

CHAPTER 2

HOW DOES EDUCATIONAL ATTAINMENT AFFECT PARTICIPATION IN THE LABOUR MARKET?

Educational attainment is frequently used as a measure of the skills available in the population and the labour force. The economies of OECD countries depend upon a sufficient supply of high-skilled workers. Due to the technological advances that have been transforming the needs of the global labour market, people with higher or specific skills are in strong demand.

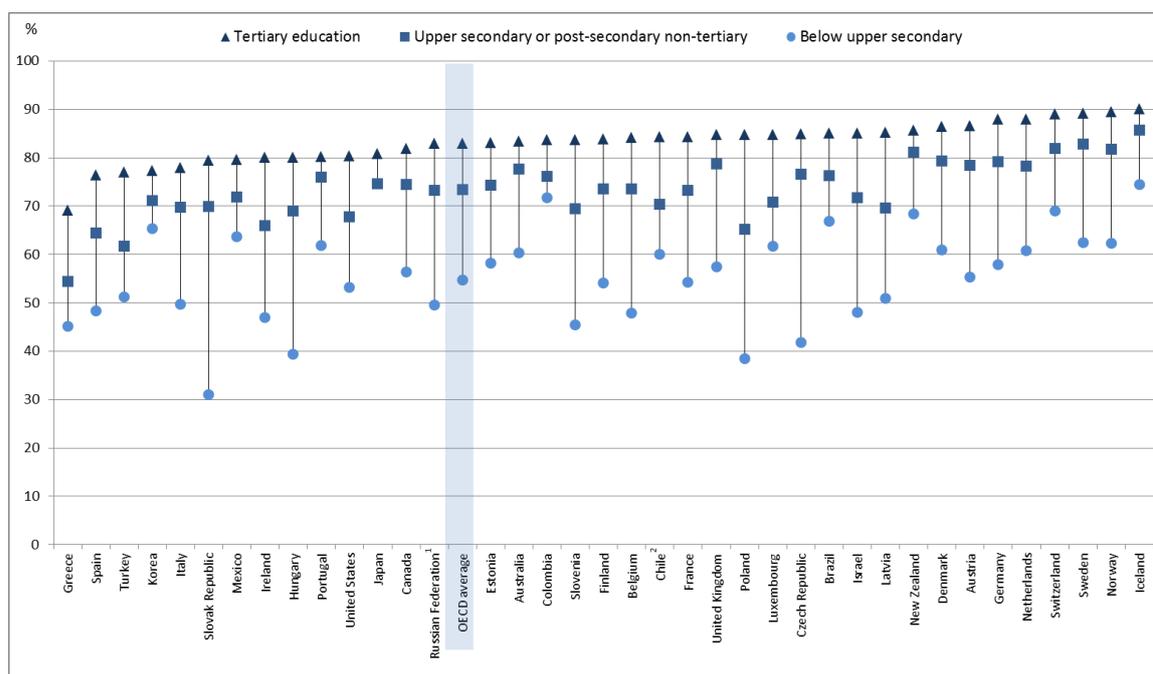
Since 2000 there has been a contraction of the labour markets across most OECD countries. Employment rates have been decreasing among people with all levels of education and dropped on average about two percentage points between 2000 and 2013. Likewise, unemployment rates have been increasing in the same period at all levels of education: on average about two to four percentage points between 2000 and 2013 (Tables 2.2 and 2.4).

Yet in all OECD countries, as shown in Chart 2.1, people with high qualifications have the highest employment rates and in most countries, they also have the lowest risk of being unemployed. At the same time, people with the lowest educational qualifications are at greater risk of being unemployed or out of the labour market. Across OECD countries, employment rates are 83% for those with tertiary education, 73% for individuals with upper secondary or post-secondary non-tertiary education and 55% among people with qualifications below upper secondary education. Unemployment rates are 5.3% for individuals with tertiary education, 8.0% for those with upper secondary or post-secondary non-tertiary education and 13.7% for those with qualifications below upper secondary education (Tables 2.2 and 2.3).

Favourable employment prospects confirm the great value of attaining high levels of education: on average, 13.7% of adults with low qualifications are unemployed, while among those with tertiary qualifications only 5.3% are unemployed. For adults with below upper secondary education, the highest levels of unemployment rates are found in Greece, the Slovak Republic and Spain (above 25%) and for adults with tertiary qualifications, the highest unemployment rates are found in Greece and Spain (15% or more). These findings indicate that people with low educational attainment are at high risk of hampering their labour market prospects and self-sufficiency (Table 2.3).

Chart 2.1. Employment rates among adults, by educational attainment (2013)

25-64 year-olds



Note: Data for below upper secondary education are not available for Japan.

1. Year of reference 2012.

2. Year of reference 2011

Countries are ranked in ascending order of the employment rates of 25-64 year-olds with tertiary qualifications.

Source: OECD. Table 2.2. See Annex for notes (www.oecd.org/edu/eaq.htm).

Labour market outcomes, by educational attainment, gender and age group

Employment rates vary to some extent by age group, but are consistently lower for the older adults group. The proportion of 25-34 year-olds with upper secondary or post-secondary non-tertiary education who are employed is, on average, about 20 percentage points larger than that of 55-64 year-olds who have attained the same level of education (74% and 55%, respectively) (Table 2.2).

On the other hand, unemployment hits younger generations the hardest, and unemployment rates are higher among younger adults (25-34 year-olds) than among older adults (55-64 year-olds), for all levels of education. On average across OECD countries, about 10% of older adults who have not attained upper secondary education are unemployed compared with about 21% of younger adults with the same level of education. Similarly, 11% of younger adults with an upper secondary or post-secondary non-tertiary education are unemployed, compared to 7% of older adults with the same level of education. The gap between the two age groups is the smallest among tertiary-educated adults: about 8% of younger adults in this group are unemployed compared to about 4% of older adults (Table 2.4).

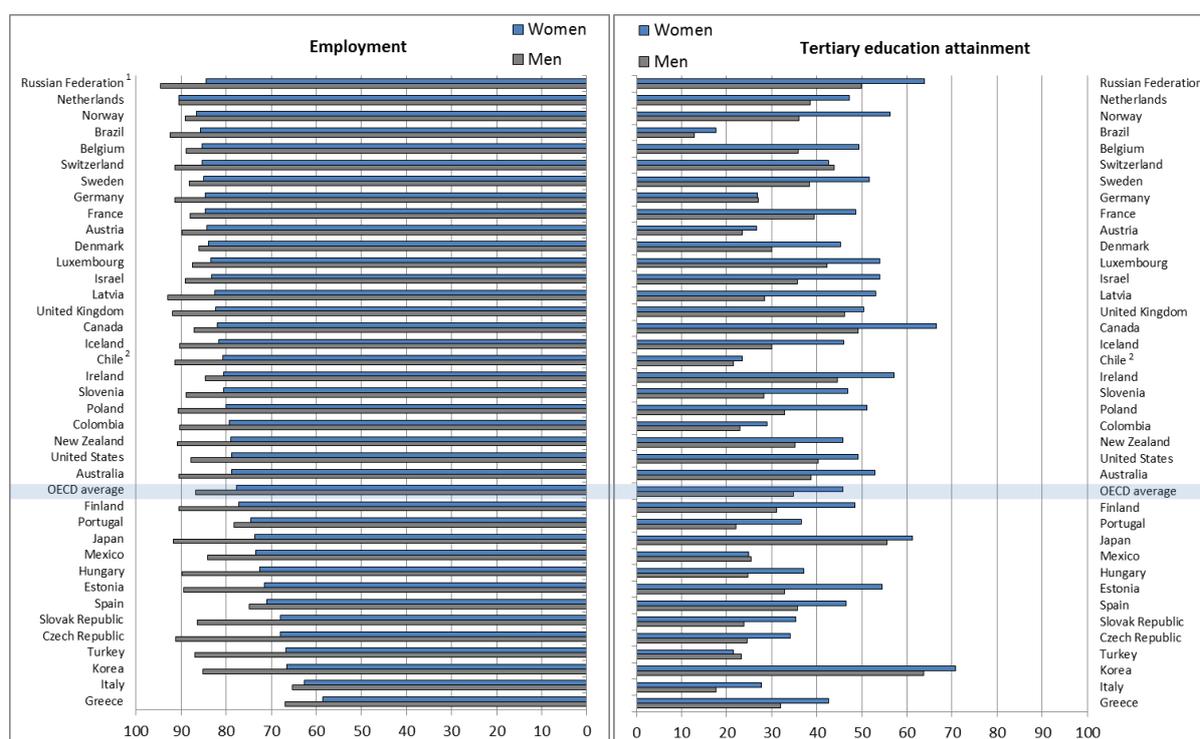
Gender differences are still marked across labour markets

Employment outcomes vary according to gender across all OECD countries and education levels. On average, only 66% of women are employed compared with 80% of men. The gender gap in employment rates is the largest among adults with the lowest education levels: the gap

is around 20 percentage points between men and women with below upper secondary education (65% for men and 45% for women); around 15 percentage points among men and women with an upper secondary or post-secondary non-tertiary education (80% for men and 66% for women); and around 10 percentage points between men and women with a tertiary education (88% for men and 79% for women). The gap between men’s and women’s employment rates narrows as educational attainment increases. Yet, employment rates among tertiary-educated women across OECD countries are still considerably lower than those of men, even though a higher proportion of women hold tertiary education credentials (Tables 1.1 and 2.1).

Chart 2.2. Employment and attainment rates among younger adults with tertiary education, by gender (2013)

25-34 year-olds



1. Year of reference 2012.

2. Year of reference 2011. Countries are ranked in descending order of employment rates of 25-34 year-old women with tertiary qualifications.

Source: OECD. Tables 1.3 and 2.2. See Annex for notes (www.oecd.org/edu/eag.htm).

Chart 2.2 shows that in the majority of OECD countries, 25-34 years-old women have consistently higher attainment rates at the tertiary level compared with men of the same age (right panel), while in all countries except for the Netherlands, they have lower employment rates (left panel). For 25-64 year-old adults, employment rates for tertiary educated women can be more than 10 percentage points lower than men with the same level of education in Australia, Colombia, Greece, Hungary, Japan, Korea, Latvia, Mexico, the Slovak Republic, the Russian Federation and the United States, and up to 20 percentage points Turkey (Tables 1.3 and 2.2).

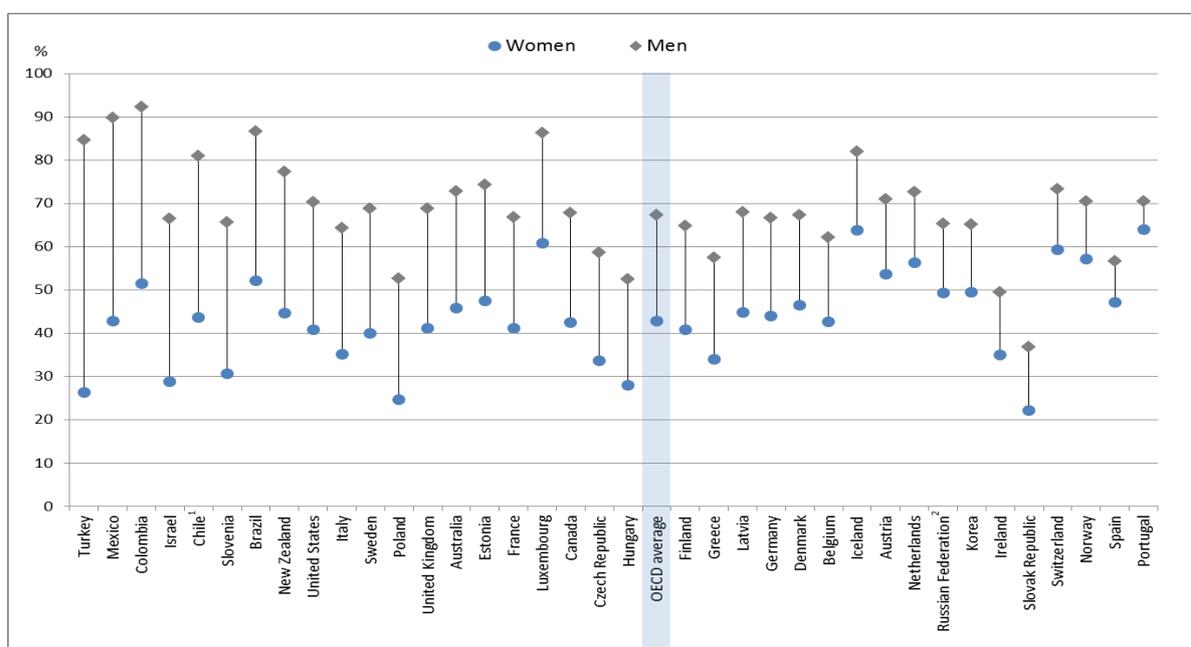
Gender differences in unemployment rates are, on average, less pronounced than they are in employment rates. This shows that gender differences in employment could be a result of more women being outside the labour force, probably due to traditional roles in regards to the family unit (for instance, mothers staying at home, especially in countries with larger

gender gaps in relation to wages and with limited offers of childcare facilities). Among adults with below upper secondary education, unemployment rates are very similar for women and men on average across OECD countries (13.7% for women and 14.1% for men). Among adults who have an upper secondary or post-secondary non-tertiary education, unemployment rates are higher among women than among men (9.0% for women and 7.6% for men). This is true, too, among tertiary-educated adults, where the unemployment rate is 4.9% for men and 5.7% for women (Table 2.3).

Labour market outcomes among those with low qualifications

In most countries, there is a moderate-to-high employment rate of low educated young workers, especially men. As shown in Chart 2.3, on average, employment rates for those with the lowest qualifications (below upper secondary education) are significantly higher among men than among women. In some countries employment rates of young men with low levels of education can be very high: in Brazil, and reach about 90% in Colombia and Mexico. However, employment levels for men are quite low in many countries with less than half of men with below upper secondary level of education employed in Ireland and the Slovak Republic. Employment rates were even lower for young females with low levels of education, with employment rates under 50% in most countries. While employment rates for women were above 50% in Austria, Brazil, Colombia, Iceland, Luxembourg, the Netherlands, Norway, Portugal and Switzerland, other countries, such as Hungary, Israel, Poland, the Slovak Republic and Turkey had rates below 30% (Table 2.2).

Chart 2.3. Employment rates among younger adults with attainment below upper secondary education, by gender (2013)
25-34 year-olds



Note: Data for below upper secondary education are not available for Japan.

1. Year of reference 2011.

2. Year of reference 2012.

Countries are ranked in descending order of the difference in the proportion of the employed 25-34 year-old men with attainment below upper secondary education the proportion of the employed 25-34 year-old women with attainment below upper secondary education.

Source: OECD. Table 2.2. See Annex for notes (www.oecd.org/edu/eag.htm).

While there are still employment prospects for low qualified workers across OECD labour markets, unemployment among people with low qualifications increased every year between 2000 and 2013 in some of the countries. For example in Greece, Iceland, Ireland, Luxembourg, Mexico, the Netherlands and Portugal, the average annual growth rate (between 2000 and 2013) of unemployment among all adults with low qualifications is more than 7%. With the exceptions of Iceland and Mexico, all these countries have unemployment rates for adults with low qualifications that are at least 8% and well above each national unemployment rate average (Tables 2.3 and 2.4).

The risk to be unemployed is also higher and continues to rise among the youngest. Comparing younger (25-34 year-olds) with older (55-64 year-olds) adults, the highest employment rates for workers with low qualifications are found among the younger group (56% for younger adults and 41% for older adults) and the highest unemployment rates are also found among this age group (20.6% for younger adults and 10.2% for older adults). In the Slovak Republic the unemployment rate among low qualified younger adults is over 50% (Tables 2.2 and 2.4).

However, trend data shows that some countries with high unemployment rates among younger adults are seeing improvements. In Israel and Poland, employment rates for younger adults (25-34 year-olds) with less than an upper secondary education are low and at or below the OECD average for both men and women, but between 2000 and 2013 the unemployment rates among these populations have been decreasing (-2.6% per year and -0.7% per year on average, respectively). Strong decreases in unemployment rates among low qualified workers can be seen also in countries which already have relatively high employment rates like Estonia (-4.8% per year) and Norway (-5.1% per year). Yet, as in Israel and Poland, in all these countries the share of the population with low qualifications has been constantly decreasing (Table 2.4).

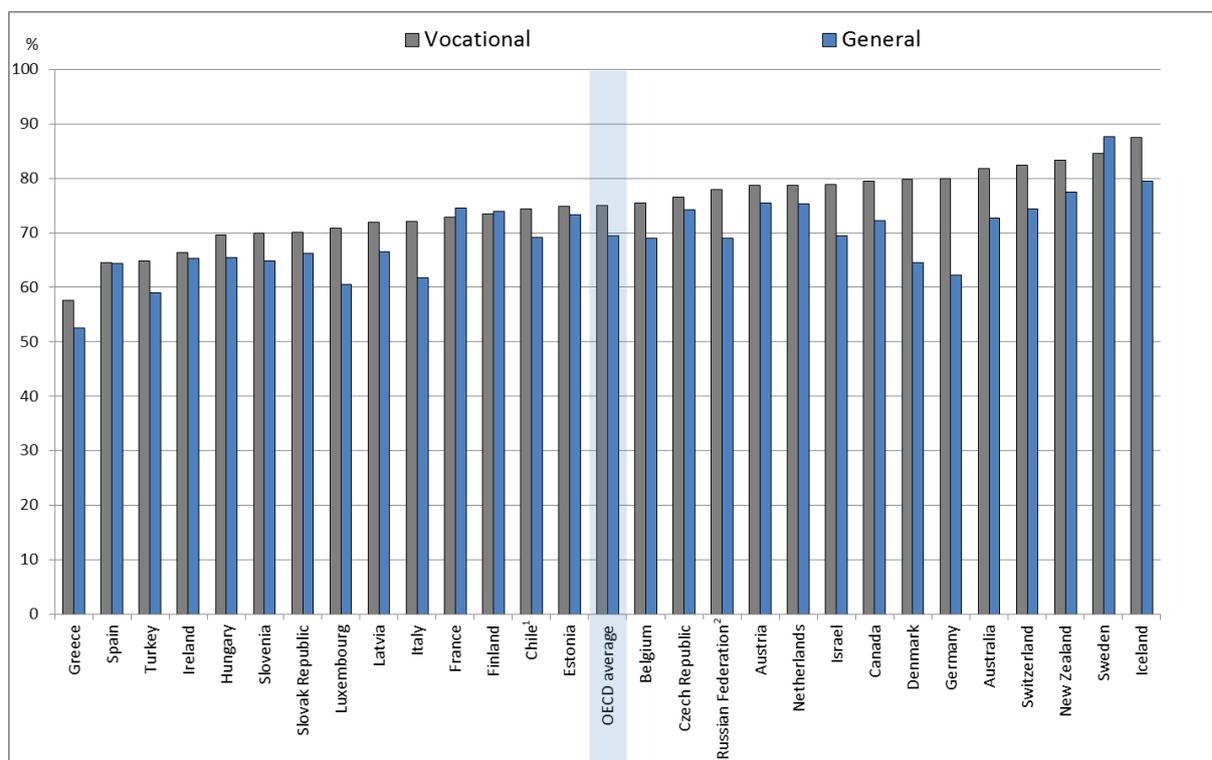
Differences in labour market outcomes by programme orientation at upper secondary level

Higher levels of attainment come with a qualitative change in labour market outcomes. People with upper secondary education have lower unemployment rates (8%) and higher employment rates (73%) than people with a lower level of education. However, in some countries highly affected by the economic crisis, like Greece and Spain, unemployment rates among the adult population with only upper secondary education were above 20% (Tables 2.2 and 2.4).

Some of the labour market outcomes of the population with upper secondary education vary according to the type of programme attained. As shown in Chart 2.4, in most countries employment rates are higher among adults with upper secondary vocational qualifications (75% on average) than among those with general qualifications (69% on average). The difference may be explained, at least in part, by the fact that people that study non-vocational tracks generally pursue education at the next education level, while those who study vocational tracks at the upper secondary level generally enter the labour market once they have obtained this qualification. The same caution should be taken when assessing unemployment rates as they are measured among those in the labour force who are actively looking for a job (which excludes most students) and therefore the size of the population with each type of qualification and actively searching for a job can vary to an important extent (Table 2.5).

Chart 2.4. Employment rates of the adult population whose highest level of education is upper secondary or post-secondary non-tertiary, by programme orientation (2013)

25-64 year-olds



Note: Disaggregated information on vocational and general programmes is not available and it is therefore not displayed for the following countries: Brazil, Colombia, Japan, Korea, Mexico, Norway, Poland, Portugal, Russian Federation, the United Kingdom and the United States.

1. Year of reference 2011.

2. Year of reference 2012.

Countries are ranked in ascending order of the proportion of employed adults with an upper secondary education with vocational orientation as highest level of attainment.

Source: OECD. Table 2.5. See Annex for notes (www.oecd.org/edu/eag.htm).

In some VET systems, school-based learning is widely combined with workplace learning. Examples of this type of “dual system” can be found in Austria, Germany, Luxembourg, the Netherlands and Switzerland. One of the strengths of this practice is that it forms a series of public-private partnerships, allowing social partners and employers to get involved in the development of VET programmes, often including the definition of curricular frameworks. Combining school-based and workplace learning in an integrated formal education and encouraging the active participation of the interested parties and stakeholders supports the incorporation of VET students into the labour market (OECD, 2013).

Across countries, unemployment rates vary depending on whether the upper secondary qualification is general or vocational. Among people whose highest level of attainment is upper secondary education, 8.6% of those who pursued a vocational programme are unemployed while 9.5% of those who pursued a general programme are unemployed (Table 2.5).

In some countries with more developed upper secondary VET systems the differences in unemployment rates are nonetheless more marked: in Denmark, Luxembourg, Latvia and Slovenia, unemployment rates are higher for people without upper secondary vocational qualifications, by more than three percentage points. Conversely, in Greece and Ireland, the

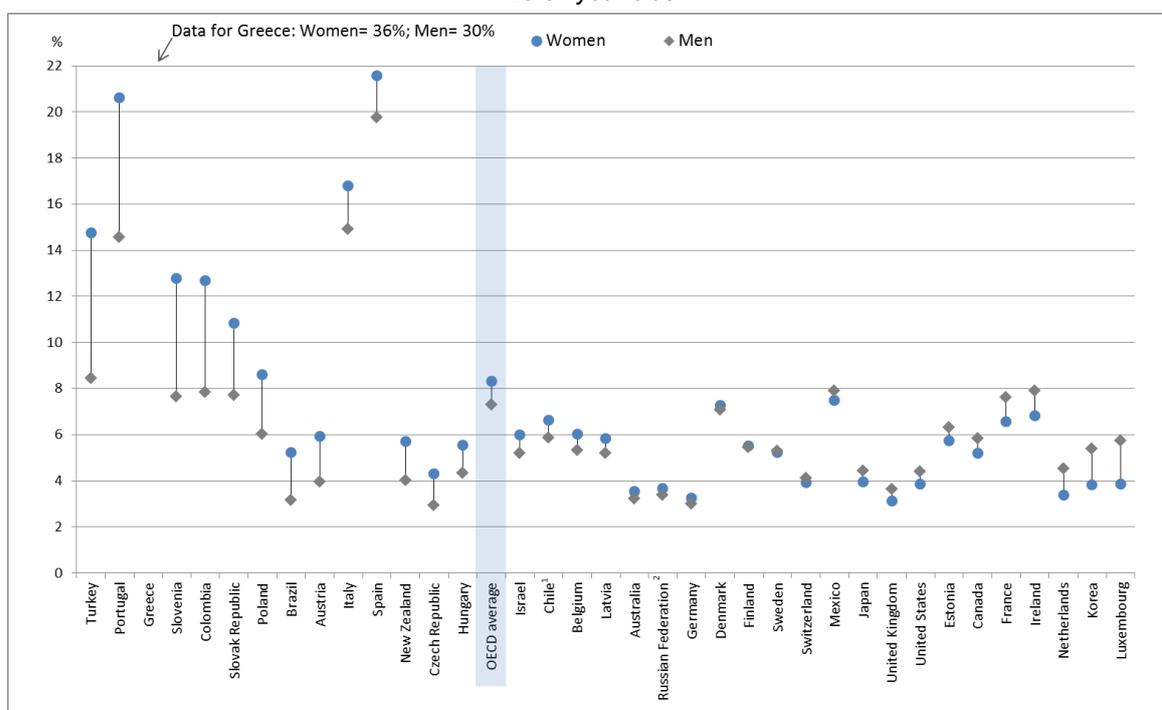
opposite can be observed and unemployment rates among people with upper secondary general qualifications are about four percentage points lower.

Labour market outcomes among those with tertiary qualifications

Across the OECD, tertiary educated adults have the best outcomes in the labour market. On average, 83% of all tertiary educated adults were employed and 5.3% were unemployed. Employment rates among tertiary educated adults are also higher than among adults with upper secondary vocational qualifications, in all countries for which information is available; the employment rate across OECD countries is 75% for adults with a vocational upper secondary qualification and 83% for adults with a tertiary qualification. Only in a few countries are the differences in rates between the two types of qualifications small and comparable – employment rates among adults with upper secondary VET qualifications are lower by less than three percentage points in Australia, Canada, Iceland and New Zealand (Tables 2.1, 2.2, 2.3 and 2.5).

Unemployment rates for those with tertiary education are generally lower than for people with lower credentials: the OECD average is 13.7% for adults without upper secondary education and 5.3% for adults with tertiary education. However, unemployment rates can still be quite high among younger adults with a tertiary qualification in some countries such as Greece (33.1%), Italy (16.0%), Portugal (18.4%), Slovenia (10.8%), Spain (20.8%) and Turkey (11.1%). Also, younger adults with tertiary education have higher unemployment rates than older adults with comparable qualifications: the OECD average is 7.7% for 25-34 year-olds and 4.2% for 55-64 year-olds (Table 2.4).

Chart 2.5. Unemployment rates among younger adults with tertiary education, by gender (2013)
25-34 year-olds



1. Year of reference 2011.
2. Year of reference 2012.

Countries are ranked in descending order of the difference in the proportion of unemployed 25-34 year-old women with tertiary education and the proportion of unemployed 25-34 year-old men with tertiary education.

Source: OECD. Table 2.4. See Annex for notes (www.oecd.org/edu/eag.htm).

As shown in Chart 2.5, tertiary educated young women are more likely to be unemployed than men of the same age and with the same qualifications. On average, 8.3% of tertiary educated women are unemployed compared to 7.3% of men. There are exceptions to this in Canada, Estonia, France, Ireland, Japan, Korea, Luxembourg, Mexico, the Netherlands, Switzerland, the United Kingdom and the United States, where unemployment rates are somewhat lower for tertiary educated women than men (Tables 2.2 and 2.4).

In a few countries, unemployment rates are higher among tertiary educated adults than among those with education below upper secondary level. For example, in Mexico unemployment rates increase as education levels increase. The unemployment rate is higher for the tertiary educated compared with those lacking an upper secondary education. This is the case among all adults (5.2% and 3.8%, respectively) as among older (3.7% and 2.7%, respectively) and younger Mexican adults (7.7% and 5.0%, respectively), the latter being the hardest hit by unemployment. In Mexico, the highest unemployment rates across all levels of education are those for the tertiary educated 25-34 year-old men (7.9%) (Table 2.4).

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 refers to 25-64 year-olds; **younger adults** refers to 25-34 year-olds; and **older adults** refers to 55-64 year-olds. The working-age population is the total population aged 25 to 64.

Employed individuals are those who, during the survey reference week: *i*) work for pay (employees) or profit (self-employed and unpaid family workers) for at least one hour; or *ii*) have a job but are temporarily not at work (through injury, illness, holiday, strike or lock-out, educational or training leave, maternity or parental leave, etc.).

The **employment rate** refers to the number of persons in employment as a percentage of the working-age population (the number of employed people is divided by the number of all working-age people). Employment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example the employment rate among women is calculated by dividing the number of employed women by the total number of working-age women.

Inactive individuals are those who are, during the survey reference week, neither employed nor unemployed, i.e. individuals who are not looking for a job. The number of inactive individuals is calculated by subtracting the number of active people (labour force) from the number of all working-age people.

The **inactive 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). Inactive rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the inactive rate among individuals with a tertiary education degree is calculated by dividing the number of inactive individuals with tertiary education by the total number of working-age people with tertiary education.

Levels of education: Below upper secondary education level corresponds to ISCED levels 0, 1, 2 and 3C short programmes. **Upper secondary or post-secondary non-tertiary education** level corresponds to ISCED levels 3C long programmes, and levels 3B,

3A and 4. **Tertiary education** corresponds to ISCED levels 5B, 5A and 6. See the Reader's Guide for a presentation of all ISCED levels.

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). Unemployment rates by gender, age, educational attainment, programme orientation and age groups are calculated within each of these categories; for example, the unemployment rate among women is calculated by dividing the number of unemployed women by the total number of women who are active in the labour force.

Unemployed individuals are those who are, during the survey reference week, without work (i.e. neither had a job nor were at work for one hour or more in paid employment or self-employment), actively seeking employment (i.e. had taken specific steps during the four weeks prior to the reference week to seek paid employment or self-employment), and currently available to start work (i.e. were available for paid employment or self-employment before the end of the two weeks following the reference week).

Methodology

Data on population, educational attainment and labour-market status for most countries are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys by the OECD LSO (Labour Market, Economic and Social Outcomes of Learning) Network.

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.

References

OECD (2013), "Does Upper Secondary Vocational Education and Training Improve the Prospects of Young Adults?" *Education Indicators in Focus*, No. 17, OECD Publishing, Paris, <http://dx.doi.org/10.1787/5jzbb2st885l-en>.

Tables of Chapter 2

Only extracts of Tables 2.1 and 2.3 are shown in this chapter. The full set of tables listed below is available at <http://www.oecd.org/edu/Chapter2-TablesandCharts-IEAG2015web.xlsx>.

Table 2.1 Employment rates, by educational attainment and gender (2013)

Table 2.2 Trends in employment rates, by educational attainment, gender and age group (2000, 2005-13)

Table 2.3 Unemployment rates, by educational attainment and gender (2013)

Table 2.4 Trends in unemployment rates, by educational attainment, gender and age group (2000, 2005-13)

Table 2.5 Distribution of adults with upper secondary or post-secondary non-tertiary education, by labour market status and programme orientation (2013)

Table 2.1. Employment rates, by educational attainment and gender (2013)

	Total (men + women)								All levels of education
	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		
				ISCED 3C (long programme)/3B	ISCED 3A		Type B	Type A or advanced research programmes	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD									
Australia	45	66	a	82	73	82	81	84	76
Austria	x(2)	54	67	77	75	86	85	87	76
Belgium	37	56	a	73	73	81	84	84	70
Canada	46	60	a	x(5)	72	80	81	83	77
Chile	m	m	m	m	m	m	m	m	m
Czech Republic	c	43	a	74	79	x(5)	x(8)	85	76
Denmark	58	60	a	79	47	c	x(8)	87	77
Estonia	40	60	a	72	75	78	80	85	76
Finland	39	62	a	a	73	91	82	85	75
France	42	61	a	73	75	c	85	84	72
Germany	47	61	a	79	62	85	89	88	79
Greece	42	51	x(4)	60	53	55	64	72	56
Hungary	16	41	a	67	70	76	83	80	66
Iceland	74	75	78	88	79	90	90	90	84
Ireland	34	54	59	x(5)	66	66	76	83	67
Israel	40	62	a	78	70	a	81	87	75
Italy	28	56	60	68	70	74	71	78	63
Japan	x(5)	x(5)	x(5)	x(5)	75	a	75	85	78
Korea	62	68	a	x(5)	71	a	76	78	73
Luxembourg	59	63	65	69	72	72	81	87	75
Mexico	60	69	a	64	75	a	75	80	68
Netherlands	51	65	x(4)	75	81	87	86	88	77
New Zealand	x(2)	65	76	76	78	87	87	86	79
Norway	c	63	a	83	77	86	92	89	81
Poland	x(2)	39	a	61	68	69	x(8)	85	68
Portugal	57	70	x(5)	x(5)	76	73	x(8)	80	68
Slovak Republic	c	33	x(4)	64	75	x(5)	74	80	69
Slovenia ¹	19	48	a	67	72	a	79	87	70
Spain	36	55	a	64	64	c	73	78	61
Sweden	45	69	a	x(5)	83	84	85	91	83
Switzerland	64	70	71	82	74	85	92	88	83
Turkey	49	60	a	65	59	a	x(8)	77	57
United Kingdom	c	43	68	78	80	a	83	85	77
United States	56	52	x(5)	x(5)	68	x(5)	77	81	72
	Below upper secondary			Upper secondary or post-secondary non-tertiary			Tertiary		
OECD average	55			73			83		73
EU21 average	51			73			83		71
Partners									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	65	72	x(5)	x(5)	76	a	x(8)	85	72
China	m	m	m	m	m	m	m	m	m
Colombia	72	73	a	x(5)	76	a	81	86	76
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Latvia	22	52	x(4)	64	70	72	90	85	72
Russian Federation ²	26	53	x(4)	78	69	x(4)	79	87	77
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	m			m			m		m

Note: Columns showing data by gender are available for consultation at: <http://www.oecd.org/edu/Chapter2-TablesandCharts-IEAG2015web.xlsx>.

1. Values presented for Slovenia in columns referring to "ISCED 3C (long programme)/3B" should be read as "ISCED 3C (long programme)" and columns referring to "ISCED 3A" should be read as "ISCED 3A and 3B"
2. Year of reference 2012.

Source: OECD. Colombia: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex for notes (www.oecd.org/edu/eag.htm).

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

Table 2.3. Unemployment rates, by educational attainment and gender (2013)

	Total (men + women)								All levels of education
	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education		
				ISCED 3C (long programme)/3B	ISCED 3A		Type B	Type A or advanced research programmes	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD									
Australia	9.7	6.5	a	4.2	5.2	4.5	2.8	3.0	4.4
Austria	x(2)	9.3	c	3.9	6.0	3.1	1.7	3.8	4.3
Belgium	16.0	12.4	a	8.0	6.5	5.6	3.5	4.9	7.1
Canada	13.1	10.5	a	x(5)	6.8	6.3	5.1	4.6	6.0
Chile	m	m	m	m	m	m	m	m	m
Czech Republic	c	23.5	a	7.8	4.4	x(5)	x(8)	2.5	6.2
Denmark	2.4	9.2	a	5.4	n	c	x(8)	4.3	5.4
Estonia	c	13.3	a	11.4	7.7	9.1	6.7	4.8	7.8
Finland	12.0	12.3	a	a	7.6	c	4.0	4.7	6.7
France	13.3	14.2	a	8.6	8.0	c	4.6	5.7	8.4
Germany	16.8	11.4	a	5.3	6.9	3.1	2.1	2.7	5.1
Greece	27.1	31.4	x(4)	29.1	26.3	32.1	23.9	17.3	25.5
Hungary	38.5	21.1	a	10.4	7.2	7.3	c	3.6	9.0
Iceland	5.9	c	c	4.1	c	c	c	3.9	4.4
Ireland	24.4	18.7	18.1	x(5)	12.3	16.6	8.7	5.6	11.7
Israel	8.9	8.2	a	6.1	6.6	a	4.9	3.8	5.5
Italy	19.7	13.5	17.3	9.2	8.8	12.7	7.4	7.0	10.4
Japan	x(5)	x(5)	x(5)	x(5)	4.8	a	3.8	2.9	4.0
Korea	2.6	2.1	a	x(5)	2.8	a	3.1	2.8	2.8
Luxembourg	8.9	7.7	9.6	5.0	6.1	c	4.1	3.5	5.2
Mexico	3.6	4.1	a	3.5	4.1	a	2.8	5.3	4.1
Netherlands	11.0	7.8	x(4)	7.1	5.9	5.2	3.4	3.7	5.8
New Zealand	x(2)	7.0	6.4	6.3	4.3	3.4	2.1	4.2	4.7
Norway	c	5.4	a	1.8	3.6	c	c	1.9	2.6
Poland	x(2)	19.3	a	11.2	8.3	9.3	x(8)	5.0	8.8
Portugal	17.6	16.4	x(5)	x(5)	14.3	19.1	x(8)	11.7	15.3
Slovak Republic	2.9	39.1	x(4)	16.2	9.4	x(5)	c	6.5	12.6
Slovenia ¹	37.6	16.9	a	10.7	9.1	a	6.9	5.1	9.4
Spain	38.5	30.5	a	23.8	23.0	c	18.3	13.4	23.9
Sweden	22.6	10.2	a	x(5)	5.9	5.8	5.4	3.6	5.8
Switzerland	8.4	8.5	6.3	3.4	5.6	2.9	1.6	3.7	3.9
Turkey	7.9	9.9	a	8.1	9.5	a	x(8)	7.7	8.3
United Kingdom	c	13.3	8.2	5.6	4.5	a	3.3	2.9	5.1
United States	9.9	14.4	x(5)	x(5)	8.2	x(5)	5.1	3.8	6.6
	Below upper secondary			Upper secondary or post-secondary non-tertiary			Tertiary		
OECD average	13.7			8.0			5.3		7.8
EU21 average	17.1			9.8			6.1		9.5
Partners									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	4.2	5.4	x(5)	x(5)	5.6	a	x(8)	2.9	4.6
China	m	m	m	m	m	m	m	m	m
Colombia	6.6	8.1	a	x(5)	9.0	a	9.2	7.1	7.7
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Latvia	c	22.3	x(4)	15.8	12.9	9.2	c	5.6	11.0
Russian Federation ²	c	11.7	x(4)	5.1	6.8	x(4)	3.4	2.3	4.4
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	7			9			8		m

Note: Columns showing data by gender are available for consultation at: <http://www.oecd.org/edu/Chapter2-TablesandCharts-IEAG2015web.xlsx>.

1. Values presented for Slovenia in columns referring to "ISCED 3C (long programme)/3B" should be read as "ISCED 3C (long programme)" and columns referring to "ISCED 3A" should be read as "ISCED 3A and 3B"

2. Year of reference 2012.

Source: OECD. Colombia: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex for notes (www.oecd.org/edu/eag.htm).

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