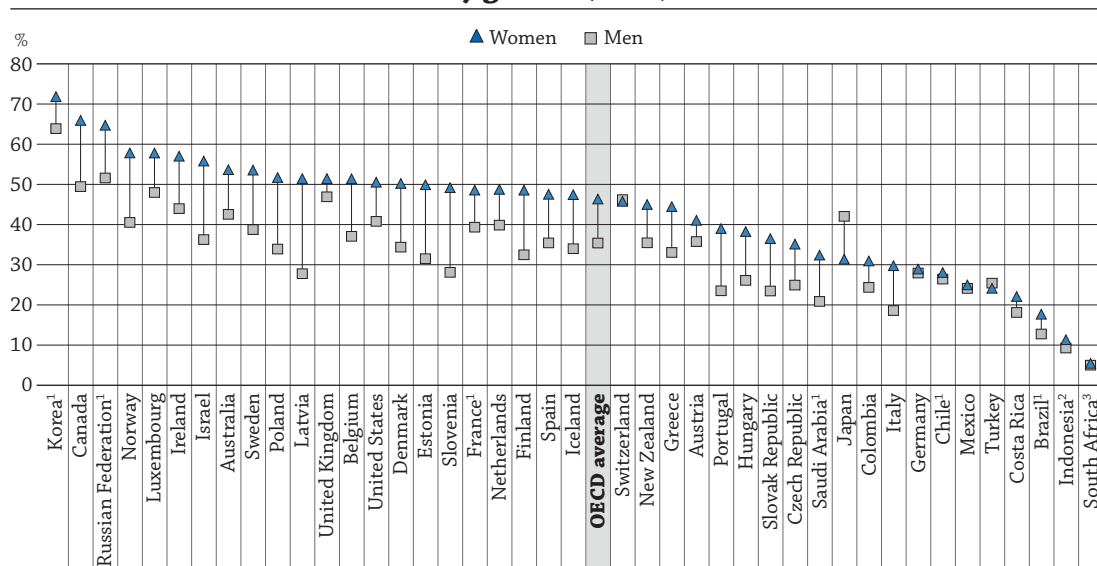


## WHERE ARE THE GENDER GAPS IN EDUCATION AND EMPLOYMENT?

- Over the three past decades, OECD countries have made significant progress in narrowing or closing long-standing gender gaps in many areas of education and employment, including educational attainment, pay and labour market participation.
- In 2014, a larger proportion of 25-34 year-old women than men of the same age had attained tertiary education (46% and 35%, respectively). This pattern is observed in 40 out of 42 countries with available data.
- New gender gaps in education are opening: young men are significantly more likely than young women to have low skills and poor academic achievement; while in tertiary education and beyond, young women are still under-represented in the fields of mathematics, physical science and computing.

**Chart A10.1. Percentage of 25-34 year-olds who have attained tertiary education, by gender (2014)**




1. Brazil, Chile, France, Korea, Russian Federation, Saudi Arabia: Year of reference 2013.

2. Indonesia: Year of reference 2011.

3. South Africa: Year of reference 2012.

Countries are ranked in descending order of the percentage of women who attained tertiary education.

Source: OECD, Table A1.4b. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

To compete successfully in today's global economy, countries need to develop the potential of all of their citizens. They need to ensure that men and women develop the right skills and find opportunities to use them productively. Recognising the impact that the gender gap has on participation in labour markets, occupational mobility and quality of life, policy makers and educators need to help to eliminate gender differences in education, at the workplace and in access to jobs.

In education, many countries have managed to close gender gaps in learning outcomes. In fact, as women now surpass men in many aspects of education in OECD countries, there is growing concern about the underachievement of young men in certain areas, such as reading. Gender differences in student performance, as well as perceptions that some fields of education are more "suitable" for either women or men, need to be addressed if greater gender equity in education outcomes is to be achieved. Gender equality is not only a goal in itself, it is also economically beneficial. Education programmes that attract candidates of mostly one gender are in danger of excluding many capable students.

### ■ Other findings

- PISA (the OECD Programme for International Student Assessment) finds that 15-year-old boys are more likely than girls of the same age to be low achievers. In 2012, 14% of boys and 9% of girls did not attain the PISA baseline level of proficiency in any of the three core subjects measured in PISA – reading, mathematics and science (OECD, 2014a).
- Across OECD countries, boys are still marginally more represented than girls in upper secondary vocational education.
- Men are five times more likely than women to have studied engineering, manufacturing and construction, on average across OECD countries. By contrast, women are three times more likely than men to have studied education science.
- In all countries and economies that distributed the PISA parent questionnaire, parents were more likely to expect their sons, rather than their daughters, to work in science, technology, engineering or mathematics, even when boys and girls perform at the same level in mathematics.
- Young women have higher educational attainment, but lower employment rates, than young men. The gender gap is much wider at the lower levels of educational attainment than at the highest levels.
- Across OECD countries, a 35-44 year-old tertiary-educated woman earns about 74% of what a similarly educated man earns. But this result also reflects the under-representation of women at the highest levels of tertiary education and in some fields of education that are highly rewarded by the labour market.

### ■ Trends

Over the three past decades, the gender gap in educational attainment has reversed. Among 55-64 year-olds, more men than women hold tertiary qualifications; but the opposite is true among 25-34 year-olds.

## Analysis

### The gender gap in attainment rates has reversed

As most OECD countries have made secondary education compulsory, attaining that level of education has become the norm for men and women. Not only are more young women than ever before participating in formal education and enrolling in tertiary education, over the past few decades, the gender hierarchy in educational attainment has been inverted (see Tables A1.2b and A1.4b, available on line).

In 2014, a larger proportion of 25-34 year-old women than men of the same age had attained tertiary education (46% and 35%, respectively), while the opposite was true for 55-64 year-old women and men (24% and 26%, respectively). Israel, Latvia and Slovenia show the widest gender gap among 25-34 year-olds: 20 percentage points or more, in favour of women, among tertiary-educated younger adults (see Table A1.4b, available on line). That same year, some 85% of younger women had attained at least upper secondary education while 82% of younger men did, on average across OECD countries (see Tables A1.2b and A1.4b, available on line).

This trend is also observed among students younger than 25. In 2013, 58% of graduates from upper secondary general programmes were women and 46% were men. However, women are still under-represented at the very highest levels of education. In most OECD countries in 2013, around 45% of advanced research degrees were awarded to women (see Indicators A2 and A3).

### Low-performing boys

In all 65 countries and economies that participated in PISA 2012, girls outperformed boys in reading by an average of 38 score points (across OECD countries) – the equivalent of one year of school – as they have done consistently throughout all the PISA cycles since 2000. Boys, however, continued to outperform girls in mathematics in 38 participating countries and economies by an average of 11 score points (across OECD countries) – equivalent to around three months of school. PISA also reveals that there is very little difference in science performance between boys and girls (PISA 2012 database).

Stark gender differences are observed among the lowest-performing students – those who score below PISA proficiency Level 2, which is considered to be the baseline level of proficiency, in all subjects assessed in PISA. While the proportion of girls is marginally larger than that of boys among poor performers in mathematics, in all but six participating countries and economies, a larger proportion of boys than girls does not even achieve the baseline level of proficiency in any of the three core PISA subjects – reading, mathematics and science. Across OECD countries, boys are 5 percentage points more likely than girls to be low achievers in reading, science and mathematics. In 2012, 14% of boys and 9% of girls did not attain the PISA baseline level of proficiency in any of the three core subjects (Table A10.1 and Chart A10.2).

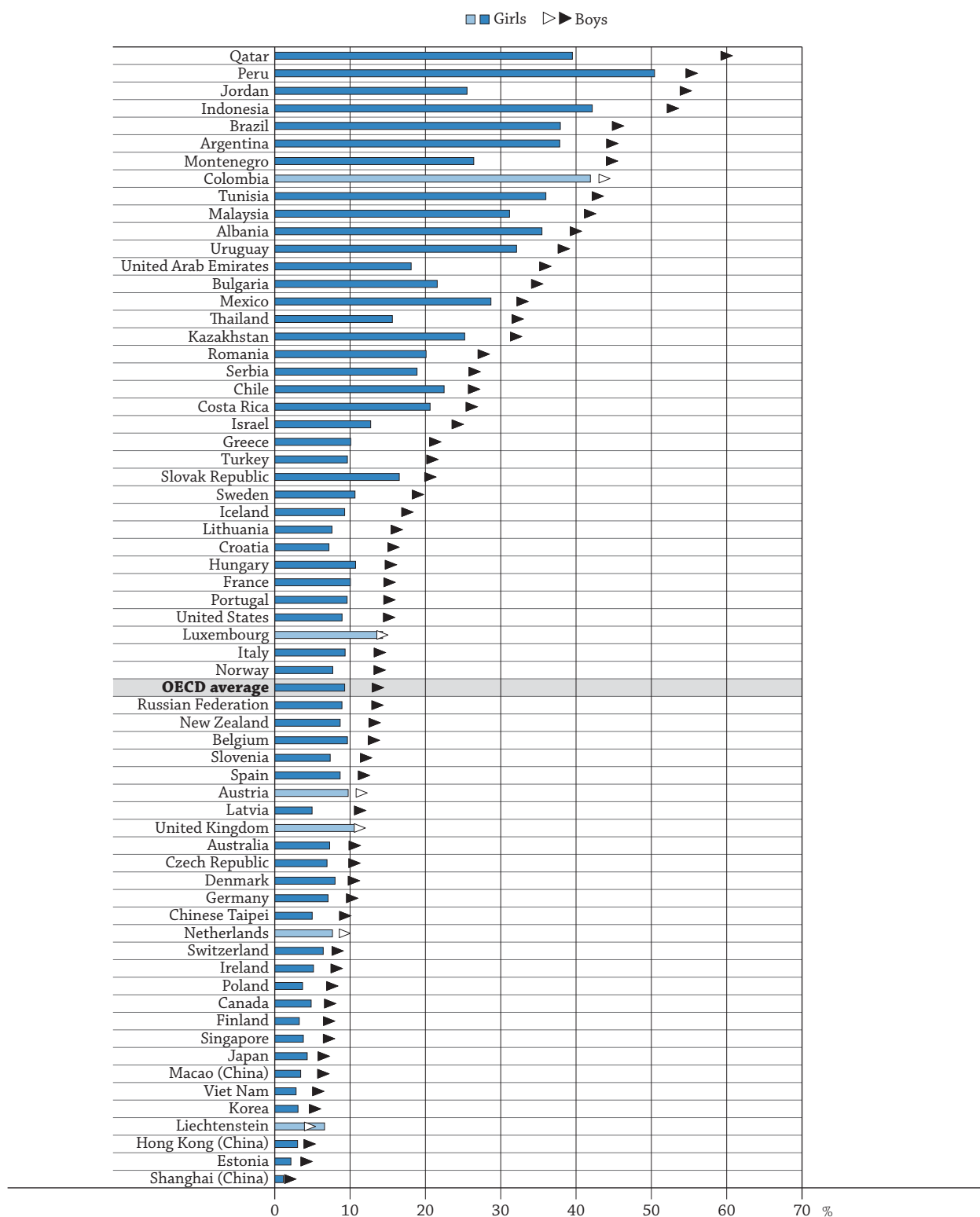
The percentage of boys who failed to reach the baseline level of proficiency in any subject is worryingly high in many countries. More than one in five boys in Chile, Greece, Israel, Mexico, the Slovak Republic and Turkey failed to make the grade in any of the three core PISA subjects. Among partner countries and economies, the proportions are even larger. In Indonesia, Jordan, Peru and Qatar more than one in two students failed to make the grade.

The proportion of girls who failed to make the grade is much smaller. Peru is the only country or economy that participated in PISA 2012 where more than one in two girls did not reach the baseline level of proficiency in any of the three subjects. In Chile and Mexico, more than one in five girls failed to make the grade in all three subjects, and in eight partner countries and economies, more than one in three girls failed to make the grade (Table A10.1 and Chart A10.2).

The sizeable number of boys who fail to attain the baseline level of proficiency in all three core PISA subjects is a major challenge for education systems. Students who perform poorly in all subjects are hard to motivate and keep in school. Because of their low levels of skills, these students may also feel disconnected from and disengaged with school. It may then become easier for these students to build an identity based on rebellion against school and formal education than to engage and invest the effort needed to break the vicious cycle of low performance and low motivation.

### Gender differences in participation in pre-vocational and vocational programmes

Students who participated in PISA 2012 were asked to report on the kind of programme in which they were enrolled. On average across OECD countries, 82% of 15-year-old students were enrolled in a programme with a general curriculum, 14% were enrolled in a programme with a pre-vocational or vocational curriculum, and 4% were in modular programmes that combine any or all of these curricula (Table A10.2 and Chart A10.3).

**Chart A10.2. Gender differences in the percentage of 15-year-old students who are low achievers in all subjects (e.g. mathematics, reading, science) (PISA 2012)**

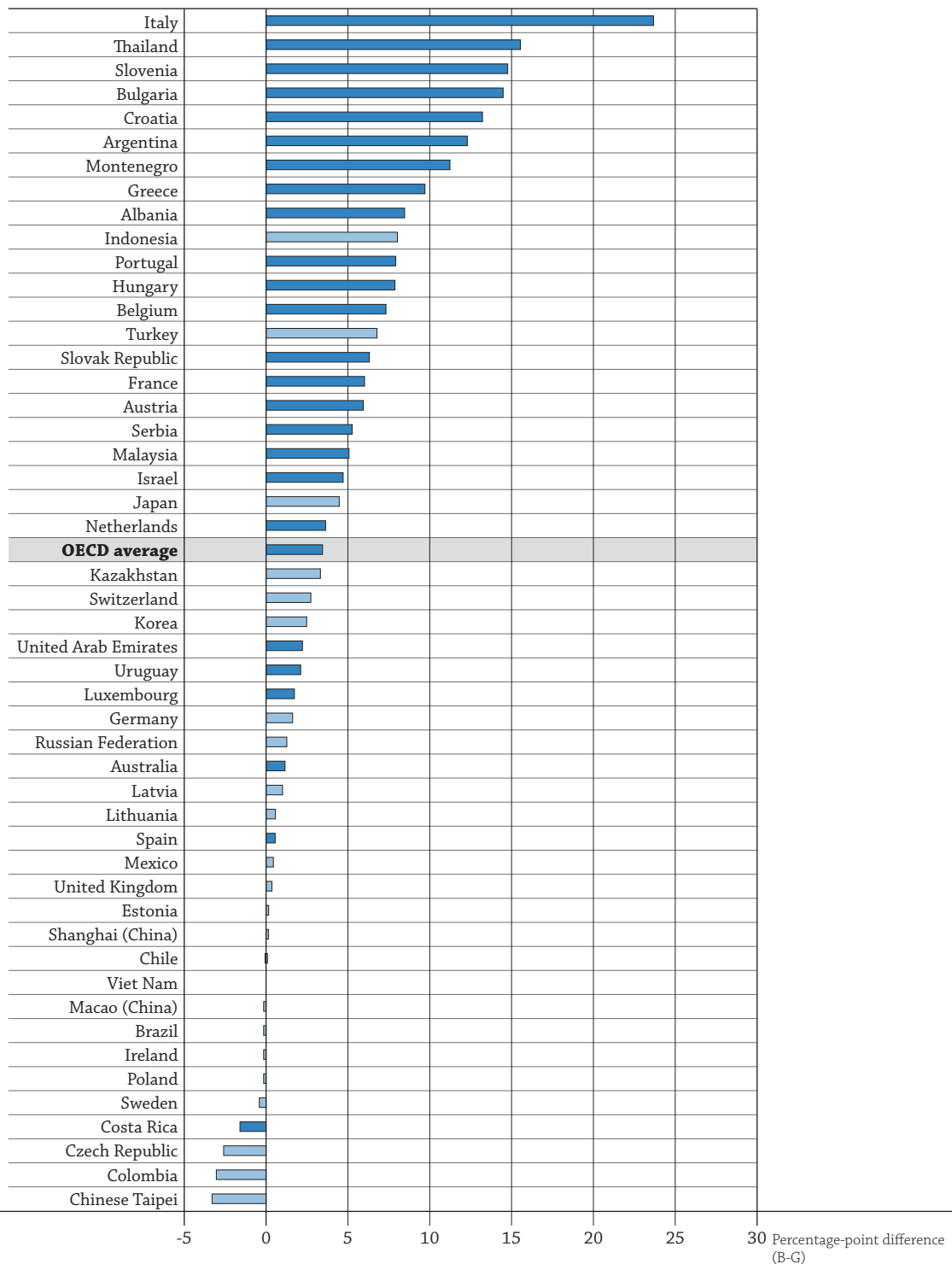
**Note:** Gender differences that are statistically significant are marked in a darker tone.

Countries and economies are ranked in descending order of the percentage of boys who are low performers (below PISA proficiency Level 2) in reading, mathematics and science.

**Source:** OECD, Table A10.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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**Chart A10.3. Gender gap in favour of boys in the percentage of 15-year-old students who are enrolled in a vocational programme (PISA 2012)**

**Note:** Differences that are statistically significant are marked in a darker tone.

The figure only shows countries and economies where 15-year-old students have the option of enrolling in vocational programmes.

Data for the Slovak Republic do not consider gender differences in participation in modular programmes.

Countries and economies are ranked in descending order of the percentage-point difference between boys and girls who are enrolled in vocational programmes rather than general programmes.

**Source:** OECD, Table A10.2. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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On average across OECD countries, 16% of 15-year-old boys and 13% of 15-year-old girls attend pre-vocational and vocational schools. However, in many of the countries where large proportions of students are enrolled in pre-vocational and vocational programmes, boys are heavily over-represented in these programmes. For example, in Italy 50% of students are enrolled in pre-vocational and vocational programmes. However, while 61% of boys attend such programmes, only 37% of girls do (Chart A10.3).

In part, this disparity might reflect the fact that boys are more likely to be low achievers than girls, and low achievers are over-represented among technical and vocational school students. But boys' over-representation in these tracks might also reflect a greater awareness among boys for the need to be prepared for the labour market, the need to acquire more practical skills, or simply the fact that boys might enjoy the content and ways of learning in vocational programmes more than girls.

### Gender differences in field of study

Across OECD countries, boys are still marginally more represented than girls in upper secondary vocational education. Similarly, 15-year-old boys and girls hold different expectations for the field in which they expect to be working as young adults. Boys are significantly more likely to expect to work in science, technology, engineering and mathematics (STEM) occupations; and parents are more likely to expect their sons, rather than their daughters, to work in a STEM field, even when boys and girls perform at the same level in mathematics (see more details in Box A10.1).

On average across OECD countries, 16-65 year-old men surveyed in the 2012 Survey of Adult Skills (OECD, 2013), a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC) are, on average, five times more likely than women of the same age to have studied engineering, manufacturing and construction (38% of men reported that they had studied these subjects while only 7% of women so reported) and are 3 percentage points more likely to have studied science, mathematics and computing (10% of men reported that they had studied these subjects while 7% of women so reported). By contrast, 16-65 year-old women are around four times more likely than men to have studied health and welfare (15% of women and 4% of men so reported), around three times more likely to have studied education science and to have enrolled in teacher training (9% of women and 3% of men so reported), and around twice as likely as men to have studied humanities, languages and arts (10% of women and 5% of men so reported). (Table A10.3 and Chart A10.4).

Differences in the percentage of 16-65 year-old men and women who reported that they had studied engineering, manufacturing and construction are larger than 19 percentage points in all countries and economies examined. These differences are particularly wide in Austria, the Czech Republic, Finland, Germany and the Slovak Republic, where men are over 40 percentage points more likely than women to have studied these subjects, according to their reports. Differences are smallest in Canada, Estonia, Italy, Korea and the United Kingdom (Table A10.3 and Chart A10.4).

#### Box A10.1. Parents' expectations for their children

Results presented in Chart A10.a suggest that parents still hold different expectations for their sons and daughters. This could be because parents still harbour stereotypical notions of what women and men excel at and the career they can pursue when they enter the labour market – which is, in turn, related to occupational segregation in the labour market.

In Chile, Croatia, Germany, Hong Kong (China), Hungary, Italy, Korea, Macao (China), Mexico and Portugal, students who participated in PISA 2012 were asked to take home a questionnaire for their parents to complete. The responses collected allow for more in-depth analyses of parents' attitudes and perceptions. Among other things, parents were asked what occupation they expected their 15-year-old child to work in when he or she is 30 years old.

Chart A10.a shows that, in all countries and economies that distributed the parent questionnaire, parents were more likely to expect their sons, rather than their daughters, to work in a STEM field. For example, in Chile, 50% of 15-year-old boys' parents expected that they would work in STEM occupations; only 16% of girls' parents reported so.

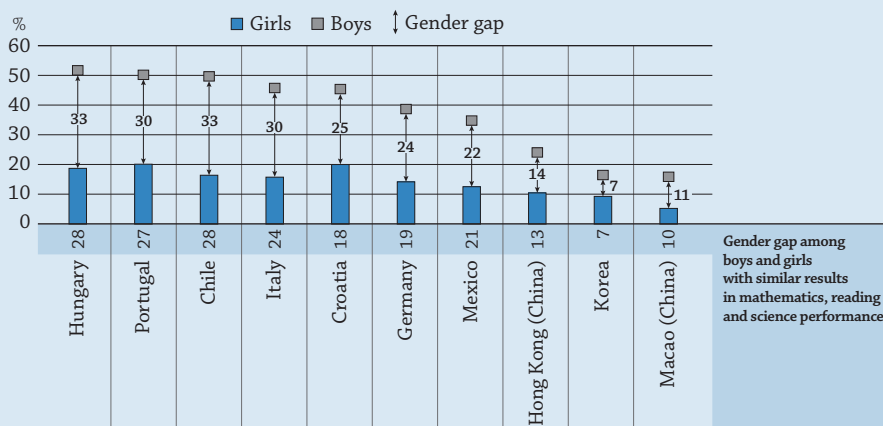
The gender gap in the percentage of 15-year-old boys and girls whose parents expected them to work in STEM occupations is larger than 30 percentage points in Chile, Hungary and Portugal. In Korea, relatively few students have parents who expected them to work in STEM occupations – 17% of boys and 9% of girls; but even so, the gender gap is a substantial 7 percentage points.

...



The gender differences in academic performance do not explain the observed differences in parents' expectations for their sons and daughters to work in STEM fields. The gender difference remains large and significant in all participating countries and economies, even when accounting for students' performance in reading, mathematics and science. As expected, results indicate that parents are more likely to expect that their children will work in STEM fields if they perform better in mathematics. In other words, the better the student's mathematics performance, the greater the likelihood that his or her parents will expect that student to work in a STEM occupation. In Croatia and Italy, parents are less likely to expect their children to work in STEM occupations if they perform better in reading.

**Chart A10.a. Parents' expectations for their children's careers (PISA 2012)**  
Percentage of students whose parents expect that they will work in STEM occupations



**Note:** All gender differences are statistically significant. STEM stands for science, technology, engineering, and mathematics. Countries and economies are ranked in descending order of the percentage of boys whose parents expect that they will work in STEM occupations when they are 30 years old.

**Source:** OECD (2015), *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence* (Table 5.4). PISA 2012 Database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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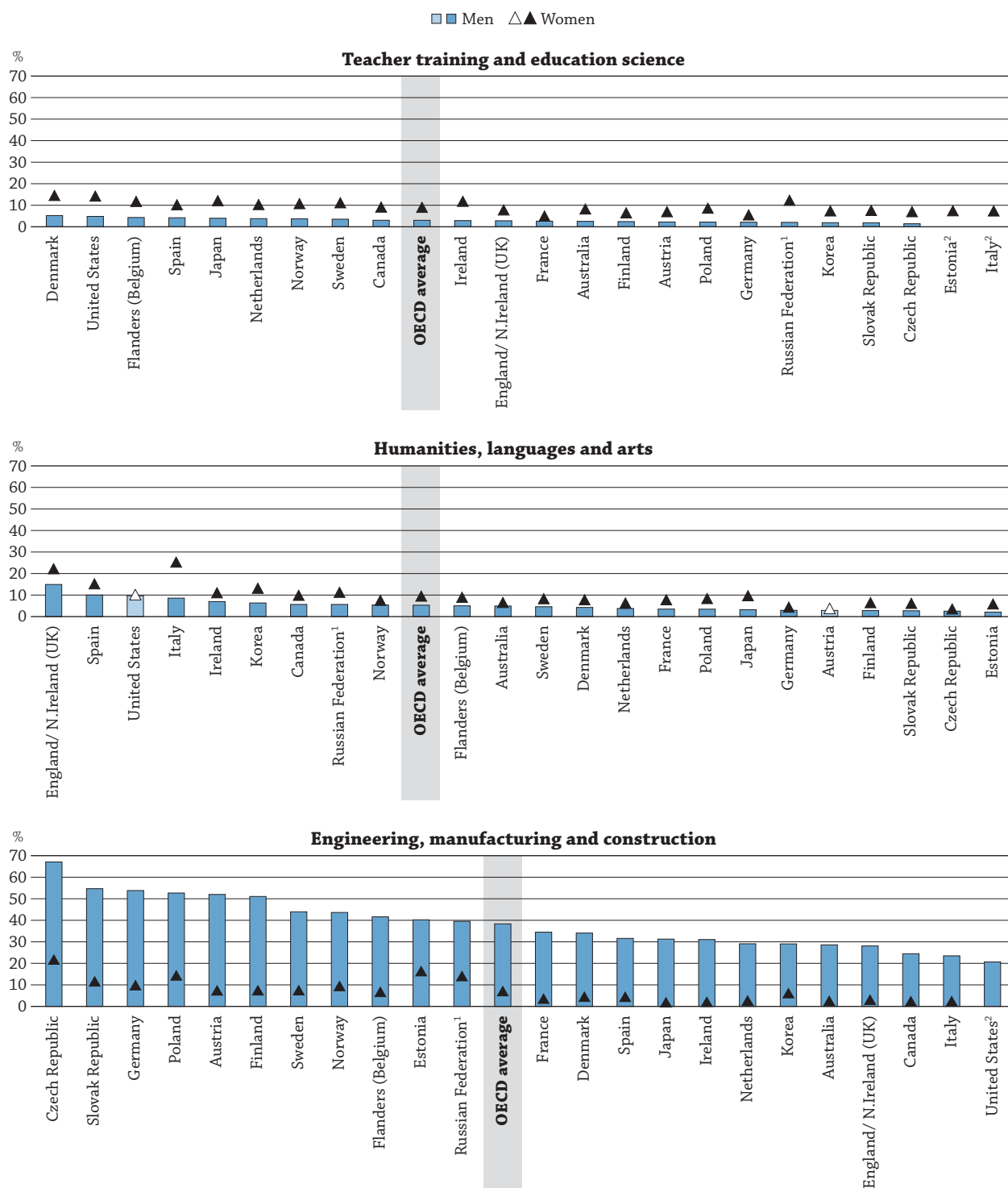
PISA results also suggest that in Hong Kong (China), Korea, Macao (China), Mexico and Portugal, when comparing students of similar performance in reading, mathematics and science, students from socio-economically advantaged households are more likely than students from disadvantaged households to have parents who expect them to work in STEM occupations. Italy is the only country where advantaged students are less likely to have parents who expect them to work in STEM occupations.

The literature often suggests that girls' lack of confidence in their abilities in mathematics and science may be due to an absence of role models. The paucity of women scientists means that young girls have little in the way of tangible evidence to disprove the stereotypical notion that mathematics and science are somehow more "masculine" disciplines. PISA results show that few mothers of 15-year-olds, worldwide, work in STEM occupations; indeed, in all countries and economies there are far fewer women than men employed in these sectors. But PISA does not provide strong evidence that the gender gap in mathematics performance is narrower in households where the mother does work in a STEM occupation. In fact, in Belgium, Bulgaria, Canada, France, Greece, the Netherlands, Qatar, the Slovak Republic, Turkey and Uruguay, the gender gap in mathematics performance, in favour of boys, appears to be much wider among students whose mother works in a STEM field.

What these results suggest is that many parents still expect their sons and daughters to pursue different occupations, even when they perform similarly in mathematics. While having positive role models is important for girls, many girls who have parents, and mothers in particular, who work in science- and mathematics-related fields often underperform in mathematics compared to boys from similar households. One reason may be the much higher level of anxiety towards mathematics that girls report, and the fact that they are often more driven to perform well in school and achieve at a high level. High anxiety coupled with high expectations often lead to choking under pressure.

**Chart A10.4. Proportion of the population surveyed in the 2012 Survey of Adult Skills, by field of study**

Percentage of 16-65 year-old men and women with each field of study.

**Note:** Gender differences that are statistically significant are marked in a darker tone.1. See note on data for the Russian Federation in the *Methodology* section.

2. Sample size too small.

Countries and economies are ranked in descending order of the percentage of men in each field of study.

**Source:** OECD Survey of Adult Skills (PIAAC) (2012), Table A10.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).**StatLink** <http://dx.doi.org/10.1787/888933283850>



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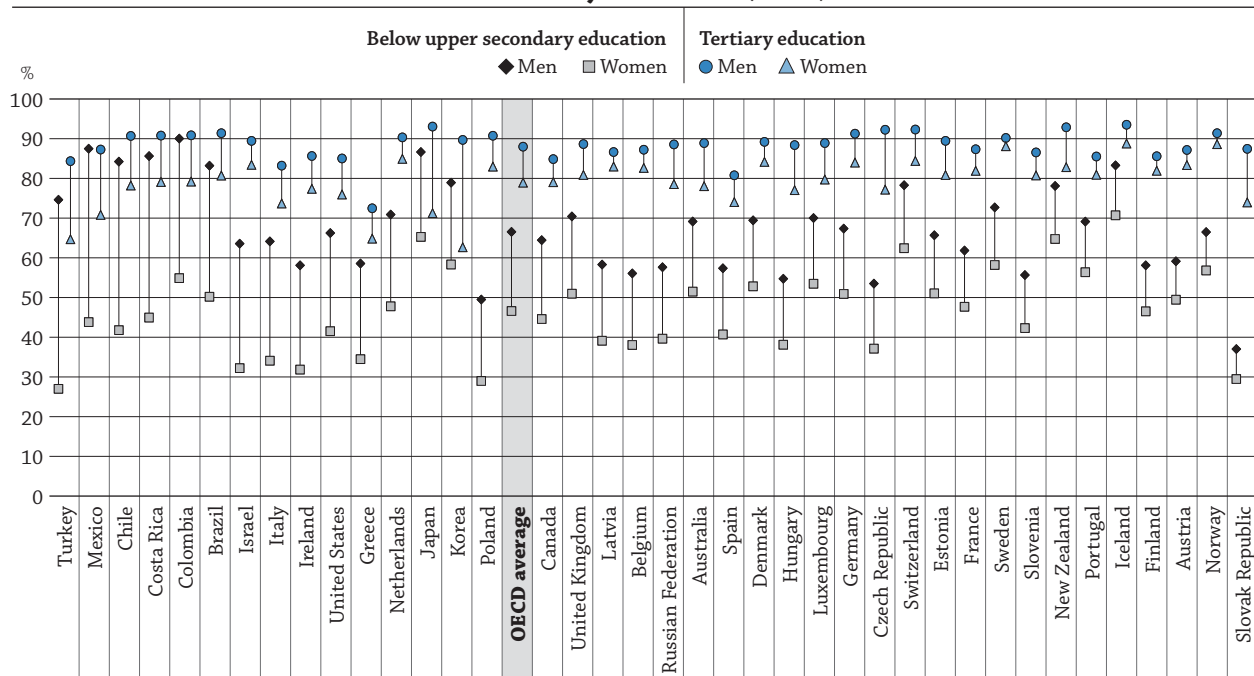
In all of these countries except Estonia, the gender difference (in percentage points) is smaller because fewer individuals have studied these fields, not because there is greater gender equity in enrolment in these fields. Similarly, countries showing a small difference in the percentage of men and women who reported that they had studied health and welfare tend to be those where these programmes attract comparatively fewer candidates. For example, Italy, Korea, Poland and the Russian Federation show a small or no gender gap in these fields – but also relatively few adults reported that they had studied these subjects (Chart A10.4).

### Employment rates, by gender

In 2014, women were still less likely than men to participate in the labour market – even when they have a tertiary qualification – and were also more likely to work part-time. Across all OECD countries and education levels, only 66% of women were employed compared with 80% of men – despite women's higher educational attainment, in general. On average, employment rates for those with the lowest qualifications (below upper secondary education) are significantly higher among younger men than among younger women. The gender gap in employment rates is the largest among adults with the least education (see Tables A5.1b, A5.3b and c, available on line).

On average across OECD countries, the gender difference in employment rates among 25-64 year-olds with below upper secondary education as their highest level of attainment is 20 percentage points (66% for men and 47% for women). This difference shrinks to 15 percentage points among individuals with upper secondary or post-secondary non-tertiary education (81% for men and 66% for women), and to 8 percentage points among tertiary-educated men and women (88% for men and 79% for women) (Chart A10.5, and see Tables A5.3b and c, available on line).

**Chart A10.5. Employment rates of 25-64 year-old men and women with below upper secondary and tertiary education (2014)**



Countries are ranked in descending order of the difference between employment rate of 25-64 year-old men and women with below upper secondary education.

Source: OECD. Tables A5.3b and c. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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Although the gap between men's and women's employment rates narrows as educational attainment increases, the employment rate among tertiary-educated women across OECD countries is still considerably lower than that of men – despite the fact that a larger proportion of 25-64 year-old women (35%) than men of the same age (32%) in OECD countries now has a tertiary education (see Tables A1.3b, A5.3b and c, available on line).

In all OECD countries except the Slovak Republic, the gender gap in employment is smaller among 25-64 year-olds with tertiary education than among those who have not attained upper secondary education. The difference is particularly large in Chile, Mexico and Turkey, where it exceeds 25 percentage points (see Tables A5.3b and c, available on line).

Gender differences in unemployment rates are less pronounced than they are in employment rates, on average. This can be partly explained by differences in labour market participation between women and men. Among adults with below upper secondary education, unemployment rates are similar for women and men (about 12.5% for both). Among adults who have an upper secondary or post-secondary non-tertiary education, unemployment rates are higher among women (8%) than among men (7%). This is also observed among tertiary-educated adults, where the unemployment rate is about 6% for women and 5% men (see Tables A5.4b and c, available on line).

Gender differences in unemployment rates are particularly large in Greece and Turkey. In Turkey, 12% of tertiary-educated women were unemployed in 2014 compared to only 6% of tertiary-educated men; in Greece, 21% of tertiary-educated women and 17% of tertiary-educated men were unemployed that year. These differences were even more pronounced among adults with upper secondary education as their highest level of attainment. In Turkey, 17% of women were unemployed in 2014 compared with 7% of men; while in Greece, 34% of women and 23% of men with this level of education were unemployed that year (see Tables A5.4b and c, available on line).

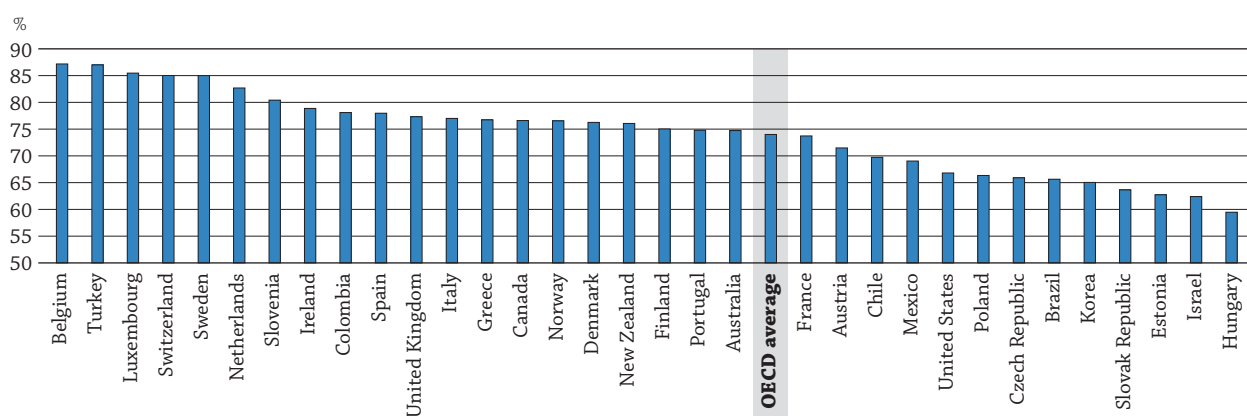
### Differences in earnings between employed men and women, by educational attainment

Not only are there fewer women in the labour market, when they do work they tend to earn less than men. Regardless of the level of education, the gender gap in earnings persists. Even among tertiary-educated adults, women earn less than men. The available data on full-time, full-year earners show that the largest gender gap in earnings is among workers with tertiary education. Across OECD countries, a 35-44 year-old tertiary-educated woman earns about 74% of what a similarly educated man earns. Only in Belgium, Luxembourg, Sweden, Switzerland and Turkey do the earnings of tertiary-educated women amount to 85% or more of men's earnings. In Estonia, Hungary, Israel, Korea and the Slovak Republic, women with a tertiary degree earn 65% or less of what tertiary-educated men earn (Chart A10.6 and see Table A6.2a).

However, these findings should be interpreted with some caution. In fact, the results are partly explained by the under-representation of women at the highest levels of tertiary education and in some fields of education, such as engineering, manufacturing and construction, which are highly rewarded by the labour market.

**Chart A10.6. Earnings of 35-44 year-old tertiary-educated women as a percentage of the earnings of men of the same age and educational attainment (2013 or most recent year available)**

*Adults with income from employment; average annual full-time, full-year earnings*



Countries are ranked in descending order of the earnings of 35-44 year-old women with tertiary qualification as a percentage of the earnings of men with the same characteristics.

Source: OECD, Table A6.2a. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Methodology

Data on population and educational attainment for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market and Social Outcomes of Learning) Network. Data on educational attainment for Argentina, China, Colombia, Indonesia, Saudi Arabia and South Africa are taken from the UNESCO Institute of Statistics (UIS) database on educational attainment of the population aged 25 and older.

## A10

The PISA target population is 15-year-old students. Operationally, these are students who were from 15 years and 3 (completed) months to 16 years and 2 (completed) months at the beginning of the testing period, and who were enrolled in an educational institution, regardless of the grade level or type of institution and of whether they participated in school full-time or part-time.

Data on field of studies 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 for additional information ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

The indicator is based on the regular data collection by the OECD LSO (Labour Market and Social Outcomes of Learning) Network that takes account of earnings from work for all individuals during the reference period, even if the individual has worked part time or part year. This indicator is based on the earnings of those working full time and full year. See Annex 3 ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)) for additional information.

#### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

#### 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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### Indicator A10 Tables


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Table A10.1 Percentage of low achievers in mathematics, reading and science, by gender (PISA 2012)

Table A10.2 Gender disparities at age 15 in participation in general, vocational and modular programmes

Table A10.3 Percentage of adults, by field of study of the highest level of education attained and gender


Table A10.1. [1/3] **Percentage of low achievers in mathematics, reading and science, by gender (PISA 2012)**  
**Percentage of 15-year-old students who do not attain the PISA baseline proficiency Level 2**

		Boys who are:									
		Not low achievers in any of the three domains		Low achievers only in mathematics		Low achievers only in reading		Low achievers only in science		Low achievers in all three domains	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>	Australia	76	(0.8)	18	(0.7)	19	(0.6)	14	(0.6)	11	(0.6)
	Austria	72	(1.7)	16	(1.4)	26	(1.7)	16	(1.4)	12	(1.2)
	Belgium	75	(1.2)	19	(1.3)	20	(1.2)	18	(1.2)	13	(1.1)
	Canada	80	(0.8)	13	(0.7)	15	(0.7)	11	(0.7)	7	(0.6)
	Chile	48	(2.1)	45	(2.1)	39	(2.2)	33	(1.9)	26	(1.8)
	Czech Republic	72	(1.7)	19	(1.4)	23	(1.7)	14	(1.4)	11	(1.2)
	Denmark	76	(1.5)	15	(1.3)	19	(1.5)	16	(1.3)	11	(1.1)
	Estonia	83	(1.1)	11	(0.9)	14	(1.1)	6	(0.6)	4	(0.6)
	Finland	79	(1.1)	14	(0.9)	18	(1.1)	10	(0.9)	7	(0.6)
	France	69	(1.4)	22	(1.1)	25	(1.3)	20	(1.4)	15	(1.0)
	Germany	77	(1.1)	17	(1.1)	20	(1.2)	13	(1.0)	10	(1.0)
	Greece	57	(1.9)	34	(1.7)	32	(1.7)	30	(1.8)	21	(1.5)
	Hungary	67	(1.7)	28	(1.7)	27	(1.9)	19	(1.7)	15	(1.4)
	Iceland	65	(1.3)	23	(1.1)	30	(1.3)	25	(1.1)	18	(1.0)
	Ireland	81	(1.5)	15	(1.4)	13	(1.3)	11	(1.2)	8	(1.1)
	Israel	60	(2.8)	34	(2.6)	32	(2.6)	31	(2.6)	24	(2.2)
	Italy	68	(1.0)	23	(0.9)	26	(0.9)	19	(0.7)	14	(0.6)
	Japan	84	(1.5)	11	(1.2)	13	(1.3)	9	(1.1)	7	(0.9)
	Korea	87	(1.5)	9	(1.2)	10	(1.4)	7	(1.1)	5	(1.0)
	Luxembourg	69	(1.0)	20	(0.8)	26	(0.9)	20	(0.8)	14	(0.7)
	Mexico	38	(0.9)	51	(1.0)	47	(1.1)	45	(1.0)	33	(1.0)
	Netherlands	80	(1.5)	14	(1.3)	17	(1.4)	13	(1.3)	9	(1.1)
	New Zealand	73	(1.3)	22	(1.2)	21	(1.2)	17	(1.1)	13	(0.9)
	Norway	70	(1.4)	23	(1.2)	22	(1.4)	21	(1.3)	14	(1.0)
	Poland	79	(1.3)	15	(1.2)	16	(1.2)	10	(0.9)	8	(0.8)
	Portugal	69	(1.8)	24	(1.5)	25	(1.8)	20	(1.6)	15	(1.4)
	Slovak Republic	60	(1.9)	28	(1.6)	35	(2.0)	27	(1.8)	21	(1.7)
	Slovenia	66	(1.2)	20	(1.0)	30	(1.1)	15	(0.8)	12	(0.7)
	Spain	70	(1.1)	22	(1.0)	23	(0.9)	16	(0.8)	12	(0.7)
	Sweden	63	(1.6)	28	(1.4)	31	(1.8)	25	(1.5)	19	(1.5)
	Switzerland	79	(1.2)	12	(0.8)	18	(1.1)	13	(1.0)	8	(0.7)
	Turkey	53	(2.3)	41	(2.2)	31	(2.1)	30	(2.0)	21	(1.7)
	United Kingdom	75	(1.7)	20	(1.4)	20	(1.7)	14	(1.2)	11	(1.1)
	United States	69	(1.7)	26	(1.5)	22	(1.8)	20	(1.6)	15	(1.4)
	<b>OECD average</b>	<b>70</b>	<b>(0.3)</b>	<b>22</b>	<b>(0.2)</b>	<b>24</b>	<b>(0.3)</b>	<b>18</b>	<b>(0.2)</b>	<b>14</b>	<b>(0.2)</b>
<b>Partners</b>	Albania	27	(1.3)	61	(1.5)	55	(1.9)	55	(1.5)	40	(1.2)
	Argentina	28	(2.0)	63	(2.4)	61	(2.0)	52	(2.5)	45	(2.3)
	Brazil	28	(1.1)	64	(1.1)	59	(1.2)	55	(1.3)	46	(1.2)
	Bulgaria	43	(2.3)	45	(2.2)	51	(2.4)	42	(2.4)	35	(2.2)
	Colombia	28	(1.8)	67	(1.9)	57	(1.8)	51	(1.8)	44	(1.8)
	Costa Rica	41	(2.3)	52	(2.3)	39	(2.1)	36	(2.0)	26	(1.8)
	Croatia	65	(1.9)	29	(1.7)	27	(1.9)	19	(1.4)	16	(1.3)
	Hong Kong (China)	89	(1.2)	9	(1.0)	9	(1.0)	6	(0.7)	5	(0.6)
	Indonesia	19	(2.4)	74	(2.4)	62	(2.6)	67	(2.4)	53	(2.5)
	Jordan	21	(2.1)	72	(2.4)	69	(2.3)	61	(2.7)	55	(2.7)
	Kazakhstan	29	(2.1)	45	(2.0)	67	(2.0)	44	(2.2)	32	(1.8)
	Latvia	69	(1.7)	22	(1.5)	25	(1.9)	15	(1.4)	11	(1.3)
	Liechtenstein	82	(3.1)	11	(2.8)	14	(3.0)	8	(2.2)	5	(2.3)
	Lithuania	63	(1.6)	28	(1.3)	32	(1.7)	19	(1.3)	16	(1.1)
	Macao (China)	80	(0.8)	12	(0.7)	16	(0.7)	10	(0.6)	6	(0.5)
	Malaysia	31	(1.9)	54	(2.0)	63	(2.0)	48	(1.9)	42	(1.8)
	Montenegro	33	(0.9)	57	(1.1)	57	(1.1)	54	(1.0)	45	(1.1)
	Peru	21	(1.7)	71	(1.9)	65	(1.9)	67	(2.1)	55	(2.0)
	Qatar	23	(0.6)	71	(0.6)	68	(0.5)	68	(0.6)	60	(0.6)
	Romania	44	(2.2)	40	(2.2)	47	(2.2)	39	(2.0)	28	(1.9)
	Russian Federation	63	(1.7)	25	(1.4)	29	(1.8)	20	(1.5)	14	(1.1)
	Serbia	48	(2.1)	37	(2.0)	43	(1.9)	37	(2.3)	27	(1.9)
	Shanghai (China)	94	(0.8)	4	(0.7)	4	(0.6)	3	(0.5)	2	(0.4)
	Singapore	84	(0.7)	10	(0.7)	13	(0.6)	11	(0.7)	7	(0.7)
	Chinese Taipei	81	(1.4)	14	(1.3)	16	(1.3)	11	(1.1)	9	(1.1)
	Thailand	37	(1.8)	54	(1.8)	48	(1.8)	39	(1.8)	32	(1.8)
	Tunisia	26	(2.1)	64	(2.2)	57	(2.4)	55	(2.2)	43	(2.4)
	United Arab Emirates	43	(1.8)	48	(1.7)	48	(1.7)	42	(1.9)	36	(1.6)
	Uruguay	35	(1.6)	53	(1.8)	55	(1.8)	47	(1.7)	38	(1.7)
	Viet Nam	81	(2.4)	14	(2.1)	14	(2.0)	8	(1.4)	6	(1.3)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2012 Database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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A10

Table A10.1. [2/3] **Percentage of low achievers in mathematics, reading and science, by gender (PISA 2012)***Percentage of 15-year-old students who do not attain the PISA baseline proficiency Level 2*

		Girls who are:									
		Not low achievers in any of the three domains		Low achievers only in mathematics		Low achievers only in reading		Low achievers only in science		Low achievers in all three domains	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
OECD	Australia	77	(0.8)	21	(0.8)	9	(0.6)	13	(0.7)	7	(0.5)
	Austria	76	(1.5)	21	(1.4)	13	(1.1)	15	(1.4)	10	(1.0)
	Belgium	77	(1.1)	19	(1.1)	12	(0.9)	17	(1.0)	10	(0.8)
	Canada	83	(0.6)	14	(0.7)	7	(0.4)	10	(0.5)	5	(0.4)
	Chile	41	(1.8)	57	(1.9)	27	(1.7)	35	(1.7)	22	(1.7)
	Czech Republic	75	(1.6)	23	(1.7)	11	(1.2)	13	(1.4)	7	(1.0)
	Denmark	77	(1.2)	19	(1.1)	10	(0.9)	17	(1.0)	8	(0.9)
	Estonia	88	(0.8)	10	(0.8)	4	(0.7)	4	(0.5)	2	(0.4)
	Finland	89	(0.7)	10	(0.7)	5	(0.6)	6	(0.5)	3	(0.5)
	France	75	(1.1)	22	(1.1)	13	(1.1)	17	(1.0)	10	(0.9)
	Germany	80	(1.4)	19	(1.3)	9	(0.9)	11	(1.0)	7	(0.9)
	Greece	60	(1.7)	37	(1.7)	13	(1.1)	21	(1.5)	10	(1.1)
	Hungary	70	(1.6)	28	(1.7)	13	(1.2)	17	(1.4)	11	(1.1)
	Iceland	73	(1.2)	20	(1.0)	12	(0.8)	22	(1.1)	9	(0.8)
	Ireland	80	(1.4)	19	(1.2)	6	(0.9)	10	(1.1)	5	(0.7)
	Israel	63	(1.6)	33	(1.6)	15	(1.3)	26	(1.6)	13	(1.3)
	Italy	70	(1.1)	27	(1.0)	13	(0.7)	18	(1.0)	9	(0.6)
	Japan	87	(1.2)	11	(1.1)	6	(0.8)	8	(1.0)	4	(0.7)
	Korea	90	(1.2)	9	(1.1)	4	(0.7)	5	(0.8)	3	(0.6)
	Luxembourg	67	(0.9)	29	(0.7)	17	(0.9)	24	(0.9)	14	(0.9)
	Mexico	35	(1.0)	58	(0.9)	35	(1.0)	48	(0.9)	29	(0.8)
	Netherlands	81	(1.6)	16	(1.5)	11	(1.3)	13	(1.2)	8	(1.0)
	New Zealand	74	(1.2)	24	(1.1)	11	(0.9)	15	(1.1)	9	(0.8)
	Norway	74	(1.5)	22	(1.4)	10	(0.9)	18	(1.3)	8	(0.9)
	Poland	84	(1.2)	14	(1.0)	5	(0.7)	8	(0.9)	4	(0.5)
	Portugal	71	(1.9)	26	(1.8)	12	(1.5)	17	(1.6)	10	(1.2)
	Slovak Republic	67	(2.1)	27	(1.7)	20	(2.2)	27	(2.1)	17	(1.6)
	Slovenia	78	(1.1)	20	(1.0)	11	(0.9)	11	(0.8)	7	(0.6)
	Spain	72	(1.0)	25	(1.0)	13	(0.8)	15	(0.8)	9	(0.6)
	Sweden	70	(1.5)	26	(1.3)	14	(0.9)	19	(1.1)	11	(0.7)
	Switzerland	83	(1.0)	13	(0.9)	9	(0.8)	12	(0.8)	6	(0.6)
	Turkey	55	(2.4)	43	(2.4)	12	(1.0)	22	(1.7)	10	(0.9)
	United Kingdom	74	(1.5)	24	(1.5)	13	(1.2)	16	(1.2)	11	(1.1)
	United States	73	(1.7)	25	(1.6)	11	(1.1)	16	(1.5)	9	(0.9)
	OECD average	73	(0.2)	24	(0.2)	12	(0.2)	17	(0.2)	9	(0.2)
Partners	Albania	29	(1.3)	60	(1.6)	49	(1.5)	50	(1.3)	35	(1.2)
	Argentina	28	(2.0)	70	(2.1)	46	(1.9)	49	(2.3)	38	(1.9)
	Brazil	25	(1.1)	72	(1.1)	43	(1.3)	55	(1.2)	38	(1.2)
	Bulgaria	53	(2.1)	42	(2.0)	27	(2.1)	31	(2.0)	22	(1.9)
	Colombia	19	(1.5)	80	(1.5)	47	(2.2)	60	(2.1)	42	(2.1)
	Costa Rica	31	(2.0)	66	(1.9)	26	(1.8)	42	(2.2)	21	(1.6)
	Croatia	68	(1.8)	31	(1.8)	9	(1.0)	15	(1.0)	7	(0.8)
	Hong Kong (China)	91	(1.0)	8	(0.9)	4	(0.7)	5	(0.7)	3	(0.6)
	Indonesia	18	(2.1)	77	(2.2)	48	(2.4)	66	(2.5)	42	(2.4)
	Jordan	33	(1.8)	65	(1.9)	33	(1.5)	38	(1.6)	26	(1.4)
	Kazakhstan	38	(1.9)	45	(1.9)	47	(1.7)	39	(2.1)	25	(1.4)
	Latvia	80	(1.4)	18	(1.4)	8	(1.1)	9	(1.0)	5	(1.0)
	Liechtenstein	79	(3.6)	17	(3.5)	10	(2.8)	13	(3.3)	7	(2.6)
	Lithuania	74	(1.5)	24	(1.4)	10	(0.9)	12	(1.1)	8	(0.8)
	Macao (China)	87	(0.6)	10	(0.7)	6	(0.5)	7	(0.6)	3	(0.4)
	Malaysia	41	(1.9)	49	(2.0)	43	(1.8)	42	(1.7)	31	(1.6)
	Montenegro	40	(1.3)	56	(1.4)	29	(1.2)	46	(1.0)	26	(1.0)
	Peru	19	(2.1)	77	(2.2)	55	(2.4)	69	(2.4)	50	(2.4)
	Qatar	28	(0.6)	68	(0.7)	45	(0.6)	57	(0.7)	40	(0.6)
	Romania	50	(2.1)	41	(2.2)	28	(1.9)	35	(1.8)	20	(1.7)
	Russian Federation	71	(1.4)	23	(1.2)	15	(1.2)	17	(1.1)	9	(0.8)
	Serbia	54	(2.0)	40	(1.8)	23	(1.7)	33	(1.9)	19	(1.5)
	Shanghai (China)	96	(0.6)	4	(0.6)	2	(0.3)	2	(0.4)	1	(0.3)
	Singapore	89	(0.8)	7	(0.6)	6	(0.6)	8	(0.6)	4	(0.4)
	Chinese Taipei	87	(1.0)	11	(0.9)	7	(0.8)	8	(0.8)	5	(0.7)
	Thailand	50	(2.0)	46	(2.1)	21	(1.4)	29	(1.7)	16	(1.2)
	Tunisia	24	(1.8)	71	(1.9)	42	(2.4)	55	(2.0)	36	(2.4)
	United Arab Emirates	53	(1.8)	44	(1.7)	23	(1.5)	28	(1.8)	18	(1.4)
	Uruguay	36	(1.4)	58	(1.6)	40	(1.5)	46	(1.5)	32	(1.4)
	Viet Nam	84	(1.7)	14	(1.6)	5	(1.0)	6	(1.0)	3	(0.7)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2012 Database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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Table A10.1. [3/3] **Percentage of low achievers in mathematics, reading and science, by gender (PISA 2012)**  
*Percentage of 15-year-old students who do not attain the PISA baseline proficiency Level 2*

		Gender gap (B–G)									
		Not low achievers in any of the three domains		Low achievers only in mathematics		Low achievers only in reading		Low achievers only in science		Low achievers in all three domains	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
		(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
OECD	Australia	-1	(1.0)	<b>-3</b>	(0.9)	<b>10</b>	(0.8)	1	(0.8)	<b>3</b>	(0.7)
	Austria	<b>-5</b>	(2.3)	<b>-5</b>	(2.1)	<b>13</b>	(2.0)	1	(1.9)	2	(1.5)
	Belgium	-3	(1.5)	-1	(1.7)	<b>8</b>	(1.3)	2	(1.4)	<b>3</b>	(1.2)
	Canada	<b>-3</b>	(0.9)	-1	(0.8)	<b>8</b>	(0.8)	1	(0.8)	<b>3</b>	(0.7)
	Chile	<b>7</b>	(2.2)	<b>-12</b>	(2.2)	<b>12</b>	(1.9)	-2	(1.9)	<b>4</b>	(1.8)
	Czech Republic	-3	(2.2)	-3	(1.9)	<b>12</b>	(1.7)	2	(1.6)	<b>4</b>	(1.2)
	Denmark	-1	(1.5)	<b>-3</b>	(1.3)	<b>9</b>	(1.3)	0	(1.2)	<b>2</b>	(1.0)
	Estonia	<b>-5</b>	(1.2)	0	(1.1)	<b>10</b>	(1.2)	<b>2</b>	(0.7)	<b>2</b>	(0.8)
	Finland	<b>-10</b>	(1.2)	<b>4</b>	(1.0)	<b>13</b>	(1.1)	<b>4</b>	(0.9)	<b>4</b>	(0.7)
	France	<b>-6</b>	(1.6)	0	(1.2)	<b>13</b>	(1.6)	<b>3</b>	(1.3)	<b>5</b>	(1.2)
	Germany	<b>-3</b>	(1.4)	-2	(1.3)	<b>11</b>	(1.1)	1	(1.0)	<b>3</b>	(1.0)
	Greece	<b>-3</b>	(1.8)	-2	(2.1)	<b>19</b>	(1.7)	<b>9</b>	(1.6)	<b>11</b>	(1.4)
	Hungary	-3	(2.0)	-1	(2.1)	<b>14</b>	(2.0)	1	(2.0)	<b>5</b>	(1.7)
	Iceland	<b>-8</b>	(1.8)	<b>4</b>	(1.6)	<b>18</b>	(1.6)	3	(1.7)	<b>8</b>	(1.3)
	Ireland	1	(1.9)	<b>-4</b>	(1.8)	<b>7</b>	(1.5)	1	(1.5)	<b>3</b>	(1.2)
	Israel	-3	(2.8)	0	(2.6)	<b>17</b>	(2.5)	<b>5</b>	(2.6)	<b>12</b>	(2.2)
	Italy	-2	(1.2)	<b>-4</b>	(1.2)	<b>13</b>	(1.0)	2	(1.0)	<b>5</b>	(0.7)
	Japan	-3	(1.5)	0	(1.3)	<b>7</b>	(1.1)	1	(1.1)	<b>2</b>	(0.8)
	Korea	-3	(1.7)	0	(1.4)	<b>6</b>	(1.4)	2	(1.1)	<b>2</b>	(1.0)
	Luxembourg	2	(1.3)	<b>-9</b>	(1.0)	<b>9</b>	(1.0)	<b>-4</b>	(1.2)	0	(0.9)
	Mexico	<b>3</b>	(1.0)	<b>-8</b>	(0.9)	<b>12</b>	(1.0)	<b>-3</b>	(0.9)	<b>4</b>	(0.8)
	Netherlands	-1	(1.4)	-2	(1.3)	<b>6</b>	(1.4)	0	(1.1)	2	(1.0)
	New Zealand	-1	(1.7)	-2	(1.6)	<b>10</b>	(1.4)	2	(1.5)	<b>5</b>	(1.1)
	Norway	<b>-4</b>	(1.6)	1	(1.5)	<b>13</b>	(1.3)	2	(1.3)	<b>6</b>	(1.2)
	Poland	<b>-5</b>	(1.4)	1	(1.3)	<b>11</b>	(1.2)	<b>2</b>	(1.1)	<b>4</b>	(0.9)
	Portugal	<b>-3</b>	(1.2)	-2	(1.4)	<b>12</b>	(1.7)	<b>3</b>	(1.2)	<b>6</b>	(1.1)
	Slovak Republic	<b>-6</b>	(2.2)	0	(2.0)	<b>15</b>	(2.3)	0	(2.2)	<b>4</b>	(1.9)
	Slovenia	<b>-12</b>	(1.8)	1	(1.5)	<b>19</b>	(1.4)	<b>4</b>	(1.2)	<b>5</b>	(0.9)
	Spain	-2	(1.2)	<b>-3</b>	(1.1)	<b>10</b>	(1.0)	0	(0.8)	<b>3</b>	(0.7)
	Sweden	<b>-8</b>	(1.7)	2	(1.5)	<b>17</b>	(1.7)	<b>5</b>	(1.5)	<b>8</b>	(1.4)
	Switzerland	<b>-4</b>	(1.4)	-1	(1.0)	<b>10</b>	(1.1)	0	(1.1)	<b>2</b>	(0.9)
	Turkey	-2	(2.5)	-3	(2.6)	<b>19</b>	(2.0)	<b>7</b>	(2.2)	<b>11</b>	(1.8)
	United Kingdom	1	(1.6)	<b>-4</b>	(1.4)	<b>6</b>	(1.4)	-2	(1.2)	0	(1.1)
	United States	<b>-4</b>	(1.7)	1	(1.4)	<b>11</b>	(1.5)	<b>4</b>	(1.6)	<b>6</b>	(1.1)
	OECD average	<b>-3</b>	(0.3)	<b>-2</b>	(0.3)	<b>12</b>	(0.3)	<b>2</b>	(0.2)	<b>4</b>	(0.2)
Partners	Albania	-3	(1.9)	1	(2.4)	<b>6</b>	(2.2)	<b>5</b>	(1.5)	<b>4</b>	(1.5)
	Argentina	0	(1.8)	<b>-7</b>	(1.9)	<b>16</b>	(1.8)	3	(2.0)	<b>7</b>	(1.8)
	Brazil	<b>3</b>	(1.0)	<b>-8</b>	(1.1)	<b>15</b>	(1.3)	-1	(1.2)	<b>8</b>	(1.3)
	Bulgaria	<b>-10</b>	(2.3)	3	(2.2)	<b>24</b>	(2.2)	<b>10</b>	(2.2)	<b>13</b>	(2.0)
	Colombia	<b>9</b>	(1.9)	<b>-12</b>	(1.8)	<b>10</b>	(2.0)	<b>-9</b>	(2.2)	2	(2.1)
	Costa Rica	<b>10</b>	(2.0)	<b>-14</b>	(1.9)	<b>14</b>	(1.8)	<b>-6</b>	(2.3)	<b>6</b>	(1.7)
	Croatia	-3	(2.3)	-2	(2.2)	<b>18</b>	(1.8)	<b>4</b>	(1.6)	<b>9</b>	(1.5)
	Hong Kong (China)	-2	(1.3)	0	(1.1)	<b>5</b>	(0.9)	1	(0.8)	<b>2</b>	(0.7)
	Indonesia	1	(2.0)	-2	(2.0)	<b>15</b>	(2.4)	1	(2.3)	<b>11</b>	(2.1)
	Jordan	<b>-12</b>	(2.8)	<b>8</b>	(3.2)	<b>36</b>	(2.8)	<b>22</b>	(3.3)	<b>29</b>	(3.2)
	Kazakhstan	<b>-9</b>	(2.1)	1	(1.9)	<b>19</b>	(2.0)	<b>5</b>	(2.2)	<b>7</b>	(2.0)
	Latvia	<b>-11</b>	(2.0)	3	(1.8)	<b>17</b>	(2.2)	<b>6</b>	(1.6)	<b>6</b>	(1.4)
	Liechtenstein	2	(4.7)	-6	(4.8)	5	(4.4)	-4	(4.1)	-2	(3.3)
	Lithuania	<b>-11</b>	(1.8)	<b>3</b>	(1.3)	<b>21</b>	(1.5)	<b>7</b>	(1.2)	<b>9</b>	(1.1)
	Macao (China)	<b>-7</b>	(1.0)	2	(0.9)	<b>10</b>	(0.9)	<b>3</b>	(0.8)	<b>3</b>	(0.7)
	Malaysia	<b>-10</b>	(1.9)	<b>5</b>	(2.1)	<b>20</b>	(1.9)	<b>6</b>	(2.0)	<b>11</b>	(1.9)
	Montenegro	<b>-6</b>	(1.5)	0	(1.4)	<b>27</b>	(1.8)	<b>8</b>	(1.5)	<b>18</b>	(1.6)
	Peru	2	(1.7)	<b>-6</b>	(1.9)	<b>10</b>	(2.1)	-2	(2.2)	<b>5</b>	(2.2)
	Qatar	<b>-6</b>	(0.8)	<b>3</b>	(0.8)	<b>23</b>	(0.8)	<b>11</b>	(0.7)	<b>20</b>	(0.8)
	Romania	<b>-7</b>	(2.2)	-1	(2.1)	<b>19</b>	(2.2)	<b>4</b>	(2.0)	<b>8</b>	(1.9)
	Russian Federation	<b>-8</b>	(1.6)	1	(1.3)	<b>14</b>	(1.6)	<b>4</b>	(1.3)	<b>5</b>	(1.1)
	Serbia	<b>-5</b>	(2.2)	-3	(2.2)	<b>19</b>	(1.7)	4	(2.2)	<b>8</b>	(2.0)
	Shanghai (China)	-2	(0.6)	0	(0.6)	<b>3</b>	(0.5)	1	(0.5)	<b>1</b>	(0.4)
	Singapore	<b>-5</b>	(1.1)	<b>3</b>	(0.8)	<b>7</b>	(0.9)	<b>3</b>	(1.0)	<b>3</b>	(0.7)
	Chinese Taipei	<b>-6</b>	(1.5)	3	(1.5)	<b>9</b>	(1.3)	<b>3</b>	(1.1)	<b>4</b>	(1.1)
	Thailand	<b>-13</b>	(1.9)	<b>8</b>	(1.8)	<b>28</b>	(1.8)	<b>11</b>	(1.8)	<b>17</b>	(1.7)
	Tunisia	3	(1.5)	<b>-8</b>	(1.7)	<b>14</b>	(2.0)	0	(1.9)	<b>7</b>	(2.4)
	United Arab Emirates	<b>-10</b>	(2.4)	4	(2.2)	<b>25</b>	(2.1)	<b>15</b>	(2.4)	<b>18</b>	(2.0)
	Uruguay	0	(1.9)	<b>-6</b>	(2.0)	<b>15</b>	(1.8)	1	(1.9)	<b>6</b>	(1.7)
	Viet Nam	<b>-3</b>	(1.5)	0	(1.3)	<b>8</b>	(1.4)	2	(1.2)	<b>3</b>	(1.1)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2012 Database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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Table A10.2 **Gender disparities at age 15 in participation in general, vocational and modular programmes**  
*Results based on students' self-reports (PISA 2012)*

		Percentage of boys who are enrolled in a programme whose curriculum is:						Percentage of girls who are enrolled in a programme whose curriculum is:						Gender gap (B-G) in the percentage of students who are enrolled in a programme whose curriculum is:					
		General		Vocational		Modular		General		Vocational		Modular		General		Vocational		Modular	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%-pt dif.	S.E.	%-pt dif.	S.E.	%-pt dif.	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
OECD	Australia	89	(0.6)	11	(0.6)	0	c	90	(0.6)	10	(0.6)	0	c	-1	(0.6)	1	(0.6)	0	c
	Austria	28	(1.6)	72	(1.6)	0	c	34	(1.6)	66	(1.6)	0	c	-6	(2.6)	6	(2.6)	0	c
	Belgium	52	(1.4)	48	(1.4)	0	c	60	(1.5)	40	(1.5)	0	c	-7	(2.0)	7	(2.0)	0	c
	Canada	0	c	0	c	100	c	0	c	0	c	100	c	0	c	0	c	0	c
	Chile	97	(0.3)	3	(0.3)	0	c	97	(0.3)	3	(0.3)	0	c	0	(0.5)	0	(0.5)	0	c
	Czech Republic	70	(2.2)	30	(2.2)	0	c	68	(2.4)	32	(2.4)	0	c	3	(3.9)	-3	(3.9)	0	c
	Denmark	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Estonia	100	(0.3)	0	(0.3)	0	c	100	(0.2)	0	(0.2)	0	c	0	(0.4)	0	(0.4)	0	c
	Finland	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	France	82	(1.6)	18	(1.6)	0	c	88	(1.5)	12	(1.5)	0	c	-6	(2.0)	6	(2.0)	0	c
	Germany	97	(1.3)	3	(1.3)	0	c	99	(0.6)	1	(0.6)	0	c	-2	(1.2)	2	(1.2)	0	c
	Greece	82	(2.6)	18	(2.6)	0	c	91	(2.1)	9	(2.1)	0	c	-10	(1.2)	10	(1.2)	0	c
	Hungary	82	(1.8)	18	(1.8)	0	c	90	(1.1)	10	(1.1)	0	c	-8	(2.1)	8	(2.1)	0	c
	Iceland	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Ireland	99	(0.3)	1	(0.3)	0	c	99	(0.2)	1	(0.2)	0	c	0	(0.3)	0	(0.3)	0	c
	Israel	95	(0.6)	5	(0.6)	0	c	99	(0.3)	1	(0.3)	0	c	-5	(0.9)	5	(0.9)	0	c
	Italy	39	(1.1)	61	(1.1)	0	c	63	(1.6)	37	(1.6)	0	c	-24	(2.1)	24	(2.1)	0	c
	Japan	74	(1.7)	26	(1.7)	0	c	78	(1.6)	22	(1.6)	0	c	-4	(3.0)	4	(3.0)	0	c
	Korea	79	(2.6)	21	(2.6)	0	c	81	(2.4)	19	(2.4)	0	c	-2	(4.1)	2	(4.1)	0	c
	Luxembourg	77	(0.3)	15	(0.2)	8	(0.3)	81	(0.3)	14	(0.2)	6	(0.2)	-4	(0.4)	2	(0.3)	2	(0.3)
	Mexico	75	(1.0)	25	(1.0)	0	c	75	(1.1)	25	(1.1)	0	c	0	(0.7)	0	(0.7)	0	c
	Netherlands	76	(1.9)	24	(1.9)	0	c	80	(1.9)	20	(1.9)	0	c	-4	(1.5)	4	(1.5)	0	c
	New Zealand	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Norway	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Poland	100	c	0	c	0	c	100	(0.1)	0	(0.1)	0	c	0	(0.1)	0	(0.1)	0	c
	Portugal	79	(2.4)	21	(2.4)	0	c	87	(1.8)	13	(1.8)	0	c	-8	(1.3)	8	(1.3)	0	c
	Slovak Republic	63	(2.3)	11	(2.2)	26	(1.8)	69	(2.3)	5	(1.2)	26	(2.1)	-7	(3.7)	6	(2.1)	0	(2.8)
	Slovenia	40	(0.8)	60	(0.8)	0	c	54	(0.6)	46	(0.6)	0	c	-15	(1.0)	15	(1.0)	0	c
	Spain	99	(0.2)	1	(0.2)	0	c	100	(0.1)	0	(0.1)	0	c	-1	(0.2)	1	(0.2)	0	c
	Sweden	100	(0.1)	0	(0.1)	0	c	99	(0.2)	1	(0.2)	0	c	0	(0.2)	0	(0.2)	0	c
	Switzerland	88	(2.2)	12	(2.2)	0	c	91	(2.0)	9	(2.0)	0	c	-3	(3.7)	3	(3.7)	0	c
	Turkey	59	(2.1)	41	(2.1)	0	c	65	(2.5)	35	(2.5)	0	c	-7	(4.5)	7	(4.5)	0	c
	United Kingdom	99	(0.2)	1	(0.2)	0	a	99	(0.2)	1	(0.2)	0	a	0	(0.3)	0	(0.3)	0	a
	United States	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
OECD average		80	(0.2)	16	(0.2)	4	(0.1)	83	(0.2)	13	(0.2)	4	(0.1)	-4	(0.3)	3	(0.3)	0	(0.1)
Partners	Albania	88	(2.9)	12	(2.9)	0	c	96	(1.3)	4	(1.3)	0	c	-8	(2.6)	8	(2.6)	0	c
	Argentina	79	(3.7)	21	(3.7)	0	c	91	(1.7)	9	(1.7)	0	c	-12	(2.4)	12	(2.4)	0	c
	Brazil	100	(0.0)	0	(0.0)	0	c	100	(0.0)	0	(0.0)	0	c	0	(0.0)	0	(0.0)	0	c
	Bulgaria	52	(2.4)	48	(2.4)	0	c	67	(2.8)	33	(2.8)	0	c	-14	(4.0)	14	(4.0)	0	c
	Colombia	76	(2.3)	24	(2.3)	0	c	73	(2.6)	27	(2.6)	0	c	3	(1.8)	-3	(1.8)	0	c
	Costa Rica	92	(1.8)	8	(1.8)	0	c	90	(1.6)	10	(1.6)	0	c	2	(0.5)	-2	(0.5)	0	c
	Croatia	23	(1.5)	77	(1.5)	0	c	37	(1.5)	63	(1.5)	0	c	-13	(1.8)	13	(1.8)	0	c
	Hong Kong (China)	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Indonesia	76	(4.2)	24	(4.2)	0	c	84	(3.1)	16	(3.1)	0	c	-8	(4.2)	8	(4.2)	0	c
	Jordan	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Kazakhstan	91	(2.5)	9	(2.5)	0	c	94	(2.1)	6	(2.1)	0	c	-3	(2.1)	3	(2.1)	0	c
	Latvia	99	(0.9)	1	(0.9)	0	c	100	(0.4)	0	(0.4)	0	c	-1	(1.0)	1	(1.0)	0	c
	Liechtenstein	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Lithuania	99	(0.4)	1	(0.4)	0	c	100	(0.1)	0	(0.1)	0	c	-1	(0.4)	1	(0.4)	0	c
	Macao (China)	98	(0.0)	2	(0.0)	0	c	98	(0.1)	2	(0.1)	0	c	0	(0.0)	0	(0.0)	c	c
	Malaysia	84	(1.5)	16	(1.5)	0	c	89	(1.2)	11	(1.2)	0	c	-5	(1.5)	5	(1.5)	0	c
	Montenegro	28	(0.4)	72	(0.4)	0	c	40	(0.2)	60	(0.2)	0	c	-11	(0.5)	11	(0.5)	0	c
	Peru	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Qatar	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Romania	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Russian Federation	95	(1.3)	5	(1.3)	0	c	97	(1.2)	3	(1.2)	0	c	-1	(1.2)	1	(1.2)	0	c
	Serbia	23	(1.3)	77	(1.3)	0	c	28	(1.2)	72	(1.2)	0	c	-5	(1.6)	5	(1.6)	0	c
	Shanghai (China)	79	(1.0)	21	(1.0)	0	c	79	(1.2)	21	(1.2)	0	c	0	(1.9)	0	(1.9)	0	c
	Singapore	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	Chinese Taipei	67	(2.1)	33	(2.1)	0	c	64	(2.0)	36	(2.0)	0	c	3	(3.0)	-3	(3.0)	0	c
	Thailand	72	(1.4)	28	(1.4)	0	c	87	(1.2)	13	(1.2)	0	c	-16	(2.2)	16	(2.2)	0	c
	Tunisia	100	c	0	c	0	c	100	c	0	c	0	c	0	c	0	c	0	c
	United Arab Emirates	96	(0.2)	4	(0.2)	0	c	98	(0.1)	2	(0.1)	0	c	-2	(0.2)	2	(0.2)	0	c
	Uruguay	95	(0.8)	3	(0.8)	2	(0.5)	99	(0.2)	0	(0.1)	1	(0.2)	-4	(0.8)	2	(0.8)	2	(0.5)
	Viet Nam	99	(1.1)	0	(0.0)	1	(1.1)	100	(0.3)	0	(0.0)	0	(0.3)	-1	(0.7)	0	(0.0)	1	(0.7)

Note: Values that are statistically significant are indicated in bold.

Source: OECD, PISA 2012 Database. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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Table A10.3. [1/2] **Percentage of adults, by field of study of the highest level of education attained and gender**  
16-65 year-olds surveyed in the 2012 Survey of Adult Skills

	General programmes						Teacher training and education science						Humanities, languages and arts					
	Men		Women		% point difference (M - W)		Men		Women		% point difference (M - W)		Men		Women		% point difference (M - W)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
<b>National entities</b>																		
<b>OECD</b>																		
Australia	31	(0.9)	28	(1.1)	3	(1.7)	3	(0.3)	8	(0.5)	-6	(0.6)	5	(0.4)	7	(0.6)	-2	(0.7)
Austria	9	(0.7)	10	(0.7)	-1	(1.0)	2	(0.3)	7	(0.5)	-5	(0.5)	3	(0.4)	4	(0.5)	-1	(0.6)
Canada	29	(0.6)	28	(0.6)	0	(1.1)	3	(0.3)	9	(0.4)	-6	(0.5)	6	(0.4)	10	(0.4)	-4	(0.5)
Czech Republic	4	(0.0)	8	(0.0)	-4	(0.1)	1	(0.0)	7	(0.0)	-6	(0.0)	3	(0.0)	4	(0.2)	-1	(0.2)
Denmark	11	(0.7)	15	(0.7)	-4	(1.0)	5	(0.4)	15	(0.7)	-9	(0.9)	4	(0.4)	8	(0.5)	-4	(0.6)
Estonia	29	(0.8)	23	(0.7)	6	(1.1)	c	c	7	(0.5)	c	c	2	(0.3)	6	(0.4)	-4	(0.5)
Finland	14	(0.8)	14	(0.7)	0	(1.2)	2	(0.3)	6	(0.5)	-4	(0.6)	3	(0.3)	6	(0.6)	-4	(0.7)
France	11	(0.8)	16	(1.0)	-5	(0.8)	3	(0.3)	5	(0.3)	-2	(0.5)	3	(0.3)	8	(0.5)	-4	(0.6)
Germany	6	(0.4)	7	(0.4)	-1	(0.6)	2	(0.3)	6	(0.4)	-3	(0.5)	3	(0.4)	4	(0.5)	-1	(0.6)
Ireland	5	(0.7)	10	(0.8)	-5	(1.1)	3	(0.5)	12	(0.7)	-9	(0.9)	7	(0.8)	11	(0.9)	-4	(1.2)
Italy	11	(1.2)	9	(0.9)	1	(1.3)	c	c	7	(0.9)	c	c	9	(0.8)	25	(1.2)	-17	(1.3)
Japan	34	(1.1)	46	(1.3)	-12	(1.5)	4	(0.4)	12	(1.0)	-8	(1.0)	3	(0.4)	10	(0.6)	-7	(0.6)
Korea	33	(1.0)	41	(1.1)	-8	(1.5)	2	(0.3)	7	(0.6)	-5	(0.6)	6	(0.5)	13	(0.6)	-7	(0.7)
Netherlands	9	(0.7)	13	(0.7)	-4	(1.0)	4	(0.4)	10	(0.8)	-7	(0.9)	4	(0.5)	6	(0.6)	-3	(0.7)
Norway	8	(0.6)	10	(0.8)	-2	(1.1)	4	(0.4)	11	(0.6)	-7	(0.8)	5	(0.5)	8	(0.5)	-2	(0.6)
Poland	10	(0.5)	13	(0.7)	-4	(0.9)	2	(0.3)	9	(0.7)	-6	(0.7)	3	(0.4)	8	(0.5)	-5	(0.6)
Slovak Republic	7	(0.6)	11	(0.7)	-4	(0.9)	2	(0.3)	8	(0.6)	-6	(0.6)	3	(0.4)	6	(0.5)	-3	(0.7)
Spain	12	(1.0)	12	(0.9)	0	(1.6)	4	(0.6)	10	(0.8)	-6	(1.0)	10	(0.8)	15	(1.0)	-5	(1.3)
Sweden	11	(0.7)	14	(0.9)	-4	(1.1)	4	(0.3)	11	(0.7)	-8	(0.8)	5	(0.5)	8	(0.7)	-4	(0.9)
United States	8	(0.9)	9	(0.7)	-1	(1.1)	5	(0.8)	14	(1.1)	-9	(1.2)	10	(0.8)	10	(0.8)	-1	(1.1)
<b>Sub-national entities</b>																		
Flanders (Belgium)	13	(0.7)	20	(0.9)	-7	(1.1)	4	(0.5)	12	(0.7)	-7	(0.8)	5	(0.5)	9	(0.7)	-4	(0.8)
England/N.Ireland (UK)	19	(1.2)	21	(1.0)	-2	(1.5)	3	(0.4)	8	(0.6)	-5	(0.7)	15	(1.0)	22	(1.1)	-7	(1.6)
<b>Average</b>	15	(0.2)	17	(0.2)	-2	(0.3)	3	(0.1)	9	(0.1)	-6	(0.2)	5	(0.1)	10	(0.1)	-4	(0.2)
<b>Partners</b>																		
Russian Federation*	21	(0.7)	17	(1.0)	4	(1.1)	2	(0.4)	12	(1.2)	-10	(1.2)	6	(0.9)	11	(1.0)	-6	(1.3)
	Social sciences, business and law						Science, mathematics and computing						Engineering, manufacturing and construction					
	Men		Women		% point difference (M - W)		Men		Women		% point difference (M - W)		Men		Women		% point difference (M - W)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)
<b>National entities</b>																		
<b>OECD</b>																		
Australia	17	(0.8)	25	(0.8)	-8	(1.2)	6	(0.5)	4	(0.4)	2	(0.6)	29	(1.1)	3	(0.4)	26	(1.3)
Austria	18	(0.8)	40	(1.2)	-22	(1.3)	3	(0.3)	2	(0.3)	1	(0.4)	52	(1.1)	7	(0.7)	45	(1.2)
Canada	15	(0.6)	19	(0.6)	-5	(0.8)	13	(0.5)	8	(0.4)	5	(0.6)	24	(0.7)	2	(0.2)	22	(0.7)
Czech Republic	8	(0.0)	32	(0.2)	-23	(0.2)	3	(0.0)	2	(0.0)	1	(0.0)	67	(0.2)	22	(0.1)	45	(0.2)
Denmark	14	(0.7)	16	(0.7)	-2	(0.9)	12	(0.7)	7	(0.5)	5	(0.9)	34	(0.9)	4	(0.4)	30	(1.1)
Estonia	8	(0.5)	24	(0.6)	-16	(0.9)	4	(0.3)	3	(0.3)	2	(0.5)	40	(1.0)	16	(0.6)	24	(1.2)
Finland	12	(0.6)	23	(0.8)	-11	(1.0)	2	(0.3)	3	(0.3)	0	(0.4)	51	(1.2)	7	(0.5)	44	(1.3)
France	12	(0.6)	20	(0.8)	-8	(1.0)	12	(0.5)	10	(0.5)	2	(0.7)	34	(0.9)	4	(0.3)	31	(0.9)
Germany	17	(0.8)	39	(1.3)	-22	(1.5)	5	(0.5)	3	(0.4)	1	(0.6)	54	(1.1)	10	(0.7)	44	(1.3)
Ireland	18	(1.2)	25	(1.1)	-7	(1.7)	18	(1.2)	11	(0.8)	7	(1.3)	31	(1.5)	2	(0.4)	29	(1.6)
Italy	16	(1.2)	21	(1.2)	-5	(1.6)	23	(1.3)	19	(1.2)	4	(1.7)	23	(1.4)	2	(0.4)	21	(1.4)
Japan	16	(0.8)	10	(0.8)	5	(1.0)	3	(0.4)	2	(0.3)	1	(0.5)	31	(1.3)	2	(0.3)	29	(1.3)
Korea	11	(0.7)	12	(0.8)	0	(0.9)	9	(0.6)	10	(0.6)	-1	(0.9)	29	(1.0)	6	(0.5)	23	(1.2)
Netherlands	30	(1.0)	28	(1.1)	2	(1.6)	11	(0.7)	3	(0.4)	8	(0.8)	29	(1.1)	3	(0.4)	26	(1.1)
Norway	18	(0.8)	23	(0.9)	-5	(1.1)	9	(0.5)	6	(0.6)	3	(0.6)	44	(1.0)	9	(0.7)	34	(1.2)
Poland	9	(0.6)	15	(0.7)	-7	(1.1)	6	(0.5)	8	(0.6)	-2	(0.8)	53	(1.1)	14	(0.8)	38	(1.3)
Slovak Republic	6	(0.5)	19	(0.8)	-13	(1.0)	9	(0.6)	5	(0.6)	4	(0.9)	55	(1.1)	12	(0.8)	43	(1.4)
Spain	19	(1.1)	26	(1.2)	-7	(1.6)	14	(1.0)	10	(0.8)	3	(1.3)	32	(1.3)	4	(0.5)	27	(1.5)
Sweden	17	(1.1)	24	(1.1)	-7	(1.6)	7	(0.5)	4	(0.4)	3	(0.7)	44	(1.0)	8	(0.6)	36	(1.2)
United States	24	(1.4)	21	(1.2)	3	(1.4)	18	(1.4)	11	(0.8)	7	(1.6)	21	(1.4)	c	c	c	c
<b>Sub-national entities</b>																		
Flanders (Belgium)	14	(0.8)	19	(0.9)	-5	(1.3)	13	(0.8)	8	(0.5)	5	(0.9)	42	(1.0)	7	(0.6)	35	(1.2)
England/N.Ireland (UK)	16	(1.0)	23	(1.1)	-7	(1.5)	15	(1.0)	9	(0.6)	6	(1.1)	28	(1.1)	3	(0.4)	25	(1.2)
<b>Average</b>	15	(0.2)	23	(0.2)	-8	(0.3)	10	(0.2)	7	(0.1)	3	(0.2)	38	(0.2)	7	(0.1)	32	(0.3)
<b>Partners</b>																		
Russian Federation*	7	(0.8)	11	(0.7)	-5	(1.3)	9	(0.7)	10	(0.8)	-1	(0.9)	40	(2.0)	14	(1.5)	25	(1.4)

Note: Values that are statistically significant are indicated in bold.

\* 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](http://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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Table A10.3. [2/2] **Percentage of adults, by field of study of the highest level of education attained and gender**  
16-65 year-olds surveyed in the 2012 Survey of Adult Skills

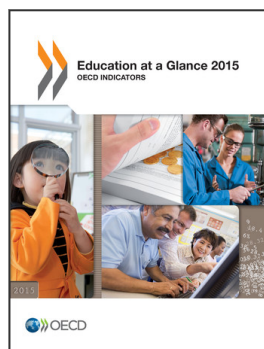
	Agriculture and veterinary medicine						Health and welfare						Services					
	Men		Women		%·point difference (M-W)		Men		Women		%·point difference (M-W)		Men		Women		%·point difference (M-W)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)
<b>National entities</b>																		
<b>OECD</b>																		
Australia	2	(0.2)	c	c	c	c	4	(0.4)	17	(0.8)	<b>-14</b>	(0.9)	4	(0.4)	8	(0.7)	<b>-3</b>	(0.8)
Austria	5	(0.4)	3	(0.4)	<b>2</b>	(0.6)	2	(0.3)	10	(0.6)	<b>-7</b>	(0.7)	6	(0.6)	18	(0.9)	<b>-12</b>	(1.0)
Canada	2	(0.2)	1	(0.2)	0	(0.3)	3	(0.3)	15	(0.6)	<b>-12</b>	(0.7)	6	(0.4)	6	(0.3)	0	(0.5)
Czech Republic	5	(0.0)	5	(0.0)	<b>0</b>	(0.0)	c	c	4	(0.5)	c	c	8	(0.2)	16	(0.5)	<b>-8</b>	(0.5)
Denmark	5	(0.3)	2	(0.3)	<b>3</b>	(0.4)	3	(0.3)	21	(0.7)	<b>-18</b>	(0.8)	12	(0.7)	13	(0.7)	-1	(0.9)
Estonia	4	(0.4)	4	(0.3)	0	(0.5)	c	c	7	(0.4)	c	c	11	(0.6)	9	(0.4)	<b>2</b>	(0.7)
Finland	6	(0.5)	2	(0.3)	<b>4</b>	(0.6)	4	(0.4)	23	(0.7)	<b>-19</b>	(0.9)	6	(0.5)	15	(0.7)	<b>-9</b>	(1.0)
France	6	(0.5)	2	(0.3)	<b>4</b>	(0.6)	3	(0.3)	16	(0.7)	<b>-13</b>	(0.8)	16	(0.9)	19	(0.8)	<b>-3</b>	(1.1)
Germany	3	(0.5)	2	(0.3)	<b>2</b>	(0.5)	4	(0.5)	19	(0.8)	<b>-15</b>	(0.9)	6	(0.6)	10	(0.7)	<b>-4</b>	(0.9)
Ireland	4	(0.6)	c	c	c	c	5	(0.7)	16	(1.0)	<b>-11</b>	(1.2)	8	(0.9)	11	(0.9)	<b>-3</b>	(1.3)
Italy	4	(0.7)	c	c	c	c	5	(0.7)	7	(0.7)	-2	(0.9)	9	(1.0)	7	(0.7)	2	(1.2)
Japan	5	(0.6)	1	(0.3)	<b>4</b>	(0.6)	2	(0.3)	11	(0.6)	<b>-9</b>	(0.7)	2	(0.3)	7	(0.6)	<b>-5</b>	(0.7)
Korea	4	(0.3)	c	c	c	c	3	(0.4)	6	(0.4)	<b>-4</b>	(0.6)	3	(0.3)	3	(0.4)	-1	(0.6)
Netherlands	5	(0.5)	2	(0.4)	<b>2</b>	(0.6)	5	(0.5)	31	(1.0)	<b>-26</b>	(1.2)	4	(0.5)	4	(0.5)	1	(0.7)
Norway	3	(0.4)	2	(0.3)	<b>2</b>	(0.5)	5	(0.4)	27	(1.1)	<b>-23</b>	(1.1)	4	(0.4)	4	(0.4)	0	(0.6)
Poland	6	(0.6)	7	(0.6)	-1	(0.8)	1	(0.3)	6	(0.5)	<b>-5</b>	(0.6)	10	(0.6)	18	(0.8)	<b>-8</b>	(1.0)
Slovak Republic	8	(0.7)	6	(0.5)	1	(0.9)	c	c	9	(0.7)	c	c	10	(0.7)	24	(1.0)	<b>-14</b>	(1.3)
Spain	3	(0.5)	c	c	c	c	4	(0.6)	16	(0.9)	<b>-11</b>	(1.1)	3	(0.5)	5	(0.6)	<b>-2</b>	(0.8)
Sweden	4	(0.5)	2	(0.3)	<b>2</b>	(0.6)	5	(0.5)	24	(1.0)	<b>-19</b>	(1.1)	5	(0.5)	5	(0.5)	0	(0.7)
United States	c	c	c	c	c	c	6	(0.7)	25	(1.1)	<b>-19</b>	(1.5)	8	(0.6)	7	(0.7)	1	(0.9)
<b>Sub-national entities</b>																		
Flanders (Belgium)	3	(0.4)	c	c	c	c	4	(0.4)	20	(1.0)	<b>-16</b>	(1.0)	2	(0.3)	5	(0.6)	<b>-3</b>	(0.6)
England/N.Ireland (UK)	1	(0.2)	c	c	c	c	3	(0.4)	12	(0.8)	<b>-9</b>	(0.8)	c	c	c	c	c	c
<b>Average</b>	4	(0.1)	3	(0.1)	<b>2</b>	(0.2)	4	(0.1)	15	(0.2)	<b>-13</b>	(0.2)	7	(0.1)	10	(0.1)	<b>-3</b>	(0.2)
<b>Partners</b>																		
Russian Federation*	8	(1.3)	4	(0.7)	<b>4</b>	(1.0)	3	(0.8)	8	(0.4)	<b>-5</b>	(1.0)	5	(0.9)	12	(1.0)	<b>-7</b>	(1.0)

Note: Values that are statistically significant are indicated in bold.

\* 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](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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