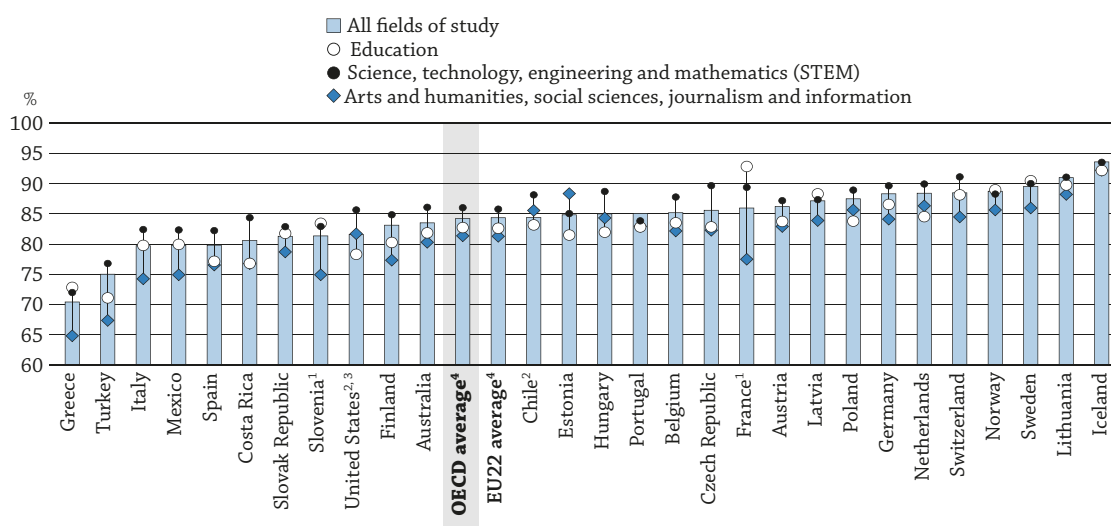


HOW DOES EDUCATIONAL ATTAINMENT AFFECT PARTICIPATION IN THE LABOUR MARKET?

- On average across OECD countries, 84% of tertiary-educated adults are employed. However this varies by field of study: the employment rate is 81% for arts and humanities, social sciences, journalism and information graduates; and 88% for information and communication technology (ICT) graduates.
- In all OECD and partner countries, employment prospects improve for adults who have gone beyond compulsory education. On average across OECD countries, employment rates are around 20 percentage points higher for adults with upper secondary or post-secondary non-tertiary education than for those who have not completed upper secondary education. The employment rate for tertiary-educated adults is about 10 percentage points higher on average than for adults with upper secondary or post-secondary non-tertiary education.
- In some OECD and partner countries, younger adults (25-34 year-olds) who did not complete upper secondary education have missed out on the post-crisis economic recovery; for this group, employment rates in 2016 were still below those in 2005. For example, in Finland, France, Greece, Ireland, Italy and Spain, employment rates for this group were more than 10 percentage points lower in 2016 than they were in 2005.

Figure A5.1. Employment rates of tertiary-educated 25-64 year-olds, by field of study (2016)



Note: Science, technology, engineering and mathematics (STEM) comprise the ISCED-F 2013 fields of natural sciences, mathematics and statistics, information and communication technologies, and engineering, manufacturing and construction.

1. The age group refers to 25-34 year-olds.

2. Year of reference 2015.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

Countries are ranked in ascending order for all fields of study.

Source: OECD (2017), Table A5.3. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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■ Context

The economies of OECD countries depend upon a supply of highly skilled workers. Expanded education opportunities have increased the pool of skilled people across countries and those with high qualifications are more likely to be employed. On the other hand, while employment opportunities still exist for those with lower qualifications, their labour market prospects are relatively challenging. People with the lowest educational qualifications are at greater risk of being unemployed, and their earnings are lower (see Indicator A6). These disparities in labour market outcomes can exacerbate inequalities in society.

Education systems face challenges in responding to changing demands for skills in the labour market. Given the technological advances that have been transforming the needs of the global labour market, employment prospects are better among those with higher skills, particularly in ICT, and those who are comfortable with using ICT for problem solving. Such skills may be acquired outside of formal education and in some cases can help people find jobs despite lower educational attainment (Lane and Conlon, 2016).

■ Other findings

- On average across OECD countries, 17% of younger adults (25-34 year-olds) who have not completed upper secondary education are unemployed. Their unemployment risk is almost double the risk of those with higher educational qualifications, which is 9% on average for younger adults with upper secondary and post-secondary non-tertiary education, and 7% for tertiary-educated younger adults.
- In the 16 OECD and partner countries with subnational data on labour force status, employment rates tend to vary more across regions for those with lower levels of education than for those with higher levels of education.

Analysis

Educational attainment and employment

Higher educational attainment increases the likelihood of being employed. On average across OECD countries, the employment rate is about 85% for tertiary-educated adults (25-64 year-olds), 75% for adults with an upper secondary or post-secondary non-tertiary qualification, and less than 60% for adults who have not completed upper secondary education.

Adults who have not completed upper secondary education only enjoy high employment rates (between 70% and 80%) in a few countries: Colombia, Iceland, Indonesia and New Zealand. In all other countries these adults are penalised in the labour market. Less than half are employed in Belgium, the Czech Republic, Greece, Ireland, Israel, Lithuania, Poland, the Slovak Republic, Slovenia and South Africa (Table A5.1).

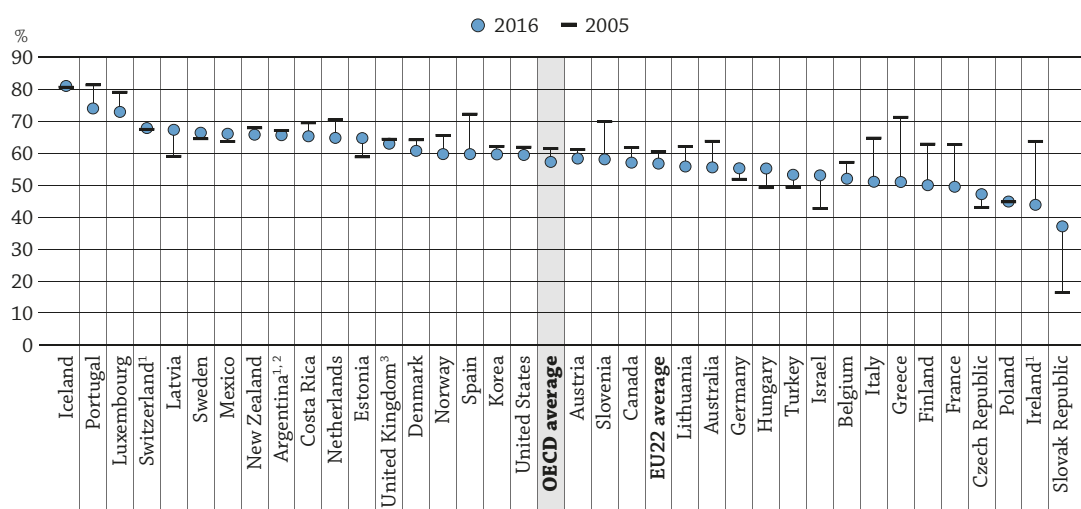
In all OECD and partner countries, employment prospects increase for adults who have completed upper secondary or post-secondary education. On average across OECD countries, the employment rates increase by around 20 percentage points for these adults. In Belgium, the Czech Republic, Poland and the Slovak Republic, their employment rates are more than 25 percentage points higher than those who have not completed upper secondary education.

On average across OECD countries, getting a tertiary education improves employment rates by a further 9 percentage points. In Latvia, Lithuania, Luxembourg, Poland and South Africa, the increase in employment rates for tertiary-educated adults is at least 15 percentage points higher than for adults with upper secondary or post-secondary non-tertiary qualifications (Table A5.1).

Trends in employment rates for younger adults by education attainment level

Since the Great Recession in the late 2000s and early 2010s, in most OECD and partner countries employment rates for younger adults (25-34 year-olds) have returned to the level they were a decade earlier. On average across OECD countries, regardless of educational attainment, about 77% of younger adults were employed in 2005, which is similar to 2016 levels. However, in Greece, Ireland, Italy, Slovenia and Spain, employment rates for this group in 2016 are still more than 5 percentage points below those in 2005 (Education at a Glance Database).

Figure A5.2. Trends in employment rates of 25-34 year-olds with below upper secondary education (2005 and 2016)



1. Year of reference differs from 2016. Refer to the source table for more details.

2. Data should be used with caution. See *Methodology* section for more information.

3. 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 (16% of the adults aged 25-64 are in this group).

Countries are ranked in descending order of the percentage of the 25-34 year-old employed population with below upper secondary education in 2016.

Source: OECD/ILO (2017), Table A5.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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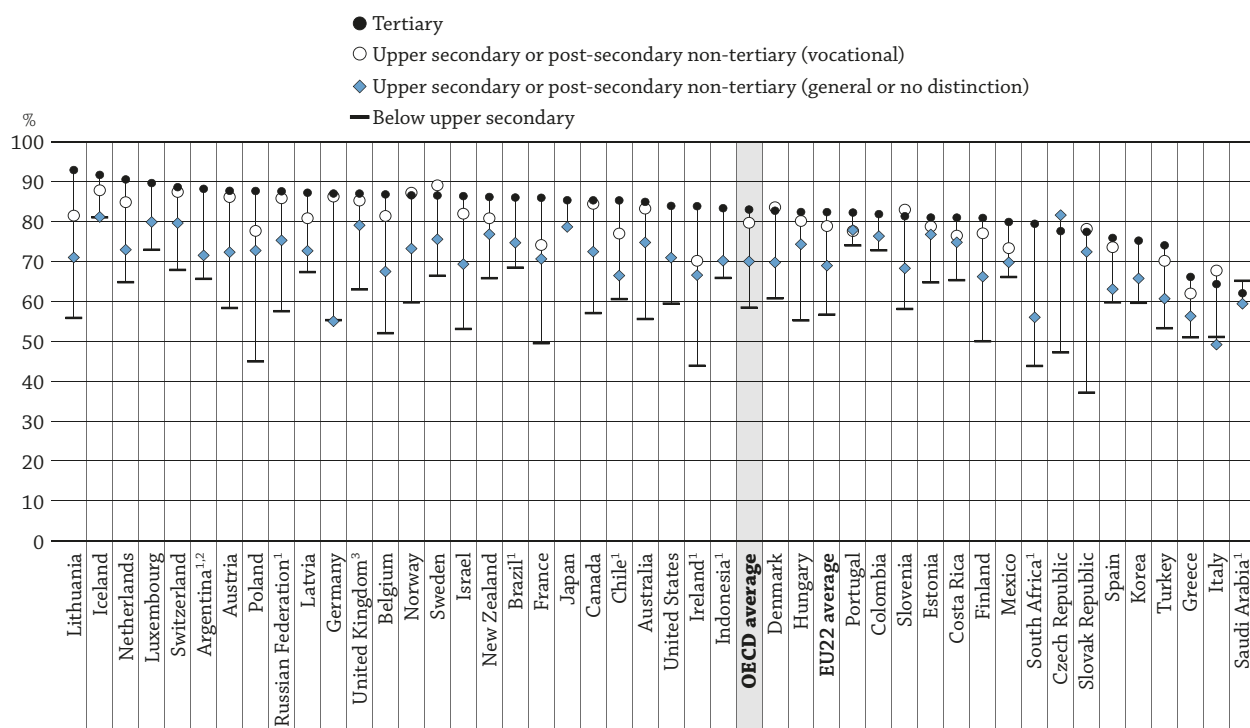
Figure A5.2 shows that in some OECD and partner countries this situation is even worse for younger adults who have not completed upper secondary education. In Finland, France, Greece, Ireland, Italy, Slovenia and Spain, employment rates for younger adults (25-34 year-olds) who have not completed upper secondary education are still at least 10 percentage points lower in 2016 than in 2005. In Greece, for example, the employment rate for these adults fell from 71% in 2005 to 51% in 2016. However, in all of these countries, the 2016 employment rates for more highly educated adults, i.e. those with an upper secondary education or above, are similar to the pre-crisis rates. In France, for example, while employment rates among younger adults who have not completed upper secondary education are 13 percentage points lower in 2016 than they were in 2005, employment rates among tertiary-educated adults are the same as in 2005 (Figure A5.2 and Table A5.2).

It should be noted that between 2005 and 2016, the overall share of younger adults (25-34 year-olds) who have not completed upper secondary education has decreased in all of these countries with the exceptions of Finland and Spain, where the share has remained stable (see Table A1.2).

Links between employment rates and vocational versus general upper secondary or post-secondary non-tertiary education for younger adults

Vocational programmes in upper secondary or post-secondary non-tertiary education are often designed to prepare people for direct entry into the labour force. On average across OECD countries, younger adults (25-34 year-olds) who have completed vocational programmes as their highest educational attainment have higher employment rates than those with a general qualification (80% and 70% respectively) (Figure A5.3).

Figure A5.3. Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2016)



Note: The label upper secondary or post-secondary non-tertiary (general or no distinction) refers to “general” for countries with a value for “vocational” and to “no distinction” for the others.


1. Year of reference differs from 2016. Refer to the Table A5.1 for more details.

2. Data should be used with caution. See *Methodology* section for more information.

3. 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 (16% of the adults aged 25-64 are in this group).

Countries are ranked in descending order of the employment rate of tertiary-educated 25-34 year-olds.

Source: OECD/ILO (2017), Education at a Glance Database, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Figure A5.3 shows that, for younger adults in most countries, the higher their educational attainment the higher their employment rates. However, in Australia, Austria, Canada, Denmark, Estonia, Germany, Hungary, Norway, the Slovak Republic, Slovenia, Spain and Switzerland, employment rates of younger adults with an upper secondary or post-secondary non-tertiary vocational qualification are almost as high as for tertiary graduates. Many of these countries have vocational programmes with a strong and integrated work-based learning component. In Austria, Germany and Switzerland, a majority of vocational graduates participate in combined school- and work-based programmes in which students are paid for at least part of their work periods (work-study programmes). In these countries, graduates from work-study programmes have much better labour market outcomes than those from school-based programmes (Figure A5.3 and Box A5.1).

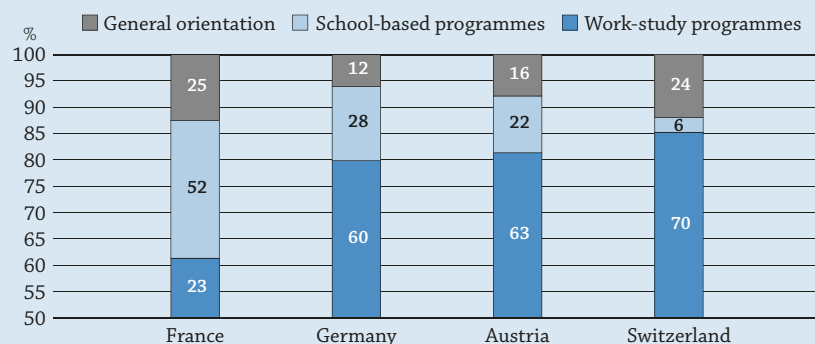
The difference in employment rates between adults graduating from vocational and general programmes is largest in Germany (31 percentage points), Italy and Slovenia (at least 15 percentage points). Younger adults (25-34 year-olds) with a general education at the upper secondary or post-secondary non-tertiary level have just as low employment rates as those without an upper secondary education. In Germany, 55% of younger adults with a general degree at the upper secondary or post-secondary non-tertiary level are employed, which is the same as for those without any upper secondary education. However, the group of adults who only have an upper secondary general qualification is small since most such adults pursue further education and do not enter the labour market at this stage (Figure A5.3 and see Table A1.1).

Box A5.1 Labour market outcomes for adults with a work-study qualification

The literature indicates that vocational education and training (VET) improves the school-to-work transition for young people; many countries are increasingly interested in further developing their education system in this direction (e.g. OECD, 2015). One type of VET is work-study programmes, which combine interrelated formal study and work periods for which the student/trainee receives earnings. Since the students/trainees are paid for their work, employers are encouraged to not only support them in acquiring the practical knowledge required for their future occupation, but also to give them the skills to contribute better to the productive output of the firm. Despite their growing relevance in public policy discourse, internationally comparable indicators fail to highlight the outcomes of such work-study qualifications or even to measure the prevalence of such programmes.

A survey conducted by the OECD in 2016 aimed to fill this gap by measuring the labour market outcomes of adults educated through work-study programmes. The survey covered countries with a significant share of work-study programmes: Austria, France, Germany and Switzerland. It found that a large share of the population in these four countries is educated to only upper secondary or post-secondary non-tertiary level; at least 75% of the 25-34 year-old group had studied in vocational programmes (Figure A5.a). In Austria, Germany and Switzerland over 70% of younger adults with a vocational education have a work-study qualification.

Figure A5.a. Percentage of 25-34 year-olds with upper secondary or post-secondary non-tertiary education, by programme orientation and type of vocational programmes (2015)



Countries are ranked in ascending order by work-study programmes.

Source: OECD (2017), Table A5.b, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In contrast, in France the majority of younger adults with a vocational qualification have completed a school-based programme. In all four countries, the percentage of 25-34 year-old men with work-study qualifications is higher than for women (Table A5.b, available on line).

Labour market outcomes for younger adults


The study found that in all four countries, younger adults with a work-study qualification have higher employment rates and lower inactivity rates than those with a general qualification. For example in Austria, the differences in employment rates are 85% versus 71%, 6.5% versus 7.7% for unemployment rates and 9% versus 23% respectively for inactivity rates. However, some of the inactive adults are still pursuing further education at the tertiary level which explains their higher inactivity rate (Table A5.a).

Comparing labour market outcomes for adults with work-study qualifications and those with other forms of vocational qualifications reveals mixed results and cross-country variation. For example, in Austria and Germany, employment rates for 25-34 year-olds with work-study qualifications are similar to those with other vocational qualifications (each about 85%). In France and Switzerland, employment rates are higher for adults with a work-study qualification than adults with other vocational qualifications (81% and 71% respectively in France; and 89% and 84% respectively in Switzerland). In these two countries unemployment rates are lower for younger adults with work-study qualifications than for those with other forms of vocational qualifications. But in Austria and Germany the opposite is the case (Table A5.a).

Table A5.a. Labour market status for 25-34 year-olds with upper secondary or post-secondary non-tertiary education, by programme orientation and type of vocational programme (2015)

	Employment rate			Unemployment rate			Inactivity rate		
	Vocational orientation		General orientation	Vocational orientation		General orientation	Vocational orientation		General orientation
	Work-study programme	School-based programme		Work-study programme	School-based programme		Work-study programme	School-based programme	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Austria	85	87	71	6	4	8	9	10	23
France	81	71	73	11	16	11	9	16	18
Germany	86	85	54	5	3	6	9	12	43
Switzerland	89	84	80	4	8	4	8	8	17

Source: OECD (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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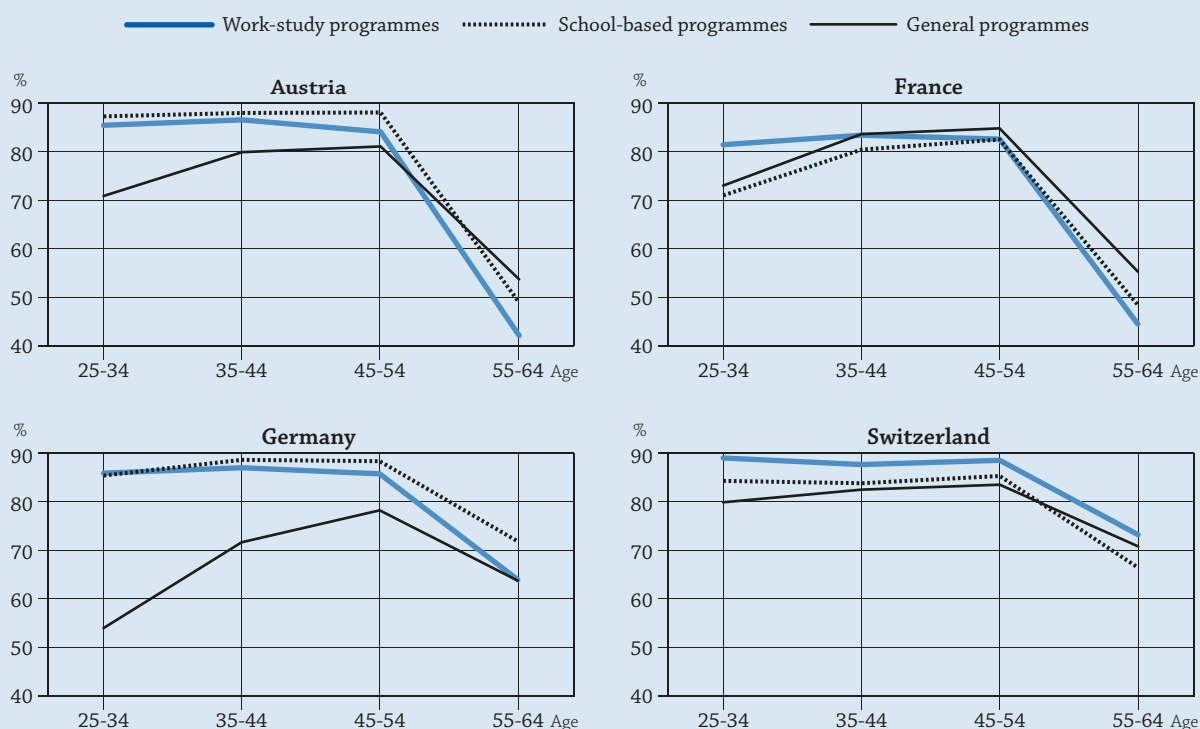
Analysing the lifetime impact of vocational education is particularly important. Some studies have found that gains in youth employment due to vocational education could be offset by less adaptability and diminished employment later in life, due to narrower job specialisation which risks becoming obsolete over time, and less ability to adapt to new technology (Hanushek, Schwerdt and Woessmann, 2011; Forster, Bol and Werfhorst, 2016).

Differences in pension systems have an impact on the employment rates of older adults (55-64 year-olds) with work-study qualifications. In countries where similar career durations allow employees to receive retirement pensions, the earlier they enter the labour market, the earlier they retire. Data confirm that in the four countries, the employment rates of younger adults are higher for those with work-study qualifications than for those with general qualifications, but that the difference in employment rates between the two becomes smaller as the work force ages (Figure A5.b).

In the four countries, the employment rate for 25-64 year-old men with work-study qualifications is higher than for similarly educated women (Table A5.b, available on line).

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Figure A5.b. Employment rates of adults with upper secondary or post-secondary non-tertiary education, by age, programme orientation and type of vocational programmes (2015)



Countries are shown in alphabetical order.

Source: OECD (2017), Table A5.b, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

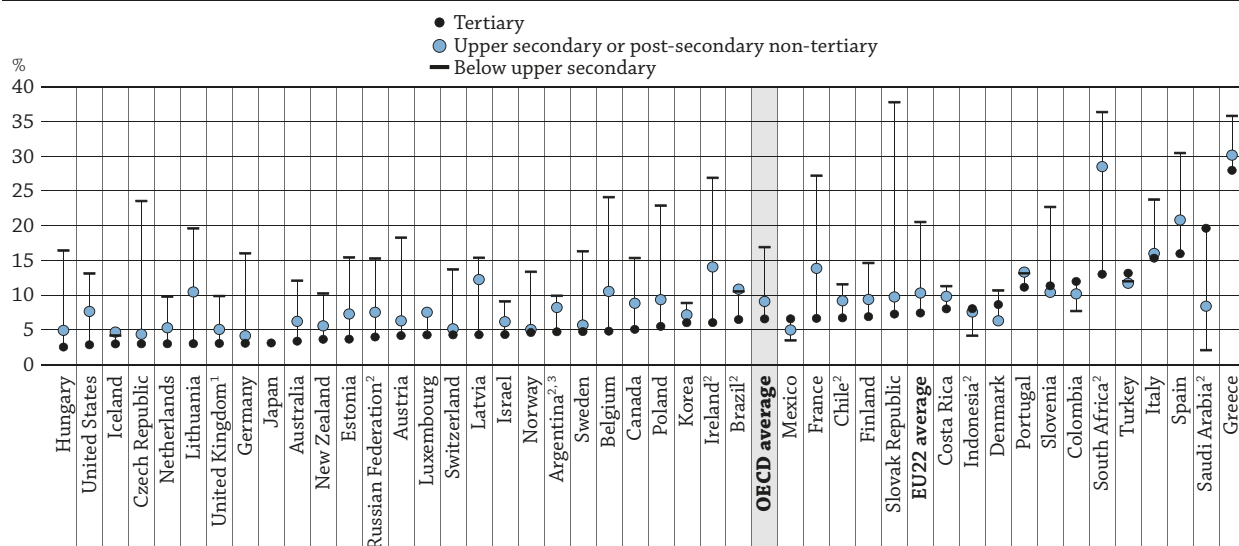
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Links between unemployment rates and educational attainment for younger adults

In many OECD and partner countries, unemployment rates are especially high among younger adults (25-34 year-olds). On average across OECD countries, the risk of unemployment is almost twice as high for those who have not completed upper secondary education compared to those with higher qualifications: 17% compared to 9% for those with upper secondary or post-secondary non-tertiary education and 7% for tertiary-educated younger adults (Figure A5.4 and Table A5.4).

As Figure A5.4 shows, in most countries the situation is especially severe for younger adults who have not completed upper secondary education. The unemployment rates for this group are 30% or more in Greece, the Slovak Republic, South Africa and Spain. In Belgium, the Czech Republic, France, Ireland and Italy about one-quarter of these younger adults are unemployed (Figure A5.4).

Figure A5.4 also shows that having attained upper secondary education or above reduces the risk of unemployment. The positive impact of further education on the risk of unemployment is especially high in Austria, the Czech Republic, Germany, Hungary, Norway, the Slovak Republic, Sweden and Switzerland. In all these countries the unemployment rate for younger adults with an upper secondary or post-secondary non-tertiary education is about one-third of the unemployment rate for those with a lower educational attainment level. While in many countries unemployment rates improve only slightly when continuing education beyond upper secondary or post-secondary non-tertiary education, the positive effect on the unemployment rates of having a tertiary degree is especially high in Belgium, France, Ireland, Latvia, Lithuania, South Africa and the United States. In all these countries, unemployment rates among tertiary-educated adults are less than half the rates for those with an upper secondary or post-secondary non-tertiary education (Figure A5.4).

Figure A5.4. Unemployment rates of 25-34 year-olds, by educational attainment (2016)

1. 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 (16% of the adults aged 25-64 are in this group).

2. Year of reference differs from 2016. Refer to the Table A5.1 for more details.

3. Data should be used with caution. See *Methodology* section for more information.

Countries are ranked in ascending order of the unemployment rate of tertiary-educated 25-34 year-olds.

Source: OECD/ILO (2017), Education at a Glance Database, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In Iceland, Korea, Mexico, Portugal and Turkey, unemployment rates are similar across educational attainment levels. In Saudi Arabia, the relationship between unemployment rates and educational attainment levels is reversed: 20% of tertiary-educated adults are unemployed, compared to only 2% of those who have not completed upper secondary education (Figure A5.4).

Inactivity rates by educational attainment for younger adults

The percentage of inactive people (i.e. not seeking employment) is higher among those with lower educational attainment. On average across OECD countries, 11% of tertiary-educated adults aged 25-34 are inactive. This compares to 16% for adults with upper secondary or post-secondary non-tertiary education and 30% (almost double) for younger adults who have not completed upper secondary education. In Ireland, Israel, Poland, Turkey and the Slovak Republic the percentage of inactive younger adults among those who left school with only secondary education is about 40%. The highest inactivity rates among tertiary-educated adults (20% or more) can be observed in the Czech Republic, Italy, Saudi Arabia and Korea (Table A5.4).

Various factors contribute to being inactive. For a small percentage of younger adults the reason for inactivity is that they will soon re-enter education. On average across OECD countries among 25-29 year-olds, one-third of inactive adults are still in education. Among the younger adults not in education, the main reasons for inactivity among women are childcare responsibilities, while health and other factors are more prevalent among men (OECD, 2016).

Women have consistently higher inactivity rates than men across all educational attainment levels, but are especially high among younger adults who have not completed upper secondary education. On average across OECD countries, almost half (45%) of less-educated women are inactive, compared to less than one-fifth of men (18%). The gender gap in inactivity rates is highest in Mexico (55% and 5% respectively), Saudi Arabia (75% and 4% respectively) and Turkey (69% and 6% respectively). Portugal is the only country where the gender gap in inactivity rates has been almost completely closed: among less-educated adults the inactivity rates are 18% for women and 13% for men. Portugal's gender gap at higher educational attainment levels is close to zero (Education at a Glance Database).

Employment rates of tertiary-educated adults by field of study

While employment rates are highest for tertiary-educated adults across OECD countries, rates vary by field of study. On average across OECD countries, the overall employment rate of tertiary-educated adults (25-64 year-olds) is 84%.

A5

However, it is lowest for graduates of arts and humanities, social sciences, journalism and information (81%); and highest for information and communication technology graduates (88%). The differences between these two fields of studies are largest in Costa Rica (14 percentage points), France (13 percentage points), Portugal (11 percentage points) and the Slovak Republic (12 percentage points), while in Estonia employment rates are similar for these two fields of study (less than 1 percentage-point difference) (Table A5.3).

The STEM fields (science, technology, engineering and mathematics) – which encompass natural sciences, mathematics and statistics; information and communication technologies; and engineering, manufacturing and construction – are seen as especially important for fostering innovation and economic growth. On average across OECD countries employment rates for STEM fields graduates are 86%, ranging from 90% or higher in the Czech Republic, Germany, Iceland, Lithuania, the Netherlands, Sweden and Switzerland to below 80% in Greece and Turkey. Tertiary-educated adults with a degree in STEM benefit from higher employment rates than their peers with a qualification in arts and humanities, social sciences, journalism and information across all OECD countries except Estonia (three percentage-point difference) (Figure A5.1).

Labour market prospects, expected salaries and the general reputation of teachers are a few of the factors influencing young people's selection of field of study. Across OECD countries, the average employment rate for 25-64 year-olds is 83% among education graduates, compared to 87% for engineering, manufacturing and construction graduates. The inactivity rates in these two fields of study are very different: 14% for education graduates compared to 9% for graduates in engineering, manufacturing and construction. This difference reflects the gender bias as higher inactivity rates are more likely to occur in fields with a higher share of women: for example, 19% of women and 6% of men have a degree in education, while 28% of men and 6% of women have a degree in engineering, manufacturing and construction (Table A5.3 and Education at a Glance Database).

Subnational variations in labour market outcomes

Across the 16 OECD and partner countries with subnational data on the labour force status, on average the employment rates tend to vary more across regions among those with lower levels of education than for those with higher levels of education. For example, in the United States, among adults who have not completed upper secondary education, the employment rate ranges from 31% to 66% between states; while the employment rate for adults with upper secondary education ranges from 61% to 78% between states (OECD/NCES, 2017).

The ratio of the highest to lowest employment rates for adults without upper secondary within countries is 1.5 or above in 8 out of 16 countries while the respective ratios for adults with a bachelor's, master's or equivalent degree in most countries is approximately 1.1 with only 3 countries displaying a ratio higher or equal to 1.5.

In many countries, employment rates in the region including the capital city are above the country average regardless of the educational attainment level. In Spain, for example, the employment rate for adults who have not completed upper secondary education in the capital city region is 59%, higher than the country average of 54%. This is also the case for most other educational attainment levels. In contrast, in Germany employment rates in the capital region are below the country average regardless of educational attainment level (OECD/NCES, 2017).

Box A5.2 Relative employment advantage by educational attainment

This textbox presents new analysis to assess the labour market demand for education across countries. The main added value of this analysis is that the results are not affected by specific country employment and unemployment rates. Instead they reflect the share of people employed with a specific level of educational attainment over the share of people unemployed with the same level of educational attainment. To better illustrate the advantages of this calculation we can take the example of a country where the unemployment rate is very high. In this case, the unemployment rates by level of education would show that the unemployment rates are higher than average for each level of educational attainment, but it would not give the reader the opportunity to see if, for a given level of educational attainment, adults are more likely to be over-represented among the employed or the unemployed population.

The formula for this index is the following:

$$\text{Index} = \frac{\text{number of employed persons with an educational attainment "a"}}{\text{number of employed persons regardless of their educational attainment}} \div \frac{\text{number of unemployed persons with an educational attainment "a"}}{\text{number of unemployed persons regardless of their educational attainment}}$$

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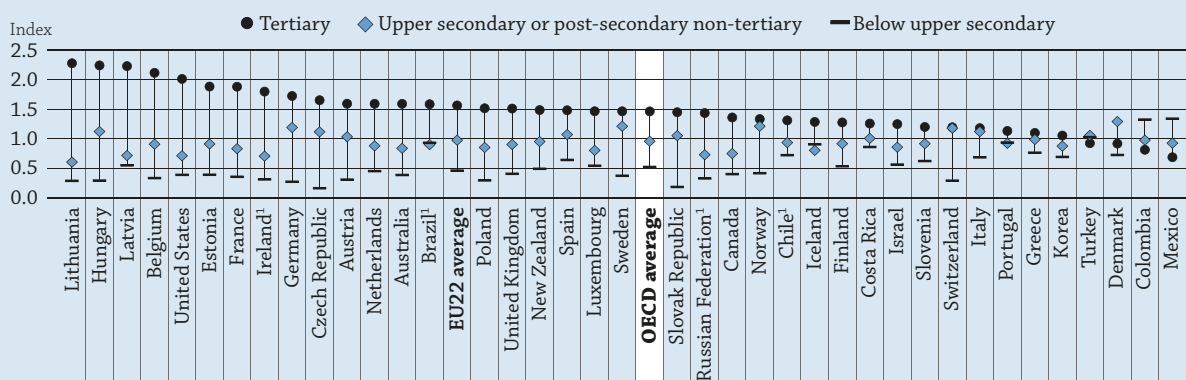
If the index is equal to one, it means that the share of employed individuals with a given level of educational attainment is equal to their respective share among the unemployed population. It also means that the unemployment rate for this given level of educational attainment is equal to the unemployment rate, regardless of the educational attainment level. An index of less than one would imply that the share of employed individuals with a given level of educational attainment is lower than their respective share among the unemployed population. The opposite could be inferred for an index greater than one.

Figure A5.c shows that on average across the OECD, the index for 25-34 year-olds with below upper secondary education is 0.5, 1.0 for those with upper secondary or post-secondary non-tertiary education, and 1.5 among the tertiary-educated. This means that on average across the OECD, the share of younger adults with below upper secondary education among the younger employed adults is half their respective share among the unemployed younger adults. For younger adults with upper secondary or post-secondary non-tertiary education their share among the employed and unemployed population is equal, and for tertiary-educated younger adults their share among the employed population is 50% higher than their respective share in the unemployed population. In 35 out of the 39 countries with available data, the relative employment advantage of tertiary-educated 25-34 year-olds is greater than for less-educated people of this age group. In addition, in Denmark, tertiary-educated young adults have a lower relative employment advantage than those with upper secondary education, but higher than for those with below upper secondary among the employed population than among the unemployed population (index above 1). For 25-34 year-olds with upper secondary or post-secondary non-tertiary education, the index is above 1 in 11 countries, while for those with below upper secondary education the index is only above 1 in Colombia and Mexico. In Colombia and Mexico, the index for younger adults with a tertiary education is lower than the index for those with below upper secondary education. This means that in these two countries, those who complete tertiary education are more likely to be over-represented among the unemployed population than those with below upper secondary education. This is also true in Turkey, but in this country the result is close to 1 across all attainment levels (Figure A5.c).

The highest index for younger tertiary-educated adults is observed in Belgium, Hungary, Latvia, Lithuania and the United States, where it is equal to or above 2. This means that the share of younger tertiary-educated people in the younger employed population is at least twice as large as their respective share in the unemployed population. It is also in these five countries where the largest differences in the index are observed (a 1.6 point difference or more) between younger adults with below upper secondary education and those with tertiary education (Figure A5.c).

Among countries with data, the Czech Republic and the Slovak Republic have the lowest index for younger adults with below upper secondary education. In these two countries, the index is as low as 0.2, meaning that the share of younger adults with below upper secondary education in the younger employed population is at least five times lower than their respective share in the unemployed population (Figure A5.c).


Figure A5.c. Relative employment advantage of 25-34 year-olds, by educational attainment (2016)



1. Year of reference differs from 2016. Refer to the Table A5.1 for more details.

Countries are ranked in descending order for tertiary-educated 25-34 year-olds.

Source: OECD (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Definitions

Active population (labour force) is the total number of employed and unemployed persons, in accordance with the definition in the Labour Force Survey.

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

Educational attainment refers to the highest level of education attained by a person.

Employed individuals are those who, during the survey reference week: i) were working for pay or profit for at least one hour; or ii) had a job but were temporarily not at work. The **employment rate** refers to the number of persons in employment as a percentage of the working-age population.

Inactive individuals are those who were, during the survey's reference week, neither employed nor unemployed (i.e. individuals who are not looking for a job). The **inactivity rate** refers to inactive persons as a percentage of the population (i.e. the number of inactive people is divided by the number of all working-age people).

Levels of education: See the *Reader's Guide* at the beginning of this publication for a presentation of all ISCED 2011 levels.

Unemployed individuals are those who were, during the survey reference week, without work, actively seeking employment, and currently available to start work. The **unemployment rate** refers to unemployed persons as a percentage of the labour force (i.e. the number of unemployed people is divided by the sum of employed and unemployed people).

The **working-age population** is the total population aged 25 to 64.

Methodology

For information on methodology, see Indicator A1.

Please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) for more information and Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

For information on the sources, see Indicator A1.

Data on subnational regions for selected indicators have been released by the OECD, with the support from the US National Centre for Education Statistics (NCES), and are currently available for 16 countries: Belgium, Brazil, Canada, Colombia, Finland, Germany, Greece, Ireland, Italy, Poland, Slovenia, Spain, Sweden, the Russian Federation, Turkey and the United States. Subnational estimates were provided by countries using national data sources or by Eurostat based on data for Level 2 of the Nomenclature of Territorial Units for Statistics (NUTS 2).

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.

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Indicator A5 Tables


StatLink  <http://dx.doi.org/10.1787/888933559579>

Table A5.1 Employment rates of 25-64 year-olds, by educational attainment (2016)

Table A5.2 Trends in employment rates of 25-34 year-olds, by educational attainment (2000, 2005, 2010, 2015 and 2016)

Table A5.3 Employment rates of tertiary-educated 25-64 year-olds, by field of study (2016)

Table A5.4 Employment, unemployment and inactivity rates of 25-34 year-olds, by educational attainment (2016)

Table A5.a Labour market status for 25-34 year-olds with upper secondary or post-secondary non-tertiary education, by programme orientation and type of vocational programmes (2015)

WEB **Table A5.b** Labour market status or educational attainment, by age, gender, programme orientation, type of vocational programmes and labour market status or educational attainment (2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

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Table A5.1. **Employment rates of 25-64 year-olds, by educational attainment (2016)**

Percentage of employed 25-64 year-olds among all 25-64 year-olds

	Below upper secondary	Upper secondary or post-secondary non-tertiary			Tertiary					All levels of education	
		Upper secondary	Post-secondary non-tertiary	Total	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Total		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		(9)
OECD											
Australia	58	78	82	78	81	84	84	90	84	76	
Austria	54	76	81	76	86	77	89	92	86	76	
Belgium	46	72	85	73	68	84	87	92	85	71	
Canada	55	71	79	74	80	83	84 ^d	x(7)	82	76	
Chile ¹	62	72	a	72	80	86	95 ^d	x(7)	84	71	
Czech Republic	45	81 ^d	x(2)	81	84	80	87	94	86	80	
Denmark	63	81	93	81	87	83	90	90	86	80	
Estonia	61	77	76	77	80	85	86	95	85	78	
Finland	54	73	94	73	81	83	85	89	83	75	
France	51	73	60	73	83	83	88	90	85	72	
Germany	59	80	86	81	90	88	88	93	88	80	
Greece	48	57	61	58	63	69	82	88	70	59	
Hungary	52	75	82	76	86	83	88	94	85	74	
Iceland	79	87	93	88	90	92	96	98	94	88	
Ireland ¹	49	67	72	69	78	83	86	88	82	71	
Israel	48	73	a	73	83	88	90	92	87	77	
Italy	51	71	73	71	c	69	82	89	80	64	
Japan ²	x(2)	78 ^d	x(5)	m	78 ^d	87 ^d	x(6)	x(6)	83 ^d	80	
Korea	66	72	a	72	77	77 ^d	x(6)	x(6)	77	74	
Latvia	59	71	69	71	86	85	90	98	87	75	
Luxembourg	60	70	77	71	84	83	87	91	86	75	
Mexico	65	70	a	70	70	80	86	85	80	68	
Netherlands	61	79	87	79	86	88	90	95	88	78	
New Zealand	72	80	86	82	87	87	87	91	87	82	
Norway	62	80	84	80	83	90	92	92	89	81	
Poland	41	68	71	68	77	84	88	97	88	71	
Portugal	65	79	79	79	a	78	87	88	85	73	
Slovak Republic	38	74	76	74	87	73	82	86	81	73	
Slovenia	46	71	a	71	79	87	87	89	85	72	
Spain	54	69	63	69	76	79	82	89	80	67	
Sweden	66	86	84	85	85	90	93	94	90	84	
Switzerland	68	82 ^d	x(2)	82	x(6, 7, 8)	88 ^d	88 ^d	92 ^d	88	83	
Turkey	51	62	a	62	67	77	85	94	75	58	
United Kingdom ³	62	83	a	80	82	85	86	89	85	79	
United States	57	69 ^d	x(2)	69	77	82	85	90	82	73	
OECD average	57	74	79	75	81	83	87	91	84	75	
EU22 average	54	74	77	74	81	82	87	91	84	74	
Partners											
Argentina ^{4, 5}	65	73	a	73	x(6)	87 ^d	x(6)	x(6)	87	73	
Brazil ¹	65	74 ^d	x(2)	74	x(9)	x(9)	x(9)	x(9)	83	71	
China	m	m	m	m	m	m	m	m	m	m	
Colombia	72	76 ^d	x(2)	76	x(9)	x(9)	x(9)	x(9)	83	76	
Costa Rica	62	71	c	71	74	82	87 ^d	x(7)	81	68	
India	m	m	m	m	m	m	m	m	m	m	
Indonesia ¹	71	73	m	73	x(6)	85 ^d	x(6)	x(6)	85	73	
Lithuania	49	70	76	73	a	90	92	97	91	78	
Russian Federation ¹	51	68	77	72	78	87	86	87	82	77	
Saudi Arabia ⁴	60	65	a	65	x(6)	75 ^d	x(6)	x(6)	75	65	
South Africa ¹	47	62	66	62	79	85	93 ^d	x(7)	83	56	
G20 average	m	m	m	m	m	m	m	m	m	m	

Note: In most countries data refer to ISCED 2011. The countries with data referring to ISCED-97 are: Indonesia, Saudi Arabia and South Africa. See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Year of reference 2015.

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

3. 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 (16% of the adults aged 25-64 are in this group).

4. Year of reference 2014.

5. Data should be used with caution. See *Methodology* section for more information.

Source: OECD/ILO (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A5.2. **Trends in employment rates of 25-34 year-olds, by educational attainment (2000, 2005, 2010, 2015 and 2016)**

Percentage of employed 25-34 year-olds among all 25-34 year-olds

	Below upper secondary					Upper secondary or post-secondary non-tertiary					Tertiary				
	2000	2005	2010	2015	2016	2000	2005	2010	2015	2016	2000	2005	2010	2015	2016
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	64 ^b	64 ^b	61 ^b	59	56	80 ^b	81 ^b	78 ^b	79	79	84 ^b	85 ^b	85 ^b	85	85
Austria	m	61	59	58	58	m	83	83	83	84	m	86	86	86	88
Belgium	64 ^b	57 ^b	56 ^b	51	52	84 ^b	81 ^b	80 ^b	77	77	92 ^b	90 ^b	89 ^b	87	87
Canada	60	62	58	57	57	79	80	77	77	76	86	85	84	84	85
Chile ¹	m	m	58 ^b	61	m	m	m	67 ^b	69	m	m	m	83 ^b	85	m
Czech Republic	51 ^b	43 ^b	47 ^b	42	47	77 ^b	78 ^b	76 ^b	79	82	83 ^b	81 ^b	77 ^b	77	78
Denmark	70 ^b	64 ^b	65 ^b	58	61	85 ^b	83 ^b	82 ^b	81	80	88 ^b	87 ^b	86 ^b	82	83
Estonia	58	59	50	62	65	74	77	71	82	78	82	84	80	85	81
Finland	69 ^b	63 ^b	59 ^b	53	50	76 ^b	77 ^b	76 ^b	75	75	84 ^b	86 ^b	84 ^b	81	81
France	61	63	57	51	50	80	80	79	74	73	85	86	87	84	86
Germany	60 ^b	52 ^b	55 ^b	56	55	79 ^b	74 ^b	78 ^b	82	82	89 ^b	85 ^b	88 ^b	88	87
Greece	67 ^b	71 ^b	66 ^b	52	51	69 ^b	73 ^b	70 ^b	58	59	79 ^b	79 ^b	77 ^b	65	66
Hungary	50	49	40	51	55	75	75	71	78	80	83	83	79	82	82
Iceland	m	81	67	79	81	m	82	73	83	84	m	94	88	88	92
Ireland	68 ^b	64 ^b	44 ^b	44	m	85 ^b	83 ^b	67 ^b	68	m	91 ^b	89 ^b	83 ^b	84	m
Israel	m	43 ^b	45 ^b	58	53	m	65 ^b	68 ^b	72	70	m	82 ^b	82 ^b	86	86
Italy	60 ^b	65 ^b	57 ^b	51	51	67 ^b	72 ^b	69 ^b	63	63	73 ^b	69 ^b	67 ^b	62	64
Japan ²	m	m	m	m	m	m	m	m	m	m	78 ^{ab}	78 ^{ab}	81 ^{ab}	83 ^d	85 ^d
Korea	65	62	57	52	60	64	64	64	65	66	74	74	74	76	75
Latvia	52	59	56	64	67	74	77	71	80	76	86	84	81	85	87
Luxembourg	78 ^b	79 ^b	78 ^b	76	73	85 ^b	82 ^b	83 ^b	82	80	83 ^b	87 ^b	87 ^b	87	90
Mexico	63 ^b	64 ^b	63 ^b	66	66	71 ^b	71 ^b	71 ^b	70	70	80 ^b	82 ^b	81 ^b	80	80
Netherlands	72 ^b	70 ^b	70 ^b	65	65	88 ^b	86 ^b	87 ^b	81	83	93 ^b	92 ^b	93 ^b	91	91
New Zealand	63	68	64	63	66	78	82	77	78	79	82	81	81	86	86
Norway	m	66	64	61	60	m	84	85	82	82	m	86	89	86	87
Poland	50 ^b	45 ^b	49 ^b	46	45	71 ^b	68 ^b	74 ^b	75	77	87 ^b	83 ^b	86 ^b	87	88
Portugal	83	81	75	75	74	83	78	80	78	78	91	87	85	80	82
Slovak Republic	29 ^b	16 ^b	21 ^b	39	37	72 ^b	73 ^b	72 ^b	76	78	83 ^b	84 ^b	78 ^b	75	77
Slovenia	75 ^b	70 ^b	60 ^b	63	58	86 ^b	84 ^b	81 ^b	78	80	92 ^b	91 ^b	88 ^b	82	81
Spain	65 ^b	72 ^b	59 ^b	56	60	73 ^b	78 ^b	69 ^b	66	68	76 ^b	82 ^b	79 ^b	75	76
Sweden	67 ^b	65 ^b	60 ^b	66	66	83 ^b	81 ^b	80 ^b	84	84	82 ^b	84 ^b	85 ^b	87	87
Switzerland	68 ^b	68 ^b	68 ^b	66	68	84 ^b	83 ^b	83 ^b	86	86	91 ^b	91 ^b	87 ^b	89	89
Turkey	55	49	51	53	53	67	64	64	66	65	83	79	77	76	74
United Kingdom ³	66 ^b	64 ^b	56 ^b	61	63	83 ^b	81 ^b	79 ^b	81	82	91 ^b	90 ^b	87 ^b	88	87
United States	64	62	55	56	59	80	74	68	71	71	87	83	82	83	84
OECD average	63	61	57	58	59	78	77	75	76	76	85	84	83	83	83
EU22 average	63	61	56	56	57	79	78	76	76	77	85	85	83	82	82
Partners															
Argentina ^{1, 4, 5}	m	67	67	66	m	m	72	73	72	m	m	86	87	88	m
Brazil ¹	m	m	72	68	m	m	m	79	75	m	m	m	88	86	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	73	73	m	m	m	77	76	m	m	m	84	82
Costa Rica	64	69	67	68	65	76	78	77	74	75	83	86	84	81	81
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	70	66	m	m	m	71	70	m	m	m	74	83	m
Lithuania	52 ^b	62 ^b	41 ^b	60	56	71 ^b	80 ^b	65 ^b	76	76	81 ^b	89 ^b	87 ^b	91	93
Russian Federation	m	m	m	58	m	m	m	m	80	m	m	m	m	88	m
Saudi Arabia ⁴	m	m	m	65	m	m	m	m	59	m	m	m	m	62	m
South Africa	m	m	42	44	m	m	m	58	56	m	m	m	79	79	m
G20 average	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 time series, represented by the code "b", as data for 2015 and 2016 refer to ISCED 2011 while data for previous years refer to ISCED-97. For Indonesia, Saudi Arabia and South Africa data refer to ISCED-97 for all years. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org>, Education at a Glance Database.

1. Year of reference 2009 instead of 2010.

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

3. 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 (16% of the adults aged 25-64 are in this group).

4. Year of reference 2014 instead of 2015.

5. Data should be used with caution. See *Methodology* section for more information.

Source: OECD/ILO (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A5.3. **Employment rates of tertiary-educated 25-64 year-olds, by field of study (2016)**

Percentage of employed 25-64 year-olds among all 25-64 year-olds

	Education	Arts or humanities (except languages), social sciences, journalism and information		Arts and humanities, social sciences, journalism and information	Business and administration or law		Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Health		Health and welfare	Total
		Arts	Humanities (except languages), social sciences, journalism and information		Business and administration	Law					Health (medical and dental)	Health (nursing and associate health fields)		
OECD														
Australia	82	x(4)	x(4)	80	x(7)	x(7)	85	83	86	88	x(13)	x(13)	84	84
Austria	84	78	85	83	85	90	87	82	91	88	90	87	89	86
Belgium	84	c	85	82	91	86	85	84	88	89	87	88	88	85
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	82
Chile ¹	83	82	89	86	83	84	83	80	89	89	89	84	85	84
Czech Republic	83	85	82	82	85	88	85	84	92	91	90	82	84	86
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	m	86
Estonia	81	88	89	88	86	86	86	87	89	84	86	82	83	85
Finland	80	82	74	77	82	88	82	84	84	86	89	86	87	83
France ²	93	x(4)	x(4)	77	x(7)	x(7)	85	81	90	92	x(13)	x(13)	91	86
Germany	87	86	84	84	89	89	90	86	91	90	91	88	89	88
Greece	73	x(4)	x(4)	65	x(7)	x(7)	72	72	71	72	x(13)	x(13)	77	70
Hungary	82	84	85	84	83	90	84	83	94	88	92	87	89	85
Iceland	92	x(4)	x(4)	92	x(7)	x(7)	95	92	97	93	x(13)	x(13)	95	94
Ireland ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	82
Israel	m	m	m	m	m	m	m	m	m	m	m	m	m	87
Italy	80	71	75	74	82	81	81	78	84	85	m	m	85	80
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	83 ^d
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	77
Latvia	88	73	86	84	88	91	89	92	90	85	94	94	93	87
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	86
Mexico	80	78	75	75	80	81	80	75	83	83	80	78	79	80
Netherlands	85	x(4)	x(4)	86	x(7)	x(7)	90	87	91	91	x(13)	x(13)	88	88
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	87
Norway	89	x(4)	x(4)	86	x(7)	x(7)	91	86	88	89	x(13)	x(13)	91	89
Poland	84	x(4)	x(4)	86	x(7)	x(7)	89	86	95	88	x(13)	x(13)	92	88
Portugal	83	x(4)	x(4)	83	x(7)	x(7)	87	80	94	84	x(13)	x(13)	90	85
Slovak Republic	82	81	79	79	81	76	80	68	91	85	84	82	82	81
Slovenia ²	83	x(4)	x(4)	75	x(7)	x(7)	80	69	66	90	x(13)	x(13)	91	81
Spain	77	x(4)	x(4)	77	x(7)	x(7)	80	82	84	82	x(13)	x(13)	86	80
Sweden	90	x(4)	x(4)	86	x(7)	x(7)	89	86	90	91	x(13)	x(13)	92	90
Switzerland	88	82	87	84	89	85	88	88	93	91	89	89	88	88
Turkey	71	x(4)	x(4)	67	x(7)	x(7)	73	73	74	78	x(13)	x(13)	78	75
United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	85
United States ^{1, 3}	78	81	82	82	x(7)	x(7)	85	84	86	88	x(13)	x(13)	84	82
OECD average ⁴	83	m	m	81	m	m	85	83	88	87	m	m	87	84
EU22 average ⁴	83	m	m	81	m	m	85	83	89	86	m	m	87	84
Partners														
Argentina ^{5, 6}	m	m	m	m	m	m	m	m	m	m	m	m	m	87
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	83
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	83
Costa Rica	77	c	76	77	79	78	83	c	91	81	m	m	80	81
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	85
Lithuania	90	85	90	88	92	94	92	91	93	91	97	93	95	91
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	82
Saudi Arabia ⁵	m	m	m	m	m	m	m	m	m	m	m	m	m	75
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	83
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: See *Definitions and Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2015.

2. The age group refers to 25-34 year-olds.

3. Data refer to bachelor's degree field, even for those with additional tertiary degrees.

4. The OECD and EU22 averages exclude France and Slovenia.

5. Year of reference 2014.


6. Data should be used with caution. See *Methodology* section for more information.Source: OECD/ILO (2017). See *Source* section for more information and 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/10.1787/888933559503>

Table A5.4. **Employment, unemployment and inactivity rates of 25-34 year-olds, by educational attainment (2016)**

	Employment rate			Unemployment rate			Inactivity rate		
	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary	Below upper secondary	Upper secondary or post-secondary non-tertiary	Tertiary
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia	56	79	85	12.1	6.2	3.4	34	16	12
Austria	58	84	88	18.3	6.3	4.2	29	10	8
Belgium	52	77	87	24.1	10.5	4.8	31	13	9
Canada	57	76	85	15.4	8.8	5.1	33	16	10
Chile ¹	61	69	85	11.6	9.2	6.7	32	24	9
Czech Republic	47	82	78	23.6	4.4	3.0	38	15	20
Denmark	61	80	83	10.7	6.3	8.7	32	15	9
Estonia	65	78	81	15.4	7.3	3.7	23	16	16
Finland	50	75	81	14.6	9.4	6.9	40	18	13
France	50	73	86	27.2	13.9	6.7	32	15	8
Germany	55	82	87	16.0	4.2	3.1	34	14	10
Greece	51	59	66	35.8	30.2	28.0	21	16	8
Hungary	55	80	82	16.4	4.9	2.5	34	16	15
Iceland	81	84	92	4.2	4.7	3.0	15	12	5
Ireland ¹	44	68	84	26.9	14.1	6.1	40	21	11
Israel	53	70	86	9.1	6.2	4.3	42	25	10
Italy	51	63	64	23.8	16.0	15.3	33	25	24
Japan ²	m	m	85 ^d	m	m	3.1 ^d	m	m	12 ^d
Korea	60	66	75	8.9	7.2	6.0	34	29	20
Latvia	67	76	87	15.4	12.3	4.3	20	13	9
Luxembourg	73	80	90	c	7.5	4.3	18	14	6
Mexico	66	70	80	3.5	5.0	6.6	31	26	14
Netherlands	65	83	91	9.8	5.3	3.0	28	12	7
New Zealand	66	79	86	10.3	5.6	3.7	27	16	11
Norway	60	82	87	13.4	5.1	4.6	31	13	9
Poland	45	77	88	20.0	8.0	4.3	43	17	8
Portugal	74	78	82	13.2	13.3	11.1	15	10	7
Slovak Republic	37	78	77	37.8	9.7	7.3	40	14	17
Slovenia	58	80	81	22.7	10.4	11.4	25	10	8
Spain	60	68	76	30.5	20.8	16.0	14	14	10
Sweden	66	84	87	16.3	5.7	4.8	21	11	9
Switzerland	68	86	89	13.7	5.2	4.3	21	10	7
Turkey	53	65	74	12.0	11.7	13.2	39	26	15
United Kingdom ³	63	82	87	9.9	5.1	3.1	30	14	10
United States	59	71	84	13.1	7.7	2.9	32	23	14
OECD average	58	76	83	16.8	9.1	6.6	30	16	11
EU22 average	57	77	82	20.4	10.3	7.4	29	15	11
Partners									
Argentina ^{4,5}	66	72	88	9.9	8.2	4.7	27	22	7
Brazil ¹	68	75	86	10.6	10.9	6.5	23	16	8
China	m	m	m	m	m	m	m	m	m
Colombia	73	76	82	7.7	10.2	12.0	21	15	7
Costa Rica	65	75	81	11.3	9.8	8.0	26	17	12
India	m	m	m	m	m	m	m	m	m
Indonesia ¹	66	70	83	4.2	7.6	8.1	31	24	9
Lithuania	56	76	93	19.6	10.5	3.0	31	15	4
Russian Federation ¹	58	80	88	15.3	7.5	4.0	32	13	9
Saudi Arabia ⁴	65	59	62	2.1	8.4	19.6	33	35	23
South Africa ¹	44	56	79	36.3	28.5	13.0	31	22	9
G20 average	m	m	m	m	m	m	m	m	m

Note: For Indonesia, Saudi Arabia and South Africa data refer to ISCED-97 for all years. See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2015.

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


3. 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 (16% of the adults are in this group).

4. Year of reference 2014.

5. Data should be used with caution. See *Methodology* section for more information.

Source: OECD/ILO (2017). See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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