54	52	52	54	53	49	47	40	47	50	51	
Upper secondary or post-secondary non-tertiary	30	30	34	36	34	37	42	43	23	25	27	29	
Tertiary	16	15	14	14	10	10	11	11	26	21	19	18	
Switzerland	60	56	51	50	64	59	49	49	55	57	53	53	
Below upper secondary	24	29	35	37	26	31	40	41	18	22	28	29	
Upper secondary or post-secondary non-tertiary	77	72	69	66	72	63	58	54	87	84	81	79	
Tertiary	15	18	18	19	19	24	25	25	7	8	9	10	
Turkey	8	10	13	15	9	13	17	21	6	8	9	10	
United Kingdom	37	33	25	22	33	27	17	15	45	40	35	31	
Below upper secondary	37	37	37	37	38	38	37	37	37	36	35	36	
Upper secondary or post-secondary non-tertiary	26	30	38	41	29	35	46	48	19	24	30	33	
Tertiary	13	12	11	11	12	13	12	11	18	14	10	10	
United States	51	49	47	46	50	47	46	45	52	49	49	48	
Below upper secondary	36	39	42	43	38	39	42	44	30	37	41	42	
Upper secondary or post-secondary non-tertiary	34	30	26	24	24	21	18	17	51	43	38	35	
Tertiary	44	44	44	44	49	47	45	44	34	38	40	42	
OECD average	22	27	31	33	26	33	38	40	15	20	23	25	
OECD average for countries with data available for all reference years	35	30	26	25	25	21	19	18	51	44	38	35	
EU21 average	44	44	44	44	49	47	45	44	34	37	40	41	
Below upper secondary	22	26	30	32	26	32	37	39	15	19	22	24	
Upper secondary or post-secondary non-tertiary	34	29	25	23	23	19	17	16	51	42	36	34	
Tertiary education	46	48	48	48	53	52	49	47	35	40	43	44	
OECD average	20	24	28	29	24	29	35	37	14	18	20	22	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	m	m	m	55	m	m	m	41	m	m	m	73
	Below upper secondary	m	m	m	32	m	m	m	44	m	m	m	17
	Upper secondary or post-secondary non-tertiary	m	m	m	13	m	m	m	14	m	m	m	10
	Tertiary education	m	m	78	m	m	m	m	m	m	m	m	m
	China	m	m	19	m	m	m	m	m	m	m	m	m
	Below upper secondary	m	m	4	m	m	m	m	m	m	m	m	m
	Upper secondary or post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	m	m	m
	Tertiary education	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
	India	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
	Latvia	m	m	m	11	m	m	m	15	m	m	m	13
	Below upper secondary	m	m	m	60	m	m	m	47	m	m	m	65
	Upper secondary or post-secondary non-tertiary	m	m	m	29	m	m	m	39	m	m	m	22
Tertiary education	m	m	m	6	m	m	m	6	m	m	m	8	
Russian Federation	m	m	m	41	m	m	m	37	m	m	m	42	
Below upper secondary	m	m	m	53	m	m	m	57	m	m	m	49	
Upper secondary or post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	m	m	m	
Tertiary education	m	m	m	39	m	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	54	m	m	m	m	m	m	m	m	
South Africa	m	m	m	6	m	m	m	m	m	m	m	m	
Below upper secondary	m	m	m	6	m	m	m	m	m	m	m	m	
Upper secondary or post-secondary non-tertiary	m	m	m	6	m	m	m	m	m	m	m	m	
Tertiary education	m	m	m	6	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	

Note: Columns showing data for years 2006, 2007, 2008, 2009, 2011 and average annual growth rate are available for consultation on line (see StatLink below).

1. Break in the time series between 2010 and 2011. Data for 2011 are not comparable with previous years.

2. Figures for 2012 for Estonia and Slovenia in this table may differ from figures in other tables of Indicator A1 because the source of the figures is different. This table uses EU-LFS for all years.

3. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114837>

Table A1.5a. Adults with upper secondary education, by programme orientation and gender (2012)
Upper secondary or post-secondary non-tertiary education, 25-64 year-olds

	Vocational			General			Total ¹		
	M + W	Men	Women	M+W	Men	Women	M+W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	19	25	13	16	15	17	35	40	30
Austria	58	61	54	6	5	6	63	66	60
Belgium	26	28	23	11	10	12	36	38	35
Canada	12	15	8	25	25	24	36	41	32
Chile ²	8	8	8	31	32	31	40	40	39
Czech Republic	73	76	70	n	n	n	73	76	70
Denmark	42	47	38	2	2	2	43	48	38
Estonia	32	38	28	20	21	19	53	59	47
Finland	38	41	34	7	8	6	45	49	41
France	30	35	26	11	9	13	42	44	39
Germany ³	55	55	56	3	3	3	58	58	58
Greece	15	18	12	27	24	29	42	42	42
Hungary	51	60	43	9	6	11	60	66	55
Iceland	28	36	19	10	8	11	36	44	28
Ireland	13	14	12	23	23	23	35	36	34
Israel	9	11	7	29	31	27	38	42	35
Italy	32	36	28	10	6	13	42	42	41
Japan	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	53	53	54
Korea	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	41	41	41
Luxembourg	41	40	42	3	3	4	39	38	40
Mexico	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	19	19	20
Netherlands	32	32	32	7	7	7	40	41	40
New Zealand	25	31	19	9	8	9	33	39	28
Norway	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	43	48	39
Poland	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	65	69	61
Portugal	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	19	19	20
Slovak Republic	68	74	63	4	3	6	73	77	69
Slovenia	54	61	46	5	4	6	59	65	52
Spain	9	8	9	14	14	13	22	22	22
Sweden	33	37	28	10	10	10	52	56	48
Switzerland ⁴	38	36	40	6	5	7	50	46	53
Turkey	9	10	6	10	11	9	19	21	15
United Kingdom	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	37	39	35
United States	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	46	48	45
OECD average	33	36	29	12	11	12	44	46	41
EU21 average	39	42	36	10	9	10	48	50	45
Partners									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	32	31	33
China	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Latvia	35	39	31	25	25	24	60	64	56
Russian Federation	19	24	15	21	24	20	41	48	35
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m

1. Figures stand for one of the following: the combined proportions of people with vocational and general attainment; the combined proportions of people with attainment in both tracks and in programmes for which no orientation is specified; or the proportion of people with attainment in programmes for which no orientation is specified. Figures in these columns are equivalent to those for upper secondary or post-secondary non-tertiary education in Tables A1.4a and b.

2. Year of reference 2011.

3. Persons with ISCED 4A attainment in Germany have successfully completed both a general and a vocational programme. In this table they have been allocated to vocational.

4. Persons with ISCED 4 attainment in Switzerland are only included in the Total given that it is no possible to distinguish the programme orientation for this ISCED level.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114856>

Table A1.6a (L). [1/2] **Educational attainment of 25–64 year-olds, by literacy proficiency level (2012)**
Literacy proficiency in the Survey of Adult Skills

	Proficiency level	Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education		All levels of education	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	National entities								
Australia	0/1	28	(1.6)	11	(1.0)	5	(0.5)	13	(0.6)
	2	40	(1.9)	33	(1.7)	19	(1.4)	29	(0.8)
	3	28	(1.7)	44	(1.8)	45	(1.8)	40	(1.1)
	4/5	4	(0.7)	13	(1.4)	32	(1.5)	18	(0.8)
Austria	0/1	35	(2.2)	14	(0.8)	4	(0.9)	16	(0.7)
	2	45	(2.5)	42	(1.4)	24	(1.8)	39	(1.0)
	3	19	(2.3)	38	(1.4)	51	(2.0)	37	(1.0)
	4/5	1	(0.6)	6	(0.6)	21	(1.5)	8	(0.5)
Canada	0/1	53	(2.4)	18	(0.9)	9	(0.5)	17	(0.5)
	2	35	(2.4)	39	(1.1)	26	(0.7)	32	(0.7)
	3	12	(1.3)	35	(1.1)	43	(1.0)	37	(0.7)
	4/5	1	(0.4)	8	(0.8)	22	(0.9)	14	(0.6)
Czech Republic	0/1	33	(4.6)	12	(1.1)	2	(0.9)	12	(0.9)
	2	46	(6.0)	43	(2.4)	18	(2.9)	38	(1.9)
	3	19	(4.4)	40	(2.0)	57	(3.8)	41	(1.8)
	4/5	2	(1.3)	5	(0.7)	24	(3.0)	8	(0.8)
Denmark	0/1	39	(2.3)	16	(1.0)	6	(0.5)	16	(0.6)
	2	40	(2.2)	42	(1.5)	23	(1.2)	34	(0.9)
	3	20	(1.9)	37	(1.5)	52	(1.4)	40	(0.8)
	4/5	2	(0.7)	5	(0.7)	19	(1.3)	10	(0.6)
Estonia	0/1	33	(2.1)	16	(1.0)	7	(0.6)	14	(0.6)
	2	42	(2.7)	40	(1.1)	28	(1.1)	35	(0.7)
	3	23	(2.2)	38	(1.1)	47	(1.6)	40	(1.0)
	4/5	2	(0.8)	7	(0.7)	19	(1.2)	11	(0.7)
Finland	0/1	31	(2.5)	13	(0.9)	4	(0.5)	11	(0.5)
	2	41	(2.6)	33	(1.6)	16	(1.1)	27	(0.9)
	3	25	(2.3)	40	(1.6)	44	(1.4)	40	(0.9)
	4/5	4	(1.1)	14	(1.0)	37	(1.2)	22	(0.6)
France	0/1	49	(1.3)	20	(1.0)	5	(0.6)	23	(0.6)
	2	37	(1.5)	45	(1.1)	24	(1.3)	37	(0.8)
	3	13	(1.1)	31	(1.0)	52	(1.3)	33	(0.7)
	4/5	1	(0.3)	3	(0.4)	19	(1.1)	7	(0.4)
Germany	0/1	55	(3.7)	20	(1.1)	6	(0.8)	18	(0.8)
	2	35	(3.8)	42	(1.6)	25	(1.6)	35	(1.1)
	3	9	(2.0)	33	(1.3)	49	(1.6)	36	(1.0)
	4/5	1	(0.5)	6	(0.7)	20	(1.3)	10	(0.7)
Ireland	0/1	40	(2.3)	14	(1.2)	5	(0.7)	18	(0.9)
	2	43	(2.4)	42	(1.6)	27	(1.5)	37	(0.9)
	3	16	(1.5)	38	(1.8)	49	(1.5)	36	(0.9)
	4/5	1	(0.4)	5	(0.9)	19	(1.4)	9	(0.6)
Italy	0/1	42	(2.0)	17	(1.3)	9	(1.3)	29	(1.2)
	2	44	(1.7)	45	(1.6)	31	(2.3)	43	(1.0)
	3	13	(1.2)	35	(1.8)	48	(2.6)	25	(1.0)
	4/5	n	(0.3)	4	(0.7)	12	(1.7)	3	(0.3)
Japan	0/1	19	(2.2)	6	(0.8)	1	(0.3)	5	(0.4)
	2	42	(3.1)	30	(1.4)	12	(0.9)	23	(0.9)
	3	34	(2.7)	51	(1.5)	50	(1.5)	49	(1.1)
	4/5	5	(1.4)	13	(1.0)	37	(1.3)	23	(0.8)
Korea	0/1	43	(2.2)	13	(0.9)	3	(0.4)	14	(0.6)
	2	44	(2.1)	48	(1.7)	29	(1.3)	40	(0.9)
	3	12	(1.3)	35	(1.7)	55	(1.3)	39	(1.0)
	4/5	c	c	4	(0.5)	14	(0.9)	7	(0.4)
Netherlands	0/1	32	(1.7)	9	(1.0)	3	(0.6)	13	(0.6)
	2	39	(1.9)	31	(1.5)	14	(1.1)	27	(0.8)
	3	26	(1.7)	47	(1.6)	48	(1.5)	41	(0.8)
	4/5	3	(0.7)	14	(1.1)	36	(1.5)	18	(0.8)
Norway	0/1	26	(2.0)	13	(1.3)	5	(0.6)	12	(0.7)
	2	41	(2.4)	37	(1.6)	17	(1.1)	30	(0.9)
	3	30	(2.0)	42	(1.5)	51	(1.4)	43	(0.9)
	4/5	4	(1.1)	8	(1.0)	28	(1.2)	15	(0.7)

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

Note: Rows showing information for all literacy proficiency levels combined are available for consultation on line (see *StatLink* below).

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114875>

Table A1.6a (L). [2/2] **Educational attainment of 25–64 year-olds, by literacy proficiency level (2012)***Literacy proficiency in the Survey of Adult Skills*

	Proficiency level	Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education		All levels of education	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	National entities								
	Poland	0/1	45 (3.1)	24 (1.1)	4 (0.8)	20 (0.7)			
		2	39 (3.2)	44 (1.4)	24 (1.5)	38 (1.1)			
		3	15 (2.1)	29 (1.2)	48 (2.0)	33 (1.1)			
		4/5	1 (0.7)	4 (0.5)	23 (1.7)	9 (0.6)			
	Slovak Republic	0/1	37 (2.6)	9 (0.7)	3 (0.8)	12 (0.7)			
		2	44 (3.2)	39 (1.6)	23 (2.1)	37 (1.2)			
		3	18 (2.2)	46 (1.5)	57 (2.1)	44 (1.1)			
		4/5	1 (0.5)	6 (0.6)	17 (1.9)	7 (0.5)			
	Spain	0/1	47 (1.5)	21 (1.4)	8 (1.0)	29 (0.8)			
		2	41 (1.4)	46 (2.0)	32 (1.5)	39 (0.9)			
		3	12 (1.1)	30 (1.8)	48 (1.8)	27 (0.8)			
		4/5	1 (0.2)	3 (0.8)	12 (1.1)	5 (0.4)			
	Sweden	0/1	34 (2.7)	12 (1.0)	5 (0.6)	14 (0.7)			
		2	43 (3.5)	32 (1.8)	15 (1.3)	28 (1.2)			
		3	21 (2.2)	45 (1.9)	46 (1.5)	41 (1.0)			
		4/5	2 (0.8)	11 (0.9)	34 (1.6)	17 (0.6)			
	United States	0/1	62 (2.8)	22 (1.4)	5 (0.7)	19 (0.9)			
		2	31 (2.8)	42 (1.8)	23 (1.3)	33 (1.2)			
		3	7 (1.5)	31 (1.4)	49 (1.7)	36 (1.1)			
		4/5	c c	6 (0.8)	24 (1.7)	12 (0.8)			
	Sub-national entities								
	Flanders (Belgium)	0/1	42 (2.3)	16 (1.1)	3 (0.5)	16 (0.6)			
		2	41 (2.4)	41 (1.5)	17 (1.3)	32 (0.9)			
		3	17 (1.8)	36 (1.8)	53 (1.7)	40 (1.1)			
		4/5	1 (0.4)	6 (0.7)	26 (1.6)	13 (0.7)			
	England (UK)	0/1	34 (1.7)	14 (1.4)	7 (0.9)	16 (0.8)			
		2	45 (2.2)	35 (1.8)	23 (1.4)	33 (1.0)			
		3	20 (1.6)	39 (1.6)	45 (1.8)	37 (1.1)			
		4/5	2 (0.7)	11 (1.1)	25 (1.8)	15 (0.9)			
	Northern Ireland (UK)	0/1	35 (2.5)	14 (2.0)	5 (1.0)	18 (1.3)			
		2	46 (2.6)	41 (2.9)	23 (2.1)	37 (1.8)			
		3	17 (2.0)	38 (3.6)	50 (2.1)	35 (1.8)			
		4/5	1 (0.4)	8 (1.2)	22 (2.1)	10 (0.8)			
	England/N. Ireland (UK)	0/1	34 (1.7)	14 (1.3)	7 (0.9)	16 (0.8)			
		2	45 (2.1)	35 (1.8)	23 (1.4)	33 (1.0)			
		3	19 (1.5)	39 (1.6)	45 (1.8)	37 (1.0)			
		4/5	2 (0.7)	11 (1.1)	25 (1.7)	14 (0.9)			
	Average	0/1	39 (0.5)	15 (0.2)	5 (0.2)	16 (0.2)			
		2	41 (0.6)	40 (0.3)	22 (0.3)	34 (0.2)			
		3	19 (0.4)	38 (0.3)	49 (0.4)	38 (0.2)			
		4/5	2 (0.2)	7 (0.2)	24 (0.3)	12 (0.1)			
Partners	Russian Federation*	0/1	c c	15 (2.5)	11 (1.6)	13 (1.7)			
		2	c c	36 (2.7)	34 (2.5)	35 (2.0)			
		3	c c	40 (3.8)	44 (2.2)	42 (2.2)			
		4/5	c c	9 (2.9)	12 (2.1)	11 (2.0)			

* See note on data for the Russian Federation in the *Methodology* section.Note: Rows showing information for all literacy proficiency levels combined are available for consultation on line (see *StatLink* below).Source: OECD, Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114875>

Table A1.7a (L). **Distribution of literacy proficiency levels, by age (2012)***Literacy proficiency in the Survey of Adult Skills*

	25-34 year-olds								55-64 year-olds							
	Level 0/1		Level 2		Level 3		Level 4/5		Level 0/1		Level 2		Level 3		Level 4/5	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
OECD	National entities															
Australia	10	(1.1)	26	(1.8)	43	(2.4)	21	(1.7)	20	(1.7)	35	(2.0)	35	(1.9)	10	(1.2)
Austria	11	(1.3)	31	(1.9)	45	(2.0)	13	(1.3)	24	(1.8)	51	(2.6)	23	(2.1)	2	(0.6)
Canada	11	(0.9)	29	(1.7)	40	(2.1)	20	(1.3)	23	(1.1)	37	(1.3)	32	(1.1)	9	(0.8)
Czech Republic	7	(1.3)	29	(2.9)	50	(2.9)	14	(1.8)	17	(2.1)	43	(3.8)	36	(3.5)	4	(1.1)
Denmark	12	(1.1)	26	(2.0)	44	(2.3)	18	(1.8)	25	(1.1)	43	(1.2)	29	(1.1)	3	(0.5)
Estonia	10	(1.1)	28	(1.5)	45	(1.8)	17	(1.5)	20	(1.4)	41	(1.6)	34	(1.6)	5	(0.8)
Finland	5	(0.9)	15	(1.7)	43	(2.1)	37	(1.6)	20	(1.3)	41	(1.5)	32	(1.4)	6	(0.7)
France	13	(1.1)	31	(1.5)	42	(1.8)	14	(1.0)	35	(1.4)	40	(1.6)	23	(1.2)	3	(0.4)
Germany	14	(1.4)	28	(1.7)	42	(1.7)	17	(1.5)	23	(2.1)	45	(2.4)	29	(1.8)	4	(0.9)
Ireland	13	(1.1)	35	(1.7)	40	(1.7)	12	(1.2)	28	(2.1)	40	(2.2)	28	(1.9)	4	(0.9)
Italy	22	(2.3)	38	(2.4)	34	(2.3)	6	(1.1)	41	(2.5)	42	(2.7)	16	(1.9)	1	(0.4)
Japan	2	(0.6)	14	(1.6)	52	(1.9)	32	(2.0)	12	(1.2)	38	(1.9)	41	(2.1)	9	(1.2)
Korea	4	(0.6)	28	(1.7)	53	(1.8)	14	(1.3)	30	(1.7)	47	(1.9)	21	(1.8)	2	(0.5)
Netherlands	8	(1.2)	19	(1.5)	45	(2.4)	28	(2.4)	22	(1.5)	38	(2.0)	34	(1.9)	6	(0.9)
Norway	11	(1.3)	21	(1.7)	46	(2.4)	22	(1.9)	19	(1.8)	42	(2.4)	34	(2.0)	6	(0.8)
Poland	14	(1.3)	34	(2.0)	39	(2.1)	14	(1.3)	28	(1.7)	42	(2.0)	26	(1.6)	4	(1.0)
Slovak Republic	11	(1.1)	32	(1.7)	47	(1.7)	10	(1.2)	15	(1.6)	41	(2.3)	40	(2.1)	4	(0.9)
Spain	20	(1.4)	39	(1.8)	34	(1.5)	7	(1.0)	46	(2.0)	38	(2.1)	15	(1.6)	1	(0.5)
Sweden	11	(1.2)	20	(1.7)	45	(2.2)	24	(1.7)	19	(1.5)	39	(2.2)	35	(2.1)	7	(1.0)
United States	17	(1.7)	31	(2.2)	37	(2.2)	16	(1.7)	22	(1.7)	36	(2.4)	34	(1.9)	9	(1.0)
	Sub-national entities															
Flanders (Belgium)	8	(1.0)	23	(1.7)	47	(2.2)	22	(1.9)	26	(1.5)	39	(2.0)	31	(2.1)	5	(0.9)
England (UK)	14	(1.6)	29	(2.2)	38	(1.9)	18	(1.5)	19	(1.6)	38	(2.1)	34	(2.3)	10	(1.5)
Northern Ireland (UK)	15	(2.2)	31	(2.9)	40	(2.8)	14	(1.7)	24	(2.5)	43	(2.8)	28	(2.8)	6	(1.4)
England/N. Ireland (UK)	14	(1.5)	30	(2.1)	38	(1.9)	18	(1.4)	19	(1.6)	38	(2.0)	33	(2.2)	9	(1.5)
OECD average	11	(0.3)	28	(0.4)	43	(0.4)	18	(0.3)	24	(0.4)	41	(0.5)	30	(0.4)	5	(0.2)
Partners	Russian Federation*															
	15	(2.7)	35	(3.1)	40	(3.7)	10	(2.2)	12	(2.5)	36	(4.6)	42	(4.9)	10	(2.2)

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

Note: Columns showing data for other age groups (i.e. 35-44, 45-54 and 25-64 year-olds) are available for consultation on line (see *StatLink* below).

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114894>

Table A1.8 (L). **Percentage of 25-64 year-olds with vocational or general upper secondary or post-secondary non-tertiary education, by literacy proficiency level and mean literacy score (2012)***Literacy proficiency in the Survey of Adult Skills*

	Vocational								General								
	Level 0/1		Level 2		Level 3		Level 4/5		Level 0/1		Level 2		Level 3		Level 4/5		
	%	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)	
OECD	National entities																
	Australia	11	(1.2)	36	(1.9)	43	(2.3)	11	(1.3)	12	(1.5)	28	(2.8)	45	(2.8)	15	(2.4)
	Austria	15	(1.0)	44	(1.5)	36	(1.4)	5	(0.5)	9	(2.4)	25	(4.1)	52	(5.1)	14	(3.6)
	Canada	15	(1.2)	38	(1.6)	38	(1.8)	8	(1.1)	20	(1.2)	39	(1.4)	34	(1.4)	7	(0.9)
	Czech Republic	13	(1.2)	44	(2.4)	38	(2.0)	4	(0.7)	2	(1.5)	27	(5.9)	56	(7.1)	14	(5.3)
	Denmark	19	(1.1)	45	(1.6)	34	(1.5)	3	(0.7)	10	(1.8)	27	(3.5)	46	(4.8)	17	(3.2)
	Estonia	17	(1.2)	41	(1.7)	37	(1.5)	5	(0.8)	15	(1.4)	38	(1.6)	38	(1.7)	8	(1.1)
	Finland	14	(1.1)	37	(1.8)	39	(1.7)	9	(1.0)	6	(1.9)	13	(2.6)	46	(3.4)	35	(3.5)
	France	23	(1.1)	48	(1.3)	27	(1.1)	2	(0.4)	11	(1.4)	38	(2.1)	44	(2.1)	8	(1.3)
	Germany	20	(1.2)	42	(1.6)	33	(1.4)	5	(0.7)	c	c	c	c	c	c	c	c
	Ireland	15	(1.6)	42	(2.0)	37	(2.2)	6	(1.3)	14	(1.7)	43	(2.5)	38	(2.4)	5	(1.1)
	Italy	23	(2.8)	49	(3.2)	25	(2.6)	2	(0.9)	c	c	c	c	c	c	c	c
	Japan	5	(1.1)	30	(2.8)	53	(3.1)	12	(1.9)	6	(1.1)	30	(1.8)	50	(1.7)	13	(1.5)
	Korea	11	(1.4)	47	(2.3)	39	(2.3)	3	(0.7)	14	(1.3)	49	(2.1)	33	(2.1)	4	(0.7)
	Netherlands	10	(1.2)	35	(1.8)	45	(2.0)	10	(1.1)	5	(1.5)	17	(2.6)	52	(3.5)	26	(3.3)
	Norway	15	(1.3)	41	(1.5)	39	(1.4)	5	(1.0)	10	(1.9)	28	(2.7)	48	(3.2)	14	(2.1)
	Poland	25	(1.3)	44	(1.6)	27	(1.2)	4	(0.6)	14	(2.6)	42	(3.8)	38	(3.5)	6	(1.6)
	Slovak Republic	15	(1.1)	45	(1.8)	37	(1.8)	3	(0.5)	5	(0.8)	35	(2.0)	52	(1.9)	8	(1.0)
	Spain	27	(5.0)	52	(5.5)	20	(4.1)	c	c	20	(1.6)	46	(2.1)	31	(1.9)	4	(0.9)
	Sweden	12	(1.6)	37	(2.2)	43	(2.1)	7	(1.1)	13	(1.6)	27	(2.7)	46	(3.0)	14	(1.7)
	United States	16	(3.1)	42	(3.9)	35	(3.1)	7	(1.7)	28	(2.3)	45	(2.6)	24	(1.8)	3	(0.7)
	Sub-national entities																
	Flanders (Belgium)	27	(2.6)	48	(2.9)	23	(2.5)	1	(0.7)	c	c	c	c	c	c	c	c
	England (UK)	19	(2.8)	41	(3.9)	35	(3.5)	5	(2.0)	14	(1.5)	37	(2.0)	38	(2.3)	11	(1.6)
	Northern Ireland (UK)	13	(2.8)	47	(4.6)	35	(4.7)	5	(2.1)	14	(2.3)	43	(3.0)	37	(3.6)	6	(1.3)
	England/N. Ireland (UK)	18	(2.6)	41	(3.7)	35	(3.3)	5	(1.9)	14	(1.4)	37	(1.9)	38	(2.2)	11	(1.5)
	OECD average	17	(0.4)	42	(0.5)	36	(0.5)	6	(0.2)	12	(0.4)	33	(0.7)	43	(0.7)	12	(0.5)
Partners	Russian Federation*	14	(2.5)	36	(3.7)	39	(4.0)	11	(3.2)	16	(3.7)	35	(3.8)	41	(5.7)	8	(3.5)

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing proficiency levels for Total (i.e. General plus Vocational) and the mean scores by programme orientation are available for consultation on line (see *StatLink* below).Source: OECD, Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933114913>

Table A1.9a (L). Mean literacy score, by educational attainment and age (2012)

Literacy proficiency in the Survey of Adult Skills


	Below upper secondary education				Upper secondary or post-secondary non-tertiary education				Tertiary education				All levels of education			
	25-34		55-64		25-34		55-64		25-34		55-64		25-34		55-64	
	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
	(1)	(2)	(7)	(8)	(11)	(12)	(17)	(18)	(21)	(22)	(27)	(28)	(31)	(32)	(37)	(38)
OECD	National entities															
Australia	250	(5.4)	242	(2.9)	282	(2.6)	265	(3.2)	306	(2.5)	292	(2.7)	287	(1.7)	264	(1.9)
Austria	238	(5.4)	235	(3.5)	279	(1.8)	251	(1.8)	308	(2.9)	276	(3.6)	280	(1.5)	250	(1.6)
Canada	230	(5.0)	220	(2.7)	274	(2.0)	258	(1.9)	299	(1.6)	279	(1.7)	285	(1.3)	261	(1.2)
Czech Republic	257	(6.6)	242	(5.8)	278	(2.4)	263	(2.0)	311	(2.9)	289	(4.0)	287	(1.8)	262	(2.1)
Denmark	242	(6.8)	228	(2.5)	275	(2.6)	250	(1.5)	298	(2.4)	277	(1.7)	282	(1.7)	253	(1.1)
Estonia	250	(4.0)	240	(3.5)	279	(2.0)	258	(2.0)	304	(1.9)	275	(2.1)	286	(1.7)	261	(1.5)
Finland	264	(8.0)	237	(3.5)	298	(2.5)	256	(2.3)	328	(2.0)	285	(2.0)	309	(1.7)	261	(1.5)
France	231	(3.9)	220	(2.2)	269	(1.7)	250	(1.8)	305	(1.5)	278	(2.2)	278	(1.4)	242	(1.3)
Germany	224	(6.0)	217	(7.2)	276	(2.3)	248	(2.1)	306	(2.3)	275	(2.7)	281	(1.8)	255	(1.7)
Ireland	235	(4.1)	230	(2.9)	267	(2.5)	264	(2.6)	295	(2.0)	284	(3.3)	276	(1.5)	251	(1.9)
Italy	231	(4.0)	224	(2.6)	263	(2.7)	256	(3.2)	290	(2.9)	262	(4.8)	260	(2.2)	234	(2.3)
Japan	280	(5.0)	247	(3.2)	299	(2.6)	271	(2.1)	319	(1.8)	299	(2.4)	309	(1.7)	274	(1.6)
Korea	c	c	227	(1.9)	278	(2.4)	258	(2.3)	298	(1.4)	279	(3.5)	290	(1.2)	245	(1.4)
Netherlands	255	(5.1)	240	(2.4)	291	(2.6)	264	(2.5)	323	(2.8)	292	(2.6)	298	(2.0)	261	(1.7)
Norway	253	(5.3)	245	(3.2)	280	(3.0)	256	(2.4)	308	(2.5)	283	(2.4)	289	(1.8)	262	(1.6)
Poland	236	(7.2)	223	(3.8)	260	(2.2)	250	(2.1)	300	(2.1)	283	(4.0)	277	(1.5)	250	(1.7)
Slovak Republic	230	(4.6)	242	(2.6)	278	(1.7)	272	(1.7)	300	(2.1)	284	(3.4)	278	(1.4)	266	(1.4)
Spain	235	(2.7)	211	(2.2)	263	(2.5)	247	(3.7)	286	(2.0)	265	(3.6)	263	(1.5)	228	(1.9)
Sweden	245	(7.2)	239	(3.0)	284	(2.7)	267	(2.3)	313	(2.6)	286	(2.8)	290	(1.9)	264	(1.4)
United States	221	(5.7)	203	(5.1)	261	(2.7)	256	(2.2)	304	(2.5)	289	(2.7)	275	(2.0)	262	(1.6)
	Sub-national entities															
Flanders (Belgium)	236	(6.2)	230	(2.8)	275	(2.3)	255	(2.7)	314	(2.2)	284	(2.4)	291	(1.8)	255	(1.6)
England (UK)	240	(4.3)	241	(3.3)	277	(3.3)	269	(3.2)	296	(2.8)	288	(3.2)	280	(2.1)	265	(2.1)
Northern Ireland (UK)	234	(5.0)	238	(3.6)	273	(4.3)	269	(4.7)	301	(3.5)	282	(4.8)	278	(2.9)	257	(3.2)
England/N. Ireland (UK)	240	(4.2)	241	(3.2)	277	(3.2)	269	(3.2)	296	(2.7)	288	(3.1)	280	(2.1)	265	(2.0)
OECD average	242	(1.2)	231	(0.7)	277	(0.5)	258	(0.5)	305	(0.5)	282	(0.6)	284	(0.4)	256	(0.4)
Partners	Russian Federation*															
	c	c	257	(12.2)	266	(6.3)	274	(5.7)	278	(3.7)	278	(3.7)	273	(4.1)	275	(4.2)

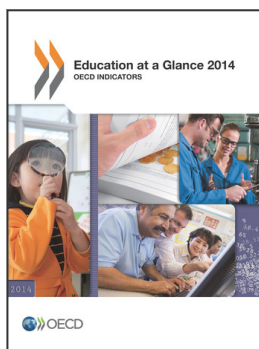
* See note on data for the Russian Federation in the *Methodology* section.

Note: Columns showing data for other age groups (i.e. 35-44, 45-54 and 25-64 year-olds) are available for consultation on line (see *StatLink* below).

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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