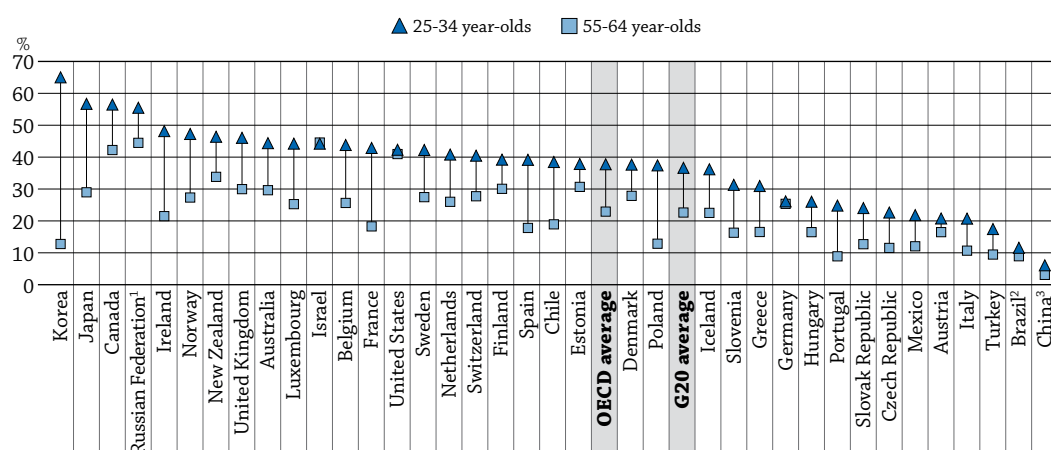


TO WHAT LEVEL HAVE ADULTS STUDIED?

- Within most OECD countries, the percentage of 25-34 year-olds with tertiary attainment is moderately to considerably higher than the percentage of 55-64 year-olds with tertiary attainment. Exceptions to this trend include Germany, Israel and the United States.
- The percentage of younger adults (aged 25-34) with an upper secondary education is markedly higher than the percentage of older adults (aged 55-64) with an upper secondary education within most OECD countries. In 2010, 25 OECD countries had upper secondary attainment rates of 80% or more among 25-34 year-olds.

Chart A1.1. Population that has attained tertiary education (2010)

Percentage, by age group




1. Year of reference 2002.

2. Year of reference 2009.

3. Year of reference 2000.

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

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932661478>

Context

Educational attainment is a commonly used proxy for the stock of human capital – that is, the skills available in the population and the labour force. As globalisation and technology continue to re-shape the needs of the global labour market, the demand for individuals who possess a broader knowledge base, more specialised skills, advanced analytical capacities, and complex communication skills continues to rise. As a result, more individuals are pursuing higher levels of education than in previous generations, leading to significant shifts in attainment levels over time within countries.

At the same time, the rise of new economic powers – and sustained efforts by some countries to build and invest in their tertiary education systems – has shifted the global landscape of educational attainment as well. In recent years, countries with strong and long-held leads in attainment have seen their positions erode as individuals in other countries have increased their attainment at an extremely fast pace.

Over the past several years, the global economic crisis has likely affected educational attainment rates in two ways. First, it has provided an additional incentive for people to build their skills and reduce the risk of being unable to secure or retain employment in difficult economic circumstances.

Second, weaker employment prospects have lowered some of the costs of education, such as earnings foregone while studying, providing a different kind of incentive for individuals to pursue more education.

■ Other findings

- If current tertiary attainment rates among 25-34 year-olds are maintained, **the proportion of adults in Ireland, Japan and Korea, among other countries, who have a tertiary education will grow to more than that of other OECD countries**, while the proportion in Austria, Brazil and Germany (among others) will fall further behind other OECD countries.
- **Vocational education and training (VET) is a major factor in the educational attainment of people in many countries.** A vocational upper secondary or post-secondary non-tertiary education is the highest level of attainment for more than 50% of 25-64 year-olds in Austria, the Czech Republic, Germany, Hungary, the Slovak Republic and Slovenia.
- Despite notable strides, some countries remain far below the OECD average in terms of upper secondary attainment. For example, **in Brazil, China, Mexico, Portugal, and Turkey roughly half of all 25-34 year-olds – or far more – lack an upper secondary education.**

■ Trends

Efforts to raise people's level of education have led to significant changes in attainment, particularly at the top and bottom ends of the education spectrum. In 1997, on average across OECD countries, 36% of 25-64 year-olds had not completed upper secondary education, 43% had completed upper secondary or post-secondary non-tertiary education, and another 21% had completed tertiary education. By 2010, the proportion of adults who had not attained an upper secondary education had fallen by 10 percentage points, the proportion with a tertiary degree had risen by 10 percentage points, and the proportion with upper secondary or post-secondary non-tertiary education had increased marginally, by one percentage point.

■ Note

In this publication, different indicators show the level of education among individuals, groups and countries. Indicator A1 shows the level of attainment, i.e. the percentage of a population that has reached a certain level of education. Graduation rates in Indicators A2 and A3 measure the estimated percentage of young adults who are expected to graduate from a particular level of education during their lifetimes. Successful completion of upper secondary programmes in Indicator A2 estimates the proportion of students who enter a programme and complete it successfully within the normal duration of the programme. See Box A2.1 in Indicator A2 for more on this topic.

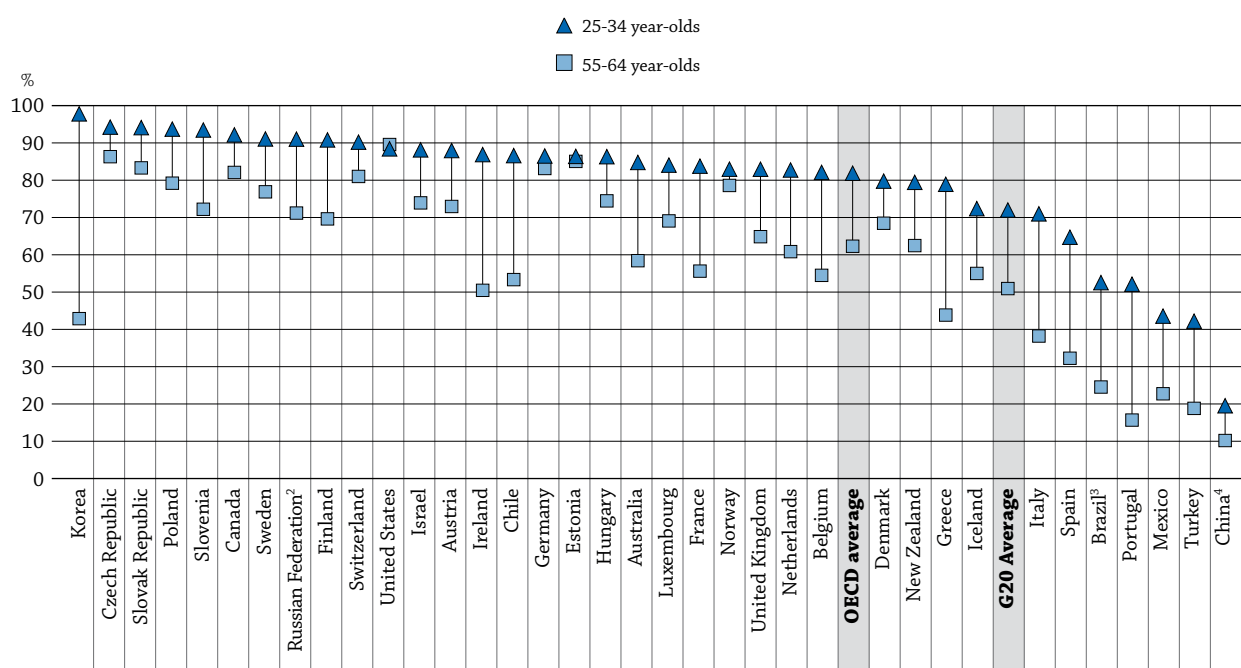
Analysis

Attainment levels in OECD countries

Tertiary (higher education) attainment

Tertiary attainment levels have increased considerably over the past 30 years. On average across OECD countries, 38% of 25-34 year-olds have a tertiary attainment, compared with 23% of 55-64 year-olds. Canada, Japan, Korea and the Russian Federation lead OECD and G20 countries in the proportion of young adults (25-34 year-olds) with a tertiary attainment, with 55% or more having reached this level of education (Chart A1.1). In France, Ireland, Japan, Korea and Poland, there is a difference of 25 percentage points or more between the proportion of young adults and older adults who have attained this level of education (Table A1.3a).

Chart A1.2. Population that has attained upper secondary education¹ (2010)
Percentage, by age group



1. Excluding ISCED 3C short programmes.

2. Year of reference 2002.

3. Year of reference 2009.

4. Year of reference 2000.

Countries are ranked in descending order of the percentage of 25-34 year-olds who have attained at least an upper secondary education.

Source: OECD. Table A1.2a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661497>

Upper secondary attainment

Across almost all OECD countries, upper secondary attainment is the norm. On average, 74% of 25-64 year-olds have reached this level of attainment, and 82% of 25-34 year-olds have. Only a handful of OECD countries – Greece, Iceland, Italy, Mexico, Portugal, Spain and Turkey – have upper secondary attainment rates below 70% among 25-64 year-olds. At the same time, some of these countries have seen dramatic increases in upper secondary attainment rates from generation to generation. For example, Chile, Greece, Ireland, Italy, Korea, Portugal and Spain have all seen an increase of 30 percentage points or more from the older (55-64 year-old) to the younger (25-34 year-old) age cohorts on this measure (Table A1.2a).

By contrast, this rate has increased only marginally, or even has fallen, in countries with traditionally high levels of upper secondary attainment in previous generations. For instance, in Estonia, Germany and Norway, the upper secondary attainment rate rose by less than 5 percentage points between the 55-64 year-old and 25-34 year-old age cohorts; in the United States, it has decreased slightly (Chart A1.2).

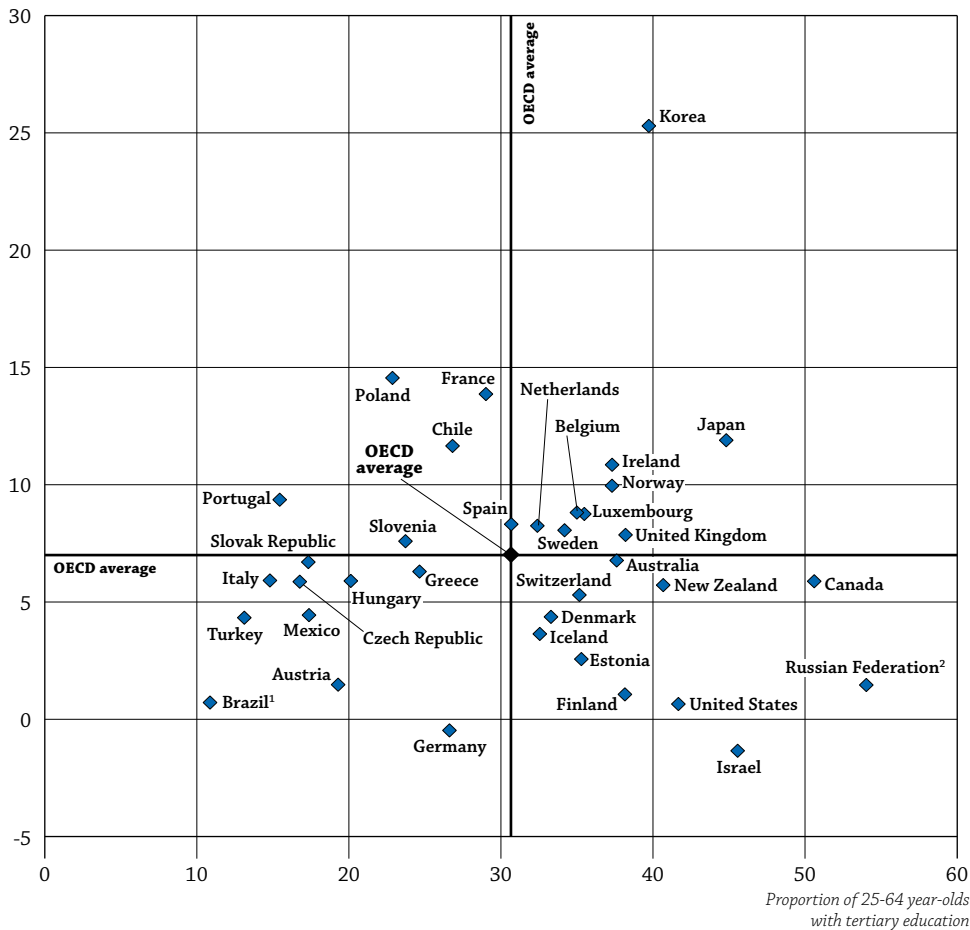
More broadly, differences in upper secondary attainment between age cohorts are less pronounced in OECD countries where the adult population generally has a high level of educational attainment. Among non-OECD G20 countries for which data are available, Brazil, China and the Russian Federation all have made notable progress in increasing upper secondary attainment rates between generations, although 80% of 25-34 year-olds in China still lack an upper secondary education (Table A1.2a).

Evolution of tertiary attainment in the future

Returning to tertiary education, Chart A1.3 compares changes in countries’ tertiary attainment figures between generations with tertiary attainment levels among 25-64 year-olds to show how the global landscape of tertiary attainment may evolve over time. For example, the upper-right quadrant of the chart includes countries with already-high levels of tertiary attainment that may increase this advantage in the future.

Chart A1.3. Proportion of population with tertiary education and potential growth (2010)

Difference between the populations of 25-34 and 25-64 year-olds with tertiary education (percentage points)



1. Year of reference 2009.

2. Year of reference 2002.

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

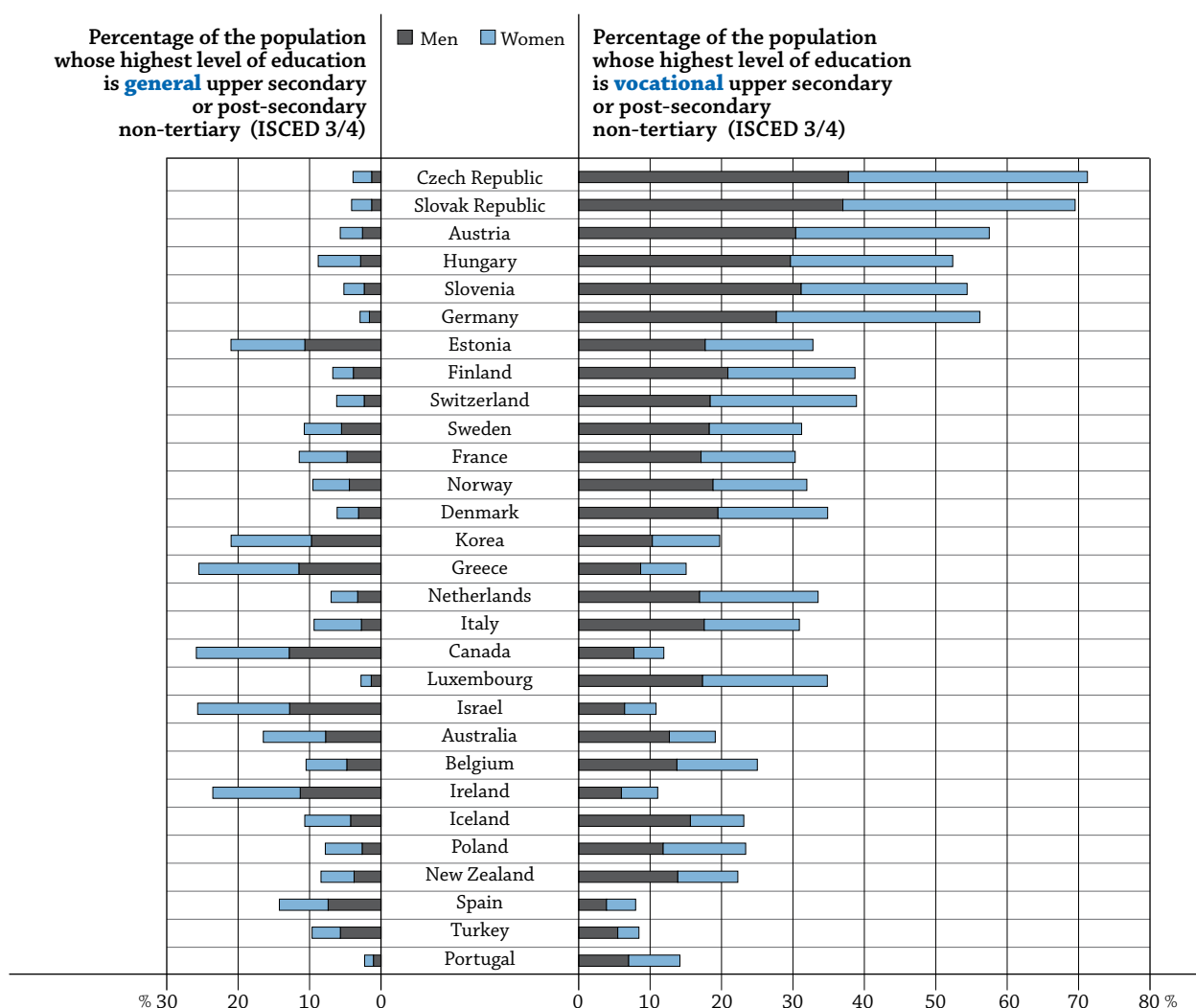
StatLink <http://dx.doi.org/10.1787/888932661516>

A1

Ireland, Japan and Korea are in this category. The lower-right quadrant includes countries such as Estonia, Finland, Israel, the Russian Federation and the United States that have high levels of attainment, but which may find that an increasing number of countries approach or surpass their levels of tertiary attainment in the coming years.

In the upper-left quadrant, some countries, such as Chile, France and Poland, have tertiary attainment levels that are lower than the OECD average, but given current attainment rates among 25-34 year-olds, these countries' overall tertiary attainment levels could move closer to those of other OECD countries in the future. Countries with lower levels of tertiary attainment that could fall further behind are grouped in the lower-left quadrant of the chart. This disadvantage is particularly marked in Austria, Brazil and Germany. Tertiary graduation rates provide more recent data on the possible evolution of educational attainment (see Indicator A3).

Chart A1.4. Extent of vocational education and training (2010)
 Percentage of 25-64 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary (ISCED 3/4), by educational orientation



Countries are ranked in descending order of the total (men and women) percentage of 25-64 year-olds whose highest level of education is general or vocational upper secondary or post-secondary non-tertiary level of education (ISCED 3/4).

Source: OECD, Table A1.5. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661535>

Vocational education and training (VET) attainment

Obtaining a tertiary education is not the only way for individuals to gain the skills necessary to respond to today's labour-market needs. Vocational education and training (VET) programmes (also known as vocational and technical education or career and technical education), which can include education in advanced manufacturing, a skilled trade, or other specialised areas, offer another approach. Indeed, in light of continued demand for employees with skills that are not typically taught in academically oriented tertiary programmes, some countries, such as the United Kingdom, have introduced policy initiatives in recent years to strengthen this part of the education system.

Vocational education is defined as education that offers participants the opportunity to acquire the practical skills, knowledge, and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour market-relevant vocational qualification recognised by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Vocational attainment tends to be strongest in countries that have historically emphasised this kind of education or have well-established apprenticeship systems, such as Austria, the Czech Republic, Germany, Hungary, the Slovak Republic and Slovenia. However, vocational education is a significant part of the education systems in many other countries as well. In an additional 10 OECD countries, a vocational upper secondary or post-secondary non-tertiary attainment is the highest educational level for more than 30% of 25-64 year-olds (Table A1.5).

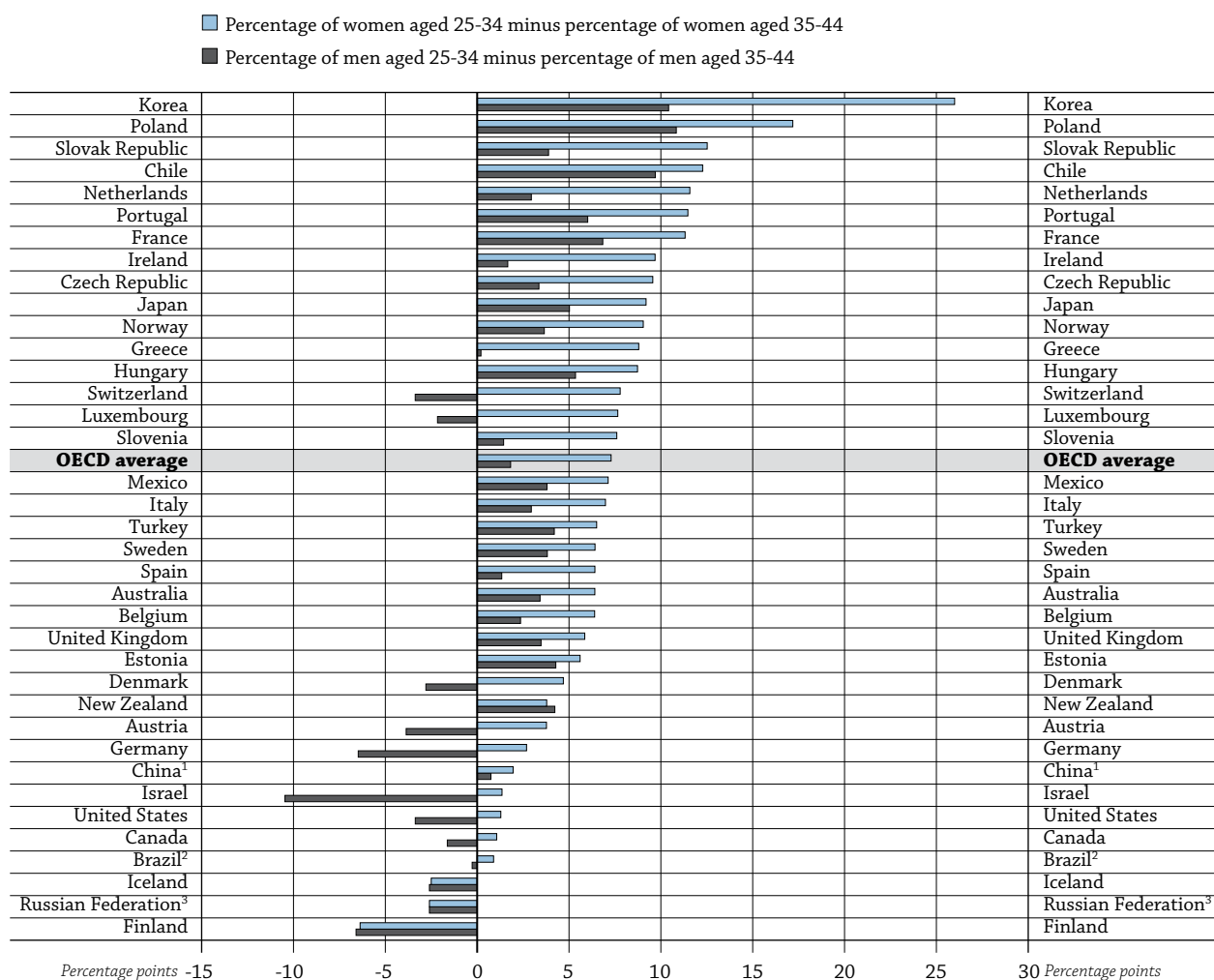
Although vocational education is sometimes thought of as a type of education that is more attractive to male students, it is interesting to note that women represent a substantial proportion of individuals with vocational upper secondary or post-secondary non-tertiary attainments in many countries (Chart A1.4). In fact, in Germany, Luxembourg, Portugal, Spain and Switzerland the percentage of 25-64 year-old women with this attainment level slightly outnumber the percentage of men with this attainment. That said, women tend to outnumber men among 25-64 year-olds with a general upper secondary or post-secondary non-tertiary attainment in many more OECD countries (Table A1.5). In most countries, the difference between the proportion of 24-34 year-olds who have a tertiary education and the proportion of 35-44 year-olds who do is larger among women than among men (Chart A1.5).

Trends in attainment rates in OECD countries

Table A1.4 shows how levels of educational attainment among 25-64 year-olds have evolved from 1997 to 2010. Average annual growth in the proportion of those with a tertiary education has exceeded 5% in Ireland, Korea, Luxembourg, Poland, Portugal and the Slovak Republic. Meanwhile, the proportion of the population that had not attained upper secondary education decreased by 5% or more per year in Canada, the Czech Republic, Ireland, Luxembourg, Poland and the Slovak Republic. No country has seen growth above 5% for upper secondary and post-secondary, non-tertiary attainment. Only Portugal has seen growth rates above 4%.

On average across OECD countries, the proportion of 25-64 year-olds who have not attained an upper secondary education has decreased by 3.2% per year since 1997; the proportion with an upper secondary or post-secondary non-tertiary education has increased by 0.6% per year; and the proportion with tertiary education has increased by 3.7% per year. Most of the changes in educational attainment have occurred at the low and high ends of the skills distribution. One reason could be that older workers with low levels of education are moving out of the labour force. It also could be a result of the expansion of higher education in many countries in recent years.

This expansion generally has been accompanied by an even more rapid shift in the demand for skills in most OECD countries. The relationship between education and demand for skills is explored in labour-market indicators on employment and unemployment (see Indicator A7), earnings (see Indicator A8), incentives to invest in education (see Indicator A9), labour costs and net income (see Indicator A10), and transitions from school to work (see Indicator C5).

Chart A1.5. Difference in the proportion of 25-34 year-olds and 35-44 year-olds with tertiary education, by gender (2010)



1. Year of reference 2000.

2. Year of reference 2009.

3. Year of reference 2002.

Countries are ranked in descending order of the difference in the proportion of 25-34 year-old women and 35-44 year-old women with tertiary education.

Source: OECD, Tables A1.3b and A1.3c, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932661554>

Definitions

Levels of education are defined according to the International Standard Classification of Education (ISCED-97). See Annex 3 (www.oecd.org/edu/eag2012) for a description of the mapping of ISCED-97 education programmes and attainment levels for each country.

Methodology

Data on population and educational attainment are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys. See Annex 3 (www.oecd.org/edu/eag2012) for national sources.

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

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.

References

OECD (2004), *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*, OECD Publishing.

The following additional material relevant to this indicator is available on line:







- **Table A1.1b. Educational attainment: Men (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664138>
- **Table A1.1c. Educational attainment: Women (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664157>
- **Table A1.2b. Population of men who have attained at least upper secondary education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664195>
- **Table A1.2c. Population of women who have attained at least upper secondary education (2010)**
StatLink  <http://dx.doi.org/x10.1787/888932664214>
- **Table A1.3b. Population of men who have attained tertiary education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664252>
- **Table A1.3c. Population of women who have attained tertiary education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932664271>

Table A1.1a. **Educational attainment: Adult population (2010)**

Distribution of 25-64 year-olds, by highest level of education attained

	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)					
OECD										
Australia	7	20	a	15	16	4	11	26	1	100
Austria	x(2)	16	1	47	6	10	7	12	x(8)	100
Belgium	13	17	a	10	24	2	18	17	1	100
Canada	3	8	a	x(5)	26	12	24	26	x(8)	100
Chile	15	13	x(5)	x(5)	45	a	10	16	n	100
Czech Republic	n	8	a	40	36	a	x(8)	17	x(8)	100
Denmark	n	23	1	36	6	n	6	27	1	100
Estonia	1	10	a	14	33	7	13	22	n	100
Finland	7	10	a	a	44	1	15	22	1	100
France	11	18	a	30	11	n	12	17	1	100
Germany	3	11	a	49	3	8	10	16	1	100
Greece	24	11	x(5)	6	26	9	7	17	n	100
Hungary	1	17	a	30	29	2	1	19	n	100
Iceland	2	26	6	14	11	9	4	28	1	100
Ireland	11	15	n	x(5)	24	12	16	21	1	100
Israel	11	7	a	9	28	a	15	30	1	100
Italy	12	33	1	7	32	1	n	14	n	100
Japan	x(5)	x(5)	x(5)	x(5)	55	a	19	25	x(8)	100
Korea	9	11	a	20	21	a	12	24	3	100
Luxembourg	10	7	5	18	20	4	15	18	2	100
Mexico	42	22	a	6	13	a	1	16	x(8)	100
Netherlands	8	19	x(4)	15	23	3	3	29	1	100
New Zealand	x(2)	20	7	12	9	11	16	24	x(8)	100
Norway	n	19	a	30	10	3	2	34	1	100
Poland	x(2)	11	a	31	31	4	x(8)	23	x(8)	100
Portugal	49	19	x(5)	x(5)	16	1	x(8)	14	1	100
Slovak Republic	1	8	x(4)	35	39	x(5)	1	16	n	100
Slovenia	2	15	a	26	33	a	11	11	2	100
Spain	19	28	a	8	14	n	9	21	1	100
Sweden	4	9	a	x(5)	46	7	9	25	x(8)	100
Switzerland	3	9	2	40	5	6	11	21	3	100
Turkey	58	11	a	8	10	a	x(8)	13	x(8)	100
United Kingdom	n	11	14	30	7	n	10	27	1	100
United States	4	7	x(5)	x(5)	47	x(5)	10	30	1	100
	Below upper secondary education			Upper secondary level of education			Tertiary level of education			
OECD average	26			44			30			
EU21 average	25			48			28			
Other G20										
Argentina ¹	44	14	a	28	x(5)	a	x(8)	14	x(8)	100
Brazil ²	45	14	x(5)	x(5)	30	a	x(8)	11	x(8)	100
China ³	42	40	m	3	10	m	3	1	n	100
India	m	m	m	m	m	m	m	m	m	m
Indonesia ⁴	61	15	a	19	x(5)	a	x(8)	5	x(8)	100
Russian Federation ⁵	3	8	x(4)	16	18	x(4)	34	20	n	100
Saudi Arabia ⁶	54	15	a	15	x(5)	a	x(8)	16	x(8)	100
South Africa ⁴	36	36	a	23	x(5)	a	x(8)	5	x(8)	100
G20 average	41			33			26			

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

1. Year of reference 2003.

2. Year of reference 2009.

3. Year of reference 2000.

4. Year of reference 2007.

5. Year of reference 2002.

6. Year of reference 2004.

 Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


 StatLink  <http://dx.doi.org/10.1787/888932664119>

Table A1.2a. Population that has attained at least upper secondary education¹ (2010)

Percentage, by age group

	Age group				
	25-64	25-34	35-44	45-54	55-64
	(1)	(2)	(3)	(4)	(5)
OECD					
Australia	73	85	77	69	58
Austria	82	88	86	82	73
Belgium	70	82	78	66	54
Canada	88	92	91	88	82
Chile	71	87	76	67	53
Czech Republic	92	94	95	92	86
Denmark	76	80	81	74	68
Estonia	89	86	91	94	85
Finland	83	91	89	85	70
France	71	84	77	67	56
Germany	86	86	87	86	83
Greece	65	79	72	62	44
Hungary	81	86	83	80	74
Iceland	67	72	72	64	55
Ireland	73	87	80	67	50
Israel	82	88	84	78	74
Italy	55	71	59	51	38
Japan	m	m	m	m	m
Korea	80	98	95	73	43
Luxembourg	78	84	80	75	69
Mexico	36	44	37	33	23
Netherlands	73	83	78	71	61
New Zealand	73	79	77	72	62
Norway	81	83	83	78	79
Poland	89	94	92	89	79
Portugal	32	52	34	22	16
Slovak Republic	91	94	94	91	83
Slovenia	83	93	86	81	72
Spain	53	65	60	48	32
Sweden	87	91	91	87	77
Switzerland	86	90	87	85	81
Turkey	31	42	28	24	19
United Kingdom	75	83	78	74	65
United States	89	88	88	90	90
OECD average	74	82	78	72	62
EU21 average	75	83	80	73	64
Other G20					
Argentina ²	42	m	m	m	m
Brazil ³	41	53	42	34	25
China ⁴	18	20	24	12	10
India	m	m	m	m	m
Indonesia ⁵	24	m	m	m	m
Russian Federation ⁶	88	91	94	89	71
Saudi Arabia ⁷	31	m	m	m	m
South Africa ⁵	28	m	m	m	m
G20 Average	56	72	68	61	51

1. Excluding ISCED 3C short programmes.

2. Year of reference 2003.

3. Year of reference 2009.

4. Year of reference 2000.

5. Year of reference 2007.

6. Year of reference 2002.

7. Year of reference 2004.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664176>

Table A1.3a. **Population that has attained tertiary education (2010)**

Percentage by age group
Column 16 refers to absolute numbers in thousands.

	Tertiary-type B education					Tertiary-type A and advanced research programmes					Total tertiary education					25-64 in thousands	
	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		(16)
OECD																	
Australia	11	10	11	11	10	27	34	28	24	20	38	44	40	35	30	4 299	
Austria	7	5	7	8	8	12	15	13	10	8	19	21	21	19	16	890	
Belgium	18	20	20	16	14	17	23	19	15	12	35	44	39	31	26	2 051	
Canada	24	26	26	24	20	26	31	31	23	22	51	56	57	47	42	9 447	
Chile	10	13	13	9	5	17	25	15	12	14	27	38	27	21	19	2 289	
Czech Republic	x(11)	x(12)	x(13)	x(14)	x(15)	17	23	16	16	12	17	23	16	16	12	1 023	
Denmark	6	6	7	7	5	27	31	30	25	23	33	38	37	31	28	950	
Estonia	13	14	12	15	12	22	24	21	23	19	35	38	33	39	31	254	
Finland	15	3	18	21	16	23	37	27	18	14	38	39	46	39	30	1 104	
France	12	17	14	9	6	18	26	20	13	12	29	43	34	22	18	9 442	
Germany	10	7	10	11	10	17	19	18	16	15	27	26	28	27	25	11 825	
Greece	7	11	8	6	3	17	20	18	17	13	25	31	27	23	17	1 510	
Hungary	1	1	n	n	n	20	25	19	18	16	20	26	19	18	16	1 121	
Iceland	4	2	6	4	3	29	34	33	26	19	33	36	39	31	23	53	
Ireland	16	18	18	13	10	22	30	24	17	12	37	48	42	30	21	885	
Israel	15	12	16	16	17	31	32	33	28	28	46	44	49	44	45	1 614	
Italy	n	n	n	1	n	14	20	15	12	10	15	21	16	12	11	4 955	
Japan	19	24	24	20	12	25	33	26	26	17	45	57	50	46	29	29 830	
Korea	12	26	13	6	2	28	39	34	21	11	40	65	47	27	13	11 397	
Luxembourg	15	18	17	12	11	21	26	25	16	15	35	44	41	28	25	95	
Mexico	1	1	1	1	1	16	21	15	15	11	17	22	16	16	12	8 615	
Netherlands	3	2	3	3	2	30	38	31	27	24	32	41	34	30	26	2 893	
New Zealand	16	15	15	18	17	24	31	27	21	17	41	46	42	39	34	870	
Norway	2	1	2	3	3	35	46	39	31	25	37	47	41	33	27	929	
Poland	x(11)	x(12)	x(13)	x(14)	x(15)	23	37	23	15	13	23	37	23	15	13	4 905	
Portugal	x(11)	x(12)	x(13)	x(14)	x(15)	15	25	16	10	9	15	25	16	10	9	919	
Slovak Republic	1	1	1	1	1	17	23	15	14	12	17	24	16	15	13	543	
Slovenia	11	12	11	10	9	13	19	15	10	8	24	31	27	20	16	280	
Spain	9	12	12	7	4	21	27	24	19	14	31	39	35	26	18	8 116	
Sweden	9	8	8	9	9	25	34	29	21	18	34	42	37	30	27	1 652	
Switzerland	11	10	12	11	9	24	31	26	22	18	35	40	38	33	28	1 524	
Turkey	x(11)	x(12)	x(13)	x(14)	x(15)	13	17	12	9	9	13	17	12	9	9	4 290	
United Kingdom	10	8	11	12	10	28	38	29	23	20	38	46	41	35	30	12 503	
United States	10	10	10	11	9	32	33	33	29	32	42	42	43	40	41	67 207	
OECD average	10	11	12	10	8	22	28	24	19	16	31	38	33	28	23		
OECD total (in thousands)																210 281	
EU21 average	9	10	11	9	8	20	27	21	17	14	28	35	30	25	20		
Other G20																	
Argentina ¹	x(11)	m	m	m	m	x(11)	m	m	m	m	14	m	m	m	m	2 909	
Brazil ²	x(11)	x(12)	x(13)	x(14)	x(15)	11	12	11	11	9	11	12	11	11	9	10 502	
China ³	3	4	3	2	2	1	2	1	1	2	5	6	5	3	3	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia ⁴	x(11)	m	m	m	m	x(11)	m	m	m	m	4	m	m	m	m	5 447	
Russian Federation ⁵	33	34	37	34	26	21	21	21	20	19	54	55	58	54	44	m	
Saudi Arabia ⁶	x(11)	m	m	m	m	x(11)	m	m	m	m	15	m	m	m	m	1 594	
South Africa ⁴	x(11)	m	m	m	m	x(11)	m	m	m	m	4	m	m	m	m	1 023	
G20 average	13	15	15	12	10	20	25	21	17	15	26	37	33	27	23	m	

1. Year of reference 2003. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.

2. Year of reference 2009.

3. Year of reference 2000. Source: 2000 census, Chinese National Bureau of Statistics, education level (college, university and master and above) of 25-64 year-olds.


4. Year of reference 2007. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.

5. Year of reference 2002.

6. Year of reference 2004. Source: UNESCO/UIS, educational attainment of the population aged 25 and older.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932664233>

A1

Table A1.4. [2/2] Trends in educational attainment: 25-64 year-olds (1997-2010)

		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2000-10 average annual growth rate	
Percentage, by educational level																	
OECD	Mexico	Below upper secondary	72	72	73	71	70	70	70	69	68	68	67	66	65	64	-1.0
		Upper secondary and post-secondary non-tertiary	15	15	14	14	15	15	14	15	17	17	17	18	18	19	2.7
		Tertiary education	13	13	13	15	15	15	16	17	15	15	16	16	17	17	1.7
Netherlands		Below upper secondary	m	36	36	35	35	32	31	29	28	28	27	27	27	27	-2.6
		Upper secondary and post-secondary non-tertiary	m	40	40	41	42	43	42	41	42	42	42	41	41	41	-0.2
		Tertiary education	m	24	24	23	23	25	28	30	30	30	31	32	33	32	3.3
New Zealand		Below upper secondary	40	39	38	37	36	34	33	33	32	31	29	28	28	27	-3.1
		Upper secondary and post-secondary non-tertiary	33	34	33	34	35	35	35	32	29	31	30	32	32	32	-0.6
		Tertiary education	27	28	29	29	29	31	32	35	39	38	41	40	40	41	3.5
Norway		Below upper secondary	17	15	15	15	14	14	13	12	23	21	21	19	19	19	2.7
		Upper secondary and post-secondary non-tertiary	57	57	57	57	55	55	56	56	45	46	45	45	44	43	-2.7
		Tertiary education	26	27	28	28	30	31	31	32	33	33	34	36	37	37	2.8
Poland		Below upper secondary	23	22	22	20	19	19	17	16	15	14	14	13	12	11	-5.6
		Upper secondary and post-secondary non-tertiary	67	67	67	69	69	69	68	68	68	68	68	68	67	66	-0.4
		Tertiary education	10	11	11	11	12	13	14	16	17	18	19	20	21	23	7.2
Portugal		Below upper secondary	m	82	81	81	80	79	77	75	74	72	73	72	70	68	-1.7
		Upper secondary and post-secondary non-tertiary	m	10	10	11	11	11	12	13	14	14	14	14	15	16	4.6
		Tertiary education	m	8	9	9	9	9	11	13	13	13	14	14	15	15	5.7
Slovak Republic		Below upper secondary	21	20	18	16	15	14	13	13	12	11	11	10	9	9	-5.7
		Upper secondary and post-secondary non-tertiary	68	70	72	73	74	75	75	74	74	74	75	75	75	74	0.0
		Tertiary education	10	10	10	10	11	11	12	13	14	15	14	15	16	17	5.3
Slovenia		Below upper secondary	m	m	m	m	m	23	22	20	20	18	18	17	17		
		Upper secondary and post-secondary non-tertiary	m	m	m	m	m	62	60	61	60	60	60	59	60	60	
		Tertiary education	m	m	m	m	m	15	18	19	20	21	22	23	23	24	
Spain		Below upper secondary	69	67	65	62	60	59	57	55	51	50	49	49	48	47	-2.7
		Upper secondary and post-secondary non-tertiary	13	13	14	16	16	17	18	19	21	21	22	22	22	22	3.5
		Tertiary education	19	20	21	23	24	24	25	26	28	28	29	29	30	31	3.1
Sweden		Below upper secondary	25	24	24	21	20	19	18	18	17	17	16	16	15	13	-4.3
		Upper secondary and post-secondary non-tertiary	54	54	54	54	55	54	54	54	54	54	53	53	53	52	-0.4
		Tertiary education	21	22	22	25	26	26	27	28	29	30	30	31	32	34	3.3
Switzerland		Below upper secondary	16	16	16	16	15	15	15	15	15	15	14	13	13	14	-1.5
		Upper secondary and post-secondary non-tertiary	61	61	60	60	59	60	58	57	56	56	55	53	52	51	-1.6
		Tertiary education	22	23	24	24	25	25	27	28	29	30	31	34	35	35	3.8
Turkey		Below upper secondary	79	78	78	77	76	75	74	73	72	71	70	70	69	69	-1.1
		Upper secondary and post-secondary non-tertiary	13	14	14	15	15	16	17	18	18	18	18	18	18	18	1.9
		Tertiary education	8	7	8	8	8	9	10	10	10	11	11	12	13	13	4.6
United Kingdom		Below upper secondary	41	40	38	37	37	36	35	34	33	29	28	28	26	25	-4.0
		Upper secondary and post-secondary non-tertiary	37	36	37	37	37	37	37	37	37	37	37	36	37	37	0.0
		Tertiary education	23	24	25	26	26	27	28	29	30	34	36	35	37	38	4.0
United States		Below upper secondary	14	14	13	13	12	13	12	12	12	12	11	11	11	11	-1.3
		Upper secondary and post-secondary non-tertiary	52	52	51	51	50	49	49	49	49	48	48	48	47	47	-0.7
		Tertiary education	34	35	36	36	37	38	38	39	39	39	40	41	41	42	1.3
OECD average		Below upper secondary	36	37	36	36	35	33	32	30	30	29	29	28	27	26	-3.2
		Upper secondary and post-secondary non-tertiary	43	42	42	43	43	45	45	44	44	44	44	44	44	44	0.6
		Tertiary education	21	21	21	22	22	24	25	26	27	28	28	29	30	30	3.7
EU21 average		Below upper secondary	36	38	37	36	35	32	31	30	29	28	27	27	25	25	-3.7
		Upper secondary and post-secondary non-tertiary	46	44	44	45	45	47	48	47	48	48	48	48	48	48	0.9
		Tertiary education	18	18	19	19	20	21	21	23	24	24	25	26	27	28	4.0
Other G20	Argentina		m	m	m	m	m	m	m	m	m	m	m	m	m		
	Brazil		Below upper secondary	m	m	m	m	m	m	m	m	m	63	61	59	m	
			Upper secondary and post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	27	28	30	m	
			Tertiary education	m	m	m	m	m	m	m	m	m	10	11	11	m	
	China		m	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	m		
	Indonesia		m	m	m	m	m	m	m	m	m	m	m	m	m		
	Russian Federation		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		
	South Africa		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			

Note: See Annex 3 for breaks in time series.

 Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


 StatLink  <http://dx.doi.org/10.1787/888932664290>

Table A1.5. Extent of vocational education and training (2010)
 Percentage of 25-64 year-olds whose highest level of education is upper secondary/post-secondary non-tertiary (ISCED 3/4),
 by educational orientation

OECD	Country	Source ¹	Percentage of the population whose highest level of education is vocational upper secondary or post-secondary non-tertiary (ISCED 3/4)			Percentage of the population whose highest level of education is general upper secondary or post-secondary non-tertiary (ISCED 3/4)		
			Men	Women	M+W	Men	Women	M+W
			(1)	(2)	(3)	(4)	(5)	(6)
Australia	LFS	12.7	6.4	19.1	7.8	8.7	16.5	
Austria	LFS	30.4	27.1	57.5	2.6	3.1	5.7	
Belgium	LFS	13.8	11.3	25.0	4.8	5.7	10.5	
Canada	LFS	7.7	4.2	11.9	12.9	13.0	25.9	
Czech Republic	LFS	37.8	33.5	71.2	1.3	2.6	3.9	
Denmark	LFS	19.5	15.4	34.9	3.2	3.0	6.1	
Estonia	LFS	17.7	15.1	32.8	10.7	10.3	21.0	
Finland	2012_EU_VET	20.9	17.8	38.7	3.9	2.9	6.8	
France	LFS	17.1	13.2	30.3	4.8	6.7	11.5	
Germany ²	LFS	27.7	28.5	56.2	1.6	1.3	2.9	
Greece	LFS	8.7	6.4	15.0	11.5	14.0	25.5	
Hungary	LFS	29.6	22.7	52.4	2.9	5.9	8.8	
Iceland	2012_EU_VET	15.6	7.5	23.1	4.3	6.4	10.7	
Ireland	2012_EU_VET	6.0	5.1	11.1	11.3	12.2	23.5	
Israel	LFS	6.4	4.4	10.8	12.8	12.9	25.7	
Italy	LFS	17.6	13.3	30.9	2.8	6.6	9.4	
Korea	LFS	10.3	9.4	19.7	9.7	11.2	21.0	
Luxembourg	2012_EU_VET	17.3	17.5	34.8	1.4	1.4	2.8	
Netherlands	LFS	16.9	16.6	33.5	3.3	3.7	7.0	
New Zealand	LFS	13.9	8.4	22.3	3.8	4.6	8.4	
Norway	LFS	18.8	13.1	31.9	4.4	5.1	9.5	
Poland	LFS	11.8	11.6	23.4	2.6	5.2	7.8	
Portugal	2012_EU_VET	7.0	7.2	14.2	1.1	1.2	2.3	
Slovak Republic	LFS	37.0	32.5	69.5	1.3	2.8	4.1	
Slovenia	2012_EU_VET	31.2	23.2	54.4	2.4	2.8	5.2	
Spain	LFS	3.9	4.1	8.0	7.4	6.8	14.2	
Sweden	LFS	18.3	12.9	31.2	5.5	5.2	10.7	
Switzerland	LFS	18.4	20.5	38.9	2.4	3.9	6.2	
Turkey	LFS	5.5	3.0	8.4	5.7	4.0	9.7	

1. LFS: Labour Force Survey data provided by countries. EU-VET: European Union LFS provided by Eurostat-Orientation is derived from fields of education.

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

Source: OECD. LSO network special data collection on vocational education, Learning and Labour Transitions Working Group. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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