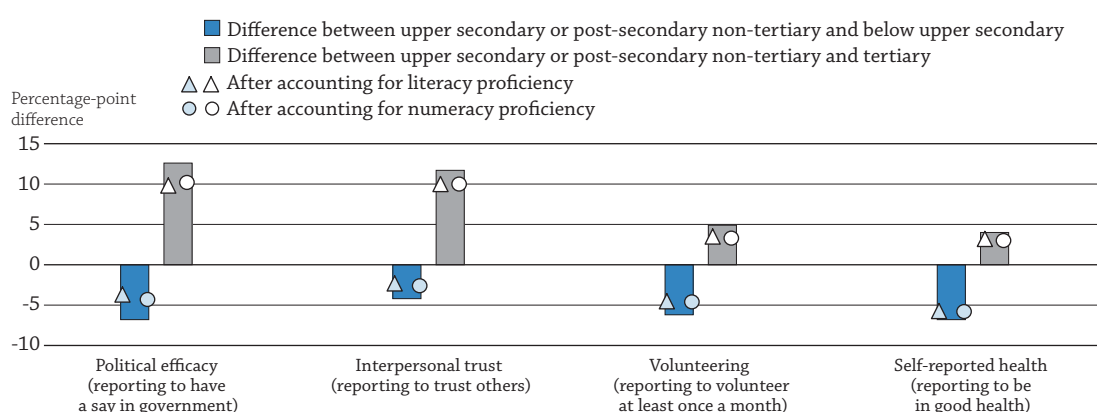


HOW ARE SOCIAL OUTCOMES RELATED TO EDUCATION?

- On average across countries and sub-national entities that participated in the Survey of Adult Skills (PIAAC) (2012), adults with higher qualifications were more likely to report desirable social outcomes, including good or excellent health, participation in volunteer activities, interpersonal trust, and political efficacy (i.e. having a say in government).
- The proportion of adults who reported that they have a say in government (political efficacy) grows with each additional level of education; and the difference in these proportions is larger between adults with upper secondary or post-secondary non-tertiary education and those with tertiary education than between adults who have below upper secondary education and those with upper secondary or post-secondary non-tertiary education.
- The proportion of adults who reported that they volunteer and enjoy good-to-excellent health grows with each additional level of education; and the difference in these proportions is larger between adults with below upper secondary education and those with upper secondary or post-secondary non-tertiary education than between adults with upper secondary or post-secondary non-tertiary and those with tertiary education.

Chart A8.1. Social outcomes related to education (2012)
Survey of Adult Skills, average, 25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category



How to read this chart

Percentage-point difference reflects the relative change of social outcomes compared to the reference category. For example, on average the percentage of individuals with tertiary education reporting that they have a say in government increases by 13 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for literacy proficiency or numeracy proficiency the increase drops to 10 percentage points. On the other hand, on average the percentage of individuals with below upper secondary education reporting that they have a say in government decreases by 7 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for literacy proficiency or numeracy proficiency the decrease rises to 4 percentage points.

Note: Calculations are based on a linear regression after accounting for gender, age and monthly earnings.

Social outcomes are ranked in descending order of percentage-point difference between upper secondary or post-secondary non-tertiary and tertiary education.

Source: OECD. Tables A8.1, A8.2, A8.3a, A8.4, and Tables A8.1 (L), A8.1 (N), A8.2 (L), A8.2 (N), A8.3a (L), A8.3a (N), A8.4 (L) and A8.4 (N), available on line. See annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283755>

Context

With recent increases in chronic debilitating conditions, such as heart disease, diabetes and depression, governments are focusing their efforts on encouraging changes in lifestyle to promote healthy behaviours (OECD, 2013a). The relationship between health and education has been well-documented in many countries and over many years. Indeed, better-educated people have lower morbidity rates and increased life expectancy (Cutler and Lleras-Muney, 2006).

Health is not the sole social outcome related to education. Interpersonal trust, volunteering and political engagement are also positively associated with education. Without trust in others and the rule of law, all relationships, whether business, political or social, function less efficiently. When people feel they have something to offer, when they are aware of others around them, they are more apt to participate in social change through volunteering. And when people feel they understand the political issues facing their country and could make a difference in how their country is run, they are more likely to be politically engaged (OECD, 2013b).

■ Other findings

- The differences in the shares of the population reporting positive social outcomes observed among adults with different levels of educational attainment partly reflect differences in age, gender and earnings. In most countries, accounting for these factors reduces, but does not eliminate, the differences observed in social outcomes across levels of educational attainment.
- The outcome that is most strongly influenced by individuals' age, gender and earnings is health, where consideration of these factors reduces, by about half, differences in the share of adults reporting good or excellent health across levels of educational attainment. The differences across levels of educational attainment are generally not strongly related to these factors for volunteering, interpersonal trust and political efficacy.
- Both literacy and numeracy skills are associated with positive social outcomes, although educational attainment itself is the primary factor associated with differences in social outcomes.

Analysis

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

Results show that educational attainment is positively associated with these measures of social outcomes even after accounting for gender, age, monthly earnings and proficiency in literacy or numeracy. Although country-specific patterns vary, the overall results show that proficiency in literacy and numeracy are related to all measured social outcomes, whereas gender, age and monthly earnings are related to self-reported health only.

As Chart A8.1 shows, the proportion of adults who believe they have a say in government is 13 percentage points larger among adults with tertiary education than among adults with upper secondary or post-secondary non-tertiary education. There is a 12 percentage-point difference between these two groups when considering adults who reported that they trust others, a 5 percentage-point difference when considering adults who reported that they volunteer at least once a month, and a 4 percentage-point difference between the two groups of adults when considering adults who reported that they are in good health. By contrast, the proportions of adults reporting each of these positive social outcomes decrease by a range of 4 to 7 percentage points among adults whose highest level of education is below upper secondary than among adults with upper secondary or post-secondary non-tertiary education (Tables A8.1, A8.2, A8.3a and A8.4).

Self-reported health

On average across countries and sub-national entities that participated in the Survey of Adult Skills, 79% of adults with upper secondary or post-secondary non-tertiary education reported that they are “in good health”. In all participating countries and sub-national entities, there is a positive relationship between educational attainment and self-reported health. On average, the proportion of adults who reported that they are in good health is 15 percentage points smaller among adults with below upper secondary as their highest attainment level compared with adults with upper secondary or post-secondary non-tertiary education. This proportion is 9 percentage points larger among tertiary-educated adults compared with adults with upper secondary or post-secondary non-tertiary education (Table A8.1).

After accounting for gender, age and monthly earnings, educational attainment loses some of its impact on self-reported health. Proficiency in literacy and numeracy also moderate the impact of educational attainment on self-reported health. For example, on average, after accounting for gender and age, the proportion of adults who reported that they are in good health is 12 percentage points smaller among adults with below upper secondary as their highest attainment level compared with adults with upper secondary or post-secondary non-tertiary education. It is 7 percentage points smaller when also accounting for monthly earnings, and 6 percentage points smaller when literacy or numeracy proficiency are also taken into account (Tables A8.1 [L] and A8.1 [N], available on line).

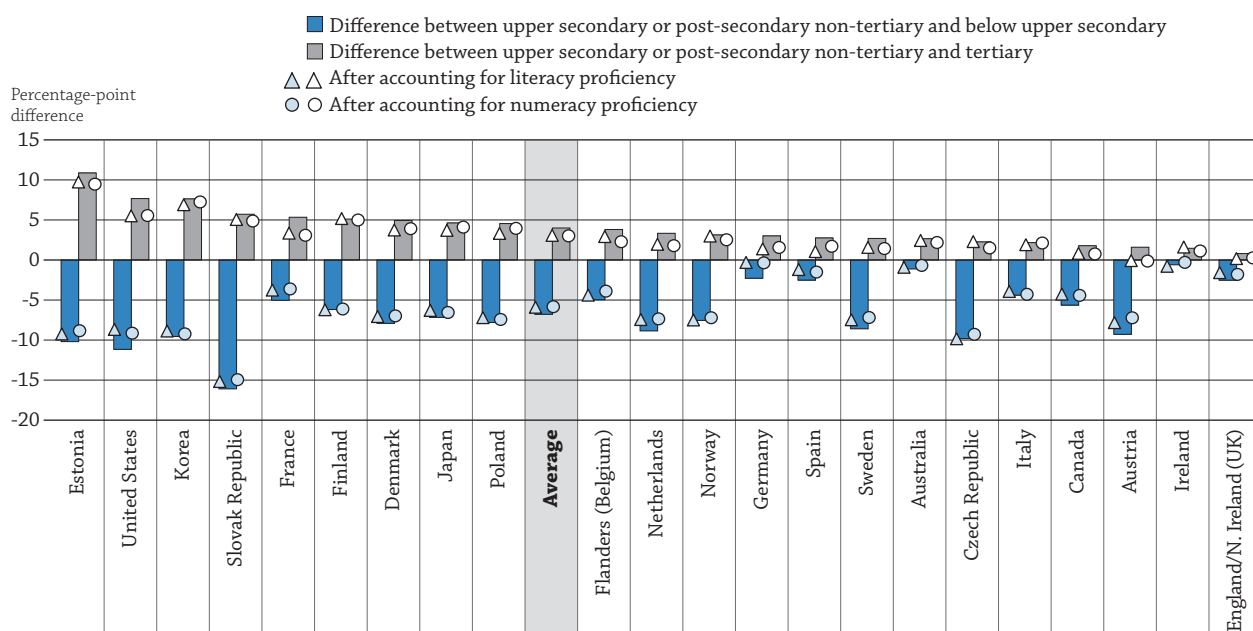
Chart A8.2 shows the percentage-point difference in self-reported health between levels of educational attainment after accounting for gender, age, monthly earnings and proficiency in literacy or numeracy. Results show that after accounting for all of these variables, educational attainment continues to play a determinant role in self-reported health. On average, after accounting for gender, age and monthly earnings, the difference is larger when comparing upper secondary or post-secondary non-tertiary education with below upper secondary education (-7 percentage points) than when comparing upper secondary or post-secondary non-tertiary education with tertiary education (4 percentage points). Large negative differences are observed in the Czech Republic, Estonia, Korea, the Slovak Republic and the United States, where the proportion of adults reporting to be in good health is about 10 percentage points smaller among those with below upper secondary education compared to adults with upper secondary or post-secondary non-tertiary education. By contrast, only in Estonia is the proportion of adults who reported to be in good health at least 10 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education (Table A8.1, and Tables A8.1 [L] and A8.1 [N], available on line).

Volunteering

On average across participating countries and sub-national entities, 18% of adults with upper secondary or post-secondary non-tertiary education reported that they volunteer at least once a month. All participating countries and sub-national entities show a positive relationship between educational attainment and volunteering. On average, the proportion of adults who reported that they volunteer once a month is 5 percentage points smaller among adults with below upper secondary education than among adults who have attained upper secondary or post-secondary non-tertiary education. This proportion is 5 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education (Table A8.2).

Chart A8.2. Likelihood of reporting to be in good health, by 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**

Percentage-point difference reflects the relative change of reporting to be in good health compared to the reference category. For example, in Estonia, the percentage of individuals with tertiary education reporting to be in good health increases by 11 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. Similarly, after accounting for literacy proficiency, the percentage of individuals with tertiary education increases by 10 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.

Note: Calculations are based on a linear regression after accounting for gender, age and monthly earnings.

Countries are ranked in descending order of percentage-point difference between upper secondary or post-secondary non-tertiary and tertiary education.

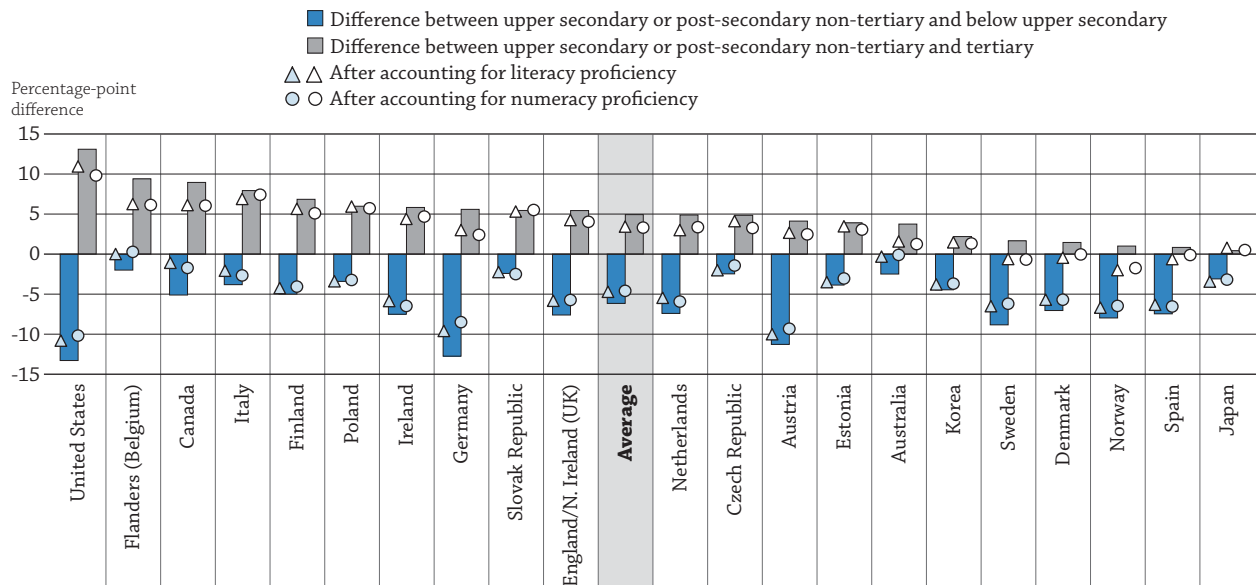
Source: OECD, Table A8.1, and Tables A8.1 (L) and A8.1 (N), available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283763>

When comparing adults with upper secondary or post-secondary non-tertiary education and those with tertiary education, these proportions do not change after accounting for gender and age. When accounting for proficiency in literacy or numeracy, the percentage-point increase shrinks slightly from 5 to 3 percentage points (Tables A8.2 [L] and A8.2 [N], available on line).

Chart A8.3 shows the percentage-point difference, between levels of educational attainment, in the proportion of adults who reported that they volunteer at least once a month, after accounting for gender, age and monthly earnings. It also shows the impact of accounting for literacy or numeracy proficiency. Results show that after accounting for all of these variables, educational attainment continues to play a determinant role in whether adults report that they volunteer at least once a month. On average, after accounting for gender, age and monthly earnings, the difference is larger when comparing upper secondary or post-secondary non-tertiary education with below upper secondary education (-6 percentage points) than when comparing upper secondary or post-secondary non-tertiary education with tertiary education (5 percentage points) (Table A8.2, and Tables A8.2 [L] and A8.2 [N], available on line).

Large negative differences are observed in Austria, Germany and the United States, where the proportion of adults who reported that they volunteer is about 10 percentage points smaller among adults with below upper secondary as their highest level of attainment than among adults with upper secondary or post-secondary non-tertiary education. By contrast, only in the United States is the proportion of adults who reported that they volunteer more than 10 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education (Table A8.2, and Tables A8.2 [L] and A8.2 [N], available on line).

Chart A8.3. Likelihood of reporting to volunteer at least once a month, by 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**

Percentage-point difference reflects the relative change of reporting to volunteer at least once a month compared to the reference category. For example, in the United States, the percentage of individuals with tertiary education reporting to volunteer at least once a month increases by 13 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. Similarly, after accounting for literacy proficiency, the percentage of individuals with tertiary education increases by 11 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.

Note: Calculations are based on a linear regression after accounting for gender, age and monthly earnings.

Countries are ranked in descending order of percentage-point difference between upper secondary or post-secondary non-tertiary and tertiary education.

Source: OECD, Table A8.2, and Tables A8.2 (L) and A8.2 (N), available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283778>

Interpersonal trust

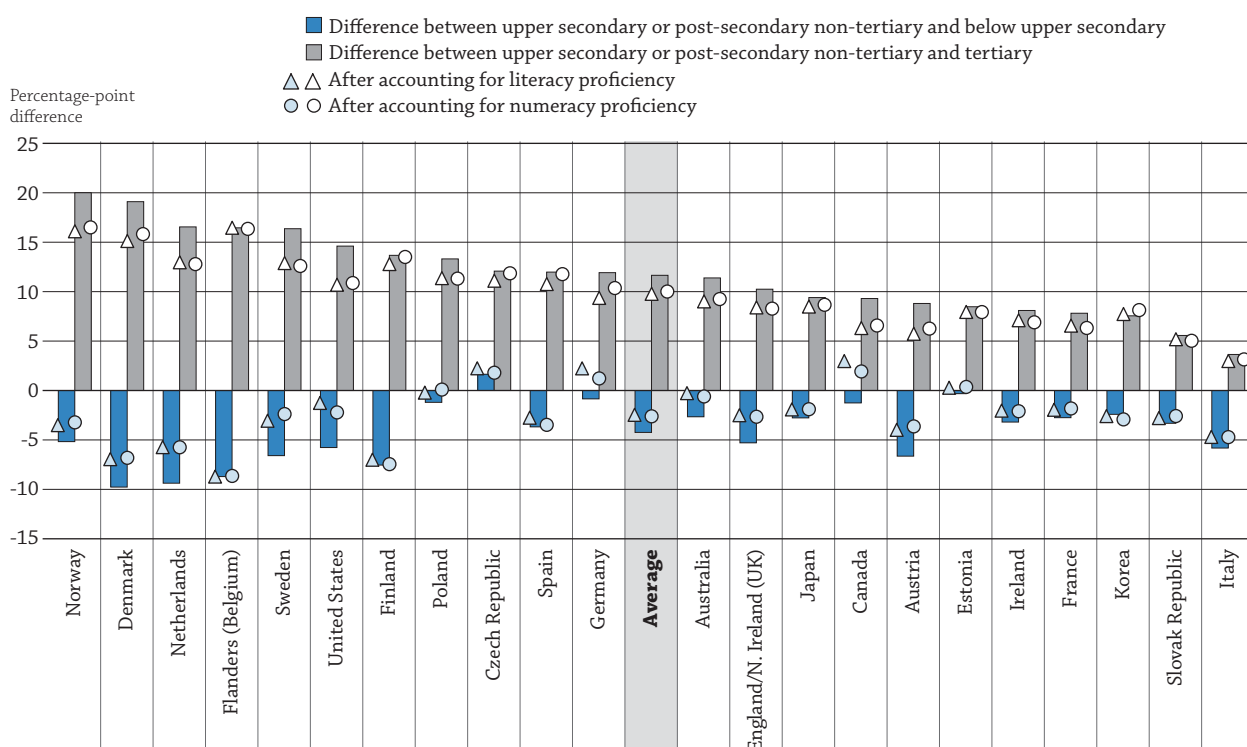
On average across participating countries and sub-national entities, 18% of adults with upper secondary or post-secondary non-tertiary education reported that they trust others. In all participating countries and sub-national entities, there is a positive relationship between educational attainment and interpersonal trust. On average, the proportion of adults who reported that they trust others is 4 percentage points smaller among adults with below upper secondary education than among adults with upper secondary or post-secondary non-tertiary education, and is 12 percentage points larger among tertiary-educated adults than among adults whose highest attainment is upper secondary or post-secondary non-tertiary education (Table A8.3a).

After accounting for gender, age and monthly earnings, there is no change in these differences between levels of educational attainment. But when also accounting for proficiency in literacy or numeracy, the differences between levels of educational attainment shrink slightly. The proportion of tertiary-educated adults who reported that they trust others is 10 percentage points larger than the proportion of adults with upper secondary or post-secondary non-tertiary education who so reported (Tables A8.3a [L] and A8.3a [N], available on line).

Chart A8.4 shows the differences in the proportion of adults who reported that they trust others related to the level of educational attainment, after accounting for gender, age and monthly earnings. Particularly large differences between tertiary-educated adults and those with upper secondary or post-secondary non-tertiary education are observed in Norway (20 percentage points) and Denmark (19 percentage points). The largest differences between adults with below upper secondary education and those with upper secondary or post-secondary non-tertiary education are seen in Denmark (-10 percentage points) and the Netherlands (-9 percentage points) (Table A8.3a).

After accounting for proficiency in literacy or numeracy, the proportion of adults who reported that they trust others is 10 percentage points larger, on average, among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education. The largest differences are observed in Flanders (Belgium) and Norway (16 percentage points or more). Conversely, the proportion of adults who so reported is 3 percentage points smaller, on average, among adults with below upper secondary education than among adults with upper secondary or post-secondary non-tertiary education. A notable difference between these two groups is observed in Flanders (Belgium) (-9 percentage points) (Tables A8.3a [L] and A8.3a [N], available on line).

Chart A8.4. Likelihood of reporting to trust others, by 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

Percentage-point difference reflects the relative change of reporting to trust others compared to the reference category. For example, in Norway, the percentage of individuals with tertiary education reporting to trust others increases by 20 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. Similarly, after accounting for literacy proficiency, the percentage of individuals with tertiary education increases by 16 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.

Note: Calculations are based on a linear regression after accounting for gender, age and monthly earnings.

Countries are ranked in descending order of percentage-point difference between upper secondary or post-secondary non-tertiary and tertiary education.

Source: OECD, Table A8.3a, and Tables A8.3a (L) and A8.3a (N), available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283784>

Political efficacy

On average across participating countries and sub-national entities, 30% of adults with upper secondary or post-secondary non-tertiary education reported that they have a say in government. In all participating countries and sub-national entities, there is a positive relationship between educational attainment and political efficacy. On average, the proportion of adults who reported that they have a say in government is 7 percentage points smaller among adults with below upper secondary education than among adults with upper secondary or post-secondary non-tertiary education, and is 13 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary education (Table A8.4).

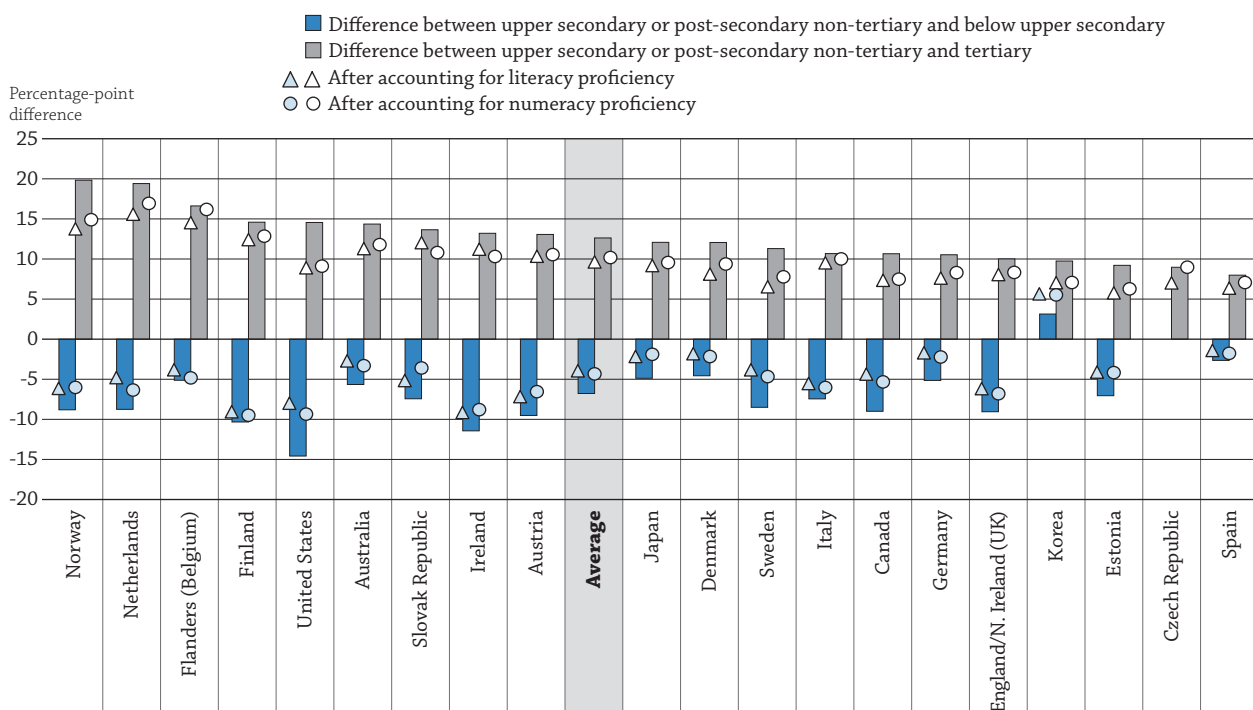
A8

After accounting for gender, age and monthly earnings, there is no change in these differences between levels of educational attainment. When accounting for proficiency in literacy or numeracy, the proportion of adults who reported that they have a say in government is 4 percentage points smaller among adults with below upper secondary education than among adults with upper secondary or post-secondary non-tertiary education. This proportion is 10 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education (Tables A8.4 [L] and A8.4 [N], available on line).

As shown in Chart A8.5, the proportion of adults who reported that they believe they have a say in government is 13 percentage points larger among tertiary-educated adults than among adults with upper secondary or post-secondary non-tertiary education, after accounting for gender, age and monthly earnings. Although literacy and numeracy skills moderate the effect of educational attainment, it continues to play a determinant role in this social outcome. Particularly large differences in these proportions between adults with upper secondary or post-secondary non-tertiary education and tertiary-educated adults are seen in the Netherlands and Norway. By contrast, in the United States, the proportion of adults who reported that they believe they have a say in government is strikingly smaller among adults with below upper secondary education than among adults with upper secondary or post-secondary non-tertiary education (Table A8.4, and Tables A8.4 [L] and A8.4 [N], available on line).

Chart A8.5. Likelihood of reporting to believe that they have a say in government, by 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

Percentage-point difference reflects the relative change of reporting that they have a say in government compared to the reference category. For example, in Norway, the percentage of individuals with tertiary education reporting that they have a say in government increases by 20 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. Similarly, after accounting for literacy proficiency, the percentage of individuals with tertiary education increases by 14 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.

Note: Calculations are based on a linear regression after accounting for gender, age and monthly earnings. Differences between the groups that are not statistically significant at 95% are not presented.

Countries are ranked in descending order of percentage-point difference between upper secondary or post-secondary non-tertiary and tertiary education.

Source: OECD, Table A8.4, and Tables A8.4 (L) and A8.4 (N), available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Definitions

Adults refer to 25-64 year-olds.

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.

Literacy is the ability to understand, evaluate, use and engage with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential. Literacy encompasses a range of skills from the decoding of written words and sentences to the comprehension, interpretation, and evaluation of complex texts. It does not, however, involve the production of text (writing). Information on the skills of adults with low levels of proficiency is provided by an assessment of reading components that covers text vocabulary, sentence comprehension and passage fluency.

Numeracy is the ability to access, use, interpret and communicate mathematical information and ideas in order to engage in and manage the mathematical demands of a range of situations in adult life. To this end, numeracy involves managing a situation or solving a problem in a real context, by responding to mathematical content/information/ideas represented in multiple ways.

Reporting to be in good health includes adults who reported that they are in excellent, very good or good health.

Reporting to believe they have a say in government includes adults who strongly disagreed or disagreed with the statement: "People like me don't have any say about what the government does".

Reporting to trust others includes adults who strongly disagreed or disagreed that there are only a few people you can trust completely.

Reporting to volunteer includes adults who reported that they volunteer at least once a month.

Methodology

All data are based on the Survey of Adult Skills (PIAAC) (2012). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

Ordinary least-square regressions using level of education, gender, age and monthly earnings as independent variables were run to determine the impact of education on self-reported health, volunteering, interpersonal trust and political efficacy. Regressions were run in a stepwise fashion, including educational attainment first, then gender and age, and monthly earnings in a final step. Separate analyses were also conducted to control for literacy or numeracy in each of these steps.

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, 2014).

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Indicator A8 Tables

StatLink  <http://dx.doi.org/10.1787/888933285189>

	Table A8.1	Likelihood of reporting to be in good health, by educational attainment (2012)
WEB	Table A8.1 (L)	Likelihood of reporting to be in good health, by educational attainment, after accounting for literacy proficiency (2012)
WEB	Table A8.1 (N)	Likelihood of reporting to be in good health, by educational attainment, after accounting for numeracy proficiency (2012)
	Table A8.2	Likelihood of reporting to volunteer at least once a month, by educational attainment (2012)
WEB	Table A8.2 (L)	Likelihood of reporting to volunteer at least once a month, by educational attainment, after accounting for literacy proficiency (2012)
WEB	Table A8.2 (N)	Likelihood of reporting to volunteer at least once a month, by educational attainment, after accounting for numeracy proficiency (2012)
	Table A8.3a	Likelihood of reporting to trust others, by educational attainment (2012)
WEB	Table A8.3a (L)	Likelihood of reporting to trust others, by educational attainment, after accounting for literacy proficiency (2012)
	Table A8.3a (N)	Likelihood of reporting to trust others, by educational attainment, after accounting for numeracy proficiency (2012)
	Table A8.3b	Likelihood of reporting that others do not take advantage of them, by educational attainment (2012)
	Table A8.3b (L)	Likelihood of reporting that others do not take advantage of them, by educational attainment, after accounting for literacy proficiency (2012)
	Table A8.3b (N)	Likelihood of reporting that others do not take advantage of them, by educational attainment, after accounting for numeracy proficiency (2012)
	Table A8.4	Likelihood of reporting to believe they have a say in government, by educational attainment (2012)
WEB	Table A8.4 (L)	Likelihood of reporting to believe they have a say in government, by educational attainment, after accounting for literacy proficiency (2012)
WEB	Table A8.4 (N)	Likelihood of reporting to believe they have a say in government, by educational attainment, after accounting for numeracy proficiency (2012)

Table A8.1. Likelihood of reporting to be in good health, by educational attainment (2012)
25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category,
percentage-point difference

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

How to read this table: In Australia, the percentage of individuals with below upper secondary education reporting to be in good health decreases by 8 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for gender and age, the percentage of individuals with below upper secondary education reporting to be in good health decreases by 6 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. And after accounting for gender, age and monthly earnings, the percentage of individuals with below upper secondary education reporting to be in good health decreases by 1 percentage point compared to someone who has upper secondary or post-secondary non-tertiary education.

		Percentage of adults reporting that they are in good health among those who have upper secondary or post-secondary non-tertiary education		Difference between upper secondary or post-secondary non-tertiary and below upper secondary						Difference between upper secondary or post-secondary non-tertiary and tertiary						
				No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings		No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings		
				%	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)			
OECD	National entities															
	Australia	84	(1.1)	-8	(0.02)	-6	(0.02)	-1	(0.02)	6	(0.01)	6	(0.01)	3	(0.01)	
	Austria	83	(0.6)	-16	(0.02)	-13	(0.02)	-9	(0.02)	7	(0.01)	7	(0.01)	2	(0.01)	
	Canada	87	(0.6)	-13	(0.02)	-12	(0.02)	-6	(0.02)	5	(0.01)	5	(0.01)	2	(0.01)	
	Czech Republic	88	(0.9)	-20	(0.04)	-17	(0.03)	-10	(0.03)	9	(0.01)	6	(0.01)	2	(0.01)	
	Denmark	81	(0.9)	-16	(0.02)	-15	(0.02)	-8	(0.02)	9	(0.01)	8	(0.01)	5	(0.01)	
	Estonia	56	(0.9)	-14	(0.02)	-14	(0.02)	-10	(0.03)	16	(0.01)	15	(0.01)	11	(0.01)	
	Finland	77	(1.0)	-15	(0.02)	-9	(0.02)	-6	(0.03)	12	(0.01)	11	(0.01)	5	(0.01)	
	France	80	(0.8)	-12	(0.01)	-9	(0.01)	-5	(0.02)	10	(0.01)	8	(0.01)	5	(0.01)	
	Germany	86	(0.8)	-11	(0.03)	-11	(0.02)	-2	(0.03)	6	(0.01)	5	(0.01)	3	(0.01)	
	Ireland	89	(0.8)	-11	(0.02)	-9	(0.02)	-1	(0.02)	5	(0.01)	4	(0.01)	1	(0.01)	
	Italy	87	(1.1)	-15	(0.02)	-9	(0.01)	-4	(0.02)	3	(0.02)	2	(0.02)	2	(0.02)	
	Japan	70	(1.3)	-10	(0.03)	-8	(0.03)	-7	(0.04)	8	(0.02)	6	(0.02)	5	(0.02)	
	Korea	46	(1.3)	-20	(0.02)	-13	(0.02)	-10	(0.03)	11	(0.02)	9	(0.02)	8	(0.02)	
	Netherlands	81	(1.0)	-12	(0.02)	-9	(0.02)	-9	(0.02)	7	(0.01)	7	(0.01)	3	(0.01)	
	Norway	81	(1.0)	-14	(0.02)	-12	(0.02)	-8	(0.02)	8	(0.01)	8	(0.01)	3	(0.01)	
	Poland	76	(0.9)	-23	(0.02)	-18	(0.02)	-8	(0.04)	17	(0.01)	10	(0.01)	5	(0.01)	
	Slovak Republic	79	(0.7)	-25	(0.02)	-21	(0.02)	-16	(0.04)	12	(0.01)	9	(0.01)	6	(0.01)	
	Spain	80	(1.4)	-11	(0.02)	-7	(0.02)	-3	(0.02)	6	(0.02)	5	(0.02)	3	(0.02)	
	Sweden	84	(0.9)	-16	(0.02)	-15	(0.02)	-9	(0.03)	6	(0.01)	6	(0.01)	3	(0.01)	
	United States	80	(1.4)	-18	(0.03)	-18	(0.03)	-11	(0.04)	13	(0.01)	13	(0.01)	8	(0.01)	
		Sub-national entities														
		Flanders (Belgium)	84	(0.8)	-11	(0.02)	-9	(0.02)	-5	(0.02)	6	(0.01)	6	(0.01)	4	(0.01)
		England (UK)	85	(1.0)	-13	(0.02)	-12	(0.02)	-2	(0.02)	4	(0.01)	4	(0.01)	1	(0.01)
		Northern Ireland (UK)	83	(1.4)	-15	(0.02)	-12	(0.02)	-5	(0.02)	7	(0.02)	7	(0.02)	2	(0.01)
		England/N. Ireland (UK)	85	(1.0)	-13	(0.02)	-12	(0.02)	-3	(0.02)	4	(0.01)	4	(0.01)	1	(0.01)
	Average	79	(0.2)	-15	(0.00)	-12	(0.00)	-7	(0.01)	9	(0.00)	7	(0.00)	4	(0.00)	
Partners	Russian Federation*	q	q	q	q	q	q	q	q	q	q	q	q	q	q	

Note: Calculations for percentage-point difference are based on linear regressions where the dependent variable is reporting to be in good health and where the independent variables vary according to the model. In the first regression (columns labelled "No control variable") only educational attainment is used as an independent variable. In the second regression (columns labelled "Accounting for gender and age"), gender and age are added as independent variables. In the third regression (columns labelled "Accounting for gender, age and monthly earnings"), educational attainment, gender, age and monthly earnings are included as independent variables.

* 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/10.1787/888933285195>

Table A8.2. **Likelihood of reporting to volunteer at least once a month, by educational attainment (2012)**

25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category, percentage-point difference

The percentages presented in the first column are not related to the regression. They should be used as a reference to better understand the percentage-point difference presented in the other columns.															
How to read this table: In Australia, the percentage of individuals with below upper secondary education reporting to volunteer at least once a month decreases by 2 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for gender and age, the percentage of individuals with below upper secondary education reporting to volunteer at least once a month decreases by 5 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. And after accounting for gender, age and monthly earnings, the percentage of individuals with below upper secondary education reporting to volunteer at least once a month decreases by 2 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.															
		Percentage of adults reporting that they volunteer at least once a month among those who have upper secondary or post-secondary non-tertiary education		Difference between upper secondary or post-secondary non-tertiary and below upper secondary						Difference between upper secondary or post-secondary non-tertiary and tertiary					
				No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings		No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings	
		%	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		
OECD	National entities														
	Australia	20	(1.1)	-2	(0.02)	-5	(0.02)	-2	(0.02)	4	(0.02)	3	(0.02)	4	(0.02)
	Austria	23	(0.8)	-8	(0.01)	-8	(0.01)	-11	(0.02)	6	(0.02)	6	(0.02)	4	(0.02)
	Canada	20	(0.8)	-4	(0.01)	-4	(0.01)	-5	(0.02)	9	(0.01)	9	(0.01)	9	(0.01)
	Czech Republic	9	(1.0)	-4	(0.02)	-3	(0.02)	-2	(0.04)	3	(0.02)	3	(0.02)	5	(0.03)
	Denmark	27	(1.2)	-8	(0.02)	-8	(0.02)	-7	(0.02)	0	(0.01)	2	(0.01)	1	(0.02)
	Estonia	9	(0.7)	-4	(0.01)	-4	(0.01)	-4	(0.01)	4	(0.01)	4	(0.01)	4	(0.01)
	Finland	19	(1.0)	-2	(0.02)	-3	(0.02)	-5	(0.02)	6	(0.01)	7	(0.01)	7	(0.02)
	France	q	q	q	q	q	q	q	q	q	q	q	q	q	q
	Germany	22	(1.0)	-11	(0.02)	-11	(0.02)	-13	(0.03)	6	(0.01)	6	(0.01)	6	(0.02)
	Ireland	20	(0.9)	-5	(0.01)	-9	(0.01)	-8	(0.03)	4	(0.01)	6	(0.01)	6	(0.02)
	Italy	14	(1.0)	-4	(0.01)	-5	(0.01)	-4	(0.02)	7	(0.02)	7	(0.02)	8	(0.03)
	Japan	12	(0.9)	-3	(0.01)	-5	(0.01)	-3	(0.02)	0	(0.01)	2	(0.01)	0	(0.01)
	Korea	12	(0.7)	-1	(0.01)	-5	(0.01)	-4	(0.02)	1	(0.01)	2	(0.01)	2	(0.01)
	Netherlands	28	(1.1)	-3	(0.02)	-7	(0.02)	-7	(0.02)	4	(0.02)	4	(0.02)	5	(0.02)
	Norway	32	(1.3)	-9	(0.02)	-9	(0.02)	-8	(0.02)	1	(0.02)	2	(0.02)	1	(0.02)
	Poland	6	(0.5)	-3	(0.01)	-3	(0.01)	-3	(0.02)	7	(0.01)	7	(0.01)	6	(0.01)
	Slovak Republic	8	(0.5)	-3	(0.01)	-3	(0.01)	-2	(0.02)	5	(0.01)	5	(0.01)	5	(0.01)
	Spain	13	(1.2)	-6	(0.01)	-7	(0.01)	-7	(0.02)	2	(0.02)	2	(0.02)	1	(0.02)
	Sweden	21	(1.1)	-8	(0.02)	-9	(0.02)	-9	(0.02)	1	(0.02)	2	(0.02)	2	(0.02)
	United States	24	(1.2)	-12	(0.02)	-11	(0.02)	-13	(0.02)	15	(0.02)	15	(0.02)	13	(0.02)
	Sub-national entities														
	Flanders (Belgium)	18	(1.0)	-4	(0.02)	-5	(0.02)	-2	(0.02)	6	(0.01)	7	(0.01)	9	(0.01)
	England (UK)	17	(1.1)	-6	(0.02)	-7	(0.02)	-8	(0.02)	6	(0.02)	7	(0.01)	5	(0.02)
	Northern Ireland (UK)	17	(1.5)	-8	(0.02)	-10	(0.02)	-12	(0.03)	9	(0.02)	10	(0.02)	8	(0.02)
	England/N. Ireland (UK)	17	(1.1)	-6	(0.02)	-7	(0.02)	-8	(0.02)	6	(0.01)	7	(0.01)	5	(0.02)
	Average	18	(0.2)	-5	(0.00)	-6	(0.00)	-6	(0.00)	5	(0.00)	5	(0.00)	5	(0.00)
Partners	Russian Federation*	q	q	q	q	q	q	q	q	q	q	q	q	q	q

Note: Calculations for percentage-point difference are based on linear regressions where the dependent variable is reporting to volunteer at least once a month and where the independent variables vary according to the model. In the first regression (columns labelled "No control variable") only educational attainment is used as an independent variable. In the second regression (columns labelled "Accounting for gender and age"), gender and age are added as independent variables. In the third regression (columns labelled "Accounting for gender, age and monthly earnings"), educational attainment, gender, age and monthly earnings are included as independent variables.

* 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/10.1787/888933285202>

Table A8.3a. Likelihood of reporting to trust others, by educational attainment (2012)
25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category,
percentage-point difference

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

How to read this table: In Australia, the percentage of individuals with below upper secondary education reporting to trust others decreases by 4 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for gender and age, the percentage of individuals with below upper secondary education reporting to trust others decreases by 5 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. And after accounting for gender, age and monthly earnings, the percentage of individuals with below upper secondary education reporting to trust others decreases by 3 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.

	Percentage of adults reporting that they trust others among those who have upper secondary or post-secondary non-tertiary education		Difference between upper secondary or post-secondary non-tertiary and below upper secondary						Difference between upper secondary or post-secondary non-tertiary and tertiary					
			No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings		No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings	
	%	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	National entities													
	Australia	19 (1.1)	-4 (0.01)		-5 (0.01)		-3 (0.02)		13 (0.01)		13 (0.01)		11 (0.02)	
	Austria	21 (0.9)	-7 (0.02)		-7 (0.02)		-7 (0.02)		10 (0.02)		10 (0.02)		9 (0.02)	
	Canada	21 (0.7)	-4 (0.01)		-4 (0.01)		-1 (0.02)		9 (0.01)		9 (0.01)		9 (0.01)	
	Czech Republic	5 (0.6)	-1 (0.01)		-1 (0.01)		2 (0.02)		10 (0.02)		10 (0.02)		12 (0.03)	
	Denmark	42 (1.3)	-10 (0.02)		-12 (0.02)		-10 (0.03)		21 (0.02)		20 (0.02)		19 (0.02)	
	Estonia	7 (0.5)	1 (0.01)		1 (0.01)		0 (0.02)		8 (0.01)		7 (0.01)		8 (0.01)	
	Finland	27 (1.0)	-8 (0.02)		-7 (0.02)		-8 (0.03)		17 (0.02)		17 (0.02)		14 (0.02)	
	France	9 (0.6)	-2 (0.01)		-2 (0.01)		-3 (0.01)		7 (0.01)		8 (0.01)		8 (0.01)	
	Germany	10 (0.7)	-2 (0.02)		-2 (0.02)		-1 (0.03)		12 (0.01)		12 (0.01)		12 (0.01)	
	Ireland	14 (0.9)	-3 (0.01)		-4 (0.01)		-3 (0.02)		8 (0.01)		9 (0.01)		8 (0.02)	
	Italy	11 (1.1)	-5 (0.01)		-6 (0.01)		-6 (0.02)		4 (0.02)		4 (0.02)		4 (0.02)	
	Japan	14 (0.9)	-3 (0.02)		-4 (0.02)		-3 (0.02)		8 (0.01)		9 (0.01)		9 (0.01)	
	Korea	10 (0.6)	-1 (0.01)		-1 (0.01)		-2 (0.01)		7 (0.01)		7 (0.01)		8 (0.01)	
	Netherlands	30 (1.0)	-10 (0.02)		-12 (0.02)		-9 (0.02)		15 (0.02)		15 (0.02)		17 (0.02)	
	Norway	29 (1.1)	-5 (0.02)		-6 (0.02)		-5 (0.02)		20 (0.02)		21 (0.02)		20 (0.02)	
	Poland	11 (0.8)	-3 (0.01)		-3 (0.01)		-1 (0.03)		13 (0.02)		13 (0.02)		13 (0.02)	
	Slovak Republic	8 (0.5)	-2 (0.01)		-2 (0.01)		-3 (0.02)		6 (0.01)		6 (0.01)		6 (0.02)	
	Spain	19 (1.5)	-4 (0.02)		-4 (0.02)		-4 (0.02)		12 (0.02)		12 (0.02)		12 (0.03)	
	Sweden	31 (1.2)	-7 (0.02)		-8 (0.02)		-7 (0.03)		18 (0.02)		18 (0.02)		16 (0.02)	
	United States	18 (1.1)	-6 (0.02)		-6 (0.02)		-6 (0.03)		13 (0.02)		13 (0.02)		15 (0.02)	
	Sub-national entities													
	Flanders (Belgium)	13 (0.8)	-4 (0.01)		-5 (0.01)		-9 (0.02)		15 (0.01)		16 (0.01)		16 (0.02)	
	England (UK)	16 (1.1)	-6 (0.01)		-7 (0.01)		-5 (0.02)		11 (0.01)		11 (0.01)		10 (0.02)	
	Northern Ireland (UK)	17 (1.4)	-8 (0.02)		-9 (0.02)		-10 (0.03)		6 (0.02)		6 (0.02)		4 (0.03)	
	England/N. Ireland (UK)	16 (1.0)	-6 (0.01)		-7 (0.01)		-5 (0.02)		11 (0.01)		11 (0.01)		10 (0.02)	
	Average	18 (0.2)	-4 (0.00)		-5 (0.00)		-4 (0.00)		12 (0.00)		12 (0.00)		12 (0.00)	
Partners	Russian Federation*	q	q	q	q	q	q	q	q	q	q	q	q	q

Note: Calculations for percentage-point difference are based on linear regressions where the dependent variable is reporting to trust others and where the independent variables vary according to the model. In the first regression (columns labelled "No control variable") only educational attainment is used as an independent variable. In the second regression (columns labelled "Accounting for gender and age"), gender and age are added as independent variables. In the third regression (columns labelled "Accounting for gender, age and monthly earnings"), educational attainment, gender, age and monthly earnings are included as independent variables.

* 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/10.1787/888933285214>

Table A8.4. **Likelihood of reporting to believe that they have a say in government, by educational attainment (2012)**

25-64 year-olds, upper secondary or post-secondary non-tertiary education as reference category, percentage-point difference

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

How to read this table: In Australia, the percentage of individuals with below upper secondary education reporting to believe that they have a say in government decreases by 6 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. After accounting for gender and age, the percentage of individuals with below upper secondary education reporting to believe that they have a say in government decreases by 8 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education. And after accounting for gender, age and monthly earnings, the percentage of individuals with below upper secondary education reporting to believe that they have a say in government decreases by 6 percentage points compared to someone who has upper secondary or post-secondary non-tertiary education.


	Percentage of adults reporting that they believe they have a say in government among those who have upper secondary or post-secondary non-tertiary education		Difference between upper secondary or post-secondary non-tertiary and below upper secondary						Difference between upper secondary or post-secondary non-tertiary and tertiary					
			No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings		No control variable		Accounting for gender and age		Accounting for gender, age and monthly earnings	
	%	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.	PP	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	National entities													
	Australia	30 (1.1)	-6 (0.02)	-8 (0.02)	-6 (0.02)	-6 (0.02)	15 (0.02)	15 (0.02)	14 (0.02)					
	Austria	30 (1.0)	-12 (0.02)	-12 (0.02)	-10 (0.03)	-10 (0.03)	13 (0.02)	13 (0.02)	13 (0.02)					
	Canada	31 (0.9)	-9 (0.02)	-9 (0.02)	-9 (0.02)	-9 (0.02)	10 (0.01)	10 (0.01)	11 (0.01)					
	Czech Republic	20 (1.2)	-1 (0.03)	1 (0.03)	1 (0.05)	1 (0.05)	8 (0.02)	8 (0.03)	9 (0.03)					
	Denmark	47 (1.2)	-6 (0.02)	-7 (0.02)	-5 (0.02)	-5 (0.02)	12 (0.01)	11 (0.01)	12 (0.02)					
	Estonia	21 (0.8)	-5 (0.02)	-5 (0.02)	-7 (0.02)	-7 (0.02)	10 (0.01)	10 (0.01)	9 (0.02)					
	Finland	42 (1.2)	-12 (0.03)	-12 (0.03)	-10 (0.03)	-10 (0.03)	16 (0.02)	16 (0.02)	15 (0.02)					
	France	q	q	q	q	q	q	q	q	q	q	q	q	q
	Germany	21 (0.8)	-7 (0.02)	-7 (0.02)	-5 (0.03)	-5 (0.03)	12 (0.02)	12 (0.02)	11 (0.02)					
	Ireland	26 (1.2)	-8 (0.02)	-9 (0.02)	-11 (0.03)	-11 (0.03)	13 (0.02)	13 (0.02)	13 (0.02)					
	Italy	19 (1.1)	-7 (0.02)	-7 (0.02)	-7 (0.02)	-7 (0.02)	10 (0.02)	10 (0.02)	11 (0.03)					
	Japan	22 (1.0)	-4 (0.02)	-5 (0.02)	-5 (0.03)	-5 (0.03)	12 (0.01)	12 (0.01)	12 (0.02)					
	Korea	30 (1.2)	-2 (0.02)	1 (0.02)	3 (0.03)	3 (0.03)	12 (0.02)	10 (0.02)	10 (0.02)					
	Netherlands	36 (1.3)	-8 (0.02)	-8 (0.02)	-9 (0.02)	-9 (0.02)	19 (0.02)	19 (0.02)	19 (0.02)					
	Norway	44 (1.6)	-12 (0.02)	-12 (0.02)	-9 (0.03)	-9 (0.03)	21 (0.02)	20 (0.02)	20 (0.02)					
	Poland	q	q	q	q	q	q	q	q	q	q	q	q	q
	Slovak Republic	20 (0.8)	-9 (0.01)	-8 (0.01)	-7 (0.03)	-7 (0.03)	15 (0.02)	14 (0.02)	14 (0.03)					
	Spain	23 (1.4)	-4 (0.02)	-4 (0.02)	-3 (0.02)	-3 (0.02)	7 (0.02)	8 (0.02)	8 (0.02)					
	Sweden	43 (1.2)	-10 (0.03)	-9 (0.03)	-8 (0.03)	-8 (0.03)	12 (0.02)	11 (0.02)	11 (0.02)					
	United States	41 (1.2)	-12 (0.03)	-12 (0.03)	-15 (0.04)	-15 (0.04)	13 (0.02)	13 (0.02)	15 (0.02)					
	Sub-national entities													
	Flanders (Belgium)	27 (1.0)	-4 (0.02)	-5 (0.02)	-5 (0.03)	-5 (0.03)	17 (0.02)	17 (0.02)	17 (0.02)					
	England (UK)	29 (1.4)	-7 (0.02)	-8 (0.02)	-9 (0.03)	-9 (0.03)	13 (0.02)	14 (0.02)	10 (0.02)					
	Northern Ireland (UK)	21 (1.5)	-6 (0.02)	-8 (0.02)	-11 (0.03)	-11 (0.03)	15 (0.02)	15 (0.02)	13 (0.03)					
	England/N. Ireland (UK)	29 (1.3)	-7 (0.02)	-8 (0.02)	-9 (0.03)	-9 (0.03)	13 (0.02)	14 (0.02)	10 (0.02)					
	Average	30 (0.3)	-7 (0.00)	-7 (0.00)	-7 (0.01)	-7 (0.01)	13 (0.00)	13 (0.00)	13 (0.00)					
Partners	Russian Federation*	q	q	q	q	q	q	q	q	q	q	q	q	q

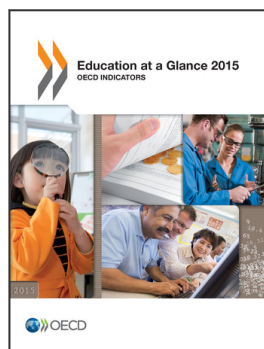
Note: Calculations for percentage-point difference are based on linear regressions where the dependent variable is reporting to believe that they have a say in government and where the independent variables vary according to the model. In the first regression (columns labelled "No control variable") only educational attainment is used as an independent variable. In the second regression (columns labelled "Accounting for gender and age"), gender and age are added as independent variables. In the third regression (columns labelled "Accounting for gender, age and monthly earnings"), educational attainment, gender, age and monthly earnings are included as independent variables.

* 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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