

TO WHAT LEVEL HAVE ADULTS STUDIED?

This indicator profiles the educational attainment of the adult population as captured through formal educational qualifications. As such, it provides a proxy for the knowledge and skills available to national economies and societies. To gauge the evolution of available skills, trend data on growth in the number of people with different levels of educational attainment have been added this year. This indicator also provides data related to the supply of and demand for skilled workers across OECD countries.

Key results

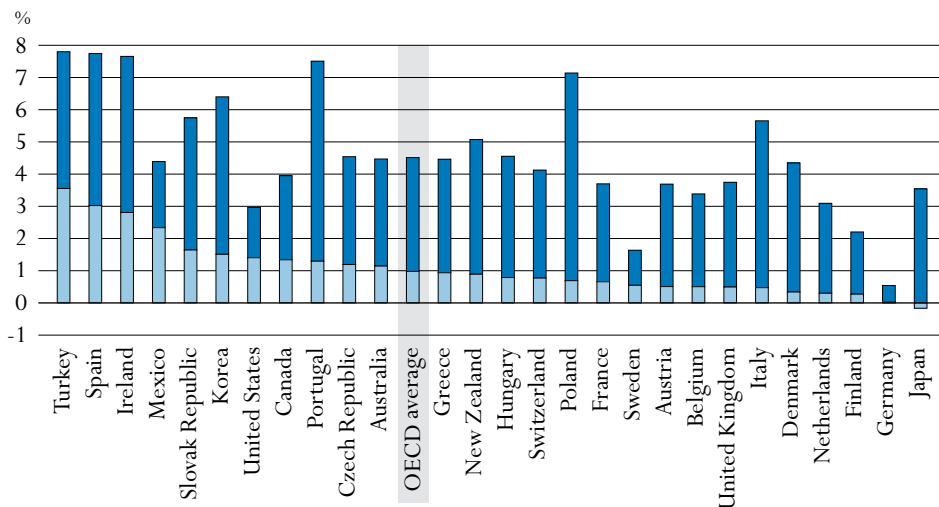
Chart A1.1. Average annual growth in the population with tertiary education (1998-2006)

The chart depicts the annual average growth rate in the number of 25-64 year-olds with tertiary education related to the increase in attainment levels and to the overall population growth.

Average annual increase in the number of individuals with tertiary education due to:

- Attainment rate growth
- Overall population growth

The overall growth in the number of individuals who have completed tertiary education provides a complementary picture to that of attainment levels alone. Countries with growing populations will not only have to cope with more young individuals eager to invest in tertiary education but also an increasing overall demand linked to a growing population. The number of individuals that have attained tertiary education has increased by 7% per year or more in Ireland, Poland, Portugal, Spain, and Turkey. In Ireland, Spain and Turkey the overall population growth has put additional strains on the higher education system, whereas this has been of less concern in countries such as Germany and Japan.



Countries are ranked in descending order of the average annual increase in the number of individuals with tertiary education due to overall population growth.

Source: OECD, Table A1.4 and Table A1.5. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Other highlights of this indicator

- With the exception of Germany, Japan, Mexico, Poland, Turkey and the United States, the number of individuals available to the labour market with below secondary education decreased between 1998 and 2006, and in some countries substantially so.
- Upper secondary education has become the norm among younger cohorts in almost all OECD countries. On average across OECD countries, the proportion of 25-34 year-olds having attained upper secondary education is 22 percentage points higher than that of 55-64 year-olds.
- Since 1998, tertiary attainment levels among young adults have also increased significantly, to 34% among 25-34 year-olds, on average across OECD countries. This suggests that overall tertiary attainment levels will continue to rise in the coming years. In France, Ireland, Japan and Korea, there is a difference of 25 percentage points or more in the tertiary attainment of the oldest and youngest age cohorts.
- Tertiary educated young individuals in the Czech Republic, Hungary, Iceland, Luxembourg, the Netherlands, and the Slovak Republic and in the partner country Slovenia continue to have good prospects of finding a skilled job. In these countries, 85% or more of tertiary educated 25-34 year-olds are employed in skilled occupations, indicating that those with higher education are in strong demand.
- Since 1998, young tertiary educated individuals in Austria, Finland, Germany and Switzerland have improved their prospects of finding a skilled job. At the same time, young workers without a tertiary education appear to have a good chance relative to older workers in finding a skilled job, indicating a potential gap between supply and demand of high-end skills in these countries.

Policy context

A well-educated and well-trained population is essential for the social and economic well-being of countries. Education plays a key role in providing individuals with the knowledge, skills and competencies needed to participate effectively in society and in the economy. It also contributes to the expansion of scientific and cultural knowledge. 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. International comparisons of educational attainment assume that the skills and knowledge taught at each level of education are similar among countries.

In fact, the skill composition of populations varies substantially among countries, depending on their industry structure and general level of economic development. It is important to understand the mix of skills available, as well as changes in the skill structure among different age groups, in order to gain an idea of the current and future supply of skills in the labour market. While the current economic downturn makes it difficult to forecast future skill demands, it will increase the incentives for individuals to invest in education, as worsening labour market prospects lower the opportunity costs of education, such as earnings foregone while studying.

As overall demand for education is likely to rise, thus increasing the supply of more highly educated individuals to the labour market, it will be crucial to track the demand for these more skilled workers in the coming years. The International Standard Classification of Occupations (ISCO) provides an opportunity to relate what is produced by the education system to the demands of the labour market. In essence, occupational classifications relate to the level of economic development and demand for skills, and as such provide a measure of the overall need for education. A key issue for any education system is to supply the labour market with the level and diversity of skills that employers require. The match between educational attainment and occupations can thus be seen as a signal of demand for education.

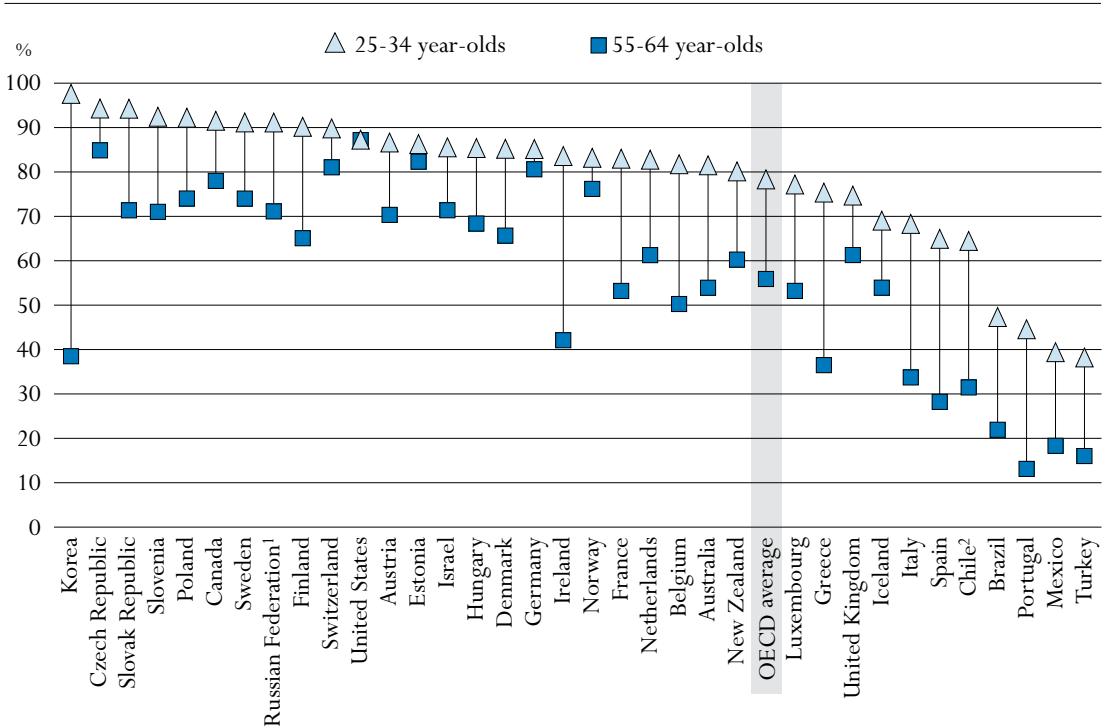
Evidence and explanations

Attainment levels in OECD countries

On average across OECD countries, fewer than one-third of adults (30%) have attained only primary or lower secondary levels of education, 44% of the adult population has attained an upper secondary education and more than one-quarter (27%) have attained a tertiary level qualification (Table A1.1a). However, countries differ widely in the distribution of educational attainment across their populations.

In 23 out of 29 OECD countries – as well as in the partner countries Estonia, Israel, the Russian Federation and Slovenia – 60% or more of the population aged 25 to 64 has completed at least upper secondary education (Table A1.2a). Some countries show a different profile, however. For instance, in Mexico, Portugal and Turkey and the partner country Brazil, more than two thirds of the population aged 25 to 64 has not completed upper secondary education. Overall, a comparison of the levels of educational attainment in younger versus older age groups indicates marked progress with regard to attainment of upper secondary education, except in the United States (Chart A1.2). On average across OECD countries, the proportion of 25-34 year-olds having attained at least upper secondary education is 22 percentage points higher than that of 55-64 year-olds. This increase has been particularly dramatic in Belgium, Greece, Ireland, Italy, Korea, Portugal and Spain, as well as in the partner country Chile, all of which have seen an increase in upper secondary attainment of 30 percentage points or more.

Chart A1.2. Population that has attained at least upper secondary education (2007)
Percentage, by age group




1. Year of reference 2002.

2. Year of reference 2004.

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

Source: OECD, Table A1.2a. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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In countries where the adult population generally has a high level of educational attainment, differences among age groups are less pronounced (Table A1.2a). In the 10 OECD countries where more than 80% of 25-64 year-olds have at least upper secondary attainment, the difference in the proportion of 25-34 year-olds and 55-64 year-olds having attained at least upper secondary level is, on average, 13 percentage points. In Germany and the United States, the proportion of population with upper secondary education and more is almost the same for all age groups. For countries with more room for growth, the average gain in attainment between these age groups is typically large, but situations differ widely. In Norway, the difference between 25-34 year-olds and 55-64 year-olds is 7 percentage points; in Korea it is 59 percentage points.

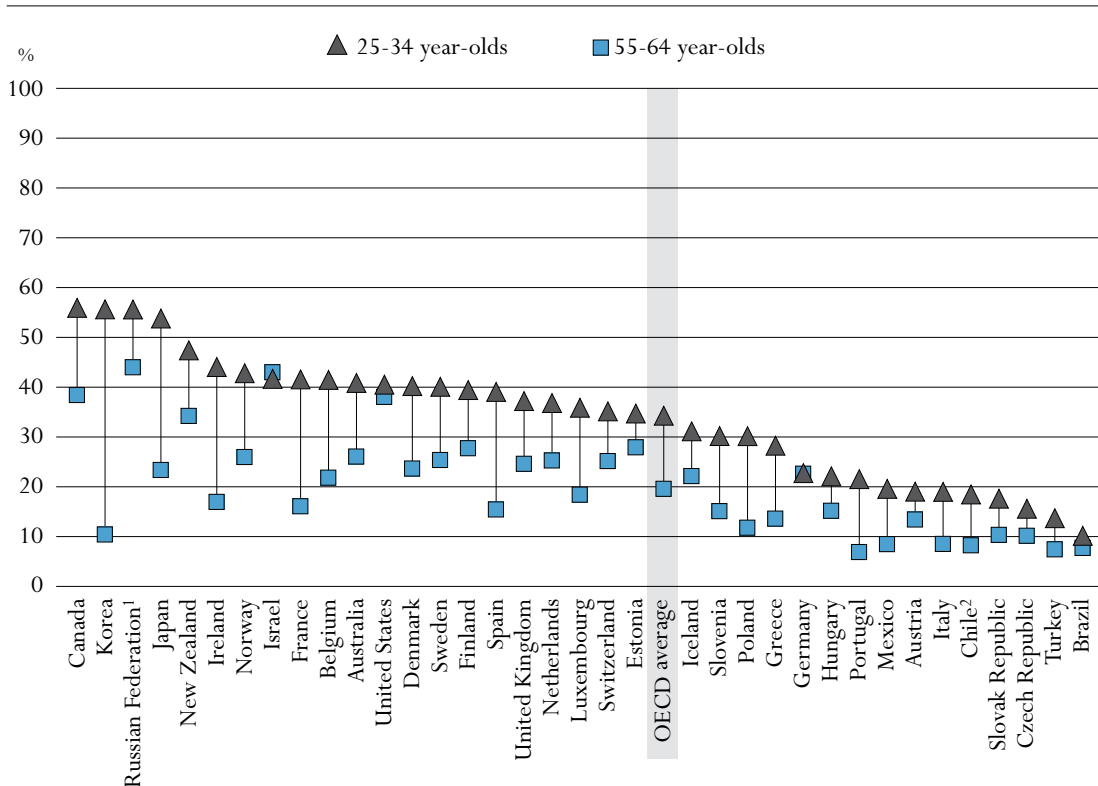
In almost all countries, 25-34 year-olds have higher tertiary attainment levels than the generation about to leave the labour market (55-64 year-olds). On average across OECD countries, 34% of the younger cohort has completed tertiary education, compared with 20% of the oldest cohort, while the average for the total population of 25-64 year-olds is 28%. The expansion of tertiary education differs substantially among countries. In France, Ireland, Japan and Korea there is a difference of 25 percentage points or more in tertiary attainment of the oldest and youngest age cohorts (Table A1.3a).

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This rapid expansion of the tertiary sector has put Japan and Korea in the top group together with Canada and the partner country the Russian Federation with over 50% of the younger cohort having attained tertiary education (Chart A1.3). Attainment levels between the youngest and oldest cohorts have changed by 5 percentage points or less in Austria, the Czech Republic, the United States and the partner country Brazil and close to zero or negative in Germany and the partner country Israel. Attainment levels in the total population are still substantially above the OECD average in the United States and Israel, whereas in the case of the other four countries in this group, attainment levels are below the OECD average.

Chart A1.3. Population that has attained at least tertiary education (2007)

Percentage, by age group



1. Year of reference 2002.

2. Year of reference 2004.

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

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eqg2009).

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Trends in attainment levels in OECD countries

Measurements of the progress in attainment levels across age cohorts provide a rough representation of the evolution of human capital in different countries. Trends in attainment levels provide a more nuanced picture, enabling examination of the evolution of attainment over time. Trends will in some circumstances reveal slight differences from analyses of attainment levels by age cohorts, because attainment levels are not evenly distributed within an age cohort.

Attainment levels have also risen as a consequence of 25-64 adults having acquired higher qualifications after completing initial education. Furthermore, immigration can in some countries make a big impact on attainment levels over time.

Trends in attainment levels over time thus provide a complementary picture of the progress of human capital available to the economy and society. Table A1.4 presents the trends in educational attainment in the adult population (25-64 year-olds). In 1997, on average across OECD countries, 37% of the population had not completed upper secondary education, 43% had completed upper secondary and post-secondary non-tertiary education and another 20% had completed tertiary education. These figures have changed quite dramatically over the past ten years as a consequence of efforts to move people into higher educational levels. The proportion of the adult population with below upper secondary education has fallen to 30%, the proportion with tertiary attainment has risen to 27%, while the proportion of the population with upper secondary and post-secondary non-tertiary education has remained unchanged at 43%.

The big change in the educational attainment of the adult population over the past decade has thus been at the low and high ends of the skill distribution. The average annual growth rate in tertiary attainment levels has exceeded 5% in Italy, Poland, and Portugal, although it should be noted that overall levels of tertiary attainment in these countries were low at the beginning of the decade. The proportion of the population with below upper secondary education decreased by 5% or more per year in the Czech Republic, Finland, Hungary and Poland. Only Portugal and Spain have seen growth rates above 5% for upper secondary and post-secondary non-tertiary attainment.

Attainment levels offer good overall assessment of the skill distribution and how this distribution has evolved over time. However, as noted in Chart A1.1 the actual production of the education system can, in many instances, diverge quite substantially from what is apparent in measures of attainment levels. Table A1.5 provides estimates of the average annual growth of the total number of individuals in the adult population in different educational levels between 1998 and 2006. The number of individuals with tertiary education available to the labour market has grown by an average of 4.5% per year across OECD countries. Some of this growth is due to individuals in older age cohorts, with lower levels of tertiary attainment, having retired. Nevertheless, the total investments made in human capital and the overall change in the supply of highly educated individuals during this period is impressive.

The average annual growth in the adult population with an upper secondary and post-secondary non-tertiary education has been substantially below that of tertiary education. This reflects the fact that many individuals have already achieved this level of education. The total number of individuals who have not completed an upper secondary education has decreased by an average of 1.9% per year during this period. With the exception of Germany, Japan, Mexico, Poland, Turkey and the United States, the number of individuals with below secondary education available to the labour market decreased between 1998 and 2006, and in some countries substantially so.

Attainment levels and links with skilled jobs

Governments that seek to expand tertiary education have often considered that an advanced knowledge economy needs more high-level skills and thus requires educating a much greater proportion of the workforce beyond the secondary level. The capacity of the labour market to accommodate increasing numbers of individuals with tertiary education depends on industry

structure as well as the general level of economic development. The composition of occupational categories in a country captures these factors to some extent. The distribution of occupations reflects the importance of different sectors and of high-end skills for the economy. The ISCO classification of occupations thus provides a further opportunity to look more closely at the match between the education system and the labour market in different countries.

The prospect of higher educated individuals finding a skilled job depends to a large extent on tertiary attainment levels relative to skilled jobs in the country and the change in these two components of supply and demand over time. Table A1.6 presents the proportion of tertiary and below tertiary educated individuals in skilled occupations, by age cohorts. The ISCO occupational categories 1-3 are classified as skilled jobs and include: Legislators, senior officials and managers (ISCO 1); Professionals (ISCO 2); and Technician and associate professionals (ISCO 3). For more extensive explanations on occupational distributions see *Education at a Glance 2008*. Table A1.6 confirms expectations that higher education provides greater access to more skilled occupations. On average across OECD countries, about a quarter of those without a tertiary qualification succeed in obtaining a skilled job; for those with tertiary qualifications this figure rises to more than 80%. The overall proportions of individuals holding skilled jobs have been relatively stable over the period (1998 and 2006) for both tertiary and below tertiary educated individuals, suggesting that the demand-side has kept up with the influx of more educated individuals.

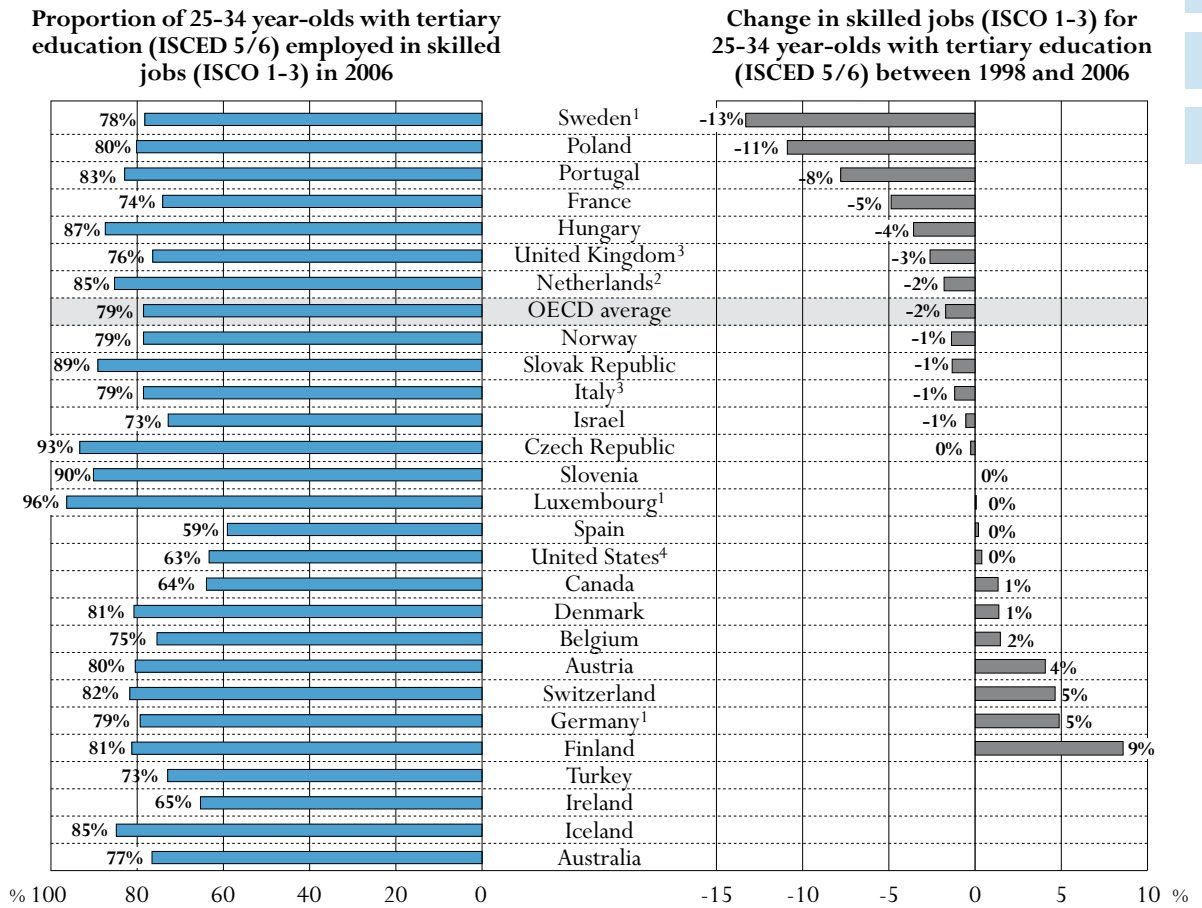
Younger cohorts are typically more sensitive to changes in supply and demand for skills as they try to get a foothold in the labour market. Column 6 in Table A1.6 shows the percentage point change in the proportion 25-34 year-olds with tertiary education holding skilled jobs between 1998 and 2006. There has been a marginal decrease in the proportion of young individuals who have succeeded in obtaining skilled jobs during the period, but this differs widely among countries. Chart A1.4 shows these changes (on the right-hand side) and the percentage of the 25-34 year-old cohort currently (2006) employed in skilled jobs (on the left-hand side).

Young tertiary educated individuals in Sweden, Poland and Portugal have seen the labour market for skilled jobs deteriorate over the period with 13, 11 and 8 percentage point decreases in the proportion of 25-34 year-olds employed in skilled jobs. At the other extreme, tertiary educated 25-34 year-olds in Austria, Finland, Germany and Switzerland have seen their prospects of finding a skilled job improved between 4 and 9 percentage points over the period. Both of these groups of countries have reverted to the OECD mean, where countries now cluster just above or at the OECD average, with 79% of the younger tertiary educated cohort employed in skilled jobs.

Higher educated young individuals in the Czech Republic, Hungary, Iceland, Luxembourg, the Netherlands, and the Slovak Republic and in the partner country Slovenia continue to have good prospects for finding a skilled job. In these countries, 85% or more of the tertiary educated 25-34 year-olds are employed in skilled jobs, indicating that those with higher education are still in strong demand. Tertiary educated individuals in Canada, Ireland, Spain and the United States generally have more difficulty in finding jobs to match their skill levels.

Another way to look at the supply of and demand for high-end skills is to examine how access to skilled jobs changes across age cohorts. As individuals accumulate more human capital over time, from a lifelong learning perspective one would expect more individuals to move up into skilled jobs progressively across age cohorts. This seems particularly true in countries with strong vocational training systems.

Chart A1.4. Proportion of 25-34 year-olds with tertiary education employed in skilled jobs in 2006 and change in skilled jobs for 25-34 year-olds with tertiary education between 2006 and 1998



1. 1999 instead of 1998.

2. 2000 instead of 1998.

3. Italy: change in survey methodology between 1998 and 2006 affects comparability. United Kingdom: change in national occupation coding frame in 2000 affects comparability for ISCO.

4. ISCO groupings 3 and 9 in 2006 are not separated and thus distributed among remaining ISCO classification.

Countries are ranked in descending order of the change in the proportion of 25-34 year-olds with tertiary education in skilled jobs between 1998 and 2006.

Source: OECD, Table A1.6. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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Table A1.6, column 12 shows the difference between the proportion of 25-34 year-olds and of 45-54 year-olds with below tertiary education in skilled jobs. Consistent with the notion that individuals acquire skills through work experience and job-related training over their life spans, one would anticipate finding fewer younger workers than older workers in skilled jobs.

At the same time, one might argue that if too few higher educated individuals are entering the labour market, employers will be forced to take in younger, lower educated individuals, flattening the age advantage among lower educated individuals – or even turning the advantage

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towards the younger cohorts. The opposite applies if too many individuals with higher levels of education are entering the labour market; young individuals with lower levels of education will find it increasingly difficult to find skilled jobs, increasing the advantage of older cohorts.

On average across OECD countries, the proportion of the age cohort in skilled jobs among those with below tertiary education increases by 3 percentage points between the 25-34 and 45-54 year-olds, indicating that more experienced workers have some advantage in obtaining a skilled job. In Hungary, the Slovak Republic and Switzerland, more experienced workers do not have an advantage, and in Austria, Finland, Germany and the partner country Israel the advantage of finding a skilled job is tilted to those with less experience in the labour market.

Chart A1.5 combines these two approaches, plotting changes in the match of tertiary educated 25-34 year-olds to skilled jobs between 2006 and 1998 (horizontal axis) against the difference in the proportion 25-34 year-olds and 45-54 year-olds with below tertiary education in skilled jobs (vertical axis). The OECD average for age advantage (3% fewer younger than older workers in skilled jobs) is used as a benchmark (indicated by the horizontal axis crossing the vertical axis at this point).

Countries below the horizontal axis generally have a steeper age (experience) advantage than the average across OECD countries, whereas the opposite is true for countries above this line. Young tertiary educated individuals in countries on the left-side of the vertical axis have seen their prospects of finding a skilled job deteriorate over the period; for individuals in countries on the right-hand side of the chart, the prospect of finding a skilled job has improved during the period.

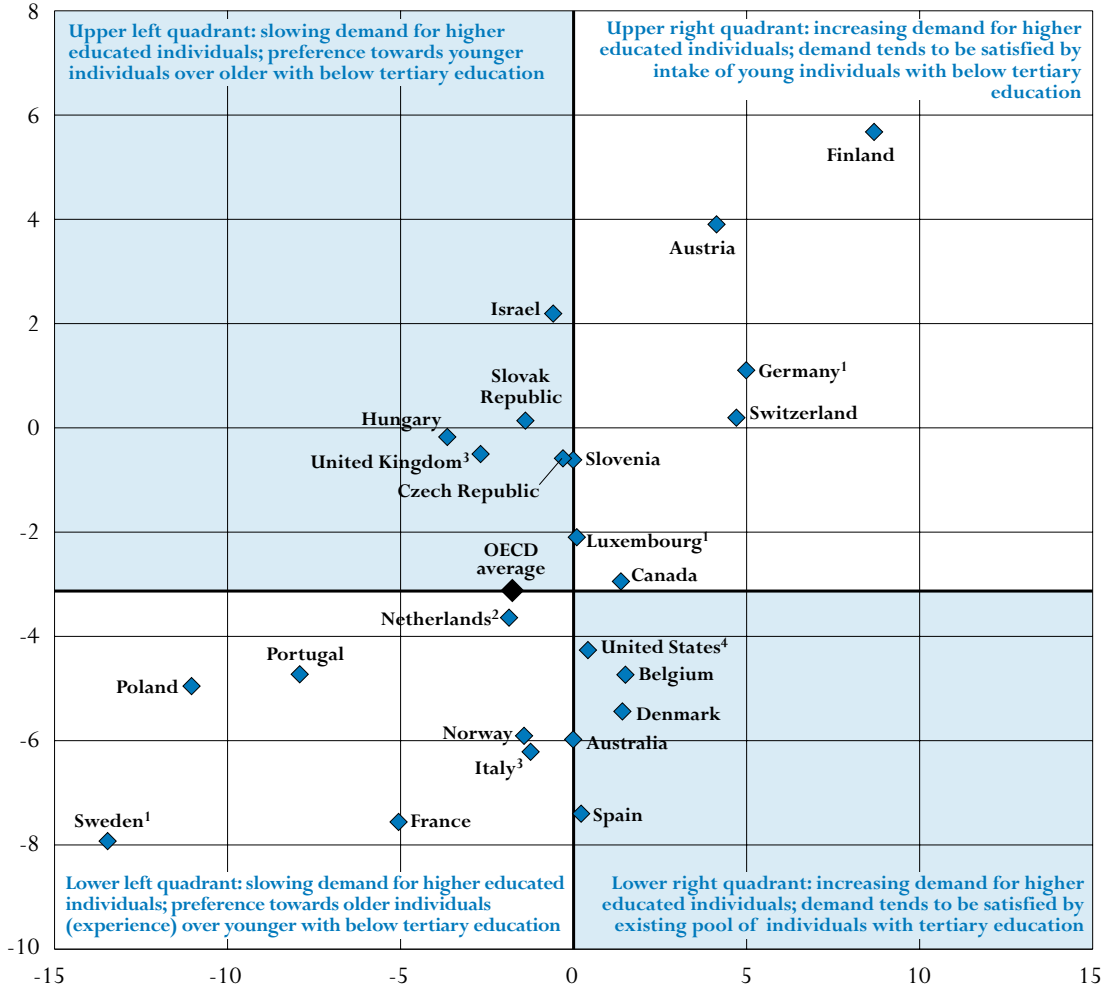
Young tertiary educated individuals in France, Poland, Portugal and Sweden have seen their prospects of finding a skilled job deteriorate during the period. In addition, young individuals who have not attained a tertiary education are disadvantaged, compared with older workers, in finding a skilled job. This suggests that the expansion of higher education might have outpaced demand for skilled workers in recent years. Some caution is needed in interpreting these results, however, as some countries are still above the OECD mean in terms of matching young higher educated individuals to skilled occupations. It is similarly difficult to assess the steepness of the age (experience) advantage in finding a skilled job.

A stronger signal, however, that the demand for higher educated individuals has outstripped the supply can be made for countries in the opposite corner. In Austria, Finland, Germany and Switzerland, young tertiary educated individuals have improved their prospects in finding a skilled job over the period. At the same time young workers without a tertiary education have had an advantage over more experienced workers in finding skilled jobs. This suggests that employers have fewer choices and must take in younger, less educated workers to fill these skilled positions.

Again, some caution is needed in interpreting these data as changes in education systems, shifts in industries and overall demand for certain skills can make younger individuals more attractive to employers than older and more experienced workers. It is therefore important to also consult other labour market indicators such as employment and unemployment (Indicator A6), earnings (Indicator A7), incentives to invest in education (Indicator A8), and transition from school to work (Indicator C3). However, these indicators signal a similar message for a number of countries, as conveyed in this section of *Education at a Glance*.

Chart A1.5. Supply of and demand for young individuals (25-34 year-olds) to skilled jobs (ISCO 1-3), 1998-2006

Difference in the proportion of 25-34 year-olds and 45-54 year-old cohort with below tertiary education in skilled jobs (%)



1. 1999 instead of 1998.

2. 2000 instead of 1998.

3. Italy: change in survey methodology between 1998 and 2006 affects comparability. The United Kingdom: change in national occupation coding frame in 2000 affects comparability for ISCO.

4. ISCO groupings 3 and 9 in 2006 are not separated and thus distributed among remaining classification.

Source: OECD, Table A1.6. See Annex 3 for notes (www.oecd.org/edu/eqq2009).

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Definitions and methodologies

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/eqq2009) 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 International Standard Classification of Education (ISCED-97)

is used to define the levels of education. See Annex 3 (www.oecd.org/edu/eag2009) for a description of the mapping of ISCED-97 education programmes and attainment levels for each country.

Successful completion of upper secondary education means the achievement of upper secondary programmes type A, B or C, which are of a similar length; completion of type C programmes (labour market destination) of significantly shorter duration are not classified as upper secondary attainment.

The data for Table A1.6 are provided by the Supply of Skills working group of INES Network on Labour Market, Economic and Social Outcomes of Learning (formerly called INES Network B). The information is based on collection of ISCO (International Standard Classification of Occupations) and ISCED information from OECD countries. ISCO is the most widely used classification system for grouping occupations according to the tasks and duties involved. The ISCO system is maintained by the International Labour Organisation (ILO).

The ISCO system facilitates international communication regarding jobs, makes international comparisons possible, and serves as a model for the development of national occupation classification systems. In the ISCO system, an occupation is classified into one of nine major groups, and then into sub-groups. The analysis in Indicator A1 is at the major group level.

Like other international classification systems, ISCO changes only when major revisions are carried out. This means that ISCO does not fully capture changes in the labour market over time. Occupations evolve, as do their competency requirements. Some types of occupations disappear and others appear. The nature of these new occupations is not always fully described in the ISCO classification system. Accordingly, time series comparisons using the ISCO system should be interpreted with caution, considering the limitations of a static classification system.

Further references

For further information on the ISCO categories, see *Education at a Glance 2008*.

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

StatLink  <http://dx.doi.org/10.1787/664024334566>

- *Table A1.1b. Educational attainment: Male population (2007)*
- *Table A1.1c. Educational attainment: Female population (2007)*
- *Table A1.2b. Population of males with at least upper secondary education (2007)*
- *Table A1.2c. Population of females with at least upper secondary education (2007)*
- *Table A1.3b. Population of males with tertiary education (2007)*
- *Table A1.3c. Population of females with tertiary education (2007)*

Table A1.1a.

Educational attainment: adult population (2007)

Distribution of the 25-64 year-old population, 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)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD countries										
Australia	8	24	x(5)	x(5)	31	3	10	24	x(8)	100
Austria	x(2)	18	1	47	6	9	7	10	x(8)	100
Belgium	14	18	a	10	24	2	18	14	1	100
Canada	4	9	a	x(5)	26	12	24	25	x(8)	100
Czech Republic	n	9	a	41	35	a	x(8)	14	x(8)	100
Denmark	1	22	2	37	6	n	7	25	1	100
Finland	10	10	a	a	44	n	15	20	1	100
France	13	18	a	31	11	n	11	15	1	100
Germany	3	13	a	50	3	7	9	14	1	100
Greece	26	11	3	3	26	8	7	15	n	100
Hungary	1	19	a	31	28	2	n	17	n	100
Iceland	3	24	9	13	10	11	4	25	1	100
Ireland	15	17	n	x(5)	25	11	11	21	n	100
Italy	15	32	1	7	30	1	1	13	n	100
Japan	x(5)	x(5)	x(5)	x(5)	59	a	18	23	x(8)	100
Korea	11	12	a	x(5)	43	a	10	24	x(8)	100
Luxembourg	18	9	7	17	19	4	9	17	1	100
Mexico	47	20	a	a	18	a	a	15	x(8)	100
Netherlands	7	20	x(4)	16	23	3	2	28	1	100
New Zealand	x(2)	21	8	10	9	11	16	25	x(8)	100
Norway	n	21	a	30	11	3	2	31	1	100
Poland	x(2)	14	a	33	31	4	x(8)	19	x(8)	100
Portugal	56	16	x(5)	x(5)	13	1	x(8)	13	1	100
Slovak Republic	1	12	x(4)	35	38	x(5)	1	13	n	100
Spain	22	27	a	8	14	n	9	19	1	100
Sweden	6	10	a	x(5)	47	6	9	23	x(8)	100
Switzerland	3	9	1	46	6	3	10	19	3	100
Turkey	61	10	a	8	10	a	x(8)	11	x(8)	100
United Kingdom	n	14	18	30	7	n	9	22	1	100
United States	4	8	x(5)	x(5)	48	x(5)	9	30	1	100
	<i>Below upper secondary education</i>			<i>Upper secondary level of education</i>			<i>Tertiary level of education</i>			
<i>OECD average</i>	30			44			27			
<i>EU19 average</i>	29			46			24			
Partner countries										
Brazil	48	15	x(5)	x(5)	27	a	x(8)	10	x(8)	100
Chile ¹	24	26	x(5)	x(5)	37	a	3	10	x(8)	100
Estonia	1	10	a	5	44	7	11	22	n	100
Israel	12	8	a	9	27	a	15	27	1	100
Russian Federation ²	3	8	x(4)	16	18	x(4)	34	20	n	100
Slovenia	2	16	a	28	31	a	11	10	2	100

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

1. Year of reference 2004.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


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Table A1.2a.
Population with at least upper secondary education¹ (2007)
Percentage, by age group

	Age group				
	25-64	25-34	35-44	45-54	55-64
	(1)	(2)	(3)	(4)	(5)
OECD countries					
Australia	68	81	70	64	54
Austria	80	87	84	78	70
Belgium	68	82	75	63	50
Canada	87	91	90	86	78
Czech Republic	91	94	94	89	85
Denmark	75	85	80	71	66
Finland	81	90	87	81	65
France	69	83	74	63	53
Germany	84	85	86	85	81
Greece	60	75	67	53	37
Hungary	79	85	83	79	68
Iceland	65	69	70	62	54
Ireland	68	83	72	60	42
Italy	52	68	56	48	34
Korea	78	97	92	65	39
Luxembourg	66	77	67	62	53
Mexico	33	39	37	29	18
Netherlands	73	83	77	71	61
New Zealand	72	80	74	70	60
Norway	79	83	80	77	76
Poland	86	92	90	86	74
Portugal	27	44	27	20	13
Slovak Republic	87	94	92	86	71
Spain	51	65	56	44	28
Sweden	85	91	90	83	74
Switzerland	86	90	87	85	81
Turkey	29	38	26	22	16
United Kingdom	68	75	69	66	61
United States	88	87	88	89	87
<i>OECD average</i>	<i>70</i>	<i>79</i>	<i>74</i>	<i>67</i>	<i>57</i>
<i>EU19 average</i>	<i>71</i>	<i>81</i>	<i>75</i>	<i>68</i>	<i>57</i>
Partner countries					
Brazil	37	47	37	31	22
Chile ²	50	64	52	44	32
Estonia	89	86	94	93	82
Israel	80	85	83	77	71
Russian Federation ³	88	91	94	89	71
Slovenia	82	92	84	78	71

1. Excluding ISCED 3C short programmes.

2. Year of reference 2004.

3. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).


StatLink  <http://dx.doi.org/10.1787/664024334566>

Table A1.3a.
Population with tertiary education (2007)

Percentage of the population that has attained tertiary-type B education or tertiary-type A and advanced research programmes, by age group

	Tertiary-type B education					Tertiary-type A and Advanced research programmes					Total tertiary				
	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)
OECD countries															
Australia	10	10	9	10	9	24	31	25	22	18	34	41	34	32	27
Austria	7	6	7	8	7	10	13	12	9	7	18	19	19	17	14
Belgium	18	23	19	16	13	14	18	16	12	9	32	41	36	28	22
Canada	24	26	26	23	18	25	29	26	21	21	48	56	53	45	39
Czech Republic	x(11)	x(12)	x(13)	x(14)	x(15)	14	15	14	14	11	14	15	14	14	11
Denmark	7	8	7	6	5	25	32	27	24	19	32	40	34	30	24
Finland	15	8	20	18	15	21	32	22	17	14	36	39	43	36	28
France	11	18	12	8	5	16	24	17	12	11	27	41	29	20	17
Germany	9	6	9	10	9	16	16	16	15	14	24	23	26	25	23
Greece	7	9	9	6	4	15	19	17	14	10	23	28	26	21	14
Hungary	n	1	n	n	n	18	21	17	16	16	18	22	17	16	16
Iceland	4	3	4	4	2	26	28	31	23	20	30	31	35	28	23
Ireland	11	14	13	9	6	21	30	22	16	11	32	44	34	25	17
Italy	1	1	1	1	n	13	18	13	11	9	14	19	14	11	9
Japan	18	25	22	16	9	23	29	24	25	15	41	54	46	41	24
Korea	10	22	10	4	1	24	34	30	17	10	35	56	40	21	11
Luxembourg	9	12	8	7	8	18	24	19	15	11	27	36	27	22	19
Mexico	1	1	1	1	1	15	18	15	14	8	16	19	16	15	9
Netherlands	2	2	2	2	2	29	35	29	28	24	31	37	31	30	26
New Zealand	16	14	15	17	17	25	33	26	22	18	41	47	41	39	35
Norway	2	2	2	3	3	32	41	34	28	24	34	43	36	31	26
Poland	x(11)	x(12)	x(13)	x(14)	x(15)	19	30	18	13	12	19	30	18	13	12
Portugal	x(11)	x(12)	x(13)	x(14)	x(15)	14	21	14	10	7	14	21	14	10	7
Slovak Republic	1	1	1	1	1	13	17	12	13	10	14	17	13	14	11
Spain	9	13	11	6	4	20	26	22	17	12	29	39	32	23	16
Sweden	9	8	9	9	8	23	31	22	20	18	31	40	31	29	26
Switzerland	10	9	11	10	9	21	26	23	20	17	31	35	34	30	26
Turkey	x(11)	x(12)	x(13)	x(14)	x(15)	11	14	10	9	8	11	14	10	9	8
United Kingdom	9	8	10	10	8	23	29	22	21	17	32	37	32	31	25
United States	9	9	10	10	8	31	31	33	30	30	40	40	42	40	39
OECD average	9	10	10	9	7	20	26	21	18	14	28	34	29	25	20
EU19 average	8	9	9	9	7	18	24	19	16	13	24	31	26	22	18
Partner countries															
Brazil	x(11)	x(12)	x(13)	x(14)	x(15)	10	10	10	10	8	10	10	10	10	8
Chile ¹	3	4	3	2	1	10	14	9	9	8	13	18	13	11	9
Estonia	11	9	12	13	10	22	25	22	22	18	33	35	34	35	28
Israel	15	13	16	16	16	28	28	30	28	27	44	42	46	44	43
Russian Federation ²	33	34	37	34	26	21	21	21	20	19	54	55	58	54	44
Slovenia	11	12	10	11	9	12	18	13	9	7	22	30	23	19	16

1. Year of reference 2004.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


StatLink  <http://dx.doi.org/10.1787/664024334566>

Table A1.4.
Trends in educational attainment: 25-64 year-old population (1997-2007)

		Percentage, by age group											2006/1998 Average annual growth rate	
		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007		
OECD countries	Australia	Below upper secondary	47	44	43	41	41	39	38	36	35	33	32	(3.4)
		Upper secondary and post-secondary non-tertiary	29	31	31	31	30	30	31	33	33	34	34	1.2
		Tertiary education	24	25	27	27	29	31	31	31	32	33	34	3.3
	Austria	Below upper secondary	26	26	25	24	23	22	21	20	19	20	20	(3.3)
		Upper secondary and post-secondary non-tertiary	63	61	61	62	63	64	64	62	63	63	63	0.4
		Tertiary education	11	14	14	14	14	15	15	18	18	18	18	3.2
	Belgium	Below upper secondary	45	43	43	41	41	39	38	36	34	33	32	(3.3)
		Upper secondary and post-secondary non-tertiary	30	31	31	31	32	33	33	34	35	35	36	1.4
		Tertiary education	25	25	27	27	28	28	29	30	31	32	32	2.9
	Canada	Below upper secondary	22	21	20	19	18	17	16	16	15	14	13	(4.8)
		Upper secondary and post-secondary non-tertiary	40	40	40	41	40	40	40	40	39	39	38	(0.6)
		Tertiary education	37	38	39	40	42	43	44	45	46	47	48	2.6
	Czech Republic	Below upper secondary	15	15	14	14	12	14	11	10	10	9		(5.0)
		Upper secondary and post-secondary non-tertiary	74	75	75	75	75	76	74	77	77	77	77	0.3
		Tertiary education	11	10	11	11	11	12	12	12	13	14	14	3.3
	Denmark	Below upper secondary	m	21	20	21	19	19	19	19	19	18	25	(1.9)
		Upper secondary and post-secondary non-tertiary	m	53	53	52	52	52	49	48	47	47	43	(1.5)
		Tertiary education	m	25	27	26	28	30	32	33	34	35	32	4.0
	Finland	Below upper secondary	32	31	28	27	26	25	24	22	21	20	19	(5.1)
		Upper secondary and post-secondary non-tertiary	39	39	40	41	42	42	43	43	44	44	44	1.7
		Tertiary education	29	30	31	32	32	33	33	34	35	35	36	1.9
	France	Below upper secondary	41	39	38	37	36	35	35	34	33	33	31	(2.3)
		Upper secondary and post-secondary non-tertiary	39	40	40	41	41	41	41	41	41	41	42	0.3
		Tertiary education	20	21	21	22	23	24	24	24	25	26	27	3.0
	Germany	Below upper secondary	17	16	19	18	17	17	16	17	16	17	16	0.4
		Upper secondary and post-secondary non-tertiary	61	61	58	58	59	60	59	59	59	59	60	(0.3)
		Tertiary education	23	23	23	23	23	23	24	25	25	24	24	0.5
	Greece	Below upper secondary	56	54	52	51	50	48	47	44	43	41	40	(3.3)
		Upper secondary and post-secondary non-tertiary	29	29	31	31	32	33	34	35	36	37	37	2.9
		Tertiary education	16	17	17	18	18	19	19	21	21	22	23	3.5
	Hungary	Below upper secondary	37	37	33	31	30	29	26	25	24	22	21	(6.2)
		Upper secondary and post-secondary non-tertiary	51	50	54	55	56	57	59	59	59	60	61	2.4
		Tertiary education	12	13	14	14	14	14	15	17	17	18	18	3.8
	Iceland	Below upper secondary	44	45	44	45	43	41	40	39	37	37	35	(2.4)
		Upper secondary and post-secondary non-tertiary	35	34	34	32	32	33	31	32	32	34	35	(0.2)
		Tertiary education	21	21	22	23	25	26	29	29	31	30	30	4.4
	Ireland	Below upper secondary	50	49	45	54	45	40	38	37	35	34	32	(4.4)
		Upper secondary and post-secondary non-tertiary	27	30	35	28	32	35	35	35	35	35	35	2.0
		Tertiary education	23	21	20	19	24	25	26	28	29	31	32	4.8
	Italy	Below upper secondary	m	59	58	58	57	56	52	51	50	49	48	(2.4)
		Upper secondary and post-secondary non-tertiary	m	32	33	33	33	34	38	37	38	38	39	2.3
		Tertiary education	m	9	9	9	10	10	10	12	12	13	14	5.2
	Japan	Below upper secondary	20	20	19	17	17	m	m	m	m	m	m	
		Upper secondary and post-secondary non-tertiary	49	49	49	49	49	63	63	61	60	60	59	2.4
		Tertiary education	31	31	32	34	34	37	37	39	40	40	41	3.5
	Korea	Below upper secondary	38	34	33	32	30	29	27	26	24	23	22	(4.5)
		Upper secondary and post-secondary non-tertiary	42	44	44	44	45	45	44	44	44	44	43	(0.1)
		Tertiary education	20	22	23	24	25	26	29	30	32	33	35	4.9
	Luxembourg	Below upper secondary	m	m	44	44	47	38	41	37	34	34	34	
		Upper secondary and post-secondary non-tertiary	m	m	38	38	35	43	45	40	39	42	39	
		Tertiary education	m	m	18	18	18	19	14	24	27	24	27	
	Mexico	Below upper secondary	72	72	73	71	70	70	70	69	68	68	67	(0.8)
		Upper secondary and post-secondary non-tertiary	16	16	15	16	16	16	16	17	18	18	18	1.6
		Tertiary education	12	12	12	13	13	14	14	15	14	14	15	2.1

Note: See Annex 3 for breaks in time series.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


StatLink  <http://dx.doi.org/10.1787/664024334566>

Table A1.4. (continued)
Trends in educational attainment: 25-64 year-old population (1997-2007)

		Percentage, by age group											2006/1998 Average annual growth rate	
		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007		
OECD countries	Netherlands	Below upper secondary	m	36	45	35	35	32	31	29	28	28	27	(3.1)
		Upper secondary and post-secondary non-tertiary	m	40	32	41	42	43	42	41	42	42	42	0.6
		Tertiary education	m	24	23	23	23	25	28	30	30	30	31	2.8
	New Zealand	Below upper secondary	39	38	37	36	35	34	33	32	31	30	28	(2.8)
		Upper secondary and post-secondary non-tertiary	34	34	34	35	36	35	35	32	30	31	31	(1.2)
		Tertiary education	27	28	29	29	29	31	32	36	39	39	41	4.2
	Norway	Below upper secondary	17	15	15	15	14	14	13	12	23	21	21	
		Upper secondary and post-secondary non-tertiary	57	57	57	57	55	55	56	56	45	46	45	
		Tertiary education	26	27	28	28	30	31	31	32	33	33	34	
	Poland	Below upper secondary	23	22	22	20	19	19	17	16	15	14	14	(5.2)
		Upper secondary and post-secondary non-tertiary	67	67	67	69	69	69	68	68	68	68	68	0.1
		Tertiary education	10	11	11	11	12	13	14	16	17	18	19	6.4
	Portugal	Below upper secondary	m	82	81	81	80	80	77	75	74	72	73	(1.6)
		Upper secondary and post-secondary non-tertiary	m	10	10	11	11	11	12	13	14	14	14	5.0
		Tertiary education	m	8	9	9	9	9	11	13	13	13	14	6.2
	Slovak Republic	Below upper secondary	21	20	18	16	15	14	13	15	14	13	13	(4.7)
		Upper secondary and post-secondary non-tertiary	68	70	72	73	74	75	75	72	72	72	73	0.4
		Tertiary education	10	10	10	10	11	11	12	12	14	14	14	4.1
Spain	Below upper secondary	69	67	65	62	60	59	57	55	51	50	49	(3.6)	
	Upper secondary and post-secondary non-tertiary	13	13	14	16	16	17	18	19	21	21	22	6.2	
	Tertiary education	19	20	21	23	24	24	25	26	28	28	29	4.7	
Sweden	Below upper secondary	25	24	23	22	19	18	18	17	16	16	15	(4.9)	
	Upper secondary and post-secondary non-tertiary	48	48	48	47	49	49	49	48	54	54	53	1.3	
	Tertiary education	28	28	29	30	32	33	33	35	30	31	31	1.1	
Switzerland	Below upper secondary	19	16	16	16	16	15	15	15	15	15	15	(1.3)	
	Upper secondary and post-secondary non-tertiary	59	61	61	60	60	59	60	58	57	56	56	(1.0)	
	Tertiary education	22	22	23	24	24	25	25	27	28	29	30	3.3	
Turkey	Below upper secondary	79	78	78	77	76	75	74	74	73	72	71	(1.1)	
	Upper secondary and post-secondary non-tertiary	13	14	14	15	15	16	17	17	18	18	18	2.8	
	Tertiary education	8	7	8	8	8	9	10	9	10	10	11	4.2	
United Kingdom	Below upper secondary	41	40	38	37	37	36	35	34	33	32	32	(2.8)	
	Upper secondary and post-secondary non-tertiary	37	36	37	37	37	37	37	37	37	38	37	0.4	
	Tertiary education	23	24	25	26	26	27	28	29	30	31	32	3.3	
United States	Below upper secondary	14	14	13	13	12	13	12	12	12	12	12	(1.3)	
	Upper secondary and post-secondary non-tertiary	52	52	51	51	50	49	49	49	49	48	48	(0.8)	
	Tertiary education	34	35	36	36	37	38	38	39	39	39	40	1.6	
OECD average	Below upper secondary	37	38	37	36	35	34	33	32	31	30	30	-3.2	
	Upper secondary and post-secondary non-tertiary	43	42	42	42	43	43	43	43	43	43	43	1.0	
	Tertiary education	20	20	21	21	22	23	24	25	26	26	27	3.4	
EU19 average	Below upper secondary	36	38	37	37	35	34	33	31	30	29	29	-3.5	
	Upper secondary and post-secondary non-tertiary	46	44	44	44	45	46	46	46	46	47	47	1.4	
	Tertiary education	18	19	19	19	20	21	21	23	24	24	24	3.6	
Partner countries	Brazil	Below upper secondary	m	m	m	m	m	m	m	m	m	m	63	
		Upper secondary and post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	m	27	
		Tertiary education	m	m	m	m	m	m	m	m	m	m	10	
	Estonia	Below upper secondary	m	m	m	m	m	12	12	11	11	12	11	
		Upper secondary and post-secondary non-tertiary	m	m	m	m	m	57	58	57	56	55	56	
	Israel	Tertiary education	m	m	m	m	m	30	31	31	33	33	33	
Below upper secondary		m	m	m	m	m	20	18	21	21	20	20		
Upper secondary and post-secondary non-tertiary		m	m	m	m	m	38	39	34	33	34	37		
		m	m	m	m	m	42	43	45	46	46	44		

Note: See Annex 3 for breaks in time series.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


StatLink  <http://dx.doi.org/10.1787/664024334566>

Table A1.5.
Annual average growth in 25-64 year-old population between 1998 and 2006
Percentage, by level of education

OECD countries	Below upper secondary	Upper secondary and post-secondary non-tertiary	Tertiary education	All levels of education
	(1)	(2)	(3)	(4)
Australia	-2.3	2.3	4.5	1.1
Austria	-2.8	0.9	3.7	0.5
Belgium	-2.8	1.9	3.4	0.5
Canada	-3.6	0.7	4.0	1.3
Czech Republic	-3.9	1.5	4.5	1.2
Denmark	-1.6	-1.2	4.3	0.3
Finland	-4.9	2.0	2.2	0.3
France	-1.7	1.0	3.7	0.6
Germany	0.4	-0.3	0.5	-0.5
Greece	-2.5	3.8	4.5	0.9
Hungary	-5.5	3.1	4.6	0.8
Iceland	-4.2	-2.1	2.5	2.1
Ireland	-1.9	4.7	7.7	3.0
Italy	-2.0	2.7	5.7	0.5
Japan	0.0	2.2	3.4	0.0
Korea	-3.1	1.4	6.4	1.4
Mexico	1.5	4.0	4.4	2.3
Netherlands	-2.9	0.9	3.1	0.4
New Zealand	-2.0	-0.4	5.1	1.2
Poland	1.1	-2.1	7.1	0.6
Portugal	-0.4	6.3	7.5	1.2
Slovak Republic	-3.2	2.0	5.7	1.6
Spain	-0.8	9.2	7.7	2.9
Sweden	-4.4	1.9	1.6	0.5
Switzerland	-0.6	-0.4	4.1	0.7
Turkey	2.3	6.3	7.8	3.4
United Kingdom	-2.3	0.9	3.7	0.5
United States	0.1	0.6	3.0	1.4
OECD Average	-1.9	1.9	4.5	1.1

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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


StatLink  <http://dx.doi.org/10.1787/664024334566>

Table A1.6.

Proportion of age cohorts in skilled jobs (ISCO 1-3) by educational attainment (2006, 1998)

Percentage of tertiary educated (ISCED 5/6) and below tertiary educated (ISCED 0-4) individuals in skilled jobs (ISCO 1-3)

		Percentage of cohorts with tertiary education (ISCED 5/6) employed in skilled jobs					Change between 1998 and 2006 (percentage points)	Percentage of cohorts with below tertiary education (ISCED 0-4) employed in skilled jobs					Difference between (percentage points)	
		25-34	35-44	45-54	55-64	25-64	25-34	25-34	35-44	45-54	55-64	25-64	25-34 and 45-54	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD countries	Australia	2006	77	81	83	83	80		30	34	36	35	33	-6
	1998	m	m	m	m	m		m	m	m	m	m		
	Austria	2006	80	75	76	81	77	4	33	31	29	30	31	4
	1998	76	81	80	82	79		24	24	22	28	24	2	
	Belgium	2006	75	76	82	85	78	2	22	25	27	32	26	-5
	1998	74	80	85	89	79		19	23	26	34	24	-7	
	Canada	2006	64	65	66	69	66	1	23	26	26	26	25	-3
	1998	63	67	71	69	66		22	25	26	25	25	-4	
	Czech Republic	2006	93	95	95	95	94	0	29	33	29	32	31	-1
	1998	94	95	95	95	95		27	28	29	31	28	-2	
	Denmark	2006	81	86	88	89	86	1	19	24	25	25	23	-5
	1998	79	86	88	88	85		16	20	21	19	19	-5	
	Finland	2006	81	81	82	86	82	9	29	25	23	25	25	6
	1998	73	79	80	89	78		27	28	27	25	27	0	
	France	2006	74	83	88	91	81	-5	19	23	27	31	24	-8
	1998	79	88	91	94	85		18	22	29	30	24	-11	
	Germany ¹	2006	79	78	78	78	78	5	31	30	30	31	30	1
	1998	74	75	78	75	76		26	27	28	28	27	-2	
	Hungary	2006	87	91	92	92	90	-4	20	20	20	23	20	0
	1998	91	92	91	92	92		20	20	21	22	20	-1	
Iceland	2006	85	87	94	88	88		25	30	30	30	29	-5	
1998	m	m	m	m	m		m	m	m	m	m	a		
Ireland	2006	65	74	80	80	72		19	25	27	32	25	-9	
1998	m	m	m	m	m		m	m	m	m	m	a		
Italy ³	2006	79	86	92	96	86	-1	28	32	34	40	33	-6	
1998	80	88	92	94	88		20	23	23	21	22	-3		
Luxembourg ¹	2006	96	96	98	99	97	0	25	27	27	33	27	-2	
1998	96	96	97	97	97		25	29	28	34	28	-3		
Netherlands ²	2006	85	89	90	91	88	-2	33	36	37	34	35	-4	
1998	87	91	92	95	90		36	40	40	44	39	-4		
Norway	2006	79	88	90	91	86	-1	20	26	26	26	25	-6	
1998	80	88	90	92	86		19	28	28	24	25	-9		
Poland	2006	80	92	92	91	87	-11	16	18	21	22	19	-5	
1998	91	94	94	93	93		19	21	23	15	21	-4		
Portugal	2006	83	90	93	95	88	-8	14	16	19	18	17	-5	
1998	91	94	94	96	93		12	17	19	16	16	-7		
Slovak Republic	2006	89	92	93	94	92	-1	25	26	24	25	25	0	
1998	90	95	96	95	94		22	25	28	26	25	-6		
Spain	2006	59	65	75	81	66	0	10	16	18	22	16	-7	
1998	59	74	82	82	69		14	19	20	20	18	-6		
Sweden ¹	2006	78	87	89	91	86	-13	20	29	28	30	27	-8	
1998	92	94	95	96	94		31	34	38	34	34	-7		
Switzerland	2006	82	80	79	81	80	5	34	32	33	32	33	0	
1998	77	78	82	80	79		33	32	32	30	32	0		
Turkey	2006	73	79	85	83	77		16	18	17	12	16	-1	
1998	m	m	m	m	m		m	m	m	m	m			
United Kingdom ³	2006	76	81	82	80	80	-3	28	30	28	26	28	-1	
1998	79	85	87	83	83		27	29	28	25	27	-1		
United States ⁴	2006	63	65	66	67	65	0	15	18	19	20	18	-4	
1998	63	66	67	68	66		15	18	19	19	18	-4		
Partner countries	OECD average	2006	79	82	85	86	82	-2	23	26	26	28	26	-3
	1998	80	85	87	88	84		23	25	27	26	25	-4	
	Israel	2006	73	71	69	67	70	-1	26	24	24	23	25	2
	1998	73	69	68	68	70		27	25	25	24	26	2	
Slovenia	2006	90	93	93	94	92	0	23	25	23	21	23	-1	
1998	90	93	93	94	92		23	25	23	21	23	-1		

Note: The table only refers to the employed population.

1. 1999 instead of 1998.


2. 2000 instead of 1998.

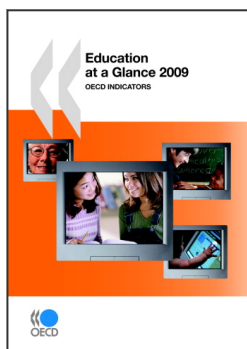
3. Italy: change in survey methodology between 1998 and 2006 affects comparability. The United Kingdom: change in national occupation coding frame in 2000 affects comparability for ISCO.

4. ISCO groupings 3 and 9 in 2006 are not separated and thus distributed among remaining classification.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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

StatLink  <http://dx.doi.org/10.1787/664024334566>



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