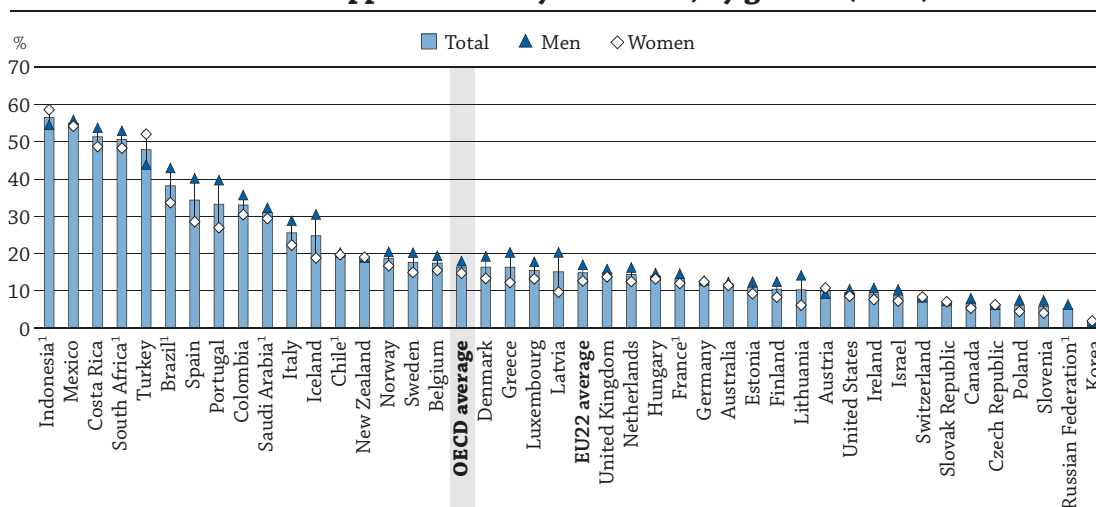


## TO WHAT LEVEL HAVE ADULTS STUDIED?

- Over recent decades, the share of adults who have not completed upper secondary education has decreased in the majority of OECD and partner countries. On average, about one in five 25-34 year-olds are still without upper secondary qualifications. A number of countries, including Costa Rica, Indonesia, Mexico and South Africa are still lagging behind. In these countries, more than 50% of young adults are without upper secondary qualifications.
- Upper secondary or post-secondary non-tertiary education continues to be the highest educational attainment for the largest share of 25-64 year-olds across countries, but it no longer represents the largest share among 25-34 year-olds in about half of OECD countries. The largest share has shifted from upper secondary or post-secondary non-tertiary education to tertiary education.
- Among adults with upper secondary education or post-secondary non-tertiary education as the highest educational attainment, a larger share completed vocational programmes than general programmes.

**Figure A1.1. Percentage of 25-34 year-old adults with below upper secondary education, by gender (2015)**



1. Reference year differs from 2015. Refer to the source table for more details.

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

**Source:** OECD, Table A1.3, and "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

Giving all people a fair chance to obtain a quality education is a fundamental part of the social contract. It is critically important to address inequalities in education opportunities in order to improve social mobility and socio-economic outcomes, and to promote inclusive growth through a broadened pool of candidates for high-skilled jobs.

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

Higher levels of educational attainment are associated with several positive individual, economic and social outcomes (see Indicators A5, A6, A7 and A8). Individuals with high educational attainment generally have better health, are more socially engaged, and have higher employment rates and higher relative earnings. Higher proficiency in literacy and numeracy is also strongly associated with higher levels of formal education (OECD, 2016a).

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

### ■ Other findings

- In the majority of OECD and partner countries, the share of people with below upper secondary education is higher among young men than young women. On average across OECD countries, 47% of young men aged 25-34 years old have upper secondary or post-secondary non-tertiary education as their highest attainment, while the share is lower among young women (38%).
- Over recent decades, the expansion in tertiary education has been considerable, and people with tertiary education represent the largest share of 25-34 year-olds in many OECD countries. On average across OECD countries, the tertiary-educated account for 35% among 25-64 year-olds and 42% among 25-34 year-olds.
- In most countries, those with bachelor's or equivalent degree account for the largest share of tertiary-educated adults. Among 25-64 year-olds, women are represented more than men at all levels of tertiary education except for doctoral or equivalent degrees.
- 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), a larger share of tertiary-educated women studied in the field of teacher training and education science, and the field of health and welfare, while a larger share of tertiary-educated men studied in the field of engineering, manufacturing and construction, and the field of science, mathematics and computing.

### ■ Note

Several indicators in this publication show the level of education among individuals. Indicator A1 shows the level of attainment (i.e. the percentage of a population that has successfully completed a given level of education). Graduation rates (see Indicators A2 and A3) measure the estimated percentage of younger adults who are expected to graduate from a particular level of education during their lifetimes. Completion rates at tertiary level (see Indicator A9) estimate the proportion of students who enter a programme and complete it successfully within a certain period of time (see *Note* in Indicator A9).

## Analysis

### Attainment levels

#### *Below upper secondary*

Over recent decades, the share of adults with below upper secondary education decreased in the majority of OECD and partner countries, as access to higher education expanded. Based on the data available for 2015, the proportion of people with below upper secondary education is lower among 25-34 year-olds than among 55-64 year-olds, suggesting the expansion of education. These differences across generations are pronounced in Chile, Colombia, Korea, Portugal and Saudi Arabia. In these countries, the difference between younger and older age groups in the share of adults without upper secondary education is over 35 percentage points, and in Korea and Portugal, it exceeds 40 percentage points. Although this trend is less pronounced elsewhere, it is observed in almost all countries, except Estonia, Latvia and Lithuania, where upper secondary education was compulsory in the 1970s and 1980s (Table A1.3).

Despite this progress, several countries are still lagging behind and have a high proportion of young adults without upper secondary education. While the share of young adults without upper secondary education is lower than 7% among 25-34 year-olds in Canada, the Czech Republic, Korea, Poland, Slovenia and the Russian Federation, it is over 50% in Costa Rica, Indonesia, Mexico and South Africa (Figure A1.1, Table A1.3 and OECD, 2016b). In Spain, the share of young adults without upper secondary qualifications has decreased in recent years after the implementation of several reforms and programmes with a policy target of reducing dropout to 15% by 2020 (OECD, 2015). In many countries, an important share of low-educated young adults have a disadvantaged background, including low-educated parents (see Indicator A4), suggesting the importance of assuring equity in access to higher education through targeted support for the disadvantaged population (OECD, 2013).

In the majority of OECD and partner countries, the share of people with below upper secondary education is higher among young men than young women. Although the difference is generally small (3 percentage points on average across OECD countries), in Iceland, Latvia, Portugal and Spain, it is over 10 percentage points. In these countries, a larger share of young women than young men attained tertiary education, while the share of upper secondary or post-secondary non-tertiary is generally about the same for young men and young women (except in Latvia). However, the situation is the opposite in countries such as Indonesia and Turkey, where the share of people with below upper secondary education is higher among young women (Figure A1.1, Table A1.3 and OECD, 2016b).

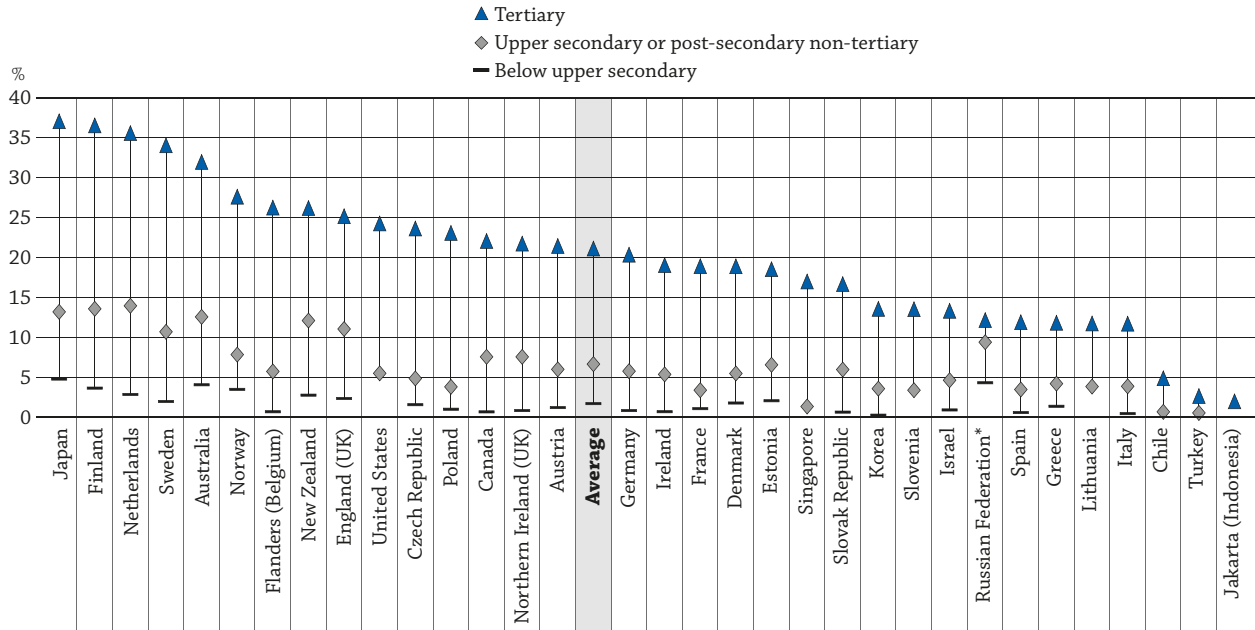
This general trend across OECD countries of a lower share of young women than young men with below upper secondary education is encouraged by women's empowerment over the past few decades. Among 55-64 year-olds, higher shares of women are without upper secondary qualifications in the majority of OECD and partner countries, compared to women aged between 25 and 34 (OECD, 2016b). Hence, in recent decades, a decrease in the share of those with below upper secondary education has generally been achieved more quickly among women than among men across countries.

Across OECD countries and subnational entities that participated in the Survey of Adult Skills, literacy and numeracy proficiency levels of adults with below upper secondary education are found to be lower than among those with higher levels of education. It also holds true for skills and readiness to use information and communication technologies for problem solving (Tables A.1.6 [L], A1.6 [N] and A1.6 [P], available on line). For example, the share of those with high literacy proficiency levels is low on average (2%) among those with below upper secondary education. But it is 7% among those with upper secondary education and as high as 21% among the tertiary-educated (Figure A1.2 and Table A1.6 [L], available on line). Participation in adult learning opportunities is known to be associated with higher levels of proficiency (see Indicator C6), and better access to these opportunities could support low-educated adults in further developing skills such as literacy and numeracy.

#### *Upper secondary or post-secondary non-tertiary*

Although upper secondary or post-secondary non-tertiary education continues to be the highest educational attainment for the largest share of 25-64 year-olds across countries, it no longer represents the largest share among 25-34 year-olds in about half of OECD countries. On average across OECD countries, the share of people with upper secondary or post-secondary non-tertiary education among 25-34 year-olds is 42%. While it is as low as 18% in China and 20% in Costa Rica, it is as high as over 60% in the Czech Republic and the Slovak Republic (Figure A1.3 and Table A1.4). In many OECD countries, the largest share of 25-34 year-olds has shifted from this level to tertiary.

**Figure A1.2. Percentage of adults scoring at literacy proficiency Level 4 or 5, by educational attainment (2012 or 2015)**  
Survey of Adult Skills, 25–64 year-old non-students



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

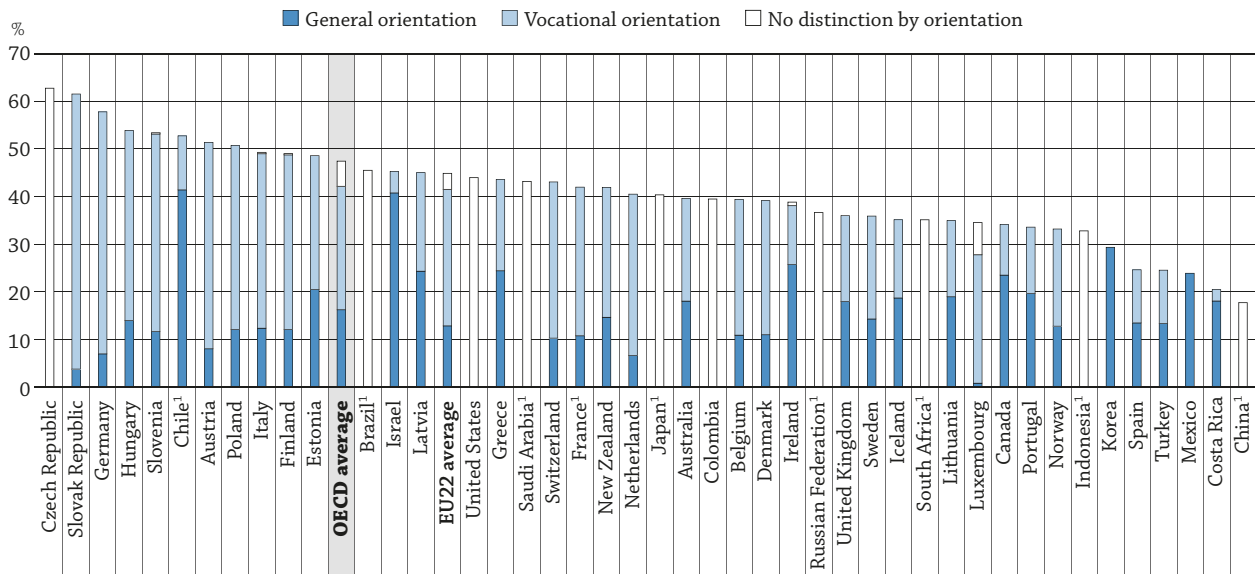
\* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in descending order of the percentage of 25–64 year-olds with tertiary education and literacy proficiency Level 4 or 5.

**Source:** OECD, Table A1.6 (L) available on line. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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**Figure A1.3. Percentage of 25–34 year-olds whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2015)**



1. Reference year differs from 2015. Refer to the source table for more details.

Countries are ranked in descending order of the percentage of 25–34 year-olds with upper secondary or post-secondary non-tertiary education as highest level of attainment, regardless of the orientation of the programmes.

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

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Within upper secondary education or post-secondary non-tertiary education, more adults completed vocational programmes than general programmes as their highest educational attainment across countries. On average across OECD countries, 26% of 25-34 year-olds completed a vocational programme designed to prepare people for work (see Indicator A2) as the highest educational attainment. But a lower share of young adults (17% on average across OECD countries) completed a general programme as the highest education level, because these programmes are usually designed to prepare students for further education, and those who acquire this qualification often continue to pursue tertiary education (Figure A1.3 and Table A1.4). Labour market outcomes, such as employment and unemployment rates, are generally better among young adults with vocational education than those with general education (see Indicator A5).

But the importance of vocational programmes differs across countries. While the share of 25-34 year-olds with vocational programmes is as low as 2% in Costa Rica, followed by 5% in Israel, elsewhere it is much more significant: 58% in the Slovak Republic, followed by 51% in Germany and 43% in Austria (Figure A1.3 and Table A1.4).

A gender difference is also observed among 25-34 year-olds with upper secondary or post-secondary non-tertiary education. Across OECD countries, on average, 47% of young men have this level of education as the highest attainment, while the share is lower among young women (38%). This is related to the fact that although a larger share of young men than young women are without upper secondary qualifications, generally, more young women have tertiary education than young men. The share of young men with vocationally oriented upper secondary or post-secondary non-tertiary education is higher (30%) than that of young women (23%), but the share of young men and women who completed general programmes is about the same (17% versus 16%) (OECD, 2016b).

### *Tertiary*

Over recent decades, the expansion in tertiary education has been significant, and people with tertiary education account for the largest share of 25-34 year-olds in many OECD countries. On average across OECD countries, 35% of 25-64 year-olds are tertiary educated. As a result of the expansion in tertiary education, the share of 25-34 year-olds with tertiary education is 42% across OECD countries, much higher than the share of 55-64 year-olds (26%) (Table A1.2). Among 25-64 year-olds, the tertiary-educated account for the largest share in some countries, including Australia, Canada, Ireland, Israel, Luxembourg and the United Kingdom, but among 25-34 year-olds, the tertiary-educated represent the largest share in about half of OECD countries (Figure A1.4, and Tables A1.1 and A1.3).

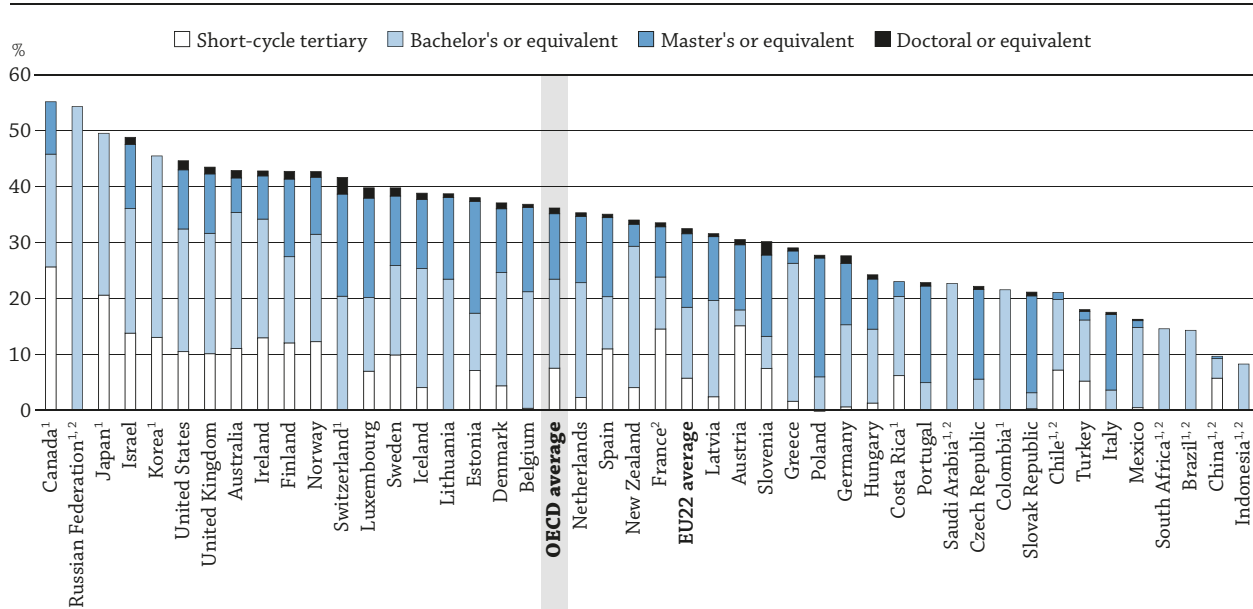
However, there are still notable variations across countries. Although the proportion of 25-64 year-olds with tertiary education is about 50% in Canada, Israel, Japan and the Russian Federation, it is below 10% in China and Indonesia, where the dominant share of adults have below upper secondary education. Cross-country variations are even larger among 25-34 year-olds, ranging from 69% in Korea and 60% in Japan to less than 15% in Indonesia and South Africa (Figure A1.4, and Tables A1.1 and A1.3). The share of adults with tertiary education varies not only among countries, but also regionally within countries (OECD/NCES, 2015).

Reflecting different developments in tertiary education systems, the share of adults with specific tertiary degree varies substantially across countries. Although short-cycle tertiary education represents less than 10% of the attainment of adults across OECD countries, the share is as high as 26% in Canada. The proportion of adults with bachelor's or equivalent degree varies from 3% in Austria, China and the Slovak Republic to about 25% in Australia, Greece and New Zealand. Cross-country variations in the share of people with master's or equivalent degree range from a low of 1% in Chile and Mexico, and 2% in Greece and Turkey to a high of 20% or more in Estonia and Poland (Figure A1.4 and Table A1.1). Among 25-64 year-olds, women are represented more than men at all levels of tertiary education except for doctoral or equivalent degree (OECD, 2016b), and this trend is also observed among first-time graduates (see Indicator A3).

In most OECD and partner countries those with bachelor's or equivalent degree account for the largest share of tertiary-educated adults. But in some countries, such as Austria, Canada, China and France, people with short-cycle tertiary degree represent the largest share of tertiary-educated 25-64 year-olds, while those with master's or equivalent degree account for the largest share in the Czech Republic, Estonia, Italy, Luxembourg, Poland, Portugal, the Slovak Republic, Slovenia and Spain (Figure A1.4 and Table A1.1).

Across OECD countries and subnational entities that participated in the Survey of Adults Skills, the most studied fields of education are social sciences, business and law (27%); engineering, manufacturing and construction (18%); teacher training and education science (13%); health and welfare (12%); and science, mathematics and computing (11%).

**Figure A1.4. Percentage of 25-64 year-olds with tertiary education, by level of tertiary education (2015)**



1. Some levels of education are included in others. Refer to the source table for more details.  
 2. Reference year differs from 2015. Refer to the source table for more details.

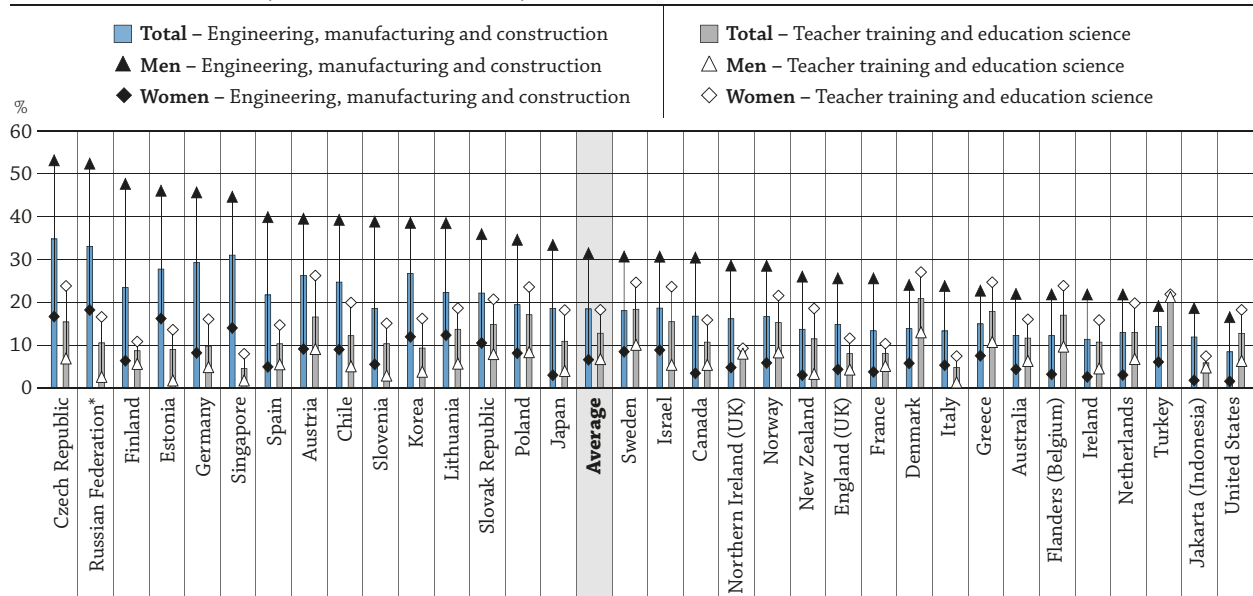
Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education, regardless of the level of tertiary attainment.

Source: OECD, Table A1.1. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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**Figure A1.5. Field of education studied among tertiary-educated adults, by gender (2012 or 2015)**

*Survey of Adult Skills, 25-64 year-old non-students, selected fields of education*



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

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

Countries and subnational entities are ranked in descending order of the percentage of tertiary-educated men who studied engineering, manufacturing and construction.

Source: OECD, Table A1.5. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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But there is a clear gender difference in some of the fields of education studied. A larger share of women with tertiary education studied teacher training and education science, and health and welfare across countries, while a larger share of men with tertiary education studied engineering manufacturing and construction, and science, mathematics and computing. For example, across OECD countries and subnational entities, the share of tertiary-educated men who studied engineering, manufacturing and construction is 31%, while the share of women is 7%. For teacher training and education science, the share among tertiary-educated women is 18%, while it is only 7% among tertiary-educated men (Figure A1.5 and Table A1.5). This gender difference in tertiary education continues among current students (see Indicator A3) and seems to be associated with gender differences in labour market outcomes (see Indicators A5 and A6).

## Definitions

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

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

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

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)

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.

**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.

**Problem solving in technology-rich environments** is the ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks. The assessment focuses on the abilities to solve problems for personal, work and civic purposes by setting up appropriate goals and plans, and accessing and making use of information through computers and computer networks.

**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.

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

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

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

## Methodology

Data on population and educational attainment for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market and Social Outcomes of Learning) Network. Data on educational attainment for Indonesia, Saudi Arabia and South Africa are taken from the ILO database and data for China from the UNESCO Institute of Statistics (UIS) database. Data on proficiency levels and fields of education are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). See Annex 3 for additional information ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Attainment profiles are based on the percentage of the population in a specific age group that has successfully completed a specified level of education.

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

Most OECD countries include people without education (i.e. illiterate adults or people whose educational attainment does not fit national classifications) under the international classification ISCED 2011 level 0; therefore averages for the category “less than primary educational attainment” are likely to be influenced.

### Note regarding data from Israel

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

### Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).



## A1

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## Indicator A1 Tables


StatLink  <http://dx.doi.org/10.1787/888933396517>

Table A1.1 Educational attainment of 25-64 year-olds (2015)

Table A1.2 Percentage of adults who have attained tertiary education, by type of programme and age group (2015)

Table A1.3 Trends in educational attainment, by age group (2005 and 2015)

Table A1.4 Educational attainment of 25-34 year-olds, by programme orientation and age group (2015)

Table A1.5 Field of education studied among tertiary-educated adults, by gender (2012 or 2015)

**WEB** Table A1.6 (L) Distribution of literacy proficiency levels, by educational attainment and gender (2012 or 2015)

**WEB** Table A1.6 (N) Distribution of numeracy proficiency levels, by educational attainment and gender (2012 or 2015)

**WEB** Table A1.6 (P) Distribution of skills and readiness to use information and communication technologies for problem solving, by educational attainment and gender (2012 or 2015)

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

Table A1.1. **Educational attainment of 25–64 year-olds (2015)**  
 Percentage of adults with a given level of education as the highest level attained

	Below upper secondary					Upper secondary or post-secondary non-tertiary		Tertiary				All levels of education
	Less than primary	Primary	Completion of intermediate lower secondary programmes	Lower secondary	Completion of intermediate upper secondary programmes	Upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
<b>OECD</b>												
Australia	0	5	a	16	a	31	5	11	24	6	1	100
Austria	x(2)	1 <sup>d</sup>	a	14	a	52	3	15	3	12	1	100
Belgium	3	6	a	16	a	36	1	0	21	15	1	100
Canada	x(2)	2 <sup>d</sup>	a	7	a	24	11	26	20	9 <sup>d</sup>	x(10)	100
Chile <sup>1</sup>	9	6	a	23	a	40	a	7	13	1 <sup>d</sup>	x(10)	100
Czech Republic	0	0	a	7	a	71 <sup>d</sup>	x(6)	0	5	16	1	100
Denmark	x(2)	4 <sup>d</sup>	a	16	a	43	0	4	20	11	1	100
Estonia	0	1	a	8	a	44	9	7	10	20	1	100
Finland	x(2)	4 <sup>d</sup>	a	9	a	43	1	12	15	14	1	100
France <sup>2</sup>	2	7	a	14	a	44	0	15	9	9	1	100
Germany	x(2)	3 <sup>d</sup>	a	10	a	48	11	1	15	11	1	100
Greece	1	15	0	13	0	32	9	2	25	2	1	100
Hungary	0	1	a	15	a	51	8	1	13	9	1	100
Iceland	x(2)	1 <sup>d</sup>	a	25	a	33	3	4	21	12	1	100
Ireland	0	7	a	12	a	24	13	13	21	8	1	100
Israel	2	4	a	8	a	37	a	14	22	11	1	100
Italy	1	6	a	33	a	42	1	0	4	14	0	100
Japan	x(6)	x(6)	a	x(6)	a	50 <sup>d</sup>	x(8)	21 <sup>d</sup>	29 <sup>d</sup>	x(9)	x(9)	100
Korea	x(2)	6 <sup>d</sup>	a	8	a	40	a	13	32 <sup>d</sup>	x(9)	x(9)	100
Latvia	0	0	a	9	2	49	7	2	17	11	1	100
Luxembourg	0	10	a	15	a	32	2	7	13	18	2	100
Mexico	15	18	3	26	3	19	a	0	14	1	0	100
Netherlands	1	6	a	16	a	41	0	2	21	12	1	100
New Zealand	x(4)	x(4)	a	25 <sup>d</sup>	a	27	14	4	25	4	1	100
Norway	0	0	a	17	a	38	2	12	19	10	1	100
Poland	0	8	a	1	a	60	3	0	6	21	1	100
Portugal	3	32	a	21	a	22	1	a	5	17	1	100
Slovak Republic	0	0	m	8	0	69	1	0	3	17	1	100
Slovenia	0	1	a	12	a	57	a	8	6	15	2	100
Spain	3	9	a	31	a	22	0	11	9	14	1	100
Sweden	x(2)	3 <sup>d</sup>	a	13	2	35	7	10	16	12	1	100
Switzerland	0	2	a	10	a	46 <sup>d</sup>	x(6)	x(9, 10, 11)	20 <sup>d</sup>	18 <sup>d</sup>	3 <sup>d</sup>	100
Turkey	5	45	a	13	a	19	a	5	11	2	0	100
United Kingdom	0	0	a	21	17	18	a	10	22	11	1	100
United States	1	3	a	7	a	45 <sup>d</sup>	x(6)	11	22	11	2	100
OECD average	2	7	m	15	m	40	5	8	16	11	1	100
EU22 average	1	6	m	14	m	42	4	6	13	13	1	100
<b>Partners</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil <sup>2</sup>	17	20	a	15 <sup>d</sup>	a	33 <sup>d</sup>	x(6)	x(9)	14 <sup>d</sup>	x(9)	x(9)	100
China <sup>3</sup>	3	25	a	47	a	15 <sup>d</sup>	x(6)	6	3	0 <sup>d</sup>	x(10)	100
Colombia	x(4)	x(4)	a	44 <sup>d</sup>	5	29 <sup>d</sup>	x(6)	x(9)	22 <sup>d</sup>	x(9)	x(9)	100
Costa Rica	13	29	8	7	2	16	1	6	14	3 <sup>d</sup>	x(10)	100
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia <sup>1</sup>	5	45	a	18	a	24	1	x(9)	8 <sup>d</sup>	x(9)	x(9)	100
Lithuania	0	0	a	6	2	33	20	a	23	15	1	100
Russian Federation <sup>1</sup>	x(4)	x(4)	a	5 <sup>d</sup>	a	40 <sup>d</sup>	x(6)	x(9)	54 <sup>d</sup>	x(9)	x(9)	100
Saudi Arabia <sup>2</sup>	3	24	a	19	a	26	6	x(9)	23 <sup>d</sup>	x(9)	x(9)	100
South Africa <sup>2</sup>	15	5	a	38	a	m	28	x(9)	15 <sup>d</sup>	x(9)	x(9)	100
G20 average	6	14	m	19	m	32	m	10	19	m	m	100

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


1. Year of reference 2013.

2. Year of reference 2014.

3. Year of reference 2010.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). China: UNESCO Institute for Statistics. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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

StatLink  <http://dx.doi.org/10.1787/888933396529>

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Table A1.2. **Percentage of adults who have attained tertiary education, by type of programme and age group (2015)**

	Short-cycle tertiary			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			Total tertiary			
	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds	25-34 year-olds	55-64 year-olds	25-64 year-olds (in thousands)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	11	10	11	24	30	17	6	8	4	1	1	1	43	48	34	5 233
Austria	15	16	13	3	7	1	12	14	8	1	1	1	31	39	22	1 450
Belgium	0	0	0	21	23	16	15	19	10	1	1	0	37	43	27	2 198
Canada	26	25	23	20	25	15	9 <sup>d</sup>	9 <sup>d</sup>	8 <sup>d</sup>	x(7)	x(8)	x(9)	55	59	46	10 675
Chile <sup>1</sup>	7	9	4	13	18	9	1 <sup>d</sup>	1 <sup>d</sup>	1 <sup>d</sup>	x(7)	x(8)	x(9)	21	27	14	1 815
Czech Republic	0	0	0	5	11	2	16	19	12	1	1	1	22	31	14	1 322
Denmark	4	4	4	20	24	18	11	16	7	1	1	0	37	44	29	1 063
Estonia	7	1	12	10	23	1	20	15	22	1	1	0	38	41	35	273
Finland	12	0	18	15	26	8	14	14	9	1	0	1	43	41	36	1 215
France <sup>2</sup>	15	17	10	9	12	6	9	15	5	1	1	1	34	45	22	10 880
Germany	1	0	1	15	15	14	11	13	10	1	1	1	28	30	26	12 293
Greece	2	1	2	25	35	17	2	3	1	1	0	0	29	40	20	1 718
Hungary	1	3	0	13	16	10	9	12	6	1	1	1	24	32	17	1 317
Iceland	4	3	5	21	25	14	12	11	8	1	c	2	39	40	29	64
Ireland	13	12	10	21	29	12	8	10	4	1	1	1	43	52	27	1 028
Israel	14	11	16	22	27	16	11	7	13	1	0	2	49	46	47	1 866
Italy	0	0	m	4	10	1	14	15	11	0	0	0	18	25	12	5 807
Japan <sup>3</sup>	21 <sup>d</sup>	20 <sup>d</sup>	15 <sup>d</sup>	29 <sup>d</sup>	39 <sup>d</sup>	23 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	50 <sup>d</sup>	60 <sup>d</sup>	38 <sup>d</sup>	31.340 <sup>d</sup>
Korea	13	22	4	32 <sup>d</sup>	47 <sup>d</sup>	15 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	45	69	18	13 718
Latvia	2	5	1	17	23	12	11	11	12	1	1	1	32	40	25	339
Luxembourg	7	6	6	13	17	9	18	26	9	2	1	2	40	50	26	120
Mexico	0	1	0	14	19	10	1	2	0	0	0	0	16	21	12	9 354
Netherlands	2	1	2	21	27	16	12	16	8	1	1	1	35	45	27	3 103
New Zealand	4	3	5	25	32	18	4	4	4	1	0	1	34	39	27	788
Norway	12	14	10	19	21	16	10	13	6	1	0	1	43	48	33	1 168
Poland	0	0	0	6	12	2	21	31	10	1	0	0	28	43	14	5 810
Portugal	a	a	a	5	12	3	17	21	10	1	0	1	23	33	13	1 289
Slovak Republic	0	0	0	3	6	1	17	24	12	1	1	1	21	31	13	672
Slovenia	8	7	8	6	10	2	15	22	8	2	2	1	30	41	19	356
Spain	11	13	6	9	11	7	14	17	9	1	0	1	35	41	23	9 180
Sweden	10	11	10	16	22	10	12	13	8	1	1	1	40	46	30	1 972
Switzerland	x(4, 7, 10)	x(5, 8, 11)	x(6, 9, 12)	20 <sup>d</sup>	26 <sup>d</sup>	15 <sup>d</sup>	18 <sup>d</sup>	21 <sup>d</sup>	14 <sup>d</sup>	3 <sup>d</sup>	2 <sup>d</sup>	3 <sup>d</sup>	42	49	32	1 908
Turkey	5	8	4	11	17	5	2	2	1	0	0	0	18	28	10	6 586
United Kingdom	10	8	11	22	28	15	11	13	8	1	1	1	43	49	35	14 595
United States	11	10	11	22	25	19	11	10	11	2	1	2	45	47	41	74 147
OECD average	8	8	7	16	21	11	11	14	8	1	1	1	35	42	26	6 762
EU22 average	6	5	6	13	18	8	13	16	9	1	1	1	32	40	23	3 545
<b>Partners</b>																
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil <sup>2</sup>	x(4)	x(5)	x(6)	14 <sup>d</sup>	16 <sup>d</sup>	11 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	14	16	11	15 284
China <sup>4</sup>	6	10	3	3	7	1	0 <sup>d</sup>	1 <sup>d</sup>	0 <sup>d</sup>	x(7)	x(8)	x(9)	10	18	4	74 086
Colombia	x(4)	x(5)	x(6)	22 <sup>d</sup>	27 <sup>d</sup>	15 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	22	27	15	4 819
Costa Rica	6	10	5	14	17	11	3 <sup>d</sup>	1 <sup>d</sup>	4 <sup>d</sup>	x(7)	x(8)	x(9)	23	28	20	558
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia <sup>1</sup>	x(4)	x(5)	x(6)	8 <sup>d</sup>	11 <sup>d</sup>	4 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	8	11	4	10 260
Lithuania	a	a	a	23	37	14	15	17	15	1	1	0	39	55	30	606
Russian Federation <sup>1</sup>	x(4)	x(5)	x(6)	54 <sup>d</sup>	58 <sup>d</sup>	50 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	54	58	50	45 262
Saudi Arabia <sup>2</sup>	x(4)	x(5)	x(6)	23 <sup>d</sup>	26 <sup>d</sup>	15 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	23	26	15	3 576
South Africa <sup>2</sup>	x(4)	x(5)	x(6)	15 <sup>d</sup>	14 <sup>d</sup>	12 <sup>d</sup>	x(4)	x(5)	x(6)	x(4)	x(5)	x(6)	15	14	12	3 632
G20 average	10	11	m	19	23	14	m	m	m	m	m	m	30	37	23	20 396

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

1. Year of reference 2013.

2. Year of reference 2014.

3. Data for short-cycle tertiary education and total tertiary education include post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Year of reference 2010.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). China: UNESCO Institute for Statistics. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


StatLink  <http://dx.doi.org/10.1787/888933396534>

Table A1.3. Trends in educational attainment, by age group (2005 and 2015)

	Below upper secondary						Upper secondary or post-secondary non-tertiary						Tertiary					
	25-64 year-olds		25-34 year-olds		55-64 year-olds		25-64 year-olds		25-34 year-olds		55-64 year-olds		25-64 year-olds		25-34 year-olds		55-64 year-olds	
	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015	2005	2015
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
<b>OECD</b>																		
Australia	35 <sup>b</sup>	21	21 <sup>b</sup>	12	50 <sup>b</sup>	33	33 <sup>b</sup>	36	41 <sup>b</sup>	40	26 <sup>b</sup>	33	32 <sup>b</sup>	43	38 <sup>b</sup>	48	24 <sup>b</sup>	34
Austria	23	15	14	10	36	23	52	54	55	51	47	55	25	31	31	39	18	22
Belgium	34 <sup>b</sup>	25	19 <sup>b</sup>	17	52 <sup>b</sup>	39	35 <sup>b</sup>	38	40 <sup>b</sup>	39	26 <sup>b</sup>	34	31 <sup>b</sup>	37	41 <sup>b</sup>	43	22 <sup>b</sup>	27
Canada	15	10	9	7	25	15	39	35	37	34	39	39	46	55	54	59	36	46
Chile <sup>1</sup>	m	39	m	20	m	58	m	40	m	53	m	27	m	21	m	27	m	14
Czech Republic	10 <sup>b</sup>	7	6 <sup>b</sup>	6	17 <sup>b</sup>	12	77 <sup>b</sup>	71	80 <sup>b</sup>	63	73 <sup>b</sup>	73	13 <sup>b</sup>	22	14 <sup>b</sup>	31	11 <sup>b</sup>	14
Denmark	19 <sup>b</sup>	20	13 <sup>b</sup>	16	25 <sup>b</sup>	28	47 <sup>b</sup>	43	48 <sup>b</sup>	39	48 <sup>b</sup>	44	34 <sup>b</sup>	37	40 <sup>b</sup>	44	27 <sup>b</sup>	29
Estonia	11	9	13	11	20	8	56	53	55	49	51	56	33	38	33	41	29	35
Finland	21 <sup>b</sup>	13	11 <sup>b</sup>	10	39 <sup>b</sup>	20	44 <sup>b</sup>	44	52 <sup>b</sup>	49	34 <sup>b</sup>	43	35 <sup>b</sup>	43	38 <sup>b</sup>	41	27 <sup>b</sup>	36
France <sup>2</sup>	33	23	19	13	49	36	41	44	42	42	35	43	25	34	40	45	16	22
Germany	17 <sup>b</sup>	13	16 <sup>b</sup>	13	21 <sup>b</sup>	14	59 <sup>b</sup>	59	62 <sup>b</sup>	58	56 <sup>b</sup>	60	25 <sup>b</sup>	28	22 <sup>b</sup>	30	23 <sup>b</sup>	26
Greece	43 <sup>b</sup>	30	26 <sup>b</sup>	16	68 <sup>b</sup>	48	36 <sup>b</sup>	41	49 <sup>b</sup>	44	20 <sup>b</sup>	32	21 <sup>b</sup>	29	26 <sup>b</sup>	40	12 <sup>b</sup>	20
Hungary	24 <sup>b</sup>	17	15 <sup>b</sup>	14	39 <sup>b</sup>	22	59 <sup>b</sup>	59	65 <sup>b</sup>	54	46 <sup>b</sup>	60	17 <sup>b</sup>	24	20 <sup>b</sup>	32	15 <sup>b</sup>	17
Iceland	32	25	29	25	42	32	39	36	36	35	38	39	29	39	35	40	20	29
Ireland	35 <sup>b</sup>	20	19 <sup>b</sup>	9	60 <sup>b</sup>	38	35 <sup>b</sup>	37	40 <sup>b</sup>	39	23 <sup>b</sup>	35	29 <sup>b</sup>	43	41 <sup>b</sup>	52	17 <sup>b</sup>	27
Israel	21 <sup>b</sup>	14	15 <sup>b</sup>	9	32 <sup>b</sup>	22	36 <sup>b</sup>	37	43 <sup>b</sup>	45	26 <sup>b</sup>	31	43 <sup>b</sup>	49	43 <sup>b</sup>	46	42 <sup>b</sup>	47
Italy	50 <sup>b</sup>	40	34 <sup>b</sup>	26	70 <sup>b</sup>	53	38 <sup>b</sup>	42	50 <sup>b</sup>	49	22 <sup>b</sup>	35	12 <sup>b</sup>	18	16 <sup>b</sup>	25	8 <sup>b</sup>	12
Japan <sup>3</sup>	m	m	m	m	m	m	m	m	m	m	m	m	40 <sup>b</sup>	50	53 <sup>b</sup>	60	22 <sup>b</sup>	38
Korea	24	14	3	2	65	43	44	40	46	29	25	39	32	45	51	69	10	18
Latvia	15	12	19	15	26	11	64	56	59	45	54	64	21	32	22	40	19	25
Luxembourg	34 <sup>b</sup>	25	23 <sup>b</sup>	16	45 <sup>b</sup>	33	39 <sup>b</sup>	35	40 <sup>b</sup>	35	37 <sup>b</sup>	40	27 <sup>b</sup>	40	37 <sup>b</sup>	50	19 <sup>b</sup>	26
Mexico	68 <sup>b</sup>	64	62 <sup>b</sup>	55	84 <sup>b</sup>	75	17 <sup>b</sup>	19	20 <sup>b</sup>	24	8 <sup>b</sup>	13	15 <sup>b</sup>	16	18 <sup>b</sup>	21	8 <sup>b</sup>	12
Netherlands	28 <sup>b</sup>	24	19 <sup>b</sup>	14	41 <sup>b</sup>	35	42 <sup>b</sup>	41	46 <sup>b</sup>	40	35 <sup>b</sup>	38	30 <sup>b</sup>	35	35 <sup>b</sup>	45	24 <sup>b</sup>	27
New Zealand	32 <sup>b</sup>	25	24 <sup>b</sup>	19	44 <sup>b</sup>	34	m	41	m	42	m	38	m	34	m	39	m	27
Norway	23	18	17	19	27	19	45	40	43	33	49	48	33	43	41	48	24	33
Poland	15 <sup>b</sup>	9	8 <sup>b</sup>	6	30 <sup>b</sup>	15	68 <sup>b</sup>	63	66 <sup>b</sup>	51	58 <sup>b</sup>	72	17 <sup>b</sup>	28	26 <sup>b</sup>	43	13 <sup>b</sup>	14
Portugal	74 <sup>b</sup>	55	57 <sup>b</sup>	33	87 <sup>b</sup>	76	14 <sup>b</sup>	22	24 <sup>b</sup>	34	5 <sup>b</sup>	11	13 <sup>b</sup>	23	19 <sup>b</sup>	33	7 <sup>b</sup>	13
Slovak Republic	12 <sup>b</sup>	9	7 <sup>b</sup>	7	23 <sup>b</sup>	14	74 <sup>b</sup>	70	77 <sup>b</sup>	61	65 <sup>b</sup>	72	14 <sup>b</sup>	21	16 <sup>b</sup>	31	12 <sup>b</sup>	13
Slovenia	20 <sup>b</sup>	13	9 <sup>b</sup>	6	31 <sup>b</sup>	23	60 <sup>b</sup>	57	67 <sup>b</sup>	53	53 <sup>b</sup>	58	20 <sup>b</sup>	30	25 <sup>b</sup>	41	16 <sup>b</sup>	19
Spain	51 <sup>b</sup>	43	35 <sup>b</sup>	34	74 <sup>b</sup>	59	21 <sup>b</sup>	22	24 <sup>b</sup>	25	11 <sup>b</sup>	18	29 <sup>b</sup>	35	41 <sup>b</sup>	41	14 <sup>b</sup>	23
Sweden	16 <sup>b</sup>	18	9 <sup>b</sup>	18	28 <sup>b</sup>	25	54 <sup>b</sup>	42	53 <sup>b</sup>	36	47 <sup>b</sup>	45	30 <sup>b</sup>	40	37 <sup>b</sup>	46	25 <sup>b</sup>	30
Switzerland	15 <sup>b</sup>	12	10 <sup>b</sup>	8	21 <sup>b</sup>	16	56 <sup>b</sup>	46	59 <sup>b</sup>	43	57 <sup>b</sup>	52	29 <sup>b</sup>	42	31 <sup>b</sup>	49	22 <sup>b</sup>	32
Turkey	72	63	63	48	84	78	18	19	24	25	8	12	10	18	13	28	8	10
United Kingdom <sup>4</sup>	33 <sup>b</sup>	21	27 <sup>b</sup>	15	40 <sup>b</sup>	29	37 <sup>b</sup>	36	38 <sup>b</sup>	36	36 <sup>b</sup>	36	30 <sup>b</sup>	43	35 <sup>b</sup>	49	24 <sup>b</sup>	35
United States	12	10	13	10	14	10	49	45	47	44	49	48	39	45	39	47	37	41
OECD average	29	23	21	16	43	32	45	43	48	42	38	42	27	35	32	42	20	26
EU22 average	28	21	19	15	42	30	48	47	51	45	40	47	24	32	30	40	18	23
<b>Partners</b>																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil <sup>2</sup>	m	53	m	38	m	70	m	33	m	45	m	18	m	14	m	16	m	11
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	50	m	33	m	70	m	29	m	39	m	16	m	22	m	27	m	15
Costa Rica	m	61	m	51	m	67	m	16	m	20	m	13	m	23	m	28	m	20
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia <sup>1</sup>	m	67	m	57	m	85	m	24	m	33	m	11	m	8	m	11	m	4
Lithuania	12 <sup>b</sup>	9	13 <sup>b</sup>	10	29 <sup>b</sup>	8	61 <sup>b</sup>	53	50 <sup>b</sup>	35	52 <sup>b</sup>	63	27 <sup>b</sup>	39	37 <sup>b</sup>	55	19 <sup>b</sup>	30
Russian Federation <sup>1</sup>	m	5	m	5	m	8	m	40	m	37	m	43	m	54	m	58	m	50
Saudi Arabia <sup>2</sup>	m	45	m	31	m	69	m	32	m	43	m	16	m	23	m	26	m	15
South Africa <sup>2</sup>	m	58	m	51	m	73	m	28	m	35	m	15	m	15	m	14	m	12
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

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

1. Year of reference 2013 instead of 2015.


2. Year of reference 2014 instead of 2015.

3. Data for short-cycle tertiary education and total tertiary education include post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). China, South Africa (2005), Saudi Arabia (2004): UNESCO Institute for Statistics. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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

StatLink  <http://dx.doi.org/10.1787/888933396541>

A1

Table A1.4. Educational attainment of 25–34 year-olds, by programme orientation (2015)

	Below upper secondary	Upper secondary or post-secondary non-tertiary			Tertiary	Upper secondary or post-secondary non-tertiary	
		Vocational	General	No distinction		Relative percentages of the programme orientation	
						Vocational	General
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>OECD</b>							
Australia	12	22	18	a	48	54	46
Austria	10	43	8	a	39	84	16
Belgium	17	28	11	a	43	72	28
Canada	7	11	24	a	59	31	69
Chile <sup>1</sup>	20	11	41	a	27	21	79
Czech Republic	6	x(4)	x(4)	63	31	m	m
Denmark	16	28	11	a	44	72	28
Estonia	11	28	20	a	41	58	42
Finland	10	37	12	a	41	m	m
France <sup>2</sup>	13	31	11	a	45	74	26
Germany	13	51	7	a	30	88	12
Greece	16	19	24	a	40	44	56
Hungary	14	40	14	a	32	74	26
Iceland	25	16	19	a	40	47	53
Ireland	9	12	26	1	52	m	m
Israel	9	5	41	a	46	10	90
Italy	26	37	12	a	25	m	m
Japan <sup>3</sup>	x(4)	x(4)	x(4)	40	60 <sup>d</sup>	m	m
Korea	2	x(3)	29 <sup>d</sup>	a	69	m	m
Latvia	15	21	24	a	40	46	54
Luxembourg	16	27	1	7	50	m	m
Mexico	55	x(3)	24 <sup>d</sup>	a	21	m	m
Netherlands	14	34	7	a	45	84	16
New Zealand	19	27	15	a	39	65	35
Norway	19	20	13	a	48	61	39
Poland	6	39	12	a	43	76	24
Portugal	33	14	20	a	33	41	59
Slovak Republic	7	58	4	a	31	94	6
Slovenia	6	42	12	a	41	m	m
Spain	34	11	13	a	41	45	55
Sweden	18	22	14	a	46	60	40
Switzerland	8	33	10	a	49	76	24
Turkey	48	11	13	a	28	46	54
United Kingdom	15	18	18	a	49	50	50
United States	10	x(4)	x(4)	44	47	m	m
<b>OECD average</b>	16	26	17	4	42	59	41
<b>EU22 average</b>	15	30	13	3	40	68	32
<b>Partners</b>							
Argentina	m	m	m	m	m	m	m
Brazil <sup>2</sup>	38	x(4)	x(4)	45	16	m	m
China <sup>4</sup>	64	x(4)	x(4)	18	18	m	m
Colombia	33	x(4)	x(4)	39	27	m	m
Costa Rica	51	2	18	a	28	12	88
India	m	m	m	m	m	m	m
Indonesia <sup>1</sup>	57	x(4)	x(4)	33	11	m	m
Lithuania	10	16	19	a	55	46	54
Russian Federation <sup>1</sup>	5	x(4)	x(4)	37	58	m	m
Saudi Arabia <sup>2</sup>	31	x(4)	x(4)	43	26	m	m
South Africa <sup>2</sup>	51	x(4)	x(4)	35	14	m	m
<b>G20 average</b>	28	m	m	17	37	m	m

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

1. Year of reference 2013.

2. Year of reference 2014.

3. Data for tertiary education include post-secondary non-tertiary programmes (less than 5% of the adults are under this group).

4. Year of reference 2010.

Source: OECD (2016), "Educational attainment and labour-force status", *Education at a Glance* (database), [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC). China: UNESCO Institute for Statistics. Indonesia, Saudi Arabia, South Africa: ILO. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


StatLink  <http://dx.doi.org/10.1787/888933396557>

Table A1.5. Field of education studied among tertiary-educated adults, by gender (2012 or 2015)

Survey of Adult Skills, 25–64 year-old non-students


	Men and women																			
	General programmes		Teacher training and education science		Humanities, languages and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Agriculture and veterinary		Health and welfare		Services		Total	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	
<b>OECD</b>	<b>National entities</b>																			
Australia	c	c	12	(0.8)	10	(0.8)	35	(1.2)	10	(0.9)	12	(1.0)	1	(0.2)	16	(0.9)	4	(0.5)	100	
Austria	1	(0.3)	17	(1.4)	9	(1.1)	25	(1.6)	6	(0.9)	26	(1.3)	3	(0.6)	9	(0.9)	4	(0.7)	100	
Canada	4	(0.3)	11	(0.5)	11	(0.5)	25	(0.8)	14	(0.5)	17	(0.7)	2	(0.2)	12	(0.5)	5	(0.4)	100	
Chile	5	(1.4)	12	(1.8)	9	(1.6)	16	(2.4)	12	(1.3)	25	(1.8)	2	(0.7)	14	(1.6)	6	(1.4)	100	
Czech Republic	c	c	15	(1.1)	8	(1.0)	28	(1.8)	6	(0.8)	35	(2.3)	3	(0.7)	4	(0.7)	1	(0.5)	100	
Denmark	2	(0.3)	21	(0.8)	9	(0.6)	20	(1.0)	12	(0.8)	14	(0.7)	2	(0.3)	16	(0.8)	5	(0.5)	100	
Estonia	0	(0.2)	9	(0.6)	7	(0.5)	30	(0.8)	6	(0.4)	28	(0.9)	5	(0.4)	7	(0.5)	8	(0.5)	100	
Finland	0	(0.1)	9	(0.6)	7	(0.6)	30	(1.1)	5	(0.5)	23	(0.9)	3	(0.4)	19	(0.9)	4	(0.5)	100	
France	6	(0.6)	8	(0.6)	9	(0.6)	25	(0.9)	15	(0.7)	13	(0.7)	3	(0.3)	14	(0.7)	7	(0.5)	100	
Germany	1	(0.2)	10	(0.7)	7	(0.7)	23	(1.2)	8	(0.9)	29	(1.2)	2	(0.4)	15	(0.9)	4	(0.5)	100	
Greece	1	(0.3)	18	(1.4)	6	(0.9)	25	(1.4)	13	(1.4)	15	(1.3)	5	(0.8)	11	(1.0)	5	(0.8)	100	
Ireland	4	(0.5)	11	(0.8)	10	(0.9)	27	(1.0)	16	(1.0)	11	(0.8)	2	(0.4)	13	(0.9)	5	(0.6)	100	
Israel	4	(0.4)	15	(0.7)	8	(0.7)	29	(1.0)	12	(0.8)	19	(1.0)	1	(0.3)	10	(0.8)	2	(0.4)	100	
Italy	0	(0.3)	5	(1.2)	23	(1.6)	29	(2.3)	11	(1.5)	13	(1.5)	3	(1.0)	14	(1.7)	1	(0.4)	100	
Japan	14	(0.9)	11	(0.7)	13	(0.8)	19	(1.0)	4	(0.5)	19	(0.9)	3	(0.5)	11	(0.6)	6	(0.4)	100	
Korea	0	(0.1)	9	(0.7)	17	(0.8)	17	(0.9)	13	(0.8)	27	(1.0)	2	(0.3)	9	(0.6)	5	(0.4)	100	
Netherlands	1	(0.3)	13	(1.0)	8	(0.8)	34	(1.3)	9	(0.8)	13	(0.8)	2	(0.5)	17	(1.0)	3	(0.5)	100	
New Zealand	0	(0.1)	11	(0.8)	10	(0.7)	28	(1.1)	13	(0.9)	14	(0.9)	3	(0.5)	14	(0.8)	5	(0.6)	100	
Norway	1	(0.2)	15	(0.9)	9	(0.7)	28	(1.2)	9	(0.8)	17	(0.8)	1	(0.3)	19	(0.9)	2	(0.3)	100	
Poland	c	c	17	(1.5)	14	(1.1)	28	(1.5)	11	(1.0)	19	(1.2)	3	(0.5)	4	(0.7)	3	(0.6)	100	
Slovak Republic	1	(0.4)	15	(1.4)	12	(1.2)	20	(1.7)	15	(1.4)	22	(1.6)	6	(1.1)	7	(1.0)	1	(0.3)	100	
Slovenia	2	(0.5)	10	(0.9)	7	(0.9)	41	(1.4)	11	(1.2)	19	(1.1)	3	(0.5)	6	(0.7)	1	(0.3)	100	
Spain	3	(0.5)	10	(0.9)	12	(0.9)	25	(1.2)	9	(0.7)	22	(1.2)	2	(0.4)	13	(0.8)	4	(0.6)	100	
Sweden	0	(0.2)	18	(1.1)	7	(0.8)	25	(1.4)	7	(0.6)	18	(1.1)	2	(0.5)	18	(1.1)	3	(0.5)	100	
Turkey	9	(1.0)	21	(1.7)	3	(0.6)	31	(1.6)	10	(1.3)	14	(1.9)	2	(0.5)	7	(1.1)	3	(0.8)	100	
United States	5	(0.7)	13	(0.9)	12	(0.8)	29	(1.5)	14	(0.8)	8	(0.8)	1	(0.3)	14	(0.8)	4	(0.5)	100	
	<b>Subnational entities</b>																			
Flanders (Belgium)	2	(0.3)	17	(1.0)	12	(0.9)	22	(1.1)	16	(1.0)	12	(1.0)	2	(0.4)	15	(0.9)	2	(0.4)	100	
England (UK)	5	(0.6)	8	(0.7)	16	(1.0)	30	(1.4)	13	(1.1)	15	(0.9)	1	(0.2)	13	(1.0)	0	(0.2)	100	
Northern Ireland (UK)	5	(1.0)	9	(1.0)	14	(1.3)	28	(1.5)	12	(1.2)	16	(1.6)	2	(0.6)	14	(0.9)	c	c	100	
Average	3	(0.1)	13	(0.2)	10	(0.2)	27	(0.3)	11	(0.2)	18	(0.2)	3	(0.1)	12	(0.2)	4	(0.1)	100	
<b>Partners</b>	Jakarta (Indonesia)	13	(1.7)	6	(0.8)	4	(0.8)	40	(2.1)	15	(1.7)	12	(1.4)	2	(0.6)	6	(0.9)	2	(0.6)	100
Lithuania	0	(0.1)	14	(1.0)	10	(1.1)	32	(1.6)	9	(0.9)	22	(1.1)	5	(0.6)	6	(0.9)	2	(0.5)	100	
Russian Federation*	2	(0.4)	11	(1.1)	10	(1.0)	10	(0.6)	12	(0.8)	33	(2.1)	6	(1.0)	9	(0.7)	8	(0.9)	100	
Singapore	0	(0.1)	5	(0.5)	5	(0.6)	36	(1.3)	15	(0.9)	31	(1.1)	0	(0.1)	4	(0.4)	2	(0.3)	100	

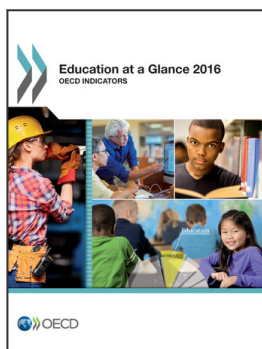
Note: Columns showing data broken down by gender are available for consultation on line (see StatLink below). Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

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

Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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