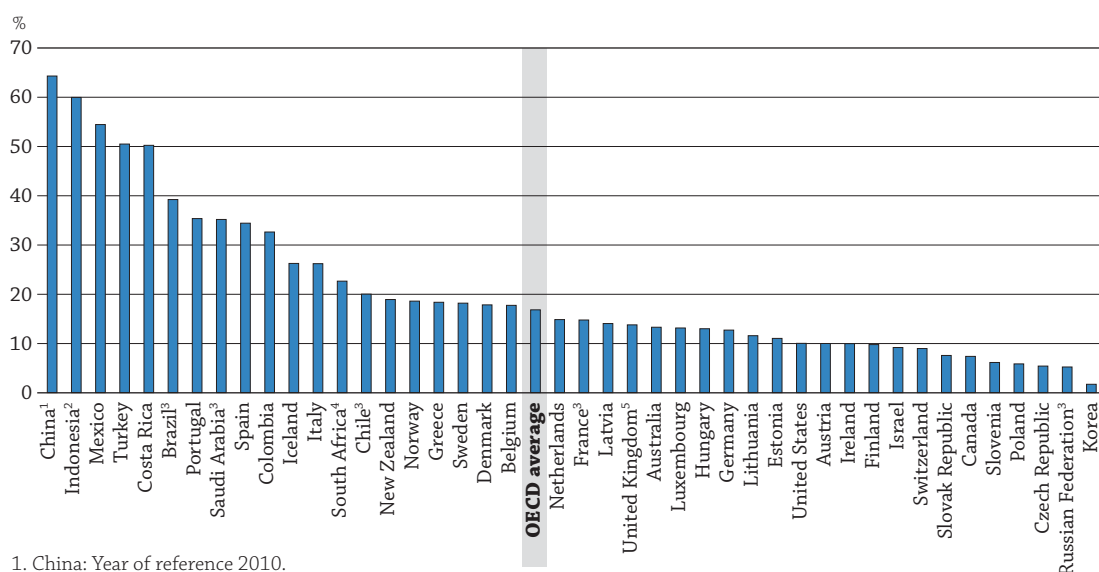


TO WHAT LEVEL HAVE ADULTS STUDIED?

- On average across OECD countries, about one in five younger adults (17%) has not finished upper secondary education. Between 30% and 40% of younger adults (25-34 year-olds) in Brazil, Colombia, Portugal, Saudi Arabia and Spain, and over 50% of younger adults in China, Costa Rica, Indonesia, Mexico and Turkey do not have an upper secondary education.
- Upper secondary education is the most commonly attained level of education in most OECD countries. On average, 43% of 25-64 year-olds have attained upper secondary or post-secondary non-tertiary education as their highest level of education.
- In two out of five OECD countries, and Latvia, Lithuania and the Russian Federation, at least one in two younger women (25-34 year-olds) has a tertiary education, while only in Canada, Korea, Luxembourg, the Russian Federation and the United Kingdom is one in two men similarly educated.

Chart A1.1. Percentage of 25-34 year-olds with attainment below upper secondary education (2014)



1. China: Year of reference 2010.

2. Indonesia: Year of reference 2011.


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

4. South Africa: Year of reference 2012.

5. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in descending order of the percentage of 25-34 year-olds with attainment below upper secondary education.

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

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Context

The level of educational attainment shows the percentage of a population that has reached a certain level of education and holds a qualification at that level. Educational attainment is frequently used as a proxy measure of human capital and the level of an individual's skills – in other words, a measure of the skills associated with a given level of education and available in the population, and to the labour force. In this sense, qualifications certify and offer information on the type of knowledge and skills that graduates have acquired in formal schooling.

Higher levels of educational attainment are associated with several positive individual and social outcomes. Data in previous editions of *Education at a Glance* have shown that individuals with high educational attainment generally have better health, are more socially engaged, have higher employment rates and have higher relative earnings. Higher proficiency in skills, such as literacy and numeracy, is also strongly associated with higher levels of formal education.

Individuals thus have incentives to pursue more education, and governments have incentives to provide appropriate infrastructure and organisation to support the expansion of higher educational attainment across the population. Over the past decades, almost all OECD countries have seen significant increases in the educational attainment of their populations, especially among the younger generations.

This indicator includes information on both educational attainment and on individuals' skills and readiness to use information and communication technologies (ICT) for problem solving.

■ Other findings

- Across OECD countries, 37% of 55-64 year-old women have below upper secondary education as their highest level of attainment, but only 15% of 25-34 year-olds do.
- In China, the percentage of 25-34 year-olds with below upper secondary education as their highest level of attainment decreased by 30 percentage points in just one decade – from 94% in 2000 to 64% in 2010.
- In most OECD countries, most adults with upper secondary or post-secondary non-tertiary education as their highest level of attainment have vocational qualifications. In Canada, Chile, Costa Rica, Greece, Israel, Portugal and Spain, general qualifications are more common: more than 60% at this level of attainment of adults hold such qualifications. In Australia, Turkey and the United Kingdom, both programme orientations are equally represented.
- Skills and readiness to use ICT for problem solving increase as the level of education increases, but decrease with age. On average, 34% of men and 29% of women have good ICT and problem-solving skills.

■ Note

Several indicators in this publication show the level of education among individuals. Indicator A1 shows the level of attainment, i.e. the percentage of a population that has successfully completed a given level of education, and the relationship between level of attainment and the acquisition of basic skills. Graduation rates in Indicators A2 and A3 measure the estimated percentage of younger adults who are expected to graduate from a particular level of education during their lifetimes. Completion rates from upper secondary programmes in Indicator A2 estimate the proportion of students who enter a programme and complete it successfully within a certain period of time.

Analysis

Attainment levels

Levels of educational attainment vary greatly not only among countries, but also among generations within countries. This section examines the distribution of adults across the different aggregated levels of educational attainment: those without upper secondary education, those with upper secondary or post-secondary non-tertiary education as their highest level of attainment, and for those with a tertiary degree.

Below upper secondary

Chart A1.1 shows that there are still many young adults (25-34 year-olds) who are not benefiting from the expansion of education. Between 30% and 40% of younger adults (25-34 year-olds) in Brazil, Colombia, Portugal, Saudi Arabia and Spain, and over 50% of younger adults in China, Costa Rica, Indonesia, Mexico and Turkey do not have an upper secondary education. On average across OECD countries, about one in six younger adults (17%) has not finished upper secondary education (Table A1.4a).

The difference in attainment rates between generations is remarkable: across OECD countries, 34% of 55-64 year-olds have not attained upper secondary education, while only 17% of 25-34 year-olds have not attained that level of education. In Brazil, China, Indonesia, Mexico, Portugal, Saudi Arabia and Turkey, more than 70% of 55-64 year-olds have below upper secondary as their highest level of attainment, but far smaller proportions of younger adults have only this level of education (Table A1.4a).

More than one in two younger adults in China, Costa Rica, Indonesia, Mexico and Turkey have not attained upper secondary education. China is the only country where education is only just beginning to expand: in 2000, 94% of 25-34 year-olds in China had not attained upper secondary education; by 2010, that proportion had shrunk 30 percentage points to 64% (Table A1.4a).

On average, the percentage of younger men without an upper secondary qualification (18%) is higher than that of younger women (15%). In Latvia, Portugal and Spain, this difference is about 10 or more percentage points, while in Austria, Indonesia, Mexico and Turkey, the difference is reversed (Table A1.4b, available on line).

Tertiary

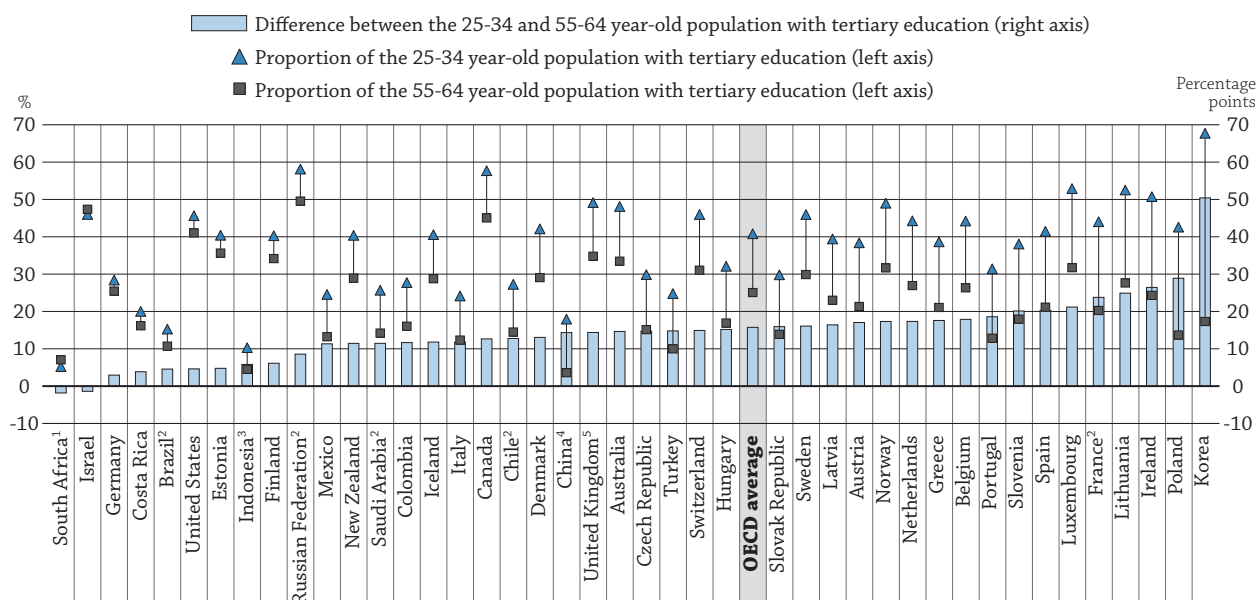
As shown in Chart A1.2, the expansion in tertiary attainment over the generations has been significant. In all OECD and partner countries except Israel and South Africa, the share of younger adults with tertiary qualifications is larger than that of older adults with that level of qualification. On average, the difference between the generations (55-64 year-olds compared with 25-34 year-olds) in tertiary attainment is about 16 percentage points. The speed of the expansion varies considerably. In Brazil, Costa Rica, Estonia, Finland, Indonesia, Israel, Germany, the Russian Federation, South Africa and the United States, the difference in tertiary attainment between the two age groups is less than 10 percentage points, while in France, Ireland, Korea, Lithuania, Luxembourg, Poland, Slovenia and Spain, the difference ranges from 20% to 50%. In most of the latter countries, the proportions of 55-64 year-olds with tertiary education is below the OECD average. Among the countries with the highest tertiary attainment rates, small differences between the generations, such as those observed in Israel, the Russian Federation and the United States, could reflect the fact that these countries also have the highest tertiary attainment rates among 55-64 year-olds (Table A1.4a).

On average, a larger proportion of 25-34 year-old women has attained tertiary education than men of the same age (46% and 35%, respectively), while the opposite is true for 55-64 year-old women and men (24% and 26%, respectively) (Table A1.4b, available on line).

In two out of five OECD countries as well as in Latvia, Lithuania and the Russian Federation, at least one in two younger women (25-34 year-olds) has a tertiary education. Two in three younger women in Canada and the Russian Federation have a tertiary degree. In most countries, fewer than one in two men hold a tertiary degree; in Canada, Korea, Lithuania, Luxembourg, the United Kingdom and the Russian Federation roughly one in two men have attained tertiary education (Table A1.4b, available on line).

Behind the expansion of tertiary education there are large differences in the levels of tertiary education most of people have attained. For instance, in Austria and Canada, about half of all tertiary-educated adults have a qualification from a short-cycle tertiary programme, while less than 1% of tertiary-educated adults in the Czech Republic and Poland hold such a qualification. Across OECD countries, 27% of 25-64 year-olds have at least a bachelor's degree or equivalent. In Belgium and Luxembourg, over 35% of adults hold this degree, but in Austria, Chile, France, Italy, Mexico and Turkey, less than 20% of adults do. On average across OECD countries, 16% of 25-64 year-olds have earned a bachelor's degree or equivalent, 11% have earned a master's degree, and about 1% have earned a doctoral degree or equivalent.

Chart A1.2. Percentage of younger and older tertiary-educated adults (2014)
 25-34 and 55-64 year-olds, and percentage-point difference between these two groups



1. South Africa: Year of reference 2012.

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

3. Indonesia: Year of reference 2011.

4. China: Year of reference 2010.

5. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in ascending order of the percentage-point difference between the 25-34 and 55-64 year-old population with tertiary education.

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

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Excluding tertiary-educated adults who have completed a short-cycle programme, the majority of tertiary-educated adults in OECD countries have a bachelor's degree or equivalent as their highest level of tertiary education. But in Austria, the Czech Republic, Italy, Poland, Portugal and the Slovak Republic, about 75% or more of tertiary-educated adults have a master's or equivalent degree as their highest tertiary qualification (Table A1.1a).

Tertiary systems have expanded at different rates across countries. For example, the proportion of people with at least a bachelor's degree is at least 20 percentage points higher among 25-34 year-olds than among 55-64 year-olds in Finland, Ireland, Korea, Lithuania, Poland and Slovenia, but is nearly the same (5 percentage points or less difference) in Brazil, Costa Rica, Germany, Israel, South Africa and the United States (Table A1.3a).

Upper secondary or post-secondary non-tertiary

Despite the expansion of tertiary education, upper secondary education is still the most commonly attained level of education in most OECD countries. More adults (25-64 year-olds) have attained upper secondary or post-secondary non-tertiary education as their highest level of education than have attained any other level of education (on average, about 43%). Among 25-34 year-olds across OECD countries, 42% have attained upper secondary or post-secondary non-tertiary education. In the Czech Republic, the Slovak Republic and South Africa, more than 60% of younger adults have attained this level of education as their highest level of attainment (Table A1.4a).

Countries with relatively low upper secondary attainment rates can fall into one of two categories: either most individuals leave education before earning an upper secondary qualification (i.e. they have below upper secondary education), or they continue in education beyond this level until they earn a higher degree (i.e. they have attained tertiary education). The latter path is followed by most young adults in Canada, Iceland, Korea, Luxembourg and Spain, where tertiary attainment rates are higher than below upper secondary attainment rates. In China, Costa Rica, Indonesia, Mexico and Turkey, 50% and younger adults do not reach upper secondary education, thus fewer of them attain higher levels of education (Table A1.4a).

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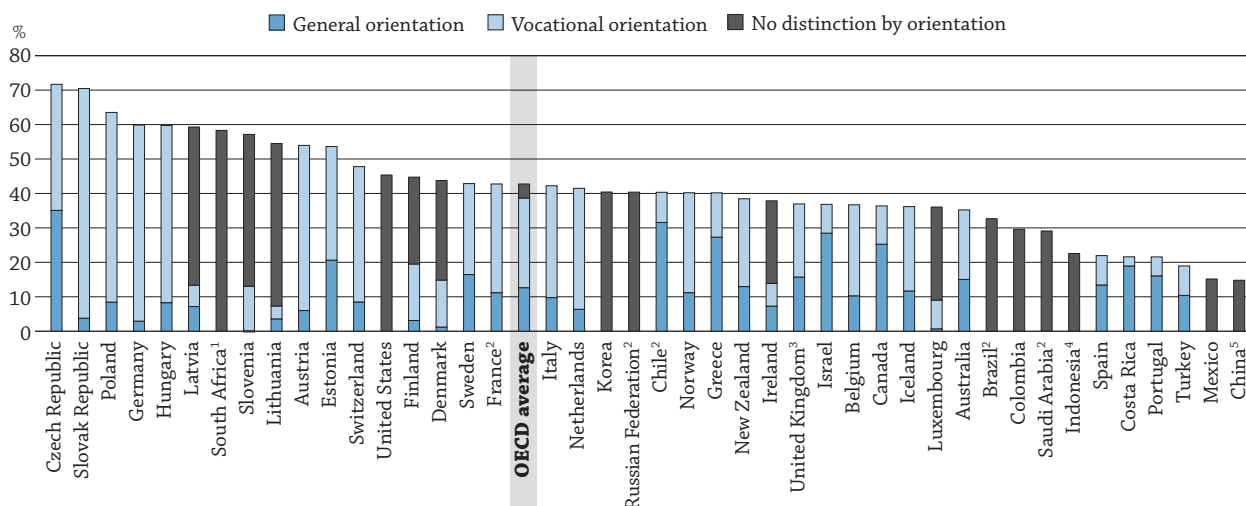
Upper secondary or post-secondary non-tertiary vocational education and training (VET)

Upper secondary education across OECD countries is mainly divided into two types of programmes: those defined as “general”, which are often designed to prepare students for further education, and those geared towards vocational education and training (VET).

There are substantial differences across OECD countries in the attainment of vocational qualifications. While at least one in two adults in the Czech Republic, Germany, Hungary, Poland and the Slovak Republic have vocational upper secondary or post-secondary non-tertiary qualifications as their highest level of attainment, in Chile, Costa Rica, Israel, Portugal, Spain and Turkey fewer than one in ten does (Table A1.5a).

Chart A1.3 shows how the shares of adults with vocational qualifications and those with general qualifications among adults with upper secondary or post-secondary non-tertiary education vary across countries. In most OECD countries, most adults with upper secondary or post-secondary non-tertiary education as their highest level of education have vocational qualifications. By contrast, in Canada, Chile, Greece, Israel, Portugal and Spain, more than 60% of adults at this level of attainment have general qualifications. In Australia, Turkey and the United Kingdom, both programme orientations are equally represented (Table A1.5a).

Chart A1.3. Percentage of 25-64 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2014)



Note: Denmark, Finland, Ireland, Latvia, Lithuania, Luxembourg, Slovenia: Data for the breakdown by programme orientation are only available for 15-34 year-olds and 35-64 year-olds if those individuals had completed their highest level of education 15 years, at most, before the date of the interview.

1. South Africa: Year of reference 2012.

2. Brazil, Chile, France, the Russian Federation, Saudi Arabia: Year of reference 2013.

3. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

4. Indonesia: Year of reference 2011.

5. China: Year of reference 2010.

Countries are ranked in descending order of the percentage of 25-64 year-olds with upper secondary or post-secondary non-tertiary education as highest level of attainment, regardless of the orientation of the programmes.

Source: OECD, Table A5.1a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Skills and readiness to use information and communication technologies for problem solving

The 2012 Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), measured problem-solving skills in technology-rich environments and estimated the frequency with which adults use those skills at work and at home. Greater proficiency in problem solving in technology-rich environments reflects both better problem-solving skills and better skills in using digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks (PIAAC Expert Group in Problem Solving in Technology-Rich Environments, 2009).

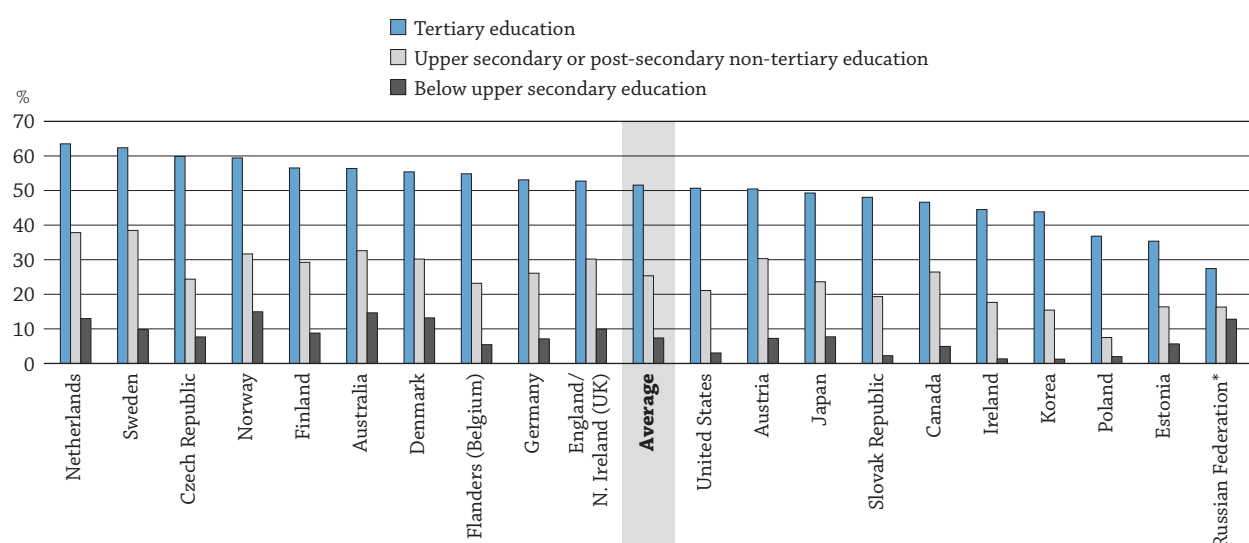
The information gathered through the Survey of Adult Skills allows for the creation of an indicator that measures skills and readiness to use ICT for problem solving. This indicator combines data about performance in the problem-solving assessment and information about why some adults did not participate in the computer-based assessment and thus do not have a score in problem solving (see the *Definitions* section at the end of this chapter).

By educational attainment

Chart A1.4 shows that skills and readiness to use ICT for problem solving in technology-rich environments are greatly related to educational attainment. In all countries with relevant data, the results show that the proportion of the population with good ICT and problem solving-skills increases with educational attainment. On average, 7% of adults who have not attained upper secondary education have good ICT and problem solving-skills. This proportion increases to 25% among those who have attained upper secondary or post-secondary non-tertiary education, and to 52% among adults with tertiary education. The highest rates of good ICT and problem-solving skills among tertiary-educated adults are observed in the Netherlands (64%), Sweden (62%) and the Czech Republic (60%); the lowest rates are observed in Poland (37%), Estonia (35%) and the Russian Federation (27%). In all countries, education seems to play a central role in developing the skills that are now considered essential in modern societies (Table A1.6a).

Chart A1.4. Percentage of adults with good information and communication technologies and problem-solving skills, by educational attainment (2012)

Survey of Adult Skills, 25-64 year-olds



Note: Data on educational attainment are based on ISCED-97.

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

Countries are ranked in descending order of the percentage of adults with tertiary education and with good ICT and problem-solving skills (Group 4).

Source: OECD, Table 1.6a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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By age group

In all countries and sub-national entities that participated in the Survey of Adult Skills, the younger generation (25-34 year-olds) shows higher levels of skills and readiness to use ICT for problem solving in technology-rich environments than older generations. On average, 50% of 25-34 year-olds, 39% of 35-44 year-olds, 24% of 45-54 year-olds and 12% of 55-64 year-olds demonstrate good ICT and problem-solving skills. Finland has the largest proportion (67%) of 25-34 year-olds with good ICT and problem-solving skills – much larger than the proportion of 55-64 year-olds (9%) who demonstrate good ICT and problem-solving skills. In fact, Finland shows the widest gap between the older and the younger generations – 58 percentage points – in this area. The United States has the smallest generation gap: 20 percentage points. In the United States, more than 20% of 55-64 year-olds have good ICT and problem-solving skills (the highest percentage among participating countries and sub-national entities) while 40% of 25-34 year-olds do (a below-average percentage for this age group). Poland has the smallest proportion of adults, in all age groups, with good ICT and problem solving-skills (Table A1.6b, available on line).

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By gender

Among 25-64 year-olds in all countries and sub-national entities, a larger proportion of men than women have good ICT and problem-solving skills. On average, 34% of men and 29% of women have good ICT and problem-solving skills. The largest proportions of men with these skills are found in the Netherlands, Norway (both 44%) and Sweden (43%); the largest proportions of women with these skills are found in Sweden (39%), Finland (38%) and Australia (36%). The gender gap is at least 10 percentage points wide only in Japan (40% for men and 27% for women) (Table A1.6c, available on line).

Definitions

Age groups: **adults** refers to 25-64 year-olds; **younger adults** refers to 25-34 year-olds; **older adults** refers to 55-64 year-olds.

Completion of intermediate programmes for educational attainment (ISCED 2011) corresponds to recognised qualification from an ISCED 2011 level programme which is not considered as sufficient for ISCED 2011 level completion and is classified at a lower ISCED 2011 level. In addition, this recognised qualification does not give direct access to an upper ISCED 2011 level programme.

Levels of education: In this Indicator two ISCED (International Standard Classification of Education) classifications are used: ISCED 2011 and ISCED-97.

- When it is specified that ISCED 2011 is used, the levels of education are defined as: **below upper secondary** corresponds to ISCED 2011 Levels 0, 1 and 2, and includes recognised qualifications from ISCED 2011 Level 3 programmes, which are not considered as sufficient for ISCED 2011 Level 3 completion, and without direct access to post-secondary non-tertiary education or tertiary education; **upper secondary or post-secondary non-tertiary** corresponds to ISCED 2011 Levels 3 and 4; and **tertiary** corresponds to ISCED 2011 Levels 5, 6, 7 and 8 (UNESCO Institute for Statistics, 2012).
- When it is specified that ISCED-97 is used, the levels of education are defined as: **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.

See the section *About the new ISCED 2011 classification*, at the beginning of this publication, for a presentation of all ISCED 2011 levels and Annex 3 for a presentation of all ISCED-97 levels.

Skill groups refer to skills and readiness to use information and communication technologies (ICT) for problem solving in technology-rich environments. Each group is described in terms of the characteristics of the types of tasks that can be successfully completed by adults, and the related scores in the assessment of problem solving in technology-rich environments in the Survey of Adult Skills.

- Group 0 (no computer experience)
- Group 1 (refused the computer-based assessment)
- Group 2 (failed ICT core stage 1 or minimal problem-solving skills – scored below Level 1 in the problem solving in technology-rich environments assessment)
- Group 3 (moderate ICT and problem-solving skills – scored at Level 1 in the problem solving in technology-rich environments assessment)
- Group 4 (good ICT and problem-solving skills – scored at Level 2 or Level 3 in the problem solving in technology-rich environments assessment)

VET: The International Standard Classification of Education (ISCED 2011) defines VET as “education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Such programmes may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant, vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market” (UNESCO Institute for Statistics, 2012).

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 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. Data on proficiency levels and mean scores 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).

Attainment profiles are based on the percentage of the population aged 25-64 that has successfully completed a specified level of education.

In OECD statistics, recognised qualifications from ISCED 2011 Level 3 programmes that are not of sufficient duration for ISCED 2011 Level 3 completion are classified at ISCED 2011 Level 2. Where countries have been able to demonstrate equivalencies in the labour market value of attainment formally classified as “completion of intermediate upper secondary programmes” (e.g. achieving 5 good GCSEs or equivalent in the United Kingdom) and “full upper secondary attainment”, attainment of these programmes are reported as ISCED 2011 Level 3 completion in the tables showing three aggregate levels of educational attainment (UNESCO Institute for Statistics, 2012).

Most OECD countries include people without education (i.e. illiterate adults or people whose educational attainment does not fit national classifications) under the international classification ISCED 0; therefore averages for the category “less than primary educational attainment” are likely to be influenced.

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, 2014).

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Indicator A1 Tables


StatLink  <http://dx.doi.org/10.1787/888933284728>

Table A1.1a	Educational attainment of 25-64 year-olds (2014)
WEB Table A1.1b	Educational attainment of 25-64 year-olds, by gender (2014)
Table A1.2a	Percentage of adults who have attained at least upper secondary education, by age group (2014)

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WEB	Table A1.2b	Percentage of adults who have attained at least upper secondary education, by age group and gender (2014)
	Table A1.3a	Percentage of adults who have attained tertiary education, by type of programme and age group (2014)
WEB	Table A1.3b	Percentage of adults who have attained tertiary education, by type of programme, age group and gender (2014)
	Table A1.4a	Trends in educational attainment, by age group (2000, 2005, 2010 and 2014)
WEB	Table A1.4b	Trends in educational attainment, by age group and gender (2000, 2005, 2010 and 2014)
	Table A1.5a	Adults whose highest level of education is upper secondary or post-secondary non-tertiary education, by programme orientation and gender (2014)
WEB	Table A1.5b	Adults whose highest level of education is upper secondary or post-secondary non-tertiary education, by programme orientation, age group and gender (2014)
	Table A1.6a	Skills and readiness to use information and communication technologies for problem solving among 25-64 year-olds, by educational attainment (2012)
WEB	Table A1.6b	Skills and readiness to use information and communication technologies for problem solving among 25-64 year-olds, by age group (2012)
WEB	Table A1.6c	Skills and readiness to use information and communication technologies for problem solving among 25-64 year-olds, by gender (2012)

Table A1.1a. Educational attainment of 25-64 year-olds (2014)
 Percentage of adults with a given level of education as the highest level attained

	Below upper secondary					Upper secondary or post-secondary non-tertiary		Tertiary				All levels of education
	Less than primary	Primary	Completion of intermediate lower secondary programmes	Lower secondary	Completion of intermediate upper secondary programmes	Upper secondary	Post-secondary non-tertiary	Short cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD												
Australia	x(2)	6 ^d	a	17	a	30	5	11	24	6	1	100
Austria	x(2)	1 ^d	a	15	a	52	2	15	2	11	1	100
Belgium	4	7	a	16	a	35	1	0	20	16	1	100
Canada	x(2)	3 ^d	a	7	a	25	11	25	19	9 ^d	x(10)	100
Chile ¹	9	6	a	23	a	40	a	7	13	1 ^d	x(10)	100
Czech Republic	0	c	a	7	a	72 ^d	x(6)	0	5	16	0	100
Denmark	x(2)	4 ^d	a	16	a	43	0	4	19	11	1	100
Estonia	0	0	a	8	a	45	8	7	10	20	1	100
Finland	x(2)	4	a	9	a	44	1	12	15	13	1	100
France ¹	1	8	a	16	a	43	0	14	9	8	1	100
Germany	x(2)	3 ^d	a	10	a	49	11	1	14	11	1	100
Greece	1	17	0	13	0	32	9	2	23	2	1	100
Hungary	0	1	a	16	a	51	8	1	13	9	1	100
Iceland	x(2)	1 ^d	a	26	a	33	4	4	20	12	1	100
Ireland	0	8	a	13	a	24	14	12	21	8	1	100
Israel	2	5	a	7	a	37	a	14	22	11	1	100
Italy	1	7	a	33	a	42	1	c	3	13	0	100
Japan	x(6)	x(6)	a	x(6)	a	52 ^d	x(6)	21 ^d	28 ^d	x(9)	x(9)	100
Korea	x(2)	6 ^d	a	9	a	40	m	13	31 ^d	x(9)	x(9)	100
Luxembourg	c	7	a	11	a	34	2	9	15	20	1	100
Mexico	15	19	3	25	5	15	a	1	18 ^d	x(9)	x(9)	100
Netherlands	1	6	a	16	a	41	0	2	20	12	1	100
New Zealand	x(2)	x(4)	a	26 ^d	a	22	16	5	26	4	1	100
Norway	0	0	a	17	a	38	2	12	19	10	1	100
Poland	0	9	a	0	a	60	3	0	6	21	1	100
Portugal	3	33	a	21	a	21	1	x(9)	5 ^d	17	1	100
Slovak Republic	0	0	1	7	0	69	1	0	3	16	1	100
Slovenia	0	1	a	13	a	57	a	7	6	13	2	100
Spain	3	10	a	30	a	22	0	11	9	14	1	100
Sweden	x(2)	3 ^d	a	13	2	36	7	10	15	12	1	100
Switzerland	0	2	a	10	a	48 ^d	x(6)	x(9, 10, 11)	20 ^d	17 ^d	3 ^d	100
Turkey	5	46	a	13	a	19	a	5	10	1	0	100
United Kingdom	0	1	a	20	18	19	a	11	22	8	1	100
United States	1	3	a	7	a	45 ^d	x(6)	11	22	10	2	100
OECD average	2	7	m	15	m	39	5	8	16	11	1	100
EU21 average	1	6	m	14	m	42	4	6	12	13	1	100
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ¹	x(4)	x(4)	a	54 ^d	a	33 ^d	x(6)	x(9)	14 ^d	x(9)	x(9)	100
China ²	3	25	a	47	a	15 ^d	x(6)	6	3	0 ^d	x(10)	100
Colombia	x(4)	x(4)	a	48 ^d	a	30 ^d	x(6)	x(9)	22 ^d	x(9)	x(9)	100
Costa Rica	2	37	8	7	2	16	5	1	15	2 ^d	x(10)	100
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	22	31	a	17	a	23	a	x(9)	8 ^d	x(9)	x(9)	100
Latvia	c	0	a	10	a	51	8	2	17	10	0	100
Lithuania	c	c	a	6	2	34	21	x(9)	22 ^d	14	c	100
Russian Federation ¹	x(4)	x(4)	a	5 ^d	a	40 ^d	x(6)	x(9)	54 ^d	x(9)	x(9)	100
Saudi Arabia ¹	16	15	a	18	a	24	5	x(9)	22 ^d	x(9)	x(9)	100
South Africa ⁴	16	6	a	14	a	51	7	x(9)	7 ^d	x(9)	x(9)	100
G20 average	8	13	m	19	11	33	m	10	18	7	m	100

Note: In most countries, the data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Brazil, Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section.

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

2. China: Year of reference 2010.

3. Indonesia: Year of reference 2011.

4. South Africa: Year of reference 2012.

Source: OECD, China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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/10.1787/888933284736>

Table A1.2a. **Percentage of adults who have attained at least upper secondary education, by age group (2014)**

	25-64 year-olds	30-34 year-olds	25-34 year-olds	35-44 year-olds	45-54 year-olds	55-64 year-olds
	(1)	(2)	(3)	(4)	(5)	(6)
OECD						
Australia	77	86	87	82	71	65
Austria	84	90	90	86	83	75
Belgium	74	82	82	80	72	59
Canada	90	93	93	93	89	85
Chile ¹	61	77	80	66	53	42
Czech Republic	93	95	95	96	94	88
Denmark	80	84	82	84	80	72
Estonia	91	89	89	89	94	92
Finland	87	91	90	90	89	77
France ¹	75	85	85	81	72	61
Germany	87	87	87	87	87	86
Greece	68	80	82	75	65	50
Hungary	83	88	87	86	83	77
Iceland	73	75	74	78	73	68
Ireland	79	90	90	86	74	59
Israel	85	90	91	87	82	78
Italy	59	71	74	65	54	46
Japan	m	m	m	m	m	m
Korea	85	98	98	97	84	54
Luxembourg	82	85	87	86	79	73
Mexico	34	41	46	33	28	20
Netherlands	76	85	85	80	74	65
New Zealand	74	80	81	78	71	66
Norway	82	82	81	86	80	80
Poland	91	94	94	93	91	84
Portugal	43	63	65	52	34	23
Slovak Republic	91	93	92	94	92	84
Slovenia	86	94	94	91	84	75
Spain	57	67	66	65	53	39
Sweden	82	81	82	86	84	74
Switzerland	88	91	91	89	87	84
Turkey	36	46	50	35	25	21
United Kingdom ²	79	86	86	82	77	71
United States	90	89	90	89	89	90
OECD average	76	83	83	80	74	66
EU21 average	78	85	85	83	77	68
Partners						
Argentina	m	m	m	m	m	m
Brazil ¹	46	59	61	48	40	28
China ³	24	33	36	23	24	12
Colombia	52	65	67	53	42	33
Costa Rica	40	46	47	37	36	35
India	m	m	m	m	m	m
Indonesia ⁴	31	38	40	34	22	15
Latvia	90	85	86	88	95	90
Lithuania	91	87	88	88	96	91
Russian Federation ¹	95	94	95	95	96	92
Saudi Arabia ¹	51	60	65	49	40	28
South Africa ⁵	65	78	77	69	52	38
G20 average	64	72	73	66	60	51

Note: In most countries, the data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Brazil, Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section.

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

2. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

3. China: Year of reference 2010.

4. Indonesia: Year of reference 2011.

5. South Africa: Year of reference 2012.

Source: OECD. China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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/10.1787/888933284742>

Table A1.3a. **Percentage of adults who have attained tertiary education, by type of programme and age group (2014)**

		Short cycle tertiary			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			Total tertiary			
		25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds (in thousands)
		(1)	(3)	(6)	(7)	(9)	(12)	(13)	(15)	(18)	(19)	(21)	(24)	(25)	(27)	(30)	(31)
OECD	Australia	11	10	11	24	30	18	6	7	4	1	1	1	42	48	33	5 012
	Austria	15	17	13	2	5	0	11	15	7	1	1	1	30	38	21	1 405
	Belgium	0	0	c	20	23	15	16	20	10	1	1	0	37	44	26	2 191
	Canada	25	24	23	19	24	14	9 ^d	9 ^d	8 ^d	x(13)	x(15)	x(18)	54	58	45	10 293
	Chile ¹	7	9	4	13	18	9	1 ^d	1 ^d	1 ^d	x(13)	x(15)	x(18)	21	27	14	1 815
	Czech Republic	0	0	c	5	11	2	16	19	13	0	0	1	22	30	15	1 285
	Denmark	4	4	4	19	22	18	11	15	7	1	1	0 ^r	36	42	29	987
	Estonia	7	1	12	10	23	1	20	16	22	1	c	c	38	40	36	270
	Finland	12	0	17	15	26	7	13	14	9	1	0	1	42	40	34	1 186
	France	14	18	9	9	12	6	8	14	5	1	1	1	32	44	20	10 432
	Germany	1	0	1	14	14	14	11	13	10	1	1	1	27	28	25	11 956
	Greece	2	1	2	23	34	17	2	3	1	1	0	1	28	39	21	1 672
	Hungary	1	3	c	13	16	10	9	13	6	1	1	1	23	32	17	1 276
	Iceland	4	3	4	20	26	15	12	12	9	1	c	2	37	41	29	122
	Ireland	12	12	8	21	29	11	8	9	4	1	1	0	41	51	24	982
	Israel	14	11	16	22	27	16	11	7	13	1	0	2	49	46	47	1 830
	Italy	c	c	c	3	9	1	13	15	11	0	0	0	17	24	12	5 612
	Japan	m	m	m	x(25)	x(27)	x(30)	x(25)	x(27)	x(30)	x(25)	x(27)	x(30)	28	37	21	17 720
	Korea	13	23	3	31 ^d	45 ^d	14 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	45	68	17	13320
	Luxembourg	9	10	8	15	17	11	20	25	10	1	1	2	46	53	32	138
	Mexico	1	1	0	18 ^d	24 ^d	13 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	19	25	13	10 435
	Netherlands	2	2	2	20	26	16	12	16	8	1	0	1	34	44	27	3 034
	New Zealand	5	4	7	26	32	18	4	4	3	1	0	1	36	40	29	808
	Norway	12	14	9	19	22	16	10	12	6	1	0	1	42	49	32	1 129
	Poland	0	0	0	6	11	2	21	31	11	1	0	0	27	43	14	5665
	Portugal	a	a	a	5	10	3	17	21	9	1	c	0	22	31	13	1 236
	Slovak Republic	0	0 ^r	c	3	6	1	16	23	12	1	1	0	20	30	14	646
	Slovenia	7	6	7	6	12	2	13	18	8	2	2	1	29	38	18	340
	Spain	11	13	5	9	11	7	14	17	8	1	0	1	35	41	21	9 111
	Sweden	10	10	11	15	22	9	12	13	9	1	1	1	39	46	30	1 905
	Switzerland	x(7, 13, 19)	x(9, 15, 21)	x(12, 18, 24)	20 ^d	24 ^d	15 ^d	17 ^d	19 ^d	13 ^d	3 ^d	2 ^d	3 ^d	40	46	31	1 820
	Turkey	5	7	4	10	15	5	1	2	1	0	0	0	17	25	10	5 984
	United Kingdom	11	8	11	22	31	16	8	10	7	1	1	1	42	49	35	14 090
United States	11	10	11	22	25	18	10	9	11	2	1	2	44	46	41	72 873	
OECD average	8	7	8	15	21	10	11	14	8	1	1	1	33	41	25	6 429	
EU21 average	6	6	7	12	18	8	13	16	9	1	1	1	32	39	23	3 591	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ²	x(7)	x(9)	x(12)	14 ^d	15 ^d	11 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	14	15	11	14 422
	China ³	6	x(27)	x(30)	3	x(27)	x(30)	0 ^d	x(27)	x(30)	x(13)	x(27)	x(30)	10	18	4	74 086
	Colombia	x(7)	x(9)	x(12)	22 ^d	28 ^d	16 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	22	28	16	4 683
	Costa Rica	1	1	1	15	18	12	2 ^d	1 ^d	3 ^d	x(13)	x(15)	x(18)	18	20	16	441
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia ⁴	x(7)	x(9)	x(12)	8 ^d	10 ^d	4 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	8	10	4	10 067
	Latvia	2	5	1 ^r	17	23	12	10	11	10	0	c	c	30	39	23	327
	Lithuania	x(7)	x(9)	x(12)	22 ^d	38 ^d	12 ^d	14	14	15	c	c	c	37	53	28	578
	Russian Federation ¹	x(7)	x(9)	x(12)	54 ^d	58 ^d	50 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	54	58	50	45 262
	Saudi Arabia ¹	x(7)	x(9)	x(12)	22 ^d	26 ^d	14 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	22	26	14	3 291
	South Africa ⁵	x(7)	x(9)	x(12)	7 ^d	5 ^d	7 ^d	x(7)	x(9)	x(12)	x(7)	x(9)	x(12)	7	5	7	1 572
	G20 average	10	m	m	18	m	m	7	m	m	m	m	m	28	34	21	19 202

Notes: In most countries, the data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Brazil, Indonesia, the Russian Federation, Saudi Arabia and South Africa. See the description of the levels of education in the *Definitions* section. Columns showing data for other age groups are available for consultation on line (see *StatLink* below).

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

2. Japan: Data for tertiary education exclude short-cycle tertiary education.

3. China: Year of reference 2010.

4. Indonesia: Year of reference 2011.

5. South Africa: Year of reference 2012.

Source: OECD. China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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/10.1787/888933284758>

Table A1.4a. [1/3] Trends in educational attainment, by age group (2000, 2005, 2010 and 2014)

		Below upper secondary											
		25-64 year-olds				25-34 year-olds				55-64 year-olds			
		2000	2005	2010	2014	2000	2005	2010	2014	2000	2005	2010	2014
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia	41 ^b	35 ^b	27 ^b	23	32 ^b	21 ^b	15 ^b	13	54 ^b	50 ^b	42 ^b	35
	Austria	m	23	18	16	m	14 ^b	12	10	m	36	27	25
	Belgium	41 ^b	34 ^b	30 ^b	26	25 ^b	19 ^b	18 ^b	18	62 ^b	52 ^b	46 ^b	41
	Canada	19	15	12	10	12	9	8	7	36	25	18	15
	Chile ¹	m	m	29 ^b	39	m	m	13 ^b	20	m	m	47 ^b	58
	Czech Republic	14 ^b	10 ^b	8 ^b	7	8 ^b	6 ^b	6 ^b	5	24 ^b	17 ^b	14 ^b	12
	Denmark	20 ^b	19 ^b	24 ^b	20	13 ^b	13 ^b	20 ^b	18	31 ^b	25 ^b	32 ^b	28
	Estonia	15	11	11	9	9	13	13	11	33	20	15	8
	Finland	27 ^b	21 ^b	17 ^b	13	14 ^b	11 ^b	9 ^b	10	50 ^b	39 ^b	30 ^b	23
	France ¹	38 ^b	33 ^b	29 ^b	25	24 ^b	19 ^b	16 ^b	15	56 ^b	49 ^b	44 ^b	39
	Germany	18 ^b	17 ^b	14 ^b	13	15 ^b	16 ^b	14 ^b	13	26 ^b	21 ^b	17 ^b	14
	Greece	51 ^b	43 ^b	35 ^b	32	31 ^b	26 ^b	21 ^b	18	75 ^b	68 ^b	56 ^b	50
	Hungary	31 ^b	24 ^b	19 ^b	17	19 ^b	15 ^b	14 ^b	13	60 ^b	39 ^b	26 ^b	23
	Iceland	m	32	29	27	m	29 ^b	26	26	m	42	38	32
	Ireland	43 ^b	35 ^b	27 ^b	21	27 ^b	19 ^b	14 ^b	10	64 ^b	60 ^b	50 ^b	41
	Israel	m	21 ^b	18 ^b	15	m	15 ^b	12 ^b	9	m	32 ^b	26 ^b	22
	Italy	58 ^b	50 ^b	45 ^b	41	44 ^b	34 ^b	29 ^b	26	79 ^b	70 ^b	62 ^b	54
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	32	24	20	15	7	3	2	2	71 ^b	65	57	46
	Luxembourg	39 ^b	34 ^b	22 ^b	18	32 ^b	23 ^b	16 ^b	13	51 ^b	45 ^b	31 ^b	27
	Mexico	71 ^b	68 ^b	65 ^b	66	63 ^b	62 ^b	57 ^b	54	87 ^b	84 ^b	78 ^b	80
	Netherlands	35 ^b	28 ^b	27 ^b	24	26 ^b	19 ^b	17 ^b	15	49 ^b	41 ^b	39 ^b	35
	New Zealand	37 ^b	32 ^b	27 ^b	26	31 ^b	24 ^b	21 ^b	19	49 ^b	44 ^b	38 ^b	34
	Norway	15	23	19	18	7	17	17	19	30	27	21	20
	Poland	20 ^b	15 ^b	11 ^b	9	11 ^b	8 ^b	6 ^b	6	43 ^b	30 ^b	21 ^b	16
	Portugal	81 ^b	74 ^b	68 ^b	57	68 ^b	57 ^b	48 ^b	35	92 ^b	87 ^b	84 ^b	77
	Slovak Republic	16 ^b	12 ^b	9 ^b	9	6 ^b	7 ^b	6 ^b	8	38 ^b	23 ^b	17 ^b	16
	Slovenia	25 ^b	20 ^b	17 ^b	14	15 ^b	9 ^b	7 ^b	6	39 ^b	31 ^b	28 ^b	25
	Spain	62 ^b	51 ^b	47 ^b	43	45 ^b	35 ^b	34 ^b	34	85 ^b	74 ^b	68 ^b	61
	Sweden	22 ^b	16 ^b	14 ^b	18	13 ^b	9 ^b	9 ^b	18	37 ^b	28 ^b	23 ^b	26
	Switzerland	16 ^b	15 ^b	14 ^b	12	10 ^b	10 ^b	11 ^b	9	26 ^b	21 ^b	19 ^b	16
	Turkey	77	72	69	64	72	63	58	50	87	84	81	79
	United Kingdom ²	37 ^b	33 ^b	25 ^b	21	33 ^b	27 ^b	17 ^b	14	45 ^b	40 ^b	35 ^b	29
	United States	13	12	11	10	12	13	12	10	18	14	10	10
OECD average		35 ^b	30 ^b	26 ^b	24	25 ^b	21 ^b	18 ^b	17	52 ^b	43 ^b	38 ^b	34
EU21 average		35 ^b	29 ^b	25 ^b	22	24 ^b	19 ^b	17 ^b	15	52 ^b	43 ^b	36 ^b	32
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ^{1, 3}	m	m	59	54	m	m	47	39	m	m	75	72
	China	95	m	76	m	94	m	64	m	97	m	88	m
	Colombia	m	m	m	48	m	m	m	33	m	m	m	67
	Costa Rica	m	m	61	58	m	m	53	50	m	m	69	63
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia ⁴	m	m	74	69	m	m	63	60	m	m	92	85
	Latvia	17	15	12	10	11	19	17	14	34	26	15	10
	Lithuania	16 ^b	12 ^b	8 ^b	9	8 ^b	13 ^b	12 ^b	12	45 ^b	29 ^b	13 ^b	9
	Russian Federation ¹	m	m	m	5	m	m	m	5	m	m	m	8
	Saudi Arabia ^{1, 5}	c	64	m	49	c	56	m	35	c	85	m	72
	South Africa ⁶	m	42	m	35	m	28	m	23	m	66	m	62
G20 average		45 ^b	m	40 ^b	m	37 ^b	m	31 ^b	m	60 ^b	m	54 ^b	m

Note: In most countries, there is a break in the series, represented by the code "b", as data for the latest year refer to ISCED 2011 while data for previous years refer to ISCED-97. For China and Korea data refer to ISCED-97 for all years. See the description of the levels of education in the *Definitions* section.

1. Brazil, Chile, France, the Russian Federation, Saudi Arabia: Data for year 2014 refer to year 2013.

2. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

3. Brazil: Data for year 2010 refer to year 2009.

4. Indonesia: Data for year 2014 refer to year 2011, data for 2010 refer to year 2006.

5. Saudi Arabia: Data for year 2005 refer to year 2004.

6. South Africa: Data for year 2014 refer to year 2012.

Source: OECD, China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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/10.1787/888933284763>

Table A1.4a. [2/3] Trends in educational attainment, by age group (2000, 2005, 2010 and 2014)

	Upper secondary or post-secondary non-tertiary											
	25-64 year-olds				25-34 year-olds				55-64 year-olds			
	2000	2005	2010	2014	2000	2005	2010	2014	2000	2005	2010	2014
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
OECD												
Australia	31 ^b	33 ^b	36 ^b	35	37 ^b	41 ^b	40 ^b	39	27 ^b	26 ^b	29 ^b	32
Austria	m	52	55	54	m	55	54	52	m	47	52	54
Belgium	31 ^b	35 ^b	36 ^b	37	39 ^b	40 ^b	38 ^b	38	22 ^b	26 ^b	29 ^b	32
Canada	41	39	38	36	40	37	36	35	36	39	40	40
Chile ¹	m	m	45 ^b	40	m	m	48 ^b	53	m	m	34 ^b	27
Czech Republic	75 ^b	77 ^b	75 ^b	72	81 ^b	80 ^b	72 ^b	65	67 ^b	73 ^b	75 ^b	72
Denmark	54 ^b	47 ^b	42 ^b	44	58 ^b	48 ^b	42 ^b	40	51 ^b	48 ^b	41 ^b	43
Estonia	56	56	54	54	60	55	49	49	39	51	54	57
Finland	41 ^b	44 ^b	45 ^b	45	48 ^b	52 ^b	52 ^b	50	27 ^b	34 ^b	40 ^b	43
France ¹	41 ^b	41 ^b	42 ^b	43	45 ^b	42 ^b	41 ^b	41	31 ^b	35 ^b	37 ^b	41
Germany	58 ^b	59 ^b	59 ^b	60	63 ^b	62 ^b	60 ^b	59	54 ^b	56 ^b	58 ^b	60
Greece	32 ^b	36 ^b	41 ^b	40	45 ^b	49 ^b	48 ^b	43	17 ^b	20 ^b	27 ^b	29
Hungary	55 ^b	59 ^b	61 ^b	60	67 ^b	65 ^b	60 ^b	55	28 ^b	46 ^b	58 ^b	60
Iceland	m	39	38	36	m	36	37	33	m	38	40	39
Ireland	36 ^b	35 ^b	35 ^b	38	43 ^b	40 ^b	37 ^b	39	22 ^b	23 ^b	29 ^b	35
Israel	m	36 ^b	37 ^b	37	m	43 ^b	44 ^b	45	m	26 ^b	29 ^b	31
Italy	33 ^b	38 ^b	40 ^b	42	46 ^b	50 ^b	50 ^b	50	15 ^b	22 ^b	28 ^b	34
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	44	44	41	40	56	46	33	31	20	25	30	37
Luxembourg	43 ^b	39 ^b	42 ^b	36	45 ^b	40 ^b	40 ^b	34	36 ^b	37 ^b	44 ^b	41
Mexico	14 ^b	17 ^b	18 ^b	15	20 ^b	20 ^b	21 ^b	21	6 ^b	8 ^b	10 ^b	7
Netherlands	41 ^b	42	41 ^b	41	48 ^b	46 ^b	42 ^b	41	34 ^b	35	35 ^b	38
New Zealand	m	m	m	38	m	m	m	41	m	m	m	37
Norway	57	45	43	40	59	43	36	32	50	49	51	49
Poland	69 ^b	68 ^b	66 ^b	64	75 ^b	66 ^b	57 ^b	52	47 ^b	58 ^b	66 ^b	70
Portugal	11 ^b	14 ^b	16 ^b	22	19 ^b	24 ^b	27 ^b	33	3 ^b	5 ^b	7 ^b	10
Slovak Republic	73 ^b	74 ^b	74 ^b	70	82 ^b	77 ^b	70 ^b	63	54 ^b	65 ^b	71 ^b	71
Slovenia	59 ^b	60 ^b	60 ^b	57	66 ^b	67 ^b	62 ^b	56	49 ^b	53 ^b	56 ^b	57
Spain	16 ^b	21 ^b	22 ^b	22	21 ^b	24 ^b	25 ^b	24	6 ^b	11 ^b	14 ^b	17
Sweden	47 ^b	54 ^b	52 ^b	43	54 ^b	53 ^b	49 ^b	36	40 ^b	47 ^b	50 ^b	44
Switzerland	60 ^b	56 ^b	51 ^b	48	64 ^b	59 ^b	49 ^b	45	55 ^b	57 ^b	53 ^b	53
Turkey	15	18	18	19	19	24	25	25	7	8	9	11
United Kingdom ²	37 ^b	37 ^b	37 ^b	37	38 ^b	38 ^b	37 ^b	37	37 ^b	36 ^b	35 ^b	36
United States	51	49	47	45	50	47	46	44	52	49	49	49
OECD average	44 ^b	44 ^b	44 ^b	43	50 ^b	47 ^b	45 ^b	42	33 ^b	37 ^b	40 ^b	41
EU21 average	45 ^b	47 ^b	47 ^b	47	52 ^b	51 ^b	48 ^b	45	34 ^b	39 ^b	43 ^b	45
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ^{1, 3}	m	m	30	33	m	m	41	45	m	m	16	18
China	5	m	15	m	6	m	18	m	3	m	8	m
Colombia	m	m	m	30	m	m	m	40	m	m	m	17
Costa Rica	m	m	21	22	m	m	27	27	m	m	15	19
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ⁴	m	m	19	23	m	m	29	30	m	m	6	10
Latvia	65	64	62	59	72	59	49	47	51	54	63	67
Lithuania	42 ^b	61 ^b	59 ^b	55	52 ^b	50 ^b	42 ^b	36	21 ^b	52 ^b	64 ^b	64
Russian Federation ¹	m	m	m	40	m	m	m	37	m	m	m	43
Saudi Arabia ^{1, 5}	c	20	m	29	c	26	m	39	c	8	m	14
South Africa ⁶	m	52	m	58	m	67	m	72	m	28	m	31
G20 average	34 ^b	m	34 ^b	m	38 ^b	m	37 ^b	m	26 ^b	m	27 ^b	m

Note: In most countries, there is a break in the series, represented by the code "b", as data for the latest year refer to ISCED 2011 while data for previous years refer to ISCED-97. For China and Korea data refer to ISCED-97 for all years. See the description of the levels of education in the *Definitions* section.

1. Brazil, Chile, France, the Russian Federation, Saudi Arabia: Data for year 2014 refer to year 2013.

2. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate or upper secondary programmes (18% of the adults are under this group).

3. Brazil: Data for year 2010 refer to year 2009.

4. Indonesia: Data for year 2014 refer to year 2011, data for 2010 refer to year 2006.

5. Saudi Arabia: Data for year 2005 refer to year 2004.

6. South Africa: Data for year 2014 refer to year 2012.

Source: OECD. China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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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Table A1.4a. [3/3] Trends in educational attainment, by age group (2000, 2005, 2010 and 2014)

		Tertiary											
		25-64 year-olds				25-34 year-olds				55-64 year-olds			
		2000	2005	2010	2014	2000	2005	2010	2014	2000	2005	2010	2014
		(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)
OECD	Australia	27 ^b	32 ^b	38 ^b	42	31 ^b	38 ^b	44 ^b	48	19 ^b	24 ^b	30 ^b	33
	Austria	m	25	28	30	m	31	34	38	m	18	20	21
	Belgium	27 ^b	31 ^b	35 ^b	37	36 ^b	41 ^b	44 ^b	44	17 ^b	22 ^b	26 ^b	26
	Canada	40	46	50	54	48	54	56	58	28	36	42	45
	Chile ¹	m	m	27 ^b	21	m	m	38 ^b	27	m	m	19 ^b	14
	Czech Republic	11 ^b	13 ^b	17 ^b	22	11 ^b	14 ^b	23 ^b	30	9 ^b	11 ^b	12 ^b	15
	Denmark	26 ^b	34 ^b	33 ^b	36	29 ^b	40 ^b	38 ^b	42	18 ^b	27 ^b	28 ^b	29
	Estonia	29	33	35	38	31	33	38	40	27	29	31	36
	Finland	33 ^b	35 ^b	38 ^b	42	39 ^b	38 ^b	39 ^b	40	23 ^b	27 ^b	30 ^b	34
	France ¹	22 ^b	25 ^b	29 ^b	32	31 ^b	40 ^b	43 ^b	44	13 ^b	16 ^b	18 ^b	20
	Germany	23 ^b	25 ^b	27 ^b	27	22 ^b	22 ^b	26 ^b	28	20 ^b	23 ^b	25 ^b	25w
	Greece	18 ^b	21 ^b	25 ^b	28	24 ^b	26 ^b	31 ^b	39	8 ^b	12 ^b	17 ^b	21
	Hungary	14 ^b	17 ^b	20 ^b	23	15 ^b	20 ^b	26 ^b	32	12 ^b	15 ^b	16 ^b	17
	Iceland	m	29	33	37	m	35	36	41	m	20	23	29
	Ireland	22 ^b	29 ^b	38 ^b	41	30 ^b	41 ^b	48 ^b	51	13 ^b	17 ^b	22 ^b	24
	Israel	m	43 ^b	46 ^b	49	m	43 ^b	44 ^b	46	m	42 ^b	45 ^b	47
	Italy	9 ^b	12 ^b	15 ^b	17	10 ^b	16 ^b	21 ^b	24	6 ^b	8 ^b	11 ^b	12
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	24	32	40	45	37	51	65	68	9	10	13	17
	Luxembourg	18 ^b	27 ^b	35 ^b	46	23 ^b	37 ^b	44 ^b	53	13 ^b	19 ^b	25 ^b	32
	Mexico	15 ^b	15 ^b	17 ^b	19	17 ^b	18 ^b	21 ^b	25	7 ^b	8 ^b	12 ^b	13
	Netherlands	23 ^b	30 ^b	32 ^b	34	27 ^b	35 ^b	41 ^b	44	18 ^b	24 ^b	26 ^b	27
	New Zealand	m	m	m	36	m	m	m	40	m	m	m	29
	Norway	28	33	37	42	35	41	47	49	20	24	27	32
	Poland	11 ^b	17 ^b	22 ^b	27	14 ^b	26 ^b	37 ^b	43	10 ^b	13 ^b	13 ^b	14
	Portugal	9 ^b	13 ^b	15 ^b	22	13 ^b	19 ^b	25 ^b	31	5 ^b	7 ^b	9 ^b	13
	Slovak Republic	10 ^b	14 ^b	17 ^b	20	11 ^b	16 ^b	24 ^b	30	8 ^b	12 ^b	13 ^b	14
	Slovenia	16 ^b	20 ^b	24 ^b	29	19 ^b	25 ^b	31 ^b	38	12 ^b	16 ^b	16 ^b	18
	Spain	23 ^b	29 ^b	31 ^b	35	34 ^b	41 ^b	40 ^b	41	10 ^b	14 ^b	18 ^b	21
	Sweden	30 ^b	30 ^b	34 ^b	39	34 ^b	37 ^b	42 ^b	46	23 ^b	25 ^b	27 ^b	30
	Switzerland	24 ^b	29 ^b	35 ^b	40	26 ^b	31 ^b	40 ^b	46	18 ^b	22 ^b	28 ^b	31
	Turkey	8	10	13	17	9	13	17	25	6	8	9	10
	United Kingdom ²	26 ^b	30 ^b	38 ^b	42	29 ^b	35 ^b	46 ^b	49	19 ^b	24 ^b	30 ^b	35
	United States	36	39	42	44	38	39	42	46	30	37	41	41
OECD average		22 ^b	26 ^b	30 ^b	34	26 ^b	32 ^b	37 ^b	41	15 ^b	20 ^b	22 ^b	25
EU21 average		20 ^b	24 ^b	28 ^b	32	24 ^b	30 ^b	35 ^b	39	14 ^b	18 ^b	21 ^b	23
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ^{1, 3}	m	m	11	14	m	m	12	15	m	m	9	11
	China	x(13)	m	10	m	x(17)	m	18	m	x(21)	m	4	m
	Colombia	m	m	m	22	m	m	m	28	m	m	m	16
	Costa Rica	m	m	15	18	m	m	17	20	m	m	14	16
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia ⁴	m	m	7	8	m	m	9	10	m	m	2	4
	Latvia	18	21	27	30	17	22	34	39	15	19	22	23
	Lithuania	42 ^b	27 ^b	32 ^b	37	40 ^b	37 ^b	46 ^b	53	34 ^b	19 ^b	23 ^b	28
	Russian Federation ¹	m	m	m	54	m	m	m	58	m	m	m	50
	Saudi Arabia ^{1, 5}	c	16	m	22	c	19	m	26	c	7	m	14
	South Africa ⁶	m	5	m	7	m	4	m	5	m	6	m	7
G20 average		m	m	26 ^b	m	m	m	32 ^b	m	m	m	19 ^b	m

Note: In most countries, there is a break in the series, represented by the code “b”, as data for the latest year refer to ISCED 2011 while data for previous years refer to ISCED-97. For China and Korea data refer to ISCED-97 for all years. See the description of the levels of education in the *Definitions* section.

1. Brazil, Chile, France, the Russian Federation, Saudi Arabia: Data for year 2014 refer to year 2013.

2. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

3. Brazil: Data for year 2010 refer to year 2009.

4. Indonesia: Data for year 2014 refer to year 2011, data for 2010 refer to year 2006.

5. Saudi Arabia: Data for year 2005 refer to year 2004.

6. South Africa: Data for year 2014 refer to year 2012.

Source: OECD. China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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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Table A1.5a. Adults whose highest level of education is upper secondary or post-secondary non-tertiary education, by programme orientation and gender (2014)
25-64 year-olds

	Upper secondary or post-secondary non-tertiary								
	Vocational			General			Vocational and general		
	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	20	26	15	15	14	16	35	40	30
Austria	48	51	45	6	6	6	54	57	51
Belgium	26	29	24	10	9	11	37	39	35
Canada	11	15	7	25	26	25	36	41	32
Chile ¹	9	9	8	32	32	32	40	41	40
Czech Republic	37	43	30	35	31	39	72	74	69
Denmark	14	14	14	1	1	1	44	47	40
Estonia	33	x(1)	x(1)	21	x(4)	x(4)	54	60	47
Finland	16	16	17	3	4	3	45	49	41
France ¹	32	36	27	11	10	13	43	46	40
Germany	57	55	59	3	3	3	60	58	61
Greece	13	14	12	27	25	29	40	39	41
Hungary	51	56	47	8	9	8	60	65	55
Iceland	25	34	15	12	9	14	36	43	29
Ireland	7	6	7	7	8	7	38	38	37
Israel	8	10	6	28	30	27	37	41	33
Italy	32	37	28	10	6	13	42	43	42
Japan	m	m	m	m	m	m	m	m	m
Korea	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	40	40	41
Luxembourg	8	9	8	1	1	1 ^r	36	36	36
Mexico	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	15	17	14
Netherlands	35	36	34	6	6	6	41	42	41
New Zealand	26	31	21	13	12	14	38	43	35
Norway	29	33	25	11	11	11	40	44	36
Poland	55	62	49	8	6	10	64	68	59
Portugal	6	6	5	16	16	16	22	22	22
Slovak Republic	67	71	62	4	3	5	70	74	67
Slovenia	13	16	10	0 ^r	c	0 ^r	57	64	50
Spain	9	8	9	13	14	13	22	22	22
Sweden	26	32	21	16	16	16	43	48	37
Switzerland	39	37	41	8	6	10	48	44	52
Turkey	9	10	6	10	11	9	19	22	16
United Kingdom ²	21	24	19	16	16	16	37	39	35
United States	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	45	47	44
OECD average	26	28	23	13	12	13	43	45	40
EU21 average	29	31	26	11	10	11	47	49	44
Partners									
Argentina	m	m	m	m	m	m	m	m	m
Brazil ¹	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	33	32	34
China ³	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	15	17	13
Colombia	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	30	30	29
Costa Rica	3	2	3	19	19	19	22	21	22
India	m	m	m	m	m	m	m	m	m
Indonesia ⁴	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	23	26	19
Latvia	6	7	5	7	8	6	59	64	55
Lithuania	4	5	3	4	4	3	55	58	51
Russian Federation ¹	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	40	47	35
Saudi Arabia ¹	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	29	31	26
South Africa ⁵	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	58	59	58
G20 average	m	m	m	m	m	m	36	38	34

Notes: In most countries, data refer to ISCED 2011. The countries with data that refer to ISCED-97 are: Brazil, Indonesia, the Russian Federation, Saudi Arabia, South Africa. See the description of the levels of education in the *Definitions* section. Denmark, Finland, Ireland, Latvia, Lithuania, Luxembourg, Slovenia: Data for the breakdown by programme orientation cover only 15-34 year-olds and 35-64 year-olds if those individuals have completed their highest level of education 15 years, at most, before the data of the interview; the category "Vocational and General" covers all adults.

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

2. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

3. China: Year of reference 2010.

4. Indonesia: Year of reference 2011.

5. South Africa: Year of reference 2012.

Sources: OECD. China, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Colombia, Costa Rica: OECD Education Database. Latvia, Lithuania: Eurostat. 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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Table A1.6a. [1/2] **Skills and readiness to use information and communication technologies for problem solving among 25-64 year-olds, by educational attainment (2012)**

		Below upper secondary										Upper secondary or post-secondary non-tertiary									
		Group 0 (No computer experience)		Group 1 (Refused the computer-based assessment)		Group 2 (Failed ICT core test or minimal problem-solving skills)		Group 3 (Moderate ICT and problem-solving skills)		Group 4 (Good ICT and problem-solving skills)		Group 0 (No computer experience)		Group 1 (Refused the computer-based assessment)		Group 2 (Failed ICT core test or minimal problem-solving skills)		Group 3 (Moderate ICT and problem-solving skills)		Group 4 (Good ICT and problem-solving skills)	
		%	S.E.	%	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)	(19)	(20)
OECD	National entities																				
	Australia	12	(1.1)	25	(1.6)	21	(1.5)	28	(1.7)	15	(1.3)	4	(0.5)	16	(1.1)	14	(1.2)	34	(1.5)	33	(1.6)
	Austria	33	(1.9)	20	(1.7)	22	(1.8)	17	(1.9)	7	(1.3)	8	(0.5)	12	(0.7)	15	(0.9)	35	(1.4)	30	(1.1)
	Canada	25	(1.2)	16	(1.3)	37	(1.6)	18	(1.7)	5	(0.9)	5	(0.4)	9	(0.6)	26	(1.0)	33	(1.2)	26	(1.0)
	Czech Republic	39	(4.0)	22	(2.9)	15	(2.5)	16	(3.3)	8	(2.1)	10	(0.7)	15	(1.2)	19	(1.4)	31	(1.6)	24	(1.4)
	Denmark	10	(1.0)	17	(1.3)	35	(1.9)	26	(1.9)	13	(1.6)	2	(0.3)	7	(0.5)	24	(1.2)	37	(1.3)	30	(1.3)
	Estonia	32	(1.5)	19	(1.3)	25	(1.8)	19	(1.8)	6	(1.0)	14	(0.7)	22	(0.7)	21	(0.9)	27	(0.9)	16	(0.9)
	Finland	18	(1.8)	23	(1.8)	29	(2.0)	22	(2.3)	9	(1.5)	3	(0.4)	15	(0.8)	22	(1.2)	31	(1.2)	29	(1.2)
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Germany	29	(2.8)	13	(2.0)	31	(3.3)	20	(2.7)	7	(1.7)	10	(0.8)	8	(0.7)	23	(1.2)	34	(1.3)	26	(1.0)
	Ireland	34	(1.5)	29	(1.5)	24	(1.7)	11	(1.2)	1	(0.5)	6	(0.5)	22	(1.3)	20	(1.6)	34	(1.5)	18	(1.3)
	Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Japan	44	(2.6)	20	(2.0)	18	(2.1)	10	(2.0)	8	(1.6)	12	(0.8)	21	(1.4)	23	(1.4)	20	(1.3)	24	(1.2)
	Korea	62	(1.7)	11	(1.0)	20	(1.5)	6	(1.1)	1	(0.5)	14	(0.8)	8	(0.7)	29	(1.4)	34	(1.5)	15	(1.2)
	Netherlands	11	(0.9)	10	(0.9)	33	(1.7)	34	(1.8)	13	(1.2)	1	(0.3)	4	(0.6)	17	(1.1)	40	(1.6)	38	(1.6)
	Norway	6	(0.9)	17	(1.4)	30	(2.0)	32	(2.0)	15	(1.7)	1	(0.3)	8	(0.7)	21	(1.4)	38	(1.7)	32	(1.2)
	Poland	65	(2.4)	17	(1.9)	11	(1.7)	5	(1.4)	2	(1.0)	26	(0.9)	31	(1.0)	21	(1.1)	14	(0.9)	7	(0.8)
	Slovak Republic	72	(1.9)	10	(1.3)	8	(1.4)	8	(1.4)	2	(0.7)	22	(0.8)	16	(0.7)	13	(0.8)	30	(1.2)	19	(1.2)
	Spain	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Sweden	6	(1.1)	15	(1.7)	42	(2.6)	27	(2.6)	10	(1.7)	1	(0.3)	6	(0.6)	18	(1.1)	37	(1.3)	38	(1.4)
	United States	36	(2.7)	17	(2.1)	32	(2.4)	13	(2.1)	3	(0.9)	5	(0.4)	9	(1.1)	29	(1.6)	36	(1.7)	21	(1.5)
	Sub-national entities																				
	Flanders (Belgium)	29	(1.6)	10	(1.1)	35	(1.9)	20	(1.9)	5	(1.2)	8	(0.6)	6	(0.5)	26	(1.1)	36	(1.2)	23	(1.3)
	England (UK)	13	(1.2)	9	(1.1)	38	(2.0)	30	(2.0)	10	(1.2)	3	(0.5)	5	(0.8)	24	(1.7)	37	(2.0)	30	(1.7)
	Northern Ireland (UK)	28	(1.8)	6	(0.8)	36	(2.7)	25	(2.5)	6	(1.1)	7	(0.9)	2	(0.5)	27	(2.2)	40	(2.3)	24	(2.1)
	England/N. Ireland (UK)	13	(1.1)	9	(1.0)	38	(1.9)	30	(1.9)	10	(1.1)	3	(0.5)	5	(0.7)	24	(1.6)	37	(1.9)	30	(1.6)
	OECD average	30	(0.4)	17	(0.4)	27	(0.5)	19	(0.5)	7	(0.3)	8	(0.1)	13	(0.2)	21	(0.3)	32	(0.3)	25	(0.3)
Partners	Russian Federation*	45	(7.5)	c	c	22	(5.5)	18	(4.8)	13	(3.3)	39	(3.2)	13	(1.8)	15	(2.6)	17	(1.9)	16	(3.1)

Notes: Data on educational attainment are based on ISCED-97. Columns showing data for total population not broken down by level of education are available for consultation on line (see *StatLink* below).

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

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

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


StatLink  <http://dx.doi.org/10.1787/888933284780>

Table A1.6a. [2/2] **Skills and readiness to use information and communication technologies for problem solving among 25-64 year-olds, by educational attainment (2012)**


	Tertiary									
	Group 0 (No computer experience)		Group 1 (Refused the computer-based assessment)		Group 2 (Failed ICT core test or minimal problem-solving skills)		Group 3 (Moderate ICT and problem-solving skills)		Group 4 (Good ICT and problem-solving skills)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
OECD										
National entities										
Australia	1	(0.2)	7	(0.7)	10	(0.9)	26	(1.2)	56	(1.4)
Austria	1	(0.4)	7	(0.8)	9	(1.2)	33	(2.0)	50	(2.2)
Canada	1	(0.1)	4	(0.3)	17	(0.7)	31	(1.0)	47	(1.0)
Czech Republic	0	(0.2)	6	(1.4)	7	(1.4)	27	(3.5)	60	(3.2)
Denmark	c	c	3	(0.3)	11	(0.6)	31	(1.1)	55	(1.2)
Estonia	3	(0.3)	14	(0.8)	15	(0.9)	33	(1.0)	35	(1.3)
Finland	c	c	4	(0.4)	10	(0.7)	29	(1.1)	57	(1.1)
France	m	m	m	m	m	m	m	m	m	m
Germany	2	(0.5)	4	(0.5)	11	(1.1)	29	(1.5)	53	(1.6)
Ireland	1	(0.2)	9	(0.6)	11	(1.0)	35	(1.6)	45	(1.5)
Italy	m	m	m	m	m	m	m	m	m	m
Japan	3	(0.4)	12	(0.9)	15	(1.1)	22	(1.2)	49	(1.3)
Korea	1	(0.2)	2	(0.3)	14	(1.0)	39	(1.6)	44	(1.6)
Netherlands	0	(0.2)	2	(0.4)	7	(0.9)	27	(1.4)	64	(1.6)
Norway	c	c	2	(0.4)	10	(0.8)	28	(1.5)	59	(1.6)
Poland	1	(0.3)	19	(1.2)	16	(1.2)	27	(1.8)	37	(1.9)
Slovak Republic	1	(0.3)	9	(1.1)	9	(1.2)	33	(2.2)	48	(2.4)
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	c	c	3	(0.4)	9	(0.8)	26	(1.5)	62	(1.3)
United States	1	(0.2)	2	(0.3)	11	(1.2)	35	(1.6)	51	(1.8)
Sub-national entities										
Flanders (Belgium)	1	(0.2)	3	(0.4)	10	(0.9)	32	(1.3)	55	(1.4)
England (UK)	1	(0.3)	3	(0.5)	11	(1.1)	32	(1.6)	53	(1.7)
Northern Ireland (UK)	1	(0.4)	1	(0.2)	12	(1.8)	38	(1.9)	48	(2.4)
England/N. Ireland (UK)	1	(0.3)	3	(0.5)	12	(1.0)	32	(1.6)	53	(1.6)
OECD average	1	(0.1)	6	(0.2)	11	(0.2)	30	(0.4)	52	(0.4)
Partners										
Russian Federation*	12	(1.5)	15	(2.4)	18	(2.4)	27	(1.7)	27	(2.5)

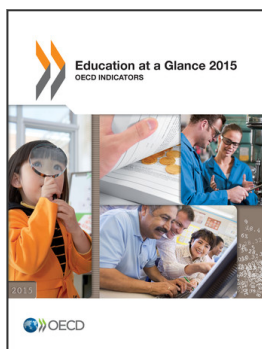
Notes: Data on educational attainment are based on ISCED-97. Columns showing data for total population not broken down by level of education are available for consultation on line (see *StatLink* below).

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

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

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