

### Regional disparities in tertiary education

The quality of human capital is central to increasing productivity, as the ability to generate and make use of innovation depends, among other factors, on the skill level of the labour force. The proportion of the labour force with tertiary education is a common proxy for a region's capacity to produce and absorb innovation.

OECD countries show large differences in the tertiary educational attainment of their labour force. In Israel more than half of the workforce has completed tertiary education, while in Austria, the Czech Republic, the Slovak Republic and Turkey the percentage is below 20. Differences among countries also hide large internal disparities, particularly in the United States, Spain, the Czech Republic and Turkey (Figure 2.40).

Concentration of a skilled labour force is also a major issue in countries with less regional dispersion. Regional differences are due to one populated region with a high share of skilled labour force and almost all the other regions below the country average as found, for example, in the Slovak Republic, Norway, Greece, Denmark, Finland, Austria and Portugal (Figure 2.40).

The capital region is generally the region with the highest share of people with tertiary education (Figure 2.41). Jerusalem in Israel is the OECD region with the highest

#### Definition

The labour force with advanced educational qualifications is defined as the labour force aged 15 and over that has completed tertiary educational programmes. Tertiary education includes both university qualifications and advanced professional programmes (ISCED 5 and 6).

percentage of skilled labour force (56%), followed by Greater London in the United Kingdom, the District of Columbia in the United States and the Basque Country in Spain.

#### Source

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

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

#### Reference years and territorial level

2012; TL2.

Data for Iceland and Japan are not available at the TL2 regional level.

#### Further information

OECD (2011), *Regions and Innovation Policy*, OECD Reviews of Regional Innovation, OECD Publishing, <http://dx.doi.org/10.1787/9789264097803-en>.

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

Interactive graphs and maps: <http://rag.oecd.org>.

#### Figure notes

2.40-2.41: Available years: Israel 2005; Australia, Portugal and Italy 2011, Greece 2006; Slovenia 2008.

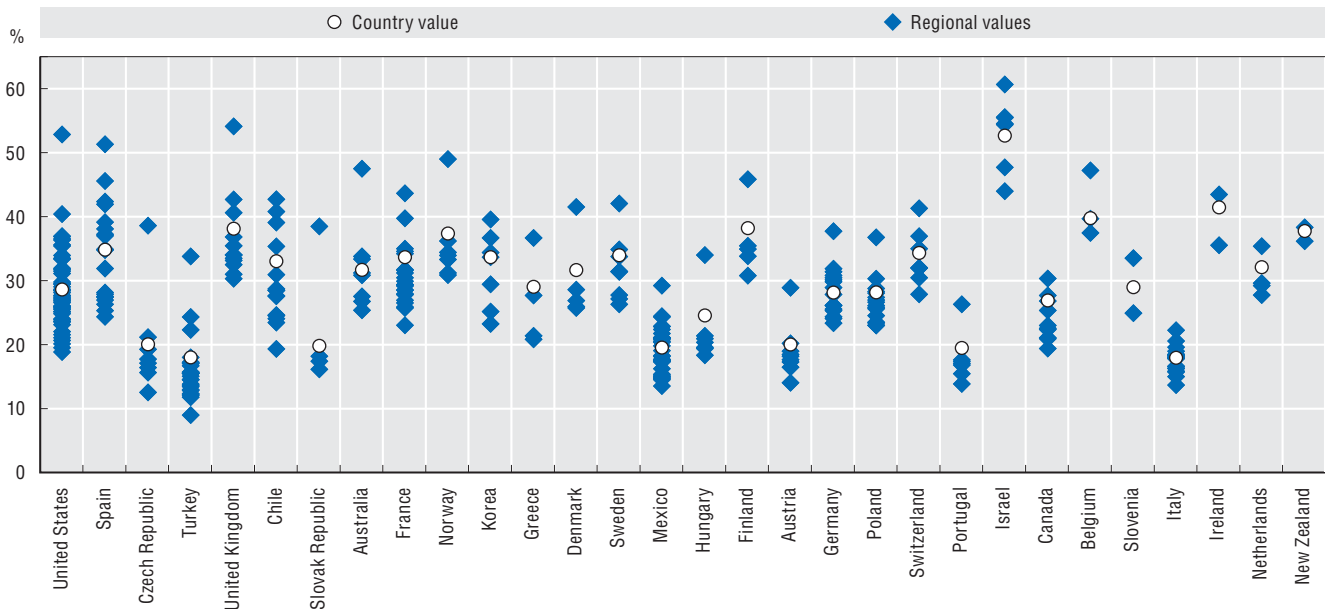
2.40: Each observation (dot) represents a TL2 region.

Information on data for Israel: <http://dx.doi.org/10.1787/888932315602>.

## 2. REGIONS AS DRIVERS OF NATIONAL COMPETITIVENESS

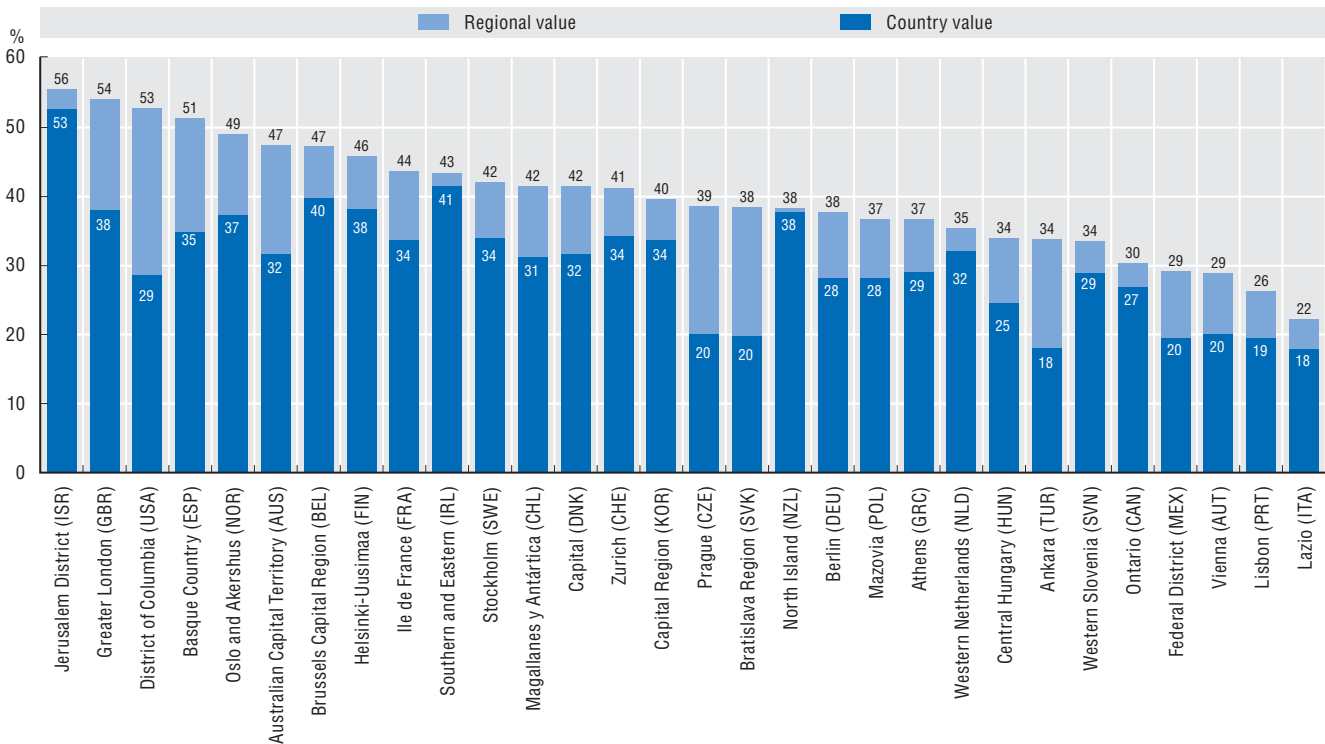
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2.40. Range of labour force with tertiary educational attainment in TL2 regions, ranked by regional range, 2012

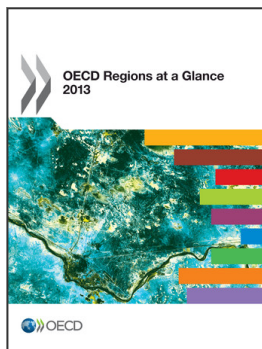


StatLink <http://dx.doi.org/10.1787/888932913722>

2.41. Top TL2 region within each country with the highest percentage of labour force with tertiary educational attainment compared to their country average, 2012



StatLink <http://dx.doi.org/10.1787/888932913741>



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