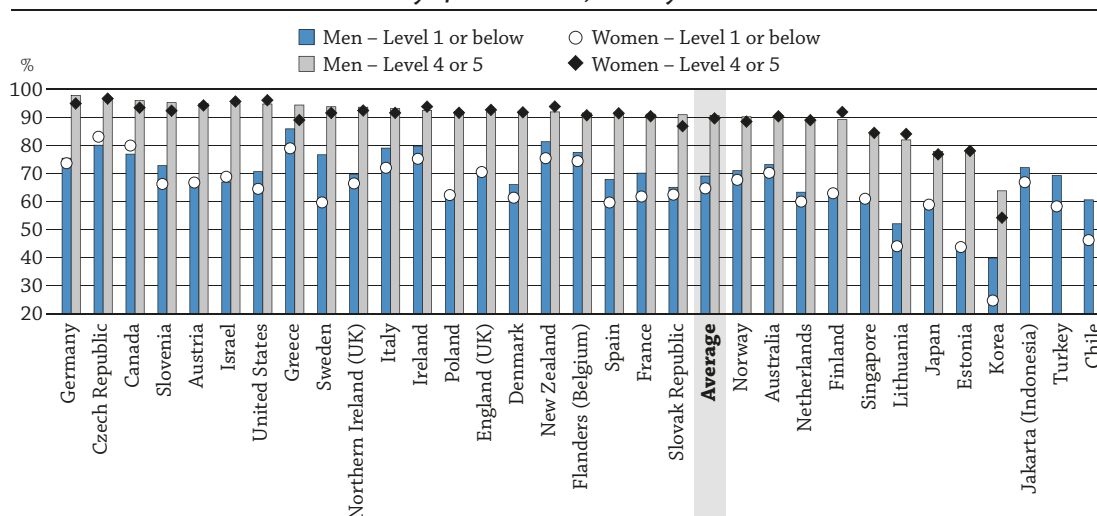


HOW ARE SOCIAL OUTCOMES RELATED TO EDUCATION?

- The proportion of adults reporting good health is high among those who have both high educational attainment and high proficiency levels. On average across OECD countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the share of tertiary-educated adults reporting good health is 92% among those with the highest literacy proficiency level and also 92% among those with highest numeracy proficiency level.
- People with higher educational attainment are less likely than those with lower educational attainment to report activity limitation due to health problems across all age groups. Overall, the difference in the share of people with activity limitation between those with below upper secondary education and those with tertiary education increases with age but decreases later in life.
- Individuals with higher educational attainment are more likely to report satisfaction with their life. On average across OECD countries, 92% of the tertiary-educated report satisfaction with their life, compared to 83% among those with upper secondary or post-secondary non-tertiary education.

Figure A8.1. Percentage of adults reporting that they are in good health, by literacy proficiency level and gender (2012 or 2015)

Survey of Adult Skills, 25-64 year-olds



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

Countries and subnational entities are ranked in descending order of the percentage of 25-64 year-old men with literacy proficiency Level 4 or 5 reporting that they are in good health.

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

StatLink <http://dx.doi.org/10.1787/888933397396>

Context

A number of important social outcomes in an individual's life are associated with education. Educational attainment is positively associated with social outcomes including health status, volunteering, interpersonal trust and political efficacy, even after accounting for gender, age, earnings and proficiency in literacy or numeracy. Proficiency in literacy and numeracy, which can be developed through education, is also found to be an important explanatory factor for all these social outcomes (OECD, 2015a), suggesting that high levels of proficiency may play a significant role in attaining higher social outcomes. Furthermore, educational attainment is an important factor in explaining differences in subjective well-being, along with age, income, employment status, health, social connections (such as having friends to count on and volunteering) and civic engagement (including freedom to choose what you like to do) (Boarini et al., 2012). Research across countries shows that education is also considered to be associated with health outcomes, and better-educated people have lower morbidity rates and longer life expectancy (Cutler and Lleras-Muney, 2006).

In recent years, it has become increasingly important to examine intrinsically subjective outcomes to complement objective evidence, to drive changes in systems and policies while putting people at the centre. Efforts have been made to measure, monitor and report these at the national and international levels, based on individuals' perceptions and experiences. The OECD analyses and reports on the well-being of individuals, encompassing both material living conditions based on conventional economic measures, such as income, wealth, employment and earnings, and quality of life, including objective and subjective measures, such as self-reported health status and life satisfaction (OECD, 2011; OECD, 2013a). These subjective social outcomes are also valuable to help shape future education systems.

However, cross-country variations in self-reported social outcomes and their associations with educational attainment need to be interpreted with care. This is because subjective measures may be affected by social and cultural factors which can vary both within and across countries. In addition, social circumstances may also influence access to education. For instance, those with poor health status or activity limitation may have difficulty pursuing higher education.

■ Other findings

- In general, a larger share of men than women report being in good health across literacy and numeracy proficiency levels, with the smallest gender gap among adults with tertiary education and high proficiency levels. The gender gap in activity limitation due to health problems also generally decreases as educational attainment increases. Among those aged 25 and over with below upper secondary education, across countries that participated in the EU Statistics on Income and Living Conditions, the difference between men and women in the share of those with activity limitation is 10 percentage points, but it decreases to 5 percentage points among those with upper secondary or post-secondary non-tertiary education and 2 percentage points among those with tertiary education.
- Overall, the share of people who expect to be satisfied with their life in five years increases by level of educational attainment. On average across OECD countries, the share of adults who expect to be satisfied with their life in five years is 87% for those with upper secondary and post-secondary non-tertiary education and 94% for the tertiary-educated.

■ Note

Social outcomes included in this indicator draw from different surveys. The Survey of Adult Skills is used to analyse self-reported health among 25-64 year-olds. EU Statistics on Income and Living Conditions (EU-SILC) and national surveys are used to evaluate complementary health information on activity limitation. They refer to people in wider age groups including those aged 65 and over, as health conditions deteriorate with age and health-related outcomes are particularly relevant to those in old age. To evaluate life satisfaction of 25-64 year-olds, the Gallup World Poll is used. Other social outcomes, such as volunteering, interpersonal trust and political efficacy, also drawn from the Survey of Adult Skills, include a wider range of countries than previously reported (OECD, 2014; OECD, 2015b), and these data are made available on line (Tables A8.4 [L], A8.4 [N], A8.5 [L], A8.5 [N], A8.6 [L] and A8.6 [N]).

Analysis

Self-reported health

Across countries and subnational entities that participated in the Survey of Adult Skills, a majority of adults report being in good health, and the share of individuals with good self-reported health increases with educational attainment (see the *Definitions* section at the end of this indicator). On average across OECD countries and subnational entities that participated in the Survey of Adult Skills, the share of those who report being in good health is 65% among 25-64 year-olds with below upper secondary education, 79% among those with upper secondary or post-secondary non-tertiary education and 88% among those with tertiary education (OECD, 2015b). This is in line with many studies across countries and suggests that higher educational attainment is associated with better health outcomes. In fact, across 15 OECD countries with available data, life expectancy at age 30 is 6 years longer among those with tertiary education (53 additional years at age 30) than for those with below upper secondary education (47 additional years at age 30) (OECD, 2015a; OECD, 2012).

While educational attainment has a larger role in self-reported health than proficiency in literacy or numeracy (OECD, 2015b), good self-reported health is also related to higher proficiency levels. For example, on average across OECD countries and subnational entities, 67% of those with the lowest level of literacy proficiency report being in good health, while the share is much higher (78%) among those with proficiency Level 2, 85% among those with proficiency Level 3, and 90% among those with the highest literacy proficiency level (Table A8.1 [L]). This positive relationship also holds between self-reported health and numeracy proficiency (Table A8.1 [N], available on line).

The proportion of adults reporting good health is highest among those who have both a high qualification and high proficiency levels. On average across OECD countries and subnational entities, the share of tertiary-educated adults reporting good health is 92% among those with the highest literacy proficiency level and also 92% among those with highest numeracy proficiency level (Table A8.1 [L] and Table A8.1 [N], available on line). These days, a vast amount of information is available on health conditions and care, as health care supported by the use of information and communication technologies (ICT) is expanding. People seem to need ICT skills to seek the appropriate information and process it properly. Higher-qualified and higher-skilled people appear to be better equipped in terms of skills and resources to do so, and can, therefore, manage their own health better by seeking health care more appropriately, getting involved in taking care of their own health, and having a healthy lifestyle.

Differences in self-reported health can be explained by a number of factors, including living and working conditions, access to and utilisation of care, and lifestyles and risk factors, such as smoking, harmful alcohol drinking, physical inactivity and obesity. These are associated not only with educational attainment and proficiency levels, but also with other socio-economic factors such as income (OECD, 2015a).

But the share of people reporting good health may not always relate to overall health outcomes, such as life expectancy. For example, in Japan, which has the longest life expectancy in the OECD, the share of 25-64 year-olds reporting good health is lower than in many other countries. On the other hand, in Turkey, with relatively low life expectancy, the share of adults reporting good health is about the OECD average across educational attainment and proficiency levels (OECD, 2015a).

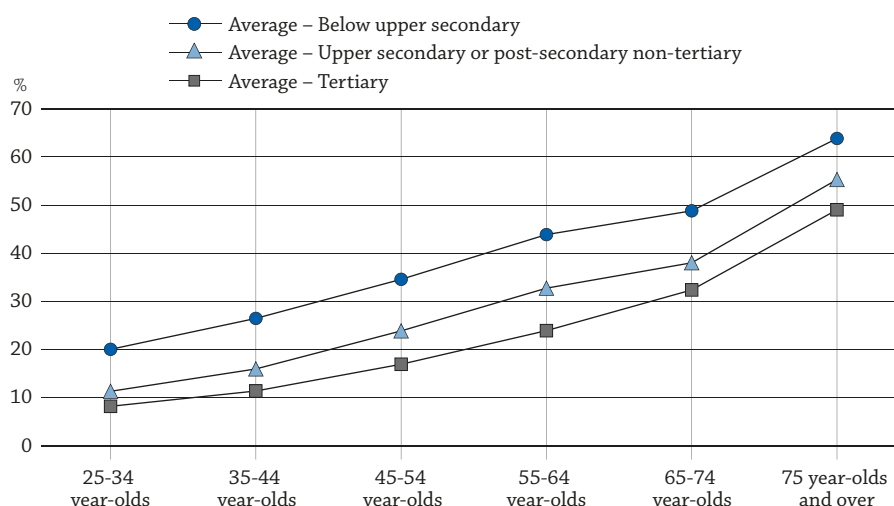
Even though life expectancy is generally lower among men than women, in general, a larger share of men than women consistently report being in good health across proficiency levels, but the gender gap is small among those with higher educational attainment and higher proficiency levels. For instance, while 69% of men with the lowest proficiency level in literacy report being in good health, compared to 65% of women, the gap is smaller among those with highest proficiency level (91% for men and 90% for women) across OECD countries and subnational entities (Figure A8.1 and Table A8.1 [L]). Across OECD countries, the gender difference is not often significant with exceptions of Chile, Korea, Sweden and Turkey for lowest proficiency level in literacy. Similar patterns are found by proficiency levels in numeracy (Table A8.1 [N], available on line).

Activity limitation


People with higher educational attainment report lower activity limitation due to health problems across all age groups, suggesting that the higher-educated are more likely to have longer years of healthy life, compared to the lower-educated. On average across countries participated in EU-SILC, the difference in the share of people with activity limitation between those with below upper secondary education and those with tertiary education is 12 percentage points among 25-34 year-olds, but it increases to 15 percentage points among 35-44 year-olds, 18 percentage points among 45-54 year-olds, and 20 percentage points among 55-64 year-olds. Activity limitation due to health problems may partly explain lower labour market outcomes of people with lower levels of educational attainment.

Later in life, the share decreases, to 16 percentage points among 65-74 year-olds and 15 percentage points among those aged 75 and over (Figure A8.2 and Table A8.2a and see the *Definitions* sections at the end of this indicator). A narrower gap at older ages may be explained partly by the fact that the low-educated have lower life expectancy than the tertiary-educated.

Figure A8.2. Percentage of adults reporting activity limitation due to health problem, by educational attainment and age group (2014)
European Union Statistics on Income and Living Conditions (EU-SILC)



Source: OECD, Table A8.2a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

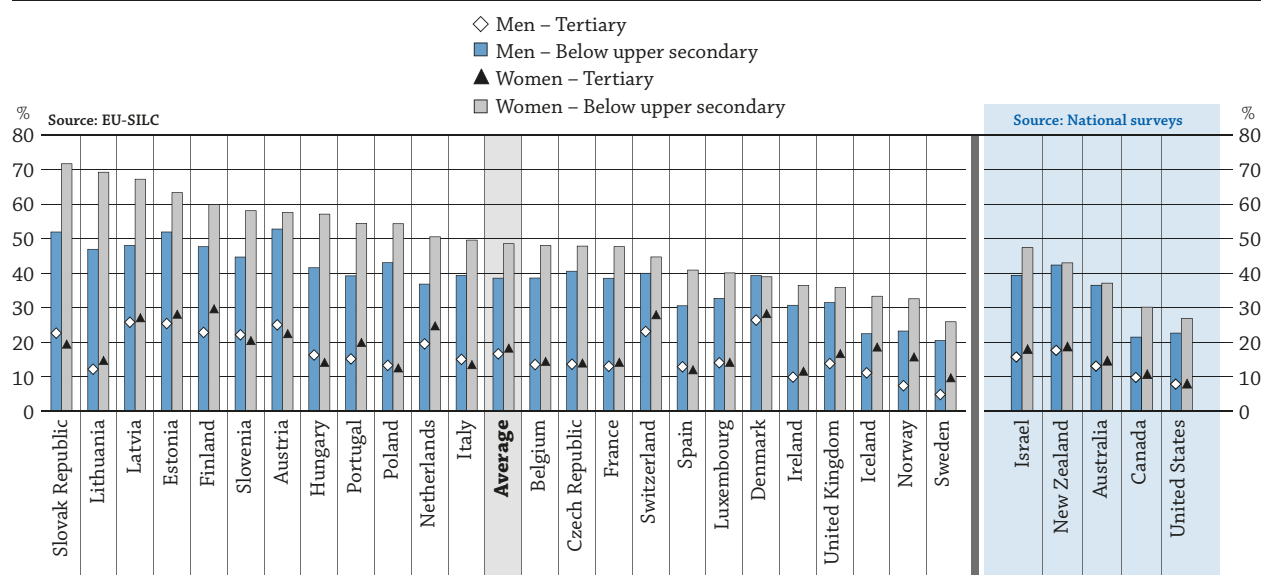
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Some Nordic countries have a narrower gap in activity limitation by educational attainment than other countries. The difference in the share of people aged 25 and over with activity limitation by educational attainment is small for both men and women in Denmark (13 percentage points between below upper secondary and tertiary education levels for men and 11 percentage points for women) and Iceland (11 percentage points for men and 15 percentage points for women). Norway and Sweden also have narrower gaps than other countries (Figure A8.3). In these countries, the small gap in activity limitation by educational attainment may translate partly into a relatively small gap in life expectancy at age 25 by educational attainment, compared to other countries (Eurostat, 2016).

Several countries, however, have large disparities in the shares of people with activity limitation due to health problems by educational attainment. Lithuania has the largest difference, 35 percentage points for men (47% among those with below upper secondary education and 12% among those with tertiary education) and as large as 55 percentage points for women (69% for those with below upper secondary education and 15% for those with tertiary education). The Slovak Republic also has a large difference, 29 percentage points for men (52% among those with below upper secondary education and 23% among those with tertiary education) and 52 percentage points for women (72% among those with below upper secondary education and 19% among those with tertiary education) (Figure A8.3). In the Slovak Republic, where data are available, the gap in life expectancy at age 25 is also large between people with below upper secondary education and people with tertiary education (Eurostat, 2016). This suggests that public health efforts targeting low-educated people may be needed, and education may also play a role in reducing activity limitation due to health problems.

The share of activity limitation is generally higher among women than among men, but the gender gap in activity limitation due to health problems generally decreases as educational attainment increases. Among those aged 25 and over, on average across countries, the share of those with activity limitation is 49% among women with below upper secondary education, compared to 39% among men with the same level of educational attainment. But the difference decreases to 5 percentage points among those with upper secondary or post-secondary non-tertiary education (28% for women and 23% for men) and 2 percentage points among those with tertiary education (18% for women and 17% for men) (Figure A8.3 and Tables A8.2b and c, available on line).

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Figure A8.3. Percentage of men and women aged 25 and over reporting activity limitation due to health problem, by educational attainment (2014)*European Union Statistics on Income and Living Conditions (EU-SILC) and other national surveys*

Note: Switzerland: Year of reference 2013. Average refers to EU-SILC average and does not include data from other national surveys.

Countries are ranked in descending order of the percentage of women 25 years old and over with below upper secondary education reporting activity limitation due to health problem.

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

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In some countries, the gender gap is particularly large among those with lower levels of educational attainment. Among those aged 25 years and over with below upper secondary education, in Lithuania and the Slovak Republic, the difference is as large as 20 percentage points or more between men and women, while the difference is negligible in Denmark. In several countries, among those with higher levels of educational attainment, the share of men with activity limitation is sometimes higher than that of women. The reverse pattern is observed in countries including Austria and the Slovak Republic, where the share of tertiary-educated adults with activity limitation is 3 percentage points higher among men than among women.

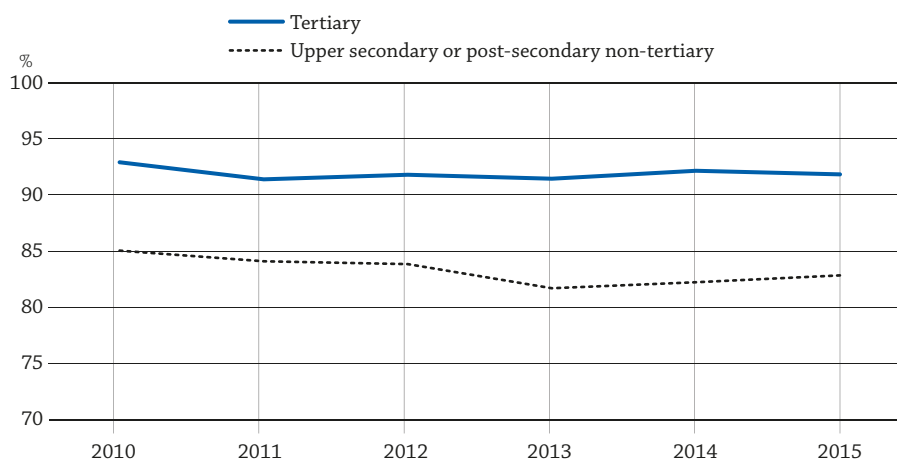
Life satisfaction

Throughout the 2010-15 period, individuals with tertiary education were more likely to report satisfaction with their life than those with upper secondary or post-secondary non-tertiary education. On average across OECD countries participated in the Gallup World Poll, 92% of tertiary-educated adults were satisfied with their life in 2015, compared to 83% among those with upper secondary or post-secondary non-tertiary education (Figure A8.4 and see the *Definitions* sections at the end of this indicator).

The share of people reporting satisfaction with their life varies across countries, particularly among those with lower educational attainment. For example, among those with upper secondary or post-secondary non-tertiary education, it ranges from 43% in India, followed by 52% in South Africa to 97% in the Netherlands and New Zealand. The variation is smaller among the tertiary-educated. India has the lowest share at 67%, while in Iceland, all those with tertiary education reported satisfaction with their life, and the share is also high in the Slovak Republic and Sweden (98%) (Table A8.3a).

Education appears to play some role in improving subjective well-being, but mainly through its impact on other life outcomes. This is because a correlation between subjective well-being and higher educational attainment, which exists across countries, becomes weak if other aspects of well-being such as income and health status are controlled for (Boarini et al., 2012; OECD, 2013a). In addition to income and health status, subjective well-being may also be related to other factors, including unemployment, specific life events and circumstances (such as the onset of disability), or specific patterns of behaviours and daily events (such as interaction with friends and family) (OECD, 2013b).

Figure A8.4. Trend in life satisfaction, by educational attainment (2010-15)
 Percentage of 25-64 year-olds reporting they stand on the positive side of the Cantril ladder of life satisfaction, OECD average



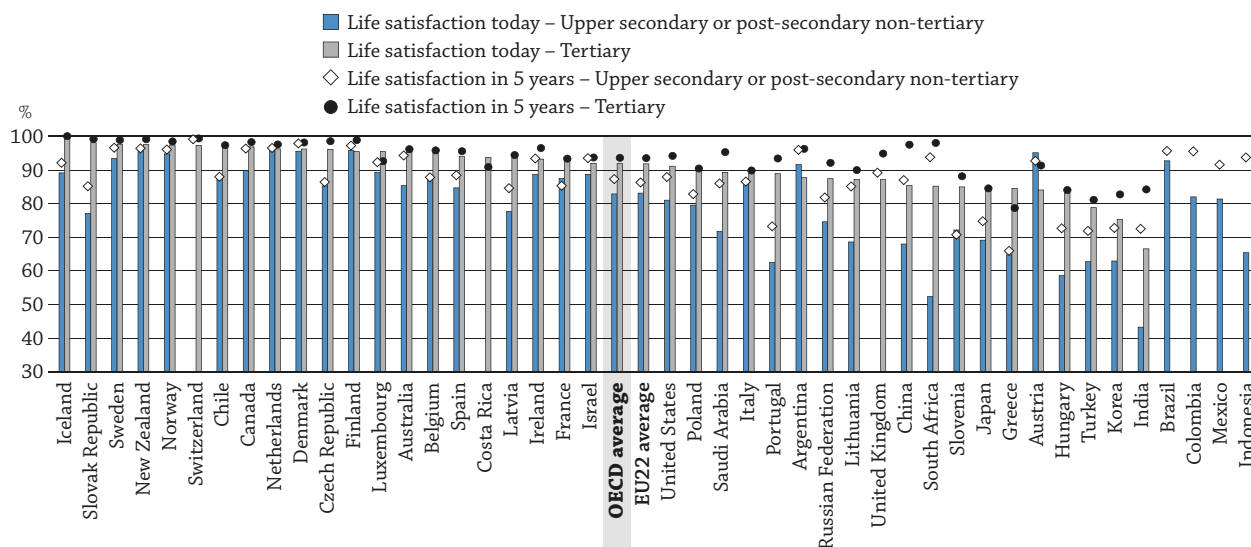
Note: Educational attainment categories collected by Gallup may differ from ISCED 2011.

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

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Overall, the share of adults who expect to be satisfied with their life in five years increases by level of educational attainment and it is also higher than those reporting satisfaction with their life today. On average across OECD countries, the share of adults who expect to be satisfied with their life in five years is 87% among those with upper secondary and post-secondary non-tertiary education and 94% among the tertiary-educated. It is higher than the share of people reporting life satisfaction today for the same level of educational attainment (Figure A8.5, Table A8.3a and see the *Definitions* sections at the end of this indicator).

Figure A8.5. Life satisfaction today and in five years, by educational attainment (2015)
 Percentage of 25-64 year-olds reporting they stand on the positive side of the Cantril ladder of life satisfaction



Note: Educational attainment categories collected by Gallup may differ from ISCED 2011. Refer to the *Definitions* section at the end of this indicator for more information on life satisfaction today and in five years.

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education reporting they stand on the positive side of the Cantril ladder of life satisfaction at the time of the survey.

Source: OECD, Table A8.3a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397435>

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The share of people reporting that they are satisfied with their life today and expect to be satisfied with their life in five years is generally high in the Nordic countries and several other countries. Across educational attainment levels, the share of people reporting life satisfaction today is high in Denmark, Finland, the Netherlands, New Zealand and Norway, with about 95% of people with upper secondary and post-secondary non-tertiary education and those with tertiary education. The share of people expecting to be satisfied with their life in five years is also high, at approximately 95% for the same levels of educational attainment in those countries and also in Argentina, Canada, Sweden and Switzerland (Figure A8.5 and Table A8.3a).

In emerging economies, where the share of people reporting satisfaction with their life today is relatively low, a large share of people expect to be satisfied with their life in five years. In India, for example, only 43% of people with upper secondary and post-secondary non-tertiary education report satisfaction with their life today, and the share is also low (67%) among the tertiary-educated, but 72% of those with upper secondary and post-secondary non-tertiary education consider that they expect to be satisfied with their life in five years, while the share goes up to 84% among the tertiary-educated. Similar patterns are also observed in other partner countries, such as China, Indonesia and South Africa (Figure A8.5).

Definitions

Activity limitation refers to when adults reported that, because of a health problem, they were limited to a greater or lesser degree in doing normal activities during at least the six months prior to the survey.

Adults generally refers to 25-64 year-olds but for activity limitation, adults refers to those aged 25 and over.

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

- ISCED 2011 is used for all the analyses that are not based on the Survey of Adult Skills. For ISCED 2011, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED 2011 levels 0, 1 and 2, and includes recognised qualifications from ISCED 2011 level 3 programmes, which are not considered as sufficient for ISCED 2011 level 3 completion, and without direct access to post-secondary non-tertiary education or tertiary education; **upper secondary or post-secondary non-tertiary** corresponds to ISCED 2011 levels 3 and 4; and **tertiary** corresponds to ISCED 2011 levels 5, 6, 7 and 8 (UNESCO Institute for Statistics, 2012). Educational attainment categories collected by Gallup may differ from ISCED-A 2011.
- ISCED-97 is used for all analyses based on the Survey of Adult Skills. For ISCED-97, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes and level 4; and **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

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

Life satisfaction (subjective well-being): Data on “Life satisfaction today” represent the proportion of adults who answered “6 or above” to the following question: “Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top. Suppose we say that the top of the ladder represents the best possible life for you, and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time, assuming that the higher the step, the better you feel about your life, and the lower the step, the worse you feel about it? Which step comes closest to the way you feel?” Data on “Life satisfaction in 5 years” are based on the same type of questions, but the respondents reported where they think they would stand five years after the survey.

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

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

Proficiency levels for literacy and numeracy are based on a 500-point scale. Each level has been defined by particular score-point ranges. Six levels are defined for literacy and numeracy (Below Level 1 and Levels 1 through 5) which are grouped in four proficiency levels in *Education at a Glance*:

- Level 1 or below: all scores below 226 points
- Level 2: scores from 226 points to less than 276 points
- Level 3: scores from 276 points to less than 326 points
- Level 4 or 5: scores from 326 points and higher.

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

Reporting believing they have a say in government includes adults who strongly disagreed or disagreed with the statement: “People like me don’t have any say about what the government does”.

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

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

Methodology

Data on activity limitation due to health problems are based on the European Union Statistics on Income and Living Conditions (EU-SILC) for European countries and on other national surveys for non-European countries. The educational attainment variable used in EU-SILC is based on ISCED-A 2011.

The analyses on life satisfaction are based on Gallup World Poll data for all countries. The educational attainment categories in the Gallup World Poll may differ from those in the Labour Force Surveys (used as a source for Indicator A1). In order to ensure international comparability, the Gallup World Poll’s educational attainment variable was remapped to ISCED-A 2011 to the closest possible match.

Data on self-reported health, volunteering, interpersonal trust and political efficacy are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The educational attainment variable used in the Survey of Adult Skills is based on ISCED-97.

See Annex 3 for additional information on the different sources used in this indicator (www.oecd.org/education/education-at-a-glance-19991487.htm).

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).

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Indicator A8 Tables

StatLink  <http://dx.doi.org/10.1787/888933397355>

Table A8.1 (L) Percentage of adults reporting that they are in good health, by educational attainment, literacy proficiency level and gender (2012 or 2015)

WEB Table A8.1 (N) Percentage of adults reporting that they are in good health, by educational attainment, numeracy proficiency level and gender (2012 or 2015)

Table A8.2a Percentage of adults reporting activity limitation due to health problem, by educational attainment and age group (2014)

WEB Table A8.2b Percentage of men reporting activity limitation due to health problem, by educational attainment and age group (2014)

WEB Table A8.2c Percentage of women reporting activity limitation due to health problem, by educational attainment and age group (2014)

Table A8.3a Life satisfaction today and in 5 years, by educational attainment (2015)

WEB Table A8.3b Trends in life satisfaction, by educational attainment (2010-2015)

WEB Table A8.4 (L) Percentage of adults reporting that they volunteer at least once a month, by educational attainment, literacy proficiency level and gender (2012 or 2015)

WEB Table A8.4 (N) Percentage of adults reporting that they volunteer at least once a month, by educational attainment, numeracy proficiency level and gender (2012 or 2015)

WEB Table A8.5 (L) Percentage of adults reporting that they trust others, by educational attainment, literacy proficiency level and gender (2012 or 2015)

WEB Table A8.5 (N) Percentage of adults reporting that they trust others, by educational attainment, numeracy proficiency level and gender (2012 or 2015)

WEB Table A8.6 (L) Percentage of adults reporting that they believe they have a say in government, by educational attainment, literacy proficiency level and gender (2012 or 2015)

WEB Table A8.6 (N) Percentage of adults reporting that they believe they have a say in government, by educational attainment, numeracy proficiency level 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 A8.1 (L). **Percentage of adults reporting that they are in good health, by educational attainment, literacy proficiency level and gender (2012 or 2015)**

Survey of Adult Skills, 25-64 year-olds


		Men and women						Men				Women														
		All levels of education						All levels of education				All levels of education														
		Level 0/1		Level 2		Level 3		Level 4/5		Level 0/1		Level 2		Level 3		Level 4/5										
		% (25)	S.E. (26)	% (27)	S.E. (28)	% (29)	S.E. (30)	% (31)	S.E. (32)	% (57)	S.E. (58)	% (59)	S.E. (60)	% (61)	S.E. (62)	% (63)	S.E. (64)	% (89)	S.E. (90)	% (91)	S.E. (92)	% (93)	S.E. (94)	% (95)	S.E. (96)	
OECD	National entities																									
	Australia	72 (2.2)		82 (1.4)		87 (0.9)		90 (1.1)		73 (3.0)		82 (1.9)		87 (1.4)		90 (1.8)		70 (3.3)		83 (2.1)		86 (1.4)		90 (1.5)		
	Austria	67 (2.2)		79 (1.3)		88 (1.1)		95 (1.7)		67 (2.9)		79 (1.7)		88 (1.5)		95 (1.9)		67 (3.2)		79 (1.8)		88 (1.6)		94 (2.5)		
	Canada	78 (1.2)		87 (0.8)		92 (0.5)		95 (0.9)		77 (2.0)		86 (1.2)		92 (0.9)		96 (1.1)		80 (1.3)		87 (0.9)		91 (0.7)		93 (1.4)		
	Chile	53 (2.2)		77 (2.1)		86 (2.9)		91 (7.0)		60 (2.4)		83 (2.7)		85 (4.0)	c	c		46 (2.5)		71 (2.8)		88 (3.4)	c	c		
	Czech Republic	82 (3.1)		84 (1.9)		90 (1.5)		97 (1.8)		80 (6.0)		84 (2.7)		91 (1.7)		97 (2.1)		83 (3.3)		85 (2.2)		90 (2.5)		97 (2.8)		
	Denmark	64 (1.7)		79 (1.1)		88 (0.9)		92 (1.8)		66 (2.5)		79 (1.8)		89 (1.3)		92 (2.6)		61 (2.5)		79 (1.6)		86 (1.2)		92 (2.3)		
	Estonia	43 (2.1)		55 (1.2)		67 (1.1)		78 (2.2)		43 (3.2)		56 (1.7)		67 (1.6)		77 (3.3)		44 (2.8)		54 (1.9)		67 (1.5)		78 (2.7)		
	Finland	62 (2.7)		73 (1.4)		84 (1.1)		90 (1.2)		62 (3.7)		71 (2.1)		82 (1.8)		89 (1.8)		63 (4.2)		76 (2.2)		87 (1.4)		92 (1.4)		
	France	66 (1.6)		79 (1.0)		86 (1.0)		91 (1.7)		70 (2.0)		80 (1.3)		87 (1.2)		91 (2.6)		62 (2.2)		78 (1.4)		85 (1.3)		90 (2.3)		
	Germany	74 (2.0)		86 (1.1)		92 (1.0)		97 (1.4)		75 (2.9)		88 (1.5)		93 (1.2)		98 (1.2)		74 (3.3)		85 (1.9)		91 (1.4)		95 (2.6)		
	Greece	83 (1.8)		86 (1.2)		89 (1.5)		91 (3.4)		86 (2.4)		89 (1.8)		91 (2.1)		94 (4.8)		79 (2.3)		84 (1.6)		88 (2.2)		89 (5.3)		
	Ireland	77 (1.9)		87 (1.0)		91 (0.9)		93 (1.6)		80 (2.7)		88 (1.7)		91 (1.3)		92 (2.3)		75 (2.5)		87 (1.4)		92 (1.1)		94 (1.9)		
	Israel	68 (1.5)		86 (1.3)		91 (1.0)		95 (1.6)		67 (2.2)		85 (1.9)		91 (1.5)		95 (2.4)		69 (2.1)		86 (1.8)		91 (1.5)		96 (2.4)		
	Italy	76 (1.8)		80 (1.4)		85 (1.7)		92 (3.1)		79 (2.4)		84 (1.9)		90 (1.7)		93 (3.3)		72 (2.7)		77 (1.8)		81 (2.7)		91 (5.3)		
	Japan	58 (4.4)		66 (1.9)		74 (1.2)		77 (1.6)		58 (5.8)		65 (2.8)		73 (1.8)		78 (2.6)		59 (6.2)		66 (2.7)		75 (1.7)		77 (2.5)		
	Korea	31 (2.0)		43 (1.2)		53 (1.3)		60 (3.4)		40 (3.5)		48 (1.9)		58 (1.8)		64 (4.4)		25 (2.4)		38 (1.6)		48 (1.8)		54 (6.1)		
	Netherlands	61 (2.5)		79 (1.5)		84 (1.1)		89 (1.5)		63 (3.6)		83 (2.1)		86 (1.4)		89 (2.1)		60 (3.6)		76 (2.0)		82 (1.7)		89 (2.3)		
	New Zealand	78 (2.0)		85 (1.2)		90 (0.8)		93 (1.3)		81 (2.7)		85 (1.7)		89 (1.2)		92 (2.0)		75 (3.1)		84 (1.8)		90 (1.2)		94 (1.7)		
	Norway	69 (2.6)		77 (1.5)		86 (1.0)		89 (1.8)		71 (3.7)		78 (2.2)		86 (1.6)		90 (2.1)		68 (3.4)		75 (2.2)		85 (1.2)		88 (2.7)		
	Poland	62 (1.9)		77 (1.2)		85 (1.2)		92 (2.2)		62 (3.0)		79 (1.9)		87 (1.9)		92 (3.1)		62 (2.5)		75 (1.6)		84 (1.6)		92 (2.7)		
	Slovak Republic	64 (2.8)		74 (1.4)		83 (0.9)		89 (2.6)		65 (3.9)		75 (2.0)		86 (1.2)		91 (3.0)		62 (3.9)		72 (1.9)		81 (1.5)		87 (4.0)		
Slovenia	70 (1.5)		79 (1.3)		89 (1.0)		94 (2.3)		73 (1.8)		80 (1.7)		91 (1.2)		95 (2.8)		66 (2.1)		77 (1.8)		87 (1.5)		92 (3.4)			
Spain	63 (1.5)		79 (1.2)		85 (1.3)		91 (2.4)		68 (2.3)		81 (1.6)		85 (1.8)		91 (3.2)		60 (1.9)		78 (1.7)		85 (1.9)		91 (3.7)			
Sweden	68 (2.5)		80 (1.7)		87 (1.1)		93 (1.4)		77 (3.6)		82 (2.3)		87 (1.5)		94 (1.4)		60 (3.7)		77 (2.4)		86 (1.4)		91 (2.3)			
Turkey	63 (1.6)		76 (1.6)		80 (2.6)		84 (13.1)		69 (2.2)		79 (2.2)		82 (3.3)		c	c		58 (2.0)		73 (2.4)		78 (4.2)		c	c	
United States	67 (1.9)		81 (1.6)		90 (1.0)		95 (1.2)		71 (3.0)		82 (2.2)		90 (1.4)		95 (1.7)		64 (2.6)		81 (1.9)		89 (1.3)		96 (1.5)			
	Subnational entities																									
	Flanders (Belgium)	76 (1.7)		82 (1.2)		88 (0.9)		91 (1.5)		77 (2.5)		82 (1.7)		89 (1.2)		91 (1.7)		74 (2.3)		82 (1.7)		88 (1.4)		91 (2.8)		
	England (UK)	71 (2.1)		82 (1.3)		88 (1.2)		92 (1.4)		72 (3.2)		81 (1.9)		88 (1.5)		92 (1.9)		70 (2.7)		83 (1.6)		88 (1.6)		93 (2.0)		
	Northern Ireland (UK)	68 (2.7)		77 (1.7)		86 (1.4)		93 (1.7)		70 (4.5)		78 (2.7)		88 (2.0)		94 (2.3)		66 (3.3)		77 (2.2)		84 (1.7)		92 (2.6)		
	Average	67 (0.4)		78 (0.3)		85 (0.2)		90 (0.6)		69 (0.6)		79 (0.4)		86 (0.3)		91 (0.5)		65 (0.6)		77 (0.4)		84 (0.3)		90 (0.6)		
Partners	Jakarta (Indonesia)	69 (1.2)		81 (1.6)		86 (3.2)		78 (16.0)		72 (1.7)		81 (2.2)		87 (4.2)		c	c		67 (1.1)		81 (2.0)		85 (5.2)		c	c
	Lithuania	48 (3.1)		57 (1.8)		71 (1.9)		83 (3.8)		52 (4.9)		61 (2.5)		73 (2.5)		82 (6.1)		44 (3.5)		54 (2.1)		69 (2.7)		84 (4.2)		
	Russian Federation*	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	
	Singapore	61 (1.4)		75 (1.5)		80 (1.3)		84 (2.4)		61 (2.2)		75 (2.2)		81 (1.7)		84 (3.2)		61 (1.9)		76 (1.9)		79 (1.9)		84 (3.4)		

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 by levels of educational attainment are available for consultation on line (see *StatLink* below).

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 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/10.1787/888933397365>

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Table A8.2a. **Percentage of adults reporting activity limitation due to health problem, by educational attainment and age group (2014)**

		European Union Statistics on Income and Living Conditions (EU-SILC)															
		25-year-olds and over				25-44 year-olds				45-64 year-olds				65-year-olds and over			
		Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(17)	(18)	(19)	(20)	(29)	(30)	(31)	(32)
OECD	Austria	56	35	24	36	34	20	13	19	51	37	28	37	71	52	42	57
	Belgium	44	24	14	26	32	14	8	14	40	26	16	27	52	39	29	43
	Czech Republic	46	24	14	25	20	10	5	9	43	23	14	24	58	44	36	46
	Denmark	39	31	27	32	41	18	18	20	40	37	34	37	38	38	36	37
	Estonia	58	37	27	37	26	17	10	15	54	40	28	37	76	68	61	68
	Finland	54	35	27	37	32	25	18	22	50	38	27	36	59	48	44	53
	France	44	25	14	27	21	15	9	13	37	25	16	26	56	42	30	48
	Greece	45	15	11	26	12	6	3	6	27	16	13	20	67	46	42	61
	Hungary	52	25	15	29	20	6	3	7	45	28	15	29	74	57	44	62
	Iceland	29	16	16	20	21	10	13	14	32	21	15	22	31	21	29	27
	Ireland	33	16	11	20	18	11	7	10	32	17	12	20	42	31	27	37
	Italy	45	20	14	31	15	11	7	11	33	21	18	26	67	48	37	62
	Latvia	58	42	27	41	26	15	9	15	53	45	29	42	81	70	68	74
	Luxembourg	37	24	14	26	21	14	11	15	37	29	14	29	52	37	27	43
	Netherlands	45	34	22	33	28	25	13	20	46	35	27	35	51	46	37	46
	Norway	28	21	12	18	18	14	8	11	31	23	15	21	32	23	16	24
	Poland	50	25	13	26	23	10	6	9	38	27	18	28	63	51	43	55
	Portugal	47	19	18	38	23	14	11	17	41	26	25	37	70	39	41	67
	Slovak Republic	65	34	21	35	25	13	11	13	54	39	27	38	84	72	62	75
	Slovenia	53	33	21	34	21	17	12	16	48	36	23	36	68	53	41	55
	Spain	36	16	12	25	15	10	7	10	30	19	16	24	56	37	34	52
	Sweden	24	13	8	13	21	8	5	8	24	13	7	13	25	19	14	20
	Switzerland ¹	43	31	25	31	30	20	19	21	44	31	26	31	51	46	40	46
	United Kingdom	34	18	15	25	18	10	8	12	31	19	17	24	50	42	37	46
Average		44	26	18	29	23	14	10	14	40	28	20	29	57	45	38	50
Partner	Lithuania	60	28	14	29	26	9	5	9	42	26	12	23	75	59	48	64
		National surveys ²															
		25-year-olds and over				25-44 year-olds				45-64 year-olds				65-year-olds and over			
		Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	All levels of education
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(17)	(18)	(19)	(20)	(29)	(30)	(31)	(32)
OECD	Australia	37	19	14	23	19	10	6	10	32	20	16	23	54	48	42	50
	Canada	26	16	10	15	13	7	5	6	21	16	12	15	38	32	26	32
	Israel	43	23	17	23	19	12	8	11	45	29	20	27	62	46	40	49
	New Zealand	43	27	18	29	26	18	9	16	39	25	19	28	61	53	50	56
	United States	25	16	8	13	9	7	3	5	23	15	8	13	46	31	22	30

Note: Columns showing data for detailed 10-year age group are available for consultation on line (see *StatLink* below).

1. Switzerland: Year of reference 2013.

2. Year of reference vary from 2014, refer to Annex 3 for more information.

Sources: European Union Statistics on Income and Living Conditions (EU-SILC) and other national surveys. 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/10.1787/888933397372>


Table A8.3a. Life satisfaction today and in 5 years, by educational attainment (2015)
Percentage of 25-64 year-olds reporting they stand on the positive side of the Cantril ladder of life satisfaction

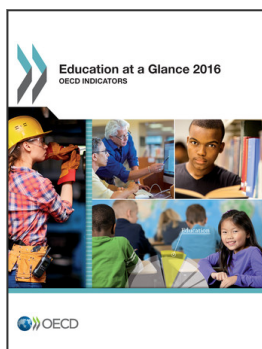
	Life satisfaction today								Life satisfaction in 5 years							
	Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education		Below upper secondary		Upper secondary or post-secondary non-tertiary		Tertiary		All levels of education	
	%	S.E.	%	S.E.	%	S.E.	%	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)
OECD																
Australia	c	c	85	(3.9)	95	(1.5)	90	(1.7)	c	c	94	(2.5)	96	(1.3)	94	(1.3)
Austria	c	c	95	(1.4)	84	(3.4)	90	(1.5)	c	c	93	(1.8)	91	(2.6)	92	(1.3)
Belgium	c	c	87	(2.8)	95	(1.0)	91	(1.5)	c	c	88	(2.7)	96	(0.9)	90	(1.6)
Canada	c	c	90	(2.9)	97	(0.9)	95	(0.9)	c	c	96	(1.9)	98	(0.7)	98	(0.7)
Chile	85	(3.8)	88	(2.4)	97	(1.6)	89	(1.7)	77	(5.1)	88	(2.7)	97	(1.1)	87	(2.3)
Czech Republic	c	c	85	(2.1)	96	(1.8)	88	(1.7)	c	c	86	(2.1)	98	(1.1)	89	(1.8)
Denmark	c	c	96	(1.7)	96	(1.0)	93	(1.4)	c	c	98	(1.0)	98	(0.7)	97	(0.9)
Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Finland	c	c	96	(1.4)	95	(1.7)	95	(1.2)	c	c	97	(0.9)	99	(0.7)	97	(0.7)
France	79	(4.8)	87	(2.5)	93	(1.6)	87	(1.7)	c	c	85	(2.5)	93	(1.4)	86	(1.7)
Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Greece	c	c	65	(4.0)	84	(2.9)	67	(3.1)	c	c	66	(4.3)	79	(3.9)	65	(3.3)
Hungary	c	c	59	(4.3)	83	(3.6)	59	(3.9)	c	c	73	(3.1)	84	(3.9)	69	(3.4)
Iceland	c	c	89	(3.6)	100	(0.0)	94	(1.7)	c	c	92	(3.2)	100	(0.0)	95	(1.7)
Ireland	86	(3.9)	89	(2.2)	93	(2.0)	89	(1.5)	90	(3.3)	93	(1.7)	96	(1.3)	94	(1.2)
Israel	c	c	89	(3.0)	92	(1.6)	90	(1.6)	c	c	93	(1.8)	94	(1.5)	93	(1.4)
Italy	86	(3.1)	87	(2.4)	89	(3.1)	87	(1.8)	84	(3.2)	87	(2.2)	90	(2.7)	86	(1.7)
Japan	c	c	69	(5.0)	85	(2.4)	78	(2.5)	c	c	75	(4.2)	84	(2.3)	80	(2.2)
Korea	c	c	63	(4.7)	75	(2.8)	70	(2.5)	c	c	73	(4.2)	83	(2.3)	79	(2.1)
Latvia	c	c	78	(3.1)	94	(1.8)	81	(2.3)	c	c	85	(2.3)	94	(1.7)	86	(1.8)
Luxembourg	c	c	89	(2.5)	95	(1.3)	91	(1.7)	c	c	92	(2.0)	93	(1.7)	93	(1.4)
Mexico	76	(4.5)	81	(3.8)	c	c	78	(3.5)	77	(3.9)	92	(2.2)	c	c	82	(2.8)
Netherlands	c	c	97	(1.0)	96	(1.1)	95	(0.9)	c	c	96	(1.2)	98	(0.8)	95	(1.0)
New Zealand	c	c	97	(2.7)	97	(1.2)	95	(1.3)	c	c	96	(2.6)	99	(0.5)	98	(1.0)
Norway	c	c	95	(1.8)	97	(0.9)	95	(1.2)	c	c	96	(1.4)	98	(0.7)	97	(0.9)
Poland	c	c	80	(2.2)	91	(3.0)	80	(2.2)	c	c	83	(2.2)	90	(2.9)	82	(1.9)
Portugal	36	(3.5)	63	(4.7)	89	(3.2)	51	(2.6)	53	(3.7)	73	(3.9)	93	(1.8)	65	(2.4)
Slovak Republic	c	c	77	(3.3)	98	(1.3)	80	(2.5)	c	c	85	(2.1)	99	(0.7)	86	(1.8)
Slovenia	46	(5.0)	72	(3.9)	85	(2.8)	66	(2.6)	52	(4.9)	71	(3.7)	88	(2.6)	68	(2.4)
Spain	78	(4.5)	85	(3.2)	94	(1.4)	85	(2.0)	85	(3.5)	88	(2.5)	96	(1.2)	89	(1.6)
Sweden	c	c	93	(1.6)	98	(0.9)	94	(1.2)	c	c	97	(1.1)	99	(0.7)	97	(0.9)
Switzerland	c	c	c	c	97	(1.3)	96	(1.7)	c	c	99	(0.7)	99	(0.7)	98	(1.2)
Turkey	59	(3.6)	63	(4.2)	79	(4.2)	63	(2.6)	67	(3.7)	72	(3.7)	81	(3.8)	70	(2.5)
United Kingdom	87	(2.7)	c	c	87	(2.5)	86	(1.8)	93	(2.0)	89	(4.0)	95	(1.4)	93	(1.3)
United States	c	c	81	(3.4)	91	(1.8)	85	(2.0)	c	c	88	(2.3)	94	(1.5)	91	(1.4)
OECD average	m	m	83	(0.6)	92	(0.4)	84	(0.4)	m	m	87	(0.5)	94	(0.3)	87	(0.3)
EU22 average	m	m	83	(0.7)	92	(0.5)	83	(0.5)	m	m	86	(0.6)	93	(0.5)	86	(0.4)
Partners																
Argentina	88	(2.5)	92	(1.9)	88	(4.7)	89	(1.6)	91	(2.5)	96	(1.3)	96	(1.8)	94	(1.4)
Brazil	74	(3.2)	93	(2.0)	c	c	83	(2.4)	87	(2.0)	96	(1.4)	c	c	91	(1.2)
China	54	(2.9)	68	(3.3)	85	(2.9)	60	(2.4)	82	(2.3)	87	(2.2)	97	(0.9)	85	(1.8)
Colombia	68	(3.9)	82	(3.1)	c	c	79	(2.3)	81	(3.0)	95	(1.5)	c	c	91	(1.5)
Costa Rica	83	(3.0)	c	c	94	(3.2)	87	(2.4)	82	(2.6)	c	c	91	(3.3)	86	(2.0)
India	26	(4.0)	43	(3.9)	67	(5.6)	34	(3.3)	49	(4.3)	72	(3.0)	84	(3.4)	60	(3.1)
Indonesia	41	(5.4)	65	(4.4)	c	c	52	(4.7)	82	(4.9)	94	(2.5)	c	c	87	(3.8)
Lithuania	c	c	69	(4.3)	87	(2.4)	73	(3.0)	c	c	85	(3.1)	90	(2.2)	85	(2.3)
Russian Federation	c	c	75	(3.6)	87	(2.1)	78	(2.9)	c	c	82	(2.9)	92	(1.7)	85	(2.2)
Saudi Arabia	72	(4.6)	72	(3.8)	89	(2.3)	77	(2.3)	80	(4.0)	86	(2.9)	95	(1.4)	86	(1.9)
South Africa	c	c	52	(3.6)	85	(3.5)	48	(2.9)	c	c	94	(1.6)	98	(1.2)	90	(1.7)
G20 average	m	m	74	(0.9)	86	(0.8)	74	(0.6)	m	m	87	(0.7)	92	(0.6)	85	(0.5)

Notes: Educational attainment categories collected by Gallup may differ from ISCED-A 2011, refer to Annex 3 for more information. Data on "Life satisfaction today" represent the proportion of 25-64 year-olds who answered "6 or above" to the following question: "Please imagine a ladder with steps numbered from 0 at the bottom to 10 at the top. Suppose we say that the top of the ladder represents the best possible life for you, and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time, assuming that the higher the step the better you feel about your life, and the lower the step the worse you feel about it? Which step comes closest to the way you feel?" Data on "Life satisfaction in 5 years" are based on the same type of questions, but the respondents reported where they think they would stand five years after the survey.

Sources: Gallup World Poll, www.gallup.com/services/170945/world-poll.aspx. 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/10.1787/888933397383>



From:

Education at a Glance 2016

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), “Indicator A8 How are Social Outcomes Related to Education?”, in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-14-en>

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