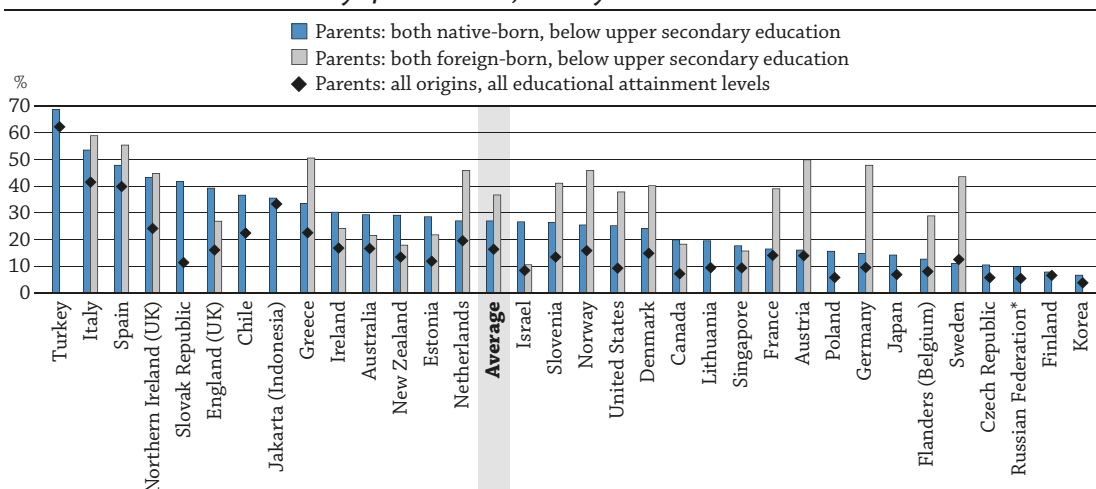


TO WHAT EXTENT DOES PARENTS' BACKGROUND INFLUENCE EDUCATIONAL ATTAINMENT?

- Although educational attainment has been improving across countries, low educational attainment still persists particularly among those with low-educated parents.
- In several countries, the share of those with below upper secondary education as highest level of education is higher among those with foreign-born parents without upper secondary education than among those with native-born parents without upper secondary education.
- Parents' educational attainment plays some role in perpetuating similar educational attainment among their children, but in many countries strong upward mobility to tertiary education has also occurred.

Figure A4.1. Percentage of 25-44 year-olds with below upper secondary education, by parents' immigrant status and educational attainment (2012 or 2015)

Survey of Adult Skills, 25-44 year-old non-students



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey : Year of reference 2015. All other countries: Year of reference 2012. Information on both foreign-born parents is not displayed for some countries because there are too few observations to provide reliable estimates. For national entities as well as for subnational entities, "foreign-born parents" refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), "foreign-born parents" refers to those born outside of the United Kingdom.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-44 year-olds with below upper secondary education (parents: both native-born, below upper secondary education).

Source: OECD, Table A4.3, and Table A4.5, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396895>

Context

Education opportunities can promote inclusive growth and reduce inequalities in societies through improved employment opportunities, higher earnings and overall wealth, but inequalities in educational attainment sometimes persist over generations, leading to widening inequalities in societies. To facilitate social inclusion and mobility and improve socio-economic outcomes now and for future generations, countries need to assure access to quality education. This is particularly important among those with disadvantaged background (often identified as being of low socio-economic status), including those with low-educated parents and immigrant background.

Many OECD countries have an important share of immigrant population, and these population groups generally do not benefit from learning and education as much as others, often due to language barriers and/or difficult socio-economic situations. Early childhood education and care (ECEC) (see Indicator C2) is particularly important for children with immigrant background, because pre-primary education tailored to language development can place them on a level playing field with non-immigrant children before the start of formal education. However, participation rates are often lower among immigrant children than among non-immigrant children (OECD, 2015a).

During compulsory education, performance of students with immigrant background is often lower (OECD, 2015a), and access to further education also tends to be lower among students with immigrant background. Adults with immigrant background are therefore often challenged in attaining labour market outcomes equivalent to those of their native-born peers (OECD, 2016a), and they may benefit from formal and non-formal adult learning opportunities.

Countries need to develop and implement effective integration and education policies to accommodate the needs of people with immigrant background and maximise their potential. Education performance and access among those with immigrant background may be linked to cultural and educational factors not related to the host country, but performance and access are also likely to be influenced by its education system (OECD, 2015a). This suggests an important role for host countries in assuring access to and completion of higher education among people with immigrant background, to promote social integration, mobility and cohesion.

But the challenges related to people with immigrant background vary across countries. A number of European countries tend to receive more immigrants with lower education and a fluctuating inflow of migrants, while Australia, Canada, New Zealand and the United States have more well-educated immigrants and a stable inflow (OECD/EU, 2016). The magnitude of the challenges depends on the number of people with immigrant background, their characteristics such as educational attainment, the country in which migrant parents and children received education before arriving in the host country, and age at which they arrived in the host country (e.g. before or after completing formal education in the country of their origin), the language spoken at home and the inflow of migration, which vary widely across countries.

Family background (both socio-economic status and parents' educational attainment) is known to have some influence on children's performance at school and their decisions to pursue higher education. Research shows that mothers and fathers may have different impacts on their children's access to and completion of higher education (Behrman, 1997; Chevalier et al., 2013).

■ Other findings

- In some countries, including France, Greece, Italy, Slovenia and Spain, upward mobility from upper secondary or post-secondary non-tertiary to tertiary is less prevalent among those with foreign-born parents than among those with native-born parents.
- Across countries, upward mobility to tertiary education is generally larger among women and this general tendency can be explained by higher attainment of tertiary education among women than men in recent decades.

■ Note

Drawing from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), this indicator analyses intergenerational mobility in education (see the *Definitions* section at the end of this indicator). To capture challenges facing education systems in relation to young adults, the analysis examines non-student adults aged between 25 and 44 and their parents. The 25-44 year-olds pursuing higher education are not included because the analysis focuses on the highest level of education already completed and excluding them could lead to underestimation of higher-educated adults in some countries if many adults over age 25 continue to pursue higher education. The data do not generally reflect the impact of policies that countries have implemented recently, particularly for policies focusing on children. Due to the small number of observations, data need to be interpreted with care and data for specific countries are presented only if the differences are statistically significant.

Intergenerational mobility in education may not be the same for those with one foreign-born parent as for those whose parents are both foreign-born. But due to the small number of observations of such cases, this analysis focuses on comparing people whose parents are both native-born with those whose parents are both foreign-born. The analysis examines aggregated levels of education attainment, so it does not reflect mobility within disaggregated levels, which does occur to a large extent in several countries. Other factors, not evaluated in this analysis, may also have an impact on the educational performance of children and their access to higher education.

A4

Analysis

Below upper secondary education

Although educational attainment has been improving across countries (see Indicator A1), low educational attainment still persists particularly among adults with low-educated parents. In Italy, Spain and Turkey, among 25–44 year-old non-student, the share of those without upper secondary education is highest across OECD countries and subnational entities that participated in the Survey of Adult Skills. The share of those without upper secondary education is even higher among 25–44 year-old non-students whose parents do not have upper secondary qualification. This pattern is also observed in many other countries (Figure A4.1, Table A4.3 and Table A4.5, available on line).

In several countries with a relatively large share of people with immigrant background, the share of adults with below upper secondary education is higher among those whose parents are both foreign-born and do not have upper secondary education than among those whose parents are both native-born and do not have upper secondary education. The difference is relatively large in countries such as Austria, France, Germany, the Netherlands, Norway and Sweden (Figure A4.1 and Table A4.3). This may be related to immigration policies in these countries (Box A4.1).

In some of these countries, implementation of education policies to enhance integration of people with immigrant background and promote social inclusion and upward social mobility has been underway for many years. For example, following its 2007 National Integration Plan, in 2011 Germany developed the National Action Plan on Integration, which aims to improve participation and success of students with immigrant background, based on goals in education, training and continuing education (OECD, 2015b). Progress has been made in recent years: the share of young people with immigrant background without secondary education has decreased, and the share of graduates with a university-entrance qualification among those with immigrant background has increased (*Die Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration*, 2014). Several other countries, including the Netherlands, Norway and Sweden, also have provided support for immigrants, including language training and formal education and adult learning, to help them integrate into society (OECD, 2005). In Norway, both national and municipal governments have made efforts to promote access to high quality pre-primary education by supporting low-income and minority-language families. Initiatives include reducing or waiving fees and pilot programmes providing up to four hours per day of kindergarten free for 3–5 year-olds (OECD, 2015c). In recent years, the share of children participating in ECEC has increased, narrowing the gap in access to ECEC and suggesting that intergenerational mobility in education may improve in the near future.

Contrary to the general trend, in Israel, the share of adults with below upper secondary education is statistically higher among those with native-born parents than those with foreign-born parents (Figure A4.1 and Table A4.3). In Israel, the share of parents without upper secondary qualification is higher among the native-born than among the foreign-born (Box A4.1). This may suggest a need for education policies to effectively promote access to higher education among those with low-educated native-born parents. In Australia, some native-born ethnic minority groups tend to have lower education attainment than others, and the country is implementing a targeted strategy to guide this disadvantaged population to achieve full learning potential throughout their lives (Education Council, 2015).

Box A4.1. Share of the population with immigrant background and parents with below upper secondary education

Educational attainment of people with immigrant background needs to be assessed, along with cross-country differences in the size of this population group, as the magnitude of policy implications differs significantly across countries. Across OECD countries and subnational entities that participated in the Survey of Adult Skills, approximately 16% of non-student adults aged 25–44 have both parents foreign-born. Cross-country variation is large, ranging from over 35% in countries including Australia and Israel to less than 2% in Korea, Poland, the Slovak Republic and Turkey, while in many countries the share is between 10% and 20% (Figure A4.a and Table A4.1).

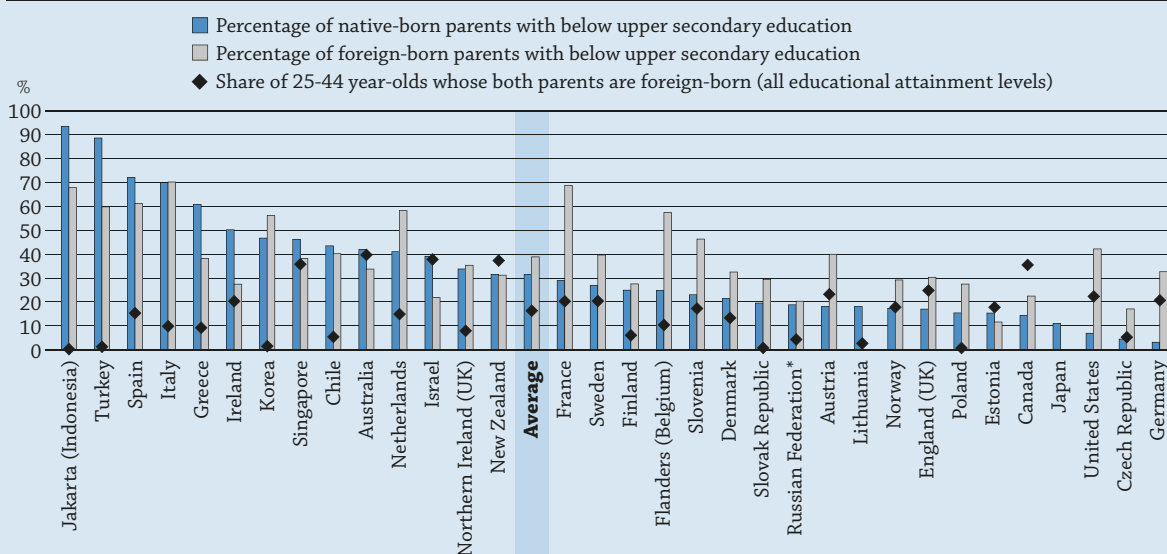
Differences in immigration policies also need to be taken into account when analysing intergenerational mobility in education among people with immigrant background. In general, countries in Europe historically have a larger share of family migrants and humanitarian migrants than countries such as Australia, Canada,

...

New Zealand and the United States. In countries in southern Europe, labour migration policies do not usually apply education or skill thresholds, while in Australia, Canada and New Zealand, most permanent economic migration comes through channels which require meeting restrictive criteria. In recent years, low-educated migrants in OECD countries are increasingly concentrated in Europe (OECD/EU, 2016).

Educational attainment of immigrants varies across countries, but in many countries, it appears to be lower than among the native-born. Large disparities in the share of those without upper secondary education are observed between foreign-born and native-born parents (20 percentage-point difference or more) in Flanders (Belgium), France, Germany and the United States (Figure A4.a and Table A4.2). A disparity also exists in Sweden, where a large share of refugees arriving on humanitarian grounds have low levels of education (OECD, 2016a).

Figure A4.a. Share of foreign-born parents and percentage of parents with below upper secondary education, by immigrant status (2012 or 2015)
Survey of Adult Skills, parents of 25-44 year-old non-students



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. For national entities as well as for subnational entities, "foreign-born parents" refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), "foreign-born parents" refers to those born outside of the United Kingdom.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-44 year-old non-students whose both parents are native-born and whose highest education is below upper secondary.

Source: OECD. Tables A4.1 and A4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

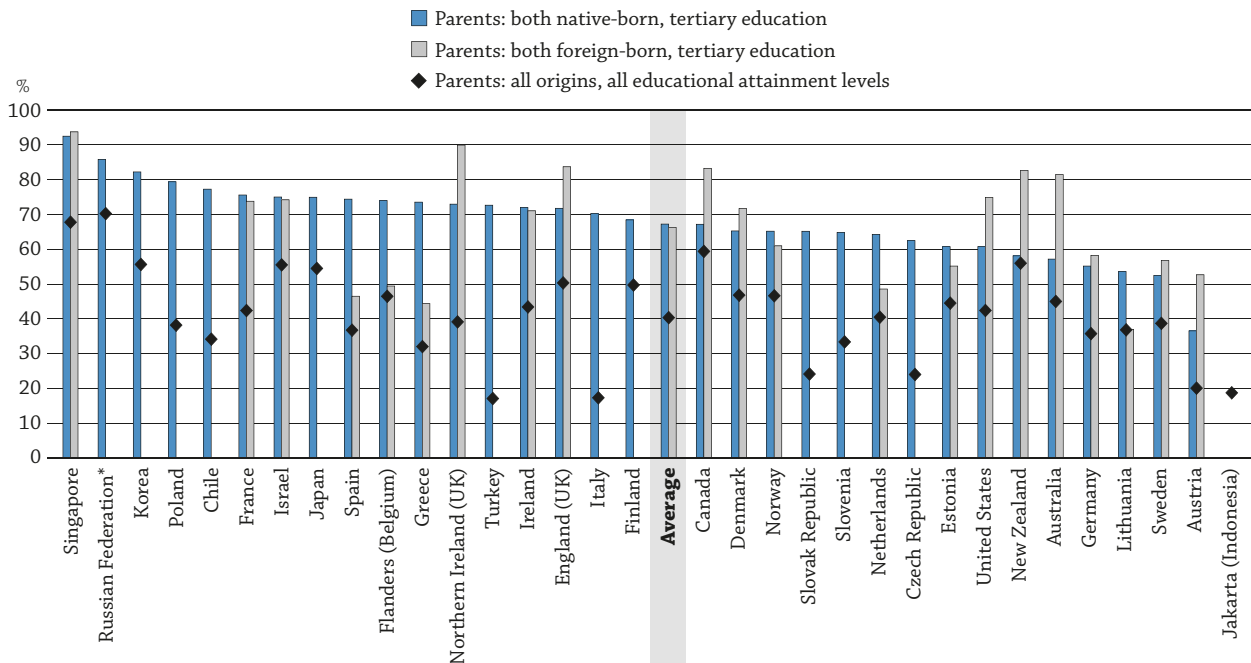
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However, in countries such as Greece, Ireland, Israel, Singapore, Spain and Turkey, the share of people without upper secondary qualification is larger among native-born parents than among foreign-born parents (so a larger share of foreign-born parents are higher educated than the native-born parents) (Figure A4.a and Table A4.2).

Tertiary education

Across countries, the share of tertiary-educated adults is also high among those with tertiary-educated parents, compared to those whose parents are low educated. Across OECD countries and subnational entities, on average, 40% of non-student adults aged 25-44 are tertiary educated, and the share is 68% among those who have at least one parent with tertiary education. This suggests that tertiary-educated parents may have a positive impact on their children in attaining higher education. The share of adults with tertiary education is particularly prevalent among those with tertiary-educated parents in Jakarta (Indonesia), the Russian Federation and Singapore (Figure A4.2 and Table A4.3).

Figure A4.2. Percentage of 25-44 year-olds with tertiary education, by parents' immigrant status and educational attainment (2012 or 2015)
Survey of Adult Skills, 25-44 year-old non-students



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. For national entities as well as for subnational entities, "foreign-born parents" refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), "foreign-born parents" refers to those born outside of the United Kingdom.

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

Countries and subnational entities are ranked in descending order of the percentage of 25-44 year-olds with tertiary education (parents: both native-born, tertiary education).

Source: OECD, Table A4.3, and Table A4.5, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
StatLink <http://dx.doi.org/10.1787/888933396900>

On average, the share of adults with tertiary education is about the same among those with native-born tertiary-educated parents and those with foreign-born tertiary-educated parents. However, the situation varies significantly across countries. Some countries and subnational entities, including Flanders (Belgium), Greece, and Spain, have a higher share of tertiary-educated adults among those with native-born tertiary-educated parents, while in countries such as Australia, Canada and New Zealand, the share of tertiary-educated is higher among those with foreign-born tertiary-educated parents (Figure A4.2, Table A4.3 and Table A4.5, available on line). This may be related to differences in immigration policies across countries.

Upward mobility to tertiary education

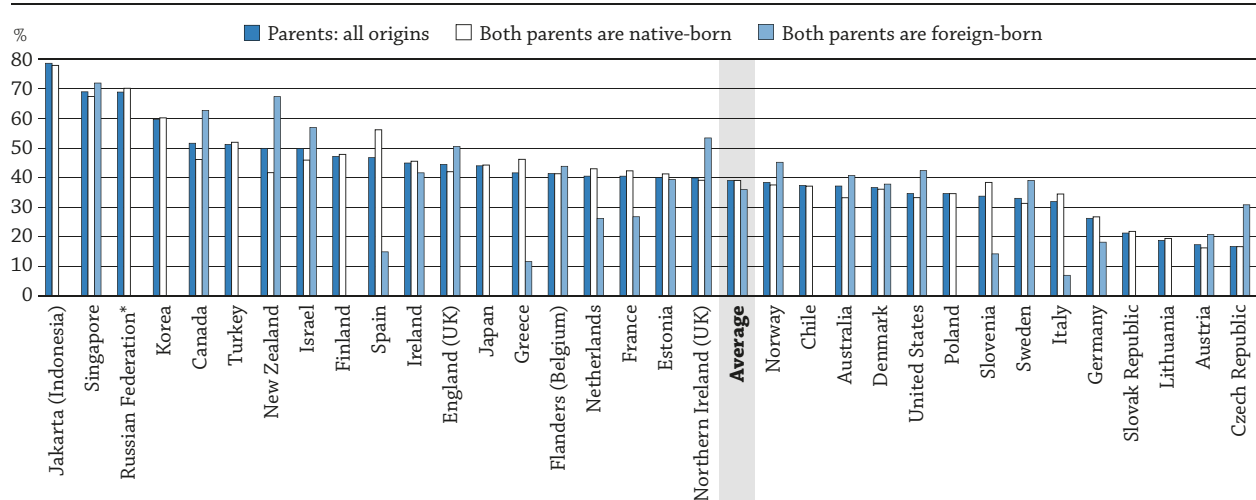
Although parents' educational attainment plays some role in perpetuating similar educational attainment among their children, strong upward mobility has also occurred in many countries. Mobility between two generations from upper secondary or post-secondary non-tertiary to tertiary education is particularly large in countries and subnational entities such as Jakarta (Indonesia), Korea, the Russian Federation and Singapore, where more than one in two 25-44 year-olds achieved this upward mobility (Figure A4.3 and Table A4.3). In some of these countries, this can be explained by a rapid expansion of tertiary education in recent decades (see Indicator A1).

In several countries, upward mobility is limited, but for different reasons. Compared to many other countries, upward mobility to tertiary education in Chile and Italy is relatively limited both from below upper secondary education and from upper secondary or post-secondary non-tertiary education. These governments may need to consider ways to increase social inclusion and mobility by supporting particularly low performers who have a higher risk of disengaging from school (OECD, 2016b). In Austria, the Czech Republic, Germany, Poland, the Slovak Republic and Slovenia, limited upward mobility can be explained by the fact that upper secondary and post-secondary non-tertiary education continues to play a relatively important role, providing well-recognised labour market qualifications.

Across all age groups in these countries, the share of tertiary-educated and people with below upper secondary education is small, but the majority of adults have upper secondary or post-secondary non-tertiary education as the highest level of educational attainment. In Denmark, Norway, Sweden and the United States, upward mobility appears contained, but this is partly because attainment of tertiary education was high for previous generations (see Indicator A1 and Table A4.3).

Figure A4.3. Upward mobility from upper secondary or post-secondary non-tertiary to tertiary education, by parents' immigrant status (2012 or 2015)

Survey of Adult Skills, tertiary-educated 25-44 year-old non-students whose parents' highest level of education is upper secondary or post-secondary non-tertiary



Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. For national entities as well as for subnational entities, “foreign-born parents” refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), “foreign-born parents” refers to those born outside of the United Kingdom.

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

Countries and subnational entities are ranked in descending order of the percentage of upward mobility from upper secondary or post-secondary non-tertiary to tertiary education among 25-44 year-old non-students regardless of parents' origin.

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

StatLink <http://dx.doi.org/10.1787/888933396912>

In some OECD countries, the magnitude of upward mobility to tertiary education is different between those with foreign-born parents and those with native-born parents. In countries, including Canada and New Zealand, the extent of upward mobility from upper secondary or post-secondary non-tertiary education to tertiary education is larger among those with foreign-born parents than among those with native-born parents. On the other hand, in countries, including France, Greece, Italy, Slovenia and Spain, upward mobility is less prevalent among those with foreign-born parents than among those with native-born parents (Figure A4.3 and Table A4.3). In these countries, there may be a need to assure equity in access to higher education and upward mobility can be promoted by policies to support the disadvantaged, such as reduction or waiver of tuition fees and means-tested financial support (see Indicator B5).

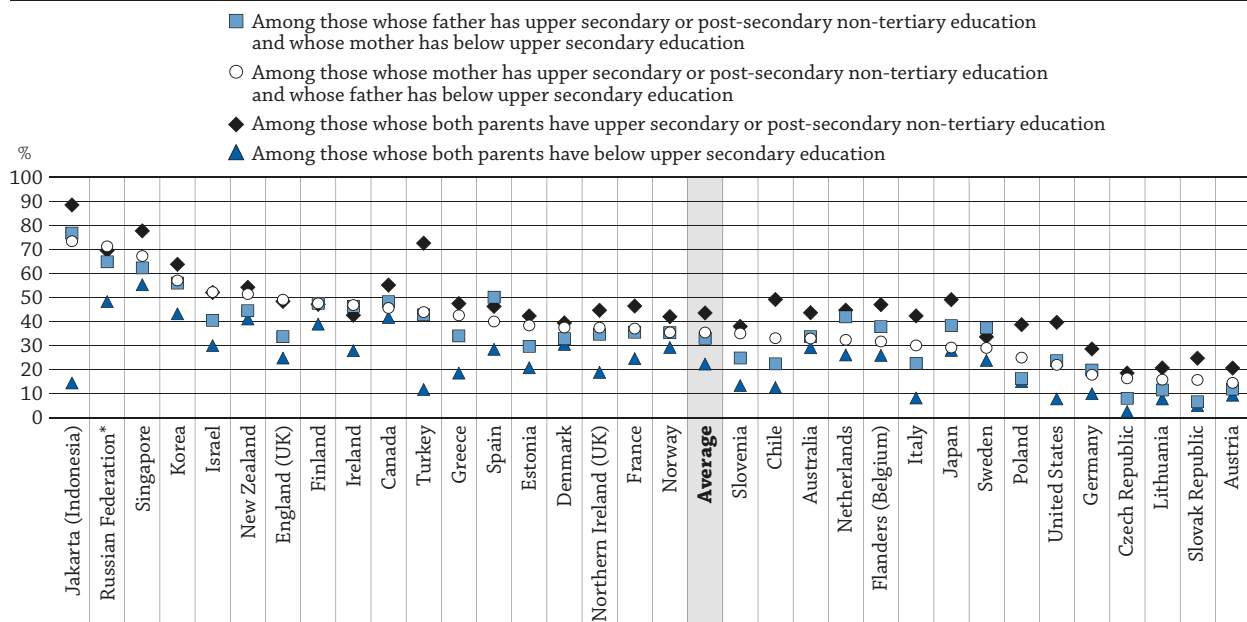
In general, upward mobility to tertiary education is larger if both parents have upper secondary or post-secondary non-tertiary education as the highest educational attainment. On average, 43% of adults with such parents achieved upward mobility across OECD countries and subnational entities. Upward mobility to tertiary education is also observed among people whose parents both have below upper secondary education, but the extent of upward mobility is smaller: on average across OECD countries and subnational entities, only 22% of adults with such parents attained tertiary education (Figure A4.4 and Table A4.4).

Overall, upward mobility is about the same when only one of the two parents holds the higher qualification, irrespective of who holds it: either the mother or the father. On average, 35% of adults with upper-secondary-educated mother and below upper-secondary-educated father have tertiary education, while upward mobility is slightly lower (33%) among adults with upper-secondary-educated father and below-upper-secondary-educated mother across OECD countries and subnational entities (Figure A4.4 and Table A4.4), but the differences are not statistically significant.

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Figure A4.4. Upward mobility to tertiary education, by educational attainment and gender of parents (2012 or 2015)

Survey of Adult Skills, 25-44 year-old non-students



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

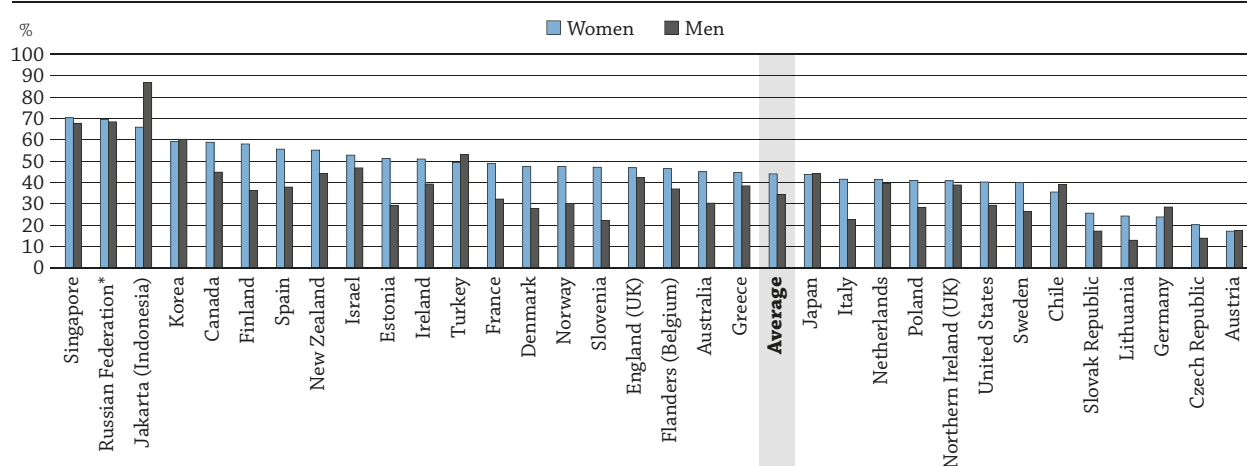
Countries and subnational entities are ranked in descending order of the percentage of upward mobility to tertiary education among 25-44 year-old non-students when only the mother attained upper secondary or post-secondary non-tertiary education.

Source: OECD, Table A4.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396928>

Figure A4.5. Upward mobility from upper secondary or post-secondary non-tertiary to tertiary education, by gender (2012 or 2015)

Survey of Adult Skills, tertiary-educated 25-44 year-old non-students whose parents' highest level of education is upper secondary or post-secondary non-tertiary



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Countries and subnational entities are ranked in descending order of the percentage of upward mobility to tertiary education among women whose parents' highest educational attainment is upper secondary or post-secondary non-tertiary.

Source: OECD, Table A4.5, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396933>

Upward mobility to tertiary education by gender

Across countries, upward mobility to tertiary education is generally larger among women, but there are some exceptions. On average across OECD countries and subnational entities, 34% of men aged 25-44 attain tertiary education among those who have one or both parents whose highest educational attainment is upper secondary or post-secondary non-tertiary, while the share is 44% among women. The gender difference is relatively large in Estonia, Finland and Slovenia. On the other hand, upward mobility is more prevalent among men than women in Jakarta (Indonesia) (Figure A4.5 and Table A4.5, available on line).

Upward mobility from below upper secondary to tertiary education is also generally higher among women than men (Table A4.5, available on line), and this general tendency of larger upward mobility among women explains higher attainment of tertiary education among women than men in recent decades (see Indicator A1 and OECD, 2013).

Definitions

Adults with immigrant background: adults whose parents are both foreign-born.

Age groups: adults refers to 25-44 year-olds.

Levels of education:

- **below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes
- **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes and level 4
- **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

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

Parents' educational attainment:

- **below upper secondary** means that both parents have attained ISCED-97 levels 0, 1, 2 or 3C short programmes
- **upper secondary or post-secondary non-tertiary** means that at least one parent (either mother or father) has attained ISCED-97 levels 3A, 3B, 3C long programmes or level 4
- **tertiary** means that at least one parent (either mother or father) has attained ISCED-97 levels 5A, 5B or 6.

Upward mobility in education: **from below upper secondary to tertiary** refers to the situation in which both parents have below upper secondary education and children have tertiary education; **from upper secondary or post-secondary non-tertiary to tertiary** refers to the situation in which the highest educational attainment of parents is upper secondary or post-secondary non-tertiary (i.e. either one parent or both parents have this level of education) and children have tertiary education.

Methodology

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

For some data analysis, the sample is small, explaining why standard errors are slightly higher than usual. Data should, therefore, be interpreted with caution.

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, forthcoming).

A4

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Indicator A4 Tables


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Table A4.1	Percentage of 25-44 year-olds with native-born and foreign-born parents, by educational attainment (2012 or 2015)
Table A4.2	Parents’ educational attainment, by parents’ immigrant status (2012 or 2015)
Table A4.3	Intergenerational mobility in education, by parents’ educational attainment and immigrant status (2012 or 2015)
Table A4.4	Intergenerational mobility in education, by father’s and mother’s educational attainment (2012 or 2015)
WEB Table A4.5	Educational attainment of adults, by age group, parents’ educational attainment and gender (2012 or 2015)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table A4.1. Percentage of 25-44 year-olds with native-born and foreign-born parents, by educational attainment (2012 or 2015)*Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students with below upper secondary education, 56% have native-born parents, 13% have one foreign-born parent and 31% have foreign-born parents. For those with upper secondary or post-secondary non-tertiary, 53% have native-born parents, 16% have one foreign-born parent and 31% have foreign-born parents. Finally, for tertiary-educated 25-44 year-old non-students, 38% have native-born parents, 11% have one foreign-born parent and 50% have foreign-born parents.


		Own education: below upper secondary						Own education: upper secondary or post-secondary non-tertiary						Own education: tertiary					
		Both parents are native-born		One parent is foreign-born		Both parents are foreign-born		Both parents are native-born		One parent is foreign-born		Both parents are foreign-born		Both parents are native-born		One parent is foreign-born		Both parents are foreign-born	
		%	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)
OECD	National entities																		
	Australia	56	(3.6)	13	(2.4)	31	(3.2)	53	(2.2)	16	(1.7)	31	(1.7)	38	(1.6)	11	(1.2)	50	(1.6)
	Austria	49	(3.3)	5	(1.6)	46	(3.2)	77	(1.4)	5	(0.7)	18	(1.1)	69	(1.9)	6	(1.2)	25	(1.9)
	Canada	61	(3.8)	9	(2.1)	30	(3.6)	65	(1.7)	9	(1.3)	26	(1.6)	50	(1.1)	8	(0.7)	42	(1.1)
	Chile	94	(3.3)	c	c	6	(3.3)	94	(3.3)	1	(0.6)	5	(3.2)	93	(2.5)	2	(0.7)	5	(1.9)
	Czech Republic	82	(5.8)	3	(1.5)	14	(5.9)	88	(1.5)	9	(1.4)	3	(0.6)	86	(2.8)	5	(1.2)	9	(2.7)
	Denmark	77	(2.0)	4	(1.4)	20	(1.6)	85	(1.2)	4	(0.8)	11	(0.9)	81	(1.1)	6	(0.9)	13	(0.7)
	Estonia	68	(2.8)	17	(2.3)	15	(2.1)	63	(1.4)	18	(1.0)	19	(1.2)	69	(1.2)	14	(1.0)	17	(1.1)
	Finland	82	(4.6)	c	c	15	(4.3)	93	(1.0)	1	(0.4)	6	(1.0)	93	(0.9)	2	(0.6)	5	(0.9)
	France	43	(2.5)	9	(1.6)	48	(3.1)	75	(1.3)	8	(1.0)	17	(1.1)	76	(1.2)	10	(0.8)	14	(1.0)
	Germany	37	(4.8)	8	(2.4)	54	(5.1)	72	(1.6)	9	(0.9)	19	(1.4)	71	(1.9)	14	(1.7)	15	(1.5)
	Greece	86	(2.7)	1	(1.0)	12	(2.5)	87	(1.3)	3	(0.7)	10	(1.3)	91	(1.3)	4	(0.8)	5	(1.1)
	Ireland	84	(2.3)	4	(1.2)	12	(1.9)	74	(1.6)	6	(0.9)	20	(1.6)	70	(1.8)	6	(0.8)	24	(1.7)
	Israel	65	(3.8)	15	(3.0)	19	(3.4)	48	(2.1)	17	(1.6)	35	(2.2)	36	(1.6)	21	(1.5)	42	(1.5)
	Italy	85	(2.2)	3	(0.9)	12	(1.9)	86	(1.2)	3	(0.7)	10	(1.1)	94	(1.4)	3	(1.0)	3	(1.0)
	Japan	98	(1.4)	c	c	c	c	99	(0.4)	1	(0.5)	c	c	99	(0.4)	1	(0.4)	c	c
	Korea	93	(3.1)	c	c	7	(3.1)	97	(0.5)	1	(0.3)	2	(0.4)	98	(0.3)	1	(0.2)	1	(0.2)
	Netherlands	68	(2.8)	6	(1.6)	27	(2.8)	78	(1.9)	7	(1.2)	15	(1.6)	84	(1.6)	7	(1.1)	10	(1.4)
	New Zealand	65	(3.1)	13	(2.5)	22	(2.9)	63	(2.5)	11	(1.7)	25	(2.1)	41	(1.8)	11	(1.1)	47	(1.8)
	Norway	72	(3.0)	4	(1.4)	24	(3.0)	78	(1.7)	6	(0.9)	16	(1.6)	78	(1.3)	4	(0.8)	17	(1.2)
	Poland	96	(2.2)	4	(2.2)	c	c	96	(0.6)	3	(0.5)	1	(0.4)	97	(0.6)	3	(0.6)	0	(0.2)
	Slovak Republic	91	(1.9)	8	(1.7)	1	(0.7)	93	(0.7)	7	(0.7)	1	(0.2)	93	(1.6)	7	(1.5)	1	(0.5)
	Slovenia	60	(3.8)	7	(1.8)	33	(3.7)	71	(1.6)	9	(1.0)	20	(1.3)	86	(1.5)	7	(1.2)	7	(1.0)
	Spain	78	(1.2)	4	(0.7)	17	(1.1)	74	(1.9)	3	(0.8)	23	(1.8)	89	(1.1)	3	(0.6)	8	(0.9)
	Sweden	54	(4.4)	8	(3.0)	38	(4.3)	75	(1.8)	8	(1.3)	17	(1.6)	73	(1.6)	8	(1.0)	19	(1.4)
	Turkey	99	(0.4)	0	(0.2)	1	(0.4)	97	(0.8)	2	(0.6)	1	(0.6)	97	(0.8)	1	(0.5)	2	(0.6)
	United States	44	(4.5)	6	(2.1)	50	(4.6)	76	(1.5)	5	(0.9)	19	(1.4)	75	(1.9)	4	(0.8)	20	(1.8)
	Subnational entities																		
	Flanders (Belgium)	66	(4.2)	7	(1.9)	27	(3.9)	84	(1.3)	5	(0.8)	12	(1.2)	90	(1.1)	4	(0.6)	6	(0.9)
	England (UK)	71	(3.8)	6	(1.7)	22	(3.4)	74	(2.2)	5	(1.2)	20	(2.0)	62	(2.1)	9	(1.3)	29	(2.2)
	Northern Ireland (UK)	85	(3.0)	8	(2.4)	7	(2.4)	87	(1.8)	8	(1.5)	5	(1.0)	81	(1.8)	8	(1.2)	11	(1.6)
	Average	73	(0.6)	7	(0.4)	23	(0.6)	79	(0.3)	7	(0.2)	14	(0.3)	78	(0.3)	7	(0.2)	16	(0.3)
Partners	Jakarta (Indonesia)	99	(0.2)	1	(0.2)	c	c	99	(0.3)	1	(0.3)	c	c	98	(0.9)	1	(0.6)	1	(0.3)
	Lithuania	95	(2.0)	5	(2.0)	c	c	88	(1.5)	9	(1.3)	3	(1.0)	88	(1.5)	10	(1.3)	2	(0.6)
	Russian Federation*	88	(4.3)	c	c	c	c	83	(3.7)	7	(2.1)	9	(2.7)	89	(1.4)	8	(1.1)	3	(1.0)
	Singapore	50	(3.7)	17	(2.8)	34	(4.0)	53	(2.5)	17	(1.8)	31	(2.3)	44	(1.1)	18	(1.1)	38	(1.1)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for all levels of educational attainment are available for consultation on line (see StatLink below). For national entities as well as for subnational entities, foreign-born parents refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), foreign-born parents refers to those born outside of the United Kingdom.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396852>

A4

Table A4.2. **Parents' educational attainment, by parents' immigrant status (2012 or 2015)***Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents are native-born, 42% have parents whose highest education is below upper secondary, 29% have parents whose highest education is upper secondary or post-secondary non-tertiary and 29% have parents whose highest education is tertiary. Parents' highest level of education attained should be understood as the highest level of education of either parent. Data on 25-44 year-olds with one native-born parent and one foreign-born parent are not included in this table due to low number of observations.

	Both parents are native-born						Both parents are foreign-born					
	Parents' educational attainment: below upper secondary		Parents' educational attainment: upper secondary or post-secondary non-tertiary		Parents' educational attainment: tertiary		Parents' educational attainment: below upper secondary		Parents' educational attainment: upper secondary or post-secondary non-tertiary		Parents' educational attainment: tertiary	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
National entities												
Australia	42	(2.1)	29	(1.5)	29	(1.7)	34	(2.2)	25	(1.8)	42	(1.7)
Austria	18	(1.0)	63	(1.3)	19	(1.0)	40	(2.7)	39	(2.8)	21	(2.1)
Canada	14	(0.6)	42	(1.1)	43	(1.1)	22	(1.3)	33	(1.5)	45	(1.5)
Chile	44	(3.2)	38	(2.4)	19	(2.1)	40	(5.1)	26	(2.6)	34	(6.0)
Czech Republic	4	(0.6)	79	(1.4)	17	(1.2)	17	(6.3)	58	(9.3)	25	(8.6)
Denmark	21	(1.1)	41	(1.3)	38	(1.3)	33	(2.2)	29	(2.3)	39	(2.3)
Estonia	15	(0.8)	45	(1.3)	40	(1.2)	12	(1.6)	44	(2.9)	45	(2.8)
Finland	25	(1.1)	54	(1.2)	21	(1.0)	28	(5.1)	37	(5.3)	35	(6.1)
France	29	(1.0)	47	(1.1)	24	(1.1)	69	(1.9)	18	(1.5)	13	(1.6)
Germany	3	(0.6)	60	(1.7)	37	(1.7)	33	(3.3)	39	(3.2)	29	(2.6)
Greece	61	(1.4)	27	(1.4)	12	(1.0)	38	(4.3)	36	(4.5)	25	(3.8)
Ireland	50	(1.3)	32	(1.2)	18	(0.9)	27	(2.9)	32	(3.0)	41	(3.0)
Israel	39	(1.4)	29	(1.6)	32	(1.5)	22	(1.7)	27	(1.6)	52	(2.1)
Italy	70	(1.3)	24	(1.2)	6	(0.6)	70	(4.6)	23	(4.3)	7	(2.2)
Japan	11	(0.8)	50	(1.3)	39	(1.2)	c	c	c	c	c	c
Korea	47	(1.1)	36	(1.1)	17	(0.8)	56	(9.6)	29	(9.1)	15	(6.5)
Netherlands	41	(1.3)	31	(1.3)	28	(1.2)	58	(3.8)	20	(3.7)	21	(3.0)
New Zealand	32	(1.6)	31	(1.4)	38	(1.6)	31	(2.3)	19	(1.8)	50	(2.3)
Norway	17	(1.1)	43	(1.4)	39	(1.3)	29	(3.0)	34	(2.9)	37	(2.9)
Poland	15	(1.0)	70	(1.1)	15	(1.0)	27	(14.0)	73	(14.0)	c	c
Slovak Republic	20	(1.0)	67	(1.2)	13	(0.8)	30	(13.1)	65	(13.7)	c	c
Slovenia	23	(1.2)	57	(1.5)	20	(1.2)	46	(3.5)	45	(3.4)	8	(1.5)
Spain	72	(1.1)	16	(1.0)	12	(0.9)	61	(2.9)	22	(2.7)	16	(2.2)
Sweden	27	(1.3)	30	(1.5)	43	(1.7)	40	(3.4)	24	(2.9)	36	(3.4)
Turkey	89	(0.8)	8	(0.6)	4	(0.4)	60	(11.9)	31	(10.9)	9	(4.7)
United States	7	(0.8)	47	(1.5)	46	(1.8)	42	(3.2)	26	(2.6)	32	(2.9)
Subnational entities												
Flanders (Belgium)	25	(1.2)	42	(1.4)	33	(1.2)	57	(3.6)	22	(3.4)	21	(3.1)
England (UK)	17	(1.5)	55	(1.7)	28	(1.6)	30	(3.4)	34	(3.0)	36	(2.5)
Northern Ireland (UK)	34	(1.4)	50	(1.6)	17	(1.3)	35	(6.4)	29	(5.1)	35	(5.9)
Average	31	(0.2)	43	(0.3)	26	(0.2)	39	(1.1)	33	(1.1)	30	(0.7)
Partners												
Jakarta (Indonesia)	94	(0.6)	5	(0.5)	1	(0.3)	68	(42.7)	c	c	c	c
Lithuania	18	(1.1)	25	(1.6)	57	(1.6)	c	c	11	(4.8)	76	(9.9)
Russian Federation*	19	(2.4)	49	(1.7)	32	(2.6)	20	(9.8)	50	(7.4)	29	(8.8)
Singapore	46	(1.5)	41	(1.5)	13	(1.1)	38	(1.7)	31	(1.6)	31	(1.7)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Data for parents' with tertiary education and for the total are available on line. For national entities as well as for subnational entities, foreign-born parents refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), foreign-born parents refers to those born outside of the United Kingdom.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396869>

Table A4.3. [1/3] Intergenerational mobility in education, by parents' educational attainment and immigrant status (2012 or 2015)*Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents have below upper secondary education and whose parents are both native-born, 29% attained below upper secondary, 45% attained upper secondary or post-secondary non-tertiary and 25% attained tertiary education. Parents' educational attainment should be understood as the highest level of education of either parent. Data on 25-44 year-olds with one native-born parent and one foreign-born parent are not included in this table due to low number of observations.

		Parents' educational attainment: below upper secondary											
		Both parents are native-born						Both parents are foreign-born					
		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	National entities												
	Australia	29	(2.6)	45	(3.0)	25	(2.4)	22	(2.9)	39	(3.5)	39	(3.0)
	Austria	16	(2.3)	72	(2.5)	12	(1.7)	50	(4.1)	44	(4.1)	6	(1.8)
	Canada	20	(1.9)	47	(2.5)	33	(2.9)	18	(2.9)	30	(3.3)	51	(3.1)
	Chile	37	(1.7)	51	(2.3)	12	(2.0)	c	c	c	c	c	c
	Czech Republic	11	(3.5)	89	(3.5)	c	c	c	c	c	c	c	c
	Denmark	24	(2.7)	44	(2.7)	32	(2.5)	40	(4.1)	35	(4.2)	25	(3.5)
	Estonia	29	(2.8)	49	(3.0)	23	(2.4)	22	(5.9)	66	(7.3)	12	(4.9)
	Finland	8	(1.3)	53	(2.1)	39	(2.1)	c	c	c	c	c	c
	France	17	(1.8)	57	(2.1)	26	(1.8)	39	(2.6)	39	(2.4)	22	(2.3)
	Germany	15	(6.4)	64	(7.6)	21	(6.2)	48	(5.2)	46	(5.3)	7	(2.4)
	Greece	34	(1.8)	47	(1.8)	19	(1.4)	50	(7.8)	42	(7.1)	7	(3.9)
	Ireland	30	(1.4)	43	(1.6)	27	(1.4)	24	(4.8)	41	(5.1)	34	(4.8)
	Israel	27	(2.3)	49	(2.6)	25	(2.1)	11	(2.6)	50	(4.4)	40	(4.3)
	Italy	53	(1.7)	37	(1.6)	9	(0.8)	59	(5.0)	39	(4.8)	2	(1.0)
	Japan	14	(2.6)	57	(3.8)	29	(3.3)	c	c	c	c	c	c
	Korea	7	(0.8)	50	(1.2)	43	(1.0)	c	c	c	c	c	c
	Netherlands	27	(2.1)	44	(2.2)	29	(1.8)	46	(5.6)	37	(5.0)	18	(4.1)
	New Zealand	29	(3.1)	38	(3.0)	33	(3.0)	18	(3.1)	27	(3.7)	55	(4.2)
	Norway	26	(2.9)	44	(3.6)	31	(2.8)	46	(5.9)	28	(5.1)	26	(5.2)
	Poland	16	(2.4)	69	(3.2)	15	(2.5)	c	c	c	c	c	c
	Slovak Republic	42	(2.7)	54	(2.7)	4	(1.2)	c	c	c	c	c	c
	Slovenia	26	(2.2)	58	(2.7)	16	(2.1)	41	(5.0)	50	(4.9)	9	(2.1)
	Spain	48	(1.2)	21	(1.0)	31	(1.1)	55	(3.3)	30	(3.2)	15	(2.6)
	Sweden	11	(2.4)	61	(2.6)	28	(2.3)	43	(4.6)	40	(4.4)	17	(3.0)
	Turkey	69	(0.8)	20	(0.8)	12	(0.5)	c	c	c	c	c	c
United States	25	(4.4)	69	(4.4)	5	(2.2)	38	(4.6)	53	(3.8)	9	(2.3)	
	Subnational entities												
	Flanders (Belgium)	13	(1.9)	58	(3.1)	29	(2.6)	29	(5.2)	56	(5.2)	15	(3.4)
	England (UK)	39	(3.7)	43	(3.7)	17	(2.8)	27	(4.8)	37	(5.7)	36	(5.6)
	Northern Ireland (UK)	43	(3.2)	39	(3.1)	18	(2.0)	45	(13.6)	39	(11.2)	16	(6.8)
	Average	27	(0.5)	51	(0.6)	23	(0.5)	37	(1.2)	41	(1.1)	22	(0.8)
Partners	Jakarta (Indonesia)	36	(1.3)	50	(1.2)	14	(0.8)	c	c	c	c	c	c
	Lithuania	20	(2.6)	73	(2.8)	8	(1.8)	c	c	c	c	c	c
	Russian Federation*	10	(3.2)	40	(3.5)	50	(3.5)	c	c	c	c	c	c
	Singapore	18	(1.8)	29	(1.8)	54	(2.1)	16	(2.1)	31	(2.4)	54	(2.8)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for total native-born and foreign-born parents and for all levels of educational attainment for parents are available for consultation on line (see *StatLink* below). For national entities as well as for subnational entities, foreign-born parents refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), foreign-born parents refers to those born outside of the United Kingdom.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396875>

Table A4.3. [2/3] **Intergenerational mobility in education, by parents' educational attainment and immigrant status (2012 or 2015)***Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents have below upper secondary education and whose parents are both native-born, 29% attained below upper secondary, 45% attained upper secondary or post-secondary non-tertiary and 25% attained tertiary education. Parents' educational attainment should be understood as the highest level of education of either parent. Data on 25-44 year-olds with one native-born parent and one foreign-born parent are not included separately in this table due to low number of observations.

		Parents' educational attainment: upper secondary or post-secondary non-tertiary											
		Both parents are native-born						Both parents are foreign-born					
		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
		(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)
OECD	National entities												
	Australia	18	(2.9)	48	(3.6)	33	(2.9)	17	(3.6)	42	(3.9)	41	(3.9)
	Austria	9	(1.0)	74	(1.4)	16	(1.0)	16	(3.2)	64	(4.3)	21	(3.0)
	Canada	8	(1.0)	45	(1.9)	46	(1.9)	4	(1.1)	33	(3.2)	63	(3.1)
	Chile	16	(2.8)	47	(4.4)	37	(3.7)	c	c	c	c	c	c
	Czech Republic	6	(0.8)	77	(1.5)	17	(1.1)	19	(10.9)	51	(12.2)	31	(9.2)
	Denmark	14	(1.8)	50	(2.1)	36	(1.7)	16	(2.9)	46	(4.6)	38	(4.2)
	Estonia	12	(1.2)	47	(2.2)	41	(1.9)	11	(2.7)	49	(3.7)	39	(3.6)
	Finland	6	(1.0)	46	(1.6)	48	(1.6)	c	c	c	c	c	c
	France	7	(0.8)	51	(1.6)	42	(1.5)	27	(4.9)	46	(5.3)	27	(4.3)
	Germany	5	(0.8)	69	(1.5)	27	(1.3)	21	(3.7)	61	(4.4)	18	(3.9)
	Greece	6	(1.7)	48	(2.6)	46	(2.3)	29	(10.7)	59	(10.6)	12	(4.6)
	Ireland	11	(1.3)	44	(2.2)	46	(2.3)	6	(1.9)	52	(4.3)	42	(4.1)
	Israel	6	(1.6)	48	(3.6)	46	(3.5)	4	(1.7)	39	(4.0)	57	(4.3)
	Italy	11	(1.9)	55	(2.5)	34	(2.1)	35	(10.8)	58	(10.1)	7	(3.8)
	Japan	8	(0.8)	48	(1.4)	44	(1.4)	c	c	c	c	c	c
	Korea	1	(0.4)	38	(1.5)	60	(1.4)	c	c	c	c	c	c
	Netherlands	12	(1.6)	45	(2.2)	43	(2.7)	24	(7.4)	49	(9.5)	26	(8.1)
	New Zealand	13	(2.0)	45	(3.3)	42	(3.1)	5	(2.4)	27	(5.8)	67	(5.6)
	Norway	16	(1.5)	46	(2.0)	38	(2.0)	15	(3.7)	40	(4.9)	45	(4.8)
	Poland	5	(0.6)	61	(1.5)	35	(1.4)	c	c	c	c	c	c
	Slovak Republic	5	(0.5)	74	(1.5)	22	(1.4)	c	c	c	c	c	c
	Slovenia	8	(1.1)	54	(1.6)	38	(1.5)	14	(4.0)	72	(4.2)	14	(3.3)
	Spain	19	(2.6)	25	(3.0)	56	(3.3)	36	(6.5)	49	(6.4)	15	(4.2)
	Sweden	15	(2.3)	54	(2.9)	31	(2.4)	13	(6.4)	48	(5.9)	39	(5.9)
	Turkey	16	(2.3)	32	(3.3)	52	(3.6)	c	c	c	c	c	c
	United States	6	(1.1)	61	(1.9)	33	(1.6)	15	(5.4)	43	(5.5)	42	(6.5)
	Subnational entities												
	Flanders (Belgium)	6	(1.0)	53	(2.3)	41	(2.1)	15	(5.6)	41	(7.8)	44	(7.9)
	England (UK)	16	(1.6)	42	(2.5)	42	(2.1)	16	(3.9)	34	(4.0)	51	(4.4)
	Northern Ireland (UK)	19	(2.0)	42	(2.2)	39	(2.1)	20	(9.4)	26	(7.1)	53	(8.6)
	Average	10	(0.3)	51	(0.4)	39	(0.4)	17	(1.3)	47	(1.4)	36	(1.1)

Partners	Jakarta (Indonesia)	3	(1.5)	19	(3.5)	78	(3.7)	c	c	c	c	c	c
	Lithuania	15	(2.0)	65	(2.8)	19	(2.6)	c	c	c	c	c	c
	Russian Federation*	6	(1.7)	23	(2.0)	70	(2.6)	c	c	c	c	c	c
	Singapore	4	(1.2)	28	(2.2)	67	(2.2)	8	(1.6)	20	(2.5)	72	(2.5)

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for total native-born and foreign-born parents and for all levels of educational attainment for parents are available for consultation on line (see *StatLink* below). For national entities as well as for subnational entities, foreign-born parents refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), foreign-born parents refers to those born outside of the United Kingdom.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396875>

Table A4.3. [3/3] **Intergenerational mobility in education, by parents' educational attainment and immigrant status (2012 or 2015)***Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents have below upper secondary education and whose parents are both native-born, 29% attained below upper secondary, 45% attained upper secondary or post-secondary non-tertiary and 25% attained tertiary education. Parents' educational attainment should be understood as the highest level of education of either parent. Data on 25-44 year-olds with one native-born parent and one foreign-born parent are not included in this table due to low number of observations.

	Parents' educational attainment: tertiary									
	Both parents are native-born					Both parents are foreign-born				
	Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary	Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary
	%	S.E.	%	S.E.	%	%	S.E.	%	S.E.	%
	(37)	(38)	(39)	(40)	(41)	(43)	(44)	(45)	(46)	(47)
OECD										
National entities										
Australia	7	(1.8)	36	(3.6)	57	3	(1.5)	15	(2.0)	81
Austria	5	(1.4)	59	(3.0)	37	9	(3.8)	39	(6.4)	53
Canada	4	(0.6)	29	(1.8)	67	2	(0.6)	15	(1.6)	83
Chile	3	(1.2)	19	(3.6)	77	c	c	c	c	c
Czech Republic	3	(1.2)	35	(3.3)	62	c	c	c	c	c
Denmark	8	(1.6)	26	(2.1)	65	11	(2.3)	17	(2.6)	72
Estonia	6	(0.9)	33	(1.9)	61	7	(2.2)	38	(3.8)	55
Finland	3	(1.3)	28	(2.7)	68	c	c	c	c	c
France	2	(0.6)	22	(2.1)	76	14	(4.7)	12	(3.7)	74
Germany	6	(1.6)	39	(2.2)	55	5	(2.6)	36	(5.4)	58
Greece	c	c	26	(3.7)	74	c	c	53	(8.9)	44
Ireland	4	(1.0)	24	(2.7)	72	2	(1.2)	27	(3.4)	71
Israel	3	(0.8)	22	(3.1)	75	2	(0.8)	24	(2.5)	74
Italy	c	c	25	(4.9)	70	c	c	c	c	c
Japan	4	(0.8)	21	(1.6)	75	c	c	c	c	c
Korea	c	c	18	(1.9)	82	c	c	c	c	c
Netherlands	8	(1.5)	28	(2.4)	64	15	(5.8)	36	(8.1)	49
New Zealand	10	(1.6)	31	(2.9)	58	3	(1.3)	14	(2.3)	83
Norway	9	(1.4)	26	(2.3)	65	9	(2.6)	30	(5.0)	61
Poland	1	(0.7)	19	(2.7)	79	c	c	c	c	c
Slovak Republic	c	c	34	(3.3)	65	c	c	c	c	c
Slovenia	2	(1.1)	33	(3.0)	65	c	c	c	c	c
Spain	9	(1.8)	17	(2.6)	74	19	(5.0)	34	(7.3)	46
Sweden	5	(1.2)	43	(2.2)	52	9	(3.2)	34	(4.7)	57
Turkey	10	(4.0)	17	(4.5)	73	c	c	c	c	c
United States	3	(0.8)	36	(2.3)	61	c	c	21	(4.0)	75
Subnational entities										
Flanders (Belgium)	2	(0.7)	24	(2.2)	74	c	c	46	(7.4)	49
England (UK)	7	(1.7)	22	(2.4)	72	3	(1.5)	13	(3.7)	84
Northern Ireland (UK)	3	(1.5)	24	(3.9)	73	c	c	10	(6.1)	90
Average	5	(0.3)	28	(0.5)	67	m	m	27	(1.2)	66
Partners										
Jakarta (Indonesia)	c	c	c	c	c	c	c	c	c	c
Lithuania	5	(0.8)	41	(2.0)	54	c	c	63	(11.3)	37
Russian Federation*	2	(1.1)	12	(2.0)	86	c	c	c	c	c
Singapore	c	c	6	(2.2)	92	c	c	5	(1.5)	94

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012. Columns showing data for total native-born and foreign-born parents and for all levels of educational attainment for parents are available for consultation on line (see *StatLink* below). For national entities as well as for subnational entities, foreign-born parents refers to parents born outside of the country. In the case of England (UK) and Northern Ireland (UK), foreign-born parents refers to those born outside of the United Kingdom.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396875>

Table A4.4. [1/2] **Intergenerational mobility in education, by father's and mother's educational attainment (2012 or 2015)***Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents both have below upper secondary education, 29% attained tertiary. Among 25-44 year-old non-students whose mother only attained upper secondary or post-secondary non-tertiary, 33% attained tertiary. Among those whose father only attained upper secondary or post-secondary non-tertiary, 34% attained tertiary. Among those whose parents both have upper secondary or post-secondary non-tertiary education, 44% attained tertiary.

		Both parents' educational attainment: below upper secondary						Mother's educational attainment: upper secondary or post-secondary non-tertiary Father's educational attainment: below upper secondary						
		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		
		% (1)	S.E. (2)	% (3)	S.E. (4)	% (5)	S.E. (6)	% (7)	S.E. (8)	% (9)	S.E. (10)	% (11)	S.E. (12)	
OECD	National entities													
	Australia	25	(1.7)	46	(2.0)	29	(1.7)	21	(4.7)	46	(4.5)	33	(3.7)	
	Austria	30	(1.9)	61	(1.9)	9	(1.2)	13	(3.6)	73	(5.0)	14	(4.3)	
	Canada	20	(1.6)	39	(2.0)	42	(2.1)	7	(1.5)	47	(3.6)	46	(3.1)	
	Chile	37	(1.8)	50	(2.2)	13	(1.9)	20	(5.6)	47	(8.0)	33	(6.8)	
	Czech Republic	13	(4.0)	85	(4.7)	3	(1.4)	c	c	81	(8.4)	16	(8.0)	
	Denmark	27	(2.2)	42	(2.3)	30	(2.0)	11	(4.1)	52	(5.2)	37	(4.5)	
	Estonia	27	(2.2)	53	(2.7)	21	(2.0)	16	(2.2)	46	(3.7)	38	(3.5)	
	Finland	10	(1.6)	51	(2.0)	39	(2.1)	7	(1.8)	46	(3.1)	47	(2.9)	
	France	26	(1.3)	49	(1.5)	25	(1.3)	6	(2.1)	57	(3.4)	37	(3.3)	
	Germany	39	(4.4)	51	(4.3)	10	(2.3)	7	(3.8)	75	(6.4)	18	(5.6)	
	Greece	35	(1.7)	47	(1.6)	18	(1.3)	11	(4.6)	47	(6.4)	42	(6.0)	
	Ireland	29	(1.2)	43	(1.3)	28	(1.2)	11	(1.8)	43	(3.1)	47	(3.3)	
	Israel	21	(1.6)	49	(2.4)	30	(2.0)	7	(2.4)	41	(5.0)	52	(5.3)	
	Italy	54	(1.5)	38	(1.4)	8	(0.7)	9	(3.6)	61	(5.1)	30	(4.9)	
	Japan	15	(2.7)	57	(3.7)	28	(3.1)	12	(2.4)	59	(3.8)	29	(3.7)	
	Korea	7	(0.8)	50	(1.2)	43	(1.0)	c	c	40	(6.8)	57	(7.1)	
	Netherlands	31	(2.1)	43	(2.0)	26	(1.7)	19	(4.2)	49	(4.8)	32	(4.6)	
	New Zealand	25	(2.2)	34	(2.4)	41	(2.5)	10	(2.9)	38	(5.7)	51	(5.9)	
	Norway	31	(2.9)	40	(3.2)	29	(2.6)	16	(3.5)	48	(4.4)	35	(4.2)	
	Poland	16	(2.4)	69	(3.2)	15	(2.5)	9	(3.7)	66	(4.9)	25	(5.4)	
	Slovak Republic	42	(2.7)	53	(2.7)	5	(1.3)	9	(3.5)	76	(5.0)	16	(4.2)	
	Slovenia	32	(2.5)	55	(2.4)	13	(1.5)	12	(3.9)	53	(5.7)	35	(5.1)	
	Spain	49	(1.0)	22	(0.9)	28	(1.0)	28	(5.4)	32	(5.5)	40	(5.1)	
	Sweden	21	(2.1)	56	(2.4)	24	(1.7)	18	(4.4)	53	(5.1)	29	(4.7)	
	Turkey	68	(0.8)	20	(0.8)	12	(0.5)	30	(12.9)	26	(10.8)	44	(13.0)	
	United States	34	(3.2)	58	(2.7)	8	(1.6)	10	(3.1)	68	(4.4)	22	(4.0)	
		Subnational entities												
		Flanders (Belgium)	17	(2.0)	58	(2.8)	26	(2.1)	4	(1.9)	64	(4.2)	32	(4.3)
		England (UK)	35	(2.8)	40	(2.9)	25	(2.6)	15	(2.9)	36	(5.1)	49	(5.6)
		Northern Ireland (UK)	44	(2.9)	37	(2.7)	19	(1.9)	21	(3.8)	42	(4.2)	37	(4.5)
		Average	30	(0.4)	48	(0.5)	22	(0.3)	13	(0.8)	52	(1.0)	35	(1.0)
Partners	Jakarta (Indonesia)	35	(1.2)	50	(1.2)	14	(0.8)	c	c	20	(8.3)	73	(8.5)	
	Lithuania	19	(2.5)	73	(2.7)	8	(1.7)	19	(4.8)	65	(6.1)	16	(4.5)	
	Russian Federation*	10	(3.2)	42	(3.4)	48	(3.4)	7	(3.3)	22	(3.9)	71	(3.6)	
	Singapore	16	(1.1)	28	(1.2)	55	(1.3)	4	(2.5)	29	(3.8)	67	(3.7)	

Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396880>

Table A4.4. [2/2] **Intergenerational mobility in education, by father's and mother's educational attainment (2012 or 2015)***Survey of Adult Skills, 25-44 year-old non-students*

How to read this table: In Australia, among 25-44 year-old non-students whose parents both have below upper secondary education, 29% attained tertiary. Among 25-44 year-old non-students whose mother only attained upper secondary or post-secondary non-tertiary, 33% attained tertiary. Among those whose father only attained upper secondary or post-secondary non-tertiary, 34% attained tertiary. Among those whose parents both have upper secondary or post-secondary non-tertiary education, 44% attained tertiary.


	Father's educational attainment: upper secondary or post-secondary non-tertiary Mother's educational attainment: below upper secondary						Both parents' educational attainment: upper secondary or post-secondary non-tertiary					
	Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary		Own education: below upper secondary		Own education: upper secondary or post-secondary non-tertiary		Own education: tertiary	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
OECD												
National entities												
Australia	19	(3.3)	48	(3.7)	34	(3.6)	15	(2.8)	41	(3.9)	44	(3.5)
Austria	15	(2.1)	73	(2.4)	12	(1.6)	8	(1.0)	72	(1.7)	21	(1.3)
Canada	8	(1.5)	44	(3.3)	48	(3.4)	6	(1.0)	39	(2.0)	55	(2.0)
Chile	23	(4.2)	55	(6.2)	22	(4.6)	9	(4.0)	42	(4.2)	49	(5.6)
Czech Republic	15	(3.6)	77	(3.8)	8	(1.8)	5	(0.8)	77	(1.6)	19	(1.3)
Denmark	18	(3.1)	49	(2.9)	33	(2.6)	11	(2.1)	49	(2.7)	39	(2.4)
Estonia	14	(3.5)	56	(5.0)	30	(4.3)	11	(1.2)	47	(2.0)	42	(1.9)
Finland	6	(2.3)	46	(3.9)	47	(4.1)	6	(1.3)	47	(2.1)	47	(2.1)
France	10	(1.5)	54	(2.2)	35	(1.9)	8	(1.5)	46	(2.2)	46	(2.0)
Germany	18	(3.7)	62	(4.2)	20	(2.8)	5	(0.9)	67	(1.7)	29	(1.7)
Greece	17	(4.6)	50	(5.5)	34	(4.5)	1	(0.7)	51	(3.9)	47	(4.0)
Ireland	10	(2.1)	44	(3.6)	46	(3.9)	9	(2.0)	49	(3.3)	43	(3.4)
Israel	12	(3.4)	48	(5.7)	40	(5.7)	4	(1.3)	44	(3.2)	52	(3.3)
Italy	22	(3.7)	55	(3.9)	22	(3.6)	7	(2.3)	51	(3.6)	42	(3.4)
Japan	17	(4.2)	44	(5.1)	38	(3.5)	5	(0.8)	46	(1.8)	49	(1.9)
Korea	2	(0.8)	42	(2.5)	56	(2.5)	c	c	36	(2.1)	64	(2.1)
Netherlands	13	(1.9)	45	(3.0)	42	(3.2)	8	(2.5)	47	(4.3)	45	(4.4)
New Zealand	11	(2.8)	45	(4.5)	44	(4.7)	10	(3.0)	36	(4.2)	54	(4.3)
Norway	21	(2.7)	44	(2.8)	35	(2.6)	13	(2.0)	45	(2.8)	42	(2.7)
Poland	9	(2.3)	75	(3.8)	16	(2.8)	4	(0.5)	58	(1.6)	39	(1.6)
Slovak Republic	10	(1.9)	84	(2.3)	7	(1.4)	4	(0.5)	71	(1.8)	25	(1.7)
Slovenia	10	(2.0)	66	(2.7)	25	(2.5)	8	(1.3)	55	(1.8)	38	(1.6)
Spain	25	(3.3)	25	(3.6)	50	(3.9)	18	(4.2)	36	(5.6)	46	(5.2)
Sweden	10	(3.7)	53	(5.1)	37	(4.7)	13	(3.3)	53	(3.9)	34	(3.3)
Turkey	20	(2.9)	37	(3.2)	43	(3.3)	c	c	28	(6.5)	72	(6.5)
United States	12	(3.8)	64	(5.4)	24	(5.7)	5	(1.0)	55	(2.3)	40	(2.5)
Subnational entities												
Flanders (Belgium)	11	(2.4)	51	(3.9)	38	(3.6)	5	(1.1)	48	(2.8)	47	(2.6)
England (UK)	22	(3.0)	44	(4.3)	34	(3.6)	12	(1.9)	40	(2.9)	48	(3.0)
Northern Ireland (UK)	30	(4.2)	35	(4.1)	35	(4.0)	10	(1.6)	46	(2.9)	45	(3.0)
Average	15	(0.6)	52	(0.7)	33	(0.7)	8	(0.4)	49	(0.6)	43	(0.6)
Partners												
Jakarta (Indonesia)	3	(2.2)	20	(4.2)	77	(4.8)	c	c	12	(4.9)	88	(4.9)
Lithuania	26	(9.7)	63	(8.9)	11	(4.4)	11	(2.0)	68	(3.2)	21	(3.0)
Russian Federation*	12	(5.5)	24	(6.8)	65	(4.2)	5	(1.4)	26	(2.9)	69	(3.8)
Singapore	9	(1.6)	29	(2.4)	62	(2.4)	4	(1.2)	19	(2.3)	77	(2.5)

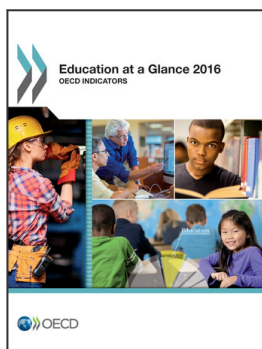
Notes: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). 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/10.1787/888933396880>



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