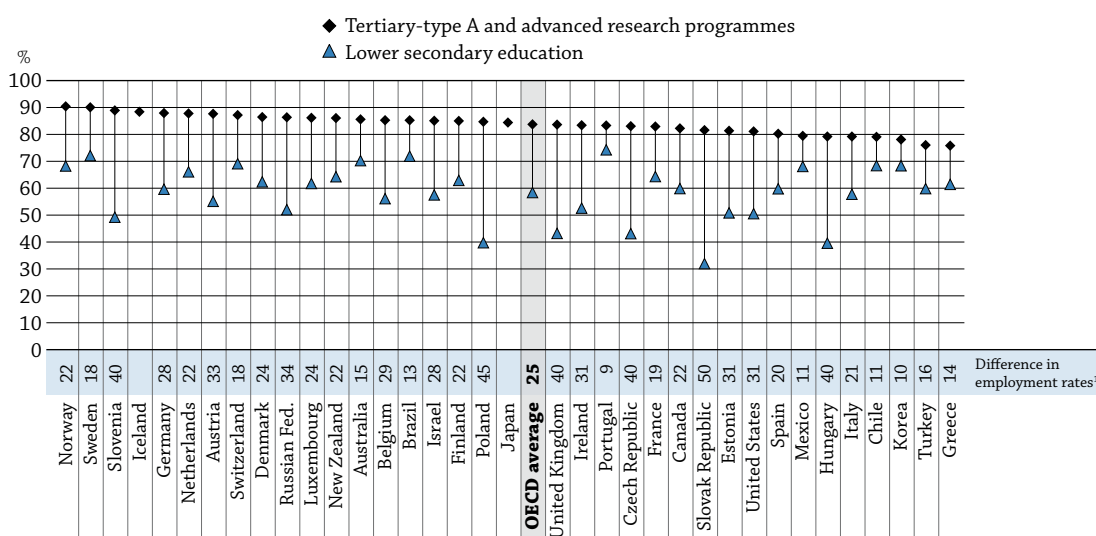


HOW DOES EDUCATIONAL ATTAINMENT AFFECT PARTICIPATION IN THE LABOUR MARKET?

- Across OECD countries, employment rates are highest among people who have a tertiary education; and these individuals are also most likely to be employed full time.
- Unemployment rates are nearly three times higher among individuals who do not have an upper secondary education (13% on average across OECD countries) than among those who have a tertiary education (5%).
- Individuals who have at least an upper secondary education have a greater chance of being employed than those without that level of education.
- Gender differences in employment rates are smallest among tertiary-educated individuals and largest among men and women who do not have an upper secondary education.

Chart A5.1. Employment rates among 25-64 year-olds, by educational attainment (2011)



1. Difference in employment rates (in percentage points) between tertiary-educated adults and those with only lower secondary education.

Countries are ranked in descending order of the employment rate of tertiary-educated 25-64 year-olds.

Source: OECD, Table A5.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm)

StatLink <http://dx.doi.org/10.1787/888932846481>

Context

The economies of OECD countries depend upon a sufficient supply of high-skilled workers. Educational attainment is frequently used as a measure of human capital and the level of an individual's skills. This indicator shows how well the supply of skills matches the demand. For example, high unemployment rates could indicate a mismatch between the educational attainment of the population and labour-market demands.

During the recent economic crisis, unemployment rates climbed steeply in most OECD countries and have remained high ever since. People without an upper secondary or post-secondary non-tertiary education were hit hardest: between 2008 and 2011 the unemployment rate among them increased by almost 4 percentage points, from 8.8% to 12.6% (Table A5.4a). But even before the crisis, rapid technological advances had been transforming the needs of the global labour market. People with higher or specific skills are in strong demand, while low-skilled workers are more likely to find that their jobs have been automated.

Data on employment and unemployment rates over time provide a basis for assessing the long-term trends and variations in labour-market risks among men and women with different levels of education and at different ages. These data could help governments better understand how economies may evolve in the coming years. In turn, that understanding could inform education policies with the aim of ensuring that the students of today are better prepared for the jobs of tomorrow.

■ Other findings

- **The probability of working full time increases with the level of education.** Some 64% of people with below upper secondary education work full time, while 71% of people with an upper secondary education and 75% of people with a tertiary education work full time.
- **Women are less likely to work full time than men.** On average across OECD countries, 60% of employed women work full time compared to 80% of employed men. The higher the educational attainment of women, the greater the likelihood that they are employed full time.
- Across OECD countries, **individuals with a vocationally oriented upper secondary education are more likely to be employed (76%) than those who have a general upper secondary degree (70%).** They are also less likely to be unemployed (7.4%) than those with a general upper secondary degree (8.4%).

■ Trends

Over the past 15 years, employment rates across OECD countries have been consistently higher for people with a tertiary education than for those without that level of education. Conversely, unemployment rates among lower-educated men and women have been higher than among those who have attained a tertiary education. The economic crisis only widened these gaps, and young adults who have just entered the labour market have suffered most. With few exceptions, unemployment rates among younger adults are higher than those among older adults. This trend holds true at all levels of educational attainment, but the gaps are particularly wide among those who have not attained an upper secondary education.

Across OECD countries, it appears that the labour market recovered slightly in 2011 for those with the lowest levels of education; but a full understanding of how the labour market developed during this period will be possible only after data from more recent and future years are available.

Analysis

Labour-market outcomes by educational attainment, age group and gender

Employment by educational attainment

Having a tertiary education increases the likelihood of being employed. This finding holds true across all OECD and G20 countries for which data are available. Across OECD countries, over 80% of tertiary-educated people are employed compared with over 70% of people with an upper secondary or post-secondary non-tertiary education and less than 60% of people with below upper secondary education (Table A5.3a).

As shown in Chart A5.1, differences in employment rates between tertiary-educated individuals (tertiary-type A and advanced research programmes, ISCED levels 5A and 6) and those with lower secondary education (ISCED level 2) are particularly large in the Czech Republic, Hungary, Poland, Slovenia, the Slovak Republic and the United Kingdom, where they amount to 40 percentage points or more. Differences are least pronounced – but still around 10 to 15 percentage points – in Brazil, Chile, Greece, Korea, Mexico and Portugal (Table A5.1a).

Employment by age group

In general, younger adults are more likely to be employed than older adults. The proportion of 25-34 year-olds with upper secondary or post-secondary non-tertiary education who are employed is, on average, more than 20 percentage points larger than that of 55-64 year-olds who have attained the same level of education (76% and 54%, respectively). Some 58% of younger adults with below upper secondary education are employed compared to only 41% of older adults with that same level of education; while among tertiary-educated adults, 82% of younger adults are employed compared to 67% of older adults (Table A5.3a). The largest gap between age groups and educational attainment are seen in Austria, Luxembourg, Slovenia and Turkey. For example, in Slovenia, 79% of younger adults with upper secondary or post-secondary non-tertiary education are employed while only 28% of older adults with the same level of education are.

Employment by gender

For any economy, but particularly for ageing economies, it is crucial to make full use of all the skills available to the labour market. Yet across all OECD countries and education levels, only 65% of women are employed compared with 80% of men. The gender gap in employment rates is largest among those with the least education: the gap is around 20 percentage points between men and women with lower secondary education (69% for men and 48% for women); around 15 percentage points for men and women with an upper secondary education (81% for men and 64% for women at ISCED 3C (long programme)/3B level; 80% for men and 65% for women at ISCED 3A level); and less than 10 percentage points between men and women with a tertiary education (86% for men and 77% for women at ISCED 5B level; 88% for men and 79% for women at ISCED 5A/6 level). Although the gap between men's and women's employment rates narrows as educational attainment increases, the employment rate among tertiary-educated women across OECD countries is still considerably lower than that of men – despite the fact that in 2011 a slightly higher proportion of women (33%) than men (30%) in OECD countries had a tertiary education (Table A5.1b, and see Table A1.1b, available on line).

The difference in employment rates between tertiary-educated men and women (type A and advanced research programmes) is particularly large in the Czech Republic, Japan, Korea, Mexico and Turkey, where it exceeds 15 percentage points. In Iceland, Norway, Portugal, Slovenia and Sweden, the difference in employment rates between the genders is less than 3 percentage points (Table A5.1b).

Unemployment by educational attainment

In 2011, an average of 7.1% of adults across OECD countries were unemployed. The unemployment rate for all levels of education combined was particularly high in Spain (19.5%) and Greece (16.0%), and was higher than 10% in Estonia, Ireland, Portugal and the Slovak Republic. The unemployment rates in Korea, the Netherlands and Norway were below 3.5% (Table A5.2a).

Unemployment rates are closely related to educational attainment. Across OECD countries, an average of 12.6% of adults without an upper secondary or post-secondary non-tertiary education are unemployed compared with 7.3% of adults who have that level of education. Some 4.8% of adults with a tertiary education are unemployed. In some countries, the difference in unemployment rates between adults with different levels of education is particularly large. For example, in the Czech Republic, Estonia, Hungary, Ireland, the Slovak Republic and Spain, the gap in unemployment rates between individuals with a tertiary education and those who do not have an upper secondary or post-secondary non-tertiary education is around 15 percentage points or more. That gap is narrowest (less than 2 percentage points) in Brazil, Chile, Korea, Mexico and Turkey. In Chile, Korea and Mexico, unemployment rates among adults who do not have an upper secondary or post-secondary non-tertiary education are even slightly below those among tertiary-educated adults. In addition, unemployment rates among tertiary-educated individuals can vary by field of study (Box A5.1) and are not always linked to labour-market demand (Table A5.4a).

Unemployment by age group

Unemployment rates are higher among younger adults than among older adults at all levels of education. On average across OECD countries, 8.8% of older adults who have not attained an upper secondary education are unemployed compared with an unemployment rate of 18.1% among younger adults with a similar level of education. Similarly, 9.5% of younger adults with an upper secondary or post-secondary non-tertiary education are unemployed, compared to 6.4% of older adults with a similar education. The gap between the two age groups is smallest among tertiary-educated adults: 6.8% of younger adults in this group are unemployed compared to 4.0% of older adults. This indicates the growing importance of attaining a tertiary education. The fact that younger adults have both higher unemployment rates and higher employment rates than older adults is largely due to higher inactivity rates among older adults (Table A5.4a).

Box A5.1. How unemployment rates vary by field of study

The indicators in *Education at a Glance* describe the employment advantages associated with the completion of higher levels of education. Lower unemployment rates for those who complete tertiary education have been consistently observed both across countries and over time. While these lower unemployment rates for tertiary-educated workers compared to workers with less than a tertiary education have been well documented, this does not mean that all tertiary-educated individuals enjoy this advantage, or that the lower unemployment rates are consistently observed for graduates from all types of tertiary programmes. In the United States and other countries, a considerable range of employment outcomes has been observed for workers who completed ISCED 5A first degrees in various tertiary programmes. For example, in the United States, the earnings data for 25-29 year-olds show relatively high earnings for graduates in engineering and computer fields, and lower earnings for graduates in education and social services. However, the US unemployment rate data did not show consistently low unemployment rates that might be associated with high-demand, highly paid fields of study. For example, the unemployment rate for graduates from the high-paying field of computer and information systems (5.3%) was higher than the unemployment rates for graduates of the relatively low-paying secondary teaching programmes (2.4%), which had one of the lowest unemployment figures of any programme. Graduates in some fields of study faced both below-average salaries and higher-than-average (for tertiary graduates) unemployment rates (8.6% for history graduates and 7.8% for philosophy and religious study graduates). Other programmes, such as those in mechanical engineering and nursing, had both relatively high salaries and low unemployment rates (3.1% for each). A relatively wide range in unemployment rates by field of study has been observed in other OECD countries as well. A study of 2005 tertiary graduates in Canada found that the 2007 unemployment rates for ISCED 5A graduates ranged from 3% for those in agriculture, health, and engineering, to 8% for those in education. These findings illustrate the complexity and diversity in outcomes for tertiary graduates entering the labour force.

A5

Unemployment by gender

Gender differences in unemployment rates are, on average, less pronounced than they are in employment rates. Among adults with below upper secondary education, unemployment rates are lower among women than men (12.2% for women and 12.9% for men). Among adults who have an upper secondary or post-secondary non-tertiary education, unemployment rates are higher among women than among men (8.0% for women and 6.9% for men). This is true, too, among tertiary-educated adults, where the unemployment rate is 4.5% among men and 5.1% among women (Tables A5.4c and d, available on line).

Gender differences in unemployment rates are particularly large in Greece and Turkey. For instance, in Turkey, 10.9% of tertiary-educated women (ISCED 5A/6 level) were unemployed in 2011 compared to only 5.9% of tertiary-educated men. These differences were even more pronounced among adults with an upper secondary education: 18.2% of women at ISCED 3A level were unemployed compared with 7.2% of men (Table A5.2b).

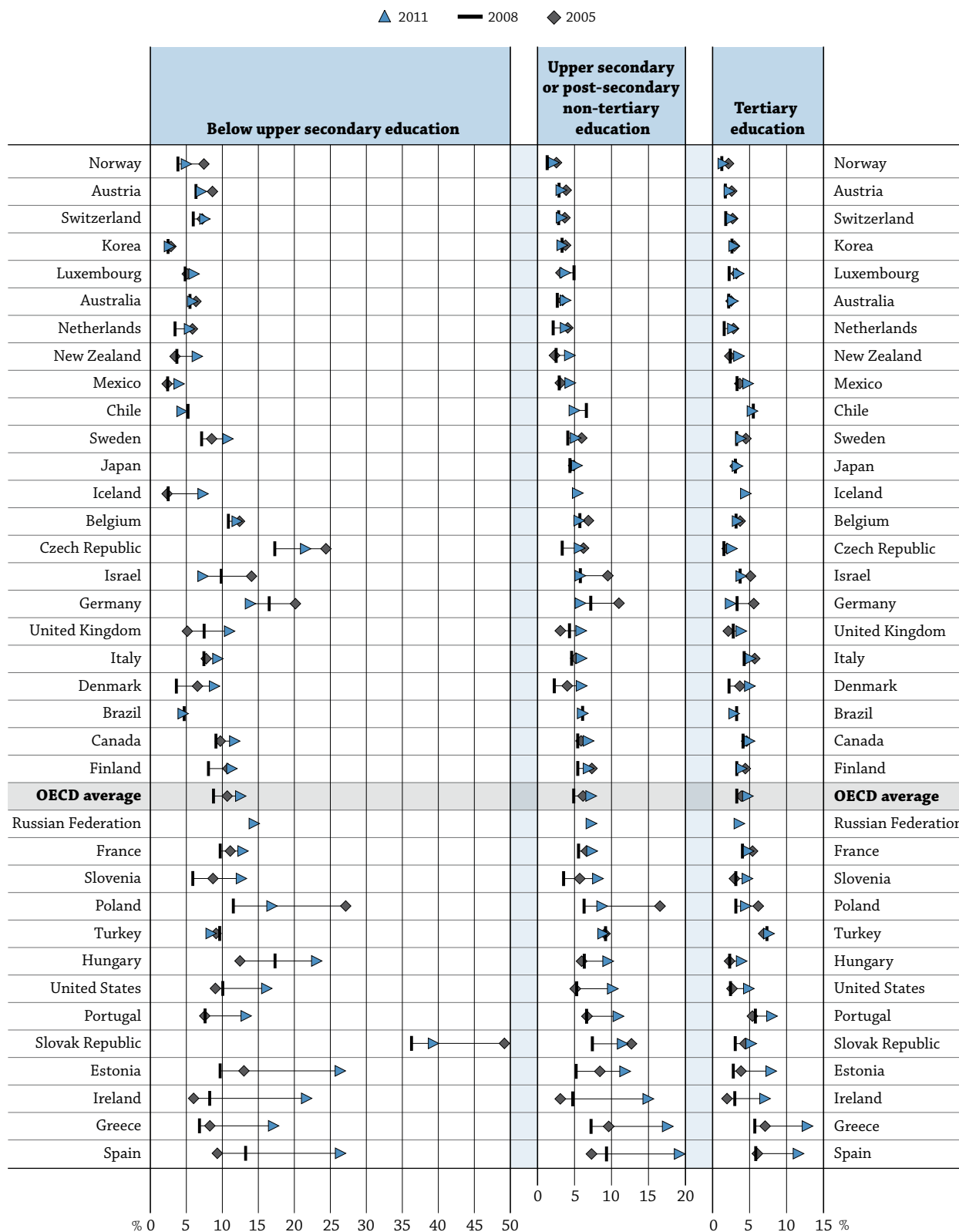
The effect of the global economic crisis on labour-market outcomes***Trends in labour-market outcomes between 2008 and 2011***

During the economic crisis, unemployment levels increased in almost all OECD countries. Spain and Greece recorded the steepest rises in unemployment, but unemployment rates also climbed substantially in Estonia, Hungary, Ireland, Portugal, the Slovak Republic, Slovenia and the United States among workers with all levels of education. Germany was the only country where unemployment rates fell among workers at all levels of educational attainment between 2008 and 2011.

The horizontal lines in Chart A5.2 indicate changes in unemployment rates over a period. The chart shows that individuals without an upper secondary education have been most affected by unemployment. In the period 2008 to 2011, unemployment rates among adults who had not attained an upper secondary education rose from 8.8% to 12.6%. But even those with an upper secondary or post-secondary non-tertiary education were not spared: the unemployment rate among this group increased from 4.9% in 2008 to 7.3% in 2011 across all OECD countries. Only in Belgium, Brazil, Chile, Germany, Luxembourg and Turkey, unemployment rates of 25-64 year-olds with an upper secondary or post-secondary education remained unchanged or dropped within this period. Unemployment rates among tertiary-educated adults also increased during the period, but by a much smaller margin: from 3.3% in 2008 to 4.8% in 2011. Brazil, Chile and Germany were exception; the unemployment rates decreased among tertiary-educated adults between 2008 and 2011 (Table A5.4a).

Among adults who had not attained an upper secondary education, unemployment rates increased more among men (by 4.1 percentage points, from 8.8% to 12.9%) than among women (by 2.7 percentage points, from 9.5% to 12.2%) between 2008 and 2011. The Czech Republic, Estonia, Hungary, Spain and the United States also reported significant increases in unemployment rates between 2008 and 2009 among people without an upper secondary education and unemployment rates among this group of people continued to increase in 2010, but at a slower pace (Tables A5.4b, c and d, available on line).

Younger adults who had not attained an upper secondary education fared worse during the crisis than older adults with the same level of education. On average across OECD countries, the unemployment rate among the younger cohort increased by almost 5 percentage points between 2008 and 2011 (from 13.6% to 18.1%) compared to a rise of less than 3 percentage points among the older age group (from 6.2% to 8.8%). During the same period, the increase in unemployment rates among younger adults with an upper secondary or post-secondary non-tertiary education was also greater than that among older adults with a similar level of education. Unemployment rates climbed from 6.4% to 9.5% among younger adults while they rose from 4.2% to 6.4% among older adults. The same holds true for tertiary-educated adults. While the unemployment rate of 55-64 year-olds increased by 1 percentage point from 2.9% to 4.0%, it increased by more than 2 percentage points among 25-34 year-olds from 4.6% to 6.8% between 2008 and 2011 (Table A5.4a).

Chart A5.2. Unemployment rates among 25-64 year-olds, by educational attainment (2005, 2008 and 2011)

Countries are ranked in ascending order of 2011 unemployment rates among 25-64 year-olds with upper secondary or post-secondary non-tertiary education.

Source: OECD, Table A5.4a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846500>

Changes between 2010 and 2011

Between 2010 and 2011, the economic crisis continued to depress labour-market outcomes in some countries, while in other countries unemployment rates began to fall. In particular, among younger adults with below upper secondary education – those who were hardest hit by the crisis – unemployment rates dropped slightly, on average across OECD countries, from 19.0% in 2010 to 18.1% in 2011. This was due to a decrease in unemployment rates among younger men (1.1 percentage points, from 19.0% to 17.9%); among younger women, virtually no change was observed (0.1 percentage points, from 21.0% to 21.1%) (Tables A5.4b, c and d, available on line). The drop in unemployment rates among younger men with below upper secondary education was accompanied by an increase in the employment rate for this group, so that the decline in the unemployment rate is not solely a result of people dropping out of the labour market altogether.

Unemployment rates among adults with below upper secondary education decreased by 1.5 percentage points or more between 2010 and 2011 in Germany, Israel, the Slovak Republic and Turkey. By contrast, during the same period, unemployment rates continued to increase in Greece (by 5.2 percentage points), and in Ireland, Luxembourg, Portugal, Slovenia and Spain (by at least 1.5 percentage points) (Table A5.4b, available on line).

Across OECD countries, a slight decrease in unemployment rates between 2010 and 2011 was also observed among adults with an upper secondary education (7.6% to 7.3%).

While the unemployment rate among adults with a tertiary degree remained unchanged (0.1 percentage-point increase, from 4.7% to 4.8%), on average between 2010 and 2011, it decreased slightly among men with that level of education (from 4.7% to 4.5%), but increased slightly among women (from 4.9% to 5.1%). Similarly, the unemployment rate decreased among younger men (from 6.9% to 6.6%) but increased among younger women (from 6.9% to 7.3%). Among older tertiary-educated men, the unemployment rate dropped slightly from 4.9% to 4.5%, while among older tertiary-educated women, the unemployment rate dipped only 0.1 percentage point, from 3.5% in 2010 to 3.4% in 2011 (Tables A5.4b, c and d, available on line).

Labour-force status by programme orientation (vocational or general)

The International Standard Classification of Education (ISCED-97) defines vocational education and training (VET) as “education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognised by the competent authorities in the country in which it is obtained” (UNESCO, 1997).

Vocational education and training is generally geared towards students with upper secondary or post-secondary non-tertiary education (ISCED levels 3 and 4). In some countries, reforms have it made easier for VET graduates to directly access tertiary education; in others, VET programmes are also offered at the tertiary level (ISCED level 5). Vocational programmes may also include apprenticeship or work-study programmes that can help to ensure a closer match between employers’ needs for specific skills and the skills workers make available to the labour market (OECD, 2010). These programmes are often developed in close co-operation with employers, reducing the need for extensive initial on-the-job training and increasing the immediate and long-term productivity of new hires (see Box A1.1). Research has shown that VET can yield good economic returns on public investment, and some countries with strong VET systems, like Germany, have been relatively successful in tackling the problem of youth unemployment (CEDEFOP, 2011). A potential drawback is that the skills that individuals acquire through VET might be of limited relevance in a rapidly changing labour market.

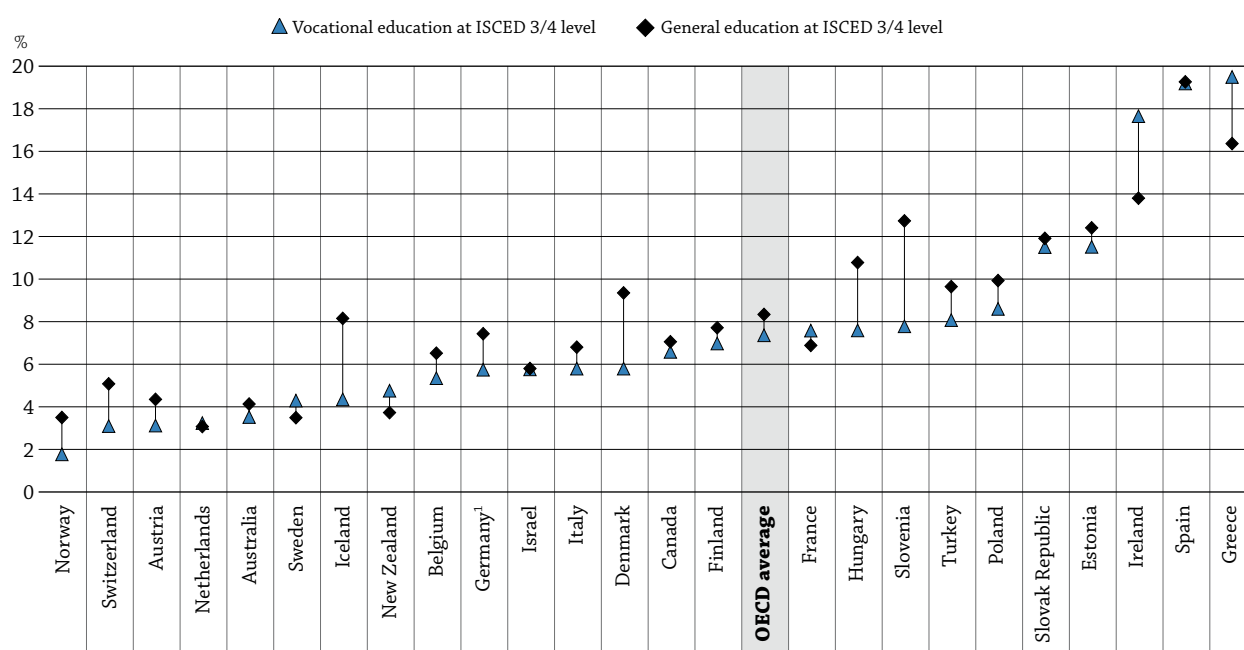
Since VET systems vary widely among countries, cross-country comparability is somewhat more limited than in other areas of the ISCED classification. Therefore, it is more difficult to compare VET participation and outcomes across different OECD countries.

Table A5.5a provides a breakdown of labour-market outcomes by vocational and general orientation at the upper secondary or post-secondary non-tertiary (ISCED levels 3 and 4) and tertiary (ISCED level 5) levels of education. Data on vocational and general programmes at ISCED 3/4 level are available for 27 OECD countries; similar data at ISCED 5 level are available for eleven countries.

Across OECD countries for which data are available, 76% of individuals with a vocational upper secondary or post-secondary non-tertiary qualification are employed – a rate that is 5 percentage points higher than that among individuals with a general upper secondary education as their highest qualification.

Unemployment rates are lower among individuals with vocational upper secondary or post-secondary non-tertiary education: 7.4% compared with 8.4% among adults with a general upper secondary education. In Denmark, Hungary, Iceland and Slovenia, unemployment rates among individuals with vocational upper secondary or post-secondary non-tertiary education are at least 3 percentage points lower than those of individuals with a general upper secondary or post-secondary non-tertiary degree. The opposite pattern is observed in the five countries for which data is available, namely France, Greece, Ireland, New Zealand and Sweden (Chart A5.3).

Chart A5.3. Unemployment rates among 25-64 year-olds with vocational or general upper secondary or post-secondary non-tertiary education (2011)



Notes: Upper secondary or post-secondary non-tertiary is the equivalent of ISCED 3/4.

This chart includes only countries for which the programme orientation is specified.

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

Countries are ranked in ascending order of the unemployment rate of 25-64 year-olds with vocational education at ISCED 3/4 level.

Source: OECD, Table A5.5a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846519>

The stronger labour-market outcomes among adults with a vocationally oriented upper secondary education as their highest qualification compared with adults with a general upper secondary education may be because the former group learns specific skills that are immediately needed in the labour market. In addition, these adults appear to use previous work experience to land their first job (CEDEFOP, 2012). By contrast, the skills learned in general upper secondary education tend to be less obviously associated with the labour market. They are usually designed to prepare individuals to pursue more specific fields of education at the tertiary level. Thus, finding a job might be more difficult for those with a general upper secondary degree than for those with a vocational qualification. In addition, the inactivity rate among individuals with a vocational upper secondary education is about 5 percentage points lower, on average across OECD countries with comparable data, than that of individuals with a general upper secondary education (Table A5.5a).

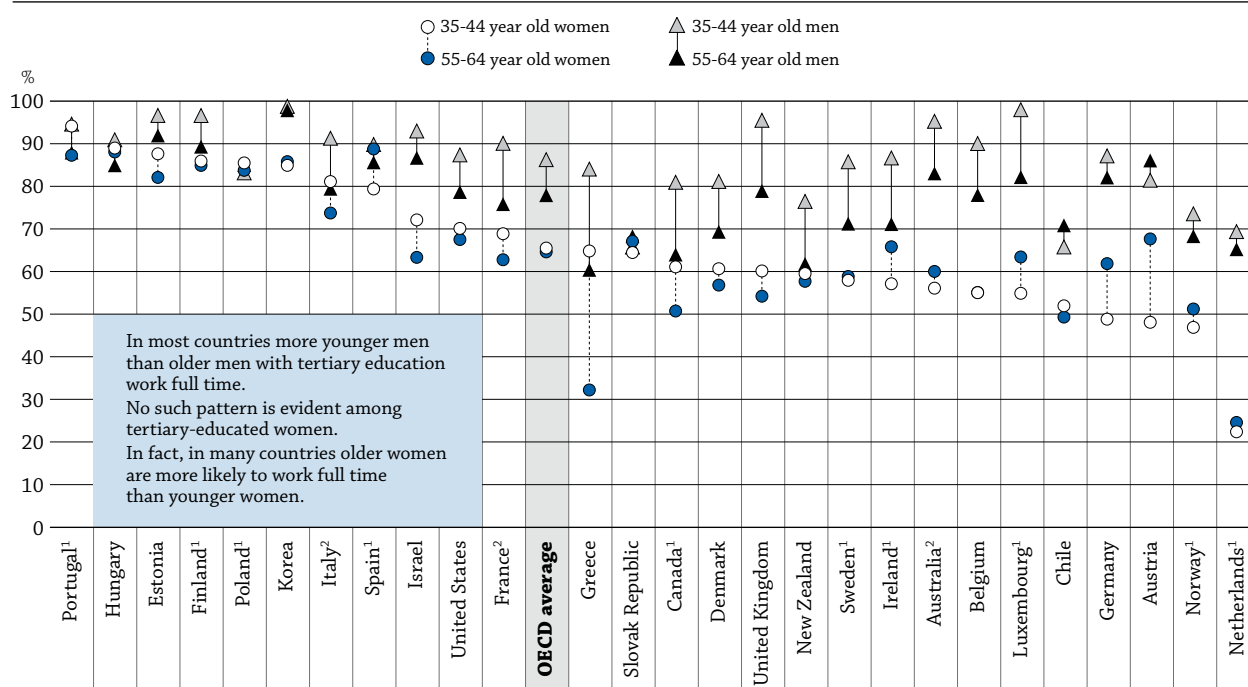
A5

Full-time earners among tertiary-educated adults

Not only does the likelihood of being employed rise with educational attainment, so does the likelihood of being employed full time. Across OECD countries, 71% of earners at all education levels work full time (some countries include self-employed individuals, in others they are not considered). Among employed adults, 71% of those with an upper secondary education work full time, compared with 75% of those with a tertiary degree. Some 64% of those without an upper secondary education are employed full time (Table A5.6). The definition of full time varies among countries: in some countries the term is defined by the respondent; in others, there is an official minimum number of hours. The minimum number of hours ranges from 30 hours per week in the Czech Republic, Greece and New Zealand to 44 hours per week in Chile. For further information on the specific definitions please see *Definitions* section in Indicator A6 and Annex 3 (www.oecd.org/edu/eag.htm).

Chart A5.4 shows the proportion of full-time earners among tertiary-educated men and women aged 35 to 44 and 55 to 64. The length of the black lines indicates the difference in the share of men from the two age groups who work full time; the length of the dashed lines indicates the difference in the share of women from the two age groups who work full time.

Chart A5.4. Proportion of full-time, full-year earners among tertiary-educated adults with income from employment, by gender and age group (2011)



1. Year of reference 2010.

2. Year of reference 2009.

Countries are ranked in descending order of the proportion of full-time earners among 35-44 year-old women.

Source: OECD, Table A5.6. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932846538>

In almost all OECD countries, the share of 35-44 year-old men who work full time is considerably larger than the share of 55-64 year-old men who do so. No such pattern is evident among women. In fact, in many countries, the share of tertiary-educated 55-64 year-old women working full time is larger than that of 35-44 year-old women with the same level of education. These differences may be associated with countries' childcare policies. However, Chart A5.4 shows the share of full-time workers among all earners, including part-time workers; so mothers who have left the labour force entirely are not considered here. Many women

aged 35 to 44 have young children and often work part time. In Austria, Germany and Luxembourg, for example, the share of tertiary-educated older women who work full time is larger than the share of tertiary-educated younger women who do so. In other countries, like France, a larger share of younger women than older women works full time. The difference between the two age groups in the share of women who work full time is minimal in the Nordic countries (Denmark, Norway and Sweden) and in Belgium, Chile, the Netherlands and New Zealand.

Still, in all OECD countries, the proportion of tertiary-educated women who work full time is considerably smaller than the share of men with the same level of education who do so, although in Estonia, Finland, Hungary, Korea, Poland and Portugal, more than 80% of tertiary-educated women and men of both age groups work full time.

Definitions

Under the auspices of the International Labour Organization (ILO) and their conferences of labour statisticians, concepts and definitions for measuring labour-force participation were established and are now used as a common reference (ILO, 1982).

Active population (labour force) is the total number of employed and unemployed persons, in accordance with the definition in the Labour Force Survey.

Age groups: **Adults** refers to the 25-64 year-old population; **younger adults** refers to 25-34 year-olds; and **older adults** refers to 55-64 year-olds. The **working-age population** is the total population aged 25-64.

Employed individuals are those who, during the survey reference week: i) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or ii) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).

The **employment rate** refers to the number of persons in employment as a percentage of the working-age population (the number of employed people is divided by the number of all working-age people). Employment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example the employment rate among women is calculated by dividing the number of employed women by the total number of working-age women.

Full-time basis refers to people who have worked all year long and at least 30 hours per week. The length of the reference period varies from one week to one year. Self-employed people are excluded in some countries. For national definitions of full-time employment, see *Definitions* section in Indicator A6 and Annex 3 (www.oecd.org/edu/eag.htm).

Inactive individuals are those who are, during the survey reference week, neither employed nor unemployed, *i.e.* individuals who are not looking for a job. The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people.

The **inactive rate** refers to inactive persons as a percentage of the population (*i.e.* the number of inactive people is divided by the number of all working-age people). Inactive rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the inactive rate among individuals with a tertiary education degree is calculated by dividing the number of inactive individuals with tertiary education by the total number of working-age people with tertiary education.

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

A5

The **unemployment rate** refers to unemployed persons as a percentage of the labour force (i.e. the number of unemployed people is divided by the sum of employed and unemployed people). Unemployment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the unemployment rate among women is calculated by dividing the number of unemployed women by the total number of women who are active in the labour force.

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and currently available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week).

Methodology

Data on population, labour-market status and educational attainment are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys. Data on earnings are taken from a special data collection carried out by the OECD LSO (labour market, economic and social outcomes of learning) Network on the earnings of those working full-time and full-year. For national definitions of full-time employment, see *Definitions* section in Indicator A6 and Annex 3 (www.oecd.org/edu/eag.htm).

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

European Centre for the Development of Vocational Training (CEDEFOP) (2011), *The Benefits of Vocational Education and Training*, Publications Office, Luxembourg.

European Centre for the Development of Vocational Training (CEDEFOP) (2012), *From Education to Working Life: The Labour-Market Outcomes of Vocational Education and Training*, Publications Office, Luxembourg.





International Labour Organization (ILO) (1982), “Resolution Concerning Statistics of the Economically Active Population, Employment, Unemployment and Underemployment”, adopted by the Thirteenth International Conference of Labour Statisticians, October 1982, Geneva.

OECD (2004), *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*, OECD Publishing. <http://dx.doi.org/10.1787/9789264104112-en>













OECD (2010), *Learning For Jobs*, OECD Reviews of Vocational Education and Training, OECD Publishing. <http://dx.doi.org/10.1787/9789264087460-en>

UNESCO (1997), International Standard Classification of Education: ISCED 1997. www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm

Indicator A5 Tables

Table A5.1a	Employment rates among 25-64 year-olds, by educational attainment (2011)
	StatLink  http://dx.doi.org/10.1787/888932848552
Table A5.1b	Employment rates among 25-64 year-olds, by educational attainment and gender (2011)
	StatLink  http://dx.doi.org/10.1787/888932848571
Table A5.2a	Unemployment rates among 25-64 year olds, by educational attainment (2011)
	StatLink  http://dx.doi.org/10.1787/888932848590
Table A5.2b	Unemployment rates among 25-64 year-olds, by educational attainment and gender (2011)
	StatLink  http://dx.doi.org/10.1787/888932848609

...

Table A5.3a	Employment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)
	StatLink  http://dx.doi.org/10.1787/888932848628
WEB Table A5.3b	Trends in employment rates, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848647
WEB Table A5.3c	Trends in employment rates among men, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848666
WEB Table A5.3d	Trends in employment rates among women, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848685
Table A5.4a	Unemployment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)
	StatLink  http://dx.doi.org/10.1787/888932848704
WEB Table A5.4b	Trends in unemployment rates, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848723
WEB Table A5.4c	Trends in unemployment rates among men, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848742
WEB Table A5.4d	Trends in unemployment rates among women, by educational attainment and age group (2000, 2005-11)
	StatLink  http://dx.doi.org/10.1787/888932848761
Table A5.5a	Labour market status among 25-64 year-olds, by educational attainment and programme orientation (2011)
	StatLink  http://dx.doi.org/10.1787/888932848780
WEB Table A5.5b	Labour market status among 25-64 year-olds, by educational attainment, programme orientation and gender (2011)
	StatLink  http://dx.doi.org/10.1787/888932848799
WEB Table A5.5c	Labour market status among 25-34 year-olds and 35-44 year-olds, by educational attainment and programme orientation (2011)
	StatLink  http://dx.doi.org/10.1787/888932848818
Table A5.6	Proportion of full-time, full-year earners among all earners, by educational attainment and age group (2011)
	StatLink  http://dx.doi.org/10.1787/888932848837

A5

Table A5.1a. **Employment rates among 25-64 year-olds, by educational attainment (2011)**

Number of employed 25-64 year-olds as a percentage of all 25-64 year-olds

		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 and advanced research programmes	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD	Australia	52	70	a	84	77	85	81	86	78
	Austria	x(2)	55	69	77	76	85	85	88	76
	Belgium	37	56	a	73	73	83	83	85	70
	Canada	43	60	a	x(5)	72	79	81	82	76
	Chile	59	68	a	x(5)	73	a	80	79	72
	Czech Republic	c	43	a	73	78	x(5)	x(8)	83	74
	Denmark	45	62	74	80	76	c	82	86	78
	Estonia	c	51	a	74	73	77	77	81	73
	Finland	44	63	a	a	74	90	83	85	75
	France	41	64	a	73	75	c	85	83	72
	Germany	47	60	a	78	61	84	88	88	78
	Greece	48	61	x(4)	70	60	66	72	76	63
	Hungary	13	40	a	65	68	71	81	79	64
	Iceland	74	c	80	86	76	90	92	88	83
	Ireland	35	53	61	x(5)	65	64	77	83	66
	Israel	37	58	a	76	69	a	78	85	72
	Italy	29	58	61	70	72	75	70	79	64
	Japan	x(5)	x(5)	x(5)	x(5)	73	a	73	84	76
	Korea	61	68	a	x(5)	71	a	74	78	72
	Luxembourg	61	62	65	69	71	75	83	86	74
	Mexico	59	68	a	66	73	a	76	79	67
	Netherlands	52	66	x(4)	76	82	81	80	88	77
	New Zealand	x(2)	64	79	78	81	88	82	86	79
	Norway	c	68	a	82	79	85	90	90	83
	Poland	x(2)	40	a	63	69	69	x(8)	85	68
	Portugal	62	74	x(5)	x(5)	79	79	x(8)	83	71
	Slovak Republic	c	32	x(4)	66	74	x(5)	81	82	69
	Slovenia	22	49	a	67	73	a	83	89	71
	Spain	40	60	a	68	67	c	75	80	64
	Sweden	49	72	a	x(5)	83	84	85	90	83
	Switzerland	66	69	69	83	76	87	92	87	83
	Turkey	49	60	a	65	59	a	x(8)	76	56
	United Kingdom	21	43	66	78	78	c	82	84	75
	United States	52	51	x(5)	x(5)	67	x(5)	76	81	71
	OECD average	46	58	m	74	73	80	81	84	73
	EU21 average	40	55	m	72	73	77	81	84	72
Other G20	Argentina	m	m	m	m	m	m	m	m	m
	Brazil	65	72	x(5)	x(5)	70	a	x(8)	85	70
	China	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m
	Russian Federation	27	52	x(4)	78	68	x(4)	79	86	77
	Saudi Arabia	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m	m

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. 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/10.1787/888932848552>


Table A5.1b. [1/2] **Employment rates among 25-64 year-olds, by educational attainment and gender (2011)**

Number of employed 25-64 year-olds as a percentage of all 25-64 year-olds

			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 and advanced research programmes	
OECD	Australia	Men	67	80	a	90	87	91	88	91	86
		Women	37	62	a	70	68	79	75	81	70
	Austria	Men	x(2)	65	80	81	80	87	88	91	82
		Women	x(2)	50	65	71	72	83	80	84	70
	Belgium	Men	46	66	a	81	80	88	86	88	76
		Women	28	44	a	65	66	77	81	83	64
	Canada	Men	53	68	a	x(5)	78	81	85	85	80
		Women	31	50	a	x(5)	67	73	78	80	72
	Chile	Men	79	88	a	x(5)	89	a	91	86	87
		Women	41	50	a	x(5)	57	a	71	71	58
	Czech Republic	Men	c	53	a	81	88	x(5)	x(8)	92	83
		Women	c	38	a	61	70	x(5)	x(8)	74	65
	Denmark	Men	c	70	76	82	79	c	85	89	81
		Women	45	54	73	77	73	c	79	85	74
	Estonia	Men	c	57	a	77	78	82	82	86	76
		Women	c	43	a	69	68	74	75	79	70
	Finland	Men	48	69	a	a	77	92	83	89	77
		Women	40	55	a	a	71	89	83	82	73
	France	Men	47	71	a	78	80	c	89	86	76
		Women	36	58	a	68	72	c	83	80	67
	Germany	Men	59	69	a	83	66	87	90	91	83
		Women	36	53	a	73	55	81	85	84	72
	Greece	Men	63	75	x(4)	77	74	78	77	81	74
		Women	35	44	x(4)	48	48	55	67	71	51
	Hungary	Men	18	49	a	69	76	78	80	85	70
		Women	10	33	a	57	62	65	82	75	58
	Iceland	Men	81	c	c	88	81	90	94	90	86
		Women	68	c	73	84	72	89	91	87	79
	Ireland	Men	42	62	67	x(5)	74	69	82	86	71
		Women	26	41	56	x(5)	58	59	73	81	61
	Israel	Men	54	67	a	82	75	a	83	88	78
		Women	22	42	a	68	64	a	74	83	67
Italy	Men	48	73	73	81	81	83	76	85	76	
	Women	16	40	55	59	63	70	66	75	52	
Japan	Men	x(5)	x(5)	x(5)	x(5)	85	a	92	92	88	
	Women	x(5)	x(5)	x(5)	x(5)	61	a	66	68	63	
Korea	Men	72	81	a	x(5)	84	a	90	90	86	
	Women	56	59	a	x(5)	58	a	58	62	59	
Luxembourg	Men	70	77	82	79	79	78	87	91	82	
	Women	53	49	51	56	65	70	79	80	65	
Mexico	Men	85	91	a	89	90	a	85	87	88	
	Women	39	47	a	57	54	a	71	70	49	
Netherlands	Men	65	78	x(4)	82	87	84	85	90	84	
	Women	40	55	x(4)	70	78	78	76	86	71	
New Zealand	Men	x(2)	73	87	87	89	91	88	92	86	
	Women	x(2)	56	73	71	74	76	78	82	73	
Norway	Men	c	73	a	86	83	88	91	92	85	
	Women	c	63	a	78	75	79	89	89	80	

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. 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/10.1787/888932848571>

A5

Table A5.1b. [2/2] **Employment rates among 25-64 year-olds, by educational attainment and gender (2011)***Number of employed 25-64 year-olds as a percentage of all 25-64 year-olds*

			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 A and advanced research programmes	
						(1)	(2)	(3)	(4)	(5)	
OECD	Poland	Men	x(2)	49	a	71	80	83	x(8)	89	75
		Women	x(2)	31	a	50	59	64	x(8)	82	60
	Portugal	Men	69	80	x(5)	x(5)	81	86	x(8)	83	76
		Women	54	68	x(5)	x(5)	78	71	x(8)	83	67
	Slovak Republic	Men	c	38	x(4)	73	83	x(5)	82	88	76
		Women	c	28	x(4)	55	67	x(5)	81	77	61
	Slovenia	Men	27 ^r	59	a	71	77	a	84	90	74
		Women	17 ^r	42	a	60	69	a	83	88	67
	Spain	Men	49	69	a	76	73	c	80	83	71
		Women	31	50	a	60	61	c	69	78	57
	Sweden	Men	61	79	a	x(5)	87	87	86	91	86
		Women	37	62	a	x(5)	80	80	83	89	80
	Switzerland	Men	75	79	82	89	83	91	96	93	90
		Women	58	62	66	77	72	83	86	80	76
	Turkey	Men	74	79	a	83	80	a	x(8)	84	78
		Women	26	23	a	32	28	a	x(8)	64	31
	United Kingdom	Men	c	55	75	83	82	c	87	88	81
		Women	c	34	58	73	73	c	77	79	69
	United States	Men	66	58	x(5)	x(5)	72	x(5)	79	86	76
		Women	37	41	x(5)	x(5)	62	x(5)	74	76	66
	OECD average	Men	59	69	m	81	80	85	86	88	80
		Women	37	48	m	64	65	75	77	79	65
	EU21 average	Men	52	66	m	79	79	84	84	88	78
		Women	35	47	m	64	67	73	78	81	66
Other G20	Argentina		m	m	m	m	m	m	m	m	
	Brazil	Men	83	87	x(5)	x(5)	89	a	x(8)	92	86
		Women	48	57	x(5)	x(5)	54	a	x(8)	81	55
	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	Men	33	60	x(4)	82	76	x(4)	86	90	82
		Women	c	43	x(4)	71	60	x(4)	75	83	72
	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	

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. 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/10.1787/888932848571>


Table A5.2a. **Unemployment rates among 25-64 year-olds, by educational attainment (2011)**

Number of unemployed 25-64 year-olds as a percentage of all 25-64 year-olds in the labour force

		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 and advanced research programmes		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD	Australia	8.2	5.3	a	3.3	4.1	4.3	3.1	2.7	3.8	
	Austria	x(2)	7.6	c	3.3	4.4	2.3	1.1 ^r	2.9	3.5	
	Belgium	15.0	10.5	a	6.4	5.7	3.5 ^r	2.8	4.0	6.1	
	Canada	14.6	10.9	a	x(5)	7.1	6.6	5.3	4.7	6.3	
	Chile	4.3	4.5	a	x(5)	5.0	a	4.7	5.9	5.0	
	Czech Republic	c	21.4	a	7.1	4.2	x(8)	x(8)	2.6	5.9	
	Denmark	c	9.0	c	5.9	6.3	c	7.0	4.7	6.2	
	Estonia	c	25.5	a	13.3	11.8	9.4	9.3	7.3	11.6	
	Finland	10.0	11.9	a	a	7.0	c	3.6	4.1	6.2	
	France	14.1	12.4	a	7.6	6.9	6.7	4.2	5.3	7.8	
	Germany	17.8	12.9	a	6.1	7.4	3.9	2.3	2.6	5.7	
	Greece	16.6	17.9	x(4)	19.4	16.4	19.6	16.2	11.4	16.0	
	Hungary	50.0	22.1	a	11.5	7.7	8.8	c	3.8	9.9	
	Iceland	7.8	c	a	4.7	7.6	c	c	4.9	5.6	
	Ireland	23.4	21.0	c	x(5)	13.4	17.7	8.8	6.1	12.9	
	Israel	8.0	6.7	a	6.2	5.7	a	4.3	3.7	5.0	
	Italy	12.4	8.8	12.5	5.9	5.9	9.2	7.0	5.1	7.0	
	Japan	x(5)	x(5)	x(5)	x(5)	5.3	a	3.9	3.0	4.4	
	Korea	2.2	3.0	a	x(5)	3.4	a	3.8	2.6	3.1	
	Luxembourg	6.5 ^r	6.3 ^r	c	4.2 ^r	3.7 ^r	c	2.7 ^r	3.9	4.1	
	Mexico	3.9	4.1	a	3.5	4.8	a	2.7	4.9	4.3	
	Netherlands	5.0	4.2	x(4)	4.3	3.0	0.0	0.0	2.7	3.2	
	New Zealand	x(2)	7.5	4.2	6.1	3.4	3.3	4.9	2.7	4.5	
	Norway	c	5.0	a	1.7	3.5	c	c	1.5	2.3	
	Poland	x(2)	16.9	a	10.0	7.7	8.0	x(8)	4.5	8.1	
	Portugal	13.0	13.9	x(5)	x(5)	10.9	c	x(8)	8.0	11.8	
	Slovak Republic	2.5	38.5	x(4)	15.3	8.4	a	c	5.2	11.8	
	Slovenia	25.8 ^r	11.9	a	9.1	7.5	a	4.8	4.7	7.6	
	Spain	30.6	24.5	a	19.2	19.3	c	14.6	10.4	19.5	
	Sweden	18.7	8.2	a	x(5)	5.1	5.4	4.8	3.5	5.3	
	Switzerland	8.2	7.5	7.0 ^r	3.2	4.9	2.6	1.7	3.0	3.5	
	Turkey	8.1	9.8	a	8.1	9.6	x(8)	x(8)	7.6	8.4	
	United Kingdom	c	14.6	9.0	6.2	4.6	c	3.7	3.9	6.0	
	United States	13.2	17.9	x(5)	x(5)	10.2	x(5)	6.5	4.4	8.3	
	OECD average		13.6	12.6	m	7.7	7.1	6.9	5.1	4.7	7.1
	EU21 average		17.4	15.2	m	9.1	8.0	7.9	5.8	5.1	8.4
Other G20	Argentina	m	m	m	m	m	m	m	m	m	
	Brazil	4.2	5.5	x(5)	m	6.1	a	x(8)	2.9	4.8	
	China	m	m	m	m	m	m	m	m	m	
	India	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	
	Russian Federation	c	14.0	x(4)	6.1	8.5	x(4)	4.4	2.9	5.5	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	
	G20 average		m	m	m	m	m	m	m	m	

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. 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/10.1787/888932848590>

A5

Table A5.2b. [1/2] **Unemployment rates among 25-64 year-olds, by educational attainment and gender (2011)***Number of unemployed 25-64 year-olds as a percentage of all 25-64 year-olds in the labour force*

OECD			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 and advanced research programmes	
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Australia	Men		7.8	5.3	a	2.3	3.9	3.9 ^r	2.5	2.4	3.5
	Women		9.0	5.3	a	6.0	4.4	4.6	3.6	2.9	4.2
Austria	Men		x(2)	8.8	c	3.2	4.6 ^r	2.4 ^r	c	2.5	3.5
	Women		x(2)	6.6	c	3.4	4.1 ^r	2.3 ^r	c	3.4	3.6
Belgium	Men		16.2	9.8	a	5.7	4.8	c	3.2	3.7	6.1
	Women		13.2	11.6	a	7.2	6.8	c	2.5	4.4	6.1
Canada	Men		13.5	10.5	a	x(5)	7.3	6.8	5.1	4.8	6.5
	Women		16.8	11.4	a	x(5)	6.7	6.0	5.4	4.7	6.0
Chile	Men		3.8	3.0	a	x(5)	4.0	a	3.8	5.2	4.0
	Women		5.2	6.8	a	x(5)	6.4	a	5.7	6.8	6.3
Czech Republic	Men		c	23.5	a	5.5	3.1	x(8)	x(8)	2.4	4.9
	Women		c	20.0	a	10.2	5.1	x(8)	x(8)	2.9	7.3
Denmark	Men		c	9.0	c	6.0	5.8	n	6.5	4.3	6.2
	Women		c	9.0	c	5.8	6.9	c	7.6	5.0	6.2
Estonia	Men		c	27.0	a	11.6	11.4	9.7 ^r	7.6 ^r	6.6	12.0
	Women		c	22.7	a	16.6	12.2	9.2	10.0	7.7	11.2
Finland	Men		9.9	11.9	a	a	7.4	c	4.8	4.1	6.8
	Women		10.0 ^r	12.0	a	a	6.5	c	2.9	4.2	5.5
France	Men		14.4	11.7	a	6.5	6.8	c	4.3	4.9	7.4
	Women		13.8	13.2	a	9.1	6.9	c	4.2	5.7	8.3
Germany	Men		18.1	14.9	a	6.4	7.3	4.4	2.1	2.4	5.9
	Women		17.4	11.0	a	5.7	7.7	3.5	2.4	2.9	5.4
Greece	Men		16.8	15.9	x(4)	15.3	13.0	14.5	12.9	8.9	13.7
	Women		16.4	22.0	x(4)	34.8	20.3	24.7	20.3	14.0	19.3
Hungary	Men		43.5	22.0	a	11.2	6.8	7.1	c	3.8	9.8
	Women		56.0	22.2	a	12.1	8.5	10.8	c	3.9	10.0
Iceland	Men		7.9	c	c	c	c	c	c	5.5	5.9
	Women		7.6	c	c	c	c	c	c	4.5	5.3
Ireland	Men		27.2	24.2	23.6	x(5)	15.6	21.5	10.3	6.6	16.0
	Women		14.8	14.0	c	x(5)	10.6	12.2	7.5	5.6	9.2
Israel	Men		8.7	7.1	a	5.7	5.6	a	3.8	3.5	5.0
	Women		6.2	5.7	a	7.0	5.7	a	4.7	3.9	4.9
Italy	Men		12.0	7.8	12.0	5.1	5.0	8.8	8.7	3.8	6.3
	Women		13.3	10.9	12.9	7.0	7.1	9.4	5.5	6.3	8.1
Japan	Men		x(5)	x(5)	x(5)	x(5)	5.8	a	4.1	3.1	4.6
	Women		x(5)	x(5)	x(5)	x(5)	4.7	a	3.8	2.9	4.1
Korea	Men		3.2	3.9	a	x(5)	3.7	a	3.6	2.6	3.3
	Women		1.4	2.0	a	x(5)	2.9	a	4.0	2.5	2.7
Luxembourg	Men		5.5 ^r	c	c	2.6 ^r	3.8 ^r	c	c	3.2	3.3
	Women		7.6 ^r	8.6 ^r	c	6.9 ^r	3.6 ^r	c	3.5 ^r	5.0	5.2
Mexico	Men		4.4	3.9	a	3.4	4.5	a	4.0	4.8	4.3
	Women		3.2	4.4	a	3.6	5.3	a	1.8	5.2	4.2
Netherlands	Men		6.6	3.9	x(4)	4.5	3.3	c	c	2.9	3.5
	Women		2.6	4.5	x(4)	4.0	2.7	c	c	2.5	3.0
New Zealand	Men		x(2)	7.3	3.5	5.4	3.2	3.0	4.2	2.4	4.1
	Women		x(2)	7.6	4.9	6.7	3.6	4.7	5.4	3.0	5.0
Norway	Men		c	5.5	a	1.7	c	c	c	1.5	2.5
	Women		c	4.4	a	c	c	c	c	1.5	2.2

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. 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/10.1787/888932848609>


Table A5.2b. [2/2] **Unemployment rates among 25-64 year-olds, by educational attainment and gender (2011)**

Number of unemployed 25-64 year-olds as a percentage of all 25-64 year-olds in the labour force

			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 and advanced research programmes	
OECD	Poland	Men	x(2)	16.3	a	9.0	6.3	5.4 ^r	x(8)	3.9	7.5
		Women	x(2)	17.8	a	12.1	9.3	9.2	x(8)	5.0	8.8
	Portugal	Men	13.3	11.9	x(5)	x(5)	10.1	c	x(8)	9.1	11.7
		Women	12.6	16.2	x(5)	x(5)	11.6	c	x(8)	7.3	11.9
	Slovak Republic	Men	c	42.9	x(4)	13.9	8.0	a	c	4.6	11.5
		Women	c	34.4	x(4)	17.8	8.9	a	c	5.8	12.1
	Slovenia	Men	28.0 ^r	12.6	a	8.2	7.1	a	5.7 ^r	4.1	7.6
		Women	c	11.1	a	11.0	7.9	a	4.1 ^r	5.0	7.6
	Spain	Men	30.7	23.1	a	17.1	17.9	c	12.5	9.7	18.9
		Women	30.4	26.5	a	21.6	20.9	c	17.5	11.0	20.1
	Sweden	Men	15.9	7.3	a	x(5)	5.0	4.8	5.6	3.7	5.3
		Women	23.0	9.7	a	x(5)	5.3	6.3	4.2	3.4	5.3
	Switzerland	Men	7.3 ^r	7.1	9.3 ^r	3.3	2.1 ^r	1.3 ^r	2.5 ^r	2.5	3.2
		Women	9.0	7.9	6.1 ^r	3.0	3.2	2.6 ^r	3.7 ^r	3.7	3.9
	Turkey	Men	8.6	8.9	a	6.1	7.2	x(8)	x(8)	5.9	7.8
		Women	6.8	15.7	a	16.3	18.2	x(8)	x(8)	10.9	10.0
	United Kingdom	Men	c	15.1	10.4	6.1	4.5	c	4.3	3.9	6.2
		Women	c	13.9	7.5	6.3	4.7	c	3.2	4.0	5.7
	United States	Men	12.6	19.1	x(5)	x(5)	11.3	x(5)	6.9	4.6	9.2
		Women	14.2	15.7	x(5)	x(5)	8.8	x(5)	6.1	4.3	7.2
OECD average	Men	14.0	13.0	m	6.9	6.8	6.7	5.6	4.3	7.0	
	Women	13.5	12.6	m	10.2	7.7	8.1	5.8	5.0	7.2	
EU21 average	Men	17.7	15.6	m	7.9	7.3	7.3	6.5	4.6	8.1	
	Women	17.2	14.8	m	10.8	8.2	9.0	6.6	5.4	8.4	
Other G20	Argentina		m	m	m	m	m	m	m	m	
	Brazil	Men	3.0	3.6	x(5)	x(5)	3.5	a	x(8)	2.0	3.1
		Women	6.1	8.1	x(5)	x(5)	9.6	a	x(8)	3.7	7.1
	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	Men	c	14.4	x(4)	6.1	8.4	x(4)	4.5	3.1	5.9
		Women	c	13.4	x(4)	6.2	8.6	x(4)	4.3	2.8	5.2
	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	m	

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. 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/10.1787/888932848609>

A5

Table A5.3a. [1/2] **Employment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)**
 Number of employed 25-64 year-olds/25-34 year-olds/55-64 year-olds as a percentage of all 25-64 year-olds/25-34 year-olds/55-64 year-olds

	Educational attainment	25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	61	63	62	66	4.3	64	64	64	65	0.8	39	46	41	55	14.1
	Upper secondary or post-secondary non-tertiary	77	80	81	81	-0.1	80	81	82	82	-0.6	53	62	64	71	6.6
	Tertiary education	83	84	83	84	1.0	84	85	86	85	-0.9	65	69	67	74	6.7
Austria	Below upper secondary	54	53	57	56	-0.8	70	61	62	64	2.0	19	24	31	30	-0.8
	Upper secondary or post-secondary non-tertiary	75	74	78	78	-0.2	84	84	85	85	0.0	29	31	41	41	-0.1
	Tertiary education	87	85	86	87	0.1	92	87	90	88	-1.8	59	54	61	64	3.2
Belgium	Below upper secondary	51	49	49	48	-1.7	64	57	59	55	-4.5	19	21	24	27	3.3
	Upper secondary or post-secondary non-tertiary	75	74	75	74	-0.7	84	81	83	79	-3.4	31	38	39	42	3.2
	Tertiary education	85	84	85	84	-0.5	92	90	91	89	-1.9	46	49	52	56	3.3
Canada	Below upper secondary	55	56	58	55	-2.7	60	62	61	59	-1.7	37	41	44	43	-1.2
	Upper secondary or post-secondary non-tertiary	76	76	76	74	-2.2	79	80	80	78	-2.7	52	57	58	59	0.7
	Tertiary education	83	82	83	82	-0.9	86	85	85	84	-1.5	57	62	64	65	1.1
Chile	Below upper secondary	m	m	59	63	4.5	m	m	59	62	3.4	m	m	51	55	3.8
	Upper secondary or post-secondary non-tertiary	m	m	70	73	2.7	m	m	71	75	4.4	m	m	59	61	2.5
	Tertiary education	m	m	79	79	-0.1	m	m	75	76	1.6	m	m	76	70	-5.7
Czech Republic	Below upper secondary	47	41	47	42	-4.3	51	43	50	46	-3.5	17	20	28	25	-2.3
	Upper secondary or post-secondary non-tertiary	76	75	77	75	-1.3	77	78	79	78	-0.7	39	47	48	48	-0.4
	Tertiary education	87	86	85	83	-2.0	83	81	79	76	-3.5	66	69	73	73	-0.5
Denmark ¹	Below upper secondary	62	62	68	63	-5.7	70	64	75	62	-13.8	41	42	45	47	2.7
	Upper secondary or post-secondary non-tertiary	81	80	83	79	-3.7	85	83	88	80	-7.7	57	61	61	61	0.1
	Tertiary education	88	86	88	86	-2.0	88	87	90	85	-4.9	73	73	73	72	-1.3
Estonia ¹	Below upper secondary	42	50	58	48	-10.0	53	60	72	58	-13.3	24	36	38	31	-7.9
	Upper secondary or post-secondary non-tertiary	70	74	80	74	-5.7	74	77	84	76	-8.1	46	53	61	57	-3.8
	Tertiary education	83	84	86	80	-5.8	85	84	82	79	-3.2	62	74	78	67	-10.6
Finland	Below upper secondary	60	58	59	56	-3.7	69	63	69	56	-12.6	33	43	45	44	-1.1
	Upper secondary or post-secondary non-tertiary	75	75	77	75	-2.5	76	77	79	78	-1.6	42	53	57	56	-0.7
	Tertiary education	84	84	86	84	-1.3	84	86	87	83	-4.0	60	66	70	70	0.4
France	Below upper secondary	56	59	57	56	-1.7	61	63	62	56	-5.9	24	32	30	34	3.8
	Upper secondary or post-secondary non-tertiary	75	76	76	74	-2.1	80	80	82	78	-3.8	31	40	39	42	3.2
	Tertiary education	83	83	85	84	-0.7	85	86	89	87	-1.9	50	56	57	57	0.0
Germany	Below upper secondary	51	52	55	57	1.3	60	52	55	56	0.8	26	32	38	42	3.9
	Upper secondary or post-secondary non-tertiary	70	71	75	78	2.3	79	74	78	80	2.7	37	43	52	58	5.7
	Tertiary education	83	83	86	88	2.0	89	85	88	89	1.3	58	63	69	75	6.2
Greece	Below upper secondary	58	59	60	53	-7.7	67	72	72	57	-14.4	39	39	40	37	-3.2
	Upper secondary or post-secondary non-tertiary	65	69	70	63	-7.2	69	73	75	65	-10.2	31	38	38	36	-2.5
	Tertiary education	81	82	83	75	-7.8	79	79	80	69	-11.3	50	59	60	52	-7.7
Hungary	Below upper secondary	36	38	39	38	-0.9	50	49	47	41	-5.7	12	16	17	21	4.3
	Upper secondary or post-secondary non-tertiary	72	70	69	66	-2.4	75	75	75	72	-2.8	29	39	34	36	2.3
	Tertiary education	82	83	80	79	-0.6	83	83	82	80	-2.8	52	60	49	56	6.7
Iceland	Below upper secondary	89	83	83	74	-8.7	89	81	83	72	-10.5	83	82	79	71	-8.5
	Upper secondary or post-secondary non-tertiary	89	88	86	83	-2.9	82	81	80	74	-6.1	89	86	84	84	-0.5
	Tertiary education	97	92	91	89	-2.2	96	92	89	85	-3.4	92	89	89	85	-3.8
Ireland	Below upper secondary	56	58	57	46	-11.1	68	64	57	41	-16.7	39	45	46	40	-6.5
	Upper secondary or post-secondary non-tertiary	77	77	76	65	-10.4	85	83	79	65	-14.5	48	56	59	55	-3.9
	Tertiary education	88	87	85	81	-4.4	91	89	88	82	-5.4	67	70	68	65	-3.1
Israel	Below upper secondary	m	41	45	46	0.8	m	43	47	46	-0.8	m	32	37	41	3.7
	Upper secondary or post-secondary non-tertiary	m	67	70	71	0.9	m	65	68	68	-0.6	m	52	58	63	4.3
	Tertiary education	m	80	83	83	0.0	m	80	84	82	-2.3	m	68	71	72	0.4
Italy	Below upper secondary	49	52	52	51	-1.7	60	65	63	58	-5.7	23	24	25	27	1.7
	Upper secondary or post-secondary non-tertiary	71	74	74	72	-2.4	68	72	74	69	-5.1	40	44	46	49	3.4
	Tertiary education	82	80	81	79	-1.6	73	69	72	68	-4.1	58	67	66	67	1.9
Japan	Below upper secondary	67	m	m	m	m	70	m	m	m	m	59	m	m	m	m
	Upper secondary or post-secondary non-tertiary	74	72	74	73	-1.6	74	76	77	75	-2.0	61	62	65	63	-2.4
	Tertiary education	79	79	80	80	-0.2	78	78	80	81	1.3	72	72	72	69	-2.7
Korea	Below upper secondary	68	66	66	65	-0.9	65	62	63	58	-4.5	59	58	60	60	0.5
	Upper secondary or post-secondary non-tertiary	69	70	71	71	0.1	64	64	63	63	0.2	53	59	62	64	2.4
	Tertiary education	75	77	77	77	-0.2	74	74	74	75	0.3	57	61	63	66	2.9
Luxembourg	Below upper secondary	58	62	61	62	0.9	78	79	75	77	2.1	15	22	23	25	2.1
	Upper secondary or post-secondary non-tertiary	73	72	71	70	-0.4	85	82	78	81	2.5	32	30	32	34	2.0
	Tertiary education	84	84	85	85	0.3	83	87	85	89	3.4	65	60	63	62	-1.0

1. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A5 because the source of the figures is different. This table uses EU-LFS for all years.

2. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

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 (for 2000 only), Iceland, Ireland, Italy (for 2000 only), 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/10.1787/888932848628>

Table A5.3a. [2/2] **Employment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)**

Number of employed 25-64 year-olds/25-34 year-olds/55-64 year-olds as a percentage of all 25-64 year-olds/25-34 year-olds/55-64 year-olds


	Educational attainment	25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Mexico	61	62	64	62	-1.1	63	63	64	63	-1.1	51	52	53	52	-0.9
	Below upper secondary	71	71	73	71	-1.7	71	71	73	72	-0.4	48	46	53	51	-2.3
	Upper secondary or post-secondary non-tertiary	82	82	83	79	-3.5	80	79	82	78	-3.9	68	68	69	63	-6.2
	Tertiary education	58	60	64	62	-1.6	73	70	75	71	-4.1	27	35	41	44	3.7
	Netherlands ¹	79	78	81	80	-1.4	88	86	90	86	-4.1	43	49	55	59	3.7
	Below upper secondary	86	86	88	87	-0.9	94	92	94	92	-2.4	54	62	68	71	2.6
	Upper secondary or post-secondary non-tertiary	65	70	71	68	-2.5	63	68	68	62	-6.0	49	61	61	64	2.4
	Tertiary education	80	84	83	82	-1.3	78	82	81	78	-2.5	65	75	77	79	1.7
	New Zealand	82	84	85	84	-0.2	82	81	83	83	-0.4	67	78	80	82	1.8
	Below upper secondary	65	64	66	68	1.9	67	66	70	69	-0.5	53	48	49	55	5.3
	Upper secondary or post-secondary non-tertiary	83	82	84	82	-2.8	84	84	89	83	-5.4	68	70	70	68	-1.4
	Tertiary education	90	89	91	90	-0.1	87	86	89	89	-0.3	86	85	83	85	1.2
	Norway	43	38	43	40	-3.2	50	45	55	49	-6.2	24	21	23	23	-0.1
	Below upper secondary	67	62	67	66	-1.1	71	68	76	73	-3.3	28	28	30	37	6.4
	Upper secondary or post-secondary non-tertiary	85	83	85	85	-0.4	87	83	88	85	-2.3	51	55	54	59	4.2
	Tertiary education	73	71	72	66	-5.8	83	81	81	74	-6.8	50	50	50	46	-3.8
	Portugal	83	79	81	79	-1.1	83	78	80	80	-0.3	51	48	51	52	1.5
	Below upper secondary	91	87	87	83	-3.4	91	87	87	82	-4.7	69	61	62	59	-3.1
	Upper secondary or post-secondary non-tertiary	31	26	32	30	-2.1	29	16	30	27	-2.3	7	9	18	21	2.5
	Tertiary education	71	71	75	70	-4.6	72	73	78	71	-6.6	27	34	41	41	0.3
	Slovak Republic	86	84	86	82	-3.9	83	84	82	77	-5.4	54	54	66	66	0.2
	Slovenia	53	56	55	47	-8.3	75	70	70	64	-6.4	20	27	26	24	-2.2
	Below upper secondary	74	75	76	71	-5.9	86	84	87	79	-7.9	18	27	30	28	-2.0
	Upper secondary or post-secondary non-tertiary	86	87	88	86	-1.4	92	91	91	89	-2.5	48	51	54	54	-0.1
	Tertiary education	54	59	59	52	-7.0	65	71	69	57	-11.7	33	38	39	37	-2.2
	Spain	72	75	75	67	-7.7	73	77	78	66	-11.2	51	51	53	52	-1.5
	Below upper secondary	80	82	84	79	-4.8	75	81	84	76	-7.2	64	65	67	64	-2.6
	Upper secondary or post-secondary non-tertiary	68	66	66	65	-1.0	67	65	65	60	-4.8	56	59	60	61	1.2
	Tertiary education	82	81	83	84	0.3	83	81	84	83	-1.3	66	69	70	72	2.3
	Sweden	87	87	89	89	-0.5	82	84	88	86	-1.8	79	83	82	82	0.5
	Switzerland	64	65	68	68	0.8	68	68	71	70	-0.6	47	51	53	54	1.3
	Below upper secondary	81	80	82	83	0.5	84	83	85	86	1.2	66	65	68	69	1.5
	Upper secondary or post-secondary non-tertiary	90	90	90	89	-1.7	91	91	92	88	-4.2	78	79	80	82	1.7
	Tertiary education	53	47	47	51	4.0	55	49	49	53	4.1	38	30	29	33	3.7
	Turkey	64	62	61	62	1.0	67	64	65	66	0.5	20	24	21	27	6.0
	Below upper secondary	78	75	75	76	1.5	83	79	79	77	-1.6	37	34	36	40	3.7
	Upper secondary or post-secondary non-tertiary	65	65	59	56	-3.3	66	64	60	56	-4.4	51	56	45	42	-3.2
	Tertiary education	81	82	80	78	-1.9	83	81	81	78	-3.2	65	69	65	64	-1.2
	United Kingdom	88	88	85	83	-1.8	91	90	88	86	-2.2	67	72	67	64	-3.0
	Below upper secondary	58	57	56	51	-5.1	64	62	60	54	-6.2	40	39	41	39	-1.6
	Upper secondary or post-secondary non-tertiary	77	73	73	67	-5.7	80	74	75	67	-7.1	58	58	60	56	-3.4
	Tertiary education	85	82	83	80	-3.2	87	83	86	82	-3.5	70	72	73	70	-2.8
	United States	57	57	58	55	-2.6	64	61	63	58	-4.9	36	38	40	41	0.6
	OECD average	75	75	76	74	-2.2	78	77	79	76	-3.3	46	50	53	54	1.0
	Below upper secondary	85	84	84	83	-1.5	85	84	85	82	-2.6	63	66	67	67	-0.2
	Upper secondary or post-secondary non-tertiary	57	57	58	56	-2.0	64	62	64	58	-6.0	35	39	40	40	0.0
	Tertiary education	75	75	76	74	-2.0	78	78	80	76	-2.0	46	50	52	53	0.0
	OECD average for countries with data available for all reference years	85	84	85	83	-2.0	86	85	85	83	-2.0	62	65	67	67	0.0
	EU21 average	53	54	56	52	-3.8	63	61	63	56	-6.6	29	33	35	35	-0.2
	Below upper secondary	74	74	76	73	-2.9	79	78	81	76	-4.3	40	45	48	49	0.9
	Upper secondary or post-secondary non-tertiary	85	85	85	83	-2.0	86	85	86	83	-3.3	60	63	65	65	-0.2
	Tertiary education															
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	69	67	-2.3	m	m	73	71	-2.0	m	m	53	51	-3.1
	Below upper secondary	m	m	78	70	-7.6	m	m	80	64	-16.0	m	m	54	53	-0.9
	Upper secondary or post-secondary non-tertiary	m	m	86	85	-0.7	m	m	89	88	-1.1	m	m	65	65	-0.5
	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	49	m	m	m	m	57	m	m	m	m	28	m
	Below upper secondary	m	m	m	73	m	m	m	m	79	m	m	m	m	44	m
	Upper secondary or post-secondary non-tertiary	m	m	m	83	m	m	m	m	88	m	m	m	m	54	m
	Tertiary education	m	m	m	m	m	m	m	m	m	m	m	m	m	m	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. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A5 because the source of the figures is different. This table uses EU-LFS for all years.

2. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

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 (for 2000 only), Iceland, Ireland, Italy (for 2000 only), 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/10.1787/888932848628>

A5

Table A5.4a. [1/2] **Unemployment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)**

Number of unemployed 25-64 year-olds/25-34 year-olds/55-64 year-olds as a percentage
of all 25-64 year-olds/25-34 year-olds/55-64 year-olds in the labour force

		25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)
	Educational attainment	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia															
	Below upper secondary	7.5	6.3	5.5	5.9	0.4	11.4	12.3	8.5	9.5	1.0	4.9	3.7	3.2	3.6	0.5
	Upper secondary or post-secondary non-tertiary	4.5	3.4	2.7	3.8	1.1	5.3	4.0	3.3	4.1	0.7	4.1	3.4	2.5	3.2	0.7
	Tertiary education	3.6	2.5	2.2	2.8	0.6	3.8	2.8	2.2	3.4	1.2	3.5 ^r	2.6 ^r	2.1 ^r	2.6	0.4
	Austria															
	Below upper secondary	6.2	8.6	6.3	7.1	0.8	8.1	14.9	13.4	10.1	-3.3	c	c	c	4.7 ^r	m
	Upper secondary or post-secondary non-tertiary	2.9	3.9	2.9	3.2	0.3	2.7	4.5	3.4	4.2	0.7	6.0	3.8	2.4 ^r	3.5	1.0
	Tertiary education	1.5	2.6	1.7	2.3	0.6	c	3.9	2.1 ^r	3.3	1.2	c	c	c	c	m
	Belgium															
	Below upper secondary	9.8	12.4	10.8	12.1	1.2	17.5	23.0	20.0	21.4	1.4	3.8 ^r	6.1 ^r	6.2 ^r	6.3	0.2
	Upper secondary or post-secondary non-tertiary	5.3	6.9	5.7	5.7	-0.1	6.7	9.4	8.1	9.0	0.9	3.5 ^r	4.1 ^r	3.9 ^r	3.6 ^r	-0.3
	Tertiary education	2.7	3.7	3.2	3.4	0.2	3.3	4.9	4.3	4.4	0.1	c	c	c	c	m
	Canada															
	Below upper secondary	10.2	9.7	9.1	11.7	2.6	15.0	13.3	12.9	15.5	2.6	7.2	7.9	7.2	11.0	3.8
	Upper secondary or post-secondary non-tertiary	5.9	5.9	5.4	6.9	1.5	6.8	6.7	6.2	8.1	2.0	5.5	5.3	5.8	6.8	0.9
	Tertiary education	4.1	4.6	4.1	5.0	0.9	4.5	5.2	4.3	5.4	1.1	4.0	4.2	4.4	5.4	0.9
	Chile															
	Below upper secondary	m	m	5.2	4.4	-0.8	m	m	9.6	6.0	-3.6	m	m	3.4	3.6	0.2
	Upper secondary or post-secondary non-tertiary	m	m	6.6	5.0	-1.6	m	m	9.4	7.0	-2.4	m	m	5.2	4.0	-1.1
	Tertiary education	m	m	5.5	5.4	-0.1	m	m	8.7	8.2	-0.6	m	m	2.6	2.6	0.0
	Czech Republic															
	Below upper secondary	19.3	24.4	17.3	21.6	4.3	28.3	35.5	23.9	29.9	6.0	8.1	13.7	10.6	13.6	3.0
	Upper secondary or post-secondary non-tertiary	6.7	6.2	3.3	5.7	2.4	8.7	7.0	3.7	6.5	2.8	5.3	4.9	3.6	5.8	2.2
	Tertiary education	2.5	2.0	1.5	2.6	1.1	3.4	2.4	2.5	3.6	1.1	2.2	c	c	2.4	m
	Denmark ¹															
	Below upper secondary	6.3	6.5	3.6	8.9	5.3	10.6	9.7	6.2	15.0	8.9	3.1 ^r	6.5	3.3	6.7	3.5
	Upper secondary or post-secondary non-tertiary	3.9	4.0	2.3	6.0	3.7	3.9	4.3	2.6	9.0	6.4	4.9	5.7	2.6	6.6	4.0
	Tertiary education	2.6	3.7	2.2	5.0	2.8	4.2	5.0	3.1	7.4	4.3	2.9 ^r	3.6	2.0 ^r	3.7	1.7
	Estonia ¹															
	Below upper secondary	21.8	13.0	9.7	26.4	16.7	29.0	17.0	9.1	26.8	17.6	23.4	c	c	16.9 ^r	m
	Upper secondary or post-secondary non-tertiary	14.5	8.4	5.2	11.9	6.6	15.4	7.2	5.0	13.3	8.3	3.9	5.9	4.3 ^r	10.9	6.7
	Tertiary education	4.6	3.8	2.8	7.9	5.1	4.1	3.1 ^r	2.6 ^r	7.6	5.0	3.7	c	c	11.4	m
	Finland															
	Below upper secondary	11.9	10.7	8.1	11.3	3.3	16.4	17.4	11.5	18.1	6.6	11.5	9.0	7.2	8.6	1.4
	Upper secondary or post-secondary non-tertiary	8.8	7.4	5.4	6.9	1.5	10.4	8.0	6.5	7.6	1.2	9.7	7.0	5.7	7.5	1.8
	Tertiary education	4.9	4.4	3.3	4.0	0.7	6.7	4.8	3.7	5.3	1.6	6.5	4.6	3.6	4.0	0.4
	France															
	Below upper secondary	13.8	11.1	9.7	12.9	3.2	21.7	18.8	16.9	23.3	6.4	8.5	6.3	5.8	8.7	2.9
	Upper secondary or post-secondary non-tertiary	8.0	6.6	5.5	7.4	1.8	10.3	9.3	8.3	11.4	3.1	7.7	4.6	4.2	6.0	1.8
	Tertiary education	5.1	5.4	4.0	4.9	0.8	6.6	6.4	4.5	6.1	1.6	4.3	4.3	3.5	4.3	0.8
	Germany															
	Below upper secondary	13.7	20.2	16.5	13.9	-2.6	14.6	25.6	21.6	19.6	-2.1	15.8	18.3	14.7	11.8	-3.0
	Upper secondary or post-secondary non-tertiary	7.8	11.0	7.2	5.8	-1.4	6.2	10.9	7.3	6.1	-1.2	13.7	13.9	8.9	7.1	-1.7
	Tertiary education	4.0	5.6	3.3	2.4	-0.9	2.7	5.9	3.6	2.7	-0.9	7.5	7.8	4.9	3.4	-1.5
	Greece															
	Below upper secondary	8.2	8.3	6.8	17.1	10.3	14.0	11.1	10.0	25.1	15.0	4.0	4.5	4.0	9.7	5.6
	Upper secondary or post-secondary non-tertiary	11.2	9.6	7.2	17.6	10.4	15.6	13.1	10.4	23.4	13.0	5.0	c	c	10.4	m
	Tertiary education	7.5	7.1	5.7	12.8	7.1	13.7	13.3	12.0	25.6	13.6	c	c	c	c	m
	Hungary															
	Below upper secondary	9.9	12.4	17.3	23.1	5.8	14.1	16.7	22.4	28.5	6.2	3.9	6.4	10.4	16.2	5.8
	Upper secondary or post-secondary non-tertiary	5.3	6.0	6.3	9.6	3.2	6.8	7.3	7.7	10.9	3.2	3.6	4.0	5.1	8.7	3.6
	Tertiary education	1.3	2.3	2.3	3.9	1.6	1.6	3.1	3.2	5.4	2.2	c	c	c	3.7	m
	Iceland															
	Below upper secondary	2.0	2.3	2.5	7.3	4.8	c	c	c	11.6	m	c	c	c	c	m
	Upper secondary or post-secondary non-tertiary	c	c	c	5.4	m	c	c	c	9.1	m	c	c	c	c	m
	Tertiary education	c	c	c	4.5	m	c	c	c	c	m	n	c	c	c	m
	Ireland															
	Below upper secondary	7.1	6.0	8.2	21.7	13.5	9.8	10.4	15.5	37.0	21.5	3.0	3.1	4.1	12.4	8.3
	Upper secondary or post-secondary non-tertiary	2.6	3.1	4.8	15.0	10.2	2.7	3.7	6.4	20.6	14.2	c	c	c	9.6	m
	Tertiary education	1.6	2.0	3.0	7.1	4.1	2.0	2.4	3.5	8.7	5.2	c	c	c	5.4	m
	Israel															
	Below upper secondary	m	14.0	9.8	7.3	-2.5	m	14.2	10.9	10.1	-0.9	m	10.3	8.3	5.9	-2.5
	Upper secondary or post-secondary non-tertiary	m	9.5	5.8	5.8	0.0	m	10.9	6.8	7.7	0.9	m	10.0	4.0	4.3	0.3
	Tertiary education	m	5.1	3.7	3.9	0.2	m	5.7	4.1	5.1	0.9	m	5.1	3.4	3.6	0.3
	Italy															
	Below upper secondary	9.8	7.8	7.4	9.4	1.9	15.1	11.8	11.3	14.8	3.6	5.8	4.8	4.9	6.3	1.3
	Upper secondary or post-secondary non-tertiary	7.4	5.2	4.6	6.0	1.3	12.3	8.1	7.2	10.2	2.9	1.8	2.4	1.8	2.5	0.7
	Tertiary education	5.9	5.7	4.3	5.2	0.9	15.5	13.8	9.4	11.5	2.1	0.7	1.0	0.6	1.1	0.5
	Japan															
	Below upper secondary	6.6	m	m	m	m	9.6	m	m	m	m	6.5	m	m	m	m
	Upper secondary or post-secondary non-tertiary	5.0	5.4	4.7	5.3	0.7	6.6	7.0	6.3	7.5	1.2	5.5	4.5	3.8	5.5	1.7
	Tertiary education	3.1	2.7	2.8	3.4	0.5	4.4	4.6	4.2	4.5	0.2	4.8	2.4	2.9	3.9	1.0
	Korea															
	Below upper secondary	3.7	2.9	2.5	2.7	0.2	7.3	8.1	8.6	7.0	-1.6	2.7	2.3	2.0	2.5	0.4
	Upper secondary or post-secondary non-tertiary	4.1	3.8	3.3	3.4	0.0	5.0	5.7	5.9	6.2	0.3	3.7	3.3	1.9	2.9	1.0
	Tertiary education	3.6	2.9	2.6	2.9	0.3	4.6	4.2	4.0	4.6	0.6	3.1	1.8	1.8	1.4	-0.3
	Luxembourg															
	Below upper secondary	3.1	5.1	4.8	6.1	1.2	5.4 ^r	8.1 ^r	8.4 ^r	7.4 ^r	-1.0	c	c	c	c	m
	Upper secondary or post-secondary non-tertiary	1.6 ^r	3.2	4.9	3.7	-1.2	2.2 ^r	4.0 ^r	8.2	4.5 ^r	-3.7	c	c	c	c	m
	Tertiary education	c	3.2	2.2 ^r	3.5	1.3	c	2.7 ^r	2.4 ^r	4.3 ^r	1.9	c	c	c	c	m

1. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A5 because the source of the figures is different. This table uses EU-LFS for all years.

2. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

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 (for 2000 only), Iceland, Ireland, Italy (for 2000 only), Luxembourg, the Netherlands and Slovenia. See Annex 3 for notes 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/10.1787/888932848704>

Table A5.4a. [2/2] Unemployment rates, by educational attainment and age group (2000, 2005, 2008 and 2011)

Number of unemployed 25-64 year-olds/25-34 year-olds/55-64 year-olds as a percentage of all 25-64 year-olds/25-34 year-olds/55-64 year-olds in the labour force


	Educational attainment	25-64 year-olds					25-34 year-olds					55-64 year-olds				
		2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)	2000	2005	2008	2011	Percentage points change (2011-2008)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Mexico	1.5	2.3	2.4	4.0	1.6	1.8	2.8	3.1	5.4	2.3	1.2	1.9	1.9	2.9	1.0
	Below upper secondary	2.2	3.1	2.9	4.4	1.5	2.5	4.1	4.4	5.8	1.4	2.6	2.4	0.9	3.4	2.5
	Upper secondary or post-secondary non-tertiary	2.4	3.7	3.3	4.8	1.5	3.5	5.5	5.1	7.2	2.1	2.1	3.1	2.3	3.1	0.7
	Tertiary education	3.4	5.8	3.4	5.4	2.0	4.5	8.7	4.5	8.1	3.5	1.8	4.5	3.6	4.2	0.6
	Netherlands ¹	1.9	4.1	2.1	3.8	1.7	1.6	3.9	1.9	4.2	2.3	1.9	4.6	3.5	4.6	1.2
	Below upper secondary	1.7	2.8	1.6	2.8	1.2	1.5	2.6	1.2	2.6	1.4	1.9	3.1	2.6	3.6	1.0
	Upper secondary or post-secondary non-tertiary	6.6	3.4	3.7	6.5	2.8	9.0	5.5	6.6	10.4	3.7	5.4	1.8	2.1	3.9	1.8
	Tertiary education	3.9	2.3	2.5	4.4	1.9	4.7	3.0	3.9	5.8	1.9	3.8	1.7	1.8	3.3	1.5
	New Zealand	3.3	2.3	2.4	3.6	1.2	3.6	3.3	3.4	4.5	1.1	3.9	1.9	2.0	2.8	0.8
	Below upper secondary	2.2	7.4	3.8	5.0	1.2	c	14.4	c	9.2	m	c	c	c	c	m
	Upper secondary or post-secondary non-tertiary	2.6	2.6	1.3	2.2	0.9	3.7	4.1	c	3.7	m	c	c	c	c	m
	Tertiary education	1.9	2.1	1.2	1.5	0.2	2.7	3.1	2.2	2.4	0.2	c	c	c	c	m
	Poland	20.6	27.1	11.5	16.9	5.4	32.4	38.3	15.4	22.4	7.0	7.7	13.6	7.1	11.3	4.1
	Below upper secondary	13.9	16.6	6.3	8.8	2.5	16.8	19.9	7.4	11.5	4.2	11.6	13.0	6.0	7.4	1.5
	Upper secondary or post-secondary non-tertiary	4.3	6.2	3.1	4.5	1.4	7.4	9.8	5.2	7.0	1.8	6.7 ^r	4.5 ^r	c	2.1 ^r	m
	Tertiary education	3.6	7.5	7.6	13.3	5.7	4.2	9.0	9.2	16.1	6.9	3.3	6.4	7.1	11.7	4.6
	Portugal	3.5	6.7	6.6	10.9	4.3	3.5	8.3	7.5	12.2	4.7	c	c	c	9.7	m
	Below upper secondary	2.7	5.4	5.8	8.0	2.2	4.3	9.2	9.0	12.7	3.7	c	c	c	6.2	m
	Tertiary education	36.3	49.2	36.3	39.3	3.1	55.7	73.8	51.4	54.1	2.6	30.6	36.5	18.9	21.9	3.0
	Slovak Republic	14.3	12.7	7.4	11.5	4.1	17.7	13.8	8.8	14.8	6.0	10.1	11.6	5.7	10.5	4.9
	Below upper secondary	4.6	4.4	3.1	5.2	2.2	7.0	5.3	4.7	8.3	3.5	c	7.7	c	c	m
	Tertiary education	9.8	8.7	5.9	12.7	6.8	11.3	16.1 ^r	10.1 ^r	18.3 ^r	8.3	c	2.9 ^r	4.4 ^r	5.3 ^r	0.9
	Slovenia	5.7	5.7	3.5	8.2	4.7	5.8	6.7	4.2	11.7	7.5	10.9	6.3 ^r	4.6 ^r	7.2 ^r	2.6
	Upper secondary or post-secondary non-tertiary	2.1	3.0	3.1	4.7	1.6	3.8	5.1 ^r	5.6	7.4	1.7	c	2.7 ^r	c	5.2 ^r	2.6
	Tertiary education	13.7	9.3	13.2	26.4	13.2	17.8	11.4	17.4	33.4	16.0	10.8	6.9	9.1	18.7	9.6
	Spain	10.9	7.3	9.3	19.2	9.9	12.9	9.0	11.2	24.0	12.8	6.4	6.6	6.3	13.5	7.2
	Below upper secondary	9.5	6.1	5.8	11.6	5.8	14.5	8.5	8.0	16.2	8.2	4.1	3.5	3.0	7.1	4.1
	Tertiary education	8.0	8.5	7.1	10.8	3.7	13.1	17.8	14.7	20.1	5.4	8.1	5.2	4.0	6.4	2.4
	Sweden	5.3	6.0	4.1	5.2	1.1	5.6	8.5	5.4	7.0	1.5	6.6	5.4	4.2	5.2	1.1
	Upper secondary or post-secondary non-tertiary	3.0	4.5	3.3	3.8	0.6	3.2	7.1	4.2	5.1	0.8	2.9	2.3	3.0	2.8	-0.2
	Tertiary education	4.8	7.2	6.0	7.6	1.6	c	11.8	8.9	13.3	4.5	7.0 ^r	6.0	c	6.0 ^r	m
	Switzerland	2.2	3.7	2.9	3.3	0.4	2.8	4.7	3.1	3.8	0.6	1.8 ^r	3.7	3.1	3.1	0.0
	Below upper secondary	1.4	2.7	1.8	2.6	0.8	c	3.4	2.0	3.3	1.3	c	c	c	2.1 ^r	m
	Tertiary education	4.6	9.1	9.6	8.4	-1.2	5.7	11.3	12.1	10.4	-1.7	2.4	4.2	5.3	5.3	0.0
	Turkey	5.5	9.1	9.2	8.9	-0.3	7.1	11.9	11.1	10.1	-1.0	n	4.5	7.6	8.1	0.5
	Upper secondary or post-secondary non-tertiary	3.9	6.9	7.3	7.6	0.3	6.5	10.9	10.8	11.4	0.6	3.3	4.3	4.4	3.9	-0.5
	Tertiary education	6.6	5.1	7.5	11.0	3.5	9.1	7.8	12.0	18.9	6.9	5.6	3.2	4.3	7.4	3.1
	United Kingdom	4.0	3.1	4.3	5.9	1.6	4.7	4.2	5.9	8.2	2.3	4.0	2.4	3.9	4.9	1.0
	Below upper secondary	2.1	2.1	2.8	3.9	1.1	2.0	2.4	3.2	4.7	1.5	3.7	2.8	3.2	3.9	0.7
	Tertiary education	7.9	9.0	10.1	16.2	6.1	10.3	11.7	14.2	19.7	5.5	5.2	7.5	5.6	10.0	4.3
	United States	3.6	5.1	5.3	10.2	4.9	4.4	6.9	7.4	13.3	5.9	3.1	4.2	3.7	8.0	4.3
	Below upper secondary	1.8	2.6	2.4	4.9	2.5	2.0	3.0	2.6	5.0	2.4	c	2.3	2.5	5.4	2.9
	Tertiary education	9.4	10.7	8.8	12.6	3.8	14.6	16.4	13.6	18.1	4.5	7.5	7.5	6.2	8.8	2.5
	OECD average	6.0	6.2	4.9	7.3	2.4	7.1	7.5	6.4	9.5	3.1	5.4	5.5	4.2	6.4	2.2
	Upper secondary or post-secondary non-tertiary	3.4	3.9	3.3	4.8	1.5	5.1	5.4	4.6	6.8	2.2	3.6	3.7	2.9	4.0	1.1
	Tertiary education	9.5	10.6	8.8	13.0		14.7	16.5	13.8	18.7		7.5	7.4	6.3	9.1	
	OECD average for countries with data available for all reference years	6.0	6.1	4.8	7.4		7.2	7.4	6.3	9.7		5.4	5.4	4.2	6.6	
	Tertiary education	3.4	3.9	3.2	4.8		5.1	5.4	4.5	6.9		3.5	3.6	2.9	4.0	
	EU21 average	11.6	12.8	10.4	15.6	5.1	16.8	19.2	15.5	22.3	6.8	8.8	8.8	7.2	10.4	3.2
	Below upper secondary	6.9	6.8	5.2	8.5	3.3	8.2	8.1	6.5	11.0	4.4	6.5	6.3	4.5	7.3	2.8
	Upper secondary or post-secondary non-tertiary	3.7	4.1	3.2	5.2	2.0	5.7	5.8	4.7	7.6	2.9	3.9	4.1	2.9	4.4	1.5
	Tertiary education															
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	4.7	4.6	-0.1	m	7.0	7.2		0.1	m	m	2.4	2.4	0.0
	Below upper secondary	m	m	6.1	6.1	0.0	m	8.2	9.0		0.8	m	m	3.0	2.5	-0.4
	Upper secondary or post-secondary non-tertiary	m	m	3.3	2.9	-0.3	m	5.1	4.3		-0.8	m	m	1.9	1.7	-0.2
	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	14.4		m	m	m	m	17.9	m	m	m	m	c	m
	Below upper secondary	m	m	7.3		m	m	m	m	8.7	m	m	m	m	5.5	m
	Upper secondary or post-secondary non-tertiary	m	m	3.6		m	m	m	m	4.5	m	m	m	m	3.4	m
	Tertiary education	m	m	m	m	m	m	m	m	m	m	m	m	m	m	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. Figures for 2011 for Denmark, Estonia and the Netherlands in this table may differ from figures in other tables of Indicator A5 because the source of the figures is different. This table uses EU-LFS for all years.

2. Figures for 2000 are not comparable with more recent years as in 2000 the former classification of educational attainment was used.

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 (for 2000 only), Iceland, Ireland, Italy (for 2000 only), Luxembourg, the Netherlands and Slovenia. See Annex 3 for notes 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/10.1787/888932848704>

A5

Table A5.5a. **Labour market status among 25-64 year-olds, by educational attainment and programme orientation (2011)**

		Employment rate (%)						Unemployment rate (%)						Inactivity rate (%)					
		Vocational		General		Total ¹		Vocational		General		Total ¹		Vocational		General		Total ¹	
		ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²	ISCED 3/4	ISCED 5 ²
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia	84	81	77	85	81	84	3.5	3.1	4.1	2.7	3.8	2.8	13	17	20	12	16	13
	Austria	78	x(6)	76	x(6)	78	87	3.1	x(12)	4.4	x(12)	3.2	2.3	19	x(18)	21	x(18)	20	11
	Belgium	76	x(6)	69	x(6)	74	84	5.3	x(12)	6.5	x(12)	5.7	3.3	20	x(18)	26	x(18)	22	13
	Canada	79	81	72	82	74	82	6.6	5.4	7.1	4.7	6.9	5.0	16	14	22	14	20	14
	Chile	x(5)	x(6)	x(5)	x(6)	73	79	x(11)	x(12)	x(11)	x(12)	5.0	5.4	x(17)	x(18)	x(17)	x(18)	23	16
	Czech Republic ³	75	x(6)	72	x(6)	75	83	5.7	x(12)	c	x(12)	5.7	2.6	20	x(18)	c	x(18)	20	15
	Denmark	79	x(6)	65	x(6)	79	86	5.8	x(12)	9.4	x(12)	6.0	5.1	16	x(18)	28	x(18)	16	10
	Estonia	75	77	72	81	74	80	11.5	9.3	12.4	7.4	11.9	8.0	15	15	17	12	16	13
	Finland	74	x(6)	73	x(6)	75	84	7.0	x(12)	7.7	x(12)	6.9	4.0	20	x(18)	20	x(18)	20	12
	France	73	x(6)	75	x(6)	74	84	7.6	x(12)	6.9	x(12)	7.4	4.9	21	x(18)	20	x(18)	20	12
	Germany ⁴	78	88	61	87	78	88	5.7	x(12)	7.4	x(12)	5.8	2.5	17	x(18)	34	x(18)	18	10
	Greece	68	72	60	75	63	75	19.5	16.2	16.4	11.6	17.6	13.0	16	14	29	16	24	14
	Hungary	70	x(6)	64	x(6)	66	79	7.6	x(12)	10.8	x(12)	9.6	3.9	24	x(18)	28	x(18)	27	18
	Iceland	86	x(6)	74	x(6)	83	89	4.4	x(12)	8.2	x(12)	5.4	5.0	10	x(18)	19	x(18)	12	7
	Ireland	65	x(6)	65	x(6)	65	81	17.7	x(12)	13.8	x(12)	15.0	7.2	21	x(18)	24	x(18)	23	13
	Israel	78	x(6)	68	x(6)	71	83	5.8	x(12)	5.8	x(12)	5.8	3.9	18	x(18)	28	x(18)	25	14
	Italy	74	x(6)	64	x(6)	72	79	5.8	x(12)	6.8	x(12)	6.0	5.2	21	x(18)	31	x(18)	24	17
	Japan	x(5)	x(6)	x(5)	x(6)	73	79	x(11)	x(12)	x(11)	x(12)	5.3	3.5	x(17)	x(18)	x(17)	x(18)	23	18
	Korea	x(5)	74	x(5)	78	71	77	x(11)	3.8	x(11)	2.6	3.4	2.9	x(17)	23	x(17)	20	27	21
	Luxembourg	70	x(6)	63	x(6)	70	85	4.0	x(12)	c	x(12)	3.7	3.6	27	x(18)	34	x(18)	27	12
	Mexico	x(5)	x(6)	x(5)	x(6)	71	79	x(11)	x(12)	x(11)	x(12)	4.4	4.8	x(17)	x(18)	x(17)	x(18)	26	17
	Netherlands	81	x(6)	77	x(6)	80	87	3.2	x(12)	3.1	x(12)	3.8	2.6	17	x(18)	20	x(18)	17	10
	New Zealand	83	82	80	86	82	84	4.8	4.9	3.7	2.7	4.4	3.6	13	14	17	11	14	13
	Norway	83	90	79	90	82	90	1.8	c	3.5	1.6	2.2	1.6	16	9	18	8	16	8
	Poland ³	66	x(6)	62	x(6)	66	85	8.6	x(12)	9.9	x(12)	8.8	4.5	27	x(18)	31	x(18)	28	11
	Portugal ³	x(5)	x(6)	x(5)	x(6)	79	83	x(11)	x(12)	x(11)	x(12)	10.9	8.3	x(17)	x(18)	x(17)	x(18)	11	9
	Slovak Republic	71	x(6)	66	x(6)	70	82	11.5	c	11.9	x(12)	11.5	5.2	20	x(18)	25	x(18)	21	14
	Slovenia	71	x(6)	66	x(6)	71	86	7.8	x(12)	12.7	x(12)	8.2	5.0	23	x(18)	24	x(18)	23	10
	Spain	68	x(6)	67	x(6)	67	79	19.2	x(12)	19.3	x(12)	19.2	11.8	16	x(18)	17	x(18)	16	11
	Sweden	85	x(6)	88	x(6)	84	89	4.3	x(12)	3.5	x(12)	5.2	3.9	11	x(18)	9	x(18)	12	8
	Switzerland	83	92	77	87	83	89	3.1	1.7	5.1	3.1	3.3	2.7	15	6	19	11	15	9
	Turkey ³	65	x(6)	59	x(6)	62	76	8.1	x(12)	9.6	x(12)	8.9	7.6	29	x(18)	35	x(18)	32	18
	United Kingdom	x(5)	82	x(5)	83	78	83	x(11)	3.7	x(11)	4.0	5.9	3.9	x(17)	15	x(17)	13	17	14
	United States	x(5)	77	x(5)	80	67	80	x(11)	6.3	x(11)	4.8	10.2	5.0	x(17)	18	x(17)	16	25	16
	OECD average	76	m	70	m	74	83	7.4	m	8.4	m	7.3	4.8	18	m	24	m	20	13
	EU21 average	76	m	70	m	74	83	8.1	m	9.1	m	8.2	5.3	17	m	23	m	19	12
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ³	x(5)	x(6)	x(5)	x(6)	70	85	x(11)	x(12)	x(11)	x(12)	6.1	2.9	x(17)	x(18)	x(17)	x(18)	25	12
	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(5)	x(6)	x(5)	x(6)	73	83	x(11)	x(12)	x(11)	x(12)	7.3	3.6	x(17)	x(18)	x(17)	x(18)	21	14
	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. "Total" refers to the weighted averages of the employment/unemployment/inactivity rate of individuals at ISCED 3/4 level and ISCED 5 level (types A and B).

2. 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.

3. ISCED 5B does not apply; figures refer to programmes at ISCED 5A level only.

4. Individuals 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, Estonia, 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/10.1787/888932848780>

Table A5.6. [1/2] **Proportion of full-time, full-year earners among all earners, by educational attainment and age group (2011)¹**

How to read this table: In Australia, 89% of 25-64 year-old men with below upper secondary education that have earnings from employment work full time. Among 25-64 year-olds women, 47% of those that have income from employment work full time.

OECD			Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education			All levels of education		
			25-64	35-44	55-64	25-64	35-44	55-64	25-64	35-44	55-64	25-64	35-44	55-64
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Australia	2009	Men	89	94	79	91	93	85	92	95	83	91	94	83
		Women	47	43	42	53	51	52	65	56	60	57	52	51
		M+W	69	69	61	77	77	74	77	75	72	75	75	69
Austria	2011	Men	63	64	68	76	77	81	80	81	86	76	77	80
		Women	37	38	38	41	34	48	55	48	68	43	37	49
		M+W	48	49	51	60	56	69	69	66	79	60	57	68
Belgium	2011	Men	77	100	69	64	64	60	86	90	78	83	88	73
		Women	32	c	c	57	55	55	58	55	55	49	45	46
		M+W	59	66	55	65	65	60	72	72	69	67	68	62
Canada	2010	Men	70	73	65	73	75	67	74	81	64	73	77	65
		Women	52	56	49	54	57	54	59	61	51	57	59	52
		M+W	63	66	58	64	67	61	66	71	58	65	69	59
Chile	2011	Men	55	52	60	64	69	70	65	66	71	61	62	65
		Women	38	34	43	51	49	53	53	52	49	47	45	48
		M+W	49	46	55	58	60	63	59	59	62	55	55	59
Czech Republic			m	m	m	m	m	m	m	m	m	m	m	m
Denmark	2011	Men	50	50	50	59	62	55	74	81	69	61	66	58
		Women	44	42	44	51	53	46	58	61	57	52	55	49
		M+W	47	47	47	55	58	51	65	70	63	57	61	54
Estonia	2011	Men	94	97	80	98	100	95	95	97	92	97	98	92
		Women	83	74	82	88	88	84	87	88	82	87	87	83
		M+W	90	88	80	93	94	89	90	91	85	92	92	87
Finland	2010	Men	92	94	89	93	95	90	95	97	89	94	96	90
		Women	79	80	77	82	83	80	88	86	85	85	85	81
		M+W	86	89	82	88	90	84	91	90	87	89	90	85
France	2009	Men	73	76	61	80	86	61	87	90	76	80	85	65
		Women	50	55	45	61	63	59	70	69	63	62	64	54
		M+W	62	66	52	72	75	60	78	79	70	72	75	59
Germany	2011	Men	85	90	88	82	85	81	83	87	82	82	86	82
		Women	43	36	36	45	39	41	56	49	62	48	42	46
		M+W	64	60	59	63	62	61	71	70	74	66	65	65
Greece	2011	Men	54	64	40	67	78	37	73	84	60	65	76	44
		Women	25	31	16	36	41	19	62	65	32	40	46	20
		M+W	39	49	26	52	59	28	67	74	49	53	61	31
Hungary	2011	Men	76	78	74	85	87	82	89	91	85	85	87	81
		Women	74	76	68	82	83	79	89	89	88	83	84	79
		M+W	75	77	70	84	85	81	89	90	87	84	85	80
Iceland			m	m	m	m	m	m	m	m	m	m	m	m
Ireland	2010	Men	63	69	56	69	74	56	82	87	71	72	77	60
		Women	25	21	16	46	49	47	61	57	66	50	48	45
		M+W	49	51	45	58	61	51	71	73	69	62	64	54
Israel	2011	Men	89	90	87	92	93	87	88	93	87	90	93	87
		Women	55	64	40	68	70	59	69	72	63	68	71	60
		M+W	78	84	69	82	83	74	78	83	76	79	83	75
Italy	2009	Men	80	82	71	86	90	78	87	91	79	84	86	75
		Women	55	56	54	66	64	67	78	81	74	65	65	62
		M+W	71	73	65	77	78	74	82	86	77	76	77	70
Japan			m	m	m	m	m	m	m	m	m	m	m	m
Korea	2011	Men	92	93	90	97	98	96	98	99	98	97	98	94
		Women	81	81	76	85	86	82	90	85	86	86	85	79
		M+W	86	87	83	92	92	91	95	94	95	93	93	88
Luxembourg	2010	Men	88	91	80	91	93	75	91	98	82	90	94	79
		Women	43	50	27	53	46	41	65	55	63	54	51	40
		M+W	67	71	54	76	75	64	78	76	76	74	74	64

Note: The length of the reference period varies from one week to one year. Self-employed individuals are excluded in some countries.

1. Full-time basis refers to people who have worked all year long and at least 30 hours per week. See Indicator A6 and Annex 3 for details.

Source: OECD, LSO Network special data collection on full-time, full-year earnings, Economic Working Group. 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/10.1787/888932848837>

Table A5.6. [2/2] **Proportion of full-time, full-year earners among all earners, by educational attainment and age group (2011)¹**

How to read this table: In Australia, 89% of 25-64 year-old men with below upper secondary education that have earnings from employment work full time. Among 25-64 year-olds women, 47% of those that have income from employment work full time.


				Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education			All levels of education		
				25-64	35-44	55-64	25-64	35-44	55-64	25-64	35-44	55-64	25-64	35-44	55-64
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Mexico		Men	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands	2010	Men	71	72	70	70	73	69	68	69	65	70	71	68
			Women	15	14	11	19	15	17	29	22	25	22	17	17
			M+W	46	46	42	45	43	48	49	46	50	47	45	47
	New Zealand	2011	Men	73	78	63	72	73	64	74	76	62	73	75	63
			Women	59	57	54	55	52	48	64	60	58	60	57	54
			M+W	66	68	58	66	65	58	69	68	60	67	67	59
	Norway	2010	Men	51	54	48	65	69	59	69	74	68	63	67	60
			Women	28	28	25	36	37	34	46	47	51	39	40	38
			M+W	41	42	37	53	55	47	57	59	60	52	54	49
	Poland	2010	Men	85	87	86	88	90	86	82	83	85	86	88	86
			Women	79	78	77	85	86	84	82	85	84	84	85	83
			M+W	82	83	83	87	88	85	82	85	84	85	86	85
	Portugal	2010	Men	98	98	98	96	98	96	93	95	88	97	98	97
			Women	90	91	85	94	95	93	93	94	87	92	93	86
			M+W	95	95	93	95	96	95	93	94	88	95	95	93
	Slovak Republic	2011	Men	50	49	55	63	65	62	65	66	68	61	63	62
			Women	47	42	49	57	58	60	62	64	67	57	58	59
			M+W	48	45	51	60	61	61	63	65	68	59	61	60
	Slovenia			m	m	m	m	m	m	m	m	m	m	m	m
	Spain	2010	Men	78	78	82	85	86	92	86	90	86	83	84	85
			Women	55	45	62	68	69	82	78	79	89	68	67	74
			M+W	70	66	74	78	79	88	82	85	87	76	77	80
	Sweden	2010	Men	74	77	69	79	84	63	79	86	71	78	84	67
			Women	37	46	30	48	49	43	60	58	59	52	53	47
			M+W	60	65	55	65	69	53	68	70	64	66	69	57
	Switzerland			m	m	m	m	m	m	m	m	m	m	m	m
	Turkey			m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	2011	Men	85	84	83	93	95	85	92	95	79	92	94	83
			Women	44	43	40	54	51	49	66	60	54	59	55	49
			M+W	67	69	61	75	74	69	79	79	68	76	76	68
	United States	2011	Men	66	68	67	76	78	76	83	87	79	78	81	77
			Women	51	53	53	65	66	64	70	70	68	66	67	65
			M+W	61	63	61	71	73	70	77	79	73	73	75	71
	OECD average		Men	75	78	71	80	83	74	83	86	78	80	83	75
			Women	51	51	48	59	59	57	67	66	65	60	60	56
			M+W	64	66	60	71	72	67	75	76	72	71	72	66
	EU21 average		Men	76	79	72	80	83	74	83	87	79	81	84	75
			Women	50	51	48	60	59	57	68	67	66	61	60	56
			M+W	65	66	60	71	72	67	76	77	73	71	73	67
Other G20	Argentina			m	m	m	m	m	m	m	m	m	m	m	m
	Brazil			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
	India			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
	Russian Federation			m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia			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
	G20 average			m	m	m	m	m	m	m	m	m	m	m	m

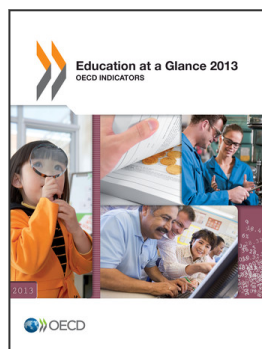
Note: The length of the reference period varies from one week to one year. Self-employed individuals are excluded in some countries.

1. Full-time basis refers to people who have worked all year long and at least 30 hours per week. See Indicator A6 and Annex 3 for details.

Source: OECD, LSO Network special data collection on full-time, full-year earnings, Economic Working Group. 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/10.1787/888932848837>



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 A5 How does educational attainment affect participation in the labour market?", in *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2013-9-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.