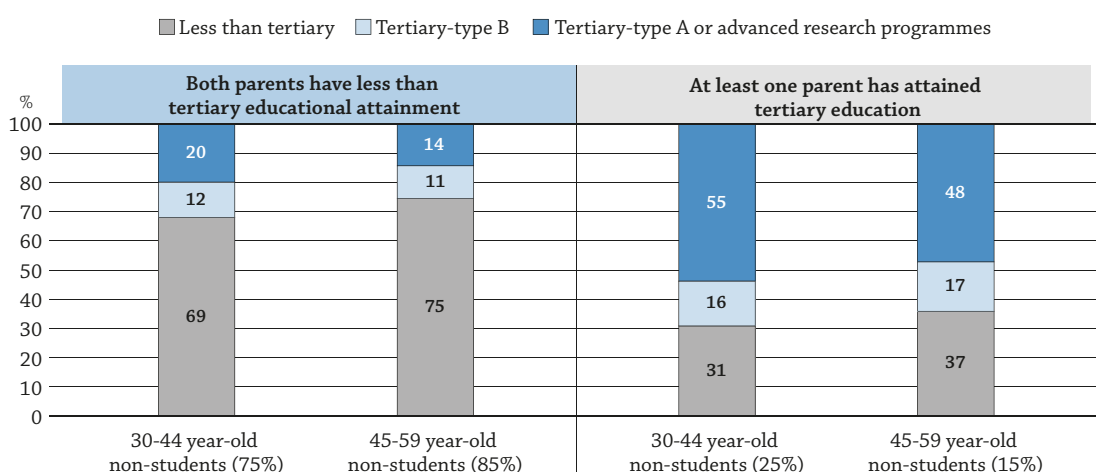


TO WHAT EXTENT DOES PARENTS' EDUCATION INFLUENCE THEIR CHILDREN'S EDUCATIONAL ATTAINMENT?

- Indicator A1 shows that more younger adults (25-34 year-olds) are attaining tertiary degree than the older adults (55-64 year-olds) but results from the Survey of Adult Skills (PIAAC) show that adults (30-59 year-olds) with at least one tertiary-educated parent are still more likely to attain a tertiary degree than adults whose parents both are not tertiary-educated.
- Adults (30-59 year-olds) from highly educated families more often complete tertiary-type A or advanced research programmes than tertiary-type B (see *Definitions* section) than adults whose parents are not tertiary-educated.
- Parents' educational attainment is a much stronger predictor than age or gender of an individual's educational attainment.

Figure A4.1. Educational attainment of 30-44 and 45-59 year-olds, by parents' educational attainment (2012 or 2015)

Survey of Adult Skills (PIAAC), average



Note: The percentage in parentheses represents the share of the population in each group. The values may not add up to 100% because of missing values in the source table. Data on educational attainment are based on ISCED-97.

Source: OECD (2017), Tables A4.1 and A4.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933557147>

Context

Education is strongly linked to people's earnings, employment, overall wealth and well-being; as such it can reduce inequalities in society. But education can also perpetuate inequalities, as levels of educational attainment often persist down the generations. To facilitate social inclusion and mobility, and to improve socio-economic outcomes now and for future generations, countries need to offer all young people a fair chance to obtain a quality education.

In today's fast-changing labour market, the gap in returns between low-qualified and high-qualified workers is growing. On average over their working lives, less-educated adults have the highest unemployment and inactivity rates, as well as the lowest and more rapidly declining relative wages (see Indicators A5 and A6). Having a large population of low-qualified workers may thus lead to a heavier social burden and deepening inequalities that are both difficult and costly to address once people have left initial education.

It is therefore particularly important that students from disadvantaged backgrounds (often identified as being of low socio-economic status) receive appropriate support to allow them to stay in education as long as possible. Various policy options – such as maintaining reasonable costs for higher education

and funding student support systems – can help disadvantaged students. Ensuring access to and success in tertiary education for all is important, but so is addressing inequalities at the earliest stages of schooling.

Not everyone will attain tertiary education, but everyone should at least have the same opportunities to reach the level of education to which they aspire. Adults who complete tertiary education often have highly educated parents but those from families with lower levels of education should receive proper support so that they can achieve their full potential. Tertiary education enables people to develop transversal skills, and it gives them the tools to adapt to changing labour market needs. Such benefits should not be limited to a privileged few.

■ Other findings

- In Finland, Korea, Poland and Singapore, there is a large difference between 30-44 year-olds and 45-59 year-olds in upward mobility (see *Note* section) to tertiary-type A education or advanced research programmes.
- In Italy and Turkey, only a small share of the population has tertiary-educated parents; they are much more likely to achieve the same educational level as their parents than those whose parents are not tertiary educated.
- In most countries with available data, there is very little difference in the achievement of a tertiary-type B degree between 30-44 year-olds with and without tertiary-educated parents.

■ Note

Intergenerational mobility in education, as measured by the Survey of Adult Skills (PIAAC) (see *Source* section), reflects the proportion of individuals with a different level of qualification to their parents: a higher level in the case of upward mobility and lower in the case of downward mobility. Status quo refers to the situation when children attain the same level of education as their parents (see *Methodology* section for more detail). Measures of mobility are sensitive to the number of educational attainment levels chosen for intergenerational comparisons (more mobility tends to be observed the higher the number of categories) and, more substantially, to changes in the structure of the education system (most notably to expansion at specific levels). Information on the educational attainment of parents is only provided for the three aggregated levels based on ISCED-97 (below upper secondary education, upper secondary or post-secondary non-tertiary education, and tertiary education; see *Definitions* section) and it is therefore not possible to capture the intergenerational mobility between the different levels of tertiary education.

Opportunities for improving intergenerational mobility also depend on parents' level of education. For example, upward mobility can be low in countries where a large share of parents have already attained tertiary education. The overall increase in the educational attainment of the population eventually leads to reduced upward mobility, particularly for countries experiencing a strong transition towards tertiary education. It is, therefore, important to look at the data in light of parents' educational attainment, because low upward mobility does not necessarily indicate lower opportunities to attain high levels of education.

The data do not generally reflect the impact of recent policies implemented by countries. For example, recent policies focusing on younger generations will only be reflected in the data once a significant number of people have completed their studies under the new conditions. Due to the small number of observations for some categories, data need to be interpreted with care and should take into account the standard error that is presented next to the estimates.

Analysis

This indicator looks for the first time at tertiary attainment by type of programme and by parents' educational attainment. It complements the analyses on intergenerational mobility in education published in earlier editions of *Education at a Glance* (OECD, 2014; 2015; and 2016a).

The Survey of Adult Skills (PIAAC) disaggregate the tertiary attainment of respondents into two ISCED-97 attainment levels: 1) tertiary-type B, which refers to more practical programmes leading directly to the labour market; and 2) tertiary-type A and advanced research programmes, which are more theory-based (see *Definitions* section for more details). It also asks respondents about the level of education of their father and their mother, classified into three categories: 1) below upper secondary education; 2) upper secondary or post-secondary non-tertiary education; and 3) tertiary education. These responses, along with respondent's age, provide the basis for the analyses presented in this indicator. They allow for the comparison of trends among two age groups: 30-44 year-olds and 45-59 year-olds. Students are excluded because the analysis focuses on the highest level of education already completed.

Figure A4.1 shows that regardless of the age group, adults whose parents have both not attained tertiary education (the two bars on the left) are about twice as likely not to complete tertiary education as those who have at least one parent who is tertiary educated (the two bars on the right). It also shows that the share of 30-44 year-olds attaining tertiary education is greater than among 45-59 year-olds (Figure A4.1).

On average across OECD countries and economies with available data, 85% of 45-59 year-olds have parents who did not complete tertiary education. In this age group, 25% surpassed their parents' level of education (11% completed tertiary-type B and 14% completed tertiary-type A or advanced research programmes). The results for the younger group are very different: 75% of 30-44 year-olds have parents who did not complete tertiary education, while 32% reached a higher level than their parents (12% completed tertiary-type B and 20% completed tertiary-type A or advanced research programmes). This means that the younger age group is more likely to have tertiary-educated parents, and even when their parents do not have tertiary education, this age group is more likely to be tertiary-educated than the older age group. Similar patterns can be observed among adults with tertiary-educated parents: a higher share of the younger age group have completed tertiary education. These results are partly explained by the expansion of tertiary education in recent decades (Tables A4.1 and A4.2, and see Indicator A1).

The share of people with tertiary-type A or advanced research degrees is generally much higher among people with tertiary-educated parents than among those with non-tertiary-educated parents. Among 30-44 year-olds with tertiary-educated parents, 55% have completed tertiary-type A or advanced research programmes – more than three times the share of those who have completed tertiary-type B (16%). Among the same age group but with non-tertiary-educated parents, the share of those who have completed tertiary-type A or advanced research programmes (20%) is less than double the share of those who have completed tertiary-type B (12%) (Tables A4.1 and A4.2).

Tertiary attainment by adults with non-tertiary-educated parents, by type of programme and age group

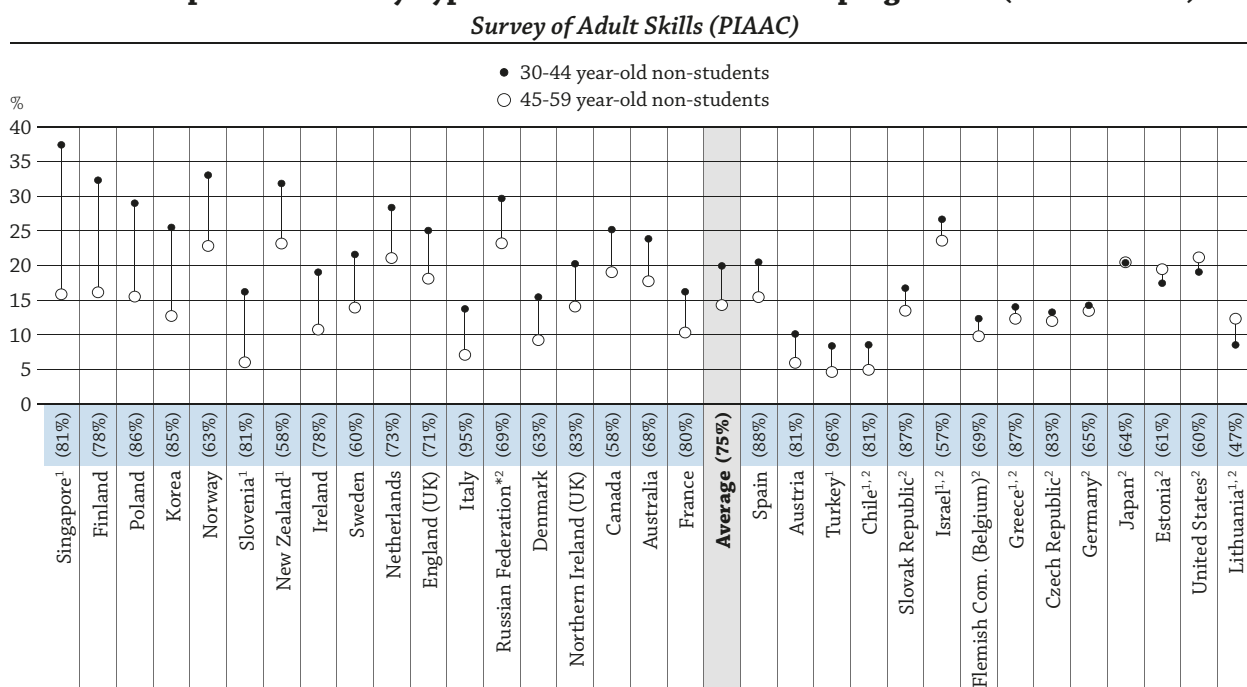
On average across OECD countries and economies that participated in the Survey of Adult Skills (PIAAC), the expansion of tertiary education has generally been in theory-based programmes. However, the extent of the expansion varies widely across countries. Figure A4.2 shows how the share of upward mobility differs between 45-59 year-olds and 30-44 year-olds for those attaining tertiary-type A or advanced research degrees. In Finland, Korea, Poland and Singapore, the difference between the two age groups is at least 12 percentage points; the difference is highest in Singapore (22 percentage points). This change in upward mobility reflects the relatively recent expansion of the higher education systems in these countries. In Korea, Poland and Singapore, more than 80% of all young adults come from families where both parents were not tertiary educated (Figure A4.2).

In contrast, in Chile, the Czech Republic, Estonia, the Flemish Community of Belgium, Germany, Greece, Israel, Japan, Lithuania, the Slovak Republic and the United States, the upward mobility differences between the two age groups for those attaining tertiary-type A or advanced research degrees are below 5 percentage points and not statistically significant. It should also be noted that among these countries in Estonia, Japan, Lithuania and the United States, fewer than 65% of 30-44 year-olds have parents without tertiary education. This means that the possibility for upward mobility to tertiary education is limited in these countries (Table A4.1).

Figure A4.2 also shows that among those with non-tertiary-educated parents, the upward mobility difference between age groups is statistically significant in 20 countries. However, among those who have at least one parent

who is tertiary educated, the differences between age groups are only statistically significant in Canada, Denmark, England (United Kingdom), Ireland, Poland and Sweden. In all these countries, with the exception of Canada, the share of attainment of tertiary-type A or advanced research degrees is at least 10 percentage points higher for 30-44 year-olds than for 45-59 year-olds (Figure A4.2 and Tables A4.1 and A4.2).

Figure A4.2. Share of 30-44 and 45-59 year-olds with no tertiary-educated parent who completed a tertiary-type A or an advanced research programme (2012 or 2015)



Note: The percentage in parentheses represents the share of 30-44 year-old non-students whose parents both have less than tertiary educational attainment. Data on educational attainment are based on ISCED-97.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

2. The difference between the two age groups is not statistically significant at 5%.

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

Countries and economies are ranked in descending order of the gap between the two age groups.

Source: OECD (2017), Table A4.1. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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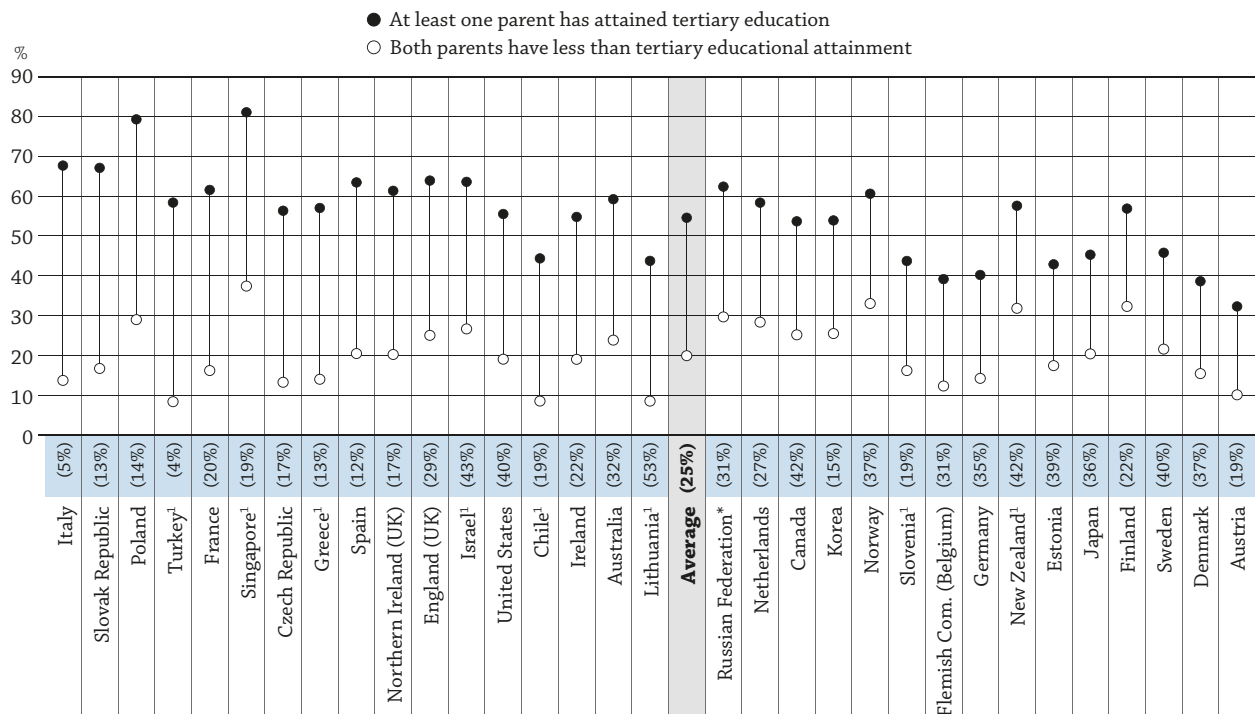
Tertiary educational attainment of 30-44 year-olds by type of programme and parents' education

In general, a larger share of 30-44 year-olds is completing tertiary education than 45-59 year-olds, regardless of their parents' education level. However, Figure A4.3 shows that in all countries inequalities persist among the younger age group. In all OECD countries and economies with available data, high parental educational attainment seems to positively influence the likelihood of completing tertiary-type A or an advanced research programme. This means that those who were born to parents with a tertiary degree are more likely to get a tertiary degree themselves (Figure A4.3 and Tables A4.1 and A4.2).

Having at least one tertiary-educated parent affects an individual's own educational attainment. The greatest differences between individuals with or without tertiary-educated parent(s) are seen in Italy, Poland, the Slovak Republic and Turkey: the share of attainment of tertiary-type A or advanced research degrees among people with two non-tertiary-educated parents is 50 percentage points lower than for those with at least one tertiary-educated parent. It is also worth noting that the share of 30-44 year-olds with at least one tertiary-educated parent is very low in Italy (5%) and Turkey (4%). This means that in these two countries only a small share of the population has tertiary-educated parents, but these parents are much more likely to have the same educational level (Tables A4.1 and A4.2).

Figure A4.3. Share of 30-44 year-olds who completed tertiary-type A or an advanced research programme, by parents' educational attainment (2012 or 2015)

Survey of Adult Skills (PIAAC), 30-44 year-old non-students



Note: The percentage in parentheses represents the share of 30-44 year-old non-students who have at least one parent who attained tertiary education. Data on educational attainment are based on ISCED-97.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

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

Countries and economies are ranked in descending order of the gap between the two groups.

Source: OECD (2017), Tables A4.1 and A4.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

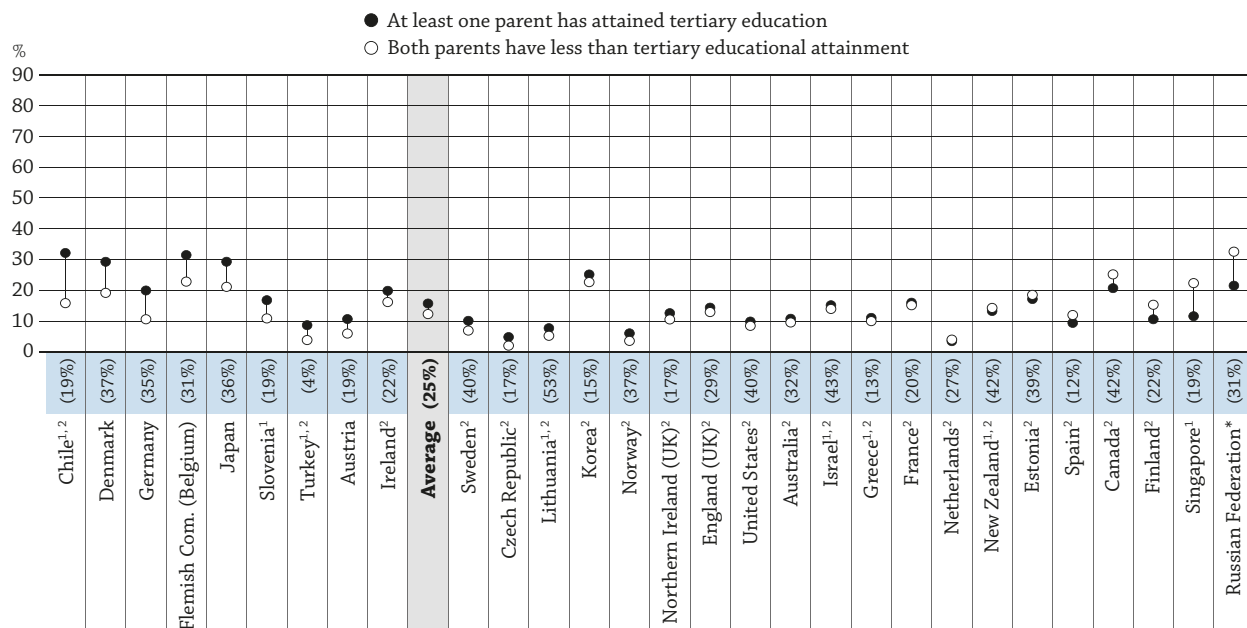
StatLink <http://dx.doi.org/10.1787/888933557185>

In contrast, in Austria, Denmark, Estonia, Finland, Japan and Sweden, the share of 30-44 year-olds attaining a tertiary-type A or advanced research degree seems to be less influenced by their parents' educational attainment. The difference by parents' educational attainment is 25 percentage points or lower in these six countries (Tables A4.1 and A4.2).

In Austria, the difference is as low as 22 percentage points, but this can also be related to the fact that it is not as common to attain tertiary-type A or advanced research degrees in Austria. Among Austrian 30-44 year-olds who have at least one tertiary-educated parent, 32% have completed a tertiary-type A or an advanced research programme. This is more than 20 percentage points below the average for OECD participating countries and economies (55%). The share is 10 percentage points below the average for those with two non-tertiary-educated parents. This shows the importance of interpreting the data alongside the distribution of attainment in the population, as this may help to understand patterns in the data for intergenerational mobility in education (Tables A4.1 and A4.2, and see Indicator A1).

Figure A4.4 also looks at 30-44 year-olds, but focuses on those who have attained a tertiary-type B degree. It shows that for this group, parents' educational level has less influence on their children's level of education. In 21 countries out of the 29 with available data, the difference is not statistically significant. In Austria, Denmark, the Flemish Community of Belgium, Germany, Japan and Slovenia, 30-44 year-olds with at least one tertiary-educated parent are more likely to get a tertiary-type B degree than those with two non-tertiary-educated parents. The opposite situation is observed in the Russian Federation and Singapore, where those with two non-tertiary-educated parents are more likely to complete a tertiary-type B programme than those with at least one tertiary-educated parent (Figure A4.4).

Figure A4.4. Share of 30-44 year-olds who completed a tertiary-type B programme, by parents' educational attainment (2012 or 2015)
Survey of Adult Skills (PIAAC), 30-44 year-old non-students



Note: The percentage in parentheses represents the share of 30-44 year-old non-students who have at least one parent who attained tertiary education. Data on educational attainment are based on ISCED-97.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

2. The difference between the two parents' educational attainment categories is not statistically significant at 5%.

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

Countries and economies are ranked in descending order of the gap between the two groups.

Source: OECD (2017), Tables A4.1 and A4.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933557204>

By comparing Figure A4.3 and A4.4 we see that the attainment of tertiary-type B degrees is generally less frequent than the attainment of tertiary-type A or advanced research degrees, regardless of parents' educational attainment. On average across OECD countries and economies, 16% of 30-44 year-olds with at least one tertiary-educated parent have completed a tertiary-type B programme, while 55% have completed a tertiary-type A or advanced research programme. Among those with two non-tertiary-educated parents, 12% have completed a tertiary-type B programme and 20% have completed a tertiary-type A or advanced research programme. This indicates that having tertiary-educated parents generally increases the likelihood of completing tertiary education, but it has a greater effect on the likelihood of completing a tertiary-type A or advanced research programme than on the likelihood of completing a tertiary-type B programme (Figures A4.3 and A4.4).

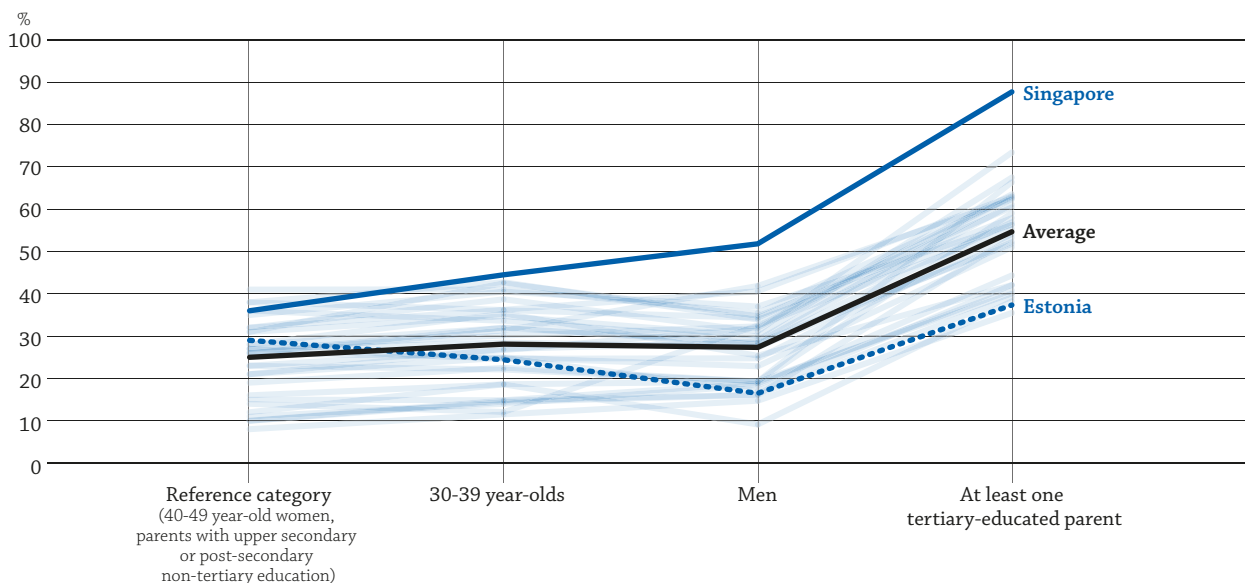
The cumulative impact of gender, age and parents' educational attainment on the likelihood of having a tertiary degree

Figure A4.5 shows that in all countries and economies that participated in the Survey of Adult Skills (PIAAC), there is a significant upward shift in the likelihood of attaining a tertiary-type A or an advanced research degree when parents are more educated. Parents' education level has a greater impact than age or gender on the likelihood of attaining a tertiary-type A or an advanced research degree. The only exception is Japan, where gender and parents' educational attainment seem to have an equal influence on the likelihood of attaining a tertiary-type A or an advanced research degree (about 20 percentage points each) (Figure A4.5 and Table A4.3).

Figure A4.5 also shows that compared to the reference category (40-49 year-old women whose parents have only upper secondary or post-secondary non-tertiary education), when a 40-49 year-old woman has at least one tertiary-educated parent, the likelihood of attaining a tertiary-type A or an advanced research degree increases by about 30 percentage points on average across OECD countries and economies. The influence of age and gender is minor or negligible in comparison to the strong influence of parental education (Figure A4.5).

A4

Figure A4.5. Cumulative likelihood of having a tertiary-type A or an advanced research programme degree (2012 or 2015)
Survey of Adult Skills (PIAAC)



How to read this figure

On average across OECD countries and economies, 25% of the reference category (40-49 year-old women whose parents have upper secondary or post-secondary non-tertiary education) have a tertiary-type A or an advanced research programme degree. Changing the age group to 30-39 year-olds increases this share by 3 percentage points whereas changing the gender to men decreases it by 1 percentage point. Finally, changing parental attainment to at least one tertiary-educated parent increases the share by 27 percentage points.

Note: All countries and economies with available data are represented in the figure, but only two countries and the OECD average are highlighted to show the country with the lowest and highest impact for the three variables selected and the average. The reference categories are upper secondary or post-secondary non-tertiary education for parents' educational attainment, women for gender, and 40-49 year-olds for age group. The data presented in this figure are based on an ordinary least square regression. Chile, Greece, Israel, Lithuania, New Zealand, Singapore, Slovenia, Turkey: year of reference 2015. All other countries and economies: year of reference 2012. Data on educational attainment are based on ISCED-97.

Source: OECD (2017), Table A4.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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When comparing the reference category with 30-39 year-old men with at least one tertiary-educated parent (Figure A4.5), the greatest difference is seen in Singapore (+52 percentage points) and the smallest in Estonia (+8 percentage points). This demonstrates that age, gender and parents' educational attainment level influence the likelihood of completing tertiary education in a cumulative way, and that the factors contributing to inequalities in opportunities of completing tertiary education vary both across and within countries (Table A4.3).

Definitions

Adults refer to 30-59 year-olds.

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

Non-student refers to an individual who was not enrolled as a student at the time of the survey. For example, "non-students who completed tertiary education" refers to individuals who had completed tertiary education and were not students when the survey was conducted.

Levels of education (of respondent):

- **Advanced research programmes** refer to programmes that lead directly to the award of an advanced research qualification (e.g. Ph.D.). The theoretical duration of these programmes is three years, full-time, in most countries (for a cumulative total of at least seven years full-time equivalent at the tertiary level), although the actual enrolment time is typically longer. Programmes are devoted to advanced study and original research.
- **Less than tertiary** refers to ISCED-97 levels 0, 1, 2, 3 and 4.

- **Tertiary-type A** refers to largely theory-based programmes designed to provide sufficient qualifications for entry to advanced research programmes and professions with high skill requirements, such as medicine, dentistry or architecture. Duration is at least three years full-time, though usually four or more years. These programmes are not exclusively offered at universities, and not all programmes nationally recognised as university programmes fulfil the criteria to be classified as tertiary-type A. Tertiary-type A programmes include second-degree programmes, such as the US master's degree.
- **Tertiary-type B** refers to programmes that are typically shorter than those of tertiary-type A and focus on practical, technical or occupational skills for direct entry into the labour market, although some theoretical foundations may be covered in the respective programmes. They have a minimum duration of two years full-time equivalent at the tertiary level.

Levels of education (of parents):

- **Below upper secondary** means that both parents have attained ISCED-97 level 0, 1, 2 or 3C short programmes.
- **Less than tertiary** refers to ISCED-97 levels 0, 1, 2, 3 and 4.
- **Tertiary** means that at least one parent (whether mother or father) has attained ISCED-97 level 5A, 5B or 6.
- **Upper secondary or post-secondary non-tertiary** means that at least one parent (whether mother or father) has attained ISCED-97 level 3A, 3B, 3C long programmes, or ISCED level 4.

Methodology

Intergenerational mobility is the intergenerational mobility in educational attainment between children and their parents. For example, if a respondent has completed a higher level of education than the highest educational level achieved by a parent, this is considered as upward mobility. Mobility can also be downward, meaning that the respondent's highest level of education is below that of the parent with the highest educational attainment. Finally, the status quo means that the respondent has the same level of educational attainment as the parent with the highest educational attainment.

Respondents who did not know their parents' level of education were excluded from the analysis in all tables of this indicator. Students have also been excluded from the analysis as they are not finished with their education. Including them could underestimate intergenerational mobility because they might reach a higher educational level than their parents once they have finished their studies.

The level of non-response has not been analysed and may bias the results. This can be significant for respondents who do not know the educational attainment level of their parents. For some data analysis, the sample is small, explaining why standard errors are slightly higher than usual. Data should, therefore, be interpreted with caution.

The observations based on a numerator with less than 3 observations or a denominator with less than 30 observations have been replaced by "c" in the tables.

Please see Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

All data are based on the OECD Programme for the International Assessment of Adult Competencies (the Survey of Adult Skills [PIAAC]).

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)

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 the Russian Federation but rather the population of the Russian Federation 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, Second Edition* (OECD, 2016b).

A4

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Indicator A4 Tables

StatLink  <http://dx.doi.org/10.1787/888933559446>

Table A4.1 Tertiary attainment among adults whose parents both have less than tertiary educational attainment, by type of programme and age group (2012 or 2015)

Table A4.2 Tertiary attainment among adults who have at least one parent who attained tertiary education, by type of programme and age group (2012 or 2015)

Table A4.3 Changes in the likelihood of having a tertiary-type A or an advanced research programme degree, by gender, age group and parents' educational attainment (2012 or 2015)

WEB **Table A4.4** Changes in the likelihood of having a tertiary-type B degree, by gender, age group and parents' educational attainment (2012 or 2015)

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

Table A4.1. Tertiary attainment among adults whose parents both have less than tertiary educational attainment, by type of programme and age group (2012 or 2015)

Survey of Adult Skills (PIAAC), 30-59 year-old non-students

How to read this table: In Australia, 68% of 30-44 year-old non-students have parents who both have less than tertiary education. Of these non-students whose parents both have less than tertiary education, 67% have attained less than tertiary education like their parents, 10% have a tertiary-type B degree and 24% have a tertiary-type A or an advanced research programme degree.

	30-44 year-olds								45-59 year-olds							
	Percentage of adults in this group		Educational attainment of adults in this group						Percentage of adults in this group		Educational attainment of adults in this group					
			Less than tertiary		Tertiary-type B		Tertiary-type A or advanced research programmes				Less than tertiary		Tertiary-type B		Tertiary-type A or advanced research programmes	
	%	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	Countries															
Australia	68	(1.3)	67	(1.5)	10	(1.0)	24	(1.4)	81	(1.0)	72	(1.1)	10	(0.7)	18	(1.1)
Austria	81	(1.1)	84	(0.7)	6	(0.6)	10	(0.6)	85	(1.0)	86	(0.7)	8	(0.7)	6	(0.7)
Canada	58	(0.9)	50	(1.4)	25	(1.1)	25	(1.0)	76	(0.8)	57	(0.9)	24	(0.9)	19	(0.7)
Chile ¹	81	(2.6)	76	(3.0)	16	(2.4)	9	(1.4)	84	(2.4)	83	(2.2)	12	(1.5)	5	(1.2)
Czech Republic	83	(1.1)	85	(1.1)	2	(0.4)	13	(1.0)	90	(1.1)	87	(0.9)	1	(0.4)	12	(0.8)
Denmark	63	(1.2)	65	(1.3)	19	(1.2)	15	(0.9)	81	(1.0)	73	(1.0)	18	(0.9)	9	(0.6)
Estonia	61	(1.1)	64	(1.3)	18	(1.1)	17	(1.0)	78	(0.8)	64	(1.3)	17	(1.0)	19	(1.1)
Finland	78	(1.2)	52	(1.4)	15	(1.1)	32	(1.3)	91	(0.7)	61	(1.1)	23	(1.0)	16	(0.9)
France	80	(0.9)	69	(0.9)	15	(0.8)	16	(0.7)	90	(0.5)	81	(0.7)	8	(0.6)	10	(0.5)
Germany	65	(1.5)	75	(1.1)	11	(0.9)	14	(1.1)	71	(1.1)	72	(1.2)	14	(1.0)	13	(1.0)
Greece ¹	87	(1.0)	76	(1.2)	10	(0.8)	14	(1.1)	93	(0.7)	81	(1.0)	7	(0.8)	12	(0.9)
Ireland	78	(1.0)	65	(1.1)	16	(0.7)	19	(0.9)	90	(0.7)	80	(0.9)	9	(0.7)	11	(0.6)
Israel ¹	57	(1.3)	59	(1.9)	14	(1.2)	27	(1.5)	72	(1.5)	58	(2.0)	18	(1.4)	24	(1.8)
Italy	95	(0.6)	86	(0.8)	0	(0.1)	14	(0.8)	97	(0.4)	93	(0.7)	0	(0.1)	7	(0.7)
Japan	64	(1.4)	59	(1.3)	21	(1.1)	20	(1.0)	79	(1.2)	62	(1.1)	18	(1.0)	20	(1.1)
Korea	85	(0.9)	52	(0.6)	23	(1.0)	25	(1.0)	90	(0.7)	78	(0.5)	9	(0.6)	13	(0.7)
Netherlands	73	(1.2)	68	(1.5)	4	(0.5)	28	(1.3)	85	(0.9)	74	(1.3)	5	(0.7)	21	(1.2)
New Zealand ¹	58	(1.4)	54	(2.0)	14	(1.4)	32	(1.8)	69	(1.4)	58	(2.0)	19	(1.4)	23	(1.7)
Norway	63	(1.4)	63	(1.5)	4	(0.7)	33	(1.4)	79	(1.1)	72	(1.3)	6	(0.7)	23	(1.1)
Poland	86	(1.1)	71	(1.3)	c	c	29	(1.3)	92	(0.8)	85	(1.0)	c	c	15	(1.0)
Slovak Republic	87	(1.1)	83	(1.1)	c	c	17	(1.1)	93	(0.7)	87	(1.1)	c	c	13	(1.1)
Slovenia ¹	81	(1.2)	73	(1.0)	11	(0.7)	16	(0.9)	91	(0.8)	85	(0.8)	9	(0.6)	6	(0.6)
Spain	88	(0.8)	68	(1.1)	12	(0.8)	20	(1.0)	93	(0.7)	78	(1.0)	7	(0.7)	15	(0.9)
Sweden	60	(1.7)	72	(1.5)	7	(1.0)	22	(1.4)	76	(1.2)	77	(1.1)	9	(0.9)	14	(0.9)
Turkey ¹	96	(0.5)	88	(0.7)	4	(0.5)	8	(0.6)	99	(0.3)	92	(0.9)	3	(0.6)	5	(0.6)
United States	60	(1.7)	73	(1.5)	8	(1.1)	19	(1.2)	70	(1.3)	71	(1.4)	8	(1.1)	21	(1.2)
	Economies															
Flemish Com. (Belgium)	69	(1.2)	65	(1.6)	23	(1.2)	12	(1.1)	85	(0.9)	69	(1.3)	21	(1.1)	10	(0.9)
England (UK)	71	(1.3)	62	(1.7)	13	(1.4)	25	(1.3)	83	(1.2)	68	(1.5)	13	(1.3)	18	(0.9)
Northern Ireland (UK)	83	(1.1)	69	(1.6)	10	(1.1)	20	(1.3)	93	(0.9)	76	(1.5)	10	(1.3)	14	(0.8)
Average	75	(0.2)	69	(0.3)	12	(0.2)	20	(0.2)	85	(0.2)	75	(0.2)	11	(0.2)	14	(0.2)
Partners																
Lithuania ¹	47	(1.7)	86	(1.8)	5	(0.9)	8	(1.4)	77	(1.4)	85	(1.0)	3	(0.6)	12	(1.0)
Russian Federation*	69	(2.5)	38	(2.5)	32	(1.5)	30	(2.5)	81	(2.9)	41	(2.1)	36	(2.0)	23	(1.6)
Singapore ¹	81	(0.9)	40	(1.1)	22	(1.0)	37	(1.1)	93	(0.6)	70	(1.0)	14	(0.9)	16	(0.9)

Note: Data on educational attainment are based on ISCED-97. See *Definitions and Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

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

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

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


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Table A4.2. Tertiary attainment among adults who have at least one parent who attained tertiary education, by type of programme and age group (2012 or 2015)

Survey of Adult Skills (PIAAC), 30-59 year-old non-students

How to read this table: In Austria, 19% of 30-44 year-old non-students have at least one parent who attained tertiary education. Of these non-students who have at least one parent who attained tertiary education, 57% have attained less than tertiary education themselves, 11% have attained a tertiary-type B degree and 32% have attained a tertiary-type A or an advanced research programme degree.

	30-44 year-olds								45-59 year-olds							
	Percentage of adults in this group		Educational attainment of adults in this group						Percentage of adults in this group		Educational attainment of adults in this group					
			Less than tertiary		Tertiary-type B		Tertiary-type A or advanced research programmes				Less than tertiary		Tertiary-type B		Tertiary-type A or advanced research programmes	
	%	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	Countries															
Australia	32	(1.3)	30	(2.3)	11	(1.5)	59	(2.3)	19	(1.0)	37	(3.1)	12	(1.8)	52	(2.9)
Austria	19	(1.1)	57	(2.8)	11	(1.8)	32	(2.6)	15	(1.0)	55	(3.3)	15	(2.0)	30	(3.1)
Canada	42	(0.9)	26	(1.5)	21	(1.3)	54	(1.5)	24	(0.8)	29	(1.7)	24	(1.8)	47	(1.6)
Chile ¹	19	(2.6)	24	(3.4)	32	(7.1)	44	(6.0)	16	(2.4)	40	(7.2)	35	(7.7)	25	(7.2)
Czech Republic	17	(1.1)	39	(4.4)	5	(1.7)	56	(4.3)	10	(1.1)	60	(6.3)	c	c	40	(6.3)
Denmark	37	(1.2)	32	(2.2)	29	(1.8)	39	(1.9)	19	(1.0)	37	(2.7)	34	(2.5)	29	(2.2)
Estonia	39	(1.1)	40	(1.7)	17	(1.6)	43	(1.8)	22	(0.8)	34	(2.0)	18	(1.8)	48	(2.4)
Finland	22	(1.2)	33	(3.1)	11	(1.7)	57	(3.4)	9	(0.7)	33	(3.5)	16	(3.0)	51	(4.1)
France	20	(0.9)	23	(1.9)	16	(1.9)	62	(2.4)	10	(0.5)	37	(3.1)	11	(1.9)	52	(3.5)
Germany	35	(1.5)	40	(2.2)	20	(1.7)	40	(2.2)	29	(1.1)	40	(2.2)	18	(2.1)	42	(2.3)
Greece ¹	13	(1.0)	32	(3.9)	11	(2.4)	57	(4.2)	7	(0.7)	42	(5.7)	8	(3.1)	50	(6.0)
Ireland	22	(1.0)	25	(2.1)	20	(1.9)	55	(2.3)	10	(0.7)	39	(3.7)	22	(2.8)	39	(3.2)
Israel ¹	43	(1.3)	21	(1.8)	15	(1.5)	64	(1.9)	28	(1.5)	20	(2.6)	21	(2.9)	60	(3.2)
Italy	5	(0.6)	32	(5.1)	c	c	68	(5.1)	3	(0.4)	32	(6.7)	c	c	68	(6.7)
Japan	36	(1.4)	25	(1.8)	29	(1.9)	45	(2.2)	21	(1.2)	25	(2.5)	24	(2.7)	51	(2.5)
Korea	15	(0.9)	21	(2.3)	25	(2.4)	54	(3.2)	10	(0.7)	34	(3.4)	17	(2.9)	49	(3.3)
Netherlands	27	(1.2)	38	(2.6)	3	(1.0)	58	(2.6)	15	(0.9)	36	(3.4)	6	(1.4)	58	(3.5)
New Zealand ¹	42	(1.4)	29	(2.2)	13	(1.7)	58	(2.7)	31	(1.4)	33	(3.1)	19	(2.1)	48	(2.7)
Norway	37	(1.4)	33	(2.1)	6	(1.1)	61	(2.1)	21	(1.1)	40	(3.0)	9	(1.4)	51	(3.0)
Poland	14	(1.1)	21	(2.9)	c	c	79	(2.9)	8	(0.8)	39	(5.5)	c	c	61	(5.5)
Slovak Republic	13	(1.1)	33	(4.4)	c	c	67	(4.4)	7	(0.7)	32	(5.5)	c	c	68	(5.5)
Slovenia ¹	19	(1.2)	40	(3.5)	17	(2.2)	44	(3.7)	9	(0.8)	36	(3.8)	23	(3.5)	41	(4.1)
Spain	12	(0.8)	27	(3.0)	9	(2.0)	63	(3.4)	7	(0.7)	27	(4.4)	6	(1.8)	67	(4.3)
Sweden	40	(1.7)	44	(1.9)	10	(1.3)	46	(2.0)	24	(1.2)	52	(2.7)	13	(1.9)	35	(2.8)
Turkey ¹	4	(0.5)	33	(5.8)	9	(3.1)	58	(5.9)	1	(0.3)	c	c	c	c	c	c
United States	40	(1.7)	35	(2.2)	10	(1.3)	56	(1.9)	30	(1.3)	40	(2.1)	10	(1.4)	50	(1.8)
Economies																
Flemish Com. (Belgium)	31	(1.2)	29	(2.5)	31	(2.1)	39	(2.5)	15	(0.9)	28	(3.0)	33	(3.3)	39	(4.0)
England (UK)	29	(1.3)	22	(2.4)	14	(2.1)	64	(2.6)	17	(1.2)	34	(3.5)	14	(2.9)	52	(3.2)
Northern Ireland (UK)	17	(1.1)	26	(3.5)	13	(2.1)	61	(3.4)	7	(0.9)	39	(6.5)	11	(3.9)	49	(6.3)
Average	25	(0.2)	31	(0.6)	16	(0.4)	55	(0.6)	15	(0.2)	37	(0.8)	17	(0.6)	48	(0.8)
Partners																
Lithuania ¹	53	(1.7)	49	(2.2)	8	(1.3)	44	(1.9)	23	(1.4)	54	(3.4)	5	(1.5)	41	(3.3)
Russian Federation*	31	(2.5)	16	(3.1)	21	(3.1)	62	(4.3)	19	(2.9)	9	(4.5)	20	(6.2)	71	(7.3)
Singapore ¹	19	(0.9)	7	(1.5)	12	(1.8)	81	(2.4)	7	(0.6)	15	(3.4)	15	(3.5)	70	(4.5)

Note: Data on educational attainment are based on ISCED-97. See *Definitions* and *Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

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

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

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


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Table A4.3. Changes in the likelihood of having a tertiary-type A or an advanced research programme degree, by gender, age group and parents' educational attainment (2012 or 2015)*Survey of Adult Skills (PIAAC), 30-59 year-old non-students*

How to read this table: In Canada, 27% of 40-49 year-old women whose parents have upper secondary or post-secondary non-tertiary education are likely to have a tertiary-type A or an advanced research programme degree. Compared to this group, those whose parents have below upper secondary education are 8 percentage points less likely to have a tertiary-type A or an advanced research programme degree, while those who have at least one parent who attained tertiary education are 25 percentage points more likely to have a tertiary-type A or an advanced research programme degree.

	Reference category (women, 40-49 year-olds, parents with upper secondary or post-secondary non-tertiary education)		Changes in the likelihood of having a tertiary-type A or an advanced research programme degree, dependent on:									
			Gender		Age group				Parents' educational attainment			
			Men		30-39 year-olds		50-59 year-olds		Below upper secondary		Tertiary	
			%	S.E.	pp	S.E.	pp	S.E.	pp	S.E.	pp	S.E.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD												
Countries												
Australia	28	(2.1)	-4	(1.8)	4	(2.0)	-2	(2.0)	-9	(1.9)	29	(2.6)
Austria	8	(1.0)	3	(0.9)	4	(1.4)	-2	(1.1)	-5	(0.9)	21	(2.3)
Canada	27	(1.4)	-1	(1.1)	1	(1.7)	-4	(1.3)	-8	(1.3)	25	(1.4)
Chile ¹	10	(1.9)	1	(1.7)	5	(2.3)	-1	(1.9)	-9	(1.2)	23	(6.4)
Czech Republic	10	(1.9)	2	(1.1)	4	(2.4)	3	(2.1)	-12	(1.0)	37	(3.8)
Denmark	12	(1.3)	1	(1.3)	7	(1.8)	-2	(1.2)	-2	(1.3)	21	(2.0)
Estonia	29	(1.6)	-8	(1.5)	-5	(1.7)	4	(1.5)	-16	(1.5)	21	(1.7)
Finland	31	(1.7)	-8	(1.5)	12	(2.2)	-4	(1.6)	-10	(1.5)	23	(3.3)
France	19	(1.1)	-3	(1.2)	4	(1.3)	-3	(1.3)	-7	(1.1)	40	(2.3)
Germany	11	(1.4)	4	(1.5)	3	(1.8)	3	(1.5)	-9	(1.8)	26	(1.9)
Greece ¹	27	(2.3)	0	(1.3)	-2	(1.9)	-2	(1.7)	-15	(2.2)	29	(3.9)
Ireland	26	(1.8)	-4	(1.0)	6	(1.3)	-4	(1.4)	-15	(1.7)	23	(2.8)
Israel ¹	38	(2.8)	-2	(2.0)	-2	(2.6)	-2	(2.6)	-19	(2.5)	26	(2.7)
Italy	31	(1.9)	-5	(1.1)	4	(1.4)	0	(1.1)	-23	(1.7)	37	(4.9)
Japan	14	(1.7)	20	(1.5)	-2	(2.1)	3	(2.4)	-13	(1.7)	23	(2.1)
Korea	26	(2.1)	11	(1.3)	5	(1.7)	-7	(1.5)	-16	(1.7)	20	(3.1)
Netherlands	32	(2.1)	4	(1.5)	4	(2.3)	0	(1.9)	-16	(2.2)	22	(2.9)
New Zealand ¹	35	(2.3)	-4	(2.0)	6	(2.6)	-5	(2.2)	-10	(2.6)	19	(2.7)
Norway	38	(1.8)	-9	(1.9)	5	(2.0)	-4	(2.2)	-14	(1.8)	22	(2.1)
Poland	32	(2.0)	-8	(1.8)	7	(2.4)	-5	(2.0)	-18	(1.4)	42	(2.9)
Slovak Republic	23	(1.5)	-3	(1.3)	-1	(1.8)	-2	(1.6)	-14	(1.4)	47	(3.7)
Slovenia ¹	21	(1.3)	-8	(1.3)	4	(1.9)	-4	(1.2)	-12	(1.0)	25	(3.3)
Spain	41	(2.7)	-6	(1.3)	0	(1.7)	-3	(1.6)	-22	(2.5)	27	(3.5)
Sweden	28	(2.2)	-10	(1.4)	7	(2.2)	-4	(1.7)	-9	(2.0)	17	(2.6)
Turkey ¹	23	(3.8)	5	(1.0)	4	(1.2)	0	(1.0)	-22	(3.9)	31	(6.4)
United States	26	(1.6)	-2	(1.5)	-1	(1.5)	0	(1.7)	-17	(2.0)	28	(2.2)
Economies												
Flemish Com. (Belgium)	15	(1.9)	4	(1.4)	0	(2.1)	-1	(1.6)	-10	(1.5)	22	(2.5)
England (UK)	27	(1.9)	2	(1.8)	3	(2.4)	-5	(2.1)	-13	(1.9)	31	(2.8)
Northern Ireland (UK)	21	(2.3)	2	(2.0)	6	(2.4)	-1	(2.2)	-12	(2.3)	33	(3.8)
Average	25	(0.4)	-1	(0.3)	3	(0.4)	-2	(0.3)	-13	(0.3)	27	(0.6)
Partners												
Lithuania ¹	16	(2.0)	-9	(1.7)	3	(2.1)	6	(1.9)	-6	(2.0)	29	(2.2)
Russian Federation*	36	(1.9)	-4	(2.6)	-2	(3.8)	-3	(3.0)	-15	(2.5)	33	(4.1)
Singapore ¹	36	(2.3)	7	(1.4)	9	(2.0)	-13	(1.9)	-16	(2.2)	36	(2.9)


Note: The reference categories are upper secondary or post-secondary non-tertiary education for parents' educational attainment, women for gender and 40-49 year-olds for age group. The data presented in this table are based on an ordinary least square regression. Data on educational attainment are based on ISCED-97. See *Definitions and Methodology* sections for more information.

1. Reference year is 2015; for all other countries and economies the reference year is 2012.

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

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

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

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