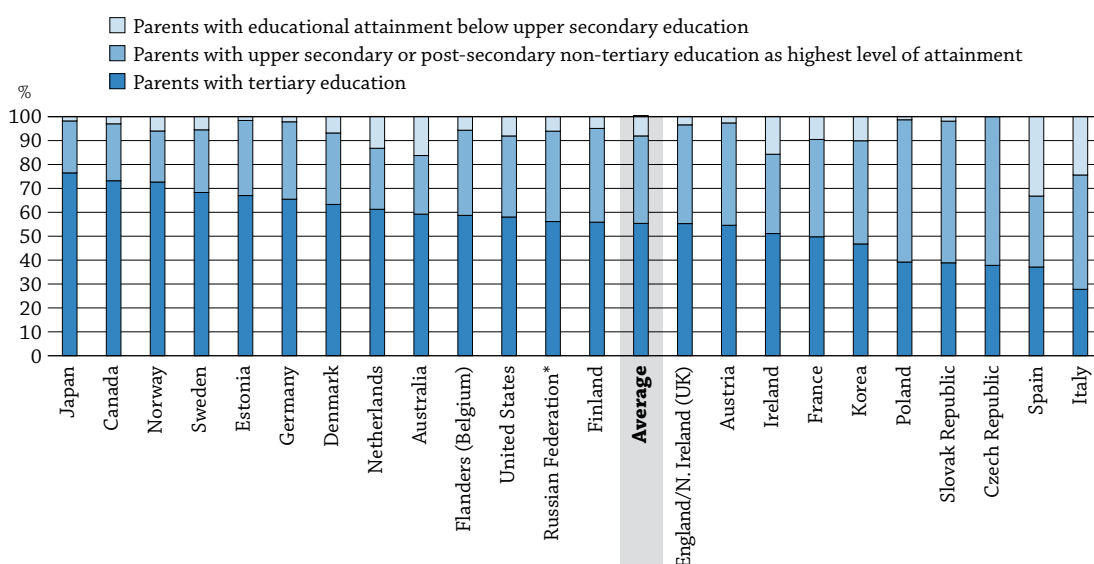


TO WHAT EXTENT DOES PARENTS' EDUCATION INFLUENCE PARTICIPATION IN TERTIARY EDUCATION?

- Across countries, about 40% of non-student adults (25-64 year-olds) have a higher level of educational attainment than their parents. Intergenerational educational mobility is the highest in Finland, Flanders (Belgium), Korea and the Russian Federation, where more than 55% of non-students have attained a higher level of education than their parents.
- More than 30% of non-student adults whose parents have not attained upper secondary education also ended their schooling before completing upper secondary education. However, over 45% of these adults have an upper secondary or post-secondary non-tertiary education and about 20% have a tertiary education.
- Across participating countries, 25% of adults whose parents have below upper secondary education perform at or below Level 1 in literacy, the lowest level in the Survey of Adult Skills (PIAAC), while only around 5% perform at Level 4 or 5. Among adults whose parents have a tertiary education, more than 20% perform at Level 4 or 5.


Chart A4.1. Percentage of 20-34 year-olds in tertiary education, by parents' educational attainment (2012)



* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in descending order of the participation in tertiary education of 20-34 year-olds that have parents with tertiary attainment.

Source: OECD, Table A4.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888933115635>

Context

Because of its strong links to earnings, employment, overall wealth and the well-being of individuals, education can reduce inequalities in societies, but it can also reproduce them. Giving all young people a fair chance to obtain a quality education is a fundamental part of the social contract. Addressing inequalities in education opportunities is critically important for maintaining social mobility and broadening the pool of candidates for higher education and high-skilled jobs. For the first time, this indicator draws from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), to analyse the influence of parents' education on their children's participation in tertiary education.

It is crucial for countries to have an educated and skilled workforce if they aim to promote future growth. In today's fast-changing labour markets, the gap in returns between low- and high-qualified workers is growing. On average, less-educated adults have the highest unemployment and inactivity rates and have the lowest and more rapidly declining wages over their working lives (see Indicators A5 and A6).

Having a large population of low-qualified workers may thus lead to a heavier social burden and deepening inequalities that are both difficult and costly to address once people have left initial education.

Results from the 2012 OECD Programme for International Student Assessment (PISA) show that in several countries that designed and implemented policies with a stronger focus on equity, students from disadvantaged backgrounds have improved their performance. A significant number of countries that underperformed in 2003 improved their PISA scores markedly by 2012. In several of these countries, the improvement was mainly due to giving more students higher-quality education (OECD, 2013).

It is important, then, to provide a level playing field in education for all young people, including those from low educational backgrounds. Various policy options, such as maintaining reasonable costs for higher education and funding student support systems can help disadvantaged students. Ensuring access to and success in tertiary education for all is important, but so is addressing inequalities at the earliest stages of schooling.

■ Other findings

- **In Austria, the Czech Republic, Germany, Italy, Poland, the Slovak Republic, Spain and the United States, more than 50% of non-student adults have the same educational attainment as their parents.**
- **In all countries, at least 35% of 20-34 year-olds in tertiary education have at least one parent who has completed that level of education.** In Canada, Estonia, Germany, Norway and Sweden, at least 65% of these students do.
- **On average, 12% of non-student adults have lower educational attainment than their parents.** In Austria, Denmark, Estonia, Germany, Norway, Sweden and the United States, more than 15% of these populations do.

■ Trends

The expansion of education systems in many OECD countries, both at the upper secondary or post-secondary non-tertiary and tertiary levels of education, has given young people (25-34 year-olds) an opportunity to attain a higher level of education than their parents. On average across OECD countries participating in the Survey of Adult Skills, 32% of young people have achieved a higher level of education than their parents, while only 16% have not attained their parents' education level. In all countries except Estonia, Germany, Norway and Sweden, absolute upward mobility in education is more common than absolute downward mobility, reflecting the expansion of education systems in most OECD countries. This expansion has been particularly pronounced in France, Ireland, Italy, Korea, Spain and the Russian Federation, where the difference between upward and downward educational mobility is 30 percentage points or more.

Analysis

Mobility indicators and terminology

The literature on mobility typically distinguishes between absolute and relative measures of mobility. Concerning education, absolute mobility refers to the proportion of individuals whose level of education is different from that of their parents: higher in the case of upward mobility, and lower in the case of downward mobility across generations. Measures of absolute mobility are sensitive to the number of educational attainment levels chosen for intergenerational comparisons (more mobility tends to be observed the higher the number of categories) and, more substantially, to changes in the structure of the education system, most notably to its expansion at specific levels. Mobility patterns can be further disaggregated into short-range mobility (involving movements between adjacent categories) and long-range mobility (involving movements between more distant categories) as these may have different implications for individuals. By contrast, immobility in education refers to the situation where children attain the same level of education as their parents.

The analysis of educational mobility also relies on measures of relative mobility, which considers the magnitude of difference in the chance of attaining a given level of education rather than another among people whose parents have different levels of education. One extreme instance of relative mobility would be a lack of difference between individuals from different education backgrounds in their chances of obtaining a given level of education rather than another.

Measures of absolute and relative mobility tend to be interrelated but capture different things. The fact that a country shows more or less absolute mobility than another does not necessarily mean that the opportunities to access a given level of education for individuals from different backgrounds are greater or lesser in one country than in the other.

This indicator examines the chances of accessing tertiary education rather than leaving the education system with a lower level of attainment among individuals whose parents attained different levels of education. The indicator thus provides information about the advantages and disadvantages associated with having parents with different levels of educational attainment.

Inequalities in participation in tertiary education across countries

For some, pursuing higher education is not a viable option. Some young adults may have to enter the labour market earlier than others in order to support themselves and their families. Growing up in a disadvantaged family where the parents have low levels of education often means having less financial support available for continuing studies. This situation is reinforced if the education system does not provide support for students from disadvantaged backgrounds. In the short term, staying in education can involve foregoing earnings from employment. In these cases, it is not surprising to see the extent to which parents' educational attainment and socio-economic background affects students' level of education.

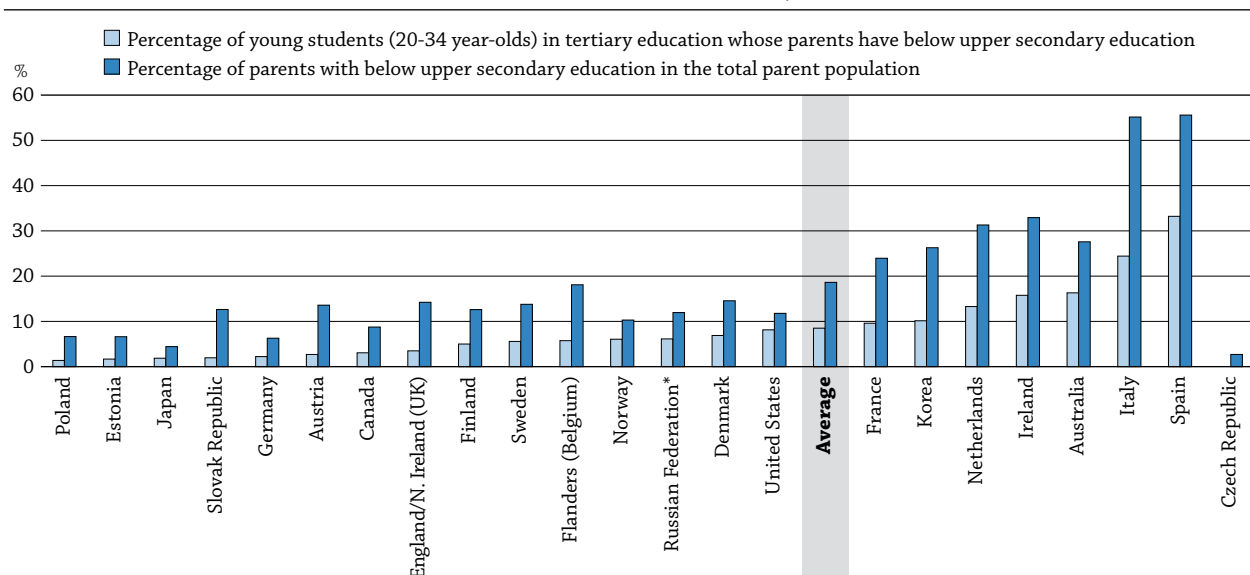
More than half of 20-34 year-olds in tertiary education have at least one parent with that level of education (56%), and slightly more than a third (36%) have at least one parent with upper secondary education as highest level of attainment. By contrast, the proportion of 20-34 year-old tertiary students whose parents have not completed an upper secondary education is small: about one tertiary student in ten has parents with below upper secondary education (9%).

As shown in the introductory chart (Chart A4.1), in all countries, around 35% or more of 20-34 year-old tertiary students have at least one parent who has completed that level of education. In Canada, Estonia, Germany, Japan, Norway and Sweden, 65% or more of these students do. Since data refer to enrolled students, it should be borne in mind that in some countries, including Sweden, some students (for instance, those from an academic family background) may enrol in longer university programmes, and that may inflate enrolment numbers. In all countries with available data, except Spain, the proportion of tertiary-students with parents with upper secondary education is larger than the proportion of these students with parents with below upper secondary education.

Assessing inequalities in access to higher education is a crucial initial step in designing policies to reduce such inequalities. The basic measure of relative mobility is the odds ratio (see *Definitions* section below). Across countries with available data, the likelihood of a student participating in tertiary education, depending on the level of education attained by his or her parents and compared with the likelihood of individuals whose parents attained below upper secondary education, is twice as great if at least one of the parents attained upper secondary or post-secondary non-tertiary education, and 4.5 times as great if the parents attained tertiary education (Table A4.1b).

On average, 9% of all students in tertiary education have parents with low levels of education while 19% of all parents (i.e. parents of students and non-students) have a low level of education. The largest proportions of 20-34 year-olds in tertiary education whose parents have below upper secondary education (among countries with available data) are found in Australia, Ireland, Italy, the Netherlands and Spain (over 10%). But these are also some of the countries where the proportion of parents with below upper secondary education among all parents is the largest (more than 20%) (Chart A4.2).


Chart A4.2. Participation in tertiary education of 20-34 year-old students whose parents have below upper secondary education (2012)



* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in ascending order of the proportion of 20-34 year-old students in tertiary education whose parents have below upper secondary education.

Source: OECD, Table A4.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888933115654>

Intergenerational mobility in education

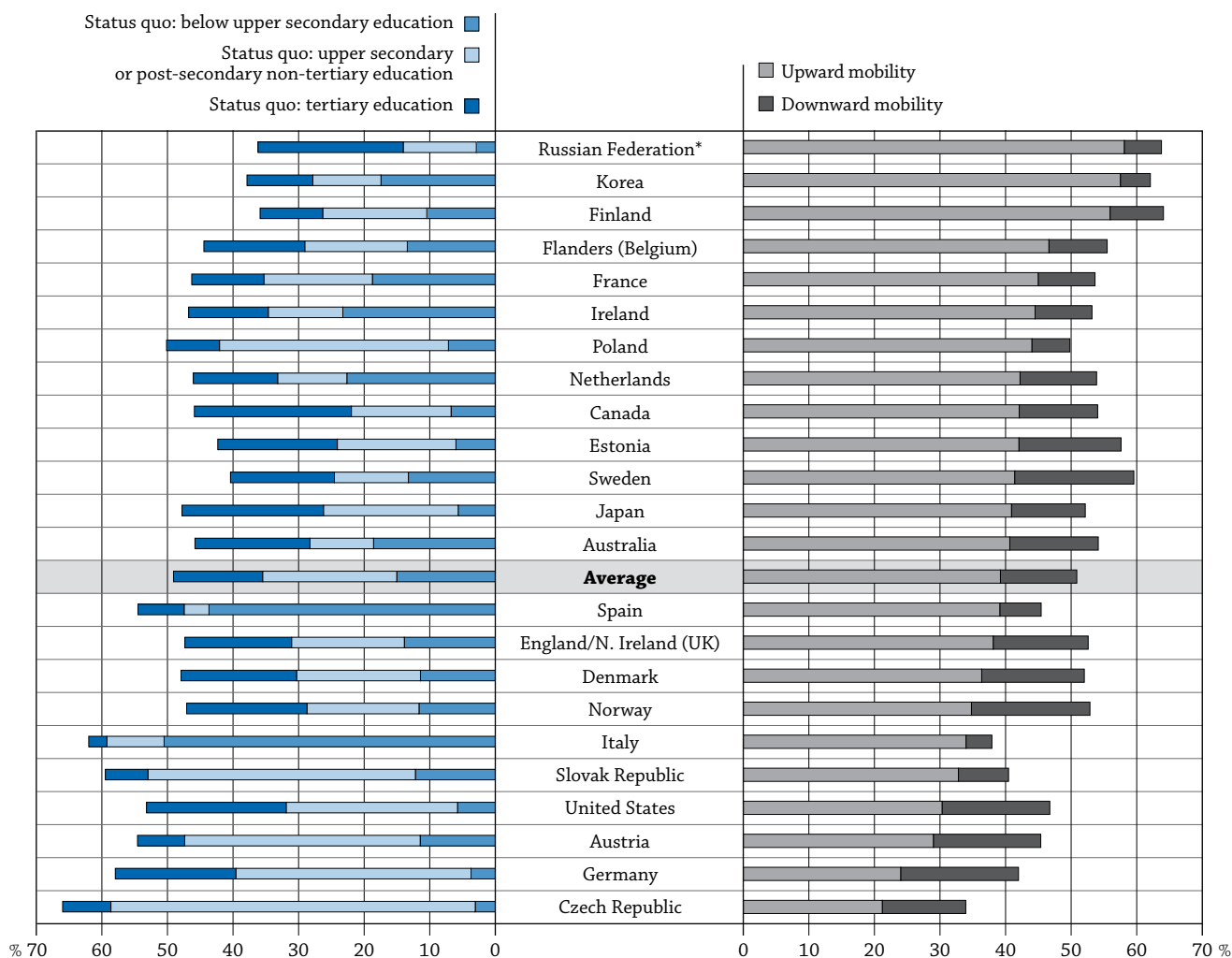
As shown in Indicator A1, tertiary education attainment rates have been growing in recent years, on average, especially among younger generations. Indeed, both the highest tertiary attainment rates (about 40%) and the smallest proportion of people who have not completed at least an upper secondary education (less than 20%) are found among 25-34 year-olds. In addition, the proportion of older adults (55-64 year-olds) with tertiary education reached an historic high (since 2000) of 25% in 2012. Between 2000 and 2012, the average annual growth in tertiary attainment rates among 55-64 year-olds – 4% – was the largest across the generations (see Indicator A1, Table A1.4a).

This suggests that in most countries for which information is available, there has been a positive expansion of access to education. On average, about 40% of 25-64 year-olds have a higher level of educational attainment than their parents (upward mobility). However, in most countries, 40% to 50% of non-student adults have the same educational attainment as their parents (*status quo*). This share is even larger in Austria, the Czech Republic, Germany, Italy, the Slovak Republic, Spain and the United States (Table A4.4).

Chart A4.3 shows that across countries about half of adults has attained the same education level as their parents, and the other half have either higher or lower educational attainment than their parents. In all countries, upward mobility (i.e. adults whose educational attainment is higher than that of their parents) is considerably more common than downward mobility. The incidence of intergenerational mobility in education is particularly high in Finland, Flanders (Belgium), Korea and the Russian Federation: more than 55% of adults in these countries have either exceeded or not attained their parents' level of education; in these countries, more than 45% of adults attained higher levels of education than their parents (absolute upward mobility) – the largest proportion among all countries; but in Finland and Flanders (Belgium), a relatively large proportion of adults – about 8% – attained a lower level of education than their parents (downward mobility).

Chart A4.3. Absolute educational mobility (2012)

Percentage of 25-64 year-old non-students whose educational attainment is higher than (upward mobility), lower than (downward mobility) or the same as (status quo) that of their parents



* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in descending order of the proportion of adults with upward mobility with respect to the education attainment of their parents.

Source: OECD, Table A4.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115673>

In Austria, the Czech Republic, Germany, Italy and the Slovak Republic, more than 55% of adults attained the same education level as their parents. In Italy and Spain, more than 40% of adults with below upper secondary education have parents who attained that level of education. In Austria, the Czech Republic, Germany and the Slovak Republic, more than 35% of adults who attained upper secondary or post-secondary non-tertiary education have parents who also attained that level of education. These countries, together with Hungary, Poland and Slovenia, are the OECD countries with the largest proportions of adults attaining this level of education (over 55% in each country; see Table A1.5a in Indicator A1). In Canada, Japan, the Russian Federation and the United States, more than 20% of adults whose parents have attained tertiary education also attain that level of education (Table A4.4).

The incidence of the absolute upward mobility is somewhat higher among women (40%) than among men (38%), on average. But in some countries, men are considerably more upwardly mobile in educational attainment than women: Austria (25% among women and 33% among men), Germany (21% and 27%, respectively), Korea (53% and 62%, respectively) and the Netherlands (40% and 45%, respectively) (Table A4.4).

Intergenerational mobility varies according to people's education level and context. More than 30% of non-students adults whose parents have not attained upper secondary education also ended their schooling before completing upper secondary education. However, over 45% of these adults have an upper secondary or post-secondary non-tertiary education and about 20% have a tertiary education. In Canada, Finland and the Russian Federation, over 30% of this group of adults have attained tertiary education. In contrast, in Austria, the Czech Republic, Germany, Italy, Poland, the Slovak Republic and the United States, 15% or less of non-student adults whose parents have below upper secondary education have attained a tertiary education (Table A4.2).

Similarly, across countries, over 65% of non-students whose parents have a tertiary education have attained the same level of education, about 30% have an upper secondary or post-secondary non-tertiary education as their highest qualification, and only 5% have ended schooling before completing upper secondary education. In all countries except Austria, which has one of the largest proportions of adults with upper secondary or post-secondary non-tertiary education, over 50% of adults with tertiary-educated parents have also attained tertiary education (Table A4.2).

Access to tertiary education is also affected by inequalities at earlier stages of schooling. One necessary condition for attaining higher levels of education is to have acquired the skills and knowledge required to pursue further studies. Intergenerational mobility in education can be strongly influenced by a student's early schooling, since schools could reinforce socio-economic advantage or disadvantage. Since its first cycle, PISA results have shown that, in many countries, students' socio-economic background is related to their school performance. Very often, students from disadvantaged backgrounds have limited access to quality education. On average, a more socio-economically advantaged student scores 39 points higher in mathematics than a less-advantaged student. This difference represents the equivalent of nearly one year of schooling (OECD, 2013). Providing access to high-quality pre-primary, primary and secondary education is essential for giving every student the chance to enter tertiary education, regardless of their parents' educational attainment, their occupation or their labour market status.

Adult skills in relation to parents' educational attainment

Parents' education also seems to have an effect on individuals' literacy and numeracy proficiency. On average, most of the people with the highest scores in literacy, as measured by the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), are those from families where at least one parent has attained tertiary education. Similarly, most of the adults with the lowest levels of literacy proficiency are those whose parents have below upper secondary education as their highest level of attainment (Table A4.3 [L]).

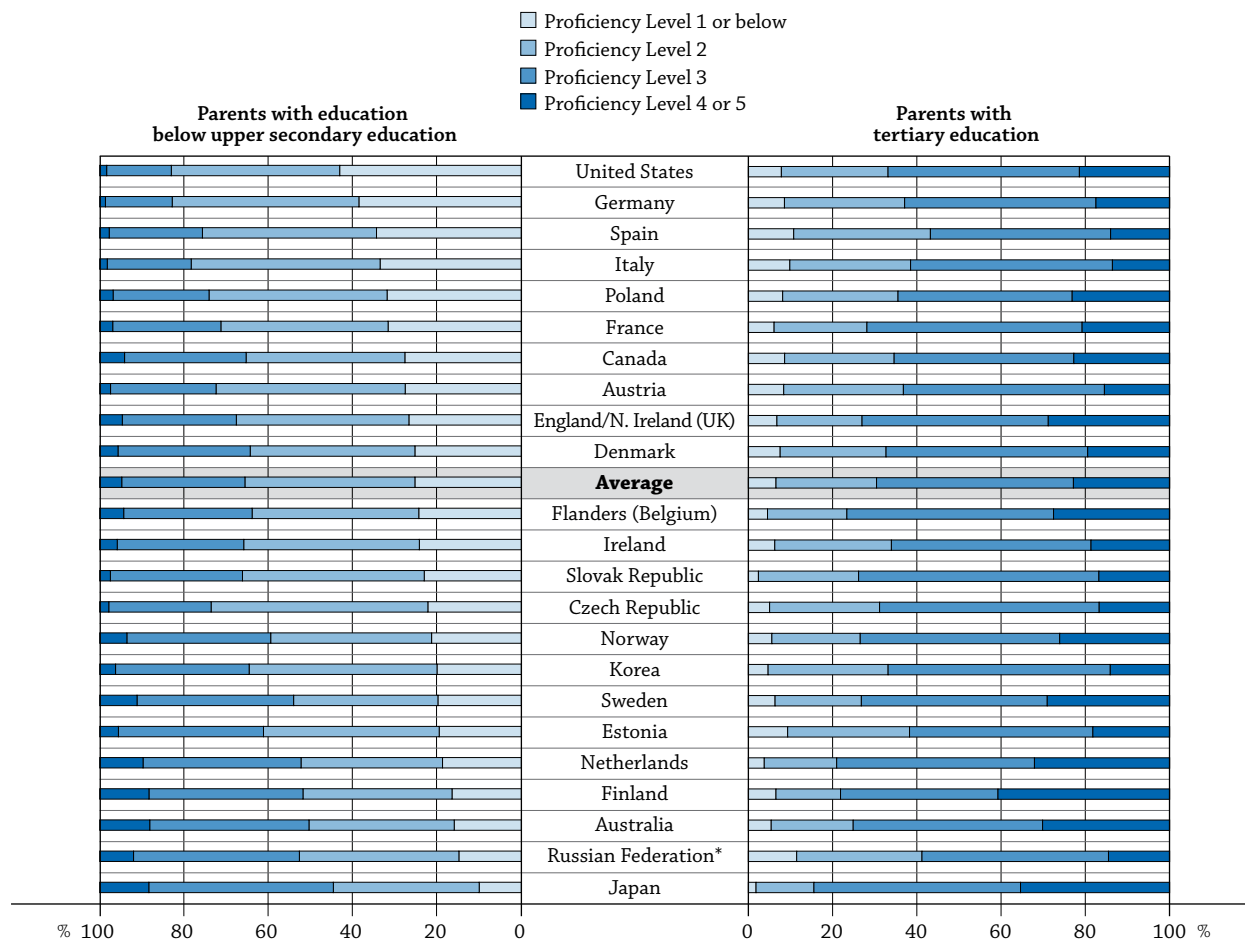
Chart A4.4 shows the literacy proficiency of adults in relation to the educational attainment of their parents. Across participating countries, 25% of adults whose parents have below upper secondary education perform at or below Level 1, 40% perform at Level 2, less than 30% perform at Level 3, and only about 5% perform at Level 4 or 5. In France, Germany, Italy, Poland, Spain and the United States, more than 30% of these adults perform at or below Level 1 in literacy proficiency while 3%, at most, perform at Level 4 or 5. Similarly small proportions of highly proficient adults are found in Austria, the Czech Republic and the Slovak Republic.

The picture changes significantly when considering adults whose parents have a tertiary education. Across countries, 7% of these adults perform at or below Level 1 in literacy in the Survey of Adult Skills, less than 25% perform at Level 2, over 45% perform at Level 3, and over 20% perform at Level 4 or 5. In most countries, more than 20% of adults with tertiary-educated parents perform at Level 4 or 5 in literacy, and in Australia, Finland, Japan and the Netherlands 30% or more do.

Among adults whose parents have not attained upper secondary education, about one in three have also not attained that level of education while the remainder have attained at least upper secondary education. One in four of these adults score at or below Level 1 in literacy (Tables A4.2 and A4.3 [L]).

Flexibility in intergenerational mobility requires a multifaceted approach. Long-term strategies, including distributing resources and opportunities equally throughout the school system, deploying top-performing teachers and school leaders in underperforming schools, have paid off well in some countries where performance is high and equity is above average, notably Canada, Finland, Japan and Korea (OECD, 2012). In short, all students, regardless of their socio-economic background, should be given the same opportunities to succeed.

Chart A4.4. Literacy proficiency levels and parents' educational attainment (2012)
Survey of Adult Skills, percentage of 25-64 year-old non-students at a given literacy level



* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in descending order of the adults with literacy proficiency Level 1 or below whose parents have attainment below upper secondary education.

Source: OECD, Table A4.3 (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115692>

Definitions

Adults refers to 25-64 year-olds.

Levels of education: **below upper secondary** corresponds to ISCED levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** 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.

Odds ratio reflects the relative likelihood of an event occurring for a particular group relative to a reference group. An odds ratio of 1 represents equal chances of an event occurring for a particular group vis-à-vis the reference group. Coefficients with a value below 1 indicate that there is less chance of an event occurring for a particular group compared to the reference group, and coefficients greater than 1 represent greater chances.

Parents' educational attainment: **below upper secondary** means that both parents have attained ISCED level 0, 1, 2 or 3C short programmes; **upper secondary or post-secondary non-tertiary** means that at least one parent (whether mother or father) has attained ISCED level 3A, 3B, 3C long programmes, or ISCED level 4; and **tertiary** means that at least one parent (whether mother or father) has attained ISCED level 5A, 5B or 6. See the *Reader's Guide* at the beginning of the book for a presentation of all ISCED levels.

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).

References

OECD (2013), *PISA 2012 Results: Excellence through Equity (Volume II): Giving Every Student the Chance to Succeed*, PISA, OECD Publishing, <http://dx.doi.org/10.1787/9789264201132-en>.

OECD (2012), “How pronounced is income inequality around the world – and how can education help reduce it?”, *Education Indicators in Focus*, OECD Publishing, Paris, <http://www.oecd.org/edu/50204168.pdf>.

Tables of Indicator A4


StatLink  <http://dx.doi.org/10.1787/888933115521>

Table A4.1a	Participation of 20-34 year-olds in tertiary education, by gender and parents' educational attainment (2012)
Table A4.1b	Likelihood of participating in tertiary education, by parents' educational attainment and gender (2012)
Table A4.2	Educational attainment of non-students, by age group and parents' educational attainment (2012)
Table A4.3 (L)	Literacy proficiency level among non-students, by age group, gender and parents' educational attainment (2012)
WEB Table A4.3 (N)	Numeracy proficiency level among non-students, by age group, gender and parents' educational attainment (2012)
Table A4.4	Educational mobility among non-students, by age group and parents' educational attainment (2012)

Table A4.1a. Participation of 20-34 year-olds in tertiary education, by gender and parents' educational attainment (2012)

Percentage of 20-34 year-olds in tertiary education, by parents' educational attainment, and parents' educational attainment among 20-34 year-olds (students and non-students), by gender

Reading the first row, first column of this table: In Australia, 16% of 20-34 year-olds whose parents have below upper secondary education are students enrolled in tertiary education. Given the survey method, there is a sampling uncertainty in the percentages (%) of twice the standard error (S.E.). For more information, see the Reader's Guide.

		Percentage of students in tertiary education by parents' educational attainment						Parents' educational attainment in the total population (students and non-students)									
		Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education		Total		Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education		Total	
		%	S.E.	%	S.E.	%	S.E.	%	%	S.E.	%	S.E.	%	S.E.	%		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)				
OECD	National entities																
	Australia	16	(2.7)	24	(3.7)	59	(3.6)	100	28	(1.4)	30	(1.5)	42	(1.4)	100		
	Austria	3	(1.1)	43	(2.8)	55	(3.0)	100	14	(0.9)	59	(1.4)	28	(1.2)	100		
	Canada	3	(0.6)	24	(1.7)	73	(1.7)	100	9	(0.5)	35	(1.0)	56	(1.1)	100		
	Czech Republic	c	c	62	(2.7)	38	(2.6)	100	3	(0.5)	75	(1.4)	22	(1.4)	100		
	Denmark	7	(1.3)	30	(2.4)	63	(2.5)	100	15	(0.9)	38	(1.3)	47	(1.4)	100		
	Estonia	2	(0.6)	31	(2.3)	67	(2.3)	100	7	(0.5)	44	(0.9)	50	(0.9)	100		
	Finland	5	(1.1)	39	(2.4)	56	(2.5)	100	13	(0.9)	51	(1.2)	36	(1.2)	100		
	France	10	(1.8)	41	(2.7)	50	(2.5)	100	24	(1.0)	48	(1.4)	28	(1.1)	100		
	Germany	2	(0.9)	32	(2.8)	65	(2.8)	100	6	(0.8)	48	(1.7)	46	(1.7)	100		
	Ireland	16	(2.6)	33	(3.5)	51	(3.7)	100	33	(1.3)	35	(1.4)	32	(1.2)	100		
	Italy	24	(3.7)	48	(4.3)	28	(3.6)	100	55	(1.8)	35	(1.7)	10	(1.0)	100		
	Japan	2	(1.1)	22	(3.1)	76	(3.2)	100	4	(0.7)	44	(1.6)	51	(1.5)	100		
	Korea	10	(1.7)	43	(3.3)	47	(3.6)	100	26	(1.0)	46	(1.4)	28	(1.2)	100		
	Netherlands	13	(2.0)	25	(2.3)	61	(2.7)	100	31	(1.4)	31	(1.3)	38	(1.6)	100		
	Norway	6	(1.2)	21	(2.3)	73	(2.4)	100	10	(0.9)	38	(1.4)	51	(1.4)	100		
	Poland	1	(0.3)	59	(1.7)	39	(1.7)	100	7	(0.7)	72	(0.9)	21	(0.8)	100		
	Slovak Republic	2	(1.0)	59	(2.5)	39	(2.6)	100	13	(1.0)	69	(1.2)	19	(1.1)	100		
	Spain	33	(3.0)	30	(3.1)	37	(2.8)	100	56	(1.3)	25	(1.2)	19	(1.0)	100		
	Sweden	6	(1.4)	26	(3.0)	68	(3.2)	100	14	(0.9)	34	(1.5)	53	(1.7)	100		
	United States	8	(1.9)	34	(3.0)	58	(3.1)	100	12	(0.9)	40	(1.4)	48	(1.5)	100		
	Sub-national entities																
	Flanders (Belgium)	6	(1.4)	36	(2.9)	59	(3.0)	100	18	(1.0)	42	(1.3)	40	(1.2)	100		
	England (UK)	3	(1.6)	41	(5.0)	56	(5.0)	100	14	(1.2)	49	(1.7)	37	(1.8)	100		
	Northern Ireland (UK)	13	(3.4)	42	(5.3)	46	(5.0)	100	22	(1.4)	52	(1.8)	26	(1.7)	100		
	England/N. Ireland (UK)	4	(1.5)	41	(4.9)	55	(4.9)	100	14	(1.2)	49	(1.6)	37	(1.7)	100		
	Average	9	(0.4)	37	(0.6)	55	(0.6)	100	19	(0.2)	45	(0.3)	36	(0.3)	100		
Partners	Russian Federation*	6	(1.7)	38	(3.3)	56	(2.9)	100	12	(2.5)	44	(2.3)	44	(2.8)	100		

* See note on data for the Russian Federation in the *Methodology* section.

Note: Rows showing data for men and women separately 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/10.1787/888933115540>

Table A4.1b. Likelihood of participating in tertiary education, by parents' educational attainment and gender (2012)

20-34 year-olds; odds ratio

The "odds ratio" reflects the relative likelihood of participating in tertiary education of individuals whose parents have upper secondary or tertiary education compared with that of people whose parents have only below upper secondary education. The latter group are taken as the reference category for the interpretation of the relative likelihood and therefore their odds ratio are set to equal 1. Differences between the groups are statistically significant at 95% if the "p-value" associated with the odds ratio is below 0.5.

Reading the first row: In Australia, a person whose parents have upper secondary education as their highest level of education is almost twice (1.8) as likely to participate in tertiary education as someone whose parents have only below upper secondary education. A person whose parents have tertiary education is about four times (4.3) as likely to participate in tertiary education as someone whose parents have only below upper secondary education.

	Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education or advanced research programmes	
	Odds ratio	p-value	Odds ratio	p-value	Odds ratio	p-value
	(1)	(2)	(3)	(4)	(5)	(6)
OECD						
National entities						
Australia	1	(0.0)	1.8	(0.0)	4.3	(0.0)
Austria	1	(0.0)	2.1	(0.0)	5.1	(0.0)
Canada	1	(0.0)	1.6	(0.0)	2.6	(0.0)
Czech Republic	c	c	c	c	c	c
Denmark	1	(0.0)	1.6	(0.0)	3.0	(0.0)
Estonia	1	(0.0)	2.7	(0.0)	4.7	(0.0)
Finland	1	(0.0)	1.2	(0.4)	1.4	(0.0)
France	1	(0.0)	1.8	(0.0)	6.0	(0.0)
Germany	1	(0.0)	2.4	(0.0)	5.1	(0.0)
Ireland	1	(0.0)	2.0	(0.0)	3.3	(0.0)
Italy	1	(0.0)	4.6	(0.0)	9.5	(0.0)
Japan	1	(0.0)	2.0	(0.1)	5.1	(0.0)
Korea	1	(0.0)	1.0	(1.0)	1.1	(0.7)
Netherlands	1	(0.0)	1.3	(0.1)	2.8	(0.0)
Norway	1	(0.0)	1.0	(0.9)	2.0	(0.0)
Poland	1	(0.0)	3.1	(0.0)	9.5	(0.0)
Slovak Republic	c	c	c	c	c	(0.0)
Spain	1	(0.0)	2.0	(0.0)	3.9	(0.0)
Sweden	1	(0.0)	1.0	(1.0)	2.3	(0.0)
United States	1	(0.0)	2.9	(0.0)	6.8	(0.0)
Sub-national entities						
Flanders (Belgium)	1	(0.0)	2.1	(0.0)	5.7	(0.0)
England (UK)	1	(0.0)	2.1	(0.0)	6.3	(0.0)
Northern Ireland (UK)	1	(0.0)	2.9	(0.0)	6.1	(0.0)
England/N. Ireland (UK)	1	(0.0)	2.2	(0.0)	6.4	(0.0)
Average	1	(0.0)	2.0	(0.1)	4.5	(0.0)
Partners						
Russian Federation*	1	(0.0)	1.6	(0.1)	2.6	(0.0)

* See note on data for the Russian Federation in the *Methodology* section.

Note: Rows showing data for men and women separately 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/10.1787/888933115559>

Table A4.2. [1/4] **Educational attainment of non-students, by age group and parents' educational attainment (2012)**

25-34 year-olds

This table shows, for each country, the highest qualification attained by 25-34 year-old non-students compared to the educational attainment of their parents. For example, among 25-34 year-old Canadian women who are not students and who have at least one parent who attained a tertiary education, 3% have below upper secondary education, 25% have upper secondary or post-secondary non-tertiary education, and 73% have also attained tertiary education.

OECD	National entities	Educational attainment	Parents with educational attainment below upper secondary education						Parents with upper secondary or post-secondary non-tertiary education as highest level of attainment					
			Men		Women		M+W		Men		Women		M+W	
			%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
			(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)
Australia		Below upper secondary	27	(4.8)	20	(3.6)	23	(2.8)	17	(4.1)	14	(3.9)	16	(2.8)
		Upper secondary or post-secondary non-tertiary	52	(5.7)	47	(5.8)	50	(3.8)	55	(4.6)	38	(5.0)	47	(3.3)
		Tertiary	21	(3.5)	33	(5.3)	27	(2.8)	28	(4.3)	48	(5.4)	38	(3.4)
Austria		Below upper secondary	c	c	c	c	34	(3.5)	9	(1.6)	11	(2.0)	10	(1.3)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	58	(3.9)	75	(2.4)	73	(2.5)	74	(1.8)
		Tertiary	c	c	c	c	8	(2.2)	16	(2.0)	16	(1.8)	16	(1.4)
Canada		Below upper secondary	21	(5.0)	26	(4.7)	24	(3.3)	12	(2.3)	5	(1.1)	9	(1.3)
		Upper secondary or post-secondary non-tertiary	48	(6.5)	34	(4.9)	40	(3.9)	46	(3.6)	39	(2.9)	43	(2.4)
		Tertiary	31	(5.8)	40	(5.3)	36	(3.9)	42	(3.3)	56	(2.8)	49	(2.2)
Czech Republic		Below upper secondary	c	c	c	c	c	c	8	(1.7)	6	(1.8)	7	(1.2)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	80	(2.2)	65	(3.0)	73	(1.8)
		Tertiary	c	c	c	c	c	c	12	(1.7)	28	(2.4)	19	(1.3)
Denmark		Below upper secondary	c	c	c	c	33	(4.6)	12	(3.1)	12	(3.0)	12	(2.3)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	43	(4.7)	59	(4.6)	33	(3.7)	48	(3.1)
		Tertiary	c	c	c	c	25	(3.7)	30	(3.5)	56	(4.1)	41	(2.5)
Estonia		Below upper secondary	c	c	c	c	38	(5.8)	19	(2.5)	12	(2.2)	15	(1.7)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	44	(4.8)	52	(3.4)	39	(3.0)	46	(2.2)
		Tertiary	c	c	c	c	18	(4.0)	29	(3.0)	49	(2.7)	39	(2.1)
Finland		Below upper secondary	c	c	c	c	7	(2.8)	12	(2.7)	7	(1.9)	9	(1.6)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	58	(4.4)	56	(3.4)	38	(3.2)	47	(2.2)
		Tertiary	c	c	c	c	34	(4.5)	32	(3.1)	55	(3.2)	43	(2.2)
France		Below upper secondary	28	(3.7)	25	(3.3)	26	(2.4)	12	(2.2)	6	(1.5)	9	(1.3)
		Upper secondary or post-secondary non-tertiary	48	(3.9)	49	(4.2)	48	(2.5)	55	(3.4)	45	(3.2)	50	(2.2)
		Tertiary	24	(3.8)	26	(3.5)	25	(2.3)	33	(3.3)	48	(3.3)	41	(2.2)
Germany		Below upper secondary	c	c	c	c	c	c	7	(2.0)	10	(2.4)	8	(1.6)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	66	(4.3)	65	(3.7)	66	(2.9)
		Tertiary	c	c	c	c	c	c	27	(3.9)	25	(3.1)	26	(2.6)
Ireland		Below upper secondary	25	(3.0)	22	(2.7)	24	(1.9)	11	(2.3)	5	(1.4)	8	(1.3)
		Upper secondary or post-secondary non-tertiary	44	(3.7)	48	(3.0)	46	(2.1)	51	(4.6)	41	(3.7)	46	(2.7)
		Tertiary	31	(3.3)	29	(2.5)	30	(1.7)	38	(4.5)	54	(3.7)	46	(2.8)
Italy		Below upper secondary	49	(3.9)	40	(3.7)	45	(2.6)	c	c	6	(2.6)	10	(2.7)
		Upper secondary or post-secondary non-tertiary	44	(4.0)	49	(3.7)	46	(2.7)	c	c	52	(5.4)	54	(3.5)
		Tertiary	8	(2.1)	11	(2.1)	9	(1.5)	c	c	42	(4.8)	36	(3.3)
Japan		Below upper secondary	c	c	c	c	c	c	9	(2.2)	9	(2.8)	9	(1.6)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	47	(3.4)	43	(3.6)	45	(2.4)
		Tertiary	c	c	c	c	c	c	44	(3.7)	47	(3.5)	45	(2.6)
Korea		Below upper secondary	6	(1.7)	6	(1.9)	6	(1.2)	1	(0.8)	c	c	1	(0.5)
		Upper secondary or post-secondary non-tertiary	42	(3.0)	40	(3.7)	41	(2.1)	40	(3.0)	31	(2.8)	35	(1.9)
		Tertiary	52	(3.2)	54	(3.4)	53	(2.0)	59	(2.9)	68	(2.9)	64	(1.9)
Netherlands		Below upper secondary	36	(5.3)	19	(3.3)	27	(3.2)	15	(2.6)	14	(3.3)	14	(2.0)
		Upper secondary or post-secondary non-tertiary	41	(5.1)	47	(4.4)	44	(3.3)	49	(5.3)	47	(4.8)	48	(3.2)
		Tertiary	23	(4.7)	34	(4.1)	29	(3.0)	36	(5.7)	39	(4.4)	37	(3.3)
Norway		Below upper secondary	c	c	c	c	c	c	24	(3.5)	17	(3.1)	21	(2.4)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	50	(3.7)	40	(4.8)	45	(2.8)
		Tertiary	c	c	c	c	c	c	26	(3.5)	43	(4.1)	34	(2.6)
Poland		Below upper secondary	c	c	c	c	18	(4.3)	6	(1.3)	4	(1.2)	5	(0.9)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	67	(5.2)	63	(2.6)	49	(2.7)	56	(2.0)
		Tertiary	c	c	c	c	16	(4.7)	32	(2.6)	47	(2.8)	39	(1.9)
Slovak Republic		Below upper secondary	60	(5.8)	57	(5.8)	58	(4.6)	7	(1.2)	5	(0.9)	6	(0.7)
		Upper secondary or post-secondary non-tertiary	40	(5.8)	39	(5.7)	40	(4.4)	73	(2.5)	67	(2.9)	70	(2.1)
		Tertiary	c	c	4	(2.3)	2	(1.2)	20	(2.6)	28	(2.7)	24	(2.0)
Spain		Below upper secondary	56	(3.1)	45	(3.2)	51	(2.2)	30	(4.5)	14	(3.1)	22	(2.9)
		Upper secondary or post-secondary non-tertiary	25	(2.6)	23	(2.8)	24	(1.7)	37	(5.3)	28	(4.7)	32	(3.7)
		Tertiary	19	(2.2)	32	(2.9)	25	(1.9)	33	(4.2)	58	(5.1)	46	(3.6)
Sweden		Below upper secondary	c	c	c	c	25	(4.5)	19	(4.4)	11	(3.2)	15	(2.8)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	48	(4.2)	57	(5.4)	51	(4.8)	54	(3.9)
		Tertiary	c	c	c	c	27	(3.7)	23	(3.7)	38	(4.6)	31	(3.2)
United States		Below upper secondary	c	c	c	c	35	(4.6)	11	(2.7)	5	(1.5)	8	(1.7)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	61	(4.7)	59	(4.2)	52	(3.7)	56	(2.7)
		Tertiary	c	c	c	c	5	(1.4)	30	(4.1)	43	(3.5)	36	(2.9)

* See note on data for the Russian Federation in the *Methodology* section.

Note: Columns showing data for other age breakdowns and for all levels of education of the parents combined 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/10.1787/888933115578>

Table A4.2. [2/4] **Educational attainment of non-students, by age group and parents' educational attainment (2012)**

25-34 year-olds

This table shows, for each country, the highest qualification attained by 25-34 year-old non-students compared to the educational attainment of their parents. For example, among 25-34 year-old Canadian women who are not students and who have at least one parent who attained a tertiary education, 3% have below upper secondary education, 25% have upper secondary or post-secondary non-tertiary education, and 73% have also attained tertiary education.

	Educational attainment	Parents with educational attainment below upper secondary education						Parents with upper secondary or post-secondary non-tertiary education as highest level of attainment					
		Men		Women		M+W		Men		Women		M+W	
		% (25)	S.E. (26)	% (27)	S.E. (28)	% (29)	S.E. (30)	% (31)	S.E. (32)	% (33)	S.E. (34)	% (35)	S.E. (36)
OECD	Sub-national entities												
	Flanders (Belgium)												
	Below upper secondary	c	c	17	(4.0)	17	(3.3)	8	(2.1)	6	(2.0)	7	(1.4)
	Upper secondary or post-secondary non-tertiary	c	c	54	(5.6)	61	(4.2)	59	(3.9)	47	(3.8)	53	(2.5)
	Tertiary	c	c	29	(4.9)	22	(3.6)	33	(3.5)	47	(3.7)	40	(2.3)
	England (UK)												
	Below upper secondary	c	c	c	c	36	(4.6)	16	(3.1)	12	(2.4)	14	(1.8)
	Upper secondary or post-secondary non-tertiary	c	c	c	c	40	(4.9)	39	(4.7)	41	(3.6)	40	(3.1)
	Tertiary	c	c	c	c	24	(4.8)	45	(4.2)	47	(3.5)	46	(2.7)
	Northern Ireland (UK)												
	Below upper secondary	c	c	40	(6.8)	44	(4.6)	17	(4.4)	12	(3.0)	15	(2.6)
	Upper secondary or post-secondary non-tertiary	c	c	34	(5.1)	36	(4.2)	42	(4.6)	45	(3.9)	44	(2.8)
	Tertiary	c	c	26	(5.0)	20	(3.2)	40	(5.4)	43	(4.3)	42	(2.8)
	England/N. Ireland (UK)												
	Below upper secondary	37	(7.3)	36	(5.3)	36	(4.3)	16	(3.0)	12	(2.3)	14	(1.7)
	Upper secondary or post-secondary non-tertiary	38	(6.7)	41	(5.8)	40	(4.6)	39	(4.5)	41	(3.4)	40	(2.9)
	Tertiary	25	(7.5)	22	(5.2)	24	(4.5)	44	(4.1)	47	(3.4)	46	(2.6)
	Average												
	Below upper secondary	35	(1.5)	29	(1.2)	29	(0.9)	13	(0.6)	9	(0.5)	11	(0.4)
	Upper secondary or post-secondary non-tertiary	42	(1.5)	43	(1.4)	48	(0.9)	56	(0.9)	47	(0.8)	51	(0.6)
	Tertiary	26	(1.4)	29	(1.2)	23	(0.7)	32	(0.8)	45	(0.8)	38	(0.5)
Partners	Russian Federation*												
	Below upper secondary	c	c	c	c	c	c	14	(3.2)	2	(1.2)	8	(1.5)
	Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	22	(4.2)	32	(2.6)	27	(2.9)
	Tertiary	c	c	c	c	c	c	64	(5.2)	65	(3.0)	65	(2.9)

* See note on data for the Russian Federation in the *Methodology* section.

Note: Columns showing data for other age breakdowns and for all levels of education of the parents combined 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/10.1787/888933115578>

Table A4.2. [3/4] **Educational attainment of non-students, by age group and parents' educational attainment (2012)**

25-34 year-olds

This table shows, for each country, the highest qualification attained by 25-34 year-old non-students compared to the educational attainment of their parents. For example, among 25-34 year-old Canadian women who are not students and who have at least one parent who attained a tertiary education, 3% have below upper secondary education, 25% have upper secondary or post-secondary non-tertiary education, and 73% have also attained tertiary education.

OECD	National entities	Educational attainment	Parents with tertiary education						All levels of education of parents					
			Men		Women		M+W		Men		Women		M+W	
			%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
			(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
Australia		Below upper secondary	4	(1.3)	5	(1.7)	4	(1.1)	15	(1.9)	12	(1.4)	14	(1.1)
		Upper secondary or post-secondary non-tertiary	36	(3.9)	16	(2.5)	26	(2.4)	47	(2.6)	32	(2.8)	40	(1.7)
		Tertiary	60	(4.1)	79	(2.8)	70	(2.6)	38	(2.3)	56	(2.7)	47	(1.6)
Austria		Below upper secondary	4	(2.6)	8	(3.1)	6	(2.2)	11	(0.9)	15	(1.2)	13	(0.8)
		Upper secondary or post-secondary non-tertiary	66	(4.5)	55	(4.5)	60	(3.4)	71	(1.5)	65	(1.4)	68	(1.0)
		Tertiary	29	(3.9)	37	(3.6)	34	(2.7)	18	(1.2)	19	(1.0)	19	(0.8)
Canada		Below upper secondary	3	(1.0)	3	(0.8)	3	(0.6)	9	(1.2)	7	(0.8)	8	(0.7)
		Upper secondary or post-secondary non-tertiary	29	(2.6)	25	(2.5)	27	(1.8)	38	(2.1)	31	(1.4)	35	(1.3)
		Tertiary	67	(2.6)	73	(2.5)	70	(1.9)	53	(1.8)	62	(1.5)	58	(1.1)
Czech Republic		Below upper secondary	c	c	c	c	3	(0.9)	8	(1.4)	5	(1.5)	7	(1.0)
		Upper secondary or post-secondary non-tertiary	35	(6.5)	22	(7.0)	29	(4.2)	71	(2.2)	58	(2.5)	65	(1.7)
		Tertiary	60	(6.7)	78	(7.0)	69	(4.1)	21	(1.9)	37	(2.1)	28	(1.2)
Denmark		Below upper secondary	8	(2.5)	9	(3.4)	9	(2.0)	14	(2.1)	14	(2.1)	14	(1.5)
		Upper secondary or post-secondary non-tertiary	31	(4.4)	14	(3.1)	22	(2.5)	46	(3.0)	26	(2.4)	36	(1.9)
		Tertiary	61	(4.3)	76	(3.9)	69	(2.7)	40	(2.7)	60	(2.6)	50	(1.7)
Estonia		Below upper secondary	10	(2.0)	6	(1.6)	8	(1.2)	16	(1.6)	11	(1.5)	14	(1.1)
		Upper secondary or post-secondary non-tertiary	46	(3.1)	25	(2.9)	36	(2.2)	48	(2.3)	34	(2.2)	41	(1.5)
		Tertiary	44	(3.5)	70	(3.2)	56	(2.4)	35	(2.1)	55	(2.1)	45	(1.6)
Finland		Below upper secondary	5	(2.3)	4	(2.2)	4	(1.6)	10	(1.9)	5	(1.3)	8	(1.1)
		Upper secondary or post-secondary non-tertiary	44	(4.8)	18	(3.6)	31	(2.9)	55	(2.4)	34	(2.4)	44	(1.6)
		Tertiary	51	(4.9)	79	(4.1)	65	(3.2)	35	(2.3)	61	(2.4)	48	(1.6)
France		Below upper secondary	4	(1.5)	4	(2.2)	4	(1.3)	14	(1.4)	12	(1.5)	13	(1.1)
		Upper secondary or post-secondary non-tertiary	26	(4.0)	13	(2.5)	20	(2.5)	45	(2.0)	39	(2.4)	42	(1.4)
		Tertiary	70	(4.2)	83	(3.2)	76	(2.7)	41	(2.2)	49	(2.3)	45	(1.3)
Germany		Below upper secondary	8	(2.8)	8	(3.5)	8	(2.2)	9	(1.8)	10	(2.0)	10	(1.3)
		Upper secondary or post-secondary non-tertiary	48	(4.4)	34	(4.3)	41	(3.1)	58	(3.2)	52	(2.9)	55	(2.1)
		Tertiary	44	(3.8)	59	(4.4)	51	(3.0)	33	(2.7)	38	(2.6)	35	(1.9)
Ireland		Below upper secondary	6	(1.9)	2	(1.4)	4	(1.2)	15	(1.0)	11	(1.1)	13	(0.5)
		Upper secondary or post-secondary non-tertiary	33	(3.9)	24	(4.0)	28	(2.7)	44	(2.2)	39	(1.8)	41	(1.2)
		Tertiary	61	(3.9)	74	(4.1)	68	(2.8)	41	(2.2)	51	(1.8)	46	(1.1)
Italy		Below upper secondary	c	c	c	c	c	c	36	(3.3)	26	(2.7)	31	(2.0)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	c	c	46	(3.2)	48	(2.8)	47	(1.9)
		Tertiary	c	c	c	c	c	c	17	(2.1)	26	(2.2)	22	(1.4)
Japan		Below upper secondary	4	(1.7)	4	(1.5)	4	(1.1)	8	(1.5)	7	(1.6)	8	(1.0)
		Upper secondary or post-secondary non-tertiary	26	(3.4)	21	(3.2)	23	(2.3)	37	(2.2)	32	(2.4)	35	(1.8)
		Tertiary	70	(3.7)	75	(3.3)	73	(2.4)	55	(2.2)	60	(2.2)	58	(1.7)
Korea		Below upper secondary	c	c	c	c	c	c	3	(0.6)	2	(0.7)	3	(0.5)
		Upper secondary or post-secondary non-tertiary	17	(4.1)	12	(3.3)	15	(2.6)	36	(1.5)	30	(1.9)	33	(0.8)
		Tertiary	83	(4.1)	87	(3.5)	85	(2.6)	61	(1.5)	68	(1.9)	64	(0.7)
Netherlands		Below upper secondary	12	(3.5)	11	(3.4)	12	(2.3)	21	(2.4)	15	(2.1)	18	(1.5)
		Upper secondary or post-secondary non-tertiary	28	(4.7)	25	(4.3)	27	(3.1)	39	(2.8)	40	(2.9)	40	(2.0)
		Tertiary	60	(4.8)	64	(5.1)	62	(3.4)	40	(3.1)	45	(2.8)	42	(1.9)
Norway		Below upper secondary	14	(3.3)	4	(1.7)	9	(1.9)	20	(2.2)	13	(1.7)	17	(1.4)
		Upper secondary or post-secondary non-tertiary	36	(3.9)	25	(3.6)	30	(3.0)	43	(2.5)	31	(2.5)	37	(1.8)
		Tertiary	50	(4.3)	71	(3.7)	61	(3.1)	37	(2.4)	55	(2.2)	46	(1.6)
Poland		Below upper secondary	2	(1.5)	c	c	1	(0.8)	7	(1.3)	4	(1.0)	5	(0.8)
		Upper secondary or post-secondary non-tertiary	19	(3.8)	16	(4.6)	18	(3.3)	54	(2.0)	46	(2.4)	50	(1.7)
		Tertiary	79	(4.0)	83	(4.6)	81	(3.3)	39	(2.2)	51	(2.5)	45	(1.7)
Slovak Republic		Below upper secondary	c	c	c	c	c	c	13	(1.2)	12	(1.5)	13	(1.0)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	37	(3.7)	64	(2.0)	57	(2.3)	60	(1.6)
		Tertiary	c	c	c	c	63	(3.7)	23	(1.8)	31	(2.2)	27	(1.6)
Spain		Below upper secondary	c	c	c	c	11	(2.3)	43	(2.2)	32	(2.1)	38	(1.5)
		Upper secondary or post-secondary non-tertiary	c	c	c	c	22	(3.4)	27	(2.3)	25	(2.0)	26	(1.4)
		Tertiary	c	c	c	c	67	(3.6)	30	(1.8)	43	(2.1)	36	(1.2)
Sweden		Below upper secondary	10	(2.8)	4	(1.9)	7	(1.7)	15	(2.2)	12	(2.1)	13	(1.5)
		Upper secondary or post-secondary non-tertiary	48	(3.5)	33	(3.8)	41	(2.5)	51	(2.6)	42	(2.3)	47	(1.6)
		Tertiary	42	(2.7)	63	(3.9)	51	(2.4)	34	(1.7)	46	(2.2)	40	(1.4)
United States		Below upper secondary	8	(2.7)	2	(0.9)	5	(1.4)	12	(2.4)	8	(1.2)	10	(1.1)
		Upper secondary or post-secondary non-tertiary	45	(3.1)	31	(4.6)	38	(2.8)	53	(2.1)	44	(2.5)	48	(1.5)
		Tertiary	47	(3.7)	67	(4.7)	57	(3.1)	35	(2.3)	48	(2.3)	42	(1.6)

* See note on data for the Russian Federation in the *Methodology* section.

Note: Columns showing data for other age breakdowns and for all levels of education of the parents combined 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/10.1787/888933115578>

Table A4.2. [4/4] Educational attainment of non-students, by age group and parents' educational attainment (2012)

25-34 year-olds

This table shows, for each country, the highest qualification attained by 25-34 year-old non-students compared to the educational attainment of their parents. For example, among 25-34 year-old Canadian women who are not students and who have at least one parent who attained a tertiary education, 3% have below upper secondary education, 25% have upper secondary or post-secondary non-tertiary education, and 73% have also attained tertiary education.

	Educational attainment	Parents with tertiary education						All levels of education of parents					
		Men		Women		M+W		Men		Women		M+W	
		% (37)	S.E. (38)	% (39)	S.E. (40)	% (41)	S.E. (42)	% (43)	S.E. (44)	% (45)	S.E. (46)	% (47)	S.E. (48)
OECD	Sub-national entities												
	Flanders (Belgium)												
	Below upper secondary	2	(1.4)	2	(1.1)	2	(0.9)	7	(1.4)	7	(1.3)	7	(1.0)
	Upper secondary or post-secondary non-tertiary	36	(4.6)	16	(3.1)	26	(2.8)	53	(2.8)	37	(2.6)	45	(1.8)
	Tertiary	62	(4.8)	82	(3.3)	72	(2.9)	40	(2.6)	55	(2.6)	48	(1.8)
	England (UK)												
	Below upper secondary	4	(2.4)	6	(2.4)	5	(1.7)	15	(2.2)	14	(1.8)	14	(1.3)
	Upper secondary or post-secondary non-tertiary	20	(3.8)	20	(3.9)	20	(2.5)	32	(2.8)	34	(2.5)	33	(1.8)
	Tertiary	76	(4.5)	74	(4.7)	75	(3.0)	53	(2.7)	52	(2.4)	53	(1.5)
	Northern Ireland (UK)												
	Below upper secondary	c	c	c	c	c	c	22	(3.1)	16	(2.3)	19	(1.9)
	Upper secondary or post-secondary non-tertiary	c	c	c	c	22	(5.2)	37	(3.4)	37	(2.7)	37	(2.0)
	Tertiary	c	c	c	c	76	(5.3)	41	(3.3)	48	(2.9)	44	(1.9)
	England/N. Ireland (UK)												
	Below upper secondary	4	(2.3)	6	(2.3)	5	(1.7)	15	(2.2)	14	(1.7)	15	(1.3)
	Upper secondary or post-secondary non-tertiary	20	(3.7)	20	(3.8)	20	(2.4)	32	(2.7)	34	(2.3)	33	(1.7)
	Tertiary	76	(4.3)	74	(4.6)	75	(3.0)	53	(2.6)	52	(2.3)	52	(1.4)
	Average												
	Below upper secondary	6	(0.6)	5	(0.6)	6	(0.4)	15	(0.4)	12	(0.3)	13	(0.3)
	Upper secondary or post-secondary non-tertiary	35	(0.9)	23	(0.9)	29	(0.6)	48	(0.5)	40	(0.5)	44	(0.3)
	Tertiary	59	(1.0)	72	(0.9)	65	(0.7)	37	(0.5)	49	(0.5)	43	(0.3)
Partners	Russian Federation*												
	Below upper secondary	n	n	3	(2.6)	2	(1.3)	9	(2.4)	4	(1.3)	7	(1.0)
	Upper secondary or post-secondary non-tertiary	26	(6.5)	6	(2.6)	16	(3.7)	24	(3.3)	25	(2.1)	25	(1.5)
	Tertiary	74	(6.5)	90	(4.0)	82	(4.6)	67	(4.5)	71	(2.2)	69	(2.3)

* See note on data for the Russian Federation in the *Methodology* section.

Note: Columns showing data for other age breakdowns and for all levels of education of the parents combined 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/10.1787/888933115578>

Table A4.3 (L). [1/2] **Literacy proficiency level among non-students, by age group, gender and parents' educational attainment (2012)***Literacy proficiency in the Survey of Adult Skills, 25-34 year-olds*

OECD	National entities	Proficiency level	Parents with educational attainment below upper secondary education			Parents with upper secondary or post-secondary non-tertiary education as highest level of attainment			Parents with tertiary education			All levels of education of parents		
			Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W
			% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.	% S.E.
			(25) (26)	(27) (28)	(29) (30)	(31) (32)	(33) (34)	(35) (36)	(37) (38)	(39) (40)	(41) (42)	(43) (44)	(45) (46)	(47) (48)
OECD	Australia	0/1	18 (4.8)	14 (3.9)	16 (3.0)	11 (3.0)	12 (4.2)	11 (2.7)	3 (1.9)	4 (1.8)	4 (1.3)	10 (1.8)	9 (1.7)	10 (1.2)
		2	32 (5.6)	35 (5.9)	34 (4.2)	28 (5.0)	24 (5.5)	26 (3.9)	19 (4.5)	18 (3.7)	18 (2.8)	26 (2.8)	25 (2.9)	26 (2.2)
		3	39 (5.9)	37 (6.2)	38 (4.6)	44 (5.8)	47 (6.5)	45 (4.7)	48 (5.9)	43 (4.0)	45 (3.4)	44 (3.7)	42 (3.5)	43 (2.8)
		4/5	10 (2.8)	14 (3.5)	12 (2.2)	17 (4.6)	18 (5.7)	18 (4.1)	29 (4.4)	35 (3.9)	32 (2.9)	19 (2.3)	23 (2.7)	21 (1.9)
	Austria	0/1	c c	c c	c c	29 (4.5)	8 (2.8)	9 (2.6)	9 (2.1)	c c	c c	7 (2.7)	11 (2.4)	12 (1.5)
		2	c c	c c	c c	44 (5.6)	35 (4.8)	37 (4.2)	36 (3.2)	c c	c c	19 (4.0)	33 (3.5)	33 (3.1)
		3	c c	c c	c c	23 (5.1)	46 (4.0)	46 (4.5)	46 (3.0)	c c	c c	54 (5.2)	44 (3.2)	44 (3.1)
		4/5	c c	c c	c c	4 (2.0)	10 (2.2)	9 (1.6)	c c	c c	c c	20 (3.4)	12 (1.8)	10 (1.7)
	Canada	0/1	24 (4.5)	28 (5.6)	26 (3.7)	14 (2.9)	14 (2.4)	14 (1.8)	7 (1.8)	6 (1.3)	7 (1.1)	12 (1.5)	12 (1.4)	12 (1.0)
		2	40 (7.0)	31 (6.2)	35 (4.8)	33 (4.5)	31 (3.5)	32 (2.9)	24 (3.3)	27 (3.3)	26 (2.3)	29 (2.3)	29 (2.5)	29 (1.8)
		3	32 (7.9)	32 (6.4)	32 (5.0)	36 (4.7)	40 (3.3)	38 (3.1)	42 (3.5)	43 (4.2)	42 (3.1)	39 (3.0)	40 (2.7)	39 (2.3)
		4/5	4 (4.0)	9 (3.5)	7 (2.6)	17 (3.1)	15 (2.4)	16 (2.0)	27 (3.4)	24 (2.7)	25 (2.3)	20 (2.2)	19 (1.6)	20 (1.5)
	Czech Republic	0/1	c c	c c	c c	c c	9 (2.8)	8 (2.3)	8 (1.8)	c c	c c	2 (1.9)	8 (2.2)	7 (1.8)
		2	c c	c c	c c	c c	33 (4.3)	31 (4.4)	32 (3.4)	c c	c c	13 (7.3)	16 (5.2)	30 (3.8)
		3	c c	c c	c c	c c	47 (4.3)	49 (5.2)	48 (3.3)	c c	c c	56 (9.9)	57 (6.6)	49 (4.5)
		4/5	c c	c c	c c	c c	11 (2.7)	12 (3.1)	12 (2.1)	c c	c c	29 (9.4)	26 (5.7)	13 (2.5)
	Denmark	0/1	c c	c c	c c	29 (4.8)	12 (3.3)	11 (3.0)	12 (2.3)	8 (2.3)	7 (2.3)	8 (1.7)	14 (2.1)	13 (2.0)
		2	c c	c c	c c	37 (6.2)	30 (4.5)	32 (6.0)	31 (3.9)	19 (3.8)	23 (4.6)	21 (3.1)	26 (2.8)	29 (3.6)
		3	c c	c c	c c	27 (4.9)	47 (5.0)	47 (6.6)	47 (4.2)	47 (4.7)	47 (4.9)	47 (3.5)	43 (3.3)	44 (3.5)
		4/5	c c	c c	c c	7 (2.7)	11 (3.1)	10 (3.8)	11 (2.5)	27 (4.4)	22 (4.2)	24 (2.9)	17 (2.3)	15 (1.9)
	Estonia	0/1	c c	c c	c c	c c	10 (2.3)	12 (2.4)	11 (1.7)	8 (2.4)	7 (2.0)	8 (1.5)	10 (1.7)	10 (1.5)
		2	c c	c c	c c	c c	35 (3.8)	33 (4.3)	34 (3.0)	26 (3.2)	20 (3.8)	24 (2.4)	31 (2.5)	29 (2.9)
		3	c c	c c	c c	c c	46 (3.7)	46 (4.5)	46 (2.9)	43 (4.0)	48 (4.7)	45 (3.2)	44 (2.5)	46 (3.3)
		4/5	c c	c c	c c	c c	10 (2.7)	9 (3.1)	10 (2.3)	23 (3.0)	23 (2.4)	23 (2.4)	15 (2.2)	15 (1.7)
	Finland	0/1	c c	c c	c c	9 (3.3)	5 (2.1)	2 (1.1)	3 (1.2)	c c	c c	4 (1.9)	7 (1.8)	2 (1.1)
		2	c c	c c	c c	21 (5.1)	24 (3.6)	14 (3.2)	19 (2.6)	c c	c c	9 (2.8)	20 (2.7)	13 (2.6)
		3	c c	c c	c c	44 (5.3)	43 (4.5)	49 (4.6)	46 (3.4)	c c	c c	38 (4.4)	40 (3.0)	47 (3.3)
		4/5	c c	c c	c c	26 (4.7)	27 (3.7)	35 (4.2)	31 (3.0)	c c	c c	49 (4.0)	33 (2.6)	37 (2.9)
	France	0/1	c c	21 (3.6)	21 (2.5)	10 (2.3)	6 (1.7)	8 (1.5)	5 (1.9)	c c	c c	5 (1.6)	11 (1.6)	11 (1.6)
		2	c c	39 (4.3)	39 (3.8)	34 (3.9)	33 (3.8)	34 (2.9)	14 (3.7)	c c	c c	15 (2.9)	30 (2.5)	31 (2.2)
		3	c c	34 (4.2)	34 (4.3)	44 (4.2)	48 (4.0)	46 (2.8)	50 (5.2)	c c	c c	52 (3.9)	43 (3.3)	45 (2.6)
		4/5	c c	5 (2.0)	6 (1.8)	12 (3.1)	12 (2.6)	12 (1.7)	32 (4.7)	c c	c c	28 (3.5)	16 (2.1)	13 (1.8)
	Germany	0/1	c c	c c	c c	c c	14 (3.9)	17 (3.6)	15 (2.5)	8 (2.9)	7 (2.9)	7 (1.9)	13 (2.5)	14 (2.3)
		2	c c	c c	c c	c c	32 (4.9)	30 (4.8)	31 (3.5)	24 (4.3)	20 (3.9)	22 (2.7)	30 (2.9)	28 (2.8)
		3	c c	c c	c c	c c	42 (5.1)	43 (4.7)	42 (3.3)	45 (5.3)	51 (5.3)	48 (3.5)	41 (3.7)	44 (3.3)
		4/5	c c	c c	c c	c c	12 (3.3)	9 (2.9)	11 (1.9)	23 (4.6)	22 (4.2)	23 (3.2)	16 (2.7)	14 (2.3)
	Ireland	0/1	20 (3.8)	17 (2.8)	18 (2.5)	10 (3.5)	10 (2.4)	10 (2.2)	8 (3.0)	6 (2.9)	7 (2.1)	13 (2.0)	11 (1.5)	12 (1.3)
		2	36 (4.5)	46 (4.7)	41 (3.3)	35 (5.2)	39 (4.9)	37 (3.4)	29 (5.1)	30 (4.3)	29 (3.1)	34 (2.6)	39 (2.4)	36 (1.7)
		3	35 (4.6)	33 (5.2)	34 (3.2)	39 (4.8)	41 (4.3)	40 (3.0)	44 (5.3)	47 (5.4)	46 (3.8)	39 (3.0)	40 (3.0)	39 (2.0)
		4/5	10 (3.3)	4 (1.7)	7 (1.5)	15 (3.6)	10 (3.0)	13 (2.6)	19 (4.6)	17 (4.2)	18 (3.3)	14 (2.5)	10 (2.0)	12 (1.5)
	Italy	0/1	30 (3.8)	30 (4.6)	30 (3.1)	c c	c c	c c	16 (3.4)	c c	c c	c c	25 (2.9)	24 (3.7)
		2	45 (4.9)	40 (4.9)	42 (3.4)	c c	c c	c c	35 (4.2)	c c	c c	c c	38 (3.5)	40 (3.6)
		3	22 (4.2)	27 (4.1)	24 (3.1)	c c	c c	c c	42 (4.5)	c c	c c	c c	31 (3.5)	33 (3.4)
		4/5	3 (1.5)	3 (1.7)	3 (1.1)	c c	c c	c c	7 (3.1)	c c	c c	c c	6 (2.1)	4 (1.5)
	Japan	0/1	c c	c c	c c	c c	3 (1.4)	2 (1.5)	3 (1.0)	c c	c c	c c	1 (0.6)	2 (0.9)
		2	c c	c c	c c	c c	13 (3.1)	17 (3.4)	15 (2.5)	10 (2.7)	11 (2.6)	10 (1.9)	12 (1.9)	14 (2.3)
		3	c c	c c	c c	c c	55 (4.9)	53 (4.7)	54 (3.3)	48 (5.0)	52 (4.2)	50 (3.2)	52 (3.0)	52 (3.3)
		4/5	c c	c c	c c	c c	29 (4.2)	28 (4.5)	29 (2.9)	40 (5.0)	36 (3.8)	38 (3.3)	33 (3.1)	32 (3.2)
	Korea	0/1	9 (2.6)	7 (2.3)	8 (1.7)	3 (1.5)	3 (1.2)	3 (0.9)	c c	c c	c c	c c	5 (1.2)	4 (0.9)
		2	35 (4.8)	36 (5.4)	36 (3.4)	28 (3.9)	29 (4.6)	29 (2.8)	c c	c c	c c	19 (3.9)	17 (2.7)	28 (2.5)
		3	48 (5.2)	50 (5.5)	49 (3.8)	53 (4.6)	55 (4.3)	54 (3.1)	c c	c c	62 (5.6)	60 (4.3)	52 (2.9)	55 (3.0)
		4/5	8 (2.8)	7 (2.3)	7 (1.9)	16 (3.0)	13 (2.7)	14 (2.2)	c c	c c	17 (4.4)	22 (3.6)	15 (1.9)	12 (1.7)
	Netherlands	0/1	c c	14 (4.0)	16 (3.3)	c c	c c	c c	4 (1.7)	c c	c c	c c	4 (1.8)	8 (1.9)
		2	c c	24 (5.3)	24 (3.4)	c c	c c	c c	24 (3.2)	c c	c c	c c	12 (2.8)	21 (3.1)
		3	c c	46 (5.7)	44 (4.2)	c c	c c	c c	45 (4.6)	c c	c c	c c	47 (4.6)	45 (3.4)
		4/5	c c	15 (4.0)	16 (3.0)	c c	c c	c c	27 (3.7)	c c	c c	c c	37 (4.5)	28 (3.1)

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for other age breakdowns 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/10.1787/888933115597>

Table A4.3 (L). [2/2] Literacy proficiency level among non-students, by age group, gender and parents' educational attainment (2012)*Literacy proficiency in the Survey of Adult Skills, 25-34 year-olds***A4**

	Proficiency level	Parents with educational attainment below upper secondary education						Parents with upper secondary or post-secondary non-tertiary education as highest level of attainment						Parents with tertiary education						All levels of education of parents					
		Men		Women		M+W		Men		Women		M+W		Men		Women		M+W		Men		Women		M+W	
		% (25)	S.E. (26)	% (27)	S.E. (28)	% (29)	S.E. (30)	% (31)	S.E. (32)	% (33)	S.E. (34)	% (35)	S.E. (36)	% (37)	S.E. (38)	% (39)	S.E. (40)	% (41)	S.E. (42)	% (43)	S.E. (44)	% (45)	S.E. (46)	% (47)	S.E. (48)
OECD	National entities																								
	Norway	0/1	c c	c c	c c	c c	c c	10 (2.9)	11 (3.2)	10 (2.2)	7 (2.3)	5 (2.0)	6 (1.5)	13 (1.8)	10 (2.0)	11 (1.4)									
		2	c c	c c	c c	c c	c c	25 (4.5)	28 (4.3)	27 (3.0)	17 (3.5)	16 (3.3)	17 (2.4)	21 (2.6)	22 (2.6)	22 (1.9)									
		3	c c	c c	c c	c c	c c	47 (5.3)	49 (4.9)	48 (3.6)	45 (4.8)	51 (5.2)	48 (3.9)	44 (3.3)	48 (3.4)	46 (2.6)									
		4/5	c c	c c	c c	c c	c c	19 (4.0)	12 (3.1)	15 (2.7)	31 (4.1)	28 (3.8)	29 (2.9)	23 (2.8)	20 (2.5)	21 (2.0)									
	Poland	0/1	c c	c c	c c	c c	c c	17 (2.4)	13 (2.4)	15 (1.8)	3 (1.9)	7 (4.3)	5 (2.2)	15 (2.0)	13 (1.9)	14 (1.5)									
		2	c c	c c	c c	c c	c c	39 (3.9)	34 (3.2)	37 (2.6)	21 (5.1)	24 (6.7)	22 (3.9)	37 (3.6)	33 (2.3)	35 (2.2)									
		3	c c	c c	c c	c c	c c	37 (3.8)	39 (3.2)	38 (2.6)	45 (7.3)	44 (6.2)	44 (4.8)	37 (3.3)	39 (2.7)	38 (2.2)									
		4/5	c c	c c	c c	c c	c c	7 (2.0)	14 (2.4)	11 (1.5)	32 (6.8)	25 (5.9)	29 (4.4)	12 (1.9)	15 (2.1)	13 (1.4)									
	Slovak Republic	0/1	c c	c c	c c	c c	c c	40 (5.0)	7 (1.7)	8 (1.7)	7 (1.2)	c c	c c	c c	c c	12 (1.4)	11 (1.8)	11 (1.2)							
		2	c c	c c	c c	c c	c c	40 (4.7)	35 (3.4)	32 (2.6)	34 (2.1)	c c	c c	c c	c c	20 (4.7)	34 (2.6)	31 (2.2)	33 (1.7)						
		3	c c	c c	c c	c c	c c	18 (3.2)	49 (3.6)	50 (2.9)	49 (2.4)	c c	c c	c c	c c	59 (5.6)	44 (2.6)	48 (2.5)	46 (1.8)						
		4/5	c c	c c	c c	c c	c c	9 (2.2)	10 (1.9)	10 (1.5)	c c	c c	c c	c c	c c	19 (4.3)	10 (1.7)	10 (1.8)	10 (1.2)						
	Spain	0/1	26 (3.0)	29 (3.5)	28 (2.4)	c c	c c	14 (4.4)	14 (3.3)	c c	c c	c c	c c	c c	c c	34 (5.7)	43 (3.1)	43 (3.6)	43 (2.2)						
		2	47 (3.9)	44 (4.1)	46 (2.9)	c c	c c	44 (6.6)	43 (4.3)	c c	c c	c c	c c	c c	c c	47 (4.7)	31 (2.9)	31 (2.8)	31 (1.9)						
		3	25 (3.1)	24 (3.1)	25 (2.1)	c c	c c	37 (5.1)	37 (4.2)	c c	c c	c c	c c	c c	c c	10 (3.4)	5 (1.4)	4 (1.0)	4 (0.9)						
		4/5	2 (1.2)	2 (1.3)	2 (1.0)	c c	c c	5 (2.5)	6 (1.9)	c c	c c	c c	c c	c c	c c	10 (3.4)	5 (1.4)	4 (1.0)	4 (0.9)						
	Sweden	0/1	c c	c c	c c	c c	c c	c c	c c	8 (2.3)	6 (2.0)	5 (2.1)	6 (1.5)	8 (1.8)	12 (1.9)	10 (1.3)									
		2	c c	c c	c c	c c	c c	c c	c c	22 (3.7)	17 (4.0)	17 (4.0)	17 (2.7)	20 (2.9)	19 (3.1)	20 (2.0)									
		3	c c	c c	c c	c c	c c	c c	c c	48 (3.9)	46 (4.9)	46 (5.3)	46 (3.6)	46 (3.7)	45 (3.3)	46 (2.4)									
		4/5	c c	c c	c c	c c	c c	c c	c c	22 (3.3)	32 (4.5)	32 (4.7)	32 (3.3)	26 (2.7)	24 (2.8)	25 (2.0)									
	United States	0/1	c c	c c	c c	c c	c c	22 (5.1)	11 (3.7)	17 (3.0)	10 (3.5)	4 (1.9)	7 (2.0)	21 (2.9)	13 (2.3)	17 (1.8)									
		2	c c	c c	c c	c c	c c	36 (5.3)	41 (5.9)	38 (3.7)	26 (5.3)	26 (3.7)	26 (3.4)	30 (3.5)	34 (3.1)	32 (2.3)									
		3	c c	c c	c c	c c	c c	33 (4.8)	35 (6.0)	34 (3.6)	41 (5.7)	49 (4.7)	45 (3.7)	35 (2.9)	38 (3.1)	37 (2.2)									
		4/5	c c	c c	c c	c c	c c	10 (3.2)	13 (3.2)	11 (2.5)	23 (4.3)	21 (4.1)	22 (2.9)	15 (2.2)	14 (2.2)	15 (1.6)									
	Sub-national entities																								
	Flanders (Belgium)	0/1	c c	c c	c c	c c	c c	22 (3.9)	4 (1.6)	6 (1.9)	5 (1.3)	4 (1.9)	3 (1.8)	3 (1.3)	8 (1.7)	8 (1.5)	8 (1.1)								
		2	c c	c c	c c	c c	c c	36 (5.1)	28 (4.3)	27 (4.6)	27 (2.8)	12 (3.9)	13 (3.9)	13 (2.4)	24 (2.9)	23 (3.3)	24 (1.9)								
		3	c c	c c	c c	c c	c c	32 (5.5)	49 (5.1)	53 (4.6)	51 (3.4)	48 (7.0)	53 (6.6)	51 (4.1)	44 (4.1)	50 (3.5)	47 (2.5)								
		4/5	c c	c c	c c	c c	c c	11 (3.7)	19 (3.8)	14 (3.7)	17 (2.6)	36 (5.9)	31 (5.8)	33 (4.2)	24 (2.9)	20 (2.9)	22 (2.1)								
	England (UK)	0/1	c c	c c	c c	c c	c c	34 (5.9)	10 (3.0)	10 (2.7)	10 (2.2)	c c	6 (2.8)	6 (2.3)	12 (2.5)	13 (2.3)	13 (1.7)								
		2	c c	c c	c c	c c	c c	42 (8.2)	32 (4.9)	25 (4.0)	28 (3.3)	c c	21 (5.0)	19 (3.6)	28 (3.6)	27 (2.8)	27 (2.4)								
		3	c c	c c	c c	c c	c c	21 (5.1)	42 (5.4)	46 (4.9)	44 (3.8)	c c	48 (5.6)	44 (4.1)	39 (3.6)	42 (3.4)	40 (2.4)								
		4/5	c c	c c	c c	c c	c c	3 (2.0)	16 (4.1)	19 (3.6)	18 (2.8)	c c	25 (5.3)	31 (3.6)	21 (3.0)	18 (2.7)	20 (1.9)								
	Northern Ireland (UK)	0/1	c c	c c	c c	c c	c c	32 (5.5)	c c	12 (3.6)	11 (2.9)	c c	c c	4 (3.4)	13 (3.4)	15 (2.8)	14 (2.2)								
		2	c c	c c	c c	c c	c c	35 (6.0)	c c	34 (4.9)	31 (4.5)	c c	c c	24 (6.6)	29 (5.1)	32 (3.5)	31 (3.0)								
		3	c c	c c	c c	c c	c c	27 (5.8)	c c	42 (5.2)	43 (4.4)	c c	c c	50 (6.7)	41 (5.1)	40 (3.5)	41 (3.4)								
		4/5	c c	c c	c c	c c	c c	5 (3.3)	c c	12 (3.3)	15 (3.0)	c c	c c	21 (4.2)	16 (3.6)	12 (2.1)	14 (2.0)								
	England/N. Ireland (UK)	0/1	c c	34 (6.6)	34 (5.6)	10 (2.9)	10 (2.6)	10 (2.1)	6 (3.3)	6 (2.8)	6 (2.3)	12 (2.4)	13 (2.2)	13 (1.7)											
		2	c c	42 (6.5)	41 (7.7)	31 (4.7)	25 (3.9)	28 (3.2)	17 (5.0)	21 (4.8)	19 (3.6)	28 (3.5)	27 (2.7)	27 (2.3)											
		3	c c	20 (5.6)	22 (4.8)	42 (5.2)	46 (4.7)	44 (3.7)	41 (7.0)	48 (5.5)	44 (4.0)	39 (3.5)	42 (3.3)	40 (2.4)											
		4/5	c c	4 (2.4)	3 (1.9)	16 (4.0)	19 (3.4)	18 (2.7)	36 (5.8)	25 (5.2)	31 (3.6)	21 (2.9)	18 (2.6)	20 (1.9)											
	Average	0/1	c c	c c	c c	c c	c c	23 (1.0)	10 (0.7)	9 (0.6)	10 (0.5)	6 (0.7)	6 (0.7)	5 (0.4)	12 (0.4)	11 (0.4)	11 (0.3)								
		2	c c	c c	c c	c c	c c	37 (1.3)	31 (1.0)	31 (1.0)	30 (0.7)	20 (1.1)	20 (1.1)	19 (0.7)	28 (0.6)	28 (0.6)	28 (0.4)								
		3	c c	c c	c c	c c	c c	32 (1.2)	44 (1.1)	46 (1.1)	45 (0.8)	49 (1.5)	48 (0.9)	42 (0.7)	44 (0.7)	43 (0.5)									
		4/5	c c	c c	c c	c c	c c	8 (0.7)	15 (0.8)	14 (0.8)	15 (0.5)	29 (1.3)	26 (1.3)	27 (0.8)	18 (0.5)	17 (0.5)	17 (0.4)								
Partners	Russian Federation*	0/1	c c	c c	c c	c c	c c	14 (5.3)	17 (4.8)	c c	c c	10 (2.7)	11 (2.4)	19 (3.8)	11 (3.1)	15 (2.7)									
		2	c c	c c	c c	c c	c c	37 (5.6)	37 (4.0)	c c	c c	27 (5.3)	32 (4.6)	36 (4.5)	34 (3.8)	35 (3.3)									
		3	c c	c c	c c	c c	c c	38 (6.8)	38 (6.1)	c c	c c	48 (4.8)	43 (4.3)	36 (5.2)	42 (4.1)	39 (3.9)									
		4/5	c c	c c	c c	c c	c c	11 (3.6)	9 (2.6)	c c	c c	15 (3.7)	14 (4.0)	9 (3.1)	12 (2.5)	11 (2.3)									

* See note on data for the Russian Federation in the *Methodology* section.Note: Columns showing data for other age breakdowns 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/10.1787/888933115597>

Table A4.4. **Educational mobility among non-students, by age group and parents' educational attainment (2012)**

25-34 year-olds, non-students whose educational attainment is lower than (downward mobility), higher than (upward mobility), or the same as (status quo) that of their parents


Reading the rows relating to 25-34 year-old women who are not students: in Denmark, 15% of these women have lower educational attainment than their parents, 33% have higher educational attainment than their parents, and the remainder have attained the same level of education as their parents – 5% have attained below upper secondary education, as their parents have, 11% have attained upper secondary or post-secondary non-tertiary education, as their parents have, and 35% have attained tertiary education, as their parents have.

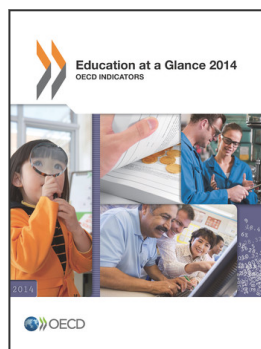
		Status quo											
		Downward mobility		Upward mobility		Below upper secondary education		Upper secondary or post-secondary non-tertiary education		Tertiary education		All levels of education	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
OECD	National entities												
	Australia	Men	20 (2.2)	33 (2.7)		9 (1.7)		16 (2.0)		22 (1.9)		47 (2.8)	
		Women	12 (1.5)	39 (2.7)		6 (1.3)		11 (1.4)		31 (2.2)		49 (2.6)	
	Austria	Men	21 (1.9)	21 (2.0)		5 (0.9)		46 (2.6)		7 (1.0)		58 (2.6)	
		Women	21 (2.2)	21 (1.9)		7 (1.0)		41 (2.3)		9 (1.0)		57 (2.5)	
	Canada	Men	21 (1.6)	24 (2.0)		2 (0.6)		18 (1.8)		34 (1.9)		54 (2.1)	
		Women	16 (1.4)	30 (1.8)		3 (0.7)		15 (1.3)		36 (1.8)		54 (2.0)	
	Czech Republic	Men	14 (2.2)	10 (1.4)		1 (0.5)		63 (2.4)		12 (1.8)		76 (2.3)	
		Women	9 (2.1)	25 (2.0)		1 (0.4)		50 (3.1)		15 (1.8)		66 (3.0)	
	Denmark	Men	20 (2.4)	23 (2.0)		6 (1.5)		27 (2.7)		24 (2.2)		56 (2.9)	
		Women	15 (2.2)	33 (2.2)		5 (1.2)		11 (1.7)		35 (2.4)		52 (2.3)	
	Estonia	Men	35 (2.0)	17 (1.7)		3 (0.7)		25 (1.9)		21 (1.9)		48 (2.3)	
		Women	18 (1.7)	30 (1.7)		3 (0.8)		19 (1.8)		29 (1.9)		51 (2.0)	
	Finland	Men	20 (2.4)	33 (2.4)		2 (0.9)		31 (2.3)		14 (1.6)		47 (2.6)	
		Women	10 (1.7)	46 (2.8)		c	c	21 (1.9)		22 (2.0)		44 (2.7)	
	France	Men	14 (1.7)	34 (2.2)		7 (1.1)		26 (2.1)		19 (1.7)		52 (2.4)	
		Women	7 (1.1)	46 (2.0)		8 (1.2)		20 (1.9)		19 (1.7)		47 (1.9)	
	Germany	Men	26 (2.6)	20 (2.4)		2 (1.0)		34 (3.2)		18 (1.9)		54 (2.9)	
		Women	22 (2.6)	18 (2.3)		2 (0.9)		34 (2.6)		24 (2.1)		60 (2.9)	
	Ireland	Men	14 (1.4)	42 (2.6)		9 (1.3)		19 (2.1)		16 (1.6)		44 (2.6)	
		Women	9 (1.5)	47 (2.0)		8 (1.1)		14 (1.6)		21 (1.4)		44 (1.9)	
	Italy	Men	8 (2.0)	41 (2.9)		32 (3.2)		15 (1.9)		5 (1.3)		51 (3.1)	
		Women	3 (1.3)	50 (2.9)		24 (2.6)		18 (2.4)		5 (1.4)		47 (3.0)	
	Japan	Men	19 (2.0)	24 (2.5)		2 (1.0)		23 (1.9)		33 (2.5)		58 (2.8)	
		Women	17 (2.0)	25 (1.9)		1 (0.6)		19 (2.0)		38 (2.3)		58 (2.4)	
	Korea	Men	4 (0.9)	59 (2.2)		2 (0.6)		17 (1.7)		17 (1.7)		36 (2.3)	
		Women	3 (0.7)	63 (2.2)		2 (0.6)		15 (1.7)		17 (1.6)		34 (2.2)	
	Netherlands	Men	18 (2.1)	33 (3.2)		12 (2.2)		16 (2.4)		20 (2.4)		48 (3.1)	
		Women	16 (2.1)	43 (2.8)		7 (1.4)		14 (1.9)		20 (2.2)		41 (2.8)	
	Norway	Men	32 (2.4)	21 (1.9)		4 (1.3)		20 (2.0)		22 (2.2)		47 (2.9)	
		Women	21 (2.4)	24 (2.1)		4 (1.0)		16 (2.2)		34 (2.3)		55 (3.2)	
	Poland	Men	8 (1.3)	30 (2.4)		2 (0.7)		45 (2.1)		15 (1.8)		62 (2.5)	
		Women	6 (1.3)	43 (2.5)		1 (0.4)		37 (2.1)		14 (1.5)		52 (2.4)	
	Slovak Republic	Men	13 (1.3)	19 (2.0)		9 (1.1)		50 (2.1)		9 (1.1)		68 (2.1)	
		Women	7 (1.0)	27 (2.4)		9 (1.3)		47 (2.4)		10 (1.7)		66 (2.5)	
	Spain	Men	13 (1.6)	34 (2.3)		34 (2.3)		8 (1.5)		11 (1.4)		53 (2.5)	
		Women	8 (1.2)	48 (2.5)		27 (2.1)		7 (1.4)		9 (1.4)		44 (2.3)	
	Sweden	Men	36 (2.5)	19 (2.2)		4 (1.2)		19 (2.4)		22 (1.5)		44 (2.6)	
		Women	20 (2.1)	30 (2.9)		6 (1.6)		17 (2.1)		27 (2.4)		50 (3.1)	
	United States	Men	29 (2.3)	20 (2.4)		4 (1.5)		25 (2.3)		22 (1.9)		51 (2.7)	
		Women	17 (2.6)	27 (2.3)		6 (1.1)		20 (1.9)		31 (2.3)		56 (3.0)	
	Sub-national entities												
	Flanders (Belgium)	Men	18 (2.3)	30 (2.3)		3 (0.9)		27 (2.3)		22 (2.1)		52 (2.8)	
		Women	9 (1.5)	39 (2.2)		4 (1.0)		19 (1.9)		29 (2.2)		52 (2.4)	
	England (UK)	Men	16 (2.1)	31 (2.9)		6 (1.5)		18 (2.4)		28 (3.0)		52 (3.3)	
		Women	16 (1.8)	34 (2.7)		6 (1.1)		20 (2.1)		24 (2.5)		50 (2.8)	
	Northern Ireland (UK)	Men	15 (2.9)	35 (3.6)		12 (2.4)		21 (2.8)		16 (2.9)		50 (3.8)	
		Women	11 (2.0)	37 (3.1)		9 (1.7)		25 (2.4)		18 (2.1)		52 (3.1)	
	England/N. Ireland (UK)	Men	16 (2.0)	31 (2.8)		6 (1.5)		18 (2.3)		28 (3.0)		52 (3.2)	
		Women	16 (1.8)	34 (2.6)		6 (1.0)		20 (2.0)		24 (2.4)		50 (2.7)	
	Average	Men	19 (0.4)	28 (0.5)		7 (0.3)		27 (0.5)		19 (0.4)		53 (0.6)	
		Women	13 (0.4)	36 (0.5)		7 (0.3)		22 (0.4)		23 (0.4)		51 (0.5)	
Partners	Russian Federation*	Men	17 (3.8)	41 (6.2)		2 (1.2)		11 (1.8)		29 (4.3)		42 (5.1)	
		Women	5 (1.3)	46 (2.7)		2 (0.8)		14 (1.8)		33 (2.4)		49 (3.4)	

* See note on data for the Russian Federation in the *Methodology* section.

Note: Rows showing data for both genders together (i.e. men plus women) and columns showing other age breakdowns 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/10.1787/888933115616>



From:

Education at a Glance 2014

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2014-en>

Please cite this chapter as:

OECD (2014), "Indicator A4 To what extent does parents' education influence participation in tertiary education?", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2014-9-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.