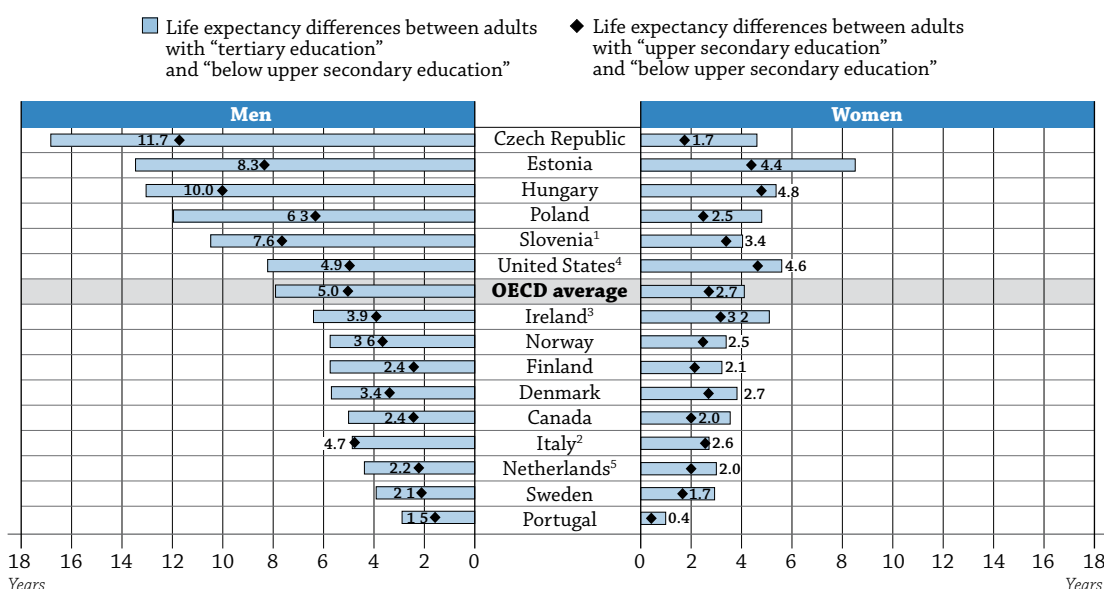


## WHAT ARE THE SOCIAL OUTCOMES OF EDUCATION?

- Education is an important predictor of life expectancy. On average, among 15 OECD countries, a 30-year-old male tertiary graduate can expect to live another 51 years, while a 30-year-old man who has not completed upper secondary education can expect to live an additional 43 years. Differences in life expectancy by education are particularly large among men in Central European countries. On average, a 30-year-old male tertiary graduate in the Czech Republic can expect to live 17 years longer than a 30-year-old man who has not completed upper secondary education.
- There are substantial gender differences in life expectancy. Moreover, the gender differences exist in the relationship between education and life expectancy. Differences in life expectancy by education are generally much smaller among women in 15 OECD countries. On average, male tertiary graduates can expect to live 8 years longer than those who have not attained upper secondary education, while a tertiary-educated woman can expect to live 4 years longer than a woman without an upper secondary education. In Portugal, the latter figure is 1 year.
- Although all OECD countries encourage electoral participation, voting rates vary across age groups and there are significant differences in voting behaviour associated with educational attainment in most countries. On average, the gap in the voting rate between adults with high and low levels of education (25-64 year-olds) is 14.8 percentage points. This gap widens considerably to 26.8 percentage points among younger adults (25-34 year-olds). For younger adults in Germany, the corresponding figure is 49.6 percentage points.

**Chart A11.1. Difference in life expectancy by educational attainment at age 30 (2010)**  
Differences between those with “tertiary education”  
and “below upper secondary education” at age 30, by gender



**Note:** The figures describe the differences in the expected years of life remaining at age 30 across education levels.

1. Year of reference 2009.

2. Year of reference 2008.

3. Year of reference 2006.

4. Year of reference 2005.

5. Year of reference 2007-10.

Countries are ranked in descending order of the difference in life expectancy among men at age 30.

**Source:** OECD, Table A11.1. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

**StatLink** <http://dx.doi.org/10.1787/888932662390>

## ■ Context

The idea that education produces social benefits is not new. Early philosophers such as Aristotle and Plato pointed out that education is central to the well-being of society. Most if not all policy makers, school administrators, teachers and parents are aware of the wider benefits of learning. Over the last several decades, social science research has consistently pointed out the correlation between higher levels of education among individuals and better health conditions, lower incidence of criminal activity, and higher levels of societal engagement. More recently, researchers have started to present evidence suggesting the causal effects of education on diverse social outcomes (OECD, 2010).

National policy initiatives are also recognising the links between education and positive social outcomes to a greater degree. For example, dropout-prevention programmes, after-school programmes, and other educational interventions have been adopted as an element of anti-crime policies in some countries. More recently, health policies have started to emphasise school-based efforts, such as programmes that encourage young people to lead healthy lifestyles. Generally, more policy makers appear to be embracing the idea that preventive, education-based efforts may be a resource-efficient way to address broader social challenges – especially in the current economic climate.

In addition, well-being and social progress, in and of themselves, are emerging more prominently in national policy. For example, some heads of state (e.g. in France and the United Kingdom) and prominent economists (e.g. Joseph Stiglitz and Amartya Sen) have underscored the importance of looking beyond economic indicators such as GDP and national income in benchmarking national goals. There has since been strong policy interest in addressing well-being and social progress based on a whole-of-government approach in which the education sector can play a key role.

## ■ Other findings

- **Education predicts a variety of social outcomes.** Adults with higher levels of educational attainment are generally more likely than those with lower levels of attainment to engage in social activities, exhibit greater satisfaction with life and vote. An individual's social engagement and life satisfaction vary across different levels of educational attainment, even after accounting for differences in age, gender and income. This suggests that education may have an impact on these outcomes by raising skills and abilities, although other factors related to the choice of education or the effect of credentials may also be at play.
- **Students' competencies on civic matters help to explain their social values and attitudes.** In all the OECD countries surveyed by the International Civic and Citizenship Education Study (ICCS) 2009, lower secondary school students (grade 8) with higher measured levels of civic competencies (i.e. knowing and understanding elements and concepts of citizenship) showed higher levels of supportive attitudes towards equal rights for ethnic minorities.

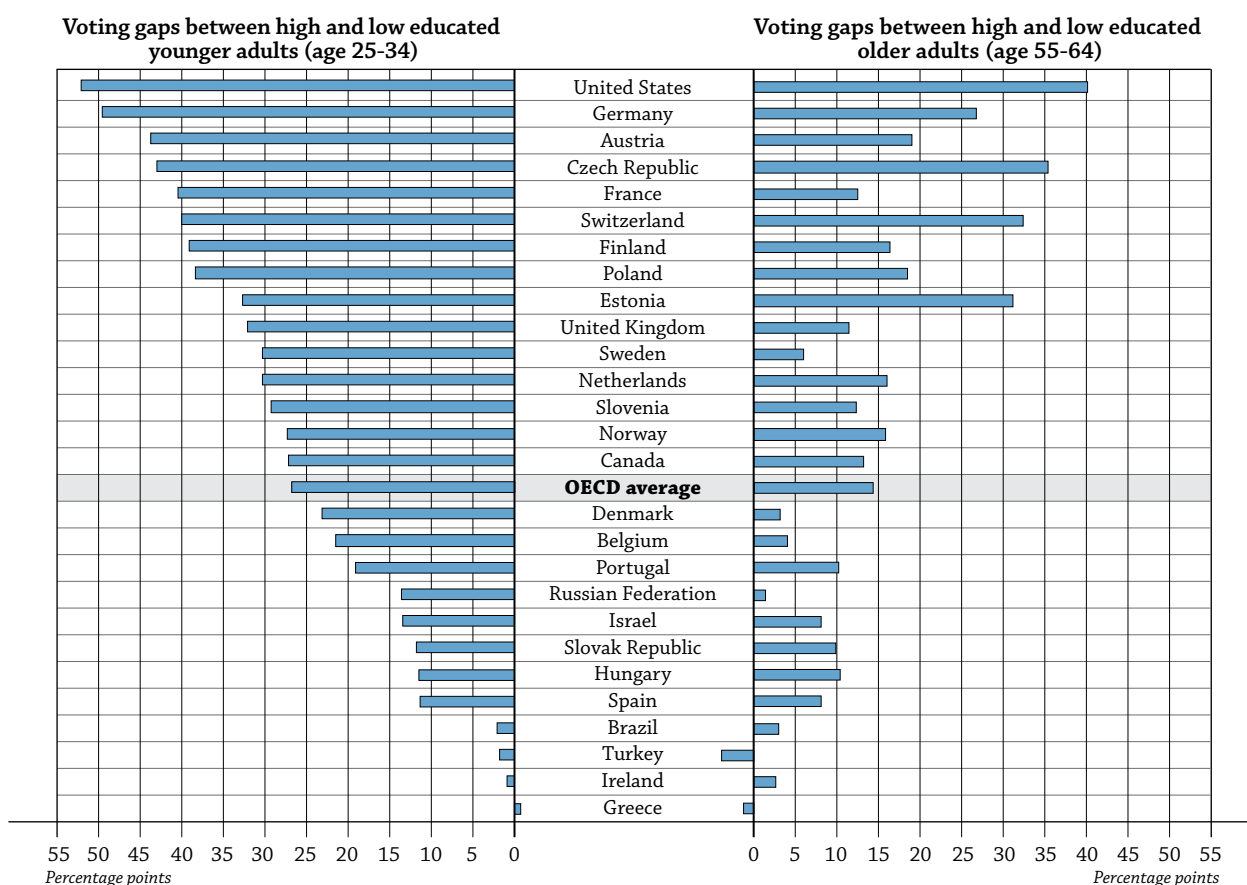
## A11

## Analysis

Educational attainment is positively associated with diverse measures of social outcomes, including life expectancy, life satisfaction, electoral participation and social engagement (Charts A11.1 and A11.2, Tables A11.1, A11.2, A11.3 and A11.4). The strengths of these associations are sometimes substantial. For instance, the difference in life expectancy between those with high (i.e. tertiary attainment) and low (i.e. below upper secondary attainment) education among 30-year-old Hungarian men is 13.1 years. Similarly, the difference in voting rates between those with high and low levels of education in the United States is 45.6 percentage points. Finally, the difference in social engagement between those with high and low levels of education in Estonia is 33 percentage points. In many countries, some of these associations are statistically significant, even after accounting for individual differences in age, gender and income (Tables A11.3 and A11.5, available on line).

There is evidence suggesting that such associations are likely to reflect causal effects. For instance, Lleras-Muney (2005), Glied and Lleras-Muney (2008) and Cipollone and Rosolia (2011) show that a one-year increase in schooling reduces mortality in the United States and Italy. Lleras-Muney (2005) calculated that an additional year of education increased life expectancy at age 35 by as much as 1.7 years. Moreover, Miligan, et al. (2004) find that an extra year of schooling also raised voter turnout in the United States.

**Chart A11.2. Voting gaps between adults with high and low levels of education (2008, 2010)**  
Differences in voting rates between those with “tertiary education” and “below upper secondary education” among younger adults (25–34 year-olds) and older adults (55–64 year-olds)



Countries are ranked in descending order of the proportion of adults aged 25–34 reporting electoral participation.

Source: OECD, Table A11.2. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

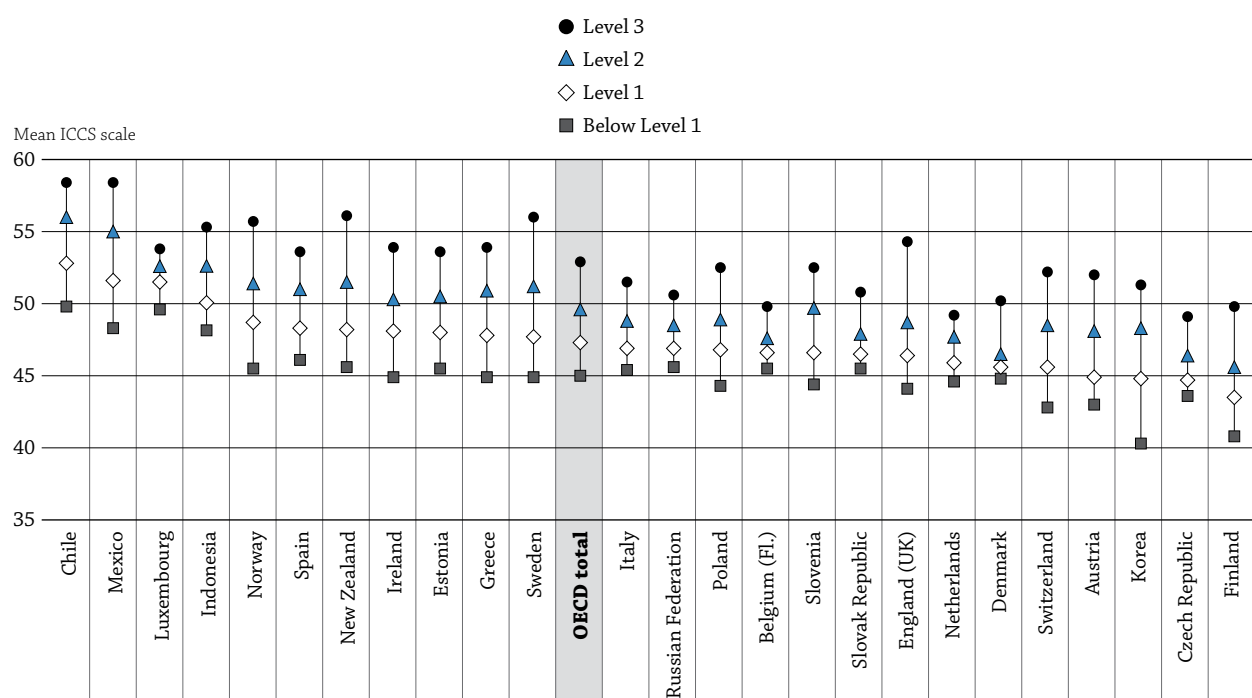
StatLink <http://dx.doi.org/10.1787/888932662409>

The associations between education and social outcomes can be quite different across population groups. For instance, while the association between education and life expectancy is substantial for men, this relationship appears to be rather limited among women (Chart A11.1 and Table A11.1). Moreover, while the association between education and voting is small among older adults (age 55-64), this relationship is very pronounced among younger adults (age 25-34) (Chart A11.2 and Table A11.2).

Education can enhance social outcomes by helping individuals make informed and competent decisions. Education imparts knowledge and information, improves cognitive skills and strengthens socio-emotional capabilities, such as conscientiousness, self-efficacy and social skills. As such, education can help individuals pursue healthier lifestyles and increase their engagement in civil society. Educational institutions can also offer a positive environment for children to develop healthy habits and participatory attitudes and norms conducive to social cohesion. For instance, an open classroom climate, practical involvement in civic matters and school climates that promote active citizenship can foster civic participation.

**Chart A11.3. Students' attitudes towards equal rights for ethnic minorities (2009)**

*Mean ICCS scale of "support for equal rights for ethnic minorities" among grade 8 students, by level of civic knowledge*



**Note:** Countries are ranked in descending order of the mean scales of Grade 8 students' attitudes towards equal rights for ethnic minorities, among those who have achieved Level 1 in civic knowledge. Mean ICCS scales are based on Rasch Partial Credit Model and the resulting weighted likelihood estimates (WLEs) were transformed into a metric with a mean of 50 and a standard deviation of 10. The *Definitions* section at the end of this indicator provides details on the ICCS scale.

**Source:** OECD, Table A11.4. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

**StatLink** <http://dx.doi.org/10.1787/888932662428>

In all OECD countries surveyed by ICCS, students in grade 8 (approximately 14 years old) with higher levels of civic competencies show supportive attitudes towards equal rights for ethnic minorities (Chart A11.3 and Table A11.4), as well as higher levels of expected adult electoral participation and supportive attitudes towards gender equality (Chart A11.3 and Table A11.2 in *Education at a Glance 2011*). In New Zealand, for example, those who are at the lowest level on a civic competency scale score only an average of 45.6 points on the ICCS scale of "support for equal rights for ethnic minorities", whereas those who are at the highest level on the scale score 56.1 points (Table A11.4, see *Definitions* section at the end of this indicator for details on the scales).

## Definitions

This section describes the education variables (i.e. educational attainment and civic competency) and social outcome variables. See Annex 3 ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)) for detailed descriptions of the variables, including the actual questions used in each survey.

**Civic knowledge** means knowing about and understanding elements and concepts of citizenship, as well as those of traditional civics (Schultz, et al., 2010). The ICCS assessment is based on a 79-item test administered to lower-secondary students (8th grade) and covers issues related to civic society and systems, civic principles, civic participation and civic identities. Three-quarters of the test items involve reasoning and analysis associated with civics and citizenship, while the rest focuses on knowledge about civics and citizenship. Civic knowledge is measured on a scale with an international average of 500 points and a standard deviation of 100. There is significant variation across and within countries in civic knowledge: half of the total variance in civic knowledge was found to be at the student level, a quarter at the school level, and a quarter across countries. See Schulz, et al. (2010) for more details on how civic knowledge is conceptualised.

**Educational attainment** variables in each data source are converted to three categories of educational attainment (below upper secondary education, upper secondary education and tertiary education) based on the ISCED-97 classification system. Those in the “upper secondary education” category include those who have attained post-secondary non-tertiary education (ISCED 4).

**Electoral participation (voting)** is captured by the percentage of adults who reported voting during the previous national election. European Social Survey (ESS) 2008 and 2010, General Social Survey (GSS) 2008 for Canada, the Current Population Survey (CPS) 2008 for the United States and Estudo Eleitoral Brasileiro (ESEB) 2010 for Brazil provide this information. The analysis in this chapter is limited to adults who are eligible to vote. Countries with compulsory voting are included in the data (i.e. Belgium, Greece and Turkey). For countries with a voting-registration requirement that is not enforced or automated (e.g. Ireland, the United Kingdom and the United States), the analysis includes those who are potentially eligible (e.g. are citizens of the country) but have not registered for voting.

**Engagement in social activities** is based on a question asking students how often they take part in social activities compared to other people of the same age. Social activities relate to events and encounters by choice and for enjoyment rather than for reasons of work or duty.

**Life expectancy** is calculated using a well established statistical method and information from life tables. Note that there are certain discrepancies across countries depending on the available data source (i.e. registered or survey data) and how death has been identified. As with other indicators, it is important to emphasise that the indicators are meant to be compared across gender and education groups within each country. Note also that life expectancy is calculated based on various factors that individuals have experienced in the past, which will not necessarily be those constituting the environment of similar individuals in the present or in the future. This indicator can be considered a robust measure assuming that the socio-economic, cultural and environmental conditions that drive life expectancy are relatively stable over time within a country.

**Life satisfaction** is captured by the percentage of adults who reported being satisfied with life. ESS 2010, GSS 2008 for Canada and New Zealand and Lifelong Education Survey 2010 for Korea provide this information.

**Students’ attitudes towards equal rights for ethnic minorities** are captured by the mean ICCS scale of students’ responses to a series of questions related to attitudes towards minorities’ rights. The questions ask if students express support for equal rights for all ethnic groups. These scales are set to have an international mean of 50 scale points and a standard deviation of 10 points. See Lauglo (2011) for more details on how this scale is developed.

## Methodology

Given the potentially significant cross-country differences in norms (e.g. social desirability of expressing one's satisfaction with life) and institutional contexts (e.g. eligibility and compulsory nature of voting), indicators related to social outcomes should be interpreted with caution. The main focus should be on *within-country* differences in social outcomes across levels of educational attainment and civic competencies, rather than *cross-country* comparisons.

The indicators presented in this chapter are based on developmental work jointly conducted by the INES Network on Labour Market, Economic and Social Outcomes of Learning (LSO) and the OECD Centre for Educational Research and Innovation (CERI). The life expectancy indicators are based on past research by Eurostat. The conceptual framework for the indicators was developed by CERI's Social Outcomes of Learning project (OECD, 2007; OECD, 2010), and the empirical strategies were developed by the INES LSO Network. See Annex 3 at [www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012) for details on the calculation of the indicators.

In this year's edition of *Education at a Glance*, we present four new indicators (Tables A11.1, A11.2, A11.3 and A11.4), as well as updates of indicators presented in *Education at a Glance 2011* (Table A11.5) that can be found on line. Updated indicators are included since the primary data source, ESS, released revised measures of educational attainment in 2010 that are more comparable across countries. The new indicators were calculated using micro-data from the ESS 2008 and 2010, EUROSTAT's Statistical Database, STATCAN's CANSIM Database for Canada, CDC/NCHS, National Longitudinal Mortality Study, National Vital Statistics System, and the U.S. Census Bureau for the United States. Updates of indicators presented in *Education at a Glance 2011* were calculated using the ESS 2010. Surveys were selected on the basis of the following factors:

**Age restriction:** For indicators using surveys that cover only adults (i.e. Tables A11.2, A11.3 and A11.5), data on adults aged 25 to 64 were used. For surveys that cover students (i.e. Tables A11.4), data on children enrolled in grade 8 (approximately 14 years old) were used.

**Comparability of educational attainment variables:** The general principle is to use micro-data for which the distribution of educational attainment was within 10 percentage points of figures published for comparable years in *Education at a Glance*. A number of exceptions, however, were made on the recommendation of the country representatives of INES Working Party and/or INES LSO Network (i.e. Denmark [ESS], France [ESS], Norway [ESS] and Poland [ESS]). For some countries, the discrepancy in the educational attainment distributions may be driven by the possibility that ESS's educational attainment category "Lower secondary or second stage of basic" level includes those who have attained ISCED 3C (long), which is classified as upper secondary education in A11.

**Comparability of social outcomes variables:** Surveys are selected on the basis of the comparability of social outcomes variables.

**Country coverage:** An important objective is to select surveys that represent a large number of OECD countries. This was the motivation to select the European Social Survey, which covers a large number of European Union (EU) member countries and other countries for the adult population. For the ICCS, a large number of EU and other countries were included, including Austria, Belgium (Flanders), Chile, the Czech Republic, Denmark, Estonia, Finland, Greece, Indonesia, Ireland, Italy, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, the Russian Federation, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland and the United Kingdom (England).

**Sample size:** Surveys with a minimum sample of approximately 1 000 observations per country were used.

To calculate incremental percentage-point differences, country-specific regression models were estimated to predict each dichotomous outcome variable (e.g. high versus low level of interest in politics) from individuals' educational attainment level, with and without control variables for age, gender and family income. In preliminary analyses, both probit and ordinary least squares (OLS) regressions were used, and were found to produce very similar estimates of incremental differences. Because OLS regression provides more readily interpretable coefficients, OLS was used for the final analysis to generate incremental differences (Tables A11.3 and A11.5).



A11

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

## References

Cipollone, P. and A. Rosolia (2011) "Schooling and Youth Mortality: Learning from a Mass Military Exemption," *CEPR Discussion Papers*, No. 8431.

Eurostat (2012), Statistical Database, <http://epp.eurostat.ec.europa.eu/portal/page/portal/population/data/database>.

Glied, S. and A. Lleras-Muney (2008), "Health, Inequality, Education and Medical Innovation", *Demography*, Vol. 45, pp.741-761.

Lauglo, J. (2011), *Statistics of Possible Interest to OECD Based on Data from the IEA International Civic and Citizenship Education Study 2009*, unpublished mimeo, Norwegian Social Research (NOVA), Oslo.

Lleras-Muney, A. (2005), "The Relationship between Education and Adult Mortality in the United States", *Review of Economic Studies*, Vol. 72, pp. 189-221.

Miligan, K., E. Moretti and P. Oreopoulos (2004), "Does Education Improve Citizenship?" Evidence from the United States and the United Kingdom", *Journal of Public Economics*, Vol. 88, pp. 1667-1695.

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

OECD (2010), *Improving Health and Social Cohesion through Education*, OECD Publishing.

Schulz, et al., (2010), *ICCS 2009 International Report: Civic Knowledge, Attitudes, and Engagement Among Lower-Secondary School Students in 38 countries*, IEA, Amsterdam.

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


- **Table A11.5. Incremental percentage point differences in adult voting and life satisfaction associated with an increase in the level of educational attainment (2010) (with and without adjustments for age, gender and income)**  
StatLink  <http://dx.doi.org/10.1787/888932665829>


Table A11.1. **Additional years of life expectancy at age 30, by level of educational attainment and gender (2010)**

	Men			Women			Total		
	Below upper secondary education	Upper secondary education	Tertiary education	Below upper secondary education	Upper secondary education	Tertiary education	Below upper secondary education	Upper secondary education	Tertiary education
OECD	Australia	m	m	m	m	m	m	m	m
	Austria	m	m	m	m	m	m	m	m
	Belgium	m	m	m	m	m	m	m	m
	Canada	45.9	48.3	50.9	51.6	53.6	55.2	48.8	51.0
	Chile	m	m	m	m	m	m	m	m
	Czech Republic	34.1	45.8	50.9	49.7	51.4	54.3	43.8	48.6
	Denmark	44.9	48.3	50.6	49.8	52.5	53.6	47.4	50.2
	Estonia	34.2	42.6	47.7	46.1	50.5	54.6	39.1	46.7
	Finland	45.3	47.7	51.0	52.1	54.2	55.3	48.4	51.0
	France	m	m	m	m	m	m	m	m
	Germany	m	m	m	m	m	m	m	m
	Greece	m	m	m	m	m	m	m	m
	Hungary	34.3	44.3	47.4	46.1	50.9	51.5	40.8	47.5
	Iceland	m	m	m	m	m	m	m	m
	Ireland	45.3	49.2	51.7	50.2	53.4	55.3	47.2	51.2
	Israel	m	m	m	m	m	m	m	m
	Italy	48.3	53.0	53.2	54.2	56.7	56.9	51.3	55.0
	Japan	m	m	m	m	m	m	m	m
	Korea	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	m	m	m	m	m	m	m	m
	Netherlands	47.9	50.1	52.3	50.0	55.3	56.3	50.6	52.6
	New Zealand	m	m	m	m	m	m	m	m
	Norway	46.6	50.2	52.4	52.0	54.4	55.3	49.4	52.3
	Poland	37.3	43.6	49.3	49.0	51.4	53.8	43.0	47.4
	Portugal	47.1	48.7	50.0	53.3	53.7	54.3	50.2	51.1
	Slovak Republic	m	m	m	m	m	m	m	m
	Slovenia	40.4	48.0	50.9	50.9	54.3	55.0	46.3	51.0
	Spain	m	m	m	m	m	m	m	m
	Sweden	48.4	50.5	52.3	52.5	54.1	55.4	50.3	52.3
	Switzerland	m	m	m	m	m	m	m	m
	Turkey	m	m	m	m	m	m	m	m
	United Kingdom	m	m	m	m	m	m	m	m
	United States	47.2	52.1	55.4	47.8	52.4	53.4	47.4	52.3
	OECD average	43.1	48.2	51.1	50.3	53.3	54.7	46.9	50.7
	EU21 average	42.3	47.6	50.6	50.3	53.2	54.7	46.5	50.4
Other G20	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m

Note: Figures for Canada are based on the average between 1991 and 2006. Weighted average of “Level 3 (short of a university bachelor’s degree)” and “Level 4: University degree (bachelor’s or higher)” are used to calculate the figures for Tertiary education. Figures for Ireland are calculated based on the weighted average of figures for ages 20 and 35. Census (2006) is used to calculate the total figure. Figures for Italy are based on 2008. Figures for the Netherlands are based on the average between 2007-10. Figures for Slovenia are based on 2009. Figures for the United States are based on 2005 using adjusted, revised state with 2003 degree-based education items presented in tables 8 and 9 of [http://www.cdc.gov/nchs/data/series/sr\\_02/sr02\\_151.pdf](http://www.cdc.gov/nchs/data/series/sr_02/sr02_151.pdf).

Sources: EUROSTAT (2010): <http://epp.eurostat.ec.europa.eu/portal/page/portal/population/data/database>; Statistics Canada (2012): <http://www5.statcan.gc.ca/cansim/home-accueil?lang=eng&p2=50>; FitzGerald, Byre and Znuderl (2011) for Ireland; CDC (2010): [http://www.cdc.gov/nchs/data/series/sr\\_02/sr02\\_151.pdf](http://www.cdc.gov/nchs/data/series/sr_02/sr02_151.pdf) for the United States. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

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

StatLink  <http://dx.doi.org/10.1787/888932665753>



A11


Table A11.2. **Proportions of adults voting, by level of educational attainment and age group (2008, 2010)**

	Younger (25-34 years old)			Older (55-64 years old)			Total (25-64 years old)		
	Below upper secondary education	Upper secondary education	Tertiary education	Below upper secondary education	Upper secondary education	Tertiary education	Below upper secondary education	Upper secondary education	Tertiary education
OECD	Australia	m	m	m	m	m	m	m	m
	Austria	36.6	63.7	80.4	72.7	81.8	91.7	67.9	77.6
	Belgium	71.6	90.7	93.2	89.5	92.8	93.5	87.5	92.3
	Canada	41.1	55.1	68.2	77.2	87.1	90.3	63.4	72.4
	Chile	m	m	m	m	m	m	m	m
	Czech Republic	34.2	46.9	77.3	47.0	63.5	82.4	44.8	59.6
	Denmark	71.0	88.2	94.2	92.9	94.6	96.1	90.8	93.6
	Estonia	43.7	56.1	76.3	53.6	66.5	84.7	50.8	64.3
	Finland	47.1	61.7	86.1	73.7	80.7	90.1	71.7	76.1
	France	28.0	53.4	68.5	72.3	77.9	84.8	69.0	73.8
	Germany	44.7	74.2	94.3	67.4	81.7	94.2	62.0	80.3
	Greece	83.6	86.5	83.0	91.0	90.5	89.7	90.2	89.5
	Hungary	70.2	69.9	81.7	79.4	79.1	89.8	77.6	76.8
	Iceland	m	m	m	m	m	m	m	m
	Ireland	58.3	69.5	59.3	83.8	87.8	86.3	81.3	84.6
	Israel	65.5	65.2	78.9	79.8	82.1	87.9	78.1	77.2
	Italy	m	m	m	m	m	m	m	m
	Japan	m	m	m	m	m	m	m	m
	Korea	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	m	m	m	m	m	m	m	m
	Netherlands	64.6	80.5	94.9	78.3	89.6	94.3	76.9	87.8
	New Zealand	m	m	m	m	m	m	m	m
	Norway	59.4	67.4	86.8	78.1	88.2	93.9	75.9	84.2
	Poland	40.6	63.3	79.1	69.6	77.6	88.1	65.1	73.8
	Portugal	58.6	66.9	77.7	75.1	81.1	85.3	72.8	76.2
	Slovak Republic	68.3	72.5	80.2	74.4	82.2	84.2	74.1	80.2
	Slovenia	47.4	56.8	76.6	73.7	74.6	86.0	72.0	69.7
	Spain	70.8	80.4	82.2	82.4	87.0	90.3	80.5	85.0
	Sweden	65.4	85.8	95.7	90.9	93.5	96.9	89.4	91.3
	Switzerland	19.0	38.9	59.0	46.5	64.9	78.9	42.8	59.5
	Turkey	84.4	84.1	86.2	94.6	95.0	90.7	91.6	89.7
	United Kingdom	35.0	54.2	67.1	68.9	74.0	80.3	63.6	69.2
	United States	29.9	58.0	82.0	51.3	79.2	91.5	41.8	69.5
	OECD average	53.6	67.6	80.4	74.6	82.1	88.9	71.3	78.2
	EU21 average	55.2	68.0	81.7	74.9	81.6	88.8	72.3	78.2
Other G20	Argentina	m	m	m	m	m	m	m	m
	Brazil	91.1	86.8	93.1	97.1	100.0	100.0	92.5	89.1
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Russian Federation	46.1	56.5	59.7	73.9	72.1	75.3	67.1	68.5
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m

Notes: Figures presented in the column "Below upper secondary education" describe the proportion of adults who have attained below upper secondary education reporting electoral participation. Likewise, figures presented in columns "Upper secondary education" and "Tertiary education" describe the proportion of adults who have attained upper secondary and tertiary education reporting electoral participation. The analysis is limited to adults who are eligible to vote. Countries with compulsory voting are included in the data, i.e. Belgium, Greece and Turkey. For countries with a voting registration requirement which is not enforced or automated (e.g. Ireland, the United Kingdom and the United States), the analysis includes those who are potentially eligible (e.g. are citizens of the country) but have not registered for voting. Data for Brazil for older age groups is likely to be affected by small cell size.

Source: European Social Survey (ESS) 2008 and 2010; General Social Survey (GSS) 2008 for Canada; Estudo Eleitoral Brasileiro (ESEB) 2010 – CESOP-UNICAMP. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

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

StatLink  <http://dx.doi.org/10.1787/888932665772>

**Table A11.3. Incremental percentage point differences in “engagement in social activities” associated with an increase in the level of educational attainment (2010) (with and without adjustments for age, gender and income)**


Percentage of 25-64 years-old, by level of educational attainment

	Proportion of adults engaged in social activities among those who have attained upper secondary education	Difference in outcome from below upper secondary to upper secondary			Difference in outcome from upper secondary to tertiary		
		No adjustments	Adjustments age, gender	Adjustments age, gender, income	No adjustments	Adjustments age, gender	Adjustments age, gender, income
<b>OECD</b>							
Australia	m	m	m	m	m	m	m
Austria	69.2	17.2	17.5	16.6	2.6	2.8	2.3
Belgium	55.4	10.1	8.5	7.8	14.2	13.1	13.0
Canada	m	m	m	m	m	m	m
Chile		m	m	m	m	m	m
Czech Republic	58.2	19.0	19.5	15.7	9.3	8.4	5.6
Denmark	67.2	3.7	3.9	3.0	8.8	7.7	5.5
Estonia	44.4	18.1	17.2	15.8	14.9	15.3	12.5
Finland	51.3	4.7	6.4	5.1	12.7	13.0	10.2
France	83.9	14.1	15.1	10.3	-4.1	-3.5	-8.5
Germany	58.2	-0.5	0.3	-1.8	6.0	6.6	3.8
Greece	m	m	m	m	m	m	m
Hungary	47.7	21.6	19.0	15.8	9.6	9.4	6.5
Iceland	m	m	m	m	m	m	m
Ireland	m	m	m	m	m	m	m
Israel	59.4	1.6	0.4	0.1	6.0	5.7	5.2
Italy	m	m	m	m	m	m	m
Japan	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m
Netherlands	67.3	10.1	10.3	9.7	5.6	5.8	4.5
New Zealand	m	m	m	m	m	m	m
Norway	77.3	13.7	14.5	12.9	0.6	0.2	-2.1
Poland	60.1	6.0	5.8	4.5	1.7	1.3	-0.1
Portugal	76.8	17.2	15.0	15.0	5.2	5.5	5.5
Slovak Republic	m	m	m	m	m	m	m
Slovenia	59.1	m	m	m	m	m	m
Spain	71.5	13.8	12.2	10.0	6.5	6.4	4.0
Sweden	65.8	9.3	9.5	6.9	6.5	7.2	3.8
Switzerland	56.9	1.2	1.3	0.5	6.0	6.2	5.7
Turkey	m	m	m	m	m	m	m
United Kingdom	56.8	-1.1	-0.7	-2.6	6.9	6.9	3.2
United States	m	m	m	m	m	m	m
OECD average	62.4	10.0	9.8	8.1	6.6	6.6	4.5
EU21 average	62.1	10.9	10.6	8.8	7.1	7.1	4.8
<b>Other G20</b>							
Argentina	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m
Russian Federation	61.5	7.0	7.6	6.7	0.0	0.4	-2.0
Saudi Arabia	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m

Notes: This indicator is based on a question “Compared to other people of your age, how often would you say you take part in social activities?”. Social activities relate to events/encounters with other people, by choice and for enjoyment rather than for reasons of work or duty. Those responded that they take part in activities “about the same” or more are considered engaged. Except for the first column, calculations are based on ordinary least squares regressions among adults aged 25-64. Cells highlighted in grey are statistically significant and different from zero at the 5% level. Non-linear models (probit models) produce similar results.

Source: European Social Survey (ESS) 2010. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

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

StatLink  <http://dx.doi.org/10.1787/888932665791>

A11


Table A11.4. Mean scores of “students’ attitudes towards equal rights for ethnic minorities”, by their proficiency level of civic knowledge (2009)

		Proficiency levels of civic knowledge							
		Below Level 1		Level 1		Level 2		Level 3	
		Mean scores	Standard error	Mean scores	Standard error	Mean scores	Standard error	Mean scores	Standard error
OECD	Australia	m	m	m	m	m	m	m	m
	Austria	43.0	(0.6)	44.9	(0.5)	48.1	(0.4)	52.0	(0.4)
	Belgium (Fl.)	45.5	(0.8)	46.6	(0.5)	47.6	(0.4)	49.8	(0.5)
	Canada	m	m	m	m	m	m	m	m
	Chile	49.8	(0.5)	52.8	(0.4)	56.0	(0.3)	58.4	(0.3)
	Czech Republic	43.6	(0.5)	44.7	(0.3)	46.4	(0.3)	49.1	(0.4)
	Denmark	44.8	(1.6)	45.6	(0.6)	46.5	(0.5)	50.2	(0.4)
	Estonia	45.5	(0.8)	48.0	(0.4)	50.5	(0.3)	53.6	(0.3)
	Finland	40.8	(1.8)	43.5	(0.7)	45.6	(0.4)	49.8	(0.3)
	France	m	m	m	m	m	m	m	m
	Germany	m	m	m	m	m	m	m	m
	Greece	44.9	(0.6)	47.8	(0.5)	50.9	(0.4)	53.9	(0.4)
	Hungary	m	m	m	m	m	m	m	m
	Iceland	m	m	m	m	m	m	m	m
	Ireland	44.9	(0.8)	48.1	(0.6)	50.3	(0.5)	53.9	(0.4)
	Israel	m	m	m	m	m	m	m	m
	Italy	45.4	(0.5)	46.9	(0.4)	48.8	(0.4)	51.5	(0.3)
	Japan	m	m	m	m	m	m	m	m
	Korea	40.3	(1.2)	44.8	(0.5)	48.3	(0.3)	51.3	(0.2)
	Luxembourg	49.6	(0.5)	51.5	(0.3)	52.6	(0.3)	53.8	(0.3)
	Mexico	48.3	(0.4)	51.6	(0.3)	55.0	(0.2)	58.4	(0.3)
	Netherlands	44.6	(1.2)	45.9	(0.8)	47.7	(0.8)	49.2	(0.9)
	New Zealand	45.6	(0.9)	48.2	(0.6)	51.5	(0.5)	56.1	(0.4)
	Norway	45.5	(0.8)	48.7	(0.5)	51.4	(0.4)	55.7	(0.4)
	Poland	44.3	(0.7)	46.8	(0.4)	48.9	(0.3)	52.5	(0.4)
	Portugal	m	m	m	m	m	m	m	m
	Slovak Republic	45.5	(0.8)	46.5	(0.4)	47.9	(0.4)	50.8	(0.4)
	Slovenia	44.4	(0.7)	46.6	(0.4)	49.7	(0.3)	52.5	(0.4)
	Spain	46.1	(0.7)	48.3	(0.4)	51.0	(0.4)	53.6	(0.4)
	Sweden	44.9	(1.0)	47.7	(0.5)	51.2	(0.5)	56.0	(0.4)
	Switzerland	42.8	(1.2)	45.6	(0.7)	48.5	(0.5)	52.2	(0.3)
	Turkey	m	m	m	m	m	m	m	m
	United Kingdom (England)	44.1	(0.6)	46.4	(0.6)	48.7	(0.6)	54.3	(0.5)
	United States	m	m	m	m	m	m	m	m
	OECD total	45.0	(0.2)	47.3	(0.1)	49.6	(0.1)	52.9	(0.1)
	EU21 average	44.8	m	46.8	m	49.0	m	52.1	m
Other G20	Argentina	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	48.2	(0.3)	50.1	(0.3)	52.6	(0.3)	55.3	(0.5)
	Russian Federation	45.6	(0.5)	46.9	(0.3)	48.5	(0.3)	50.6	(0.4)
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m

Notes: Figures presented in the column “Below Level 1” describe the mean scales of Grade 8 students’ civic engagement (i.e. express support for equal rights for all ethnic groups) among those who have scored “Below Level 1” in civic knowledge. Likewise, figures presented in the columns “Level 1”, “Level 2” and “Level 3” describe the mean scales of students’ civic engagement among those who have scored at “Level 1”, “Level 2” and “Level 3” in civic knowledge. EU21 average represents weighted average of EU member countries that are also OECD countries. They include Austria, Belgium (Flanders), the Czech Republic, Denmark, Estonia, Finland, Greece, Ireland, Italy, Luxembourg, the Netherlands, Poland, the Slovak Republic, Slovenia, Spain, Sweden and the United Kingdom (England). Mean ICCS scales are based on Rasch Partial Credit Model, and the resulting weighted likelihood estimates (WLEs) were transformed into a metric with a mean of 50 and a standard deviation of 10. The *Definitions* section provides more details on the ICCS scale.

Source: International Civic and Citizenship Education Study (ICCS), 2009. See Annex 3 for notes ([www.oecd.org/edu/eag2012](http://www.oecd.org/edu/eag2012)).

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

StatLink  <http://dx.doi.org/10.1787/888932665810>



From:

## Education at a Glance 2012

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2012-en>

### Please cite this chapter as:

OECD (2012), "Indicator A11 What are the social outcomes of education?", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-15-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).