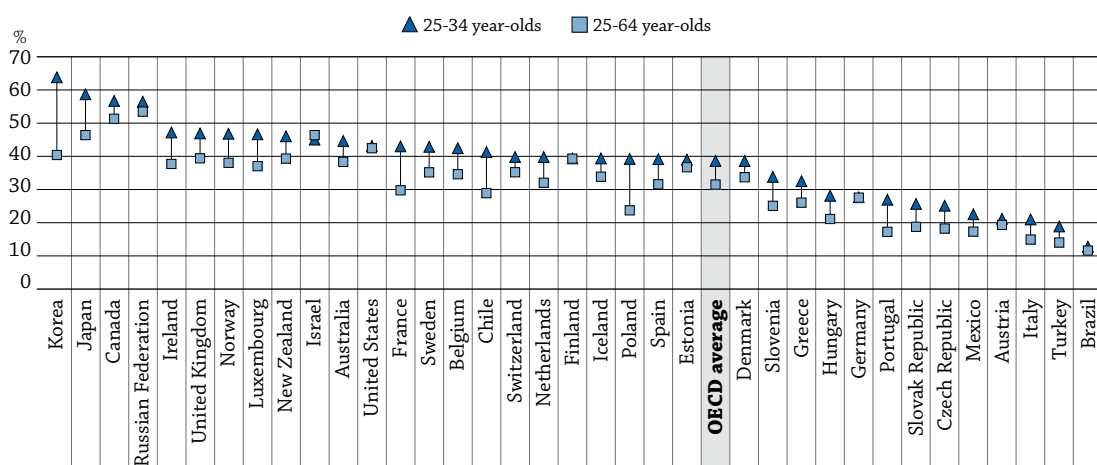


TO WHAT LEVEL HAVE ADULTS STUDIED?

- The rate of tertiary education attainment among adults in OECD countries has increased by almost 10 percentage points since 2000.
- In most OECD countries, 25-34 year-olds have the highest rate of tertiary attainment among all adults by an average of 7 percentage points.
- Gender gaps in educational attainment are not only narrowing, in some cases, they are reversing.

Chart A1.1. Population that has attained tertiary education (2011)
Percentage, by age group



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

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

StatLink <http://dx.doi.org/10.1787/888932846215>

Context

Educational attainment is frequently used as a measure of human capital and the level of an individual's skills, in other words, a measure of the skills available in the population and the labour force. The level of educational attainment is the percentage of a population that has reached a certain level of education. Higher levels of educational attainment are strongly associated with higher employment rates and are perceived as a gateway to better labour opportunities and earnings premiums. Individuals have strong incentives to pursue more education, and governments have incentives to build on the skills of the population through education, particularly as national economies continue to shift from mass production to knowledge economies.

Over the past decades, almost all OECD countries have seen significant increases in the educational attainment of their populations. Tertiary education has expanded markedly, and in most OECD countries, an upper secondary qualification (ISCED 3) has become the most common education level attained by young people. Some countries have introduced policy initiatives to more closely align the development of particular skills with the needs of the labour market through vocational education and training (VET) programmes. These policies seem to have had a major impact on educational attainment in several OECD countries where upper secondary VET qualifications are the most common qualifications held among adults.

Indicators in this volume show that gender differences persist in educational attainment, employment rates and earnings. In OECD countries, younger women have higher attainment

rates than younger men in upper secondary and tertiary education. Nonetheless, overall, adult men have higher attainment rates than adult women in upper secondary education. Despite the fact that a larger proportion of women than men now have a tertiary education, women's employment rates and wages are lower than those of tertiary-educated men (see Indicators A5 and A6).

The relationship between education and demand for skills is explored further in labour-market indicators on employment and unemployment (see Indicator A5), earnings (see Indicator A6), incentives to invest in education (see Indicator A7) and transitions from school to work (see Indicator C5).

■ Other findings

- **The proportion of adults with no upper secondary education** shrank by about 10 percentage points over the past decade.
- Even if tertiary attainment rates have increased in recent years, **less than 35% of both men and women attain tertiary education**.
- **Among 30-34 year-olds, more than 40% of women have a tertiary education – surpassing the rate of men with that level of education** by about 8 percentage points.

■ Trends

Since 2000, tertiary attainment rates have been increasing in both OECD and non-OECD G20 countries; upper secondary and post-secondary non-tertiary attainment levels have remained stable; and the proportion of people with below upper secondary education decreased in most OECD countries. Between 2000 and 2011 the proportion of adults with below upper secondary education shrank by almost 10 percentage points while tertiary attainment increased by about the same degree. However, changes in attainment rates vary greatly between age groups. The differences in tertiary attainment rates between 25-34 year-olds and 55-64 year-olds can range from over 50 percentage points in Korea to the inverse (i.e. fewer younger adults than older adults with tertiary attainment) in Israel.

■ Note

In this publication, different indicators show the level of education among individuals, groups and countries. Indicator A1 shows the level of attainment, i.e. the percentage of a population that has successfully completed a given level of education. Graduation rates in Indicators A2 and A3 measure the estimated percentage of younger adults who are expected to graduate from a particular level of education during their lifetimes. Completion rates from tertiary programmes in Indicator A4 estimate the proportion of students who enter a programme and complete it successfully within a certain period of time.

Analysis

Attainment levels in OECD countries

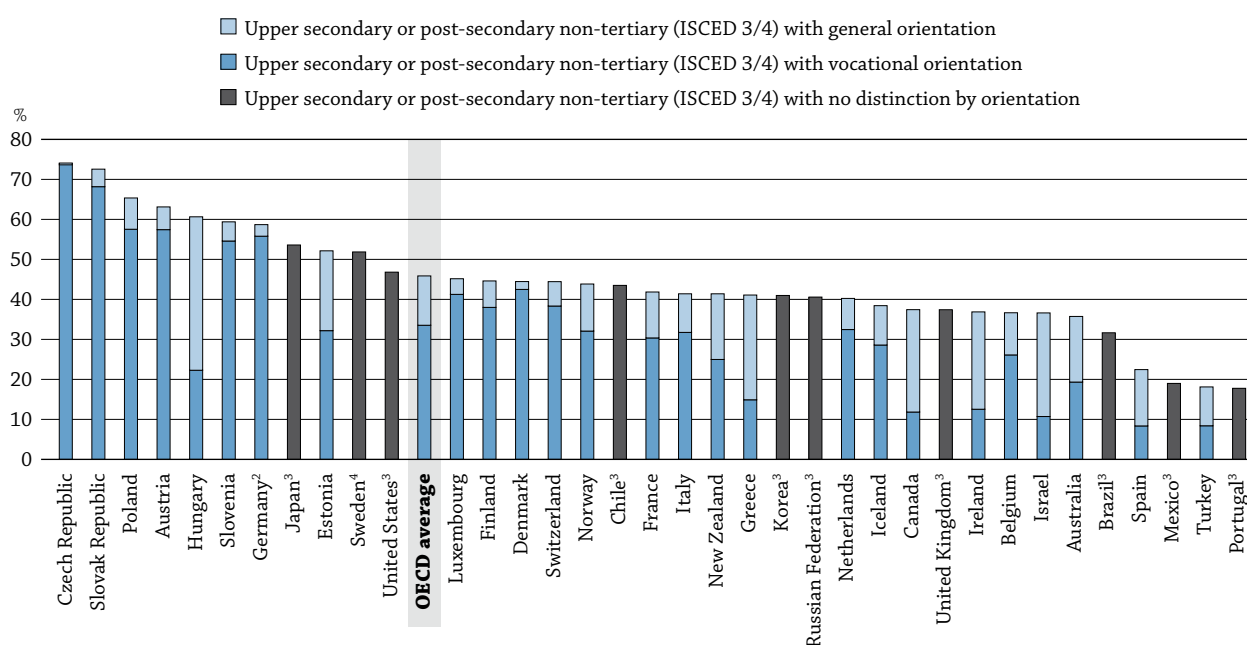
Upper secondary attainment and the weight of vocational education and training (VET)

More adults (25-64 year-olds) have attained upper secondary education (including post-secondary non-tertiary education, but excluding upper secondary short programmes, i.e. ISCED levels 3A, 3B, 3C long and 4; see the Reader's Guide for definitions of ISCED levels) than have attained any other level of education across OECD countries. More than a third of the population in most OECD countries, and more than half the population in Austria, the Czech Republic, Estonia, Germany, Hungary, Japan, Poland, the Slovak Republic, Slovenia and Sweden have attained an upper secondary education as the highest level of attainment (Table A1.4a).

Only in Mexico, Portugal and Turkey, less than 20% of the population attained upper secondary education as the highest level of education; and these countries, together with Italy and Spain, are the sole countries in which the proportion of people with below upper secondary education is larger than the proportion of adults with upper secondary education or with tertiary attainment (Table A1.4a).

Chart A1.2. Population whose highest level of attainment is upper secondary or post-secondary non-tertiary education (2011)¹

Percentage of 25-64 year-olds who have attained ISCED level 3 or 4 as the highest level, and programme orientation



1. Excluding ISCED 3C short programmes.

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

3. Countries for which no information about programme orientation is available.

4. Figures for Sweden include about 10% of 25-64 year-olds who have attained ISCED 3 or 4 in programmes that cannot be allocated by orientation. Countries are ranked in descending order of the percentage of 25-64 year-olds with upper secondary or post-secondary non-tertiary attainment (ISCED 3/4) regardless of the orientation of the programmes.

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

StatLink <http://dx.doi.org/10.1787/888932846234>

Chart A1.2 shows that the difference in upper secondary attainment rates between adults in vocational and general tracks is substantial in many OECD countries. In Austria, the Czech Republic, Germany, Poland, the Slovak Republic and Slovenia, at least half the population has attained upper secondary or post-secondary non-tertiary VET qualifications as the highest level of attainment; however in these countries, people tend to leave education after attaining upper secondary qualifications (Table A1.5a).

Box A1.1. Public-private partnership in VET

In some countries, such as Austria, Germany, Luxembourg and Switzerland, public-private partnerships in vocational education and training (VET) are a longstanding tradition and play an important role in preparing students for the labour market. Their importance is reflected in the high levels of upper secondary attainment, graduation and enrolment in these countries (Tables A1.1a, A1.5a and Indicators A2 and C1).

Also known as “dual” or “co-operative” systems of vocational education and training, these partnerships are characterised by:

- their links between work- and school-based learning to prepare apprentices for a successful transition to full-time employment;
- the high degree of engagement on the part of employers and other social partners;
- the opportunity for governments to share education costs with the private sector;
- the opportunity for enterprises to acquire a young, employable workforce and reduce advertising, hiring and induction costs; and
- the opportunity for trainees to benefit from highly motivating earning and learning situations, to take responsibility, and to develop personally and professionally.

One of the strengths of dual VET systems is that several stakeholders, including experts from workplace practice and from VET schools, employers and trade unions, are involved in developing vocational training regulations and curricular frameworks. While the private sector generally assumes responsibility for practical training, the vocational school inculcates the theoretical knowledge necessary for practicing a profession. This partnership ensures that the needs of both companies and employees are met. The binding requirements of the training regulations and the curricular framework guarantee a national standard while giving companies the flexibility to agree a training plan with trainees. This is largely why the transition from education to first employment is notably smooth (Table C5.2a, Tables C5.2b, c and d [available on line]) and the youth unemployment rate is below the OECD average across these countries.

Nevertheless, labour-market initiatives and systemic measures are needed to balance the effects of economic downturns and to support particular sub-groups, such as migrants and students with special needs. In Austria, for example, graduates of compulsory schooling who do not have a place at an upper secondary school or cannot find a place in a company-based apprenticeship programme are given the opportunity to learn an apprenticeship trade at a supra-company training institution financed by Public Employment Service Austria (Arbeitsmarktservice, AMS).

These systems show that obtaining an academic qualification is not the only way for individuals to gain the skills needed in today’s labour market. Upgraded training for higher positions provides a real alternative to a degree in higher education, and is highly regarded both by individuals and society in general. In Germany and Switzerland, qualifications obtained through advanced vocational training and from trade and technical schools lead to recognised occupational certificates and titles, providing a means of career advancement without a university degree. Advanced vocational training builds on initial training and leads to qualifications such as “master craftsman” that are regarded as equivalent to academic degrees. To emphasise the equivalence of general and vocational education, new pathways to tertiary education have been opened for VET graduates.

However, despite the similarities of systems in Austria, Germany, Luxembourg and Switzerland, the international diversity of VET systems is large. The OECD has carried out extensive work in the assessment of the challenges of VET systems throughout OECD countries in the reviews *Learning for Jobs* (OECD, 2010) and *Skills beyond School* (OECD, 2013).

A1

Through upper secondary VET programmes, students can acquire the skills, knowledge and practical experience relevant to specialised occupations, and young people can prepare for entry into the labour market (see Box A1.1, which provides details on the VET systems in Austria, Germany, Luxembourg and Switzerland). However, reliable data on these systems is scarce and international comparisons are difficult to establish, especially for tertiary programmes. Not only do VET systems vary greatly among countries, but even when VET education is an important part of an education system, as it is in several countries, it is usually eclipsed in prestige by general education (OECD, 2010 and 2013) (see Table A1.5a and Table A1.5b, available on line).

Tertiary attainment

Over the past decade, tertiary attainment (including advanced research programmes, i.e. ISCED levels 5A, 5B and 6) has increased by almost 10 percentage points across OECD countries. On average, 33% of adult women and 30% of adult men have attained tertiary education (Table A1.3b, available on line). In most OECD countries, younger adults have a higher rate of tertiary attainment than all adults by an average of 7 percentage points. In 15 countries, this difference is larger than the OECD average, and is larger than 10 percentage points in Chile, France, Japan, Korea and Poland (Chart A1.1).

Despite this increase, only in Australia, Canada, Ireland, Israel, New Zealand, Spain and the United Kingdom are attainment rates for tertiary education higher than those for upper secondary education. In Korea, rates for both upper secondary and tertiary education are almost equal. Spain is the only country in this group where there are more adults with below upper secondary education than adults who have attained a tertiary education (Table A1.4a).

There is an important difference between upper secondary and tertiary education attainment. Data show that high upper secondary attainment rates do not necessarily imply high tertiary education attainment rates. This is particularly true for countries with strong upper secondary or post-secondary non-tertiary (ISCED levels 3 and 4) VET systems.

One reason for this are the strong links between upper secondary attainment and the labour market, links that are likely to have an effect on an individual's decision to continue in education. This disparity may also reflect the difficulties encountered when switching between programme tracks in the transition to tertiary level, the dissuasive effects of tuition fees and related loans, or the feeling that studies beyond compulsory or VET education will delay entry into the labour market and wage-earning.

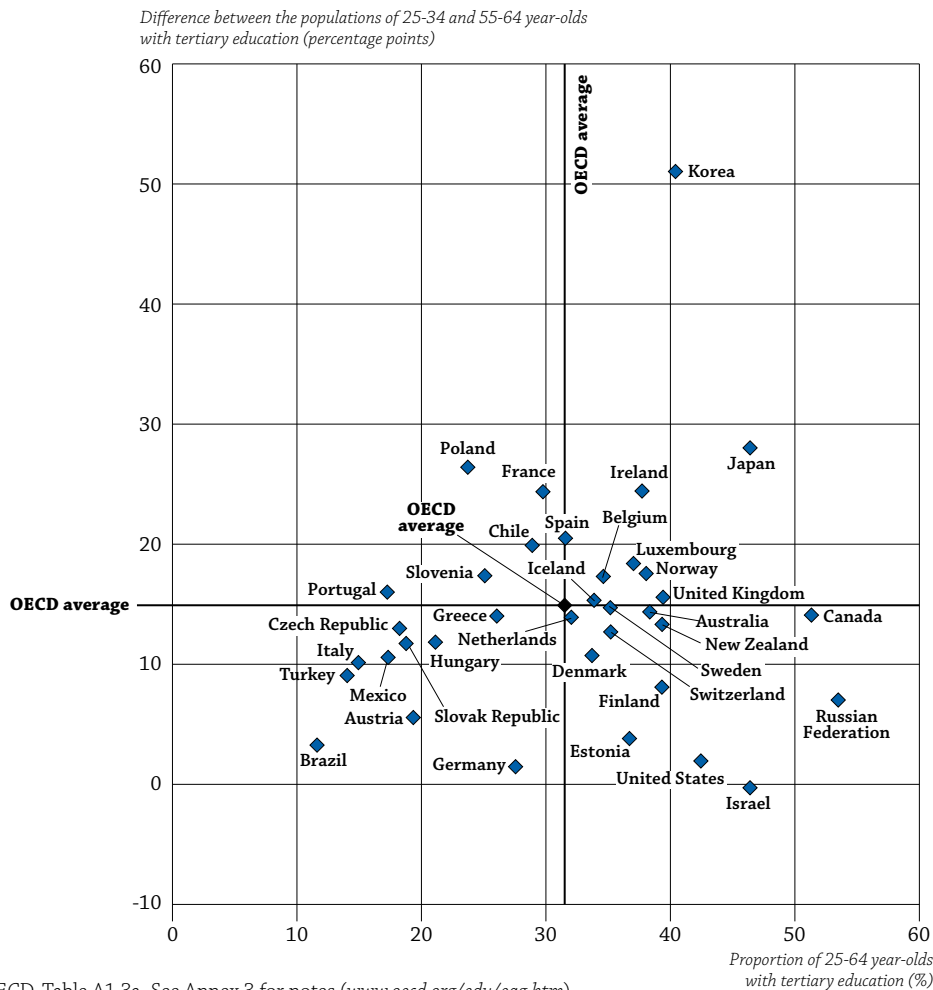
Trends in attainment levels in OECD countries

Evolution of educational attainment

Nowadays there are more people participating in education than ever before. Differences between generations in educational attainment and growth in tertiary and secondary attainment are reflected in the trends in attainment rates. On average, since 2000 the proportion of people with no upper secondary education decreased and the proportion of people with tertiary education grew in most OECD countries. Upper secondary and post-secondary non-tertiary attainment levels have remained stable in most OECD countries during the same period. Australia, Canada, Ireland, Japan, Korea, Luxembourg, Poland, Switzerland and the United Kingdom have reported a growth in tertiary attainment rates of more than 10 percentage points between 2000 and 2011.

As shown in Chart A1.3, countries in the upper right quadrant not only have already-high attainment levels but the difference between generations is considerable: attainment rates among younger adults (25-34 year-olds) are higher than those among older adults (55-64 year-olds). In Japan, Poland and most notably Korea, the gap between the two age groups in tertiary attainment is larger than 25 percentage points. In contrast, there is less than a 10 percentage-point difference between the two age groups in Austria, Brazil, Estonia, Finland, the Russian Federation and Turkey. In Germany and the United States, the difference in attainment rates between the two age groups is slightly more than 1 percentage point, while in Israel, the proportion of older adults with tertiary education is slightly larger than that of younger adults. The lower left quadrant shows countries where tertiary attainment rates are below the OECD average and where rates have not increased much from one generation to the next (Chart A1.3).

Chart A1.3. Proportion of population with tertiary education and difference in attainment between 25-34 and 55-64 year-olds (2011)



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

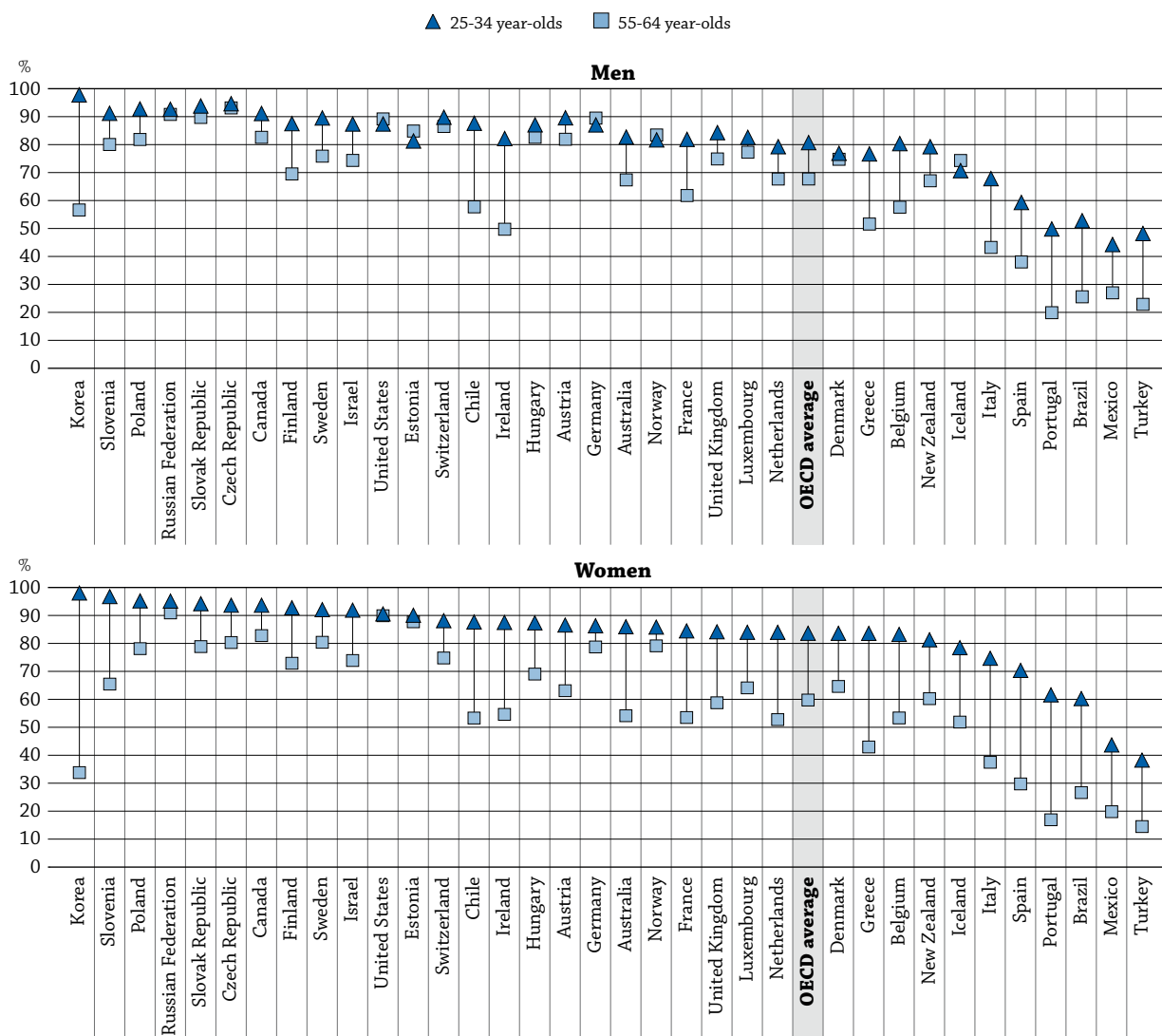
StatLink <http://dx.doi.org/10.1787/888932846253>

Between 2000 and 2011, in Australia, Belgium, Finland, Greece, Hungary, Iceland, Ireland, Italy, Korea, Luxembourg, New Zealand, Portugal, Spain and the United Kingdom, the share of adults who have only a below upper secondary education decreased by more than 10 percentage points. At the opposite extreme, the share of people in Denmark and Norway without an upper secondary education grew by about 3 percentage points in the same period (Table A1.4a).

Generational differences and gender

In most OECD countries, younger adults (25-34 year-olds) have attained higher levels of education than older adults (55-64 year-olds). On average, 82% of younger adults have attained at least upper secondary education compared to 64% of older adults (Table A1.2a). Younger adults also have higher tertiary attainment rates than older adults by about 15 percentage points. In some countries, the difference between generations is significant. In Korea, for example, there is a 51 percentage-point gap between these two age groups in tertiary attainment levels. Belgium, Chile, France, Ireland, Japan, Luxembourg, Norway, Poland, Portugal, Slovenia, Spain and the United Kingdom also have above-average differences in attainment rates between the two age groups. By contrast, in Germany and the United States, differences between age groups are very small; and in Israel, the proportion of younger adults with a tertiary education is slightly smaller than the proportion of older adults with that level of education (Table A1.3a).

Chart A1.4. Population that has attained at least upper secondary education (2011)
Percentage, by age group and gender



Note: These calculations exclude ISCED 3C short programmes.

Countries are ranked in descending order of the attainment rates of 25-34 year-old women who have attained at least upper secondary education.

Source: OECD, Table A1.2b, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846272>

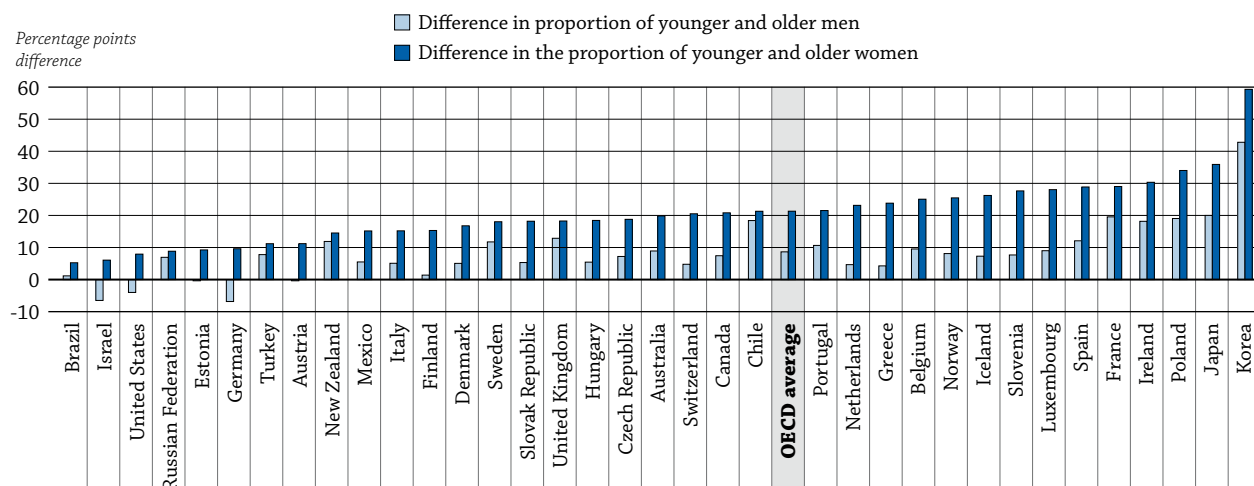
Chart A1.4, which focuses on the population with at least upper secondary education, i.e. those individuals with upper secondary or post-secondary non-tertiary education or tertiary education, shows how attainment levels vary between men and women across countries and generations. Generational differences are particularly striking among women. On average, there is a 24 percentage-point difference in attainment rates in upper secondary and tertiary education between younger (84%) and older (60%) women. This gap suggests that there has been strong growth in upper secondary and tertiary education attainment rates among the younger generations of women in most OECD countries (Chart A1.4, and Table A1.3b, available on line).

Generational differences in attainment rates among men are similar to those among women but less pronounced. Across almost all OECD countries, except Estonia, Germany, Iceland, Norway and the United States, the proportion of younger men who have attained at least upper secondary education is equal to or larger than the proportion of older men with the same attainment level (Chart A1.4).

Gender differences in educational attainment have also evolved over the years. In 2000, adult men had higher tertiary attainment rates than adult women. In 2011, the situation was reversed: 33% of women had attained a tertiary education compared with 30% of men. In addition, younger women have, on average, higher attainment rates in upper secondary and tertiary education than men of the same age. On average, 84% of younger women have attained at least an upper secondary education while 81% of younger men have (Tables A1.2b and A1.4b, available on line).

Chart A1.5. Difference in the proportion of younger and older adults with tertiary education (2011)

Percentage points difference, by age group (25-34 and 55-64 year-olds) and gender



Countries are ranked in ascending order of the difference in the proportion of 25-34 year-old women and 55-64 year-old women with tertiary education.

Source: OECD, Table A1.3b, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846291>

Women are more likely to hold a tertiary qualification than men in most OECD countries. In Australia, Canada, Ireland, Israel and New Zealand the proportion of women with tertiary education is larger than the proportion of either men or women with any other level of education. In Canada, even though both genders have high tertiary attainment rates, women have significantly higher rates (56%) than men (46%), and among younger adults there is a 16 percentage-point difference between the two genders. In Estonia, Finland, Iceland, New Zealand, the Russian Federation, Slovenia and Sweden, tertiary attainment rates for women are also higher than those for men by at least 10 percentage points.

However, while on average across OECD countries tertiary attainment rates among younger women are almost 10 percentage points higher than those among younger men, among older adults (55-64 year-olds), men are more likely to hold a tertiary degree (25%) than women (22%). Tertiary attainment rates among young women have grown strongly in Australia, Canada, Ireland, Israel, New Zealand, Norway and Sweden, where 50% or more of younger women have attained tertiary education while less than 50% of younger men have (Table A1.3b, available on line).

Definitions

Age groups: **adults** refers to the 25-64 year-old population; **younger adults** refers to 25-34 year-olds; **older adults** refers to 55-64 year-olds.

Levels of education: **below upper secondary** corresponds to ISCED levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** correspond to ISCED levels 3A, 3B, 3C long programmes, and 4; and **tertiary** corresponds to ISCED levels 5A, 5B and 6. See the Reader's Guide at the beginning of the book for a presentation of all ISCED levels.

A1

Methodology

Data on population and educational attainment for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys. Data on educational attainment for Argentina, China, Indonesia, Saudi Arabia and South Africa are taken from the UNESCO Institute of Statistics (UIS) database on educational attainment of the population aged 25 years and older, <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx> (accessed on 22 May 2013). See Annex 3 (www.oecd.org/edu/eag.htm) for additional information.

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

Most OECD countries include people without education (i.e. illiterate adults or people whose educational attainment does not fit national classifications) under the international classification ISCED 0 and therefore averages for ISCED 0/1 (i.e. pre-primary and primary education) are likely to be influenced.

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

References

OECD (2010), *Learning for Jobs*, OECD Reviews of Vocational Education and Training, OECD Publishing. www.oecd.org/edu/skills-beyond-school/oecdreviewsofvocationaleducationandtraining-learningforjobs.htm
<http://dx.doi.org/10.1787/9789264087460-en>

OECD (2013), “Skills beyond School: the OECD Review of Post-Secondary Vocational Education and Training”, OECD Publishing. www.oecd.org/edu/skills-beyond-school/skillsbeyondschoool.htm

Indicator A1 Tables


Table A1.1a Educational attainment of 25-64 year-olds (2011)

StatLink  <http://dx.doi.org/10.1787/888932848001>

WEB Table A1.1b Educational attainment of 25-64 year-olds, by gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848020>


Table A1.2a Percentage of the population that has attained at least upper secondary education, by age group (2011)

StatLink  <http://dx.doi.org/10.1787/888932848039>

WEB Table A1.2b Percentage of the population that has attained at least upper secondary education, by age group and gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848058>


Table A1.3a Percentage of the population that has attained tertiary education, by type of programme and age group (2011)

StatLink  <http://dx.doi.org/10.1787/888932848077>

WEB Table A1.3b Percentage of the population that has attained tertiary education, by type of programme, age group and gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848096>

Table A1.4a Trends in educational attainment, by age group, and average annual growth rate (2000-11)

StatLink  <http://dx.doi.org/10.1787/888932848115>

WEB Table A1.4b Trends in educational attainment, by gender and age group, and average annual growth rate (2000-11)



StatLink  <http://dx.doi.org/10.1787/888932848134>

Table A1.5a Educational attainment of 25-64 year-olds, by programme orientation and gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848153>

WEB Table A1.5b Educational attainment by programme orientation, age group and gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848172>

Table A1.1a. Educational attainment of 25-64 year-olds (2011)

		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	Australia	6	20	a	15	16	4	10	27	1	100
	Austria	x(2)	16	1	47	6	10	7	12	x(8)	100
	Belgium	12	16	a	10	24	3	18	16	1	100
	Canada	3	8	a	x(5)	26	12	25	27	x(8)	100
	Chile	14	13	a	x(5)	44	a	12	17	n	100
	Czech Republic	n	7	a	39	35	x(5)	x(8)	18	x(8)	100
	Denmark	1	21	1	37	6	n ^r	6	27	1	100
	Estonia	1	10	a	14	31	7	12	24	n	100
	Finland	6	10	a	a	44	1	14	24	1	100
	France	11	18	a	30	11	n	11	18	1	100
	Germany	3	10	a	48	3	8	11	15	1	100
	Greece	22	11	x(4)	7	26	8	8	18	n	100
	Hungary	1	17	a	29	29	2	1	20	1	100
	Iceland	27	c	2	18	13	6	4	29	1	100
	Ireland	11	15	1	x(5)	23	13	15	22	1	100
	Israel	10	7	a	9	28	a	15	30	1	100
	Italy	11	33	n	7	33	1	n	14	n	100
	Japan	x(5)	x(5)	x(5)	x(5)	54	a	20	26	x(8)	100
	Korea	8	10	a	x(5)	41	a	13	28	x(8)	100
	Luxembourg	10	8	5	17	19	4	12	24	1	100
	Mexico	41	23	a	6	13	a	1	16	x(8)	100
	Netherlands	8	20	x(4)	14	23	3	3	29	n	100
	New Zealand	x(2)	19	7	14	10	11	16	24	x(8)	100
	Norway	n	18	a	28	12	4	2	35	1	100
	Poland	x(2)	11	a	31	31	4	x(8)	24	x(8)	100
	Portugal	44	21	x(5)	x(5)	17	n	x(8)	15	2	100
	Slovak Republic	1	8	x(4)	34	39	x(5)	1	17	n	100
	Slovenia	1	14	a	26	33	a	11	12	2	100
	Spain	18	28	a	8	14	n	9	22	1	100
	Sweden	4	9	a	x(5)	45	7	9	25	1	100
	Switzerland	3	9	2	40	5	6	11	22	3	100
	Turkey	57	11	a	8	10	a	a	14	x(8)	100
	United Kingdom	n	10	13	30	7	n	10	29	1	100
	United States	4	7	x(5)	x(5)	47	x(5)	10	31	1	100
		Below upper secondary education			Upper secondary level of education			Tertiary level of education			
OECD average		25			44			32			
EU21 average		24			48			29			
Other G20	Argentina ¹	44	14	a	28	x(4)	a	x(8)	14	x(8)	100
	Brazil	41	15	x(5)	x(5)	32	a	x(8)	12	x(8)	100
	China ²	35	43	m	x(5)	14	5	x(8)	4	x(8)	100
	India	m	m	m	m	m	m	m	m	m	m
	Indonesia ³	58	14	a	20	x(4)	a	x(8)	8	x(8)	100
	Russian Federation	1	5	x(4)	19	21	x(4)	26	27	n	100
	Saudi Arabia ⁴	51	15	a	15	x(4)	5	x(8)	15	x(8)	100
	South Africa	27	14	a	46	x(4)	7	x(8)	6	x(8)	100
G20 average		36			34			25			

Note: Due to discrepancies in the data, OECD and EU21 averages have not been calculated for each column individually.

1. Data from 2003.


2. Data from 2010.

3. Data from 2009.

4. Data from 2004.

Source: OECD. LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) for most countries; and European Union LFS (EU-LFS) for Denmark, Finland, Iceland, Ireland, Luxembourg and Slovenia; and UNESCO Institute of Statistics (UIS) database on educational attainment for Argentina, China, Indonesia, Saudi Arabia and South Africa. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data and the "r" symbol next to some figures.

StatLink  <http://dx.doi.org/10.1787/888932848001>

A1

Table A1.2a. **Percentage of the population that has attained at least upper secondary education, by age group (2011)**

		Age group					
		25-64	30-34	25-34	35-44	45-54	55-64
		(1)	(2)	(3)	(4)	(5)	(6)
OECD	Australia	74	84	84	78	69	61
	Austria	82	88	88	86	82	72
	Belgium	71	82	82	79	68	56
	Canada	89	93	92	92	88	83
	Chile	72	m	88	77	67	56
	Czech Republic	92	95	94	95	93	87
	Denmark	77	82	80	82	76	70
	Estonia	89	86	86	89	94	87
	Finland	84	91	90	89	86	71
	France	72	83	83	78	68	58
	Germany	86	87	87	87	87	84
	Greece	67	78	80	74	64	47
	Hungary	82	87	87	83	81	75
	Iceland	71	75	75	75	69	63
	Ireland	73	86	85	80	68	52
	Israel	83	89	90	85	79	74
	Italy	56	69	71	60	52	40
	Japan	m	m	m	m	m	m
	Korea	81	98	98	96	75	45
	Luxembourg	77	82	83	78	75	71
	Mexico	36	40	44	37	34	23
	Netherlands	72	82	82	77	71	60
	New Zealand	74	81	80	78	73	64
	Norway	82	86	84	85	78	81
	Poland	89	94	94	92	90	80
	Portugal	35	52	56	39	24	18
	Slovak Republic	91	95	94	94	92	84
	Slovenia	84	94	94	87	83	73
	Spain	54	66	65	61	50	34
	Sweden	87	91	91	91	87	78
	Switzerland	86	89	89	87	85	81
	Turkey	32	41	43	30	25	19
	United Kingdom	77	84	84	80	75	67
	United States	89	89	89	89	89	90
	OECD average	75	82	82	78	73	64
	EU21 average	76	84	84	80	75	65
Other G20	Argentina ¹	42	m	m	m	m	m
	Brazil	43	53	57	44	36	26
	China ²	22	m	m	m	m	m
	India	m	m	m	m	m	m
	Indonesia ³	28	m	m	m	m	m
	Russian Federation	94	93	94	95	95	91
	Saudi Arabia ⁴	34	m	m	m	m	m
	South Africa	58	m	m	m	m	m
G20 average		60	76	77	72	66	57

Note: These calculations exclude ISCED 3C short programmes.

1. Data from 2003.

2. Data from 2010.

3. Data from 2009.

4. Data from 2004.

Source: OECD, LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) for most countries; and European Union LFS (EU-LFS) for Denmark, Finland, Iceland, Ireland, Luxembourg and Slovenia; and UNESCO Institute of Statistics (UIS) database on educational attainment for Argentina, China, Indonesia, Saudi Arabia and South Africa. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932848039>

Table A1.3a. **Percentage of the population that has attained tertiary education, by type of programme and age group (2011)**

		Tertiary-type B education						Tertiary-type A and advanced research programmes						Total tertiary education						25-64 (in thousands)
		25-64	30-34	25-34	35-44	45-54	55-64	25-64	30-34	25-34	35-44	45-54	55-64	25-64	30-34	25-34	35-44	45-54	55-64	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
OECD	Australia	10	10	10	11	12	9	28	35	35	30	24	21	38	45	45	41	35	30	4 491
	Austria	7	6	5	7	8	8	12	18	16	14	10	8	19	24	21	21	19	16	901
	Belgium	18	21	19	20	17	14	17	22	23	19	14	11	35	43	42	39	31	25	2 041
	Canada	25	27	26	26	25	21	27	31	31	32	23	22	51	58	57	58	48	43	9 677
	Chile	12	m	15	15	11	7	17	m	27	15	12	15	29	m	41	30	23	21	2 490
	Czech Republic	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	18	24	25	18	17	12	18	24	25	18	17	12	1 111
	Denmark	6	6	5	6	6	5	28	35	33	31	26	23	34	41	39	37	31	28	953
	Estonia	12	13	12	12	13	11	25	28	27	23	24	24	37	40	39	35	37	35	267
	Finland	14	3	2	17	22	17	25	43	38	30	19	15	39	46	39	47	41	31	1 132
	France	11	17	16	14	9	7	18	27	27	21	13	12	30	43	43	36	22	19	9 711
	Germany	11	10	9	11	12	11	16	21	18	18	15	15	28	31	28	29	27	26	12 308
	Greece	8	9	12	9	6	3	18	20	21	19	18	15	26	29	33	28	24	19	1 601
	Hungary	1	1	2	1	n	c	20	27	27	21	18	16	21	28	28	21	18	16	1 178
	Iceland	4	c	3	5	4	4	30	41	37	34	27	20	34	41	39	39	31	24	55
	Ireland	15	18	16	18	13	10	23	32	31	26	18	13	38	49	47	43	31	23	904
	Israel	15	15	13	16	16	17	31	38	32	34	29	28	46	53	45	50	45	45	1 673
	Italy	n	n	n	n	n	n	15	20	21	16	11	11	15	20	21	17	11	11	5 019
	Japan	20	m	24	25	20	12	26	m	35	26	27	18	46	m	59	51	47	31	29 520
	Korea	13	24	25	15	6	2	28	40	39	35	22	11	40	64	64	49	28	13	11 885
	Luxembourg	12	14	14	13	10	10	25	34	32	27	21	19	37	48	47	40	31	28	104
	Mexico	1	1	1	1	1	1	16	19	21	14	15	11	17	20	23	15	16	12	9 036
	Netherlands	3	3	2	3	3	2	30	38	38	31	27	24	32	41	40	34	29	26	2 852
	New Zealand	16	14	15	15	16	16	24	33	31	26	20	17	39	47	46	41	37	33	851
	Norway	2	2	1	2	3	3	36	48	46	39	31	26	38	50	47	42	34	29	973
	Poland	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	24	37	39	24	16	13	24	37	39	24	16	13	5 150
	Portugal	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	17	26	27	19	11	11	17	26	27	19	11	11	1 027
	Slovak Republic	1	1	1	1	1	1	17	22	24	16	15	13	19	23	26	17	16	14	595
	Slovenia	11	14	13	12	12	9	14	24	21	16	10	8	25	38	34	28	22	16	298
	Spain	9	13	12	12	7	4	22	27	27	25	20	15	32	41	39	37	27	19	8 350
	Sweden	9	8	9	9	9	10	26	40	34	31	21	18	35	48	43	39	31	28	1 702
	Switzerland	11	11	9	12	12	9	25	32	30	28	22	18	35	44	40	39	33	27	1 545
	Turkey	x(7)	x(8)	x(9)	x(10)	x(11)	x(12)	14	17	19	13	10	10	14	17	19	13	10	10	4 709
	United Kingdom	10	8	8	11	12	9	30	40	39	32	24	22	39	48	47	43	36	31	12 958
	United States	10	10	10	10	11	10	32	34	33	34	30	31	42	44	43	45	41	41	68 921
	OECD average	10	10	10	11	10	8	23	30	30	25	19	17	32	39	39	34	28	24	
	OECD total (in thousands)																			215 988
	EU21 average	9	9	9	10	9	8	21	29	28	23	18	15	29	37	36	31	25	21	
Other G20	Argentina ¹	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	14	m	m	m	m	m	m
	Brazil	x(13)	x(14)	x(15)	x(16)	x(17)	x(18)	12	13	13	12	11	9	12	13	13	12	11	9	11 671
	China ²	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	4	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia ³	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	8	m	m	m	m	m	m
	Russian Federation	26	23	22	27	28	29	27	32	34	28	24	21	53	55	56	55	52	49	43 576
	Saudi Arabia ⁴	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	15	m	m	m	m	m	m
	South Africa	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	6	m	m	m	m	m	m
	G20 average	x(13)	m	m	m	m	m	x(13)	m	m	m	m	m	26	m	m	m	m	m	m
	G20 total (in thousands)																			m

1. Data from 2003.


2. Data from 2010.

3. Data from 2009.

4. Data from 2004.

Source: OECD, LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) for most countries; and European Union LFS (EU-LFS) for Denmark, Finland, Iceland, Ireland, Luxembourg and Slovenia; and UNESCO Institute of Statistics (UIS) database on educational attainment for Argentina, China, Indonesia, Saudi Arabia and South Africa. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932848077>

A1

Table A1.4a. [1/2] Trends in educational attainment, by age group, and average annual growth rate (2000-11)¹

OECD	Educational attainment	25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	2000-11 average annual growth rate	2000	2005	2008	2011	2000-11 average annual growth rate	2000	2005	2008	2011	2000-11 average annual growth rate
		(1)	(2)	(5)	(8)	(9)	(10)	(11)	(14)	(17)	(18)	(19)	(20)	(23)	(26)	(27)
Australia	Below upper secondary	41	35	30	26	-4.1	32	21	18	16	-6.3	54	50	45	39	-2.8
	Upper secondary or post-secondary non-tertiary	31	33	34	36	1.2	37	41	40	40	0.7	27	26	27	31	1.1
	Tertiary education	27	32	36	38	3.1	31	38	42	45	3.3	19	24	29	30	4.3
Austria	Below upper secondary	24	19	19	18	-2.8	16	13	12	12	-2.8	37	30	29	28	-2.7
	Upper secondary or post-secondary non-tertiary	62	63	63	63	0.1	69	68	68	67	-0.3	53	56	55	57	0.7
	Tertiary education	14	18	18	19	3.0	14	20	19	21	3.5	10	14	15	16	4.1
Belgium	Below upper secondary	41	34	30	29	-3.3	25	19	17	18	-2.8	62	52	48	44	-2.9
	Upper secondary or post-secondary non-tertiary	31	35	37	37	1.4	39	40	41	39	0.0	22	26	30	30	3.1
	Tertiary education	27	31	32	35	2.3	36	41	42	42	1.5	17	22	22	25	3.7
Canada	Below upper secondary	19	15	13	11	-4.8	12	9	8	8	-4.0	36	25	20	17	-6.5
	Upper secondary or post-secondary non-tertiary	41	39	38	37	-0.7	40	37	36	36	-1.0	36	39	40	40	1.1
	Tertiary education	40	46	49	51	2.3	48	54	56	57	1.5	28	36	40	43	3.8
Chile	Below upper secondary	m	m	32	28	m	m	m	16	12	m	m	m	61	45	m
	Upper secondary or post-secondary non-tertiary	m	m	44	44	m	m	m	51	46	m	m	m	22	34	m
	Tertiary education	m	m	24	29	m	m	m	34	41	m	m	m	17	21	m
Czech Republic	Below upper secondary	14	10	9	8	-5.4	8	6	6	6	-2.5	24	17	15	13	-5.3
	Upper secondary or post-secondary non-tertiary	75	77	76	74	-0.1	81	80	77	69	-1.5	67	73	75	74	1.0
	Tertiary education	11	13	14	18	4.7	11	14	18	25	7.6	9	11	11	12	2.6
Denmark ²	Below upper secondary	20	19	26	23	1.2	13	13	21	20	3.8	31	25	33	30	-0.2
	Upper secondary or post-secondary non-tertiary	54	47	42	43	-2.0	58	48	43	42	-2.9	51	48	41	42	-1.8
	Tertiary education	26	34	31	34	2.5	29	40	36	39	2.5	18	27	26	28	3.9
Estonia ²	Below upper secondary	15	11	12	11	-2.9	9	13	15	14	4.2	33	20	17	13	-8.0
	Upper secondary or post-secondary non-tertiary	56	56	54	52	-0.6	60	55	49	47	-2.2	39	51	51	51	2.5
	Tertiary education	29	33	34	37	2.2	31	33	36	39	2.0	27	29	32	35	2.3
Finland	Below upper secondary	27	21	19	16	-4.4	14	11	10	10	-3.0	50	39	34	29	-4.9
	Upper secondary or post-secondary non-tertiary	41	44	44	44	0.8	48	52	52	51	0.6	27	34	37	40	3.7
	Tertiary education	33	35	37	39	1.7	39	38	38	39	0.2	23	27	29	31	2.7
France	Below upper secondary	38	33	30	28	-2.6	24	19	17	17	-3.1	56	49	45	42	-2.5
	Upper secondary or post-secondary non-tertiary	41	41	42	42	0.3	45	42	42	40	-1.0	31	35	37	39	2.2
	Tertiary education	22	25	27	30	3.0	31	40	41	43	2.9	13	16	17	19	3.4
Germany	Below upper secondary	18	17	15	14	-2.6	15	16	14	13	-1.2	26	21	18	16	-4.2
	Upper secondary or post-secondary non-tertiary	58	59	60	59	0.1	63	62	62	59	-0.5	54	56	58	58	0.6
	Tertiary education	23	25	25	28	1.5	22	23	24	28	2.0	20	23	24	26	2.4
Greece	Below upper secondary	51	43	39	33	-3.9	31	26	25	20	-4.0	75	68	61	53	-3.1
	Upper secondary or post-secondary non-tertiary	32	36	38	41	2.4	45	49	47	48	0.6	17	20	24	29	5.1
	Tertiary education	18	21	23	26	3.6	24	26	28	33	2.8	8	12	15	19	7.5
Hungary	Below upper secondary	31	24	20	18	-4.6	19	15	14	13	-3.5	60	39	30	25	-7.8
	Upper secondary or post-secondary non-tertiary	55	59	61	61	0.9	67	65	62	59	-1.1	28	46	54	59	6.9
	Tertiary education	14	17	19	21	3.8	15	20	24	28	6.1	12	15	16	16	3.0
Iceland	Below upper secondary	44	37	36	29	-3.7	37	31	31	25	-3.4	60	51	44	37	-4.4
	Upper secondary or post-secondary non-tertiary	32	32	33	37	1.3	33	33	36	35	0.6	27	28	32	39	3.5
	Tertiary education	24	31	31	34	3.3	30	36	33	39	2.6	13	21	24	24	6.0
Ireland	Below upper secondary	43	35	31	27	-4.2	27	19	15	15	-5.2	64	60	55	48	-2.7
	Upper secondary or post-secondary non-tertiary	36	35	36	36	0.0	43	40	40	38	-1.2	22	23	26	29	2.6
	Tertiary education	22	29	34	38	5.2	30	41	45	47	4.3	13	17	19	23	5.1
Israel	Below upper secondary	m	21	19	17	m	m	14	13	10	m	m	31	28	26	m
	Upper secondary or post-secondary non-tertiary	m	33	37	37	m	m	36	45	45	m	m	26	28	29	m
	Tertiary education	m	46	44	46	m	m	50	42	45	m	m	43	44	45	m
Italy	Below upper secondary	55	50	47	44	-2.0	41	34	31	29	-3.2	76	70	65	60	-2.2
	Upper secondary or post-secondary non-tertiary	36	38	39	41	1.3	49	50	49	50	0.3	18	22	25	29	4.8
	Tertiary education	10	12	14	15	4.1	11	16	20	21	6.5	6	8	10	11	5.5
Japan	Below upper secondary	17	m	m	m	m	6	m	m	m	m	37	m	m	m	m
	Upper secondary or post-secondary non-tertiary	49	60	57	54	0.8	46	47	45	41	-1.1	48	78	74	69	3.4
	Tertiary education	34	40	43	46	3.0	48	53	55	59	1.9	15	22	26	31	6.7
Korea	Below upper secondary	32	24	21	19	-4.7	7	3	2	2	-10.4	71	65	60	55	-2.4
	Upper secondary or post-secondary non-tertiary	44	44	43	41	-0.7	56	46	40	34	-4.4	20	25	28	32	4.5
	Tertiary education	24	32	37	40	4.9	37	51	58	64	5.1	9	10	12	13	3.7
Luxembourg	Below upper secondary	39	34	32	23	-4.8	32	23	21	17	-5.7	51	45	43	29	-5.0
	Upper secondary or post-secondary non-tertiary	43	39	40	40	-0.5	45	40	41	37	-1.9	36	37	38	43	1.7
	Tertiary education	18	27	28	37	6.6	23	37	39	47	6.7	13	19	19	28	7.3
Mexico	Below upper secondary	71	68	66	64	-1.0	63	62	60	56	-1.1	87	84	81	77	-1.2
	Upper secondary or post-secondary non-tertiary	14	17	18	19	2.5	20	20	20	21	0.8	6	8	10	11	6.3
	Tertiary education	15	15	16	17	1.5	17	18	20	23	2.3	7	8	10	12	4.9

1. Years 2006, 2007, 2009, 2010 are available for consultation on line (see *Statlink* below).

2. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A1 because the source of the figures is different. This table uses EU-LFS for all years.

3. The average annual growth for Norway is calculated from 2005 onwards because attainment numbers for 2000 use the former classification of educational attainment and are not comparable with more recent years.

Source: OECD. LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) for most countries; and European Union LFS (EU-LFS) for Denmark, Estonia, Finland, France (only for 2000), Iceland, Ireland, Italy (only for 2000), Luxembourg, the Netherlands and Slovenia. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932848115>

Table A1.4a. [2/2] Trends in educational attainment, by age group, and average annual growth rate (2000-11)¹

	Educational attainment	25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	2000-11 average annual growth rate	2000	2005	2008	2011	2000-11 average annual growth rate	2000	2005	2008	2011	2000-11 average annual growth rate
		(1)	(2)	(5)	(8)	(9)	(10)	(11)	(14)	(17)	(18)	(19)	(20)	(23)	(26)	(27)
OECD	Netherlands ²	34	28	27	28	-1.8	25	19	18	18	-2.8	46	41	38	40	-1.4
	Below upper secondary	42	42	41	40	-0.4	48	46	43	42	-1.2	35	35	36	34	-0.1
	Upper secondary or post-secondary non-tertiary	24	30	32	32	2.6	27	35	40	40	3.6	19	24	26	26	3.0
	Tertiary education	37	32	28	26	-3.1	31	24	21	20	-4.2	49	44	38	36	-2.7
	Below upper secondary	34	29	32	35	0.1	40	33	32	34	-1.3	28	24	28	31	0.9
	Upper secondary or post-secondary non-tertiary	29	39	40	39	2.9	29	43	48	46	4.3	23	32	34	33	3.3
	Tertiary education	15	23	19	18	-3.8	7	17	16	16	-0.4	30	27	22	19	-6.2
	Below upper secondary	57	45	45	44	-0.3	59	43	38	37	-2.3	50	49	50	52	1.1
	Upper secondary or post-secondary non-tertiary	28	33	36	38	2.6	35	41	46	47	2.3	20	24	28	29	3.4
	Tertiary education	20	15	13	11	-5.4	11	8	7	6	-5.2	43	30	24	20	-6.7
	Below upper secondary	69	68	68	65	-0.4	75	66	61	55	-2.8	47	58	64	67	3.3
	Upper secondary or post-secondary non-tertiary	11	17	20	24	6.9	14	26	32	39	9.7	10	13	12	13	2.4
	Tertiary education	81	74	72	65	-1.9	68	57	53	44	-3.8	92	87	87	82	-1.1
	Below upper secondary	11	14	14	18	4.9	19	24	23	29	3.9	3	5	6	7	7.2
	Upper secondary or post-secondary non-tertiary	9	13	14	17	6.3	13	19	23	27	6.9	5	7	8	11	7.9
	Tertiary education	16	12	10	9	-5.5	6	7	6	6	-0.6	38	23	19	16	-7.6
	Below upper secondary	73	74	75	73	-0.1	82	77	76	68	-1.7	54	65	70	70	2.3
	Upper secondary or post-secondary non-tertiary	10	14	15	19	5.5	11	16	18	26	7.8	8	12	11	14	5.4
	Tertiary education	25	20	18	16	-4.3	15	9	8	6	-7.7	39	31	29	27	-3.3
	Below upper secondary	59	60	59	59	0.0	66	67	62	60	-0.9	49	53	55	56	1.4
	Upper secondary or post-secondary non-tertiary	16	20	23	25	4.3	19	25	30	34	5.2	12	16	16	16	2.6
	Tertiary education	62	51	49	46	-2.6	45	36	35	35	-2.1	85	74	71	66	-2.2
	Below upper secondary	16	21	22	22	3.3	21	24	26	26	1.7	6	11	13	15	9.3
	Upper secondary or post-secondary non-tertiary	23	28	29	32	3.1	34	40	39	39	1.3	10	14	16	19	6.2
	Tertiary education	22	16	15	13	-4.9	13	9	9	9	-3.0	37	28	25	22	-4.8
	Below upper secondary	47	54	53	52	0.8	54	53	50	48	-1.0	40	47	48	50	2.1
	Upper secondary or post-secondary non-tertiary	30	30	32	35	1.4	34	37	41	43	2.2	23	25	26	28	1.9
	Tertiary education	16	15	13	14	-1.0	10	10	10	11	0.6	26	21	17	19	-2.8
	Below upper secondary	60	56	53	50	-1.5	64	59	52	49	-2.4	55	57	55	54	-0.3
	Upper secondary or post-secondary non-tertiary	24	29	34	35	3.5	26	31	38	40	4.1	18	22	27	27	3.6
	Tertiary education	77	72	70	68	-1.1	72	63	60	57	-2.2	87	84	81	81	-0.7
	Below upper secondary	15	18	18	18	1.8	19	24	25	25	2.4	7	8	9	10	3.2
	Upper secondary or post-secondary non-tertiary	8	10	12	14	4.8	9	13	15	19	7.1	6	8	9	10	4.8
	Tertiary education	37	33	28	23	-4.3	33	27	20	16	-6.6	45	40	38	33	-2.6
	Below upper secondary	37	37	36	37	0.1	38	38	37	37	-0.1	37	36	34	35	-0.3
	Upper secondary or post-secondary non-tertiary	26	30	35	39	4.0	29	35	43	47	4.5	19	24	28	31	4.7
	Tertiary education	13	12	11	11	-1.4	12	13	12	11	-0.7	18	14	11	10	-5.0
	Below upper secondary	51	49	48	47	-0.8	50	47	47	46	-0.8	52	49	49	48	-0.6
	Upper secondary or post-secondary non-tertiary	36	39	41	42	1.4	38	39	42	43	1.1	30	37	40	41	3.0
	Tertiary education	34	30	28	25	-2.7	24	21	19	18	-2.8	51	43	40	36	-3.0
	Below upper secondary	44	44	44	44	0.1	49	47	46	44	-1.0	34	38	39	41	1.7
	Upper secondary or post-secondary non-tertiary	22	27	29	32	3.3	26	33	35	39	3.5	15	20	22	24	4.2
	Tertiary education	35	30	28	25	-2.8	25	21	20	18	-2.8	51	44	40	36	-3.1
	Below upper secondary	44	44	44	44	0.1	49	47	46	44	-1.0	34	37	39	41	1.8
	Upper secondary or post-secondary non-tertiary	22	26	28	31	3.2	26	32	35	38	3.5	15	19	21	23	3.8
	Tertiary education	34	29	27	24	-3.2	23	19	18	16	-3.2	51	42	39	35	-3.4
	Below upper secondary	46	48	48	48	0.3	53	52	50	48	-0.9	35	40	42	44	2.1
	Upper secondary or post-secondary non-tertiary	20	24	26	29	3.4	24	29	32	36	3.8	14	18	19	21	3.8
	Tertiary education															
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	61	57	m	m	m	50	43	m	m	m	77	74	m
	Below upper secondary	m	m	28	32	m	m	m	39	44	m	m	m	14	17	m
	Upper secondary or post-secondary non-tertiary	m	m	11	12	m	m	m	11	13	m	m	m	9	9	m
	Tertiary education	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	6	m	m	m	m	6	m	m	m	m	9	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Years 2006, 2007, 2009, 2010 are available for consultation on line (see *Statlink* below).

2. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A1 because the source of the figures is different. This table uses EU-LFS for all years.

3. The average annual growth for Norway is calculated from 2005 onwards because attainment numbers for 2000 use the former classification of educational attainment and are not comparable with more recent years.

Source: OECD. LSO (Labour market, economic and social outcomes of learning) Network Labour Force Survey (LFS) for most countries; and European Union LFS (EU-LFS) for Denmark, Estonia, Finland, France (only for 2000), Iceland, Ireland, Italy (only for 2000), Luxembourg, the Netherlands and Slovenia. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932848115>

Table A1.5a. **Educational attainment of 25-64 year-olds, by programme orientation and gender (2011)**

		Upper secondary or post-secondary non-tertiary (ISCED 3/4)									Tertiary (ISCED 5) ¹								
		Vocational			General			Total ²			Vocational			General			Total ³		
		M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia	19	25	13	16	16	17	36	41	31	10	9	12	27	25	29	38	34	41
	Austria	57	61	54	6	5	6	63	66	60	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	19	22	17
	Belgium	26	29	24	11	10	12	37	38	35	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	34	32	36
	Canada	12	15	8	26	26	25	37	41	34	22	18	25	30	28	31	51	46	56
	Chile	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	44	43	44	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	29	29	28
	Czech Republic ⁴	74	76	71	n	n	n	74	77	72	a	a	a	x(16)	x(17)	x(18)	18	18	18
	Denmark	42	46	38	2	2	2	43	48	39	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	33	29	37
	Estonia	32	36	28	20	22	18	52	58	47	12	8	16	24	20	28	36	27	44
	Finland	38	40	36	7	8	6	44	48	41	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	38	32	44
	France	30	35	26	11	9	13	42	45	39	11	10	13	x(16)	x(17)	x(18)	29	27	31
	Germany ⁵	56	55	56	3	3	3	59	58	59	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	26	29	24
	Greece	15	17	12	26	24	29	41	41	41	8	7	16	15	17	26	26	26	26
	Hungary	22	21	23	38	44	33	61	66	56	1	1	1	x(16)	x(17)	x(18)	21	18	23
	Iceland	29	37	20	10	9	11	37	45	29	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	33	27	39
	Ireland	13	13	12	24	24	25	36	36	35	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	37	34	41
	Israel	11	13	9	26	26	26	37	39	35	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	45	42	49
	Italy	32	36	28	10	6	13	41	41	41	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	15	13	16
	Japan	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	54	53	54	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	46	47	46
	Korea	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	41	41	41	13	12	13	28	32	23	40	45	36
	Luxembourg	41	41	42	4	3	5	40	40	41	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	35	37	33
	Mexico	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	19	19	19	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	17	19	15
	Netherlands	32	33	32	8	8	8	40	40	40	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	32	33	30
	New Zealand	25	31	19	16	15	18	35	40	29	16	13	18	24	22	26	39	34	44
	Norway	32	37	27	12	11	12	44	48	40	2	3	1	35	30	41	37	33	42
	Poland ⁴	58	64	51	8	6	10	65	69	61	a	a	a	x(16)	x(17)	x(18)	24	20	28
	Portugal ⁴	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	18	18	18	a	a	a	x(16)	x(17)	x(18)	15	13	18
	Slovak Republic	68	74	63	4	3	6	73	76	69	1	1	2	x(16)	x(17)	x(18)	18	17	20
	Slovenia	55	62	47	5	4	6	59	66	52	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	23	18	28
	Spain	8	8	9	14	14	14	22	22	23	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	31	30	32
	Sweden	31	36	25	11	11	10	52	56	48	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	34	28	40
	Switzerland	38	37	40	6	5	8	50	47	54	11	14	7	22	24	20	33	38	27
	Turkey ⁴	8	10	6	10	11	9	18	21	15	a	a	a	x(16)	x(17)	x(18)	14	16	12
	United Kingdom	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	37	40	35	10	9	10	29	28	29	38	38	39
	United States	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	47	48	46	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	41	39	43
	OECD average	34	37	30	12	12	13	44	46	42	m	m	m	m	m	m	31	29	33
	EU21 average	38	41	36	11	11	11	48	50	45	m	m	m	m	m	m	28	26	30
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ⁴	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	32	30	33	a	a	a	x(16)	x(17)	x(18)	12	10	13
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	41	47	35	x(16)	x(17)	x(18)	x(16)	x(17)	x(18)	53	46	60
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. This table includes only ISCED 5A and 5B data for tertiary education given that most data for ISCED 6 cannot be classified by programme orientation.

2. Figures stand for one of the following: the combined proportions of people with vocational and general attainment; the combined proportions of people with attainment in both tracks and in programmes for which no orientation is specified; or the proportion of people with attainment in programmes for which no orientation is specified. Figures in these columns are equivalent to those for upper secondary or post-secondary non-tertiary education in Table A1.4a and Table A1.5b, available on line.


3. Figures stand for one of the following: the combined proportions of people with vocational and general attainment; the combined proportions of people with attainment in both tracks and in programmes for which no orientation is specified; or the proportion of people with attainment in programmes for which no orientation is specified. Figures in these columns have no exact equivalences in this Indicator. Table A1.1a and Table A1.1b, available on line, include separate values for ISCED 5A and ISCED 5B.

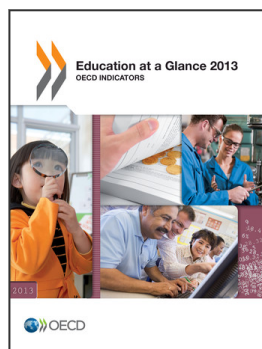
4. In Brazil, the Czech Republic, Poland, Portugal and Turkey, figures for programmes with orientation not specified include only ISCED 5A programmes.

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

Source: OECD. LSO (Labour market, economic and social outcomes of learning) Network special data collection on vocational education, Learning and Labour Transitions Working Group for most countries; and European Union LFS (EU-LFS) and LFS with information on fields of education (EULFS_VET) for Denmark, Finland, Iceland, Ireland, Luxembourg and Slovenia. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932848153>



From:

Education at a Glance 2013

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2013-en>

Please cite this chapter as:

OECD (2013), "Indicator A1 To what level have adults studied?", in *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2013-5-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. 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 or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.