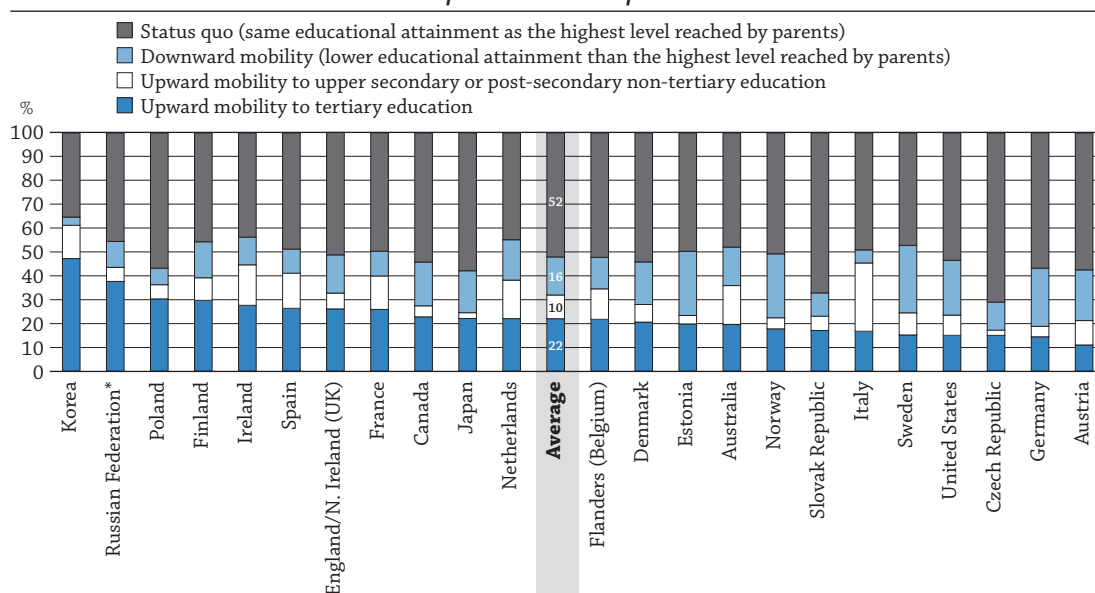


TO WHAT EXTENT DOES PARENTS' EDUCATION INFLUENCE THEIR CHILDREN'S EDUCATIONAL ATTAINMENT?

- On average across OECD countries and sub-national entities that participated in the Survey of Adult Skills (PIAAC) in 2012, 22% of 25-34 year-old non-students – and in Korea, 47% of this group – have attained tertiary education even though their parents have not (upward mobility).
- First generation tertiary-educated adults and tertiary-educated adults whose parents also hold a tertiary degree share similar employment rates and pursue similar fields of study.
- When parents' education is taken into account, adults with tertiary education are 23 percentage points more likely than those with upper secondary or post-secondary non-tertiary education as their highest level of education to be among the top 25% in monthly earnings, on average.

Chart A4.1. Intergenerational mobility in education (2012)
Survey of Adult Skills, educational attainment of 25-34 year-old non-students compared with their parents



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

Countries are ranked in descending order of upward mobility to tertiary education among tertiary-educated 25-34 year-old non-students.

Source: OECD. Table A4.1a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283540>

Context

Because of its strong links to employment, earnings, overall wealth and the well-being of individuals, education can reduce inequalities in societies – but it can also perpetuate them. Giving all young people a fair chance to obtain a quality education is a fundamental part of the social contract. It is critically important to address inequalities in education opportunities in order to maintain social mobility and broaden the pool of candidates for higher education and high-skilled jobs. This indicator draws from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC) (2012), to analyse the incidence of tertiary education among adults whose parents had not attained that level of education (first generation tertiary-educated adults) and intergenerational social mobility.

In today's fast-changing labour markets, the gap in returns to low- and high-qualified workers is growing. On average, less-educated adults have the highest unemployment and inactivity rates and have the lowest 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.

PISA 2012 results show that in several countries that have designed and implemented policies with a stronger focus on equity, students from disadvantaged backgrounds have improved their performance at school. 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). 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

- The opportunity for individuals to attain tertiary education and surpass their parents' education has stayed the same or increased over time in most countries. Among individuals whose parents' highest level of education was upper secondary or post-secondary non-tertiary, 38% of 25-34 year-olds attained tertiary education, on average, as did 37% of 35-44 year-olds, 36% of 45-54 year-olds, and 34% of 55-64 year-olds.
- In some countries, it is natural that a large proportion of younger adults appears unlikely to surpass their parents in educational attainment because many of those parents have already attained tertiary education, leaving no room for upward mobility for their children. This kind of status quo in educational attainment is a positive outcome.
- On average, 88% of first generation tertiary-educated 25-34 year-old non-students are employed. In Flanders (Belgium), 98% of this group are employed.

Analysis

First generation tertiary-educated adults

Intergenerational mobility in education, as measured by the OECD Programme for the International Assessment of Adult Competencies (PIAAC) (2012), refers to the proportion of individuals whose highest level of qualification is different from that of their parents: higher in the case of upward mobility, and lower in the case of downward mobility across generations. Status quo in education is when children attain the same level of education as their parents.

Chart A4.1. summarises the findings of educational mobility among 25-34 year-old non-students presented in Indicator A4 in *Education at a Glance 2014*, with an additional breakdown by level of upward mobility (Table A4.4 in OECD, 2014a). It shows that, across the countries and sub-national entities that participated in the Survey of Adult Skills, the majority of younger adults attained the same level of education as their parents (52%). Some 16% of younger adults attained a lower level of education than their parents (downward mobility) while the remaining 32% were upwardly mobile compared to their parents, either attaining upper secondary or post-secondary non-tertiary education (10%) or tertiary education (22%). The latter group is referred to as first generation tertiary-educated adults (Table A4.1a).

In Korea, 47% of young adults surpassed their parents' educational attainment when they themselves attained tertiary education. This contrasts with Austria, the Czech Republic, Germany, Sweden and the United States, where 15% or less of younger adults are first generation tertiary-educated. In Austria, the Czech Republic and Germany, a large share of students choose vocational education, which may explain the low percentage of young adults who are first generation tertiary educated. In the United States, the proportion of tertiary-educated older adults is one of the highest among OECD countries, which leaves less room for upward mobility to tertiary education (Table A4.1a and see Table A1.3a).

As Indicator A1 shows, the level of education rose significantly in recent years, especially among younger adults. Over the past 30 years, almost all OECD countries have seen significant increases in the educational attainment of their populations, this can be observed by comparing the educational attainment of younger and older adults. By 2014, about one in three adults in OECD countries held a tertiary qualification, including qualifications from more technical tertiary programmes as well as from universities (see Table A1.4a).

As the share of adults whose parents have a tertiary education increases, fewer younger adults show upward educational mobility. This is why, on average across the countries and sub-national entities that participated in the Survey of Adult Skills, the proportion of younger adults with a higher level of education than their parents is shrinking. At the same time, when looking at the data in light of parents' educational attainment, opportunities to attain higher levels of education are growing (see Table A4.2 in OECD, 2014a).

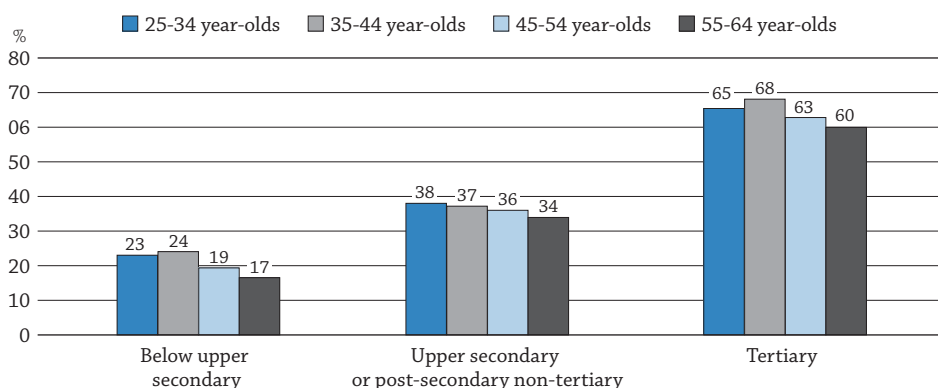
As Chart A4.2 shows, there is a clear progression of educational attainment and a continuous increase in opportunities to attain tertiary education. The proportion of younger adults who completed tertiary education is larger than the proportion of older adults who did so, regardless of their parents' level of education (Table A4.2 in OECD, 2014a).

The results also show an increasing proportion of children of tertiary-educated parents who also attained tertiary education. On average, 60% of older adults attained tertiary education as their parents did, as did 65% of younger adults (see Table A4.2 in OECD, 2014a).

Chart A4.2 not only shows an increase in tertiary attainment across younger age groups, it also confirms the impact of parents' education on children's own attainment. The share of younger adults who complete tertiary education and whose parents completed below upper secondary as their highest level of education is increasing among younger adults, but remains small – 23% among younger adults – compared to the proportion of younger adults of the same age who complete tertiary education and whose parents also completed that level of education (65%) (see Table A4.2 in OECD, 2014a).

The differences, related to parents' educational attainment, in the proportions of individuals who completed tertiary education is stable across the generations. Some 23% of younger adults whose parents did not attain upper secondary education attained tertiary education themselves, compared with 65% of adults of the same age whose parents also attained tertiary education (a difference of 42 percentage points). Among 35-44 year-olds, this difference is 44 percentage points (24% and 68%, respectively), it is 43 percentage points among 45-54 year-olds (19% and 63%, respectively) and 43 percentage points among older adults (17% and 60%, respectively). These trends show that there is room for reducing inequities to allow a greater proportion of individuals whose parents have low educational attainment to complete tertiary education (see Table A4.2 in OECD, 2014a).

Chart A4.2. Percentage of non-students who completed tertiary education, by age group and parents' educational attainment (2012)
Survey of Adult Skills, average



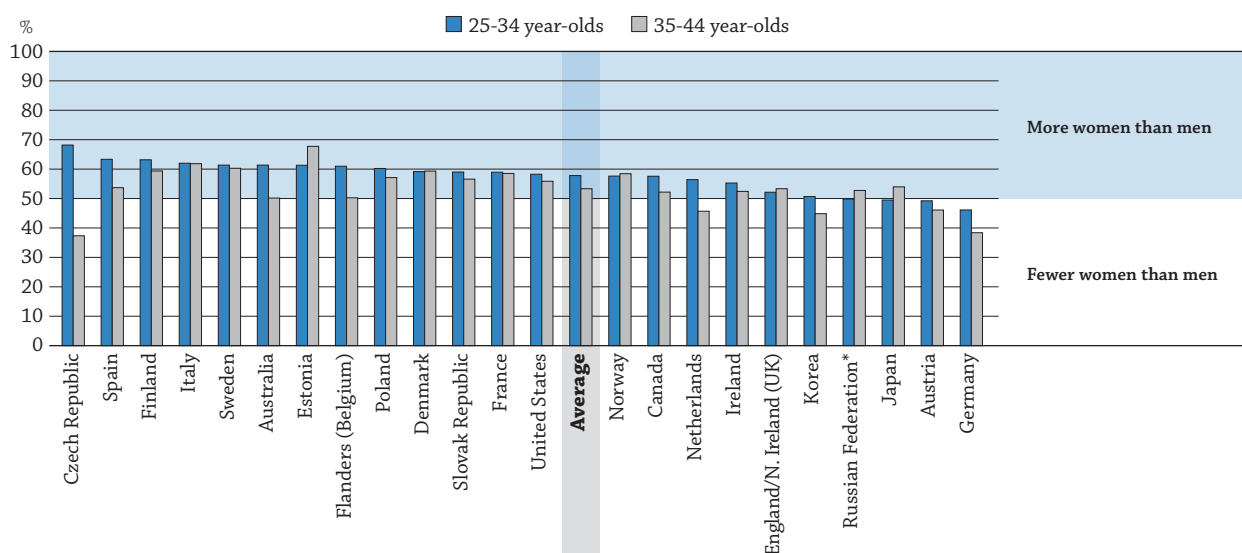
Source: OECD, *Education at a Glance 2014: OECD Indicators*. Table A4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283558>

Gender

Chart A4.3 shows that in most countries and sub-national entities that participated in the Survey of Adult Skills in 2012, a larger proportion of women than men are first generation tertiary-educated, both among younger adults and among 35-44 year-olds. But the gap in favour of women is larger among 25-34 year-olds than among 35-44 year-olds – confirming conclusions drawn from Indicator A1 on educational attainment that find a larger proportion of adult women than men complete tertiary education, with a particularly wide gender gap among younger adults. The Czech Republic is the only country with a difference of more than 15 percentage points in the proportion of first generation tertiary-educated women among younger adults (68%) compared to that among 35-44 year-olds (37%). The largest proportion of first generation tertiary-educated 25-34 year-old women is also found in the Czech Republic: a proportion that is 10 percentage points larger than the average (Table A4.2b, available on line).

Chart A4.3. First generation tertiary-educated women, by age group (2012)
Survey of Adult Skills, 25-34 and 35-44 year-old first generation tertiary-educated non-student women



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

Countries are ranked in descending order of the proportion of first generation tertiary-educated 25-34 year-old non-student women.

Source: OECD, Table A4.2b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283569>

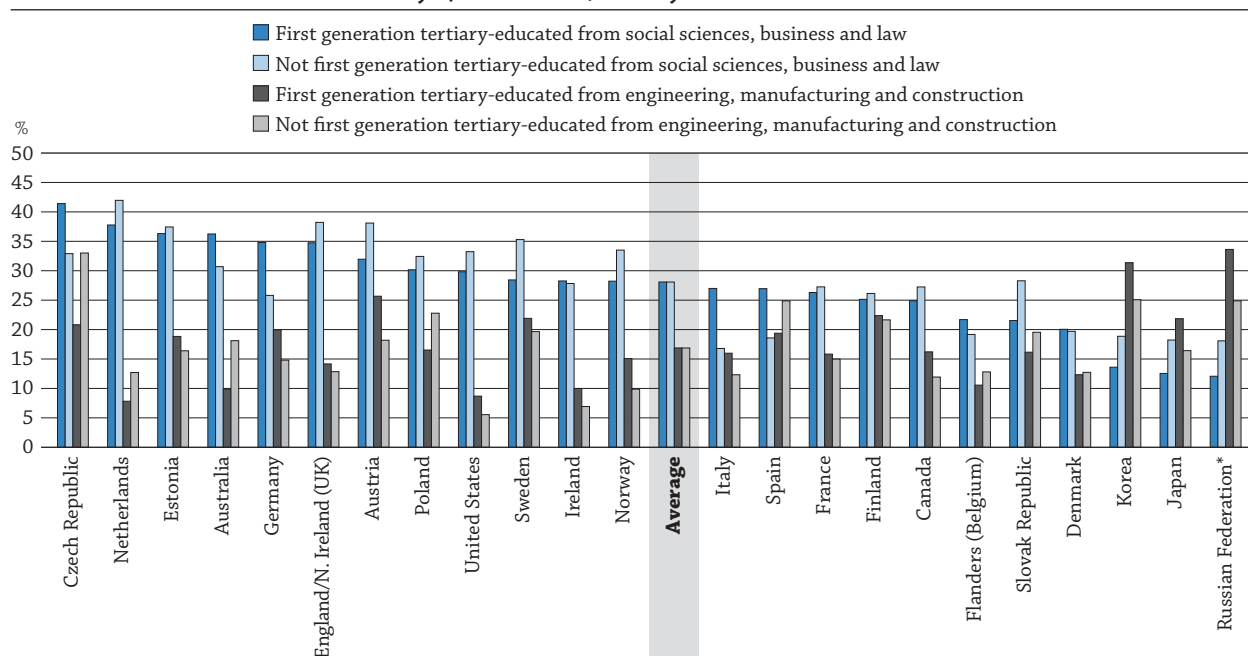
A4

Field of education

Chart A4.4 shows that in most countries, first generation tertiary-educated individuals pursued fields of education similar to those chosen by individuals who were not first generation tertiary-educated. On average, the largest proportion of all tertiary-educated younger adults holds a degree in social sciences, business and law (28%, on average). The second most popular field of education is engineering, manufacturing and construction (17%). In the Czech Republic, 41% of first generation tertiary-educated younger adults completed their degree in social sciences, business and law, the largest proportion among participating countries and sub-national entities. By contrast, in the Russian Federation, 18% of first generation tertiary-educated younger adults completed their degree in social sciences, business and law, and 34% completed their degree in engineering, manufacturing and construction. In England/Northern Ireland (UK), the Netherlands and the United States, among both first generation tertiary-educated adults and tertiary-educated adults whose parents also hold a tertiary degree, there is a difference of more than 20 percentage points between the proportions of adults who studied social sciences, business and law and those who studied engineering, manufacturing and construction (Table A4.2c, available on line).

Chart A4.4. First generation/not first generation tertiary-educated adults, by selected field of education (2012)

Survey of Adult Skills, 25-34 year-old non-students



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

Countries are ranked in descending order of first generation tertiary-educated 25-34 year-old non-student from social sciences, business and law.

Source: OECD, Table A4.2c, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283575>

Labour status of first generation tertiary-educated adults

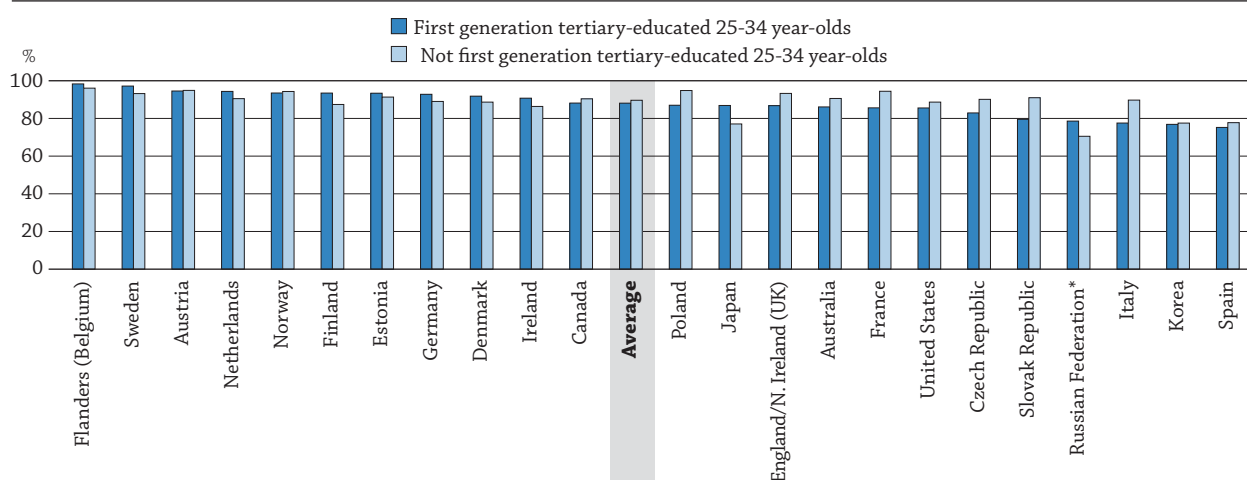
Indicator A5 shows that employment rates are the highest among tertiary-educated adults. Similar conclusions can be drawn from Chart A4.5, which shows that, on average, 88% of first generation tertiary-educated 25-34 year-old non-students are employed, as are 90% of those who attained tertiary education and whose parents hold a tertiary degree. The difference in employment rates between those who are first generation tertiary-educated and those who are not is not statistically significant in most countries. Thus, in general, first generation tertiary-educated adults do not have a better or worse chance of being employed compared to tertiary-educated adults whose parents had also attained that level of education (Table A4.2d and see Table A5.3a).

When comparing age groups among first generation tertiary-educated adults, the difference in the proportion of employed first generation tertiary-educated adults is less than 3 percentage points between 25-34 year-olds and 35-44 year-olds in 16 of the 24 countries and sub-national entities that participated in the Survey of Adult Skills.

In Austria, Flanders (Belgium), Ireland, Japan, Northern Ireland (UK) and the Russian Federation, the proportion of first generation tertiary-educated 25-34 year-olds who are employed is greater than that among 35-44 year-olds. In these countries and sub-national entities, younger cohorts of first generation tertiary-educated adults have better employment prospects than older groups (Table A4.2d).

Chart A4.5. Employment rates among first generation/not first generation tertiary-educated adults (2012)

Survey of Adult Skills, 25-34 year-old non-students



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

Countries are ranked in descending order of the employment rate of first generation tertiary-educated 25-34 year-olds.

Source: OECD, Table A4.2d. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283588>

Part-time/full-time work

On average across the countries and sub-national entities that participated in the survey, 88% of employed first generation tertiary-educated 25-34 year-old non-students work 30 hours per week or more (paid or unpaid). This means that a large majority of first generation tertiary-educated adults work full time after they finish tertiary education. However, there are significant variations among countries. For example, in the Netherlands, 72% of first generation tertiary-educated 25-34 year-olds work full time, but only 57% of Dutch women who are of the same age and are first generation tertiary-educated do. By contrast, in Denmark, 96% of first generation tertiary-educated 25-34 year-olds – 98% of men and 94% of women – work full time (Table A4.2e).

Intergenerational social mobility

The findings shown in Chart A4.6 confirm the general conclusions of Indicator A6: higher educational attainment is positively associated with earnings. But they also show that parents' education has less impact on individuals' earnings compared to the effect of one's own level of education. In fact, when controlling for adults' own education, parents' education is significant in only 8 of the 22 countries and sub-national entities shown in the chart (Table A4.3a).

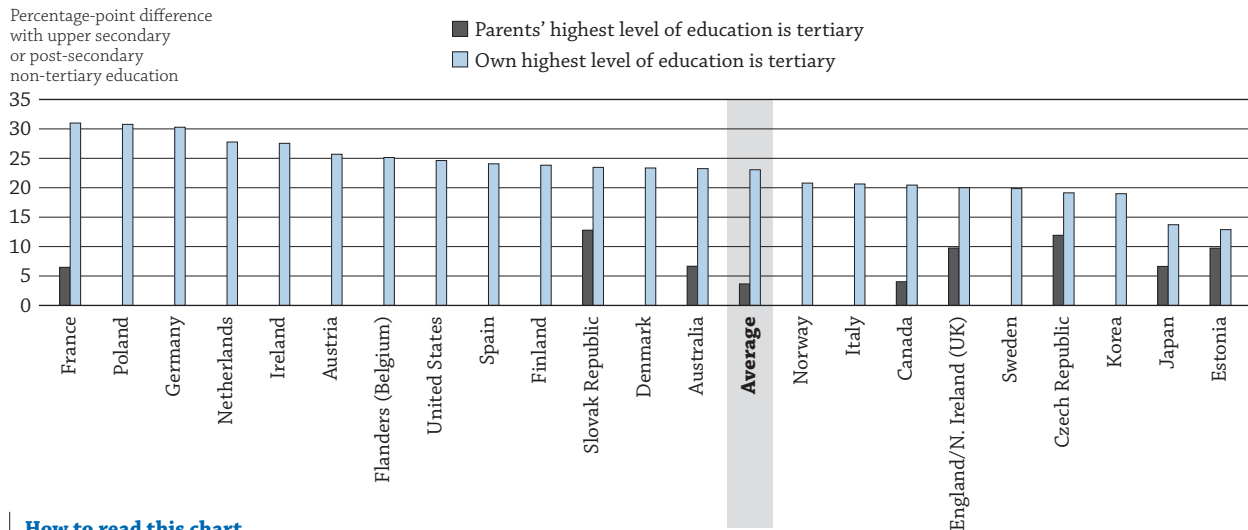
On average, there is a 4 percentage-point increase in the probability of having among the highest 25% in monthly earnings when parents' highest level of education is tertiary compared with those whose parents' highest level of education is upper secondary or post-secondary non-tertiary. This means that, after accounting for an adult's own educational attainment, having tertiary-educated parents is a positive influence on children's earnings – meaning also that it still has a somewhat enduring (additional) effect on children's economic situation, even if the strongest influence on earnings is through an adult's own educational attainment. Adults with tertiary education are 23 percentage points more likely to have among the highest 25% in monthly earnings compared with adults whose highest level of attainment is upper secondary or post-secondary non-tertiary education (Table A4.3a).

A similar situation, with a significant role of parents' tertiary education, is present in eight countries, highest in the Czech Republic and the Slovak Republic, then in Estonia and England/Northern Ireland (UK). This emphasises the importance of bringing up the relationship between parents' education and own education in an examination of intergenerational social mobility (Table A4.3a).

Other analyses on the likelihood of being in a skilled occupation or being a top performer in literacy and numeracy based on educational attainment of parents and own educational attainment are available on line (Tables A4.3b, c and d, available on line).

Chart A4.6. Likelihood of being among the top 25% in earnings, by parents' and own educational attainment (2012)

Survey of Adult Skills, 25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category



How to read this chart

On average, the percentage of individuals with monthly earnings in the highest 25% of the monthly earnings distribution and whose parents reached tertiary education increases by 4 percentage points compared with those whose parents have upper secondary or post-secondary non-tertiary education. However, when the individual's own highest level of education is tertiary, the increase is 23 percentage points compared with one who attained upper secondary or post-secondary non-tertiary education.

Note: Differences between the groups that are not statistically significant at 95% are not presented.

Countries are ranked in descending order of the percentage-point difference in likelihood of being in the highest 25% of earnings distribution when own highest level of education is tertiary (upper secondary or post-secondary non-tertiary education is the reference category).

Source: OECD. Table A4.3a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283590>

Definitions

Age groups: Adults refers to 25-64 year-olds; younger adults refers to 25-34 year-olds.

Earnings refer to monthly wages, including bonuses for wage and salary earners and self-employed adults.

First generation tertiary-educated adults are individuals who have attained tertiary education but whose parents level of education is lower. The comparison is made only with the adult's parents, not with earlier generations.

Levels of education: Below upper secondary corresponds to ISCED-97 Levels 0, 1, 2 and 3C short programmes; upper secondary or post-secondary non-tertiary corresponds to ISCED-97 Levels 3A, 3B, 3C long programmes, and Level 4; and tertiary corresponds to ISCED-97 Levels 5A, 5B and 6.

Non-student refers to an individual who was not enrolled as a student at the time of the survey. For example, "non-students who completed tertiary education" refers to individuals who had completed tertiary education and were not students when the survey was conducted.

Parents' educational attainment: Below upper secondary means that both parents have attained ISCED-97 Levels 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-97 Levels 3A, 3B, 3C long programmes, or Level 4; and tertiary means that at least one parent (whether mother or father) has attained ISCED-97 Levels 5A, 5B or 6.

Working hours: Full time refers to individuals who work 30 hours per week or more (paid or unpaid); part time refers to individuals who work less than 30 hours per week (paid or unpaid).

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 Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

Data on first generation tertiary-educated adults are also based on data from the Survey of Adult Skills, which was not specifically designed for this population. The sample is smaller than in other indicators that use the whole population, explaining why standard errors are slightly higher than usual. Data should, therefore, be interpreted with caution.

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, 2014b).

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- OECD (2014b), *Technical Report of the Survey of Adult Skills*, [www.oecd.org/site/piaac/ Technical%20Report_17OCT13.pdf](http://www.oecd.org/site/piaac/Technical%20Report_17OCT13.pdf), pre-publication copy.
- OECD (2013), *PISA 2012 Results: Excellence through Equity (Volume II): Giving Every Student the Chance to Succeed*, PISA, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264201132-en>.

Indicator A4 Tables


StatLink  <http://dx.doi.org/10.1787/888933284922>

	Table A4.1a	Intergenerational mobility in education, by age group (2012)
WEB	Table A4.1b	Men's intergenerational mobility in education, by age group (2012)
WEB	Table A4.1c	Women's intergenerational mobility in education, by age group (2012)
WEB	Table A4.2a	First generation tertiary-educated adults, by parents' education level, gender and age group (2012)
WEB	Table A4.2b	First generation tertiary-educated adults, by gender and age group (2012)
WEB	Table A4.2c	First generation/not first generation tertiary-educated adults, by field of education, gender and age group (2012)
	Table A4.2d	First generation/not first generation tertiary-educated adults, by labour force status, gender and age group (2012)
	Table A4.2e	First generation tertiary-educated adults, by part-time/full-time status, gender and age group (2012)
WEB	Table A4.2f	First generation tertiary-educated adults, by monthly earnings, gender and age group (2012)
WEB	Table A4.2g	First generation tertiary-educated adults, by time off/no time off from education, gender and age group (2012)
	Table A4.3a	Likelihood of being among the top 25% in earnings, by parents' and own educational attainment, gender and age group (2012)
WEB	Table A4.3b	Likelihood of being in a skilled occupation, by parents' and own educational attainment, gender and age group (2012)
WEB	Table A4.3c	Likelihood of being a top performer in literacy, by parents' and own educational attainment, gender and age group (2012)
WEB	Table A4.3d	Likelihood of being a top performer in numeracy, by parents' and own educational attainment, gender and age group (2012)

Table A4.1a. Intergenerational mobility in education, by age group (2012)
25-34 and 35-44 year-old non-students whose educational attainment is lower than (downward mobility),
higher than (upward mobility), or the same as (status quo) that of their parents

How to read this table: In Australia, among 25-34 year-olds, 6% completed below upper secondary (a level lower than that attained by their parents), 10% completed upper secondary or post-secondary education (a level lower than that attained by their parents), 16% completed upper secondary or post-secondary education (a level higher than that attained by their parents), 20% completed tertiary education (a level higher than that attained by their parents), 8% completed below upper secondary (a level equivalent to that attained by their parents), 13% completed upper secondary or post-secondary education (a level equivalent to that attained by their parents) and 27% completed tertiary education (a level equivalent to that attained by their parents).

		25-34 year-olds											
		Downward mobility				Upward mobility				Status quo			
		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: all levels		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary	
		Own education: upper secondary or post-secondary non-tertiary		Own education: all levels		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	National entities												
	Australia	6	(1.0)	10	(1.0)	16	(1.4)	16	(1.5)	20	(1.5)	36	(1.9)
	Austria	7	(0.9)	14	(1.2)	21	(1.4)	10	(1.2)	11	(0.9)	21	(1.4)
	Canada	5	(0.6)	14	(1.1)	18	(1.1)	5	(0.5)	23	(1.2)	27	(1.4)
	Czech Republic	6	(1.0)	6	(1.1)	12	(1.5)	2	(0.5)	15	(1.1)	17	(1.2)
	Denmark	8	(1.3)	9	(1.2)	18	(1.6)	7	(1.1)	21	(1.3)	28	(1.5)
	Estonia	11	(0.9)	16	(1.2)	27	(1.4)	4	(0.6)	20	(1.1)	23	(1.3)
	Finland	6	(1.0)	9	(1.0)	15	(1.4)	9	(1.2)	30	(1.7)	39	(1.9)
	France	5	(0.7)	5	(0.7)	10	(1.0)	14	(1.1)	26	(1.3)	40	(1.4)
	Germany	8	(1.2)	17	(1.5)	24	(1.9)	4	(0.9)	14	(1.5)	19	(1.7)
	Ireland	4	(0.6)	8	(0.9)	12	(1.0)	17	(1.1)	28	(1.2)	45	(1.5)
	Italy	3	(0.9)	2	(0.7)	5	(1.2)	29	(1.6)	17	(1.2)	45	(1.9)
	Japan	6	(0.9)	11	(1.3)	18	(1.2)	2	(0.6)	22	(1.5)	24	(1.6)
	Korea	1	(0.2)	3	(0.6)	3	(0.6)	14	(1.0)	47	(1.2)	61	(1.5)
	Netherlands	8	(1.0)	9	(1.2)	17	(1.4)	16	(1.5)	22	(1.6)	38	(2.2)
	Norway	13	(1.4)	14	(1.6)	27	(1.9)	5	(0.7)	18	(1.2)	22	(1.3)
	Poland	4	(0.7)	3	(0.7)	7	(1.0)	6	(0.8)	30	(1.6)	36	(1.7)
	Slovak Republic	4	(0.5)	6	(0.7)	10	(0.8)	6	(0.8)	17	(1.5)	23	(1.6)
	Spain	7	(0.9)	3	(0.6)	10	(1.0)	15	(1.2)	26	(1.3)	41	(1.6)
	Sweden	9	(1.2)	20	(1.6)	28	(1.7)	9	(1.1)	15	(1.3)	24	(1.8)
	United States	5	(0.9)	18	(1.7)	23	(1.9)	8	(0.9)	15	(1.4)	24	(1.7)
	Sub-national entities												
	Flanders (Belgium)	4	(0.7)	9	(1.1)	13	(1.3)	13	(1.2)	22	(1.5)	35	(1.6)
	England (UK)	8	(0.9)	7	(1.0)	16	(1.2)	7	(0.9)	26	(1.8)	32	(1.9)
	Northern Ireland (UK)	8	(1.5)	5	(1.3)	13	(1.7)	9	(1.3)	27	(1.8)	36	(1.9)
	England/N. Ireland (UK)	8	(0.9)	7	(0.9)	16	(1.1)	7	(0.9)	26	(1.7)	33	(1.9)
	Average	6	(0.2)	10	(0.2)	16	(0.3)	10	(0.2)	22	(0.3)	32	(0.3)
Partners	Russian Federation*	5	(0.7)	6	(1.6)	11	(2.2)	6	(1.5)	38	(3.0)	44	(4.3)

Note: Columns showing data for 35-44 year-olds are available for consultation on line (see *StatLink* below).

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933284933>

Table A4.2d. **First generation/not first generation tertiary-educated adults, by labour force status, gender and age group (2012)****25-34 and 35-44 year-old first generation/not first generation tertiary-educated non-students**

How to read this table: In Australia, among 25-34 year-old first generation tertiary-educated men and women, 86% are employed, 4% are unemployed and 10% are inactive.

		First generation tertiary-educated 25-34 year-olds																	
		Employed						Unemployed						Inactive					
		Men		Women		M + W		Men		Women		M + W		Men		Women		M + W	
		% (1)	S.E. (2)	% (3)	S.E. (4)	% (5)	S.E. (6)	% (7)	S.E. (8)	% (9)	S.E. (10)	% (11)	S.E. (12)	% (13)	S.E. (14)	% (15)	S.E. (16)	% (17)	S.E. (18)
OECD	National entities																		
	Australia	93	(4.2)	82	(4.1)	86	(3.0)	5	(3.0)	4	(2.1)	4	(1.6)	c	c	14	(3.9)	10	(2.5)
	Austria	98	(1.8)	91	(4.9)	95	(2.5)	c	c	c	c	c	c	c	c	6	(3.8)	3	(1.9)
	Canada	94	(2.5)	84	(3.1)	88	(2.2)	5	(2.3)	4	(1.7)	5	(1.4)	2	(0.9)	11	(2.3)	7	(1.4)
	Czech Republic	98	(1.5)	76	(5.1)	83	(3.9)	c	c	3	(3.3)	3	(2.1)	c	c	21	(4.5)	14	(3.2)
	Denmark	94	(2.9)	90	(3.1)	92	(2.1)	5	(2.8)	5	(2.2)	5	(1.7)	c	c	4	(2.1)	3	(1.3)
	Estonia	96	(2.4)	92	(2.2)	93	(1.6)	c	c	c	c	2	(1.0)	c	c	7	(2.3)	5	(1.4)
	Finland	93	(2.8)	94	(2.0)	93	(1.7)	c	c	2	(1.1)	2	(1.0)	4	(2.3)	4	(1.6)	4	(1.4)
	France	86	(2.9)	85	(2.6)	86	(1.9)	9	(2.5)	7	(2.3)	8	(1.7)	5	(2.2)	8	(1.5)	7	(1.4)
	Germany	98	(2.5)	87	(5.1)	93	(2.5)	c	c	c	c	c	c	c	c	11	(4.8)	5	(2.1)
	Ireland	91	(2.9)	91	(2.3)	91	(1.7)	7	(2.4)	4	(1.6)	5	(1.5)	2	(1.7)	5	(1.5)	4	(1.1)
	Italy	87	(6.0)	72	(7.4)	78	(5.7)	c	c	21	(7.2)	15	(5.2)	8	(4.8)	7	(3.1)	7	(2.6)
	Japan	96	(2.1)	78	(3.7)	87	(2.3)	c	c	c	c	c	c	3	(1.8)	22	(3.7)	13	(2.2)
	Korea	89	(2.1)	65	(2.8)	77	(1.7)	3	(1.1)	4	(1.2)	4	(0.8)	8	(2.0)	31	(2.7)	20	(1.6)
	Netherlands	98	(2.3)	92	(3.6)	94	(2.4)	c	c	c	c	3	(1.9)	c	c	4	(2.4)	2	(1.4)
	Norway	97	(2.2)	91	(3.0)	93	(2.0)	c	c	4	(2.1)	3	(1.3)	c	c	5	(2.2)	4	(1.5)
	Poland	95	(1.6)	81	(3.0)	87	(1.8)	4	(1.6)	7	(1.5)	6	(1.0)	0	(0.3)	12	(2.6)	7	(1.5)
	Slovak Republic	89	(3.5)	73	(4.3)	80	(2.9)	6	(2.6)	4	(1.6)	5	(1.5)	5	(3.0)	23	(4.1)	16	(2.8)
	Spain	76	(5.1)	75	(4.2)	75	(3.2)	16	(4.5)	15	(3.2)	16	(2.7)	8	(3.3)	10	(2.7)	9	(2.3)
	Sweden	98	(1.8)	96	(1.8)	97	(1.3)	c	c	3	(1.6)	2	(1.2)	c	c	c	c	c	c
United States	90	(5.2)	83	(4.2)	86	(3.3)	c	c	8	(3.1)	6	(2.2)	c	c	10	(2.9)	9	(2.6)	
	Sub-national entities																		
	Flanders (Belgium)	98	(1.6)	98	(1.2)	98	(1.0)	c	c	c	c	c	c	c	c	c	c	c	c
	England (UK)	92	(3.5)	82	(3.5)	87	(2.4)	8	(3.5)	3	(1.6)	6	(2.0)	c	c	15	(3.2)	8	(1.7)
	Northern Ireland (UK)	89	(7.1)	92	(2.9)	91	(3.5)	9	(7.0)	c	c	6	(3.3)	c	c	6	(2.3)	4	(1.4)
	England/N. Ireland (UK)	92	(3.4)	82	(3.4)	87	(2.3)	8	(3.4)	3	(1.5)	6	(1.9)	c	c	14	(3.0)	7	(1.6)
	Average	93	(0.7)	84	(0.8)	88	(0.6)	7	(0.9)	6	(0.7)	6	(0.5)	5	(0.8)	11	(0.7)	8	(0.4)
Partners	Russian Federation*	90	(2.4)	67	(3.9)	79	(2.4)	2	(0.9)	c	c	1	(0.5)	8	(2.2)	32	(3.9)	20	(2.3)

Notes: First generation refers to the comparison with an adult's parents only, not with earlier generations. Columns showing data for 35-44 year-olds and data for not first generation tertiary-educated adults are available for consultation on line (see *StatLink* below).

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933284941>

Table A4.2e. **First generation tertiary-educated adults, by part-time/full-time status, gender and age group (2012)**

25-34 and 35-44 year-old first generation tertiary-educated non-students

How to read this table: In Australia, among 25-34 year-old first generation tertiary-educated employed men, 93% work full time and 7% work part time.

		Part-time/full-time status among tertiary-educated 25-34 year-olds						Part-time/full-time status among tertiary-educated 35-44 year-olds					
		Full time (30 hours or more)						Full time (30 hours or more)					
		Men		Women		M + W		Men		Women		M + W	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	National entities												
	Australia ¹	93	(4.1)	79	(4.2)	85	(3.3)	92	(3.0)	63	(4.3)	79	(2.6)
	Austria	100	(0.0)	78	(5.8)	90	(2.9)	98	(1.6)	55	(5.7)	79	(3.0)
	Canada	96	(2.0)	85	(3.4)	90	(2.2)	98	(0.7)	81	(2.5)	90	(1.3)
	Czech Republic	97	(1.9)	93	(4.7)	94	(3.1)	98	(1.3)	89	(4.6)	95	(1.8)
	Denmark	98	(1.9)	94	(2.3)	96	(1.5)	96	(1.9)	91	(2.7)	93	(1.7)
	Estonia	94	(2.7)	86	(2.9)	90	(1.9)	99	(1.2)	87	(2.7)	91	(1.9)
	Finland	95	(2.3)	89	(2.8)	91	(2.0)	98	(1.4)	94	(1.7)	96	(1.2)
	France	96	(2.0)	81	(3.3)	87	(1.9)	95	(1.7)	82	(2.6)	88	(1.8)
	Germany	93	(3.2)	72	(8.2)	84	(4.3)	99	(1.0)	65	(6.4)	86	(2.6)
	Ireland	92	(2.7)	84	(2.7)	88	(1.9)	93	(3.2)	70	(3.2)	81	(2.1)
	Italy	97	(2.8)	86	(4.6)	91	(2.9)	91	(3.7)	70	(4.4)	79	(3.3)
	Japan	96	(2.0)	92	(2.6)	94	(1.5)	99	(0.8)	70	(4.2)	86	(2.1)
	Korea	94	(1.5)	85	(2.6)	90	(1.5)	95	(1.4)	74	(3.4)	88	(1.6)
	Netherlands	89	(4.6)	57	(5.4)	72	(3.7)	96	(2.2)	45	(4.7)	73	(3.0)
	Norway	95	(3.5)	79	(4.8)	86	(3.1)	97	(1.8)	86	(2.9)	91	(1.6)
	Poland	97	(1.4)	84	(3.2)	89	(2.1)	93	(3.3)	86	(3.5)	89	(2.5)
	Slovak Republic	93	(4.6)	85	(4.6)	89	(3.3)	96	(3.2)	97	(1.9)	96	(1.8)
	Spain	97	(1.8)	74	(4.5)	83	(2.9)	92	(2.2)	81	(3.1)	86	(1.9)
	Sweden	98	(1.8)	89	(3.9)	93	(2.4)	99	(1.0)	94	(2.5)	96	(1.6)
	United States	92	(4.4)	92	(4.0)	92	(3.0)	98	(1.6)	83	(4.8)	90	(2.7)
	Sub-national entities												
	Flanders (Belgium)	100	(0.0)	87	(3.3)	92	(2.0)	96	(1.9)	84	(3.8)	90	(2.1)
	England (UK)	81	(6.3)	80	(4.1)	81	(3.6)	95	(2.3)	53	(4.7)	74	(3.1)
	Northern Ireland (UK)	99	(1.4)	83	(4.3)	90	(2.5)	95	(3.0)	68	(4.3)	80	(2.9)
	England/N. Ireland (UK)	82	(6.1)	80	(3.9)	81	(3.5)	95	(2.3)	54	(4.5)	74	(3.0)
	Average	95	(0.6)	83	(0.9)	88	(0.6)	96	(0.5)	77	(0.8)	87	(0.5)
Partners	Russian Federation*	96	(1.6)	89	(4.3)	93	(2.2)	92	(5.8)	84	(4.8)	88	(3.4)

Notes: First generation refers to the comparison with an adult's parents only, not with earlier generations. Columns showing data for people working part time are available for consultation on line (see StatLink below).

1. For Australia, data based on full-time/part-time status use a variable that is capped at 60 hours per week; there is no upper limit for other countries.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933284955>

Table A4.3a. [1/3] **Likelihood of being among the top 25% in earnings, by parents' and own educational attainment, gender and age group (2012)**

25-64 year-olds, percentage-point difference

The percentages presented in the first eight columns are not related to the regression. They should be used as a reference to better understand the percentage-point differences presented in the other columns.

How to read this table: In Model 1, the independent variables used are: parents' educational attainment, gender and age group. In Model 2, the individual's own educational attainment is included. This approach allows for a comparison of the effect of the individual's own educational attainment on the percentage-point differences for the variables included in the first model. For example, in Australia, the percentage of individuals with monthly earnings in the highest 25% of the monthly earnings distribution, and whose parents reached below upper secondary education, decreases by 4 percentage points compared with those whose parents have upper secondary or post-secondary non-tertiary education. However, when controlling for own educational attainment, the difference between an individual whose parents reached below upper secondary education and one whose parents have upper secondary or post-secondary non-tertiary education becomes nul and not significant.

	Percentage of 25-64 year-olds in the highest 25% of the earnings distribution (reference groups used in the regressions)							
	Parents' educational attainment		Own educational attainment		Gender		Age	
	Upper secondary or post-secondary non-tertiary		Upper secondary or post-secondary non-tertiary		Women		45-54 year-olds	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
National entities								
Australia	29	(2.0)	23	(1.3)	19	(1.2)	34	(1.7)
Austria	32	(1.2)	27	(1.2)	17	(0.9)	33	(1.6)
Canada	28	(0.8)	17	(0.9)	18	(0.7)	33	(1.2)
Czech Republic	26	(1.5)	22	(1.4)	15	(1.7)	22	(2.4)
Denmark	27	(1.1)	21	(1.1)	18	(1.0)	31	(1.6)
Estonia	26	(1.2)	22	(1.1)	15	(0.8)	21	(1.3)
Finland	28	(1.1)	18	(0.9)	17	(0.9)	34	(1.8)
France	28	(1.2)	18	(0.7)	20	(0.9)	32	(1.1)
Germany	27	(1.1)	17	(1.0)	15	(0.9)	32	(1.7)
Ireland	30	(1.7)	18	(1.6)	21	(1.0)	34	(2.1)
Italy	33	(2.1)	26	(1.6)	17	(1.4)	32	(2.3)
Japan	26	(1.4)	21	(1.4)	9	(0.8)	39	(2.0)
Korea	29	(1.7)	21	(1.0)	14	(0.9)	29	(1.6)
Netherlands	31	(1.5)	19	(1.1)	12	(0.8)	33	(1.4)
Norway	30	(1.3)	23	(1.3)	17	(0.9)	34	(1.4)
Poland	29	(1.3)	17	(1.2)	21	(1.5)	27	(2.2)
Slovak Republic	27	(1.1)	21	(1.1)	16	(1.2)	23	(1.5)
Spain	32	(2.4)	20	(1.8)	19	(1.2)	32	(1.8)
Sweden	31	(1.9)	24	(0.9)	18	(1.1)	32	(1.5)
United States	30	(1.4)	19	(1.3)	21	(1.4)	34	(1.7)
Sub-national entities								
Flanders (Belgium)	29	(1.4)	18	(1.1)	16	(1.1)	34	(1.7)
England (UK)	30	(1.6)	21	(1.3)	18	(0.9)	29	(1.5)
Northern Ireland (UK)	32	(1.9)	22	(2.1)	21	(1.2)	33	(2.3)
England/N. Ireland (UK)	29	(1.6)	21	(1.2)	18	(0.9)	29	(1.4)
Average	29	(0.3)	21	(0.3)	17	(0.2)	31	(0.4)
Partners								
Russian Federation*	27	(2.8)	23	(2.7)	17	(2.4)	24	(3.0)

1. Model 1 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, gender and age group. The difference with Model 2 is that it doesn't include "own educational attainment".

2. Model 2 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, own educational attainment, gender and age group.

3. The reference category is upper secondary or post-secondary non-tertiary education.

4. The reference category is women.

5. The reference category is 45-54 year-olds.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933284966>

Table A4.3a. [2/3] Likelihood of being among the top 25% in earnings, by parents' and own educational attainment, gender and age group (2012)

25-64 year-olds, percentage-point difference

The percentages presented in the first eight columns are not related to the regression. They should be used as a reference to better understand the percentage-point differences presented in the other columns.

How to read this table: In Model 1, the independent variables used are: parents' educational attainment, gender and age group. In Model 2, the individual's own educational attainment is included. This approach allows for a comparison of the effect of the individual's own educational attainment on the percentage-point differences for the variables included in the first model. For example, in Australia, the percentage of individuals with monthly earnings in the highest 25% of the monthly earnings distribution, and whose parents reached below upper secondary education, decreases by 4 percentage points compared with those whose parents have upper secondary or post-secondary non-tertiary education. However, when controlling for own educational attainment, the difference between an individual whose parents reached below upper secondary education and one whose parents have upper secondary or post-secondary non-tertiary education becomes null and not significant.

		Monthly earnings in the highest 25% of monthly earnings distribution, dependent on:									
		Model 1 ¹									
		Parents' educational attainment ³		Gender ⁴		Age group ⁵					
		Below upper secondary	Tertiary	Men		25-34 year-olds	35-44 year-olds	55-64 year-olds			
		PP S.E.	PP S.E.	PP S.E.		PP S.E.	PP S.E.	PP S.E.			
		(9) (10)	(11) (12)	(13) (14)		(15) (16)	(17) (18)	(19) (20)			
OECD	National entities										
	Australia	-4 (0.02)	13 (0.03)	20 (0.02)		-14 (0.02)	-2 (0.02)	-9 (0.03)			
	Austria	-14 (0.02)	3 (0.02)	25 (0.02)		-14 (0.02)	-4 (0.02)	2 (0.04)			
	Canada	-6 (0.01)	8 (0.01)	21 (0.01)		-17 (0.02)	-1 (0.02)	-4 (0.02)			
	Czech Republic	-13 (0.03)	20 (0.04)	21 (0.03)		4 (0.04)	6 (0.04)	-3 (0.04)			
	Denmark	-4 (0.02)	10 (0.02)	21 (0.01)		-15 (0.02)	0 (0.02)	-4 (0.02)			
	Estonia	-7 (0.02)	12 (0.02)	24 (0.01)		5 (0.02)	5 (0.02)	-5 (0.02)			
	Finland	-6 (0.02)	7 (0.02)	22 (0.02)		-21 (0.02)	-4 (0.03)	-9 (0.02)			
	France	-8 (0.02)	17 (0.02)	14 (0.01)		-20 (0.02)	-6 (0.02)	-4 (0.02)			
	Germany	-12 (0.03)	11 (0.02)	25 (0.01)		-15 (0.02)	-4 (0.02)	-4 (0.03)			
	Ireland	-10 (0.02)	8 (0.03)	13 (0.02)		-20 (0.03)	-2 (0.02)	-10 (0.03)			
	Italy	-16 (0.02)	10 (0.05)	17 (0.02)		-22 (0.03)	-8 (0.03)	6 (0.05)			
	Japan	-6 (0.02)	11 (0.02)	33 (0.01)		-31 (0.02)	-11 (0.02)	-12 (0.03)			
	Korea	-10 (0.02)	7 (0.03)	23 (0.01)		-17 (0.02)	4 (0.02)	-9 (0.02)			
	Netherlands	-8 (0.02)	8 (0.02)	32 (0.01)		-20 (0.02)	0 (0.02)	-2 (0.02)			
	Norway	-9 (0.02)	7 (0.02)	25 (0.02)		-18 (0.02)	-1 (0.02)	-5 (0.02)			
	Poland	-15 (0.02)	12 (0.03)	12 (0.02)		-5 (0.03)	-2 (0.03)	-2 (0.04)			
	Slovak Republic	-16 (0.02)	23 (0.04)	19 (0.02)		-3 (0.02)	0 (0.02)	-1 (0.03)			
	Spain	-15 (0.03)	3 (0.04)	14 (0.02)		-20 (0.02)	-6 (0.02)	2 (0.04)			
	Sweden	-11 (0.02)	3 (0.03)	19 (0.02)		-18 (0.02)	-3 (0.02)	-3 (0.03)			
	United States	-19 (0.02)	11 (0.02)	16 (0.02)		-20 (0.02)	-3 (0.03)	0 (0.02)			
	Sub-national entities										
	Flanders (Belgium)	-12 (0.02)	7 (0.02)	19 (0.02)		-24 (0.02)	-10 (0.02)	-2 (0.03)			
	England (UK)	-9 (0.03)	15 (0.03)	22 (0.02)		-16 (0.03)	2 (0.03)	-9 (0.02)			
	Northern Ireland (UK)	-12 (0.03)	15 (0.04)	18 (0.02)		-15 (0.03)	-3 (0.03)	-6 (0.05)			
	England/N. Ireland (UK)	-9 (0.02)	15 (0.03)	21 (0.02)		-16 (0.03)	1 (0.03)	-9 (0.02)			
	Average	-10 (0.00)	10 (0.01)	21 (0.00)		-15 (0.01)	-2 (0.01)	-4 (0.01)			
Partners	Russian Federation*	-13 (0.03)	5 (0.04)	14 (0.04)		0 (0.04)	-5 (0.06)	-9 (0.04)			

1. Model 1 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, gender and age group. The difference with Model 2 is that it doesn't include "own educational attainment".

2. Model 2 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, own educational attainment, gender and age group.

3. The reference category is upper secondary or post-secondary non-tertiary education.

4. The reference category is women.

5. The reference category is 45-54 year-olds.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933284966>

Table A4.3a. [3/3] **Likelihood of being among the top 25% in earnings, by parents' and own educational attainment, gender and age group (2012)**

25-64 year-olds, percentage-point difference

The percentages presented in the first eight columns are not related to the regression. They should be used as a reference to better understand the percentage-point differences presented in the other columns.

How to read this table: In Model 1, the independent variables used are: parents' educational attainment, gender and age group. In Model 2, the individual's own educational attainment is included. This approach allows for a comparison of the effect of the individual's own educational attainment on the percentage-point differences for the variables included in the first model. For example, in Australia, the percentage of individuals with monthly earnings in the highest 25% of the monthly earnings distribution, and whose parents reached below upper secondary education, decreases by 4 percentage points compared with those whose parents have upper secondary or post-secondary non-tertiary education. However, when controlling for own educational attainment, the difference between an individual whose parents reached below upper secondary education and one whose parents have upper secondary or post-secondary non-tertiary education becomes nul and not significant.

	Monthly earnings in the highest 25% of monthly earnings distribution, dependent on:															
	Model 2 ²															
	Parents' educational attainment ³				Own educational attainment ³				Gender ⁴		Age group ⁵					
	Below upper secondary		Tertiary		Below upper secondary		Tertiary		Men		25-34 year-olds		35-44 year-olds		55-64 year-olds	
	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)
OECD																
National entities																
Australia	0	(0.02)	7	(0.03)	-6	(0.02)	23	(0.02)	23	(0.02)	-16	(0.02)	-4	(0.02)	-9	(0.02)
Austria	-9	(0.02)	-4	(0.02)	-18	(0.02)	26	(0.02)	23	(0.02)	-14	(0.02)	-4	(0.02)	2	(0.03)
Canada	-3	(0.01)	4	(0.01)	-6	(0.02)	20	(0.01)	22	(0.01)	-17	(0.02)	-2	(0.02)	-3	(0.02)
Czech Republic	-9	(0.03)	12	(0.04)	-6	(0.03)	19	(0.04)	21	(0.03)	2	(0.04)	5	(0.04)	-4	(0.04)
Denmark	-2	(0.02)	3	(0.02)	-6	(0.02)	23	(0.01)	24	(0.01)	-17	(0.02)	-2	(0.02)	-4	(0.02)
Estonia	-4	(0.02)	10	(0.02)	-6	(0.02)	13	(0.02)	27	(0.01)	7	(0.02)	6	(0.02)	-5	(0.02)
Finland	-3	(0.02)	3	(0.02)	-5	(0.03)	24	(0.01)	27	(0.02)	-20	(0.02)	-5	(0.02)	-7	(0.02)
France	-2	(0.02)	6	(0.02)	-10	(0.02)	31	(0.01)	18	(0.01)	-25	(0.02)	-10	(0.02)	-2	(0.02)
Germany	-6	(0.02)	2	(0.02)	-11	(0.02)	30	(0.02)	24	(0.01)	-15	(0.02)	-4	(0.02)	-7	(0.03)
Ireland	-2	(0.02)	1	(0.03)	-11	(0.02)	27	(0.02)	17	(0.02)	-24	(0.03)	-6	(0.02)	-5	(0.03)
Italy	-8	(0.02)	2	(0.05)	-10	(0.02)	21	(0.03)	21	(0.02)	-24	(0.03)	-9	(0.03)	5	(0.05)
Japan	-3	(0.02)	7	(0.02)	-5	(0.03)	14	(0.02)	33	(0.01)	-31	(0.02)	-10	(0.02)	-9	(0.03)
Korea	-5	(0.02)	3	(0.03)	-10	(0.02)	19	(0.02)	21	(0.01)	-23	(0.03)	0	(0.02)	-4	(0.02)
Netherlands	-3	(0.02)	1	(0.02)	-7	(0.02)	28	(0.02)	32	(0.01)	-20	(0.02)	-1	(0.02)	-1	(0.02)
Norway	-5	(0.02)	2	(0.02)	-8	(0.02)	21	(0.02)	28	(0.01)	-17	(0.02)	-3	(0.02)	-6	(0.02)
Poland	-9	(0.02)	0	(0.03)	-8	(0.03)	31	(0.02)	17	(0.02)	-9	(0.03)	-3	(0.03)	-1	(0.03)
Slovak Republic	-11	(0.02)	13	(0.04)	-9	(0.02)	23	(0.03)	21	(0.02)	-3	(0.02)	0	(0.02)	-1	(0.03)
Spain	-8	(0.03)	-3	(0.03)	-12	(0.02)	24	(0.02)	17	(0.02)	-20	(0.02)	-8	(0.02)	5	(0.03)
Sweden	-8	(0.02)	-1	(0.03)	-13	(0.03)	20	(0.02)	23	(0.02)	-19	(0.02)	-5	(0.02)	-2	(0.02)
United States	-10	(0.02)	4	(0.02)	-13	(0.02)	25	(0.02)	18	(0.02)	-19	(0.02)	-3	(0.03)	-1	(0.02)
Sub-national entities																
Flanders (Belgium)	-6	(0.02)	1	(0.02)	-8	(0.02)	25	(0.02)	22	(0.02)	-23	(0.02)	-9	(0.02)	0	(0.03)
England (UK)	-5	(0.02)	10	(0.03)	-4	(0.03)	20	(0.02)	23	(0.02)	-17	(0.03)	1	(0.03)	-7	(0.02)
Northern Ireland (UK)	-4	(0.03)	6	(0.04)	-15	(0.03)	27	(0.03)	20	(0.02)	-18	(0.03)	-4	(0.03)	-2	(0.04)
England/N. Ireland (UK)	-5	(0.02)	10	(0.03)	-5	(0.03)	20	(0.02)	22	(0.02)	-17	(0.03)	1	(0.03)	-7	(0.02)
Average	-5	(0.00)	4	(0.01)	-9	(0.01)	23	(0.00)	23	(0.00)	-17	(0.01)	-3	(0.01)	-3	(0.01)
Partners																
Russian Federation*	-13	(0.03)	5	(0.04)	-2	(0.08)	0	(0.03)	14	(0.04)	0	(0.04)	-5	(0.06)	-9	(0.04)

1. Model 1 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, gender and age group. The difference with Model 2 is that it doesn't include "own educational attainment".

2. Model 2 is a linear regression where the dependent variable is "monthly earnings in the highest 25% of monthly earnings distribution" and where the independent variables are parents' educational attainment, own educational attainment, gender and age group.

3. The reference category is upper secondary or post-secondary non-tertiary education.


4. The reference category is women.

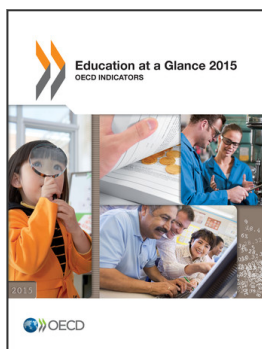
5. The reference category is 45-54 year-olds.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012). See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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