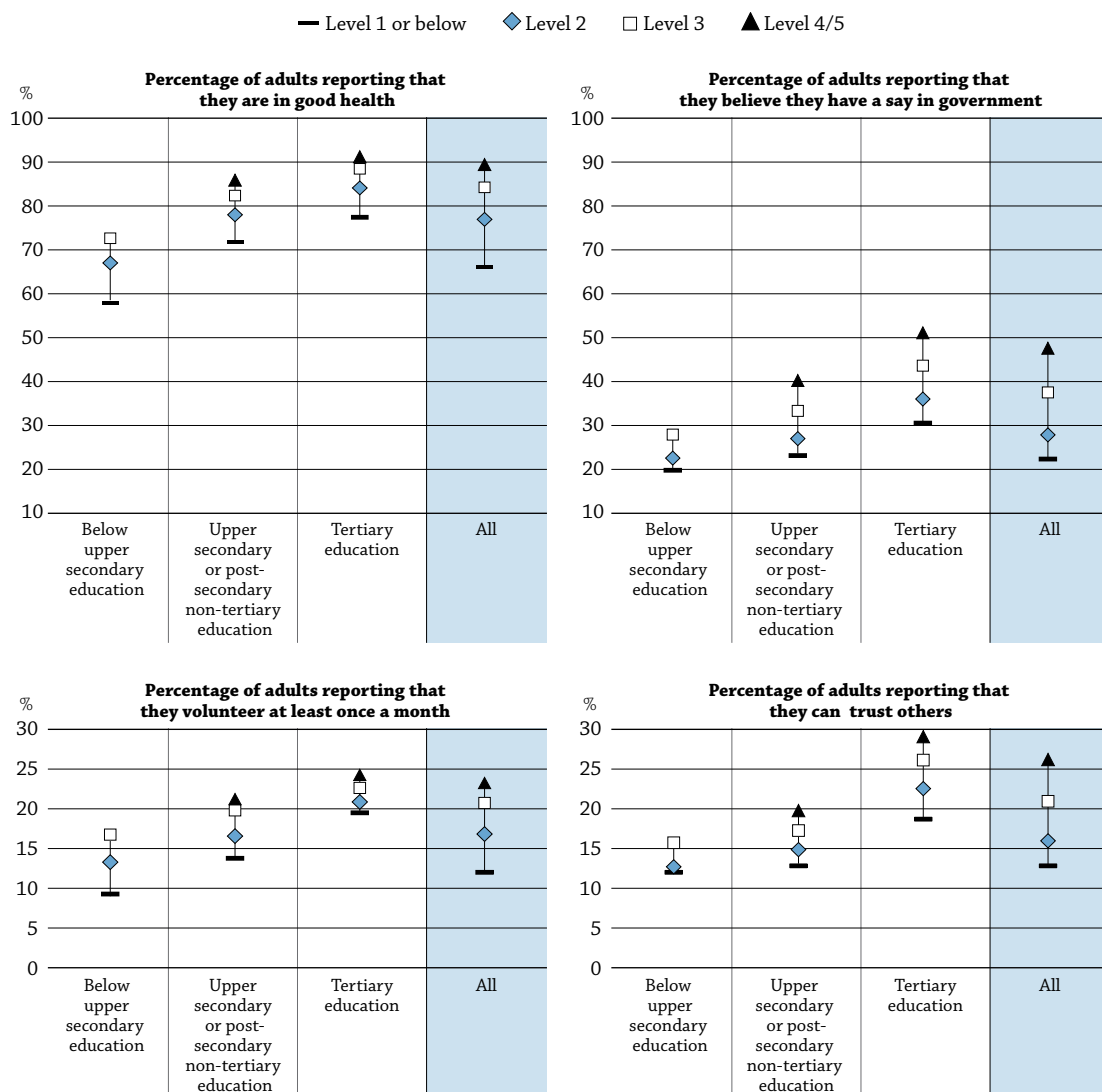


WHAT ARE THE SOCIAL OUTCOMES OF EDUCATION?

- Both educational attainment and literacy proficiency are associated with higher levels of social outcomes including self-reported health status, volunteering, interpersonal trust and political efficacy. Among individuals with the same level of educational attainment, those with higher levels of literacy proficiency have higher levels of social outcomes.
- There is a particularly strong relationship between literacy proficiency and political efficacy among tertiary graduates. On average across 20 OECD countries, the gap in the proportion of adults reporting that they believe they have a say in government between tertiary graduates with the highest and lowest literacy proficiency is 21 percentage points.
- There is a strong relationship between literacy proficiency and volunteering among those who have not attained upper secondary education. On average across 21 OECD countries, the difference in the proportion of adults reporting that they volunteer at least once a month between low-educated adults with the highest and lowest literacy proficiency is 8 percentage points.

Chart A8.1. Social outcomes of learning in OECD countries (2012)

Survey of Adult Skills, average, 25-64 year-olds



Source: OECD. Tables A8.1a (L), A8.2a (L), A8.3a (L) and A8.4a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933116642>

■ Context

Improving health is a key policy objective for all OECD countries. This is reflected in high levels of public expenditure on health, which in 2009 amounted to 6.9% of GDP in OECD countries (OECD, 2011a). This amount is much higher than the public expenditure on education of 5.0% in the same year (OECD, 2011b). Although the significant resources spent on healthcare have generally helped people live longer, the nature of health problems has changed, with recent increases in chronic debilitating conditions such as heart disease, diabetes and depression. Efforts to combat these trends depend in part on altering individuals' lifestyle choices which may be improved by raising cognitive and socio-emotional skills through education (OECD, 2013a).

Social cohesion, often reflected in levels of civic and social engagement, is also of high concern in OECD countries. Countries generally perceive that levels of civic participation, political efficacy and interpersonal trust are inadequate thus posing a challenge for the maintenance of well-functioning democratic institutions and political processes. Education may play an important role in ensuring social cohesion by fostering literacy, self-efficacy and resilience that underlie social and political interaction.

■ Other findings

- **The differences in social outcomes between those in the highest and the lowest literacy proficiency level are generally comparable to the differences in social outcomes between those who have not attained upper secondary education and those who have attained tertiary education.** For example, the gap in those reporting being in good health between adults with high and low levels of education is 23 percentage points. The gap in those reporting being in good health between adults with the highest and lowest literacy proficiency is the same at 23 percentage points.
- **Women seem to benefit more from improving skills in terms of reporting being in better health and having greater trust in others.** For example, the gap in those reporting that they can trust others between women with the highest and lowest literacy proficiency is 19 percentage points. A similar figure for men is 15 percentage points.

A8

Analysis

This year's social outcomes of education (and skills) indicator includes measures of self-reported health, volunteering, interpersonal trust and political efficacy, assessed in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). These four social outcomes measures are considered among the key indicators of individual and national well-being (OECD, 2013a).

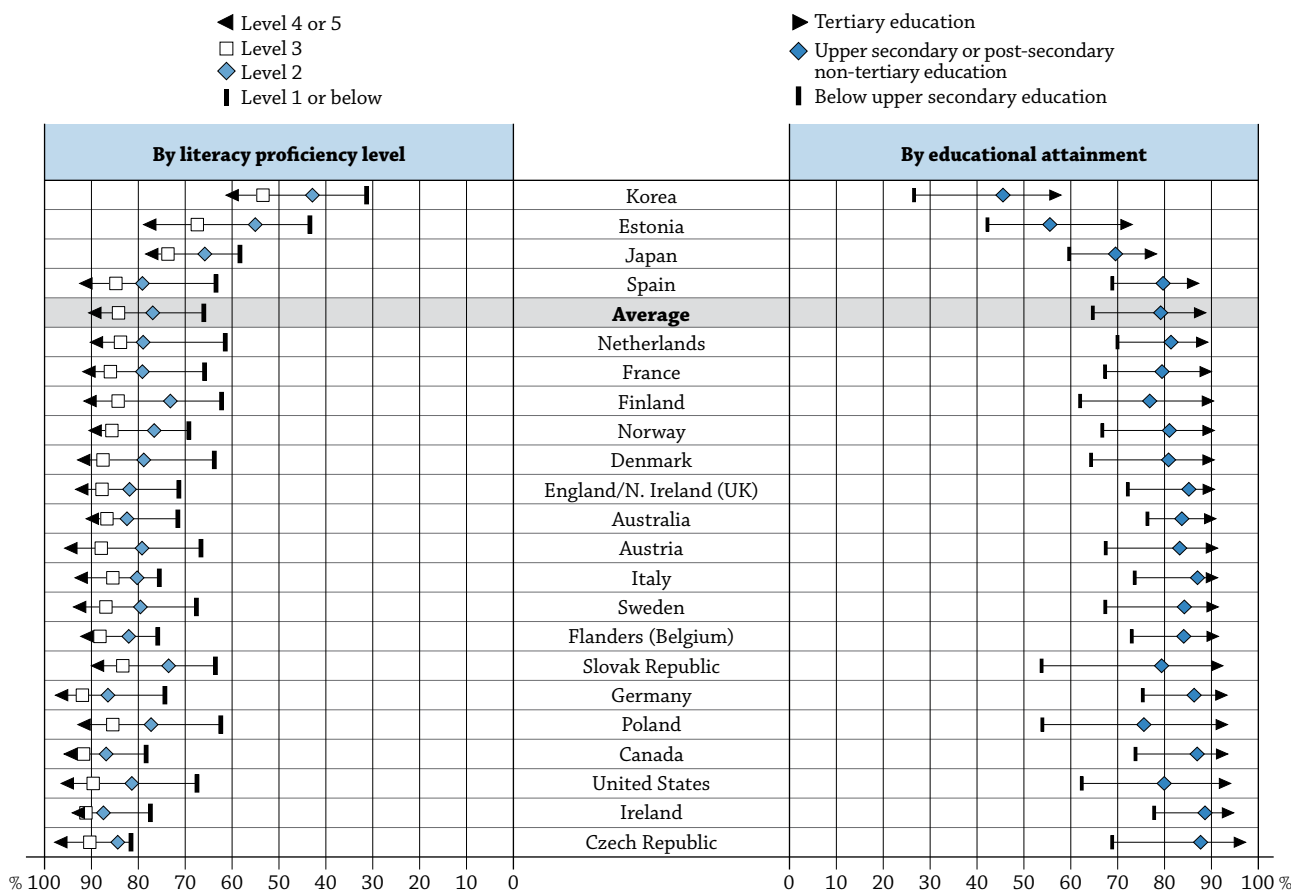
Both educational attainment and literacy proficiency are positively associated with these social outcome measures (Charts A8.2, A8.3, A8.4 and A8.5, Tables A8.1, A8.2, A8.3 and A8.4). Differences in outcomes across those with different literacy or educational attainment are sometimes substantial. Although country-specific patterns can vary, the overall results and strength of the relationships are similar when using numeracy scales (Tables A8.1a [N], A8.2a [N], A8.3a [N] and A8.4a [N]).

Self-reported health

On average, across 22 OECD countries, the difference in the proportion of adults reporting that they are “in good health” between those with high (i.e. tertiary) and low (i.e. below upper secondary) education is 23 percentage points (Chart A8.2 and Table A8.1a [L]). Particularly large differences are observed in Poland (38 percentage points) and Slovak Republic (37 percentage points). Similarly, the difference in self-reported health between those with the highest and lowest literacy proficiency, as measured by the Survey of Adult Skills, is 23 percentage points, on average across these countries (Chart A8.2 and Table A8.1a [L]). Estonia has a large difference of 34 percentage points.

Chart A8.2. Percentage of adults reporting that they are in good health, by educational attainment and literacy proficiency level (2012)

Survey of Adult Skills, 25-64 year-olds



Countries are ranked in ascending order of the proportion of people with tertiary education reporting that they are in good health.

Source: OECD, Table A8.1a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

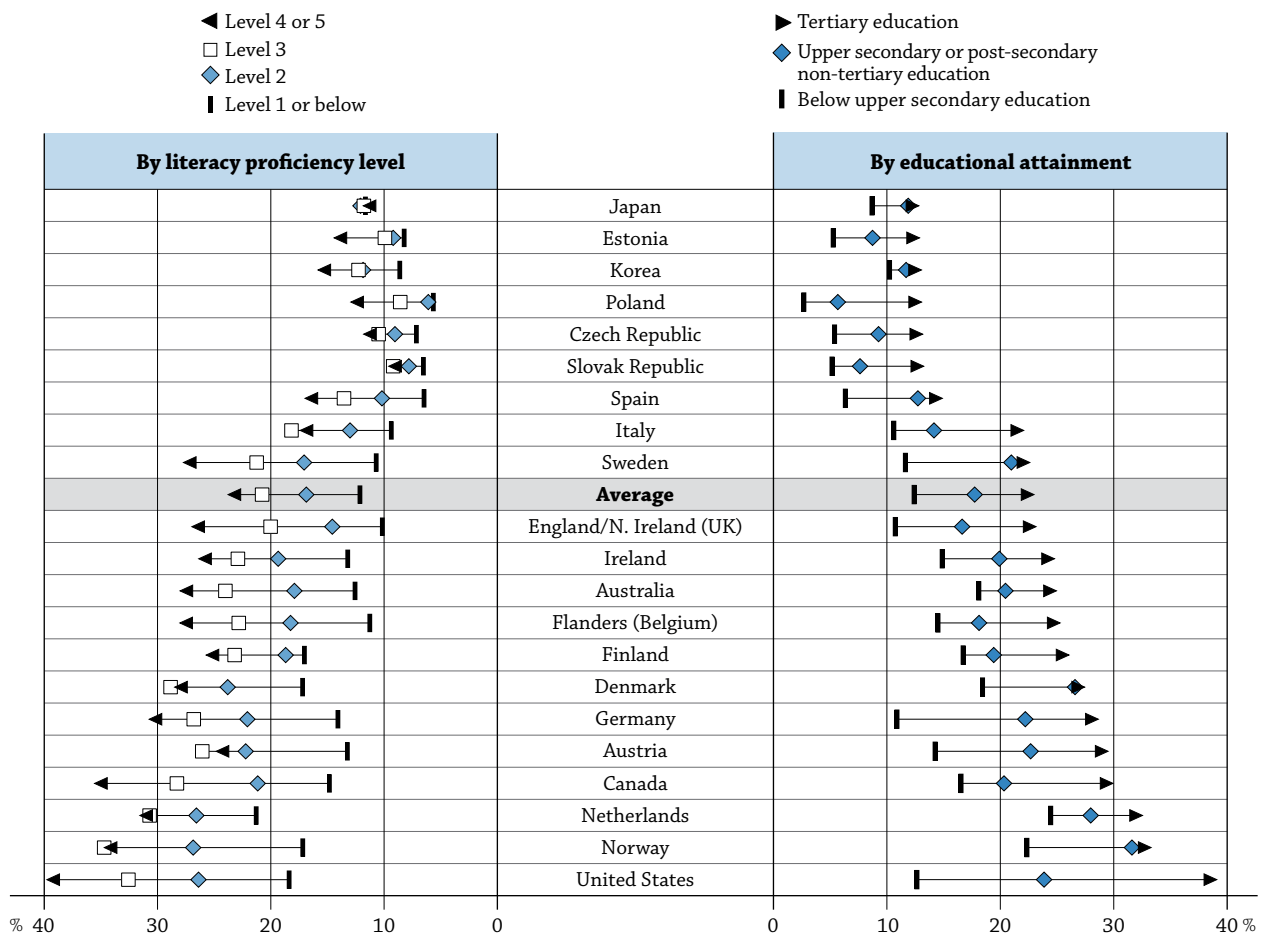
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Volunteering

The difference in the proportion of adults reporting that they participate in volunteer activities between those with high and low education is 10 percentage points, on average across 21 OECD countries (Chart A8.3 and Table A8.2a [L]). Particularly large differences are observed in the United States (26 percentage points) and Germany (17 percentage points). Similarly, differences in self-reported participation in volunteer activities between those with the highest and lowest literacy proficiency is 11 percentage points, on average across these countries (Chart A8.3 and Table A8.2a [L]). Particularly large differences are observed in the United States (21 percentage points) and Canada (20 percentage points).

Chart A8.3. Percentage of adults reporting that they volunteer at least once a month, by educational attainment and literacy proficiency level (2012)

Survey of Adult Skills, 25-64 year-olds



Countries are ranked in ascending order of the proportion of people with tertiary education reporting that they volunteer at least once a month.

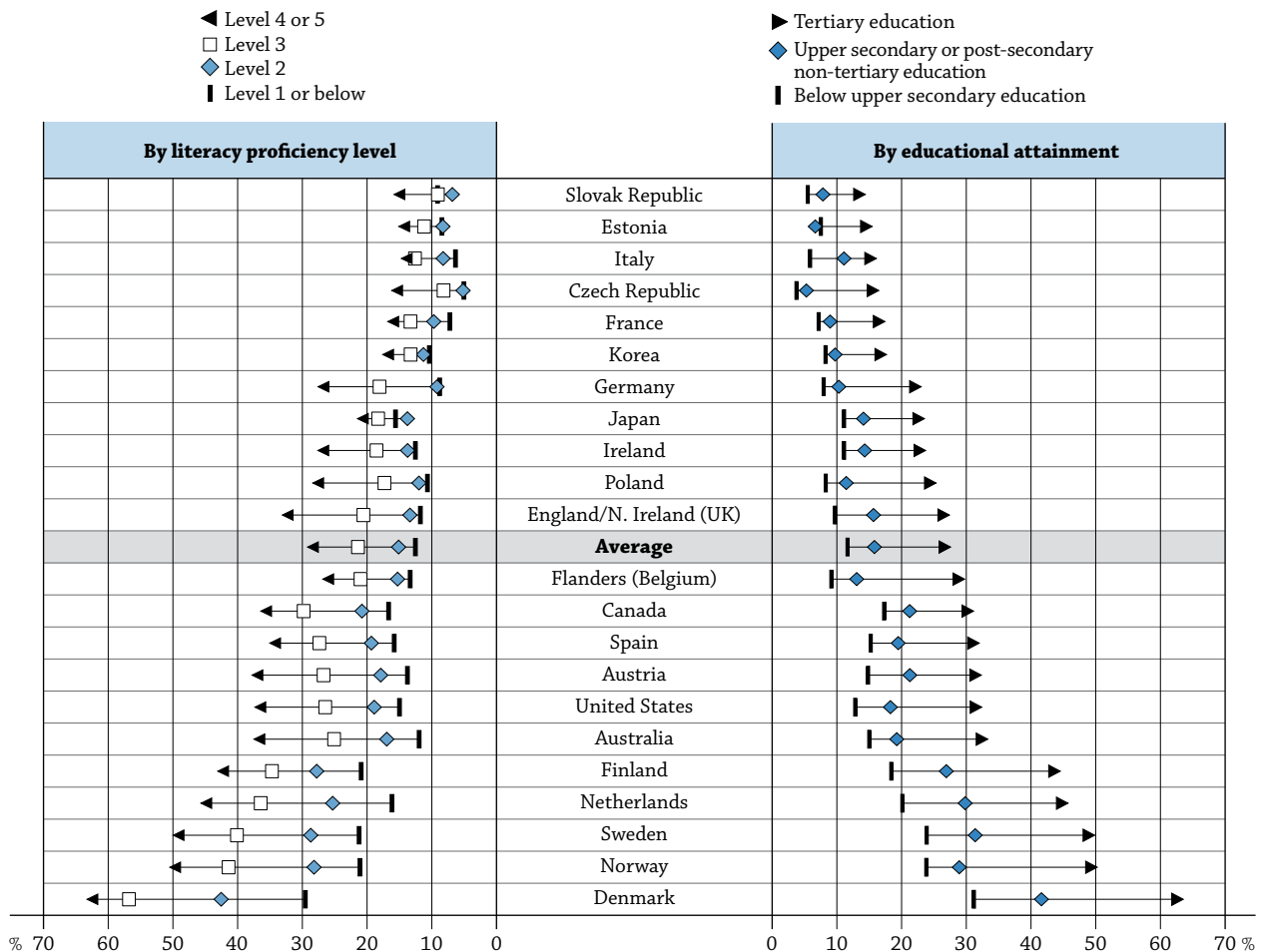
Source: OECD, Table A8.2a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933116680>

Interpersonal trust

Differences in the proportion of adults reporting that they “can trust others” between those with high and low education is 16 percentage points, on average across 22 OECD countries (Chart A8.4 and Table A8.3c [L]). Particularly large differences are observed in Denmark (31 percentage points) and the Netherlands (25 percentage points). Similarly, the differences in self-reported interpersonal trust between those with the highest and lowest literacy proficiency is 17 percentage points, on average across these countries (Chart A8.4 and Table A8.3c [L]). Particularly large differences are seen in Denmark (33 percentage points) and Norway (29 percentage points).

Chart A8.4. Percentage of adults reporting that they trust others, by educational attainment and literacy proficiency level (2012)
Survey of Adult Skills, 25-64 year-olds



Countries are ranked in ascending order of the proportion of people with tertiary education reporting that they trust others.

Source: OECD, Table A8.3a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

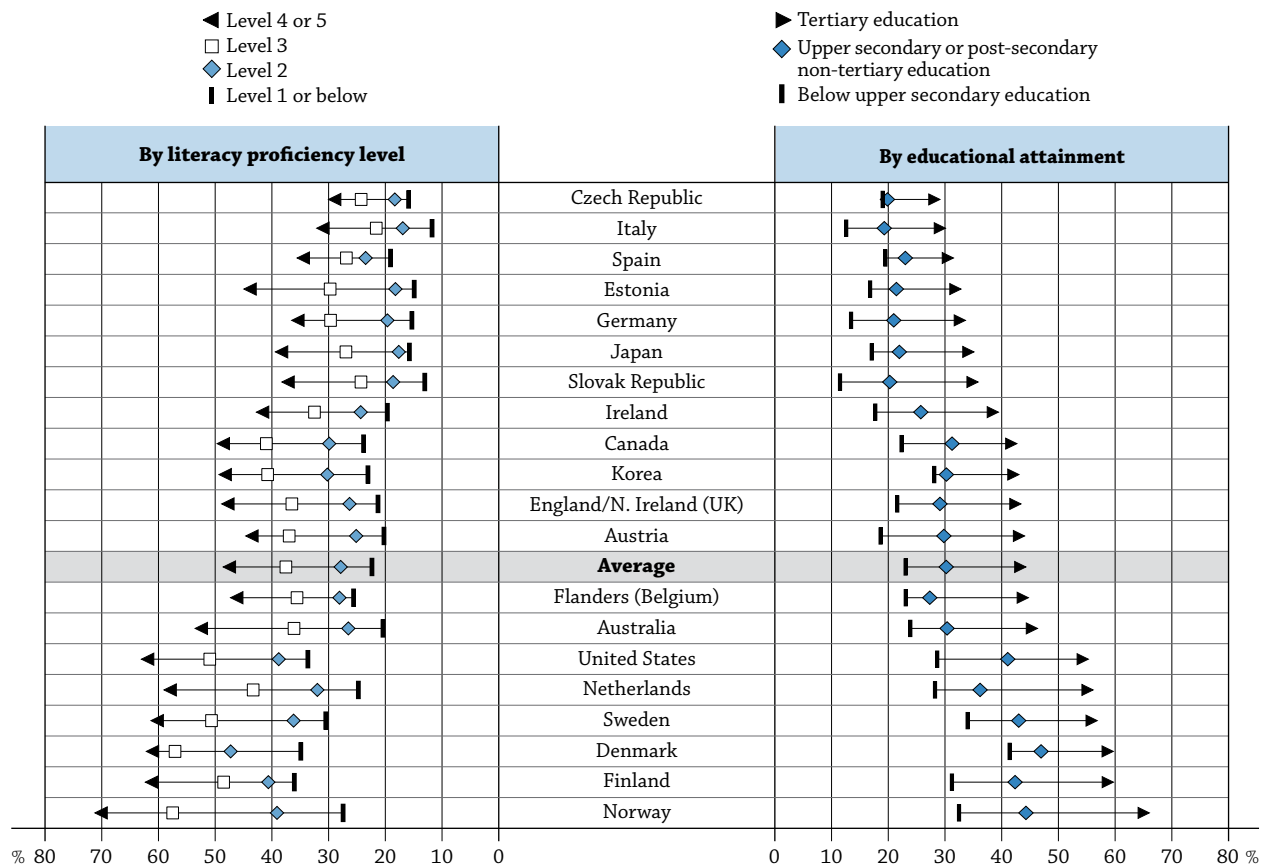
StatLink <http://dx.doi.org/10.1787/888933116699>

Political efficacy

On average across 20 OECD countries, the difference in the proportion of adults between high and low education reporting that they “believe they have a say in government” is 20 percentage points (Chart A8.5 and Table A8.4a [L]). Particularly large differences are seen in the Netherlands (27 percentage points) and Norway (33 percentage points). Across these countries, the gap in self-reported political efficacy between adults with the highest and lowest literacy proficiency is 25 percentage points, on average (Chart A8.5 and Table A8.4a [L]). A particularly large difference of 43 percentage points is observed in Norway.

The differences in social outcomes between those with the highest and the lowest literacy proficiency level are generally comparable to the differences in social outcomes between those who have not attained upper secondary education and those who have attained tertiary education (Charts A8.1, A8.2, A8.3, A8.4 and A8.5, and Tables A8.1, A8.2, A8.3 and A8.4). Note that the percentage of adults scoring at the lowest and highest literacy proficiency levels are 12% and 16%, respectively (OECD, 2013b). In contrast, adults who have not attained upper secondary and those who have attained tertiary education are 24% and 33%, respectively. This may imply that the relationship between educational attainment and social outcomes is stronger than the relationship between literacy proficiency and social outcomes. Similarly, OECD (2013b, p. 232) suggests that the relationship between literacy proficiency and wages is generally much stronger than the relationship between years of education and wages.

Chart A8.5. Percentage of adults reporting that they believe they have a say in government, by educational attainment and literacy proficiency level (2012)
Survey of Adult Skills, 25-64 year-olds



Countries are ranked in ascending order of the proportion of people with tertiary education reporting that they have a say in government.

Source: OECD. Table A8.4a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933116718>

Causal effects

Other studies using longitudinal data suggest that the associations presented in Charts A8.1, A8.2, A8.3, A8.4 and A8.5 may reflect causal effects of education and skills on social outcomes. For instance, Conti, Heckman and Urzua (2010), using the British Cohort Study (BCS) 1970, show that a considerable proportion of the relationship between educational attainment and health outcomes reflects causal effects. Heckman et al. (2014) also show, using the National Longitudinal Study of Youth (NLSY), that cognitive and socio-emotional skills exhibit causal effects on a variety of labour market and social outcomes. Moreover, Heckman and Kautz (2013), using evidence from experimental studies, argue that a number of early childhood and school-based programmes exhibit positive impact on educational, labour market and social outcomes by enhancing cognitive and socio-emotional skills.

Relationship between literacy proficiency and social outcomes, by educational attainment

Chart A8.1 shows the relationship between literacy proficiency and four social outcome measures separately for three levels of educational attainment, namely below upper secondary, upper secondary or post-secondary non-tertiary, and tertiary education. This chart suggests that the strength of the relationships varies across education levels. For instance, there is a strong relationship between literacy proficiency and political efficacy, particularly among tertiary graduates. Tertiary education may give students better access to public decision making and politics, and literacy proficiency may improve one's capacity to contribute to this process. The power of literacy proficiency increases as individuals receive more opportunities to demonstrate such skills. Moreover, there is a strong relationship between literacy proficiency and volunteering, particularly among those who have not attained upper secondary education.

Those with a lower level of education may have relatively limited access to volunteering activities, but the data are consistent with the argument that high literacy proficiency may more than compensate for that by improving their capability to understand the benefits of volunteering activities for themselves as well as for the society, and to gain access to the most appropriate ones. The above analysis also suggests that education may have a direct (or, independent) effect on social outcomes over and above the indirect effects through raising literacy proficiency.

The role of gender

Women are more likely to benefit more from improving skills in terms of being in better health and having greater trust in others. On average across 22 OECD countries, the gap between women with the highest and lowest levels of literacy proficiency who report that they are “in good health” is 25 percentage points (Table A8.1b). Comparing similarly educated men, the difference is 22 percentage points. Moreover, the gap between women with the highest and lowest levels of skills who report that they “can trust others” is 19 percentage points (Table A8.3b). Comparing similarly educated men, the difference is 15 percentage points. In contrast, women are less likely to benefit more than men from improving educational attainment in terms of reporting being in better health, volunteering and believing they have a say in government.

Definitions

Age groups: adults refers to 25-64 year-olds.

Interpersonal trust, i.e. can trust others is defined as those who strongly disagree or disagree that there are only few people you can trust completely.

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

Political efficacy, i.e. believe they have a say in government is defined as those who strongly disagree or disagree with the statement: “People like me don’t have any say about what the government does”.

Self-reported health, i.e. good health is defined as those who report that they are in excellent, very good or good health.

Volunteering is defined as those who report that they volunteer at least once a month.

Methodology

All data are based on the Survey of Adult Skills (PIAAC) (2012). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. See *About the Survey of Adult Skills* at the beginning of this publication and Annex 3 (www.oecd.org/edu/eag.htm) for additional information.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia *excluding* the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

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Tables of Indicator A8


StatLink  <http://dx.doi.org/10.1787/888933116547>

	Table A8.1a (L)	Percentage of adults reporting that they are in good health, by educational attainment and literacy proficiency level (2012)
WEB	Table A8.1a (N)	Percentage of adults reporting that they are in good health, by educational attainment and numeracy proficiency level (2012)
WEB	Table A8.1b (L)	Percentage of adults reporting that they are in good health, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A8.1b (N)	Percentage of adults reporting that they are in good health, by educational attainment, numeracy proficiency level and gender (2012)
	Table A8.2a (L)	Percentage of adults reporting that they volunteer at least once a month, by educational attainment and literacy proficiency level (2012)
WEB	Table A8.2a (N)	Percentage of adults reporting that they volunteer at least once a month, by educational attainment and numeracy proficiency level (2012)
WEB	Table A8.2b (L)	Percentage of adults reporting that they volunteer at least once a month, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A8.2b (N)	Percentage of adults reporting that they volunteer at least once a month, by educational attainment, numeracy proficiency level and gender (2012)
	Table A8.3a (L)	Percentage of adults reporting that they trust others, by educational attainment and literacy proficiency level (2012)
WEB	Table A8.3a (N)	Percentage of adults reporting that they trust others, by educational attainment and numeracy proficiency level (2012)
WEB	Table A8.3b (L)	Percentage of adults reporting that they trust others, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A8.3b (N)	Percentage of adults reporting that they trust others, by educational attainment, numeracy proficiency level and gender (2012)
WEB	Table A8.3c (L)	Percentage of adults reporting that others do not take advantage of them, by educational attainment and literacy proficiency level (2012)
WEB	Table A8.3c (N)	Percentage of adults reporting that others do not take advantage of them, by educational attainment and numeracy proficiency level (2012)
WEB	Table A8.3d (L)	Percentage of adults reporting that others do not take advantage of them, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A8.3d (N)	Percentage of adults reporting that others do not take advantage of them, by educational attainment, numeracy proficiency level and gender (2012)
	Table A8.4a (L)	Percentage of adults reporting that they believe they have a say in government, by educational attainment and literacy proficiency level (2012)
WEB	Table A8.4a (N)	Percentage of adults reporting that they believe they have a say in government, by educational attainment and numeracy proficiency level (2012)
WEB	Table A8.4b (L)	Percentage of adults reporting that they believe they have a say in government, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A8.4b (N)	Percentage of adults reporting that they believe they have a say in government, by educational attainment, numeracy proficiency level and gender (2012)

Table A8.1a (L). [1/2] **Percentage of adults reporting that they are in good health, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

		Below upper secondary education								Upper secondary or post-secondary non-tertiary education									
		Level 0/1		Level 2		Level 3		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	National entities																		
	Australia	67	(3.2)	79	(2.7)	82	(3.0)	76	(1.2)	77	(3.5)	82	(1.9)	86	(1.6)	85	(2.5)	84	(1.1)
	Austria	60	(3.5)	69	(3.2)	75	(5.3)	68	(1.7)	71	(2.8)	81	(1.4)	88	(1.2)	93	(2.8)	83	(0.6)
	Canada	69	(2.2)	76	(2.6)	87	(3.6)	74	(1.7)	82	(1.8)	87	(1.2)	89	(1.1)	91	(3.3)	87	(0.6)
	Czech Republic	73	(7.0)	66	(6.7)	68	(9.3)	69	(3.6)	84	(3.5)	86	(1.9)	90	(1.9)	95	(3.7)	88	(0.9)
	Denmark	54	(2.9)	68	(3.1)	78	(3.9)	64	(1.5)	69	(3.0)	80	(1.8)	85	(1.7)	89	(4.7)	81	(0.9)
	Estonia	37	(3.6)	42	(3.4)	47	(5.3)	42	(1.8)	43	(3.3)	52	(1.7)	62	(1.8)	69	(4.7)	56	(0.9)
	Finland	58	(4.2)	60	(4.2)	70	(5.6)	62	(1.8)	62	(4.5)	74	(2.1)	81	(1.5)	84	(3.2)	77	(1.0)
	France	61	(2.1)	72	(2.2)	78	(3.9)	67	(1.0)	71	(2.7)	80	(1.5)	83	(1.9)	85	(4.7)	80	(0.8)
	Germany	71	(4.3)	80	(4.7)	82	(8.2)	75	(2.5)	76	(2.3)	87	(1.4)	90	(1.4)	96	(2.6)	86	(0.8)
	Ireland	71	(2.4)	82	(2.4)	85	(4.0)	78	(1.3)	88	(2.7)	89	(1.5)	89	(1.6)	88	(5.3)	89	(0.8)
	Italy	72	(2.2)	75	(2.2)	75	(4.1)	74	(1.3)	87	(2.7)	86	(1.8)	88	(1.9)	91	(5.0)	87	(1.1)
	Japan	53	(6.2)	55	(4.8)	68	(5.4)	60	(2.5)	63	(6.2)	67	(2.5)	72	(1.9)	70	(4.5)	70	(1.3)
	Korea	22	(2.6)	28	(2.7)	35	(5.2)	27	(1.4)	41	(3.8)	44	(2.0)	49	(2.5)	52	(9.5)	46	(1.3)
	Netherlands	59	(3.2)	77	(2.6)	72	(3.4)	70	(1.3)	64	(5.6)	81	(2.0)	84	(1.6)	85	(3.5)	81	(1.0)
	Norway	61	(4.4)	65	(3.4)	75	(3.3)	67	(1.9)	73	(4.1)	79	(2.2)	84	(1.8)	88	(4.0)	81	(1.0)
	Poland	45	(4.1)	59	(4.1)	66	(7.9)	54	(2.3)	66	(2.4)	76	(1.5)	82	(2.1)	86	(6.0)	76	(0.9)
	Slovak Republic	51	(3.6)	52	(4.1)	62	(5.9)	54	(2.2)	75	(3.5)	77	(1.5)	82	(1.2)	86	(4.2)	79	(0.7)
	Spain	60	(1.7)	76	(1.7)	81	(3.3)	69	(1.2)	73	(3.9)	81	(2.6)	81	(3.1)	92	(6.1)	80	(1.4)
	Sweden	59	(4.1)	71	(3.9)	75	(5.9)	67	(2.3)	75	(3.9)	82	(2.3)	86	(1.5)	92	(2.6)	84	(0.9)
	United States	57	(4.2)	70	(6.3)	78	(10.1)	62	(2.7)	71	(2.6)	79	(2.1)	85	(2.1)	90	(4.2)	80	(1.4)
		Sub-national entities																	
	Flanders (Belgium)	68	(2.6)	77	(2.5)	76	(4.6)	73	(1.6)	83	(2.5)	82	(1.6)	87	(1.8)	90	(4.1)	84	(0.8)
	England (UK)	60	(2.8)	76	(2.5)	83	(3.9)	72	(1.4)	82	(3.4)	83	(2.0)	87	(1.8)	92	(2.7)	85	(1.0)
	Northern Ireland (UK)	62	(3.5)	70	(3.0)	73	(4.4)	68	(1.8)	77	(4.4)	82	(2.6)	85	(2.5)	89	(5.1)	83	(1.4)
	England/N. Ireland (UK)	60	(2.7)	76	(2.4)	83	(3.8)	72	(1.3)	82	(3.3)	83	(2.0)	87	(1.8)	92	(2.7)	85	(1.0)
	OECD average	59	(0.8)	67	(0.8)	73	(1.2)	65	(0.4)	72	(0.8)	78	(0.4)	82	(0.4)	86	(1.0)	79	(0.2)
Partners	Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116566>

Table A8.1a (L). [2/2] **Percentage of adults reporting that they are in good health, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

	Tertiary education										All levels of education									
	Level 0/1		Level 2		Level 3		Level 4/5		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)
OECD																				
National entities																				
Australia	80	(5.4)	89	(2.3)	89	(1.3)	92	(1.3)	90	(0.8)	72	(2.2)	82	(1.4)	87	(0.9)	90	(1.1)	84	(0.5)
Austria	77	(8.8)	85	(2.8)	91	(1.4)	96	(1.7)	90	(1.0)	67	(2.2)	79	(1.3)	88	(1.1)	95	(1.7)	82	(0.6)
Canada	85	(2.3)	90	(1.2)	93	(0.7)	96	(0.8)	92	(0.4)	78	(1.2)	87	(0.8)	92	(0.5)	95	(0.9)	88	(0.3)
Czech Republic	c	c	95	(2.8)	96	(1.6)	98	(1.2)	96	(0.9)	82	(3.1)	84	(1.9)	90	(1.5)	97	(1.8)	88	(0.7)
Denmark	79	(4.1)	85	(2.0)	91	(0.9)	94	(1.6)	89	(0.6)	64	(1.7)	79	(1.1)	88	(0.9)	92	(1.8)	81	(0.6)
Estonia	52	(4.9)	65	(2.0)	75	(1.4)	82	(2.3)	72	(0.8)	43	(2.1)	55	(1.2)	67	(1.1)	78	(2.2)	61	(0.5)
Finland	77	(6.7)	82	(2.2)	90	(1.2)	93	(1.0)	89	(0.7)	62	(2.7)	73	(1.4)	84	(1.1)	90	(1.2)	80	(0.6)
France	74	(5.0)	85	(1.8)	90	(0.9)	93	(1.7)	89	(0.6)	66	(1.6)	79	(1.0)	86	(1.0)	91	(1.7)	79	(0.5)
Germany	77	(5.8)	88	(2.1)	94	(1.0)	97	(1.4)	92	(0.7)	74	(1.9)	86	(1.1)	92	(1.0)	97	(1.4)	87	(0.6)
Ireland	87	(5.0)	93	(1.5)	94	(0.9)	94	(1.4)	94	(0.6)	77	(1.9)	87	(1.0)	91	(0.9)	93	(1.6)	87	(0.5)
Italy	88	(4.9)	88	(3.1)	91	(2.2)	94	(2.9)	90	(1.3)	76	(1.8)	80	(1.4)	85	(1.7)	92	(3.1)	81	(0.9)
Japan	c	c	74	(3.6)	76	(1.4)	80	(1.8)	77	(0.9)	58	(4.4)	66	(1.9)	74	(1.2)	77	(1.6)	72	(0.8)
Korea	53	(9.4)	52	(2.4)	58	(1.8)	62	(3.8)	57	(1.1)	31	(2.0)	43	(1.2)	53	(1.3)	60	(3.4)	47	(0.7)
Netherlands	76	(8.3)	80	(3.6)	89	(1.2)	91	(1.6)	88	(0.8)	61	(2.5)	79	(1.5)	84	(1.1)	89	(1.5)	81	(0.6)
Norway	84	(4.7)	86	(2.2)	90	(1.1)	91	(1.5)	89	(0.7)	69	(2.6)	77	(1.5)	86	(1.0)	89	(1.8)	82	(0.7)
Poland	88	(5.3)	91	(2.2)	92	(1.6)	94	(1.9)	92	(0.8)	62	(1.9)	77	(1.2)	85	(1.2)	92	(2.2)	78	(0.6)
Slovak Republic	c	c	89	(2.6)	92	(1.3)	92	(3.0)	91	(1.0)	64	(2.8)	74	(1.4)	83	(0.9)	89	(2.6)	78	(0.6)
Spain	79	(4.2)	83	(2.4)	88	(1.6)	91	(2.6)	86	(1.1)	63	(1.5)	79	(1.2)	85	(1.3)	91	(2.4)	77	(0.7)
Sweden	77	(5.9)	85	(3.0)	91	(1.3)	94	(1.3)	90	(0.7)	68	(2.5)	80	(1.7)	87	(1.1)	93	(1.4)	83	(0.7)
United States	81	(5.0)	90	(1.6)	94	(1.0)	97	(1.1)	93	(0.6)	68	(1.9)	81	(1.6)	90	(1.0)	95	(1.2)	83	(0.8)
Sub-national entities																				
Flanders (Belgium)	80	(5.6)	88	(2.5)	91	(1.2)	92	(1.6)	90	(0.8)	76	(1.7)	82	(1.2)	88	(0.9)	91	(1.5)	85	(0.5)
England (UK)	82	(5.7)	87	(2.3)	90	(1.3)	93	(1.6)	89	(0.8)	71	(2.1)	82	(1.3)	88	(1.2)	92	(1.4)	84	(0.6)
Northern Ireland (UK)	86	(5.4)	84	(3.2)	91	(1.5)	95	(1.5)	90	(0.9)	68	(2.7)	77	(1.7)	86	(1.4)	93	(1.7)	80	(0.9)
England/N. Ireland (UK)	82	(5.6)	87	(2.2)	90	(1.3)	93	(1.6)	89	(0.8)	71	(2.0)	82	(1.2)	88	(1.1)	92	(1.4)	84	(0.6)
OECD average	78	(1.3)	84	(0.5)	88	(0.3)	91	(0.4)	88	(0.2)	66	(0.5)	77	(0.3)	84	(0.2)	89	(0.4)	79	(0.1)
Partners																				
Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116566>

Table A8.2a (L). [1/2] **Percentage of adults reporting that they volunteer at least once a month, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

		Below upper secondary education								Upper secondary or post-secondary non-tertiary education									
		Level 0/1		Level 2		Level 3		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	National entities																		
	Australia	12	(2.6)	17	(2.3)	24	(2.4)	18	(1.2)	11	(3.4)	17	(2.1)	24	(2.3)	27	(3.9)	20	(1.1)
	Austria	7	(2.1)	17	(3.0)	21	(5.1)	14	(1.4)	17	(2.5)	22	(1.6)	25	(1.5)	23	(4.5)	23	(0.8)
	Canada	15	(1.8)	16	(2.2)	23	(4.2)	17	(1.2)	13	(1.8)	18	(1.2)	24	(1.5)	32	(3.7)	20	(0.8)
	Czech Republic	4	(2.7)	7	(3.5)	c	c	5	(1.9)	8	(3.0)	9	(1.5)	10	(1.5)	12	(4.0)	9	(1.0)
	Denmark	12	(1.8)	21	(2.8)	25	(4.4)	18	(1.1)	23	(2.9)	25	(2.0)	30	(2.2)	28	(6.4)	27	(1.2)
	Estonia	6	(1.6)	5	(1.3)	5	(2.0)	5	(0.7)	8	(1.6)	9	(1.0)	8	(1.1)	13	(3.4)	9	(0.7)
	Finland	11	(2.9)	17	(3.0)	21	(4.1)	17	(1.8)	19	(3.4)	17	(1.7)	21	(1.7)	20	(3.1)	19	(1.0)
	France	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
	Germany	7	(2.5)	14	(4.0)	19	(8.4)	11	(1.7)	16	(2.4)	21	(1.7)	26	(2.0)	28	(4.8)	22	(1.0)
	Ireland	12	(1.7)	16	(2.1)	20	(3.8)	15	(1.2)	12	(2.5)	20	(1.8)	23	(2.0)	24	(6.2)	20	(0.9)
	Italy	9	(1.5)	12	(1.9)	13	(3.5)	11	(1.1)	10	(2.3)	13	(1.5)	18	(2.1)	15	(7.0)	14	(1.0)
	Japan	6	(2.8)	10	(2.5)	10	(2.7)	9	(1.3)	13	(5.2)	12	(1.9)	12	(1.3)	10	(2.5)	12	(0.9)
	Korea	7	(1.6)	13	(2.0)	12	(3.6)	10	(1.0)	10	(2.3)	11	(1.2)	13	(1.6)	17	(7.0)	12	(0.7)
	Netherlands	21	(2.6)	26	(2.4)	27	(3.1)	24	(1.3)	21	(4.5)	26	(2.5)	30	(1.9)	31	(3.5)	28	(1.1)
	Norway	16	(3.2)	21	(2.8)	28	(4.1)	22	(1.6)	19	(3.3)	28	(2.7)	38	(2.4)	33	(7.8)	32	(1.3)
	Poland	2	(1.4)	3	(1.7)	3	(2.5)	3	(0.9)	6	(1.3)	5	(0.8)	7	(1.2)	6	(4.1)	6	(0.5)
	Slovak Republic	4	(1.3)	5	(1.5)	8	(3.2)	5	(1.0)	7	(1.8)	8	(1.1)	8	(0.9)	7	(2.3)	8	(0.5)
	Spain	5	(0.8)	7	(1.0)	10	(2.2)	6	(0.6)	11	(3.1)	13	(1.9)	13	(2.4)	19	(8.6)	13	(1.2)
	Sweden	5	(2.1)	15	(2.8)	16	(4.2)	12	(1.4)	15	(3.0)	18	(2.2)	22	(1.9)	31	(5.2)	21	(1.1)
	United States	11	(2.4)	15	(4.0)	c	c	13	(1.6)	20	(2.7)	24	(2.2)	26	(2.5)	27	(5.8)	24	(1.2)
	Sub-national entities																		
	Flanders (Belgium)	c	c	c	c	c	c	15	(1.3)	c	c	18	(1.9)	20	(2.1)	c	c	18	(1.0)
	England (UK)	7	(1.6)	10	(1.8)	16	(3.4)	11	(1.2)	13	(3.0)	16	(2.0)	18	(2.2)	21	(4.3)	17	(1.1)
	Northern Ireland (UK)	9	(2.3)	8	(2.1)	13	(4.3)	9	(1.4)	18	(5.3)	16	(2.7)	18	(2.6)	24	(6.2)	17	(1.5)
	England/N. Ireland (UK)	7	(1.5)	10	(1.8)	16	(3.3)	11	(1.1)	13	(3.0)	16	(1.9)	18	(2.2)	22	(4.2)	17	(1.1)
	OECD average	9	(0.5)	13	(0.6)	17	(0.9)	12	(0.3)	14	(0.7)	17	(0.4)	20	(0.4)	21	(1.2)	18	(0.2)
Partners	Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116585>

Table A8.2a (L). [2/2] **Percentage of adults reporting that they volunteer at least once a month, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

	Tertiary education										All levels of education									
	Level 0/1		Level 2		Level 3		Level 4/5		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)
OECD																				
National entities																				
Australia	17	(4.7)	21	(2.8)	24	(2.0)	28	(2.2)	24	(1.2)	13	(2.0)	18	(1.3)	24	(1.3)	27	(1.7)	21	(0.6)
Austria	21	(8.3)	32	(3.6)	30	(2.6)	26	(3.5)	29	(1.6)	13	(1.6)	22	(1.4)	26	(1.3)	24	(2.7)	22	(0.7)
Canada	17	(2.4)	26	(1.6)	31	(1.2)	36	(2.1)	29	(0.7)	15	(1.1)	21	(0.9)	28	(0.9)	35	(1.8)	25	(0.5)
Czech Republic	c	c	11	(6.0)	14	(3.0)	11	(4.3)	13	(2.0)	7	(2.3)	9	(1.5)	10	(1.3)	11	(3.0)	10	(0.8)
Denmark	19	(4.0)	24	(2.1)	29	(1.6)	28	(2.7)	27	(0.9)	17	(1.5)	24	(1.4)	29	(1.3)	28	(2.5)	25	(0.6)
Estonia	13	(3.6)	12	(1.6)	12	(1.2)	14	(2.1)	12	(0.6)	8	(1.1)	9	(0.7)	10	(0.8)	14	(1.8)	10	(0.4)
Finland	26	(5.4)	22	(2.7)	25	(1.7)	27	(1.9)	26	(1.0)	17	(2.2)	19	(1.5)	23	(1.2)	25	(1.6)	22	(0.6)
France	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
Germany	20	(5.9)	27	(2.7)	28	(2.1)	31	(3.1)	28	(1.2)	14	(1.7)	22	(1.3)	27	(1.5)	30	(2.8)	23	(0.8)
Ireland	24	(6.5)	23	(2.6)	24	(2.0)	27	(3.4)	24	(1.0)	13	(1.4)	19	(1.3)	23	(1.4)	26	(2.9)	20	(0.7)
Italy	17	(6.1)	21	(4.0)	23	(3.1)	20	(6.5)	22	(2.0)	9	(1.2)	13	(1.2)	18	(1.7)	17	(4.5)	13	(0.8)
Japan	27	(12.2)	14	(2.9)	12	(1.2)	12	(1.4)	12	(0.7)	12	(3.0)	12	(1.5)	12	(0.8)	11	(1.2)	12	(0.5)
Korea	15	(6.5)	13	(1.6)	12	(1.2)	15	(2.5)	12	(0.7)	9	(1.5)	12	(0.9)	12	(0.9)	15	(2.4)	12	(0.5)
Netherlands	26	(8.8)	29	(4.2)	33	(2.1)	32	(2.5)	32	(1.2)	21	(2.2)	27	(1.5)	31	(1.2)	31	(2.1)	28	(0.6)
Norway	c	c	31	(3.4)	34	(1.9)	34	(2.6)	33	(1.2)	17	(2.0)	27	(1.8)	35	(1.5)	34	(2.7)	30	(0.8)
Poland	15	(7.7)	12	(2.5)	12	(1.6)	15	(3.0)	12	(1.0)	6	(1.1)	6	(0.7)	9	(0.9)	12	(2.4)	7	(0.4)
Slovak Republic	24	(11.5)	12	(2.9)	13	(1.8)	12	(4.2)	13	(1.2)	6	(1.2)	8	(1.0)	9	(0.8)	9	(2.4)	8	(0.5)
Spain	9	(2.8)	14	(1.9)	15	(1.7)	16	(3.3)	14	(1.0)	6	(0.8)	10	(0.8)	13	(1.2)	16	(2.9)	10	(0.4)
Sweden	16	(5.0)	19	(3.0)	21	(2.0)	26	(2.4)	22	(1.2)	11	(1.6)	17	(1.5)	21	(1.3)	27	(2.2)	20	(0.7)
United States	31	(5.8)	37	(3.1)	38	(2.0)	43	(3.0)	39	(1.0)	18	(2.0)	26	(1.8)	33	(1.5)	39	(2.7)	29	(0.7)
Sub-national entities																				
Flanders (Belgium)	20	(6.9)	21	(2.9)	24	(1.6)	29	(2.8)	25	(1.1)	11	(1.6)	18	(1.4)	23	(1.3)	28	(2.6)	20	(0.8)
England (UK)	c	c	18	(2.2)	23	(1.7)	29	(2.8)	22	(1.0)	10	(1.5)	15	(1.1)	20	(1.2)	26	(2.3)	18	(0.6)
Northern Ireland (UK)	16	(6.9)	23	(4.1)	29	(2.7)	30	(3.8)	27	(1.5)	12	(2.0)	14	(1.4)	22	(1.7)	28	(3.3)	18	(0.8)
England/N. Ireland (UK)	14	(4.2)	18	(2.2)	23	(1.7)	29	(2.7)	23	(1.0)	10	(1.5)	15	(1.1)	20	(1.2)	26	(2.3)	18	(0.6)
OECD average	19	(1.5)	21	(0.7)	23	(0.4)	24	(0.7)	22	(0.3)	12	(0.4)	17	(0.3)	21	(0.3)	23	(0.6)	18	(0.1)
Partners																				
Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116585>

Table A8.3a (L). [1/2] **Percentage of adults reporting that they trust others, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

		Below upper secondary education								Upper secondary or post-secondary non-tertiary education									
		Level 0/1		Level 2		Level 3		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	National entities																		
	Australia	10	(1.7)	14	(1.9)	20	(2.1)	15	(0.9)	14	(3.1)	15	(1.8)	21	(2.1)	30	(4.6)	19	(1.1)
	Austria	13	(2.7)	15	(2.4)	17	(3.8)	15	(1.3)	14	(2.5)	18	(1.4)	25	(1.4)	34	(4.6)	21	(0.9)
	Canada	14	(1.8)	18	(2.5)	26	(6.4)	17	(1.3)	18	(1.7)	18	(1.3)	25	(1.8)	28	(4.8)	21	(0.7)
	Czech Republic	4	(1.8)	c	c	c	c	4	(1.1)	6	(2.3)	5	(1.3)	5	(1.1)	6	(2.6)	5	(0.6)
	Denmark	22	(2.2)	31	(3.1)	49	(4.8)	31	(1.5)	33	(3.0)	39	(2.0)	47	(2.2)	48	(6.3)	42	(1.3)
	Estonia	9	(1.9)	8	(1.9)	5	(2.5)	8	(0.9)	7	(1.4)	6	(0.8)	7	(1.0)	9	(2.5)	7	(0.5)
	Finland	12	(3.0)	21	(3.6)	22	(4.4)	18	(1.9)	23	(3.4)	26	(2.0)	28	(1.8)	30	(3.6)	27	(1.0)
	France	7	(1.0)	7	(1.2)	7	(2.3)	7	(0.6)	7	(1.2)	9	(0.9)	9	(1.2)	11	(4.5)	9	(0.6)
	Germany	9	(2.6)	8	(2.7)	c	c	8	(1.6)	7	(1.6)	7	(1.1)	14	(1.5)	21	(4.2)	10	(0.7)
	Ireland	11	(2.0)	10	(1.7)	12	(3.2)	11	(1.0)	14	(3.2)	14	(1.7)	15	(1.9)	15	(5.6)	14	(0.9)
	Italy	5	(1.1)	6	(1.2)	7	(2.9)	6	(0.7)	9	(2.2)	11	(1.8)	12	(2.0)	12	(4.2)	11	(1.1)
	Japan	13	(4.0)	10	(2.7)	11	(3.2)	11	(1.5)	18	(5.1)	13	(1.9)	14	(1.5)	13	(3.4)	14	(0.9)
	Korea	9	(1.8)	8	(1.5)	7	(2.8)	8	(1.0)	11	(2.2)	9	(1.0)	10	(1.2)	13	(5.4)	10	(0.6)
	Netherlands	14	(1.9)	18	(2.1)	29	(3.0)	20	(1.2)	21	(3.9)	28	(2.7)	32	(2.1)	34	(4.1)	30	(1.0)
	Norway	21	(3.6)	20	(2.9)	29	(4.0)	24	(1.7)	18	(3.6)	26	(2.5)	33	(2.0)	35	(5.0)	29	(1.1)
	Poland	10	(2.5)	7	(2.6)	4	(2.9)	8	(1.2)	10	(1.5)	10	(1.4)	13	(1.8)	20	(5.6)	11	(0.8)
	Slovak Republic	9	(2.0)	4	(1.3)	3	(1.9)	6	(0.9)	8	(2.0)	7	(0.9)	8	(0.9)	12	(3.7)	8	(0.5)
	Spain	14	(1.2)	16	(1.4)	17	(3.1)	15	(0.7)	21	(3.5)	17	(2.3)	20	(3.0)	29	(10.3)	19	(1.5)
	Sweden	20	(3.7)	23	(3.4)	31	(5.1)	24	(1.8)	23	(3.6)	27	(2.2)	35	(2.1)	38	(4.9)	31	(1.2)
	United States	13	(3.1)	12	(3.8)	14	(8.7)	13	(2.2)	15	(2.0)	17	(1.9)	21	(2.3)	28	(5.4)	18	(1.1)
	Sub-national entities																		
	Flanders (Belgium)	10	(2.1)	10	(2.2)	6	(2.6)	9	(1.2)	14	(2.3)	12	(1.5)	13	(1.6)	15	(5.5)	13	(0.8)
	England (UK)	10	(2.1)	8	(1.6)	13	(2.9)	10	(1.0)	10	(2.5)	12	(2.0)	17	(2.2)	27	(5.4)	16	(1.1)
	Northern Ireland (UK)	10	(1.9)	8	(1.7)	10	(3.0)	9	(1.1)	16	(5.1)	17	(2.4)	17	(3.1)	18	(7.9)	17	(1.4)
	England/N. Ireland (UK)	10	(2.0)	8	(1.6)	12	(2.8)	10	(0.9)	10	(2.4)	12	(1.9)	17	(2.2)	27	(5.2)	16	(1.0)
	OECD average	12	(0.5)	13	(0.5)	16	(0.9)	13	(0.3)	14	(0.6)	16	(0.4)	19	(0.4)	23	(1.1)	18	(0.2)
Partners	Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116604>

Table A8.3a (L). [2/2] Percentage of adults reporting that they trust others, by educational attainment and literacy proficiency level (2012)*Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds***A8**

	Tertiary education										All levels of education									
	Level 0/1		Level 2		Level 3		Level 4/5		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)
OECD																				
National entities																				
Australia	17	(5.3)	23	(2.8)	32	(2.0)	41	(2.1)	32	(1.0)	12	(1.5)	17	(1.2)	25	(1.3)	37	(1.8)	23	(0.7)
Austria	18	(7.3)	21	(3.3)	34	(2.9)	40	(4.5)	31	(1.6)	14	(1.7)	18	(1.1)	27	(1.3)	37	(3.5)	22	(0.7)
Canada	18	(2.5)	24	(1.4)	33	(1.2)	37	(2.1)	30	(0.7)	17	(1.1)	21	(0.9)	30	(1.0)	36	(2.1)	26	(0.5)
Czech Republic	c	c	7	(4.4)	16	(3.6)	22	(5.1)	16	(2.2)	5	(1.6)	5	(1.1)	8	(1.4)	15	(3.7)	7	(0.7)
Denmark	46	(4.5)	58	(2.3)	65	(1.5)	67	(2.9)	63	(1.0)	30	(1.7)	43	(1.2)	57	(1.2)	63	(2.6)	48	(0.7)
Estonia	11	(2.7)	12	(1.6)	16	(1.4)	17	(2.1)	15	(0.7)	8	(1.1)	8	(0.7)	11	(0.8)	14	(1.5)	10	(0.4)
Finland	40	(7.6)	37	(3.0)	43	(1.8)	47	(2.1)	44	(1.1)	21	(2.3)	28	(1.5)	35	(1.3)	42	(1.9)	33	(0.7)
France	7	(2.6)	14	(1.8)	18	(1.3)	18	(2.2)	17	(0.8)	7	(0.7)	10	(0.7)	13	(0.8)	16	(1.9)	11	(0.4)
Germany	18	(5.5)	14	(2.3)	23	(1.9)	30	(2.7)	22	(1.0)	9	(1.4)	9	(1.0)	18	(1.2)	27	(2.3)	14	(0.6)
Ireland	18	(5.5)	18	(2.1)	23	(1.7)	30	(2.7)	23	(1.0)	13	(1.7)	14	(0.9)	19	(1.1)	27	(2.6)	16	(0.6)
Italy	13	(5.5)	12	(3.2)	18	(2.6)	16	(5.6)	15	(1.4)	6	(0.9)	8	(0.9)	13	(1.3)	14	(3.7)	9	(0.6)
Japan	c	c	17	(2.8)	23	(1.4)	24	(1.7)	23	(0.9)	16	(3.1)	14	(1.4)	18	(1.0)	21	(1.4)	18	(0.6)
Korea	21	(6.6)	17	(1.6)	16	(1.1)	18	(2.9)	17	(0.7)	10	(1.3)	11	(0.7)	13	(0.8)	17	(2.6)	12	(0.4)
Netherlands	19	(8.8)	38	(4.1)	45	(2.2)	50	(2.6)	45	(1.3)	16	(1.7)	25	(1.7)	36	(1.3)	45	(2.2)	32	(0.6)
Norway	28	(5.6)	42	(3.8)	51	(2.0)	54	(2.7)	49	(1.2)	21	(2.3)	28	(1.9)	41	(1.3)	50	(2.4)	36	(0.8)
Poland	17	(6.3)	21	(3.3)	24	(2.4)	30	(3.6)	24	(1.3)	11	(1.3)	12	(1.1)	17	(1.3)	28	(3.1)	15	(0.6)
Slovak Republic	c	c	11	(2.7)	12	(1.5)	19	(4.1)	13	(1.1)	9	(1.6)	7	(0.8)	9	(0.8)	15	(3.0)	9	(0.4)
Spain	23	(4.8)	27	(2.3)	34	(2.0)	36	(4.6)	31	(1.2)	16	(1.2)	19	(1.1)	27	(1.5)	34	(4.2)	21	(0.6)
Sweden	22	(5.6)	41	(4.1)	50	(2.1)	55	(2.4)	49	(1.3)	21	(2.3)	29	(1.6)	40	(1.5)	49	(2.3)	36	(0.8)
United States	20	(6.4)	26	(2.8)	32	(1.7)	39	(2.9)	31	(1.2)	15	(2.1)	19	(1.5)	26	(1.5)	37	(2.7)	23	(0.8)
Sub-national entities																				
Flanders (Belgium)	30	(7.9)	29	(4.2)	29	(2.1)	29	(2.7)	29	(1.2)	13	(1.7)	15	(1.3)	21	(1.2)	26	(2.5)	19	(0.6)
England (UK)	21	(5.6)	21	(2.8)	25	(2.0)	36	(3.1)	27	(1.2)	12	(1.6)	13	(1.3)	21	(1.4)	32	(2.8)	19	(0.7)
Northern Ireland (UK)	10	(6.3)	18	(3.4)	24	(2.4)	30	(4.1)	23	(1.6)	11	(1.9)	14	(1.5)	19	(1.8)	26	(4.0)	16	(0.8)
England/N. Ireland (UK)	20	(5.5)	21	(2.7)	25	(1.9)	36	(3.1)	26	(1.2)	12	(1.6)	13	(1.3)	21	(1.4)	32	(2.8)	18	(0.7)
OECD average	21	(1.3)	24	(0.6)	30	(0.4)	34	(0.7)	29	(0.3)	14	(0.4)	17	(0.3)	24	(0.3)	31	(0.6)	21	(0.1)
Partners																				
Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116604>

Table A8.4a (L). [1/2] **Percentage of adults reporting that they believe they have a say in government, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

		Below upper secondary education								Upper secondary or post-secondary non-tertiary education									
		Level 0/1		Level 2		Level 3		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	National entities																		
	Australia	18	(2.6)	21	(2.3)	30	(3.1)	24	(1.3)	23	(3.5)	26	(2.3)	32	(2.3)	43	(4.3)	30	(1.1)
	Austria	15	(3.0)	18	(2.5)	25	(4.2)	19	(1.6)	23	(2.6)	26	(1.6)	35	(1.9)	40	(4.9)	30	(1.0)
	Canada	20	(2.1)	21	(2.5)	35	(6.0)	22	(1.4)	24	(2.1)	28	(1.5)	37	(1.7)	37	(4.9)	31	(0.9)
	Czech Republic	19	(6.3)	19	(5.3)	17	(6.9)	19	(3.0)	15	(3.8)	17	(2.0)	24	(2.4)	22	(7.6)	20	(1.2)
	Denmark	33	(3.1)	42	(3.3)	55	(4.9)	41	(1.6)	37	(2.8)	46	(2.3)	51	(2.8)	54	(8.0)	47	(1.2)
	Estonia	17	(2.4)	16	(2.2)	17	(3.0)	17	(1.2)	12	(1.8)	17	(1.2)	27	(1.6)	38	(4.0)	21	(0.8)
	Finland	27	(4.4)	32	(3.6)	33	(4.9)	31	(2.4)	42	(3.8)	39	(2.7)	42	(2.3)	51	(4.3)	42	(1.2)
	France	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
	Germany	12	(2.9)	15	(3.9)	13	(8.2)	13	(2.1)	17	(2.3)	18	(1.5)	26	(1.9)	31	(5.0)	21	(0.8)
	Ireland	18	(2.3)	16	(2.3)	19	(4.3)	18	(1.4)	16	(2.9)	25	(1.8)	28	(2.2)	37	(7.0)	26	(1.2)
	Italy	11	(1.7)	13	(2.0)	16	(4.0)	12	(1.3)	13	(2.5)	19	(1.8)	22	(2.2)	26	(7.1)	19	(1.1)
	Japan	14	(4.2)	14	(3.4)	22	(4.0)	17	(1.8)	14	(4.4)	16	(1.9)	23	(1.6)	34	(3.7)	22	(1.0)
	Korea	21	(2.4)	31	(2.7)	39	(5.6)	28	(1.5)	24	(3.4)	27	(1.7)	35	(2.1)	40	(7.8)	30	(1.2)
	Netherlands	22	(2.6)	28	(2.2)	35	(3.0)	28	(1.5)	33	(4.6)	30	(2.4)	36	(2.2)	50	(4.3)	36	(1.3)
	Norway	24	(4.0)	28	(3.1)	43	(4.2)	32	(1.8)	29	(4.0)	39	(2.8)	50	(2.6)	59	(5.9)	44	(1.6)
	Poland	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
	Slovak Republic	9	(2.1)	12	(2.3)	14	(3.6)	11	(1.1)	16	(2.8)	20	(1.5)	20	(1.5)	27	(4.5)	20	(0.8)
	Spain	18	(1.6)	21	(1.8)	20	(2.7)	19	(0.9)	21	(3.8)	23	(2.7)	23	(2.8)	29	(12.2)	23	(1.4)
	Sweden	27	(4.0)	34	(4.2)	41	(5.7)	34	(2.5)	30	(4.7)	34	(2.4)	49	(2.2)	56	(4.8)	43	(1.2)
	United States	29	(3.2)	28	(6.6)	28	(12.7)	29	(2.4)	37	(2.5)	37	(2.1)	47	(2.9)	58	(6.1)	41	(1.2)
	Sub-national entities																		
	Flanders (Belgium)	22	(2.7)	22	(2.6)	27	(4.4)	23	(1.4)	28	(3.2)	26	(2.0)	27	(2.2)	32	(5.8)	27	(1.0)
	England (UK)	18	(2.8)	20	(2.5)	29	(4.3)	22	(1.5)	21	(3.9)	27	(2.6)	31	(2.4)	41	(5.3)	29	(1.4)
	Northern Ireland (UK)	14	(2.1)	15	(2.1)	14	(3.8)	15	(1.0)	17	(4.8)	19	(2.7)	23	(3.0)	32	(7.0)	21	(1.5)
	England/N. Ireland (UK)	18	(2.6)	20	(2.4)	29	(4.1)	21	(1.5)	20	(3.8)	27	(2.6)	31	(2.3)	40	(5.2)	29	(1.3)
	OECD average	20	(0.7)	23	(0.7)	28	(1.2)	23	(0.4)	24	(0.8)	27	(0.5)	33	(0.5)	40	(1.4)	30	(0.3)
Partners	Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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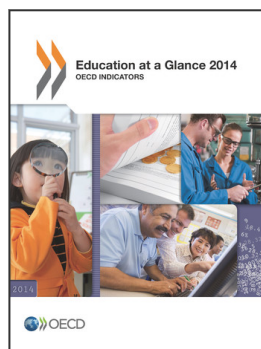
Table A8.4a (L). [2/2] **Percentage of adults reporting that they believe they have a say in government, by educational attainment and literacy proficiency level (2012)***Literacy proficiency level in the Survey of Adult Skills, 25-64 year-olds*

	Tertiary education										All levels of education									
	Level 0/1		Level 2		Level 3		Level 4/5		Total		Level 0/1		Level 2		Level 3		Level 4/5		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)
OECD																				
National entities																				
Australia	24	(6.9)	36	(2.9)	43	(2.2)	57	(2.6)	45	(1.2)	20	(1.9)	27	(1.5)	36	(1.4)	53	(2.0)	34	(0.6)
Austria	32	(10.4)	35	(3.9)	46	(2.6)	47	(4.4)	43	(1.6)	20	(2.0)	25	(1.3)	37	(1.5)	44	(2.9)	30	(0.8)
Canada	29	(2.6)	35	(1.7)	43	(1.4)	51	(2.1)	42	(0.8)	24	(1.3)	30	(1.0)	41	(1.1)	49	(1.9)	36	(0.5)
Czech Republic	c	c	25	(6.4)	27	(4.0)	34	(4.9)	28	(2.4)	16	(3.2)	18	(2.0)	24	(2.2)	29	(3.9)	21	(1.1)
Denmark	36	(4.8)	54	(2.6)	61	(1.8)	63	(3.1)	59	(1.1)	35	(1.9)	47	(1.5)	57	(1.6)	61	(3.1)	51	(0.8)
Estonia	18	(3.5)	21	(1.9)	34	(1.6)	47	(2.8)	32	(1.0)	15	(1.4)	18	(1.0)	30	(1.0)	44	(2.4)	25	(0.5)
Finland	41	(7.4)	51	(3.6)	57	(2.2)	66	(2.0)	59	(1.1)	36	(2.8)	41	(1.9)	49	(1.5)	61	(2.0)	48	(0.8)
France	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
Germany	17	(5.1)	27	(2.9)	35	(2.0)	38	(3.1)	33	(1.3)	15	(1.8)	20	(1.2)	30	(1.3)	35	(2.5)	24	(0.7)
Ireland	35	(6.6)	34	(2.9)	39	(1.9)	44	(3.5)	38	(1.2)	20	(1.8)	24	(1.2)	32	(1.4)	42	(3.3)	28	(0.7)
Italy	26	(7.4)	31	(4.5)	26	(3.3)	37	(8.3)	29	(2.2)	12	(1.4)	17	(1.4)	22	(1.8)	31	(5.4)	17	(0.9)
Japan	c	c	24	(3.3)	32	(1.5)	41	(2.0)	34	(1.0)	16	(3.2)	18	(1.6)	27	(1.1)	38	(1.8)	27	(0.6)
Korea	30	(8.0)	34	(2.2)	44	(1.8)	51	(3.9)	42	(1.3)	23	(2.0)	30	(1.2)	41	(1.4)	48	(3.6)	35	(0.8)
Netherlands	28	(10.0)	46	(4.5)	54	(2.2)	62	(2.6)	55	(1.5)	25	(2.4)	32	(1.6)	43	(1.5)	58	(2.3)	41	(0.9)
Norway	36	(5.6)	52	(3.5)	67	(2.0)	74	(2.5)	65	(1.1)	27	(2.5)	39	(1.8)	57	(1.5)	70	(2.3)	50	(0.8)
Poland	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w
Slovak Republic	c	c	23	(3.8)	36	(2.8)	48	(6.4)	35	(2.0)	13	(2.0)	19	(1.2)	24	(1.4)	37	(3.6)	22	(0.7)
Spain	24	(5.3)	28	(2.7)	31	(2.2)	37	(4.3)	30	(1.2)	19	(1.6)	23	(1.2)	27	(1.6)	35	(3.9)	24	(0.6)
Sweden	44	(6.5)	45	(4.2)	56	(2.3)	62	(2.4)	56	(1.4)	30	(2.9)	36	(1.8)	51	(1.5)	60	(2.1)	46	(0.9)
United States	32	(6.3)	47	(2.8)	55	(2.0)	63	(3.2)	54	(1.5)	34	(1.8)	39	(1.7)	51	(1.7)	62	(3.0)	45	(1.0)
Sub-national entities																				
Flanders (Belgium)	33	(9.3)	39	(3.9)	43	(2.1)	50	(2.8)	44	(1.3)	26	(1.9)	28	(1.4)	36	(1.4)	46	(2.5)	33	(0.8)
England (UK)	33	(6.7)	33	(3.2)	43	(2.4)	52	(3.2)	42	(1.4)	21	(2.3)	27	(1.8)	37	(1.6)	48	(2.7)	33	(0.9)
Northern Ireland (UK)	23	(8.2)	31	(4.6)	35	(2.9)	47	(4.5)	36	(1.9)	16	(2.0)	20	(1.8)	27	(1.8)	42	(3.8)	24	(0.8)
England/N. Ireland (UK)	33	(6.6)	33	(3.1)	43	(2.3)	52	(3.1)	42	(1.4)	21	(2.2)	26	(1.7)	36	(1.5)	48	(2.6)	32	(0.9)
OECD average	30	(1.7)	36	(0.8)	44	(0.5)	51	(0.9)	43	(0.3)	22	(0.5)	28	(0.3)	38	(0.3)	48	(0.7)	33	(0.2)
Partners																				
Russian Federation*	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w	w

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for literacy proficiency Level 4/5 and below upper secondary education (i.e. columns 7 and 8) are available for consultation on line (see *StatLink* below).Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. 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/10.1787/888933116623>



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