

Regional access to education

The quality of human capital is a key factor in the social and economic well-being of a region. Education provides individuals with knowledge and competencies to participate effectively in society and to break the cycle of disadvantage. Still, in 2012 one-fourth of the OECD population had only a basic education, and in most of the regions in Turkey, Mexico and Portugal, and in some regions in Australia and Spain, this proportion was as high as 50%.

Large regional differences in educational attainment within a country suggest disparity in access to education. Regional variations are generally found in countries with a high proportion of adults with only basic educational attainment. This is the case in Turkey, Mexico, Portugal, Spain and Chile. However, in Germany, Korea and the United States, the share of population with only basic education is lower than the OECD average, but regional differences are higher (Figure 4.29).

Completing upper secondary education dramatically reduces the unemployment rate among young people. Indeed, in the OECD area, the unemployment rate among individuals who did not complete upper secondary education is nearly three times higher than that of those who completed it, 13% and 5%, respectively (OECD, 2013a).

Whereas in Turkey and Mexico less than 40% of the labour force had at least an upper secondary education, this share was above 90% in the Czech Republic, Slovak Republic, Poland and Canada in 2012. Regional disparities in educational attainment persist also for higher levels of education; the highest are in Turkey, Spain, Mexico and Chile (Figure 4.30).

Definition

The educational attainment rate is defined as the proportion of labour force with a certain level of education. The international standard classification for education (ISCED 97) is used to define the levels of education. Pre-primary, primary and lower secondary education comprises the 3 lowest ISCED levels: 0, 1 and 2. For simplicity, here it is referred as basic education (or lower secondary education). Upper secondary education includes ISCED levels 3-4, while tertiary education levels 5-6.

The indicator on young people neither in employment nor in education and training (NEET) corresponds to the population aged 18-24 that is neither employed nor involved in further education or training. Regional comparable values are available only for Europe.

The share of young adults (aged 18-24) who have not completed upper secondary education and are not enrolled in training, referred to as “NEET”, was equal to 18.6% in 2011 in the OECD area and 13.2% in the European Union area. Opportunities within countries also seem to be very

different. In Mardin (Turkey), Sicily (Italy), Central Greece and Ceuta (Spain), more than one-third of young people were neither employed nor in training (Figure 4.31).

Monitoring the outcomes of education in different regions can give insight on where and how to intervene. Countries that have undertaken the OECD PISA survey at the regional level show that regional disparities in learning can be large also in unitary educational systems. In the case of Italy, for example, the mathematics performance of the 15 years old students in Veneto is 93 score points higher than in Calabria, or the equivalent of two years of formal schooling. Large regional differences within countries, equivalent to more than one year of schooling also exist in Mexico, Spain, Canada, Australia and Brazil (Figure 4.32).

Source

OECD (2013), *OECD Regional Statistics* (database), <http://dx.doi.org/10.1787/region-data-en>.

OECD (2013), *PISA 2012 Results: Excellence through Equity*, (Volume II), <http://dx.doi.org/10.1787/9789264201132-en>.

See Annex B for data sources and country-related metadata.

NEET – Eurostat Labour Force Survey

Reference years and territorial level

2012; TL2.

Regional data for Iceland and Japan are not available.

Further information

OECD (2013a), *Education at a Glance*, OECD Publishing, <http://dx.doi.org/10.1787/eag-2013-en>.

OECD (2013), *Employment Outlook 2013*, OECD Publishing, http://dx.doi.org/10.1787/empl_outlook-2013-en.

Figure notes

4.29-4.30: Countries ranked by average share of labour force with only basic education (or at least upper secondary education). Available years: Israel, Turkey and United States, 2011; Mexico, 2008; Korea, 2006; Australia, 2005.

4.31: Only European countries (Eurostat data). Range computed on available regional data.

4.32: The dark points represent the country mean mathematics performance in the OECD 2012 PISA assessment; the white points represent the regional score point for those countries where regional results are available. TL2 regions in Australia, Brazil, Canada, Italy, Mexico (no data for Michoacán, Oaxaca and Sonora) and Spain (no data for Canary Islands, Castile-la Mancha and Valencia all community). In United Kingdom regional data refer to England, Northern Ireland, Scotland and Wales. In United States the regional results are only for the states of Connecticut, Florida and Massachusetts.

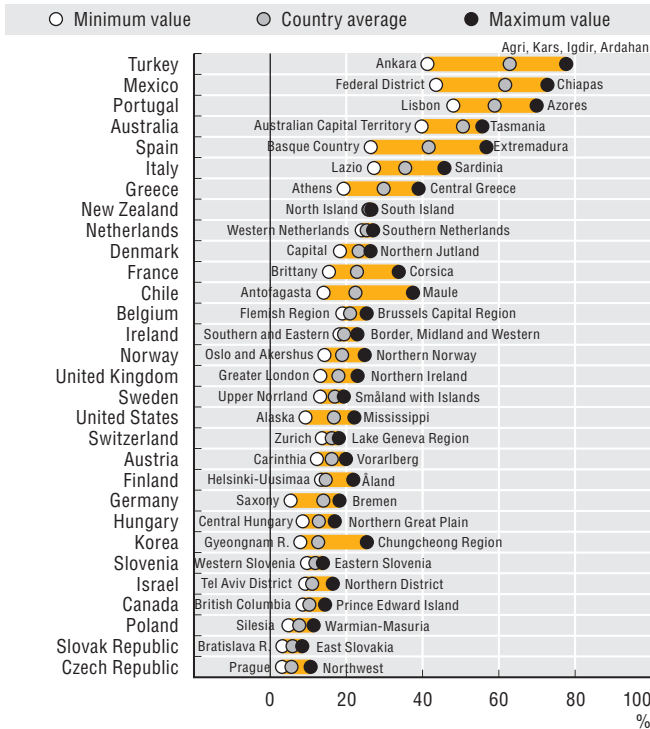
Information on data for Israel:

<http://dx.doi.org/10.1787/888932315602>.

4. INCLUSION AND EQUAL ACCESS TO QUALITY SERVICES IN REGIONS

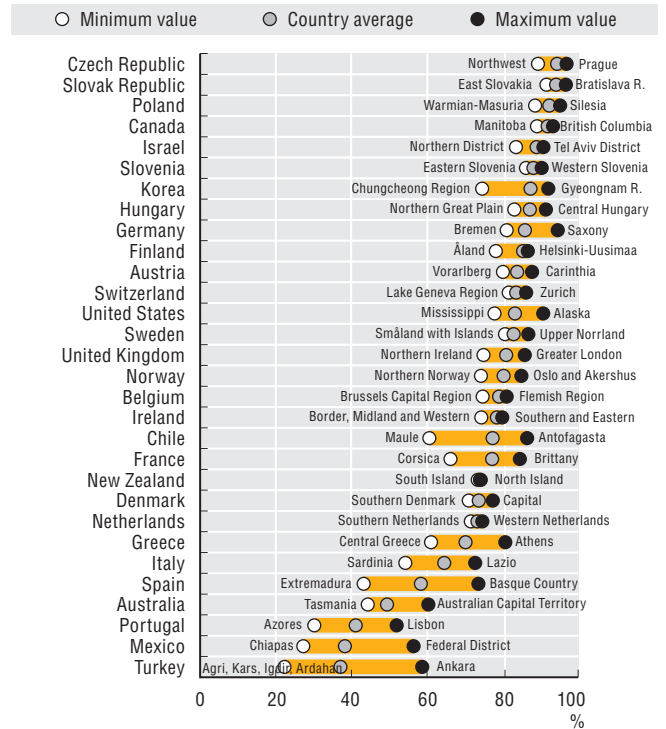
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4.29. Range of labour force with only basic education, TL2 regions, 2012



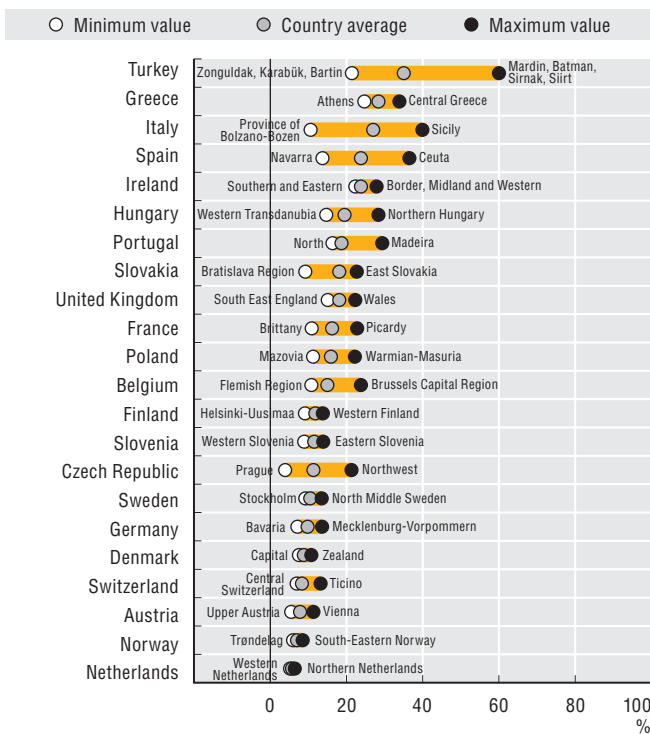
StatLink <http://dx.doi.org/10.1787/888932914634>

4.30. Range of labour force with at least upper secondary education, TL2 regions, 2012



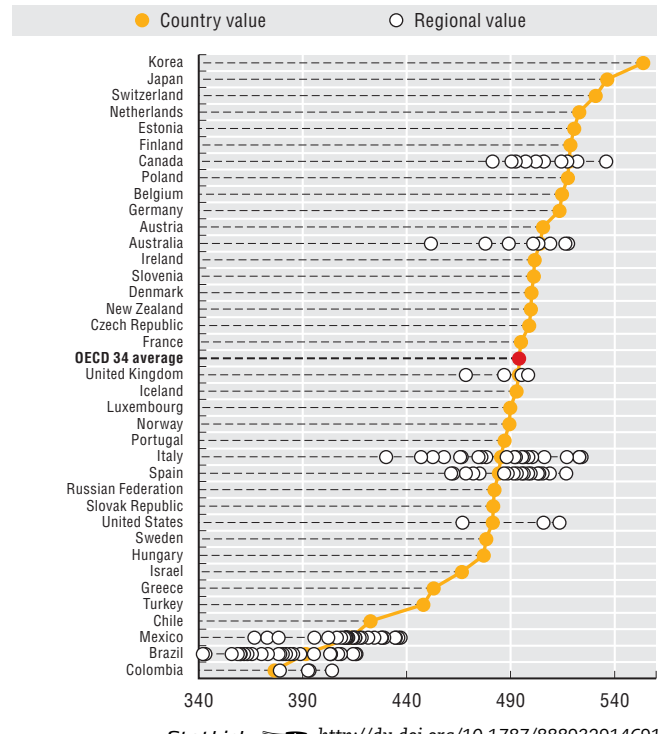
StatLink <http://dx.doi.org/10.1787/888932914653>

4.31. Range in TL2 regional per cent of young neither in employment nor in education or training, 2012

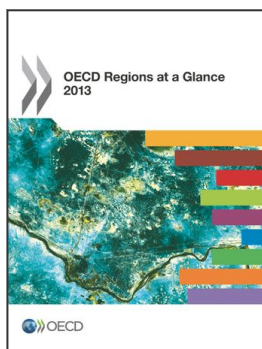


StatLink <http://dx.doi.org/10.1787/888932914672>

4.32. Mathematics performance, mean score points by country and regions, 2012



StatLink <http://dx.doi.org/10.1787/888932914691>



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