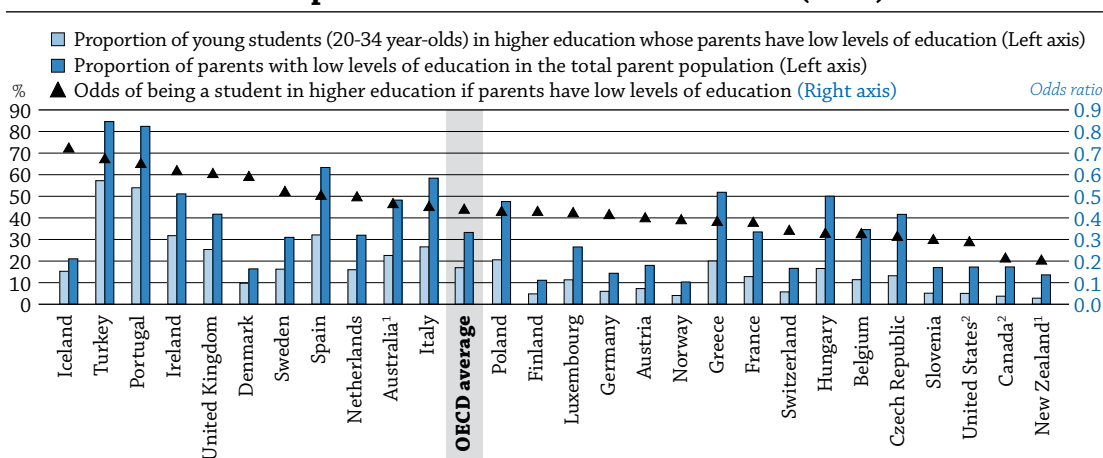


TO WHAT EXTENT DOES PARENTS' EDUCATION INFLUENCE ACCESS TO TERTIARY EDUCATION?

- The odds that a 20-34 year-old will attend higher education are low if his or her parents have not completed upper secondary education. On average across OECD countries, young people from families with low levels of education are less than one-half (odds of 0.44) as likely to be in higher education, compared to the proportion of such families in the population.
- On average across OECD countries, a young person with at least one parent who has attained a tertiary degree is almost twice as likely (odds of 1.9) to be in higher education, compared to the proportion of such families in the population. Only in Denmark, Estonia, Finland, Iceland, Luxembourg, Norway and Sweden is this over-representation of students from high educational backgrounds below 50% (odds below 1.5).
- Inequalities in early schooling due to different socio-economic backgrounds are strongly linked to inequalities at the tertiary level of education. In addition, the impact of socio-economic background on student performance at age 15 (PISA 2000) explains 37% of the between-country variance in the intake of students to higher education from low educational backgrounds in 2009.
- Young people (25-34 year-old non-students) from families with low levels of education enjoy the greatest educational opportunities in Australia, Canada, Denmark, Finland, France, Iceland, Ireland, the Netherlands, Spain and Sweden, where at least 25% of this cohort have attained a tertiary degree, and less than 30% have not completed at least an upper secondary education.

Chart A6.1. Participation in higher education of students whose parents have low levels of education (2009)



Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of the odds of attending higher education.

Source: OECD. Table A6.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661934>

How to read this chart

The chart shows the odds of someone from a low educational background attending higher education. The odds ratio is calculated by comparing the proportion of parents with low levels of education in the total parent population to the proportion of students in higher education whose parents have low levels of education. Taking the results for the United Kingdom as an example: 25% of all students in tertiary education have parents with low levels of education (light blue bar), while 42% of the parent population have a low levels of education (dark blue bar). This results in an odds ratio of 0.61 (dark triangle). If young people from a low educational background in the United Kingdom were as likely to attend higher education as those from more educated families, 42% of the student population would come from low educational backgrounds, giving an odds ratio equal to 1.

■ Context

Because of its strong links to earnings, employment, overall wealth and the well-being of individuals, education is a key element in combating inequalities in societies. Giving all young people a fair chance to obtain a quality education is a fundamental part of the social contract. Addressing inequalities in education is critically important for maintaining social mobility and broadening the pool of candidates for higher education and high-skilled jobs.

It is crucial for countries to have an educated and skilled workforce if they want to compete in the knowledge-based global marketplace and promote future growth. The transfer of low-skilled jobs to countries with substantially lower cost structures further suggests that having a large population of low-skilled workers will lead to an increasing social burden and deepening inequalities that are both difficult and costly to address once people have left initial education.

It is important, then, to level the playing field for young people from weak educational backgrounds. Various policy options, such as maintaining reasonable costs for higher education and robust student support systems, can help these students. Ensuring access to and success in higher education for all is important, but so is addressing inequalities at the earliest stages of schooling. Little can be done to remedy poor outcomes at the last stage of the education ladder without also compromising the quality of higher education.

■ Other findings

- On average across OECD countries, 66% of students with at least one parent who had attained a tertiary degree also attained a tertiary degree, while just 37% of students whose parents attained an upper secondary or post-secondary non-tertiary level of education (ISCED 3/4) completed a tertiary education. **Only one in five (20%) individuals who come from families with low levels of education attains a tertiary degree.**
- **In Italy, Portugal, Turkey and the United States, young people from families with low levels of education have the least chance of attaining a higher level of education than their parents.** In these countries, more than 40% of these young people have not completed upper secondary education, and fewer than 20% have made it to tertiary education.
- **Young women have a clear advantage over young men in attaining a higher level of education than their parents.** The differences in this upward mobility are particularly stark in Greece, Iceland, Norway, Portugal, Slovenia and Spain, where young women are at least 10 percentage points more likely than young men to belong to this group.
- **At the upper secondary or post-secondary non-tertiary level, 21% of young people attain the same educational level as their parents and go no further.** In Austria, the Czech Republic, Germany, the Slovak Republic, Slovenia and Switzerland, this figure exceeds 30%, which largely reflects the importance of this level of education – particularly, the importance of vocational education – in these countries.

■ Trends

The expansion of education systems in many OECD countries, both at the upper secondary or post-secondary non-tertiary and the tertiary levels of education, has given young people an opportunity to attain a higher level of education than their parents. On average, 37% of young people have achieved a higher level of education than their parents, while only 13% have not been able to reach their parents' educational level. In all countries except Estonia, Germany and Iceland, upward mobility in education is more common than downward mobility, reflecting the expansion of education systems in most OECD countries. The expansion of education has been particularly pronounced in Australia, the Czech Republic, Greece, Hungary, Ireland, Italy and Poland, where the difference between upward and downward educational mobility is 40 percentage points or more.

Analysis

Inequalities in access to higher education across OECD countries

Some caution is needed in interpreting the results in Table A6.1, as the Adult Literacy and Lifeskills (ALL) survey, used as a source for Australia, Canada, New Zealand and the United States, does not include data on the ISCED 5B level of higher education. This can distort the comparability with remaining countries sourced from the 2009 Transition Ad Hoc Module, which includes ISCED 5B data (see *Definitions* section at the end of this indicator for further information). The omission of data on type 5B qualifications may understate mobility, in that those whose parents have low levels of education and who earn qualifications at ISCED 5B level will be excluded from the counts of those with tertiary education.

Assessing inequalities in access to higher education is achieved by comparing the proportion of students from a certain educational background who attend higher education to the proportion of parents with this level of education in the total parent population. The odds of someone coming from a family with low levels of education, for instance, is calculated as the proportion of students in higher education whose parents have low levels of education compared with the proportion of parents with low levels of education in the total parent population. Odds below 1 indicate a small likelihood of enrolling in higher education; odds close to 1 indicate an equal opportunity; and odds exceeding 1 indicate a greater likelihood of enrolling in higher education.

As shown in the introductory chart (Chart A6.1), the chance that a young person whose parents have not attained an upper secondary education will attend higher education is limited. The odds – calculated as the proportion of students in higher education whose parents have low levels of education, compared to the proportion of parents with low levels of education in the total parent population – are substantially below one (e.g. even odds) in all countries.

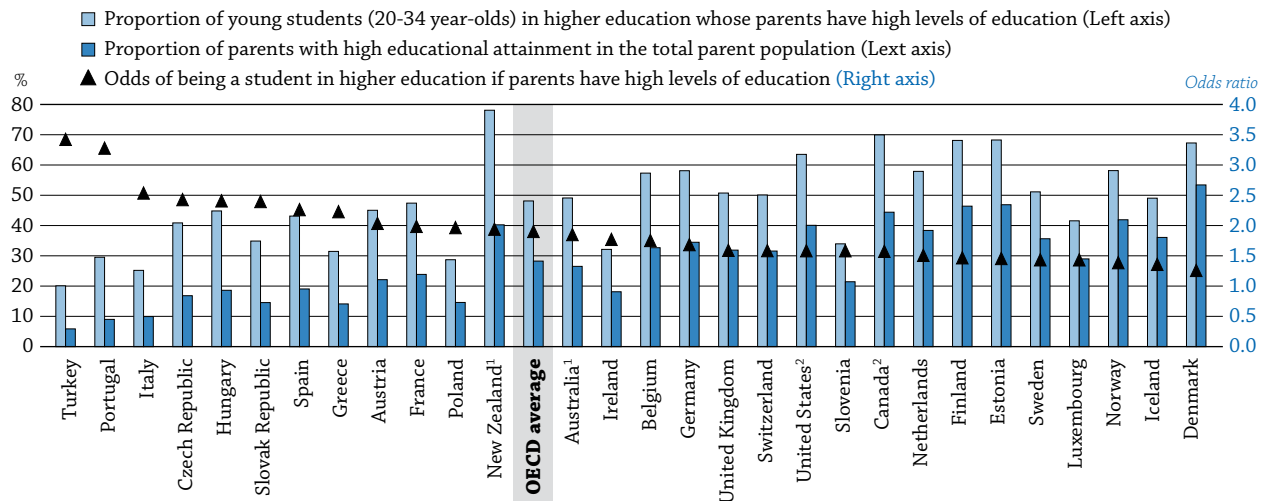
The chance that these young people will enrol in higher education exceeds 50% in only nine countries: Denmark, Iceland, Ireland, the Netherlands, Portugal, Spain, Sweden, Turkey and the United Kingdom. In Canada, New Zealand and the United States, the likelihood that a 20-34 year-old whose parents have low levels of education will enrol in higher education is less than 30% (Table A6.1).

Considering that one-third of all parents in OECD countries have not completed upper secondary education, the scope of this issue is significant in many countries. However, in Finland, Germany, Norway and New Zealand, 15% or fewer of parents have not completed upper secondary education, which means that fewer young people have to overcome this particular barrier to higher education (Chart A6.1).

Chart A6.2 shows the other side of this situation. It provides information on the likelihood that young people with one or two highly educated parents will enrol in tertiary education as well.

On average across OECD countries, almost half (48%) of the student population comes from highly educated families where at least one of the parents has attained tertiary education. In Canada, Denmark, Estonia, Finland, New Zealand and the United States, over 60% of students in higher education have at least one parent who has attained a higher education. However, at least 40% of parents in these countries have attained a tertiary education, among the highest levels of attainment in the OECD area. As such, the odds are generally lower than in other countries, except New Zealand (Chart A6.2).

In general, students whose parents have higher levels of education are more likely to enter tertiary education. On average, a 20-34 year-old from a highly educated family is almost twice (1.9) as likely to be in higher education, as compared with the proportion of such families in the population. The greatest likelihood that those from highly educated families will continue into higher education is found in Portugal and Turkey, where this ratio exceeds three. In Austria, the Czech Republic, Greece, Hungary, Italy, the Slovak Republic and Spain, young people are more than twice as likely to be in higher education if their parents hold a tertiary degree, as compared to the percentage of such families in the population (Table A6.1).

Chart A6.2. Participation in higher education of students whose parents have high levels of education (2009)

Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of the odds of attending higher education.

Source: OECD. Table A6.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932661953>

The advantage of having highly educated parents is smaller in countries where overall tertiary attainment is high, as well as in countries where the private costs of education are relatively low. The Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – as well as Estonia and Luxembourg stand out in this respect. In these countries, a student's odds of being in higher education if he or she comes from a highly educated family are below 1.5 (Chart A6.2).

The entry into higher education of young people with at least one parent who has attained an upper secondary or post-secondary non-tertiary education (ISCED 3/4) is proportional to their share of the general parent population, on average. Young women and men in Italy, Portugal and Turkey have a clear advantage if their parents have an upper secondary education (the odds exceed 1.5 in all of these countries). However, for young men in Canada, New Zealand and the United States, the odds ratio of participating in higher education when a parent has only an upper secondary education is less than 50% (Table A6.1).

Inequalities in higher education and at earlier stages of schooling

Countries that have expanded tertiary education in recent years will generally have a higher intake of students from less-advantaged backgrounds. However, increasing tertiary attainment levels, as shown in the difference in attainment between 25-34 year-olds and 45-54 year-olds, explains less than 5% of the variation between countries in the odds of attending higher education if the parents have low levels of education (see Indicator A1, Table A1.3a).

Previous schooling has a substantially greater impact on preparing students from less-educated families to enter higher education. Results from the PISA 2000 assessment provide an opportunity to address this issue. Both PISA and the data used in this indicator provide a representative picture of the quality and inequalities in education at age 15 and in higher education across OECD countries. The data on access to higher education is from 2009 – when most of the PISA 2000 cohort were 24 years old, the prime age for being in tertiary education in many countries. A caveat is the broad age span used in assessing access to higher education (20-34 year-olds), which is likely to weaken the potential association between the two measures.

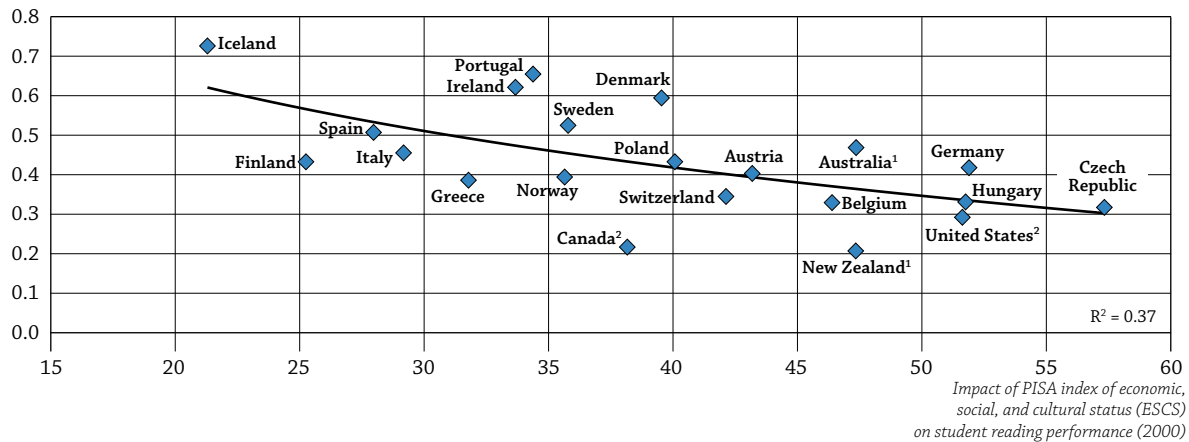
A6

Chart A6.3 plots countries by the influence of socio-economic background on students' performance in PISA 2000, and the odds of someone whose parents have low levels of education attending higher education. There is a strong link between inequalities in early schooling and students from families with low levels of education enrolling in higher education (this factor explains 37% of the variance). Countries that succeed in providing high-quality compulsory schooling to all students, regardless of their background, are also those that show better odds for students from low educational backgrounds to be enrolled in higher education (Chart A6.3).

The results of breaking down the impact of the *PISA index of economic, social, and cultural status* (ESCS) on student reading performance into within-school and between-school association make intuitive sense (Table A6.1 and Table A6.4, available on line). There is a positive link between the odds for someone with low-educated parents of attending higher education and a low school-level impact of ESCS on the reading performance of students (this explains approximately 20-25% of the between-country variance, depending on the model used). This suggests that countries that succeed in providing high-quality education in less advantaged schools are also those countries that will see more students from families with low educational backgrounds attend higher education.

Chart A6.3. The influence of socio-economic background on students' performance in PISA 2000, and the odds of someone whose parents have low levels of education of attending higher education (2009)

The odds of a 20-34 year-old attending higher education if parents have low levels of education (2009)



Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Source: OECD, Table A6.1 and Table A6.4, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661972>

The within-school association between student performance and socio-economic background, on the other hand, is strongly related to lower odds of entering tertiary education for those coming from a high educational background (this explains approximately 27% of the between-country variance). Similarly, the odds of attending higher education among those with highly educated parents is substantially reduced in countries where the overall quality of compulsory education is high. The association between the mean reading performance in PISA 2000 and the odds of 20-34 year-olds from high educational backgrounds attending higher education explains one-third of the between-country variance. (Using PISA 2003 mean scores explains close to half, R^2 : 0.44, of the between-country variation.)

Overall, high-quality schooling, as demonstrated by a high average PISA score, and keeping schools mixed in terms of social backgrounds, as demonstrated by larger within-school association of ESCS, appears to be important in enabling students from low educational backgrounds to attain the advantage that many from high educational backgrounds have. These results suggest that peer-learning effects are important, and that having good parental support is less important in countries with high-quality teaching in schools. Making sure that no schools are allowed to fail, manifested by a low school-level impact of ESCS, is an important factor to increase the entry of students from low educational backgrounds into higher education.

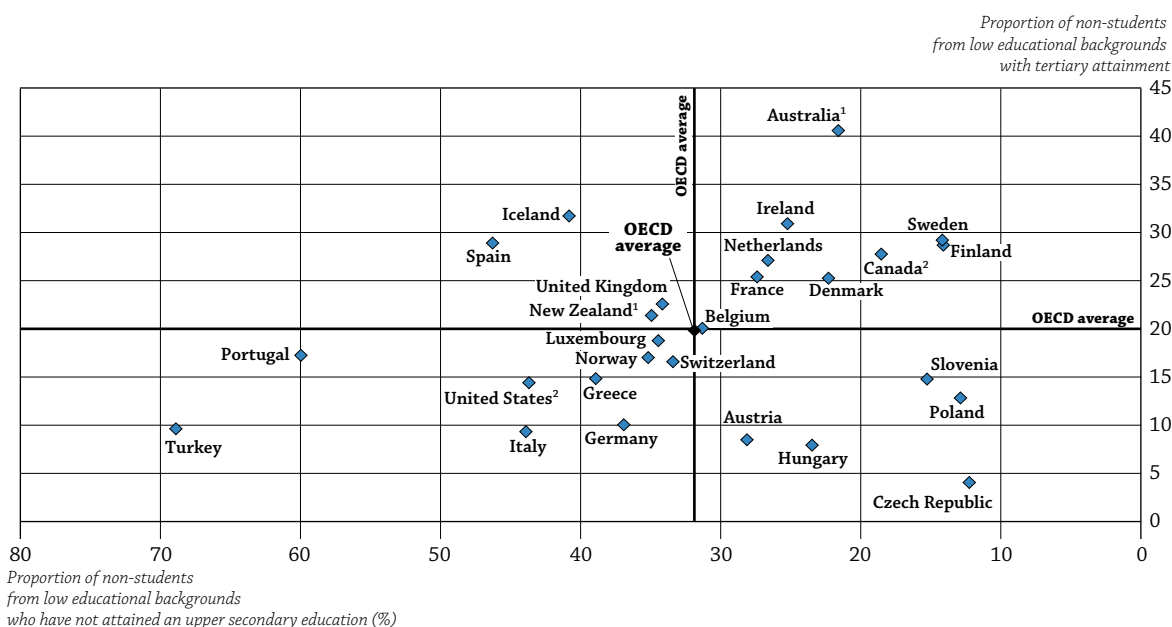
Attaining a higher education – Where do those from a weak educational background succeed?

Completing a tertiary education brings substantial benefits to individuals and society. Ensuring that those pursuing a higher education also complete their studies thus makes strong economic sense, particularly for those coming from disadvantaged backgrounds. Table A6.2 shows educational attainment among 25-34 year-old non-students by their parents' level of educational attainment.

On average across OECD countries, 66% of individuals with at least one highly educated parent succeeded in attaining a tertiary degree, while 37% of individuals whose parents attained upper secondary or post-secondary non-tertiary education (ISCED 3/4) completed a tertiary education. Only 20% of individuals whose parents have low levels of education have a tertiary degree.

The chances of obtaining a tertiary degree are substantially lower for young men than for young women. On average, the difference amounts to seven percentage points if the parents have low levels of education, nine percentage points if the parents have attained secondary or post-secondary non-tertiary education (ISCED 3/4), and ten percentage points if the parents have completed a tertiary degree.

Chart A6.4. Where do individuals from low educational backgrounds succeed? (2009)
Educational achievement among 25-34 year-old non-students with parents who have not attained an upper secondary education



Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Source: OECD, Table A6.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661991>

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Chart A6.4 takes a closer look at upward educational mobility for those whose parents have low levels of education by examining the proportion of non-students from such backgrounds who have not attained an upper secondary education and the proportion who have attained a tertiary education (the intermediate between those two attainment levels is upper secondary or post-secondary non-tertiary attainment).

Young people from low educational backgrounds have the greatest chances of upward educational mobility in the countries clustered in the upper right quadrant of the chart. The chances of completing a tertiary education exceeds 25% in Canada, Denmark, Finland, France, the Netherlands and Sweden, and is greater than 30% in Australia and Ireland. In all countries, fewer than 30% of these young people have not completed at least an upper secondary education (Chart A6.4).

In Austria, the Czech Republic, Hungary, Poland and Slovenia (lower right quadrant), fewer young people have attained tertiary education, but few have not completed upper secondary education. In Iceland, New Zealand, Spain and the United Kingdom, a relatively large proportion have acquired a tertiary degree, but a substantial portion of 24-35 year-old non-students remain at their parents' low educational level (upper left quadrant).

In Italy, Portugal, Turkey and the United States (lower left quadrant), more than 40% of young people from low educational backgrounds have not completed upper secondary education, and less than 20% of those young people have enrolled in tertiary education.

Intergenerational mobility in education

Overall, educational mobility is strongly associated with the expansion of education, both at the upper secondary (ISCED 3/4) and tertiary levels. In countries where the upper levels of education have not expanded to the same extent, educational mobility is linked to the strength of the relationship between young people's education and their parents' education.

On average across OECD countries, approximately half of 25-34 year-old non-students have achieved the same level of education as their parents: 13% have a low level of education (ISCED 0/1/2), 22% have a medium level of education (ISCED 3/4), and a further 15% have attained tertiary education (ISCED 5/6). More than one-third (37%) of all young people have surpassed their parents' educational level, while 13% have not reached their parents' level of education (Table A6.3).

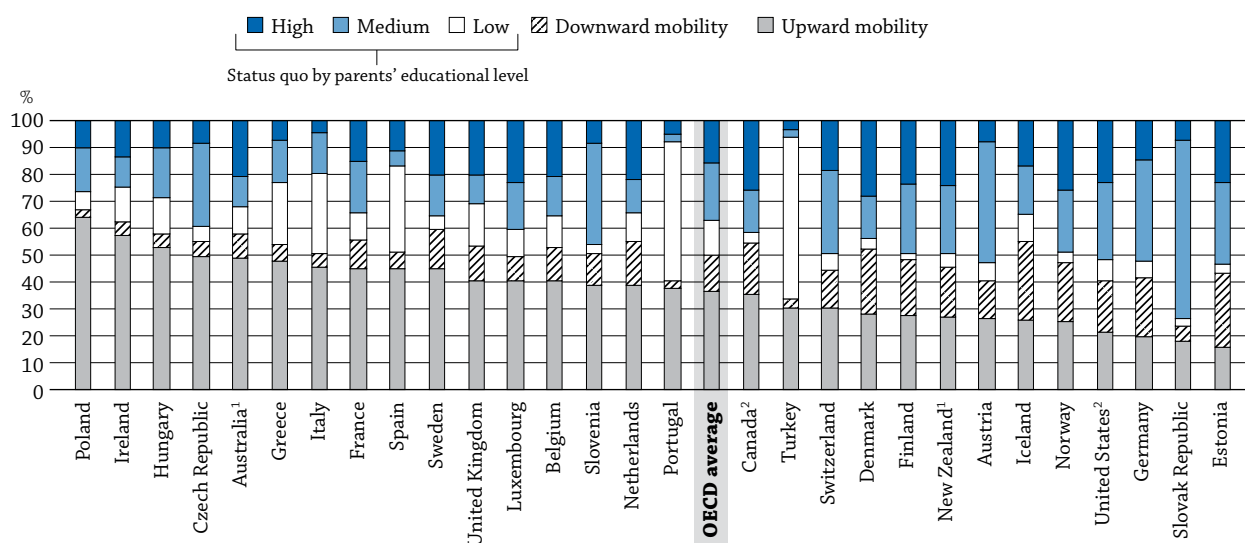
There is no gender difference in the proportion of 25-34 year-old non-students who have achieved the same educational level as their parents (status quo). However, young women are five percentage points more likely than young men to be upwardly mobile in educational attainment (40% compared with 35%), and young men are more likely than young women to be downwardly mobile in educational attainment (15% compared with 11%). The differences in upward mobility are particularly stark in Greece, Iceland, Norway, Portugal, Slovenia and Spain, where young women are at least 10 percentage points more likely than young men to belong to this group.

Chart A6.5 shows intergenerational mobility in education in OECD countries by analysing the percentage of 25-34 year-old non-students whose educational attainment is higher than that of their parents (upward mobility), lower than that of their parents (downward mobility) or the same (status quo) according to their parents' level of education (low, medium, high).

In Hungary, Poland and Ireland, over half of all 25-34 year-olds have attained a higher educational level than their parents, and few have not achieved at least the same level as their parents. In Australia, the Czech Republic, France, Greece, Italy, Spain and Sweden, at least 45% of young people have surpassed their parents' level of education. However, in France and Sweden, at least 10% of young people have not achieved as high a level of education as their parents.

In Estonia, Germany, Norway, the Slovak Republic and the United States, 25% or less of young people have attained a higher level of education than their parents. In all these countries except the Slovak Republic, downward educational mobility is nearly equal to upward educational mobility. In Estonia, Germany and Iceland, downward educational mobility is more common than an upward mobility, reflecting a contraction of the education systems.

Chart A6.5. Intergenerational mobility in education (2009)
 Percentage of 25-34 year-old non-students having an educational attainment higher than their parents, (upward mobility), a lower one (downward mobility) or the same (status quo) and status quo by parents' education level (low, medium, high)




Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Countries are ranked in descending order of upward mobility.

Source: OECD. Table A6.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932662010>

Despite an expansion of the education system, more than 20% of young people in Greece, Italy, Portugal, Spain and Turkey remain at the same low levels of education as their parents. More than 30% of young people in Austria, the Czech Republic, Estonia, Germany, the Slovak Republic, Slovenia and Switzerland end their educational careers at the same upper secondary or post-secondary non-tertiary level as their parents, largely reflecting the significance of this level of education and the importance of vocational education in these countries (see Indicator A1).

Definitions

Three broad educational categories are used in this comparison of parents' and young people's educational attainment for most countries: low levels of education (ISCED levels 0-2 completed, the person has not completed upper secondary education); mid-levels of education (ISCED levels 3-4 completed, the person has completed upper secondary or post-secondary non-tertiary education); and high levels of education (ISCED levels 5-6 completed, the person has completed tertiary education).

For student attendance data, the four countries (Australia, Canada, New Zealand and the United States) sourced from ALL have slightly different categories than the rest of the countries. The low level of education category groups people who are attending upper secondary or less than high school (ISCED 0-3) education; the mid level category, those who are attending post-secondary non-tertiary education or tertiary but not university (ISCED 4 and 5B); and the high level category, those attending university courses (ISCED 5A and 6). This disparity between ALL and the 2009 Transition Ad Hoc Module categories might distort comparability to some extent, as young people from lower socio-economic backgrounds are more likely to enter ISCED 5B as opposed to ISCED 5A-types of education.

Methodology

The 2009 Transition Ad Hoc Module, a supplement to the 2009 EU Labour Force Surveys, was used for most of the countries in this analysis. The Adult Literacy and Lifeskills Survey (ALL) was used as a data source for Australia, Canada, New Zealand and the United States. The first wave, which took place in 2003, includes Canada and the United States. The second wave, which took place in 2006, includes New Zealand and Australia.

Only respondents between the ages of 25 and 34 were included in the analysis of the educational attainment data. In the analysis of the school-attendance data, only respondents between the ages of 20 and 34 were included. Respondents were excluded from the analysis if the education level of at least one of their parents was not available.

There may be some differences in the information collected from the countries, as well as differences between the two data sources. These differences could affect the results.

Assessing inequalities in access to higher education is achieved by comparing the proportion of students from a certain educational background who attend higher education to the proportion of parents with this level of education in the total parent population. The odds of someone coming from a family with low levels of education, for instance, is calculated as the proportion of students in higher education whose parents have low levels of education compared with the proportion of parents with low levels of education in the total parent population. Odds below 1 indicate a small likelihood of enrolling in higher education; odds close to 1 indicate an equal opportunity; and odds exceeding 1 indicate a great likelihood of enrolling in higher education.

Inequalities in educational attainment (completed education) are examined by comparing the educational attainment of 25-34 year-old non-students to that of their parents.

Because the data on students in higher education pertains to students aged 20, there may be under-reporting of participation, as some students begin higher education before the age of 20. Upward and downward mobility trends are therefore affected.

The statistical data for Israel are supplied by and 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.

References

The following additional material relevant to this indicator is available on line:

- *Table A6.4. Mean reading performance in PISA 2000, 2003 and relationship between reading performance and the PISA index of economic, social, and cultural status (ESCS) in PISA 2000*

StatLink  <http://dx.doi.org/10.1787/888932665012>

Table A6.1. [1/2] **Participation in higher education, by parents' educational attainment (2009)**

Proportion of 20-34 year-olds in higher education by parents' educational background, the distribution (proportion) of parents' educational attainment among 20-34 year-olds, and the corresponding odds of being in higher education by educational background

Reading the columns for those with parents whose level of education is low: 23% of all students in tertiary education (M+W) in Australia have parents with low levels of education (Column 1) while 48% of parents attained low level of education (Column 5) and the corresponding odds of being in higher education for someone whose parents have low educational attainment is 0.47 in Australia (Column 9).

OECD		Proportion of 20-34 year-old students in higher education by parents' educational attainment				Parents' educational attainment in the total parent population (students and non-students)				Odds (ratio) to access higher education by parents' educational background		
		Low (0/1/2)	Medium (3/4)	High (5/6)	Total	Low (0/1/2)	Medium (3/4)	High (5/6)	Total	Low (0/1/2)	Medium (3/4)	High (5/6)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Australia ¹	Men	22	29	49	100	48	25	27	100	0.46	1.17	1.79
	Women	23	28	49	100	48	26	26	100	0.47	1.08	1.91
	M+W	23	28	49	100	48	25	27	100	0.47	1.12	1.85
Austria	Men	6	50	44	100	18	59	23	100	0.34	0.84	1.91
	Women	9	46	46	100	18	61	21	100	0.47	0.75	2.17
	M+W	7	48	45	100	18	60	22	100	0.40	0.80	2.04
Belgium	Men	11	30	58	100	34	32	34	100	0.33	0.95	1.73
	Women	11	32	56	100	35	34	32	100	0.33	0.95	1.78
	M+W	11	31	57	100	35	33	33	100	0.33	0.96	1.75
Canada ²	Men	6	17	77	100	15	40	45	100	0.39	0.42	1.71
	Women	2	33	65	100	20	37	44	100	0.12	0.91	1.48
	M+W	4	26	70	100	17	38	44	100	0.22	0.69	1.57
Chile	Men	m	m	m	m	m	m	m	m	m	m	m
	Women	m	m	m	m	m	m	m	m	m	m	m
	M+W	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	Men	12	46	42	100	42	41	17	100	0.28	1.12	2.53
	Women	14	46	40	100	41	42	17	100	0.35	1.09	2.34
	M+W	13	46	41	100	42	42	17	100	0.32	1.11	2.43
Denmark	Men	11	23	66	100	17	32	51	100	0.65	0.71	1.29
	Women	9	23	68	100	16	28	56	100	0.56	0.82	1.22
	M+W	10	23	67	100	16	30	53	100	0.59	0.76	1.26
Estonia	Men	c	28	69	100	6	50	43	100	c	0.55	1.58
	Women	c	30	68	100	6	44	50	100	c	0.69	1.35
	M+W	c	29	68	100	6	47	47	100	c	0.62	1.46
Finland	Men	4	27	69	100	12	42	46	100	0.36	0.63	1.51
	Women	5	28	67	100	10	43	47	100	0.51	0.65	1.43
	M+W	5	27	68	100	11	42	46	100	0.43	0.64	1.47
France	Men	13	37	50	100	33	43	24	100	0.39	0.85	2.12
	Women	13	42	45	100	34	42	24	100	0.37	1.01	1.87
	M+W	13	40	47	100	33	43	24	100	0.38	0.93	1.99
Germany	Men	5	36	59	100	14	50	35	100	0.33	0.73	1.66
	Women	7	35	57	100	14	52	34	100	0.52	0.68	1.71
	M+W	6	36	58	100	14	51	34	100	0.42	0.70	1.69
Greece	Men	17	48	35	100	53	33	14	100	0.33	1.44	2.47
	Women	23	49	28	100	51	35	14	100	0.45	1.41	1.98
	M+W	20	49	31	100	52	34	14	100	0.39	1.43	2.23
Hungary	Men	14	36	50	100	50	31	19	100	0.29	1.16	2.59
	Women	18	41	41	100	50	31	18	100	0.36	1.29	2.27
	M+W	17	39	45	100	50	31	19	100	0.33	1.23	2.41
Iceland	Men	21	35	44	100	21	47	32	100	0.98	0.74	1.39
	Women	12	36	52	100	21	39	41	100	0.57	0.94	1.28
	M+W	15	36	49	100	21	43	36	100	0.73	0.83	1.36
Ireland	Men	31	35	34	100	51	30	18	100	0.60	1.18	1.82
	Women	32	37	31	100	51	31	18	100	0.64	1.17	1.73
	M+W	32	36	32	100	51	31	18	100	0.62	1.17	1.77
Israel	Men	m	m	m	m	m	m	m	m	m	m	m
	Women	m	m	m	m	m	m	m	m	m	m	m
	M+W	m	m	m	m	m	m	m	m	m	m	m
Italy	Men	23	49	28	100	59	32	9	100	0.40	1.53	2.98
	Women	29	48	23	100	58	32	11	100	0.50	1.52	2.20
	M+W	27	48	25	100	58	32	10	100	0.46	1.52	2.54
Japan	Men	m	m	m	m	m	m	m	m	m	m	m
	Women	m	m	m	m	m	m	m	m	m	m	m
	M+W	m	m	m	m	m	m	m	m	m	m	m

Notes: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

The odds (ratio) of accessing higher education by parents' educational background is the proportion of students in higher education and their parents' educational attainment over parents' educational attainment in the total population (students and non-students).

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Source: OECD. Transition Ad Hoc Module, EU Labour Force Survey 2009 and Adult Literacy and Lifeskills Survey (ALL). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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StatLink  <http://dx.doi.org/10.1787/888932664955>

Table A6.1. [2/2] Participation in higher education, by parents' educational attainment (2009)

Proportion of 20-34 year-olds in higher education by parents' educational background, the distribution (proportion) of parents' educational attainment among 20-34 year-olds, and the corresponding odds of being in higher education by educational background

Reading the columns for those with parents whose level of education is low: 23% of all students in tertiary education (M+W) in Australia have parents with low levels of education (Column 1) while 48% of parents attained low level of education (Column 5) and the corresponding odds of being in higher education for someone whose parents have low educational attainment is 0.47 in Australia (Column 9).

OECD		Proportion of 20-34 year-old students in higher education by parents' educational attainment				Parents' educational attainment in the total parent population (students and non-students)				Odds (ratio) to access higher education by parents' educational background		
		Low (0/1/2)	Medium (3/4)	High (5/6)	Total	Low (0/1/2)	Medium (3/4)	High (5/6)	Total	Low (0/1/2)	Medium (3/4)	High (5/6)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Korea	Men	m	m	m	m	m	m	m	m	m	m	m
	Women	m	m	m	m	m	m	m	m	m	m	m
	M+W	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	Men	10	47	42	100	25	44	31	100	0.42	1.08	1.36
	Women	12	47	41	100	28	45	27	100	0.43	1.04	1.53
	M+W	11	47	42	100	27	44	29	100	0.43	1.06	1.43
Mexico	Men	m	m	m	m	m	m	m	m	m	m	m
	Women	m	m	m	m	m	m	m	m	m	m	m
	M+W	m	m	m	m	m	m	m	m	m	m	m
Netherlands	Men	14	25	60	100	30	31	39	100	0.47	0.83	1.55
	Women	18	27	55	100	33	29	38	100	0.53	0.93	1.47
	M+W	16	26	58	100	32	30	38	100	0.50	0.88	1.51
New Zealand ¹	Men	c	13	84	100	13	45	42	100	c	0.30	2.00
	Women	c	26	71	100	14	47	39	100	c	0.56	1.83
	M+W	3	19	78	100	14	46	40	100	0.21	0.41	1.94
Norway	Men	3	34	63	100	10	48	41	100	0.26	0.70	1.53
	Women	5	41	54	100	11	47	42	100	0.50	0.87	1.27
	M+W	4	38	58	100	10	48	42	100	0.39	0.79	1.39
Poland	Men	16	48	36	100	48	38	15	100	0.33	1.29	2.42
	Women	24	52	23	100	48	38	14	100	0.51	1.38	1.62
	M+W	21	51	29	100	48	38	15	100	0.43	1.34	1.97
Portugal	Men	48	16	36	100	81	9	10	100	0.59	1.85	3.53
	Women	60	17	23	100	84	8	8	100	0.72	2.01	2.94
	M+W	54	17	30	100	82	9	9	100	0.65	1.92	3.28
Slovak Republic	Men	c	61	38	100	7	78	15	100	c	0.78	2.63
	Women	c	67	32	100	7	79	15	100	c	0.85	2.23
	M+W	c	65	35	100	7	78	15	100	c	0.82	2.40
Slovenia	Men	5	59	37	100	17	61	22	100	0.27	0.96	1.67
	Women	6	63	31	100	17	62	21	100	0.33	1.01	1.51
	M+W	5	61	34	100	17	62	21	100	0.30	0.99	1.58
Spain	Men	31	22	47	100	63	17	19	100	0.49	1.27	2.42
	Women	33	27	40	100	63	18	19	100	0.52	1.52	2.13
	M+W	32	25	43	100	63	18	19	100	0.51	1.41	2.26
Sweden	Men	15	31	55	100	30	33	37	100	0.49	0.92	1.50
	Women	18	34	48	100	32	34	35	100	0.55	1.02	1.39
	M+W	16	33	51	100	31	33	36	100	0.52	0.98	1.43
Switzerland	Men	6	46	48	100	16	52	33	100	0.36	0.89	1.48
	Women	6	42	52	100	18	52	31	100	0.33	0.81	1.71
	M+W	6	44	50	100	17	52	32	100	0.34	0.85	1.59
Turkey	Men	58	23	19	100	85	10	6	100	0.68	2.43	3.23
	Women	56	22	22	100	85	9	6	100	0.67	2.30	3.67
	M+W	57	23	20	100	85	10	6	100	0.68	2.38	3.42
United Kingdom	Men	24	23	53	100	41	26	32	100	0.57	0.88	1.65
	Women	27	25	48	100	42	27	31	100	0.65	0.93	1.54
	M+W	25	24	51	100	42	26	32	100	0.61	0.91	1.59
United States ²	Men	c	19	77	100	20	41	39	100	c	0.48	1.97
	Women	c	44	50	100	14	45	41	100	c	0.99	1.21
	M+W	5	31	64	100	17	43	40	100	0.29	0.74	1.58
OECD average	Men	17	34	51	100	33	39	28	100	0.44	0.99	2.00
	Women	19	38	46	100	33	38	28	100	0.48	1.07	1.82
	M+W	17	36	48	100	33	39	28	100	0.44	1.03	1.90
EU21 average	Men	16	37	48	100	35	39	26	100	0.42	1.03	2.04
	Women	19	39	43	100	35	39	26	100	0.49	1.08	1.83
	M+W	18	38	46	100	35	39	26	100	0.45	1.06	1.93

Notes: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

The odds (ratio) of accessing higher education by parents' educational background is the proportion of students in higher education and their parents' educational attainment over parents' educational attainment in the total population (students and non-students).

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Source: OECD, Transition Ad Hoc Module, EU Labour Force Survey 2009 and Adult Literacy and Lifeskills Survey (ALL). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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StatLink  <http://dx.doi.org/10.1787/888932664955>

Table A6.2. [1/3] **Educational attainment level of 25-34 year-old non-student population, by educational attainment level of their parents (2009)**

OECD	25-34 year-olds' attainment (%)	25-34 year-olds				25-34 year-old men				25-34 year-old women			
		Parents' attainment (%)				Parents' attainment (%)				Parents' attainment (%)			
		Low	Medium	High	Total	Low	Medium	High	Total	Low	Medium	High	Total
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Australia ¹	Low	22	12	3	14	19	10	c	14	20	7	c	14
	Medium	38	41	19	34	41	31	13	34	35	42	21	34
	High	41	47	78	52	39	60	86	52	45	51	76	52
	Total	46	27	27	100	60	22	18	100	60	21	19	100
Austria	Low	28	8	6	12	22	6	c	10	34	9	7	15
	Medium	63	75	49	68	70	79	51	72	57	72	48	65
	High	8	17	44	20	8	15	44	18	9	18	45	21
	Total	23	60	18	100	22	59	18	100	23	60	17	100
Belgium	Low	31	11	5	17	33	15	7	19	30	7	3	15
	Medium	49	45	25	40	52	52	30	45	46	39	19	36
	High	20	44	70	43	16	33	64	36	25	53	78	49
	Total	38	32	30	100	38	30	32	100	38	34	28	100
Canada ²	Low	19	10	5	10	20	12	6	11	17	8	5	9
	Medium	54	42	31	40	57	38	37	41	51	46	26	39
	High	28	48	63	50	23	50	57	48	31	46	70	52
	Total	21	37	41	100	18	42	41	100	25	33	42	100
Chile	Low	m	m	m	m	m	m	m	m	m	m	m	m
	Medium	m	m	m	m	m	m	m	m	m	m	m	m
	High	m	m	m	m	m	m	m	m	m	m	m	m
	Total	m	m	m	m	m	m	m	m	m	m	m	m
Czech republic	Low	12	2	1	6	10	2	1	5	15	1	1	7
	Medium	84	77	36	75	86	79	42	77	81	75	29	71
	High	4	21	64	19	4	19	57	17	4	24	71	21
	Total	46	40	13	100	47	39	13	100	45	41	14	100
Denmark	Low	22	10	14	14	23	11	18	16	21	10	10	12
	Medium	52	47	29	39	59	54	34	46	45	39	24	32
	High	25	43	58	47	18	36	48	38	34	52	67	56
	Total	18	34	49	100	19	36	45	100	17	31	52	100
Estonia	Low	45	17	7	15	50	20	9	18	c	13	c	12
	Medium	48	60	38	50	46	60	48	54	51	60	29	45
	High	c	23	55	35	c	20	43	28	c	27	66	44
	Total	8	50	42	100	8	54	38	100	8	46	46	100
Finland	Low	14	12	6	10	17	15	8	13	11	8	4	7
	Medium	57	56	34	47	64	63	42	55	48	48	26	39
	High	29	32	60	43	19	22	50	32	42	43	71	54
	Total	15	46	40	100	16	46	39	100	14	46	40	100
France	Low	27	11	6	16	28	13	c	17	27	10	c	15
	Medium	47	46	22	41	50	50	23	45	44	41	20	38
	High	25	43	73	43	22	37	70	38	29	49	76	47
	Total	38	41	21	100	37	43	21	100	39	40	22	100
Germany	Low	38	10	6	14	35	10	7	14	41	10	6	14
	Medium	52	72	46	60	56	73	46	61	47	71	46	60
	High	10	18	48	26	9	17	48	25	11	19	48	27
	Total	17	52	31	100	18	51	32	100	16	54	31	100
Greece	Low	39	10	3	26	46	15	4	32	32	6	c	20
	Medium	46	51	26	46	43	52	32	44	50	50	21	47
	High	15	39	70	28	11	34	64	23	19	44	76	33
	Total	59	30	11	100	60	29	10	100	57	32	11	100
Hungary	Low	23	3	c	14	23	4	c	14	24	2	c	14
	Medium	69	63	29	61	72	70	36	66	65	57	21	56
	High	8	34	70	25	5	26	63	20	11	42	78	30
	Total	56	30	15	100	55	30	15	100	56	29	14	100

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1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

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Source: OECD. Transition Ad Hoc Module, EU Labour Force Survey 2009 and Adult Literacy and Lifeskills Survey (ALL). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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StatLink  <http://dx.doi.org/10.1787/888932664974>

Table A6.2. [2/3] **Educational attainment level of 25-34 year-old non-student population, by educational attainment level of their parents (2009)**

	25-34 year-olds' attainment (%)	25-34 year-olds				25-34 year-old men				25-34 year-old women				
		Parents' attainment (%)				Parents' attainment (%)				Parents' attainment (%)				
		Low	Medium	High	Total	Low	Medium	High	Total	Low	Medium	High	Total	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD	Iceland	Low	41	33	26	33	50	41	32	40	30	21	20	23
		Medium	27	41	20	31	18	40	19	29	37	44	21	34
		High	32	25	54	36	31	19	49	30	32	36	59	43
		Total	24	44	31	100	22	50	28	100	27	37	36	100
	Ireland	Low	25	5	3	15	29	7	3	18	22	4	3	13
		Medium	44	36	17	37	46	42	20	40	42	31	15	34
		High	31	59	80	48	25	51	77	42	36	65	82	53
		Total	52	31	17	100	53	30	18	100	52	31	17	100
	Israel	Low	m	m	m	m	m	m	m	m	m	m	m	m
		Medium	m	m	m	m	m	m	m	m	m	m	m	m
		High	m	m	m	m	m	m	m	m	m	m	m	m
		Total	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	Low	44	12	5	33	48	15	7	37	39	9	4	28
		Medium	47	58	30	49	45	62	35	49	48	55	25	48
		High	9	30	65	19	6	23	58	14	12	36	71	23
		Total	67	26	7	100	68	26	6	100	66	26	8	100
	Japan	Low	m	m	m	m	m	m	m	m	m	m	m	m
		Medium	m	m	m	m	m	m	m	m	m	m	m	m
		High	m	m	m	m	m	m	m	m	m	m	m	m
		Total	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	Low	m	m	m	m	m	m	m	m	m	m	m	m
		Medium	m	m	m	m	m	m	m	m	m	m	m	m
		High	m	m	m	m	m	m	m	m	m	m	m	m
		Total	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	Low	34	8	c	14	36	9	c	15	33	7	c	14
		Medium	47	42	16	36	50	44	19	38	44	39	11	33
		High	19	51	81	50	14	47	78	47	23	54	86	53
		Total	30	42	29	100	29	41	31	100	31	43	26	100
	Mexico	Low	m	m	m	m	m	m	m	m	m	m	m	m
		Medium	m	m	m	m	m	m	m	m	m	m	m	m
		High	m	m	m	m	m	m	m	m	m	m	m	m
		Total	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands	Low	27	14	6	16	31	16	7	19	23	12	4	14
		Medium	46	47	31	41	45	47	34	41	48	48	28	41
		High	27	39	63	43	24	37	58	40	29	41	67	45
		Total	39	27	35	100	37	27	36	100	40	26	34	100
	New Zealand ¹	Low	35	14	4	13	41	15	3	14	31	12	4	12
		Medium	44	51	29	42	42	51	36	45	45	51	22	40
		High	21	35	67	45	17	34	60	41	24	37	74	48
		Total	14	49	36	100	13	51	37	100	16	48	36	100
	Norway	Low	35	17	7	15	34	20	9	17	37	15	5	14
		Medium	48	47	27	39	54	55	35	47	41	38	19	31
		High	17	36	66	45	12	25	56	35	22	47	76	56
		Total	11	50	39	100	11	51	38	100	12	48	40	100
	Poland	Low	13	3	1	8	14	3	c	9	11	2	c	7
		Medium	74	46	17	57	77	55	21	63	71	37	13	52
		High	13	51	83	35	9	42	77	28	17	61	87	42
		Total	53	35	12	100	53	35	11	100	52	35	13	100
	Portugal	Low	60	16	8	53	67	17	c	59	53	15	c	47
		Medium	23	42	19	24	22	46	23	24	24	38	c	24
		High	17	43	73	23	11	38	67	18	23	48	80	28
		Total	85	8	7	100	85	8	7	100	86	8	6	100

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StatLink  <http://dx.doi.org/10.1787/888932664974>

Table A6.2. [3/3] **Educational attainment level of 25-34 year-old non-student population, by educational attainment level of their parents (2009)**

	25-34 year-olds' attainment (%)	25-34 year-olds				25-34 year-old men				25-34 year-old women				
		Parents' attainment (%)				Parents' attainment (%)				Parents' attainment (%)				
		Low	Medium	High	Total	Low	Medium	High	Total	Low	Medium	High	Total	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD	Slovak Republic	Low	33	3	c	5	27	3	c	5	39	2	c	5
		Medium	65	83	31	75	70	85	33	78	58	80	29	73
		High	c	15	68	20	c	12	66	17	c	18	71	22
		Total	9	80	11	100	9	79	12	100	9	81	11	100
	Slovenia	Low	15	6	2	8	17	7	c	8	13	5	c	7
		Medium	70	62	46	61	75	72	56	70	64	51	34	51
		High	15	32	52	32	8	22	41	22	22	44	64	42
		Total	23	60	17	100	23	60	17	100	23	61	17	100
	Spain	Low	46	16	8	36	52	20	10	41	40	11	6	30
		Medium	25	35	17	25	24	37	18	25	26	34	15	25
		High	29	49	75	39	24	44	72	34	34	55	79	44
		Total	69	16	15	100	69	15	16	100	69	16	15	100
Sweden	Low	14	7	6	9	16	9	7	11	13	5	4	7	
	Medium	57	48	33	46	62	52	38	50	53	43	26	41	
	High	29	45	61	45	23	39	55	39	35	52	69	51	
	Total	35	32	33	100	34	32	34	100	36	31	32	100	
Switzerland	Low	33	6	3	10	29	4	3	8	37	8	3	13	
	Medium	50	60	33	50	54	58	31	49	47	61	35	51	
	High	17	34	64	40	17	38	66	43	16	31	62	37	
	Total	19	51	29	100	18	51	31	100	21	51	28	100	
Turkey	Low	69	20	7	62	61	16	5	55	76	24	9	69	
	Medium	21	36	21	23	28	38	22	28	15	34	20	17	
	High	10	44	73	15	11	46	74	17	8	42	72	14	
	Total	87	8	5	100	88	8	5	100	87	8	5	100	
United Kingdom	Low	34	14	6	21	35	16	8	22	33	13	4	19	
	Medium	43	43	25	38	44	44	28	39	42	42	23	36	
	High	23	43	69	41	20	40	65	38	25	46	73	44	
	Total	45	25	29	100	46	25	30	100	45	26	29	100	
United States ²	Low	44	10	5	14	41	12	6	17	47	8	4	12	
	Medium	42	65	34	49	42	67	38	51	42	64	31	47	
	High	14	25	61	37	17	22	56	32	10	28	66	40	
	Total	19	44	37	100	23	42	35	100	15	45	40	100	
OECD average	Low	32	11	6	18	33	12	8	20	30	9	5	17	
	Medium	49	52	29	46	52	55	32	49	47	49	25	43	
	High	20	37	66	36	16	33	61	32	23	42	71	40	
EU21 average	Total	37	38	25	100	37	38	25	100	37	38	25	100	
	Low	30	9	5	17	31	11	7	19	28	8	5	15	
	Medium	53	54	29	48	55	58	34	52	50	50	25	45	
	High	19	37	66	34	14	31	60	29	23	42	72	40	
Total	39	38	23	100	39	38	23	100	39	38	23	100		

Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

1. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2006.

2. Data source from Adult Literacy and Lifeskills Survey (ALL) of 2003.

Source: OECD. Transition Ad Hoc Module, EU Labour Force Survey 2009 and Adult Literacy and Lifeskills Survey (ALL). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664974>

Table A6.3. Educational mobility of 25-34 year-old non-students by parent's level of education (2009)

	Men and Women (%)						Men (%)						Women (%)					
	Downward mobility	Upward mobility	Status quo				Downward mobility	Upward mobility	Status quo				Downward mobility	Upward mobility	Status quo			
			Low	Medium	High	Total			Low	Medium	High	Total			Low	Medium	High	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
OECD																		
Australia ¹	9	49	10	12	21	42	4	61	12	7	16	34	6	59	11	9	14	35
Austria	14	26	6	45	8	59	14	26	5	47	8	60	15	26	8	44	8	59
Belgium	12	40	12	14	21	47	16	36	12	16	20	48	9	45	11	13	22	47
Canada ²	19	36	4	16	26	46	22	35	4	16	23	42	15	36	4	15	29	49
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	6	49	6	31	9	45	6	50	5	31	8	43	5	48	7	31	10	47
Denmark	24	28	4	16	28	48	27	27	4	19	22	45	20	29	4	12	35	50
Estonia	27	16	3	30	23	57	33	15	4	32	17	53	22	17	c	28	30	61
Finland	21	27	2	26	24	51	26	23	3	29	19	51	16	32	1	22	29	52
France	10	45	10	19	15	45	12	42	10	21	14	46	9	48	10	16	16	43
Germany	22	20	6	37	15	59	22	20	6	37	15	58	21	20	7	38	15	59
Greece	6	48	23	15	8	46	8	43	27	15	7	49	5	53	18	16	9	42
Hungary	5	53	13	19	10	42	7	50	13	21	9	43	4	55	14	17	11	41
Iceland	29	26	10	18	17	45	34	21	11	20	14	45	22	32	8	16	21	46
Ireland	5	57	13	11	14	38	6	53	15	13	13	41	4	61	12	10	14	35
Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Italy	6	45	29	15	5	49	7	41	33	16	4	53	5	50	26	14	6	46
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	9	41	10	17	23	51	10	38	10	18	24	52	7	44	10	17	22	50
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	17	39	10	13	22	45	19	36	12	13	21	45	14	41	9	13	23	45
New Zealand ¹	18	27	5	25	24	55	22	24	5	26	22	53	15	29	5	25	26	56
Norway	22	25	4	23	26	53	27	20	4	28	21	53	17	30	4	18	31	53
Poland	3	64	7	16	10	33	4	60	8	19	9	36	2	67	6	13	12	30
Portugal	3	38	51	3	5	59	4	31	57	4	5	65	2	44	46	3	5	54
Slovak Republic	6	18	3	66	8	77	6	16	2	68	8	78	5	20	3	64	8	75
Slovenia	12	39	3	37	9	49	14	32	4	43	7	54	9	46	3	31	11	45
Spain	6	45	32	5	12	49	7	40	36	6	11	53	5	50	28	5	12	45
Sweden	15	45	5	15	20	40	18	41	5	16	19	40	11	48	5	14	22	40
Switzerland	14	31	6	31	19	56	13	32	5	30	20	55	15	29	8	31	17	56
Turkey	3	31	60	3	4	66	3	37	54	3	3	60	3	24	66	3	4	73
United Kingdom	13	41	15	11	20	47	14	39	16	11	19	46	11	42	15	11	21	47
United States ²	19	22	8	29	23	60	20	23	10	28	19	57	17	20	7	29	26	62
OECD average	13	37	13	21	16	50	15	35	13	22	14	50	11	40	13	20	17	50
EU21 average	12	39	13	22	15	49	13	36	14	24	13	50	10	42	12	21	16	48


Note: The number of students attending higher education are under-reported for Australia, Canada, New Zealand and the United States compared to the other countries as they only include students who attained ISCED 5A, while the other countries include students who attained ISCED 5A and/or 5B. Therefore, the omission of data on 5B qualifications may understate intergenerational mobility in these countries.

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StatLink  <http://dx.doi.org/10.1787/888932664993>



From:
Education at a Glance 2012
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), "Indicator A6 To what extent does parents' education influence access to tertiary education?", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-10-en>

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