

WHAT ARE THE SOCIAL OUTCOMES OF EDUCATION?

This new indicator examines the relationship between educational attainment and social measures of well-being (*i.e.* social outcomes) for 21 OECD countries. It focuses on three outcomes that reflect the health and cohesiveness of society: self-assessed health, political interest and interpersonal trust. It looks at how these outcomes vary across levels of educational attainment, with and without adjustments made for individual differences in gender, age and income. It also describes how social outcomes vary across gender, age and income groups, and whether these differences change by levels of educational attainment.

Key results

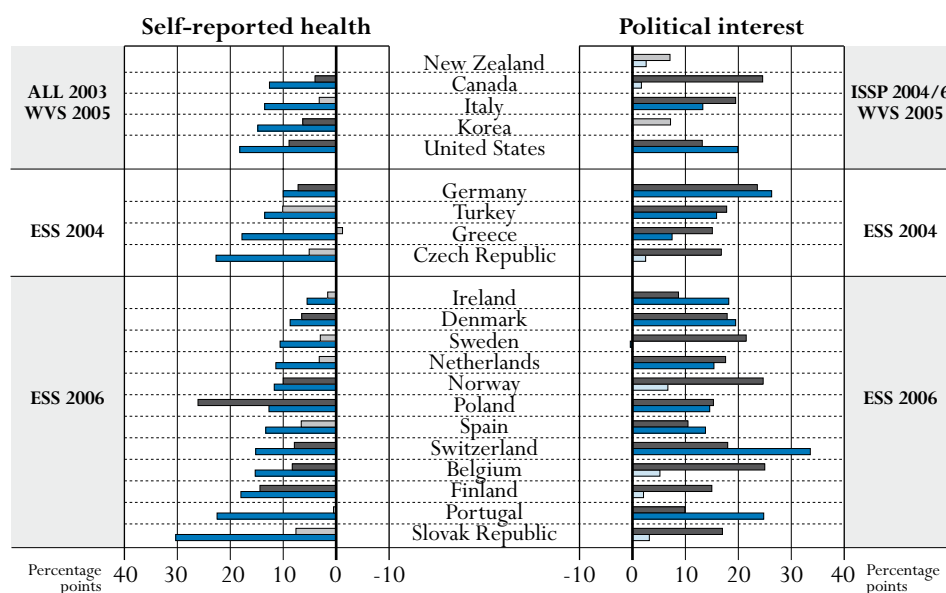
Chart A9.1. Marginal effects of education on self-reported health and political interest

The chart presents the increase in the percentage of individuals expressing better health condition and stronger political interest associated with moving from one level of educational attainment to the next higher level.

Statistically significant
 ■ From upper secondary to tertiary
 ■ From below upper secondary to upper secondary

Statistically non significant
 ■ From upper secondary to tertiary
 ■ From below upper secondary to upper secondary

An increase in educational attainment associated with moving from one level of educational attainment to the next higher level is generally positively associated with self-reported health and political interest. For self reported health, the association is larger and more consistent at the lower level of education. For political interest, the association is larger and more consistent at the higher level of education.



Countries are grouped by data source (European Social Survey [ESS] 2004, ESS 2006, Adult Literacy and Lifeskills Survey [ALL] 2003, International Social Survey Programme [ISSP] 2004 and 2006, and World Values Survey [WVS] 2005) and, within data source, ranked by ascending order of the marginal effects of moving individuals from below upper secondary to upper secondary education on self-reported health.

Source: OECD. Table A9.1. See Annex 3 for notes (www.oecd.org/edu/eqg2009).

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Other highlights of this indicator

- Educational attainment is positively associated with self-reported health, political interest and interpersonal trust. That is, adults who have higher levels of educational attainment are generally more likely than those with lower levels of attainment to report that their health is at least “good”, are at least fairly interested in politics, and believe most people try to be fair. For self-reported health, an increase in educational attainment from below-upper secondary to upper secondary level is associated with a stronger and more consistent increase in outcomes, compared to an increase in educational attainment from upper secondary to tertiary level, in all surveyed countries except Poland. For political interest and interpersonal trust, an increase in educational attainment from upper secondary to tertiary level is broadly associated with stronger and more consistent increases in social outcomes, compared to an increase in educational attainment at the lower level.
- The association between educational attainment and social outcomes generally remains after adjusting for gender and age. Thus, the relationship does not appear to be driven by differences in education between gender or age groups. For example, even though younger adults tend to be healthier and more educated than older adults, the association between educational attainment and self-reported health remains when comparing adults of the same age and gender.
- The association between educational attainment and social outcomes generally weakens after controlling for household income, suggesting that income is one pathway to explaining this relationship. However, in most countries, the association between education and social outcomes remains strong after adjusting for household income. Hence, what individuals potentially acquire through education – *e.g.* competencies and psycho-social features such as attitudes and resilience – may have an important role in raising social outcomes, independent of education’s effect on income.
- There are differences in social outcomes across gender, age and income groups, regardless of the level of educational attainment. While men generally report better health status and stronger political interest, women tend to express stronger interpersonal trust. The younger age-group (*i.e.* those 30-year-olds) are more likely to express being in good health, whereas the older age-group (*i.e.* those 60-year-olds) are more likely to express higher levels of political interest and interpersonal trust. In most countries, a larger fraction of high income individuals report better health and stronger political interest and interpersonal trust compared with the low income individuals. More interestingly, for self-reported health, differences in gender, age and income appear to be smaller at higher levels of educational attainment than at lower levels of attainment. This implies that education can potentially serve to moderate gender, age and income inequalities in health status. There is no clear reduction in disparities at higher levels of education for political interest and interpersonal trust.

Policy context

Health is among the key policy objectives for all OECD countries. This is reflected in the relatively high expenditures on health, which currently amount to 9 percent of the GDP in OECD countries (OECD, 2007c). Although the added resources spent on healthcare have generally helped people to live longer, the nature of health problems has changed, with recent increases in chronic debilitating conditions such as heart disease, diabetes and depression. Efforts to combat these trends depend in part on changing individuals' lifestyle choices – choices, which may be improved by the cognitive and psycho-social competencies developed through education.

Social cohesion, often reflected in levels of civic and social engagement, is also of high concern among the OECD countries. Various forms of civic participation and political interest have diminished, which poses a challenge to maintaining well-functioning democratic institutions and political processes. Education may have an important role to play in maintaining social cohesion by fostering the competencies, attitudes and self-confidence that undergird social and political interaction.

The Social Outcomes of Learning project of the OECD Centre for Educational Research and Innovation (CERI) conducted a comprehensive assessment of policy contexts among 11 OECD countries (OECD, 2009c). The assessment suggests that countries are concerned about both health conditions and social cohesion, and they acknowledge the important role education can play in improving both types of outcomes. However, this acknowledgement was generally not reflected in the scale or contents of existing educational programmes and interventions. One of the purposes of presenting this indicator is to stimulate debate among diverse stake-holders on the potential role that education might play in improving the health and cohesion of our countries.

Evidence and explanations

Educational attainment and social outcomes

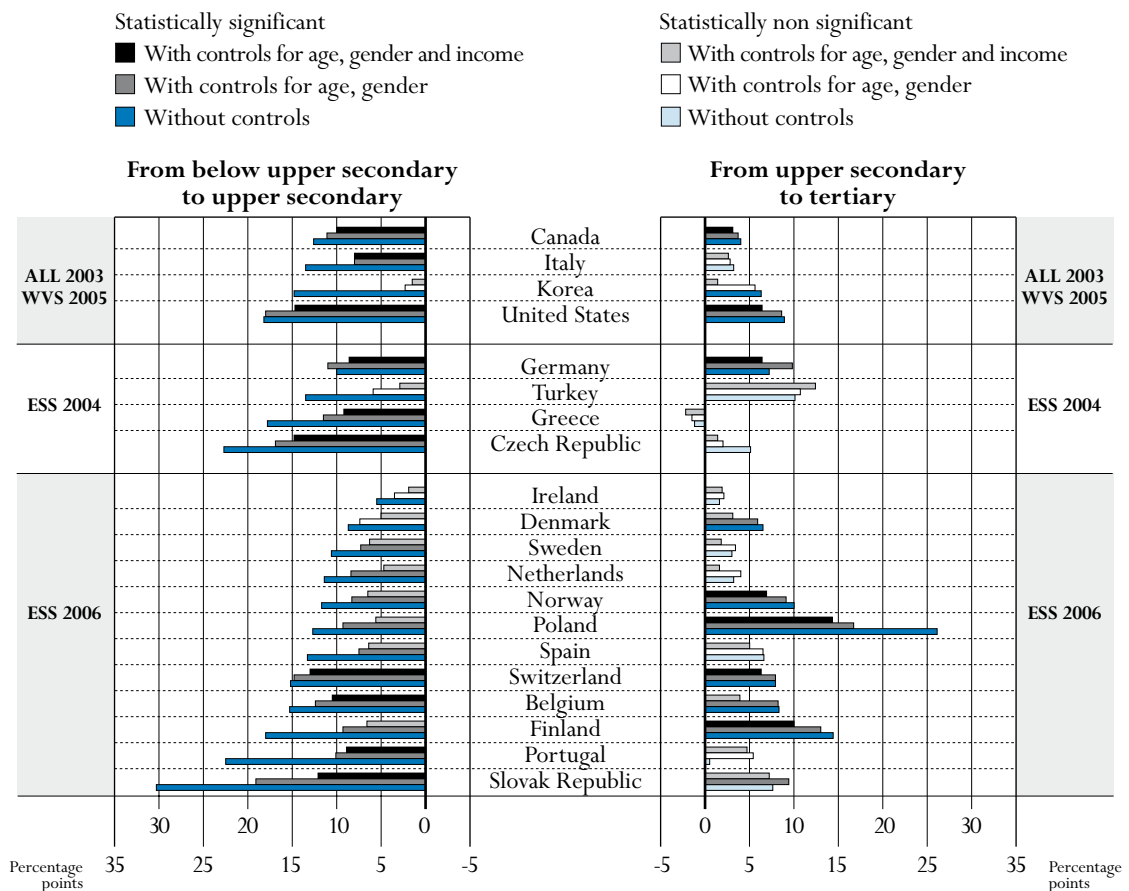
Education may affect people's lives in ways that go beyond what can be measured by economic outcomes such as labour market earnings (see Indicator A7). These potential effects include a variety of social outcomes such as health, civic participation, political interest, crime and happiness. For this year's edition of the *Education at a Glance*, we focus on three social outcomes for which comparable micro-data are available across a large number of countries, namely self-reported health, political interest and interpersonal trust. Each of the datasets includes measures of educational attainment that allow us to compare these outcomes by levels of attainment.

Education can have an impact on individuals' *health conditions* by helping them choose healthier lifestyles, better manage their illness and avoid conditions detrimental to health, such as dangerous jobs and the stress of poverty. Education's effect may operate directly by raising individual competencies, attitudes to risk and self-efficacy, or indirectly through income which helps improve living conditions (*e.g.* nutrition) and access to healthcare. Education can directly increase *civic and political engagement* by providing relevant information and experience, and by developing competencies, values, attitudes and beliefs that encourage civic participation. Education can also indirectly increase engagement by raising individuals' social status which may permit them to have better access to social and political power. Education can directly affect *interpersonal trust* since it could help individuals better understand and embrace the values of social cohesion and diversity. Education can also indirectly raise interpersonal trust since those

with higher levels of education are more likely to live and work among those with similar high levels of education, environments in which crime and anti-social behaviour tend to be lower; the opposite is likely to be true for those with low levels of education.

The empirical literature documents positive associations between education and both health and “civic and social engagement” (*e.g.* OECD, 2007b). Chart A9.1 suggests that the relationship between education and both self-reported health and political interest is indeed generally positive and consistent for a large number of countries. The relationship is also generally positive but less consistent for interpersonal trust (Chart A9.4). In Poland, Switzerland and the United States, the relationship between education and all three indicators is strong and statistically significant.

Chart A9.2. Marginal effects of education on self-reported health (with and without controls for age, gender and income)

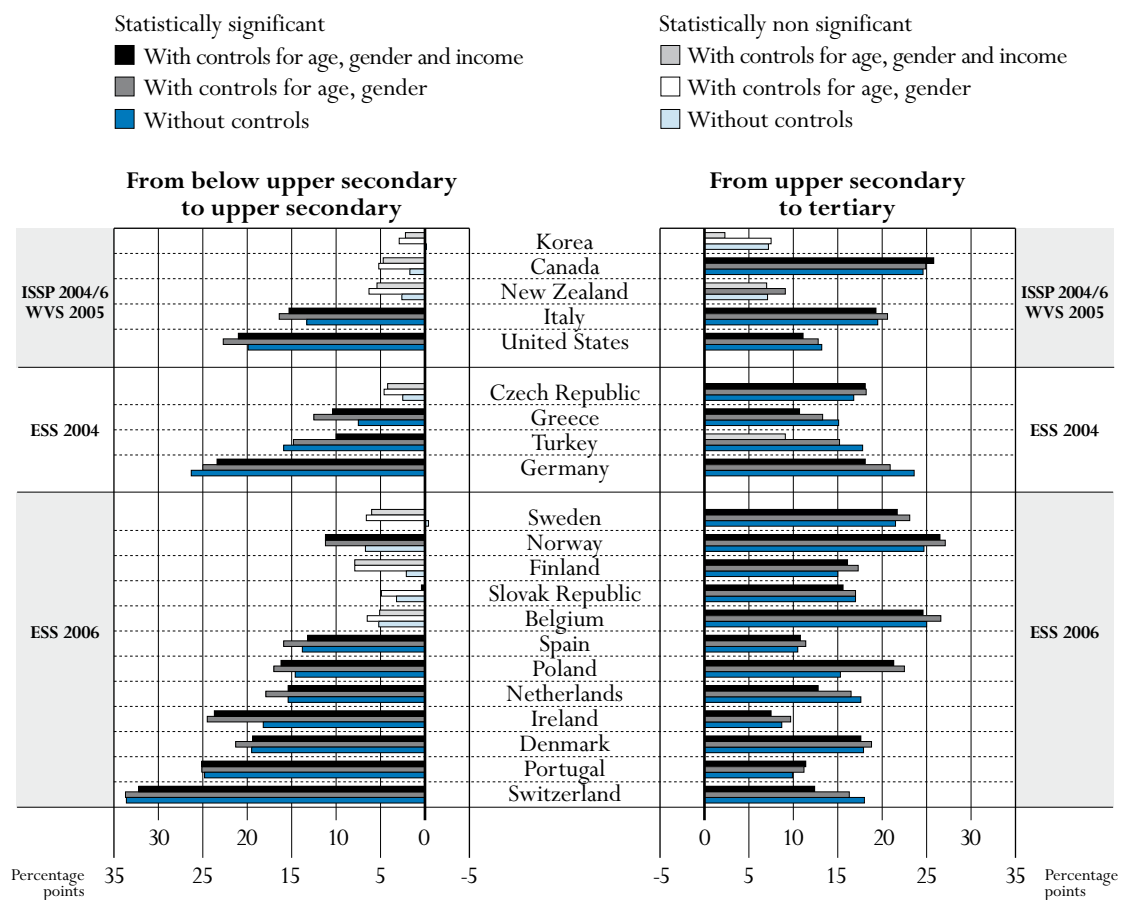


Note: Calculations are based on linear regressions. Non-linear models (Probit models) have also been tested and shown to exhibit very similar results.

Countries are grouped by data source (European Social Survey [ESS] 2004, ESS 2006, Adult Literacy and Lifeskills Survey [ALL] 2003) and World Values Survey (WVS) 2005 and, within data source, ranked by descending order of the marginal effects of moving individuals from below upper secondary to upper secondary education (without using controls). Indicator for Korea is based on WVS 2005 while Canada, Italy and the United States are based on ALL 2003.

Source: OECD, Table A9.2. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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**Chart A9.3. Marginal effects of education on political interest
(with and without controls for age, gender and income)**

Note: Calculations are based on linear regressions. Non-linear models (Probit models) have also been tested and shown to exhibit very similar results.

Countries are grouped by data source (European Social Survey [ESS] 2004, ESS 2006, International Social Survey Programme [ISSP] 2004 and 2006, and World Values Survey [WVS] 2005) and, within data source, ranked by descending order of the marginal effects of moving individuals from below upper secondary to upper secondary education (without using controls). Indicator for Korea is based on WVS 2005, Canada is based on ISSP 2006, and New Zealand and the United States are based on ISSP 2004. Source: OECD, Table A9.3. See Annex 3 for notes (www.oecd.org/edu/eag2009).

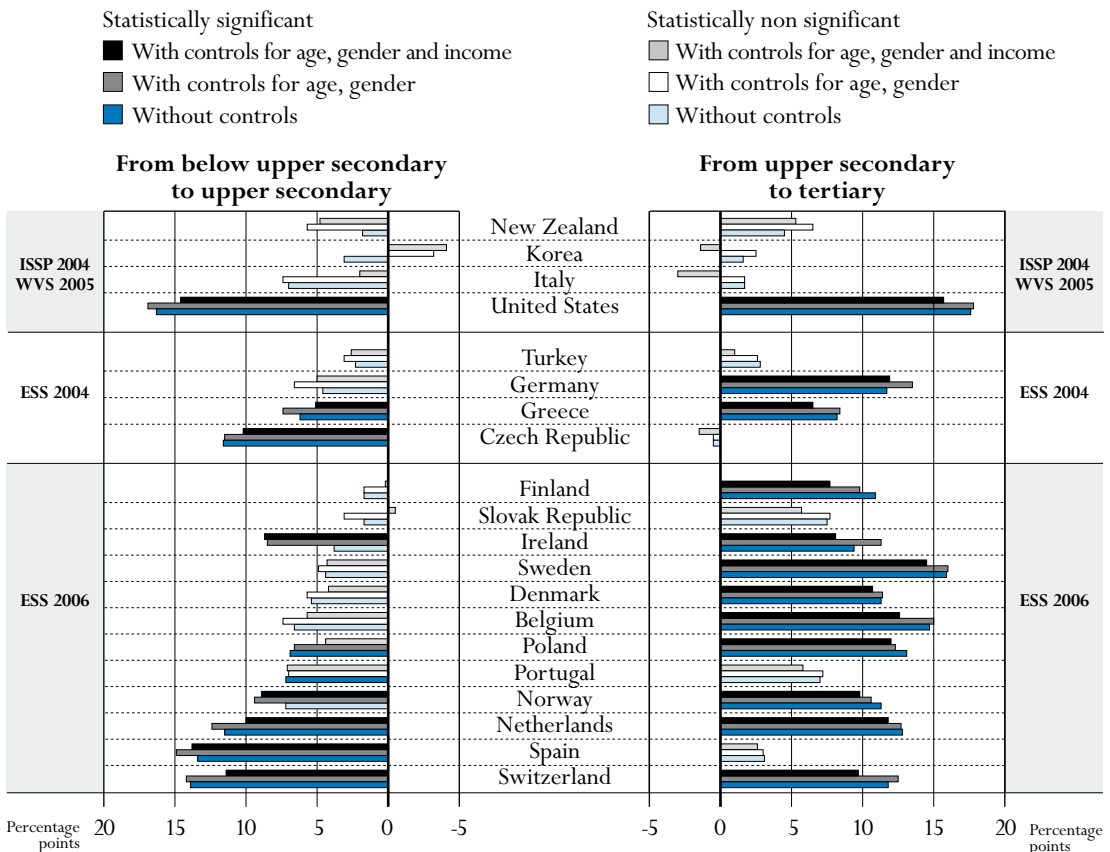
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One may wonder if the positive relationship between education and self-reported health is largely driven by age, which could happen if, for example, the younger cohorts report better health conditions *and* are also better educated compared to the older cohorts (Chart A1.3). Similarly, one may also wonder if the positive relationship between education and interpersonal trust is driven by gender differences, which could happen if women tend to trust others more *and* are also more educated compared to men (which is the case in many countries including Canada and Norway; Table A1.3b and Table A1.3c, available on line). In order to take into account these gender and age differences, Chart A9.2, Chart A9.3 and Chart A9.4 provide regression-based estimates adjusted for gender and age. They suggest that the relationship between educational

attainment and social outcomes generally remains strong even after accounting for gender and age. This is the case across all three indicators in Switzerland and the United States.

Is income an important pathway to explain the relationship between educational attainment and social outcomes? Chart A9.2, Chart A9.3 and Chart A9.4 suggest that the association generally diminishes after controlling for household income, which points to the importance of education's effect on income. However, the same charts also suggest that the relationship between educational attainment and social outcomes generally remains even when comparing adults at the same income level, which is consistent with the direct effects of education (*i.e.* competencies and psycho-social features) on social outcomes. This is the case in a large number of countries including Belgium, Canada, the Czech Republic, Germany, Greece, Italy, Portugal, the Slovak Republic, Switzerland and the United States.

**Chart A9.4. Marginal effects of education on interpersonal trust
(with and without controls for age, gender and income)**



Note: Calculations are based on linear regressions. Non-linear models (Probit models) have also been tested and shown to exhibit very similar results.

Countries are grouped by data source (European Social Survey [ESS] 2004, ESS 2006, International Social Survey Programme [ISSP] 2004 and 2006, and World Values Survey [WVS] 2005) and, within data source, ranked by descending order of the marginal effects of moving individuals from below upper secondary to upper secondary education (without using controls). Indicator for Korea is based on WVS 2005, and New Zealand and the United States are based on ISSP 2004.

Source: OECD Table A9.4. See Annex 3 for notes (www.oecd.org/edu/eqa2009).

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Marginal effects of education on social outcomes

Policy-makers are ultimately interested in understanding the features of education (*e.g.* curriculum contents, teaching styles and school environment) that have an impact on aspects of individual well-being such as health and social cohesion. Although addressing this would go well beyond the scope of what indicators can say, Chart A9.1 to Chart A9.4 present information about the levels of education that are related to social outcomes (*i.e.* marginal effects), which can help shed light on the learning experiences and/or skills that are relevant to these effects.

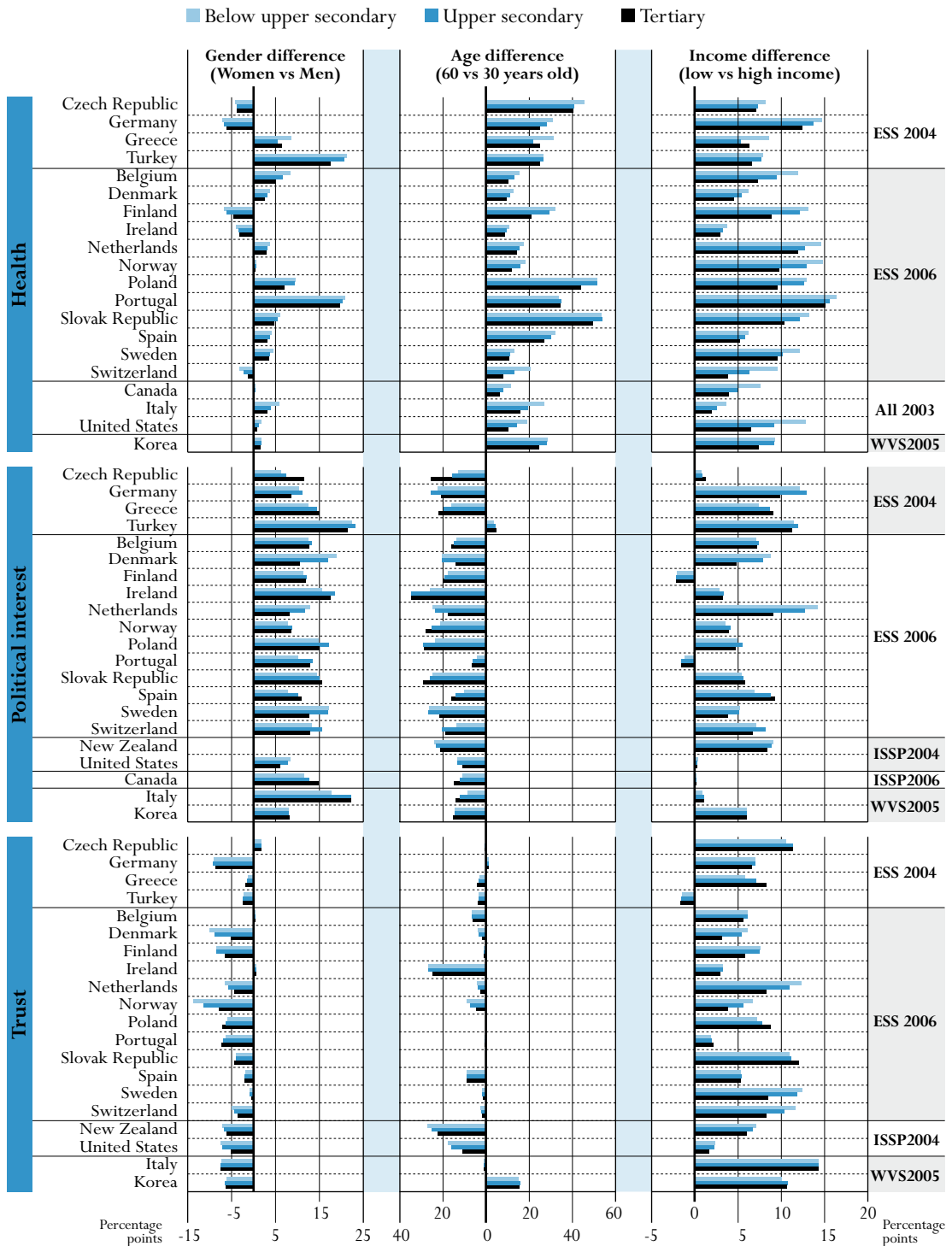
For self-reported health, Chart A9.1 and Chart A9.2 suggest that the marginal effects are generally larger and more consistent at the lower level of education (*i.e.* moving from below upper secondary to upper secondary education) than at the higher level of education (*i.e.* moving from upper secondary to tertiary education). In Belgium, for instance, moving an individual from below upper secondary to upper secondary education is associated with a 15 percentage point increase in the probability of (or, share of individuals) exhibiting good health conditions, while moving an individual from upper secondary to tertiary education is only associated with an 8 percentage point increase. This suggests that learning experiences at the upper secondary education level may be particularly important for raising health outcomes; this is the case even after controlling for gender, age and income.

For political interest, Chart A9.1 and Chart A9.3 suggest that the marginal effects are generally larger and more consistent at the higher level of education than at the lower level of education. In Italy, for instance, moving an individual from upper secondary to tertiary education is associated with a 20 percentage point increase in the probability of expressing interest in politics, while moving an individual from below upper secondary to upper secondary education is associated with a 13 percentage point increase. This suggests that learning experiences at the tertiary education level may be particularly important for stimulating political interest; again, this is the case even after controlling for gender, age and income.

For interpersonal trust, Chart A9.4 suggests that the marginal effects are larger and more consistent at the higher level of education than at the lower level of education. This is especially the case in Denmark, Finland, Germany and Sweden. To the extent that income is associated with an individual's choice of residential areas and occupation, the marginal effects "adjusted for income" reflect direct effects of education on interpersonal trust. Chart A9.4 shows that controlling for income changes the marginal effects very little, suggesting that learning experiences at the tertiary education level may be especially relevant for fostering interpersonal trust. This might include, for instance, the recognition of the importance of diversity and of challenging one's pre-conceptions.

Education and differences by gender, age and income groups

Are there differences in social outcomes by gender, age and income? If so, can education serve to moderate such differences? Chart A9.5 presents the gender/age/income differences in the predicted probability of expressing positive social outcomes. The first column of this chart suggests that there is a *gender difference* in these social outcomes at each level of educational attainment. While men generally express higher self-reported health and political interest, women tend to express higher interpersonal trust. The second column of this chart suggests that there is also an *age difference* (when comparing 30- and 60-year-olds) in these social outcomes at each level of educational attainment. While 30-year-olds are more likely to report better health, 60 year-olds are more likely to exhibit higher political interest and interpersonal trust.

Chart A9.5. Predicted probabilities of expressing positive self-rated health, political interest and interpersonal trust*Differences in predicted probability in percentage points*

Countries are grouped by data source (European Social Survey [ESS] 2004, ESS 2006, International Social Survey Programme [ISSP] 2004 and 2006, and World Values Survey [WVS] 2005) and, within data source, ranked in alphabetical order.

Source: OECD, Table A9.5, Table A9.6 and Table A9.7. See Annex 3 for notes (www.oecd.org/edu/eag2009).

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The third column of this chart suggests that there is also an *income difference* (when comparing above and below median income groups) in the social outcomes at each level of educational attainment. In most countries, the higher income group tend to report higher health, political interest and interpersonal trust than the lower income group.

More importantly, Chart A9.5 shows how these differences vary across levels of educational attainment. The chart shows that for political interest and interpersonal trust, these differences generally change little. However, for self-reported health education can potentially help moderate differences by gender, age and income.

Definitions and methodologies

This indicator is based on the developmental work by INES Network on Labour Market, Economic and Social Outcomes of Learning (formerly called INES Network B) in collaboration with the Centre for Educational Research and Innovation (CERI). The methodologies adopted (*i.e.* marginal effects) are based on work conducted by CERI's Social Outcomes of Learning project. See Annex 3 at www.oecd.org/edu/eag2009 for details on calculation of the marginal effects.

Indicators are calculated using micro-data from the European Social Survey (ESS) 2004 and 2006, Adult Literacy and Lifeskills Survey (ALL) 2003, World Values Survey (WVS) 2005, and International Social Survey Programme (ISSP) 2004 and 2006. The choice of surveys reflects the following aspects:

- *Country coverage*: an important objective was to select surveys for which a large number of OECD countries can be presented.
- *Comparability of social outcomes variables*: surveys were selected based on the comparability of variables on self-reported health, political interest and interpersonal trust.
- *Comparability of educational attainment variables*: only micro-data for which the distribution of educational attainment is within 10 percentage points from those published for comparable years in *Education at a Glance* are used. A few exceptions were made with the recommendation of the INES Network's country representatives [*i.e.* Canada (ISSP), Finland (ESS), Korea (WVS) and Norway (ESS)].
- *Age restriction*: surveys that cover adults aged 25 to 64 were used.
- *Sample size*: surveys with a minimum of 1 000 observations were used.

Self-reported health is captured by percentages of adults who rate their health as at least "good." ESS (2004 and 2006), ALL (2003) and WVS (2005) provide this information based on the following survey questions (bold text indicates responses counted in the outcome percentage):

ESS (2004, 2006)	How is your health in general? Would you say it is very good, good , fair, bad, very bad?
ALL (2003)	In general, would you say your health is excellent, very good , fair, poor?
WVS (2005)	All in all, how would you describe your health these days? Very good, good , fair, poor?

Political interest is captured by percentages of adults who say they are at least “fairly interested” in politics. ESS (2004, 2006), ISSP (2004, 2006) and WVS (2005) provide this information based on the following survey questions (bold text indicates responses counted in the outcome percentage):

ESS (2004, 2006)	How interested are you in politics? Very interested, quite interested , hardly interested, not at all interested.
ISSP (2004, 2006)	How interested would you say you personally are in politics? Very interested, fairly interested , somewhat interested, not very interested, not at all interested.
WVS (2005)	How interested would you say you are in politics? Very interested, somewhat interested , not very interested, not at all interested.

Interpersonal trust is captured by percentages of adults who believe that most people try to be fair. ESS (2004, 2006), ISSP (2004) and WVS (2005) provide this information based on the following survey questions (bold text indicates responses counted in the outcome percentages):

ESS (2004, 2006)	Do you think most people would try to take advantage of you if they got the chance, or would they try to be fair? (0-10 scale, with 0 = Most people would try to take advantage and 10 = Most people would try to be fair). Responses 6–10 coded as interpersonal trust.
ISSP (2004)	How often do you think that people would try to take advantage of you if they got the chance, and how often would they try to be fair? Try to take advantage almost all of the time, try to take advantage most of the time, try to be fair most of the time, try to be fair almost all of the time.
WVS (2005)	Do you think most people would try to take advantage of you if they got the chance, or would they try to be fair? (1-10 scale, with 1 = people would try to take advantage of you and 10 = people would try to be fair). Responses 6–10 coded as interpersonal trust.

Further references

OECD (2007b), *Understanding the Social Outcomes of Learning*, OECD, Paris.

OECD (2007c), *Health at a Glance: OECD Indicators – 2007 Edition*, OECD, Paris.

OECD, *Social Outcomes of Learning – Country Questionnaires*, OECD (unpublished), Paris.

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

StatLink  <http://dx.doi.org/10.1787/664176010158>

- *Table A9.8. Observed shares of individuals expressing positive self-rated health, political interest and interpersonal trust*

Table A9.1.

Marginal effects of education on self-reported health and political interest

	Self-reported health		Political interest		Data Source
	Difference in outcome from below upper secondary to upper secondary	Difference in outcome from below upper secondary to tertiary	Difference in outcome from below upper secondary to upper secondary	Difference in outcome from below upper secondary to tertiary	
OECD countries					
Belgium	0.153	0.083	0.052	0.250	ESS 2006
Canada	0.126	0.04	0.017	0.246	ALL 2003 / ISSP 2006
Czech Republic	0.227	0.051	0.025	0.168	ESS 2004
Denmark	0.087	0.065	0.195	0.179	ESS 2006
Finland	0.180	0.144	0.021	0.150	ESS 2006
Germany	0.100	0.072	0.263	0.236	ESS 2004
Greece	0.178	-0.012	0.075	0.151	ESS 2004
Ireland	0.055	0.016	0.182	0.087	ESS 2006
Italy	0.135	0.032	0.133	0.195	ALL 2003 / WVS 2005
Korea	0.148	0.063	-0.001	0.072	WVS 2005
Netherlands	0.114	0.032	0.154	0.176	ESS 2006
New Zealand	m	m	0.026	0.071	ISSP 2004
Norway	0.117	0.100	0.067	0.247	ESS 2006
Poland	0.127	0.261	0.146	0.153	ESS 2006
Portugal	0.225	0.005	0.248	0.099	ESS 2006
Slovak Republic	0.303	0.076	0.032	0.170	ESS 2006
Spain	0.133	0.066	0.138	0.105	ESS 2006
Sweden	0.106	0.030	-0.004	0.215	ESS 2006
Switzerland	0.152	0.079	0.336	0.180	ESS 2006
Turkey	0.135	0.101	0.159	0.178	ESS 2004
United States	0.182	0.089	0.199	0.132	ALL 2003 / ISSP 2004
Country Average	0.149	0.070	0.117	0.165	

Note: Cells highlighted in grey are statistically significant and different from zero at the 5% level. Calculations are based on linear regressions. Non-linear models (Probit models) produce similar results.

Source: European Social Survey (ESS) 2004 and 2006; Adult Literacy and Lifeskills Survey (ALL) 2003; World Values Survey (WVS) 2005; International Social Survey Programme (ISSP) 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eag2009).


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Table A9.2.

Marginal effects of education on self-reported health
(with and without controls for age, gender and income)

	Difference in outcome from below upper secondary to upper secondary			Difference in outcome from below upper secondary to tertiary			Data Source
	no controls	controls age, sex	controls age, sex, income	no controls	controls age, sex	controls age, sex, income	
OECD countries							
Belgium	0.153	0.124	0.105	0.083	0.039	0.039	ESS 2006
Canada	0.126	0.111	0.100	0.040	0.037	0.031	ALL 2003
Czech Republic	0.227	0.169	0.148	0.051	0.020	0.014	ESS 2004
Denmark	0.087	0.074	0.050	0.065	0.059	0.031	ESS 2006
Finland	0.180	0.093	0.066	0.144	0.130	0.100	ESS 2006
Germany	0.100	0.110	0.086	0.072	0.098	0.064	ESS 2004
Greece	0.178	0.115	0.092	-0.012	-0.015	-0.022	ESS 2004
Ireland	0.055	0.035	0.019	0.016	0.021	0.019	ESS 2006
Italy	0.135	0.080	0.080	0.032	0.028	0.026	ALL 2003
Korea	0.148	0.023	0.015	0.063	0.056	0.014	WVS 2005
Netherlands	0.114	0.084	0.047	0.032	0.040	0.016	ESS 2006
Norway	0.117	0.083	0.065	0.100	0.091	0.069	ESS 2006
Poland	0.127	0.093	0.056	0.261	0.167	0.143	ESS 2006
Portugal	0.225	0.101	0.089	0.005	0.054	0.047	ESS 2006
Slovak Republic	0.303	0.191	0.121	0.076	0.094	0.072	ESS 2006
Spain	0.133	0.075	0.064	0.066	0.065	0.050	ESS 2006
Sweden	0.106	0.073	0.063	0.030	0.034	0.018	ESS 2006
Switzerland	0.152	0.148	0.130	0.079	0.079	0.063	ESS 2006
Turkey	0.135	0.059	0.029	0.101	0.107	0.124	ESS 2004
United States	0.182	0.180	0.147	0.089	0.086	0.064	ALL 2003
Country Average	0.149	0.101	0.079	0.070	0.067	0.049	

Note: Cells highlighted in grey are statistically significant and different from zero at the 5% level. Calculations are based on linear regressions. Non-linear models (Probit models) produce similar results.

Source: ESS 2004 and 2006; ALL 2003; WVS 2005. See Annex 3 for notes (www.oecd.org/edu/eag2009).


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Table A9.3.
Marginal effects of education on political interest
(with and without controls for age, gender and income)

	Difference in outcome from below upper secondary to upper secondary			Difference in outcome from below upper secondary to tertiary			Data Source
	no controls	controls age, sex	controls age, sex, income	no controls	controls age, sex	controls age, sex, income	
OECD countries							
Belgium	0.052	0.065	0.051	0.25	0.266	0.246	ESS 2006
Canada	0.017	0.052	0.047	0.246	0.249	0.258	ISSP 2006
Czech Republic	0.025	0.046	0.042	0.168	0.182	0.181	ESS 2004
Denmark	0.195	0.213	0.194	0.179	0.188	0.176	ESS 2006
Finland	0.021	0.079	0.079	0.15	0.173	0.161	ESS 2006
Germany	0.263	0.25	0.234	0.236	0.209	0.181	ESS 2004
Greece	0.075	0.125	0.104	0.151	0.133	0.107	ESS 2004
Ireland	0.182	0.245	0.237	0.087	0.097	0.075	ESS 2006
Italy	0.133	0.164	0.153	0.195	0.206	0.193	WVS 2005
Korea	-0.001	0.029	0.022	0.072	0.075	0.023	WVS 2005
Netherlands	0.154	0.179	0.154	0.176	0.165	0.128	ESS 2006
New Zealand	0.026	0.063	0.054	0.071	0.091	0.07	ISSP 2004
Norway	0.067	0.112	0.112	0.247	0.271	0.265	ESS 2006
Poland	0.146	0.17	0.162	0.153	0.225	0.213	ESS 2006
Portugal	0.248	0.251	0.251	0.099	0.112	0.114	ESS 2006
Slovak Republic	0.032	0.049	0.004	0.17	0.17	0.156	ESS 2006
Spain	0.138	0.159	0.132	0.105	0.114	0.108	ESS 2006
Sweden	-0.004	0.066	0.06	0.215	0.231	0.217	ESS 2006
Switzerland	0.336	0.337	0.322	0.18	0.163	0.124	ESS 2006
Turkey	0.159	0.148	0.1	0.178	0.152	0.091	ESS 2004
United States	0.199	0.227	0.21	0.132	0.128	0.111	ISSP 2004
Country Average	0.117	0.144	0.130	0.165	0.171	0.152	

Note: Cells highlighted in grey are statistically significant and different from zero at the 5% level. Calculations are based on linear regressions. Non-linear models (Probit models) produce similar results.

Source: ESS 2004 and 2006; WVS 2005; ISSP 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eqq2009).


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Table A9.4.
Marginal effects of education on interpersonal trust
(with and without controls for age, gender and income)

	Difference in outcome from below upper secondary to upper secondary			Difference in outcome from below upper secondary to tertiary			Data Source
	no controls	controls age, sex	controls age, sex, income	no controls	controls age, sex	controls age, sex, income	
OECD countries							
Belgium	0.066	0.074	0.057	0.147	0.15	0.126	ESS 2006
Czech Republic	0.116	0.115	0.102	-0.005	-0.005	-0.015	ESS 2004
Denmark	0.054	0.057	0.042	0.113	0.114	0.107	ESS 2006
Finland	0.017	0.017	0.002	0.109	0.098	0.077	ESS 2006
Germany	0.046	0.066	0.05	0.117	0.135	0.119	ESS 2004
Greece	0.062	0.074	0.051	0.082	0.084	0.065	ESS 2004
Ireland	0.038	0.085	0.087	0.094	0.113	0.081	ESS 2006
Italy	0.07	0.074	0.02	0.017	0.017	-0.03	WVS 2005
Korea	0.031	-0.032	-0.041	0.016	0.025	-0.014	WVS 2005
Netherlands	0.115	0.124	0.1	0.128	0.127	0.118	ESS 2006
New Zealand	0.018	0.057	0.048	0.045	0.065	0.053	ISSP 2004
Norway	0.072	0.094	0.089	0.113	0.106	0.098	ESS 2006
Poland	0.069	0.066	0.044	0.131	0.123	0.12	ESS 2006
Portugal	0.072	0.07	0.071	0.07	0.072	0.058	ESS 2006
Slovak Republic	0.017	0.031	-0.005	0.075	0.077	0.057	ESS 2006
Spain	0.134	0.149	0.138	0.031	0.03	0.026	ESS 2006
Sweden	0.044	0.049	0.043	0.159	0.16	0.145	ESS 2006
Switzerland	0.139	0.142	0.114	0.118	0.125	0.097	ESS 2006
Turkey	0.023	0.031	0.026	0.028	0.026	0.01	ESS 2004
United States	0.163	0.169	0.146	0.176	0.178	0.157	ISSP 2004
Country Average	0.068	0.076	0.059	0.088	0.091	0.073	

Note: Cells highlighted in grey are statistically significant and different from zero at the 5% level. Calculations are based on linear regressions. Non-linear models (Probit models) produce similar results.

Source: ESS 2004 and 2006; WVS 2005; ISSP 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eqq2009).


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Table A9.5.

**Predicted shares of individuals expressing positive self-rated health, political interest
and interpersonal trust, by gender**

	Education	Self-reported health		Political interest		Interpersonal trust	
		Females	Males	Females	Males	Females	Males
OECD countries	Belgium						
	Below upper secondary	0.662	0.746	0.277	0.402	0.460	0.464
	Upper secondary	0.772	0.839	0.330	0.462	0.526	0.530
	Tertiary	0.844	0.896	0.581	0.708	0.658	0.661
	Canada						
	Below upper secondary	0.793	0.798	0.178	0.292	m	m
	Upper secondary	0.886	0.889	0.220	0.347	m	m
	Tertiary	0.919	0.921	0.464	0.612	m	m
	Czech Republic						
	Below upper secondary	0.511	0.469	0.091	0.153	0.322	0.340
	Upper secondary	0.691	0.653	0.122	0.196	0.437	0.455
	Tertiary	0.701	0.664	0.296	0.411	0.418	0.436
	Denmark						
	Below upper secondary	0.703	0.740	0.377	0.566	0.804	0.704
	Upper secondary	0.769	0.801	0.593	0.763	0.844	0.755
	Tertiary	0.826	0.852	0.806	0.911	0.933	0.880
	Finland						
	Below upper secondary	0.692	0.626	0.291	0.404	0.798	0.713
	Upper secondary	0.746	0.684	0.368	0.489	0.802	0.718
	Tertiary	0.858	0.813	0.548	0.666	0.873	0.808
	Germany						
	Below upper secondary	0.585	0.514	0.279	0.381	0.501	0.410
	Upper secondary	0.681	0.613	0.523	0.634	0.556	0.464
	Tertiary	0.751	0.690	0.731	0.816	0.673	0.586
	Greece						
	Below upper secondary	0.766	0.853	0.215	0.340	0.155	0.143
	Upper secondary	0.874	0.929	0.322	0.466	0.215	0.200
	Tertiary	0.845	0.910	0.453	0.602	0.297	0.279
	Ireland						
	Below upper secondary	0.855	0.816	0.204	0.360	0.468	0.475
	Upper secondary	0.881	0.846	0.441	0.625	0.551	0.558
	Tertiary	0.896	0.864	0.542	0.717	0.660	0.666
	Italy						
	Below upper secondary	0.775	0.833	0.155	0.332	0.509	0.435
	Upper secondary	0.868	0.908	0.290	0.511	0.555	0.481
	Tertiary	0.906	0.936	0.488	0.710	0.548	0.474
	Korea						
	Below upper secondary	0.789	0.808	0.377	0.456	0.733	0.672
	Upper secondary	0.794	0.813	0.396	0.476	0.692	0.627
	Tertiary	0.845	0.860	0.465	0.546	0.700	0.636
	Netherlands						
	Below upper secondary	0.710	0.747	0.442	0.571	0.639	0.574
	Upper secondary	0.777	0.809	0.616	0.733	0.746	0.688
	Tertiary	0.799	0.829	0.785	0.868	0.850	0.807
	New Zealand						
	Below upper secondary	m	m	0.525	0.526	0.677	0.605
	Upper secondary	m	m	0.580	0.582	0.725	0.657
	Tertiary	m	m	0.661	0.662	0.778	0.717
	Norway						
	Below upper secondary	0.727	0.734	0.236	0.314	0.747	0.609
	Upper secondary	0.792	0.797	0.336	0.425	0.833	0.719
	Tertiary	0.869	0.873	0.615	0.701	0.913	0.834
	Poland						
	Below upper secondary	0.471	0.567	0.223	0.371	0.285	0.226
	Upper secondary	0.546	0.639	0.378	0.549	0.336	0.272
	Tertiary	0.748	0.818	0.619	0.769	0.446	0.375
	Portugal						
	Below upper secondary	0.392	0.601	0.177	0.277	0.313	0.249
	Upper secondary	0.493	0.696	0.416	0.549	0.384	0.315
	Tertiary	0.530	0.728	0.535	0.665	0.455	0.381
	Slovak Republic						
	Below upper secondary	0.459	0.520	0.262	0.405	0.300	0.260
	Upper secondary	0.647	0.702	0.298	0.447	0.307	0.267
	Tertiary	0.741	0.788	0.470	0.626	0.371	0.327
	Spain						
	Below upper secondary	0.621	0.661	0.168	0.246	0.388	0.369
	Upper secondary	0.692	0.728	0.300	0.402	0.527	0.507
	Tertiary	0.758	0.791	0.408	0.517	0.553	0.533
	Sweden						
	Below upper secondary	0.729	0.774	0.396	0.568	0.640	0.632
	Upper secondary	0.798	0.835	0.474	0.645	0.686	0.678
	Tertiary	0.815	0.851	0.718	0.845	0.829	0.823
	Switzerland						
	Below upper secondary	0.755	0.722	0.202	0.333	0.597	0.549
	Upper secondary	0.876	0.854	0.517	0.673	0.713	0.670
	Tertiary	0.938	0.925	0.676	0.805	0.813	0.778
	Turkey						
	Below upper secondary	0.491	0.703	0.288	0.513	0.234	0.212
	Upper secondary	0.530	0.736	0.397	0.629	0.268	0.244
	Tertiary	0.653	0.829	0.543	0.758	0.298	0.273
	United States						
	Below upper secondary	0.659	0.676	0.400	0.484	0.502	0.427
	Upper secondary	0.813	0.826	0.632	0.709	0.664	0.593
	Tertiary	0.886	0.895	0.762	0.823	0.829	0.777
	Country Average						
	Below upper secondary	0.657	0.695	0.282	0.406	0.476	0.434
	Upper secondary	0.746	0.780	0.418	0.553	0.545	0.505
	Tertiary	0.806	0.837	0.594	0.719	0.625	0.592

Note: Predicted shares are determined based on Probit models relating outcome to educational attainment, gender, age and income. Calculations were made by using country means of age and income.

Source: ESS 2004 and 2006; ALL 2003; WVS 2005; ISSP 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eag2009/).


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Table A9.6.
**Predicted shares of individuals expressing positive self-rated health, political interest
 and interpersonal trust, by age**

	Education	Self-reported health			Political interest			Interpersonal trust		
		Age 30	Age 45	Age 60	Age 30	Age 45	Age 60	Age 30	Age 45	Age 60
OECD countries	Belgium	Below upper secondary	0.725	0.669	0.569	0.210	0.282	0.345	0.418	0.484
		Upper secondary	0.823	0.778	0.693	0.256	0.336	0.402	0.483	0.550
		Tertiary	0.884	0.849	0.780	0.495	0.587	0.654	0.618	0.666
Canada		Below upper secondary	0.827	0.806	0.709	0.167	0.149	0.275	m	m
		Upper secondary	0.908	0.895	0.826	0.208	0.187	0.328	m	m
		Tertiary	0.936	0.926	0.871	0.446	0.417	0.592	m	m
Czech Republic		Below upper secondary	0.733	0.504	0.278	0.046	0.089	0.174	0.325	0.317
		Upper secondary	0.863	0.685	0.453	0.065	0.119	0.221	0.440	0.431
		Tertiary	0.869	0.695	0.465	0.188	0.292	0.445	0.421	0.412
Denmark		Below upper secondary	0.748	0.731	0.621	0.300	0.335	0.504	0.768	0.819
		Upper secondary	0.808	0.794	0.696	0.509	0.549	0.711	0.812	0.856
		Tertiary	0.858	0.847	0.763	0.743	0.774	0.882	0.915	0.940
Finland		Below upper secondary	0.838	0.699	0.516	0.219	0.271	0.394	0.779	0.814
		Upper secondary	0.874	0.752	0.579	0.288	0.347	0.479	0.784	0.818
		Tertiary	0.940	0.862	0.729	0.458	0.524	0.656	0.859	0.885
Germany		Below upper secondary	0.752	0.567	0.443	0.197	0.257	0.422	0.535	0.474
		Upper secondary	0.825	0.663	0.544	0.418	0.496	0.673	0.589	0.529
		Tertiary	0.874	0.736	0.625	0.636	0.708	0.842	0.703	0.648
Greece		Below upper secondary	0.888	0.751	0.576	0.133	0.243	0.293	0.129	0.173
		Upper secondary	0.949	0.863	0.729	0.217	0.356	0.414	0.183	0.238
		Tertiary	0.934	0.833	0.685	0.330	0.489	0.550	0.258	0.323
Ireland		Below upper secondary	0.874	0.875	0.766	0.105	0.221	0.363	0.342	0.487
		Upper secondary	0.897	0.898	0.801	0.283	0.463	0.628	0.421	0.570
		Tertiary	0.911	0.912	0.823	0.375	0.565	0.720	0.534	0.677
Italy		Below upper secondary	0.884	0.765	0.614	0.124	0.147	0.211	0.503	0.511
		Upper secondary	0.941	0.862	0.743	0.244	0.278	0.366	0.549	0.557
		Tertiary	0.960	0.900	0.802	0.433	0.474	0.572	0.542	0.550
Korea		Below upper secondary	0.871	0.799	0.585	0.271	0.447	0.414	0.764	0.761
		Upper secondary	0.875	0.804	0.592	0.288	0.467	0.434	0.725	0.722
		Tertiary	0.910	0.853	0.665	0.350	0.536	0.503	0.733	0.729
Netherlands		Below upper secondary	0.774	0.728	0.599	0.342	0.420	0.589	0.610	0.647
		Upper secondary	0.832	0.793	0.678	0.514	0.595	0.748	0.720	0.752
		Tertiary	0.850	0.813	0.704	0.701	0.769	0.877	0.831	0.855
New Zealand		Below upper secondary	m	m	m	0.452	0.481	0.690	0.535	0.677
		Upper secondary	m	m	m	0.508	0.537	0.738	0.590	0.725
		Tertiary	m	m	m	0.592	0.620	0.802	0.654	0.778
Norway		Below upper secondary	0.804	0.731	0.621	0.123	0.267	0.333	0.687	0.762
		Upper secondary	0.856	0.795	0.697	0.194	0.372	0.446	0.785	0.845
		Tertiary	0.915	0.872	0.795	0.441	0.651	0.719	0.881	0.921
Poland		Below upper secondary	0.718	0.466	0.204	0.131	0.224	0.365	0.294	0.275
		Upper secondary	0.778	0.542	0.261	0.252	0.380	0.543	0.345	0.325
		Tertiary	0.906	0.744	0.465	0.478	0.620	0.764	0.456	0.433
Portugal		Below upper secondary	0.578	0.383	0.240	0.158	0.175	0.200	0.348	0.267
		Upper secondary	0.676	0.484	0.327	0.387	0.413	0.449	0.423	0.334
		Tertiary	0.708	0.521	0.361	0.506	0.532	0.569	0.494	0.402
Slovak Republic		Below upper secondary	0.693	0.450	0.157	0.164	0.281	0.410	0.297	0.305
		Upper secondary	0.838	0.638	0.299	0.192	0.318	0.452	0.304	0.312
		Tertiary	0.895	0.733	0.398	0.339	0.492	0.631	0.367	0.376
Spain		Below upper secondary	0.757	0.584	0.435	0.109	0.206	0.209	0.366	0.378
		Upper secondary	0.813	0.657	0.511	0.214	0.352	0.356	0.504	0.516
		Tertiary	0.862	0.727	0.590	0.308	0.464	0.468	0.530	0.542
Sweden		Below upper secondary	0.799	0.722	0.667	0.300	0.350	0.564	0.633	0.637
		Upper secondary	0.856	0.791	0.743	0.373	0.426	0.640	0.678	0.682
		Tertiary	0.870	0.809	0.763	0.625	0.676	0.842	0.824	0.827
Switzerland		Below upper secondary	0.863	0.739	0.658	0.125	0.214	0.263	0.603	0.581
		Upper secondary	0.941	0.866	0.809	0.393	0.535	0.597	0.718	0.698
		Tertiary	0.974	0.932	0.895	0.556	0.691	0.745	0.817	0.802
Turkey		Below upper secondary	0.606	0.441	0.339	0.267	0.333	0.228	0.219	0.241
		Upper secondary	0.644	0.480	0.377	0.373	0.447	0.328	0.252	0.276
		Tertiary	0.754	0.606	0.501	0.518	0.593	0.469	0.282	0.307
United States		Below upper secondary	0.740	0.656	0.548	0.331	0.417	0.465	0.420	0.514
		Upper secondary	0.869	0.811	0.726	0.561	0.649	0.693	0.586	0.675
		Tertiary	0.925	0.884	0.820	0.702	0.776	0.810	0.771	0.837
Country Average	Below upper secondary	0.774	0.653	0.507	0.204	0.277	0.367	0.479	0.505	0.529
	Upper secondary	0.843	0.743	0.604	0.321	0.410	0.507	0.545	0.570	0.592
	Tertiary	0.887	0.803	0.675	0.487	0.583	0.672	0.625	0.645	0.664

Note: Predicted shares are determined based on Probit models relating outcome to educational attainment, gender, age and income. Calculations were made by using country means of gender and income.

Source: ESS 2004 and 2006; ALL 2003; WVS 2005; ISSP 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eag2009).


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Table A9.7.

Predicted shares of individuals expressing positive self-rated health, political interest
and interpersonal trust, by income

		Self-reported health		Political interest		Interpersonal trust	
	Education	Lower Income	Higher Income	Lower Income	Higher Income	Lower Income	Higher Income
OECD countries	Belgium						
	Below upper secondary	0.643	0.761	0.303	0.374	0.443	0.504
	Upper secondary	0.756	0.851	0.359	0.433	0.508	0.569
	Canada						
	Tertiary	0.832	0.904	0.611	0.682	0.642	0.697
	Below upper secondary	0.766	0.841	0.227	0.227	m	m
	Czech Republic						
	Upper secondary	0.867	0.917	0.276	0.276	m	m
	Tertiary	0.904	0.943	0.533	0.533	m	m
	Denmark						
	Below upper secondary	0.469	0.551	0.129	0.136	0.300	0.405
	Upper secondary	0.653	0.726	0.168	0.176	0.411	0.525
	Finland						
	Tertiary	0.664	0.735	0.370	0.383	0.393	0.505
	Below upper secondary	0.689	0.751	0.430	0.517	0.731	0.792
	Germany						
	Upper secondary	0.757	0.810	0.645	0.723	0.780	0.834
	Tertiary	0.815	0.860	0.841	0.889	0.896	0.927
	Greece						
	Below upper secondary	0.593	0.724	0.361	0.341	0.724	0.800
	Upper secondary	0.654	0.775	0.444	0.423	0.729	0.804
	Ireland						
	Tertiary	0.790	0.878	0.624	0.603	0.817	0.874
	Below upper secondary	0.480	0.626	0.275	0.396	0.435	0.505
	Italy						
	Upper secondary	0.580	0.718	0.519	0.649	0.490	0.560
	Tertiary	0.660	0.784	0.727	0.826	0.611	0.677
	Korea						
	Below upper secondary	0.785	0.871	0.225	0.299	0.134	0.192
	Upper secondary	0.886	0.939	0.335	0.421	0.189	0.260
	Netherlands						
	Tertiary	0.860	0.922	0.466	0.557	0.266	0.349
	Below upper secondary	0.817	0.853	0.258	0.286	0.466	0.498
	New Zealand						
	Upper secondary	0.847	0.879	0.511	0.545	0.549	0.581
	Tertiary	0.865	0.895	0.612	0.644	0.658	0.687
	Poland						
	Below upper secondary	0.786	0.822	0.254	0.262	0.403	0.546
	Upper secondary	0.876	0.901	0.420	0.431	0.449	0.591
	Portugal						
	Tertiary	0.912	0.931	0.627	0.636	0.442	0.585
	Below upper secondary	0.782	0.875	0.413	0.472	0.691	0.791
	Slovak Republic						
	Upper secondary	0.788	0.879	0.432	0.492	0.647	0.755
	Tertiary	0.839	0.913	0.502	0.562	0.656	0.762
	Spain						
	Below upper secondary	0.643	0.789	0.437	0.578	0.541	0.664
	Upper secondary	0.718	0.845	0.611	0.739	0.658	0.767
	Sweden						
	Tertiary	0.742	0.862	0.781	0.872	0.783	0.865
	Below upper secondary	m	m	0.478	0.568	0.613	0.684
	Switzerland						
	Upper secondary	m	m	0.534	0.623	0.665	0.732
	Tertiary	m	m	0.617	0.700	0.724	0.785
	Turkey						
	Below upper secondary	0.637	0.785	0.258	0.294	0.643	0.710
	Upper secondary	0.712	0.841	0.362	0.402	0.749	0.804
	United States						
	Tertiary	0.808	0.905	0.641	0.680	0.856	0.894
	Below upper secondary	0.449	0.578	0.287	0.335	0.216	0.287
	Country Average						
	Upper secondary	0.524	0.650	0.456	0.511	0.260	0.338
	Tertiary	0.730	0.825	0.692	0.739	0.361	0.448
	Country Average						
	Below upper secondary	0.446	0.610	0.232	0.220	0.268	0.286
	Upper secondary	0.549	0.705	0.493	0.477	0.336	0.356
	Country Average						
	Tertiary	0.585	0.736	0.612	0.596	0.404	0.425
	Country Average						
	Below upper secondary	0.416	0.548	0.323	0.377	0.227	0.336
	Upper secondary	0.605	0.726	0.362	0.419	0.233	0.344
	Country Average						
	Tertiary	0.704	0.808	0.541	0.598	0.290	0.410
	Country Average						
	Below upper secondary	0.580	0.642	0.189	0.258	0.388	0.441
	Upper secondary	0.653	0.711	0.328	0.416	0.527	0.581
	Country Average						
	Tertiary	0.724	0.775	0.439	0.531	0.553	0.606
	Country Average						
	Below upper secondary	0.690	0.811	0.457	0.509	0.574	0.698
	Upper secondary	0.764	0.865	0.537	0.588	0.622	0.740
	Country Average						
	Tertiary	0.783	0.878	0.769	0.807	0.782	0.866
	Country Average						
	Below upper secondary	0.698	0.793	0.241	0.312	0.523	0.639
	Upper secondary	0.837	0.900	0.570	0.652	0.646	0.749
	Country Average						
	Tertiary	0.914	0.952	0.722	0.789	0.758	0.841
	Country Average						
	Below upper secondary	0.546	0.624	0.325	0.439	0.244	0.229
	Upper secondary	0.585	0.661	0.438	0.557	0.279	0.263
	Country Average						
	Tertiary	0.703	0.768	0.584	0.696	0.310	0.294
	Country Average						
	Below upper secondary	0.615	0.742	0.426	0.429	0.452	0.475
	Upper secondary	0.780	0.871	0.657	0.660	0.618	0.640
	Country Average						
	Tertiary	0.861	0.926	0.782	0.785	0.795	0.811
	Country Average						
	Below upper secondary	0.626	0.730	0.311	0.363	0.451	0.524
	Upper secondary	0.720	0.808	0.450	0.505	0.517	0.590
	Country Average						
	Tertiary	0.785	0.860	0.624	0.672	0.600	0.665

Note: Predicted shares are determined based on Probit models relating outcome to educational attainment, gender, age and income. Calculations were made by using country means of gender and age.

Source: ESS 2004 and 2006; ALL 2003; WVS 2005; ISSP 2004 and 2006. See Annex 3 for notes (www.oecd.org/edu/eag2009).

StatLink  <http://dx.doi.org/10.1787/664176010158>

Chapter



FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION



Classification of educational expenditure

Educational expenditure in this chapter are classified through three dimensions:

- The first dimension – represented by the horizontal axis in the diagram below – relates to the location where spending occurs. Spending on schools and universities, education ministries and other agencies directly involved in providing and supporting education is one component of this dimension. Spending on education outside these institutions is another.
- The second dimension – represented by the vertical axis in the diagram below – classifies the goods and services that are purchased. Not all expenditure on educational institutions can be classified as direct educational or instructional expenditure. Educational institutions in many OECD countries offer various ancillary services – such as meals, transports, housing, etc. – in addition to teaching services to support students and their families. At the tertiary level spending on research and development can be significant. Not all spending on educational goods and services occurs within educational institutions. For example, families may purchase textbooks and materials themselves or seek private tutoring for their children.
- The third dimension – represented by the colours in the diagram below – distinguishes among the sources from which funding originates. These include the public sector and international agencies (indicated by the light blue colour), and households and other private entities (indicated by the medium-blue colour). Where private expenditure on education is subsidised by public funds, this is indicated by cells in the grey colour.

Public sources of funds
 Private sources of funds
 Private funds publicly subsidised

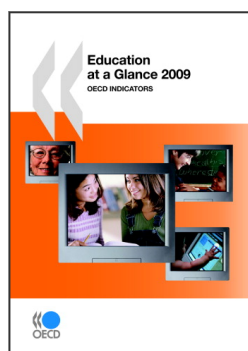
	Spending on educational institutions <i>(e.g. schools, universities, educational administration and student welfare services)</i>	Spending on education outside educational institutions <i>(e.g. private purchases of educational goods and services, including private tutoring)</i>
Spending on educational core services	<i>e.g. public spending on instructional services in educational institutions</i>	<i>e.g. subsidised private spending on books</i>
	<i>e.g. subsidised private spending on instructional services in educational institutions</i>	<i>e.g. private spending on books and other school materials or private tutoring</i>
	<i>e.g. private spending on tuition fees</i>	
Spending on research and development	<i>e.g. public spending on university research</i>	
	<i>e.g. funds from private industry for research and development in educational institutions</i>	
Spending on educational services other than instruction	<i>e.g. public spending on ancillary services such as meals, transport to schools, or housing on the campus</i>	<i>e.g. subsidised private spending on student living costs or reduced prices for transport</i>
	<i>e.g. private spending on fees for ancillary services</i>	<i>e.g. private spending on student living costs or transport</i>

Coverage diagrams

For Indicators B1, B2 and B3

For Indicators B4 and B5

For Indicator B6



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