

Chapter
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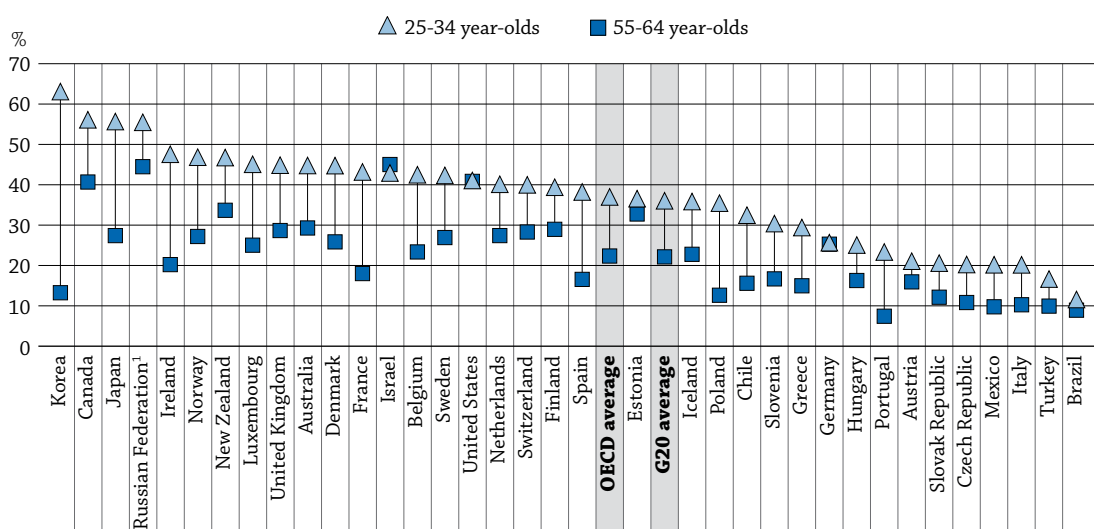
THE OUTPUT OF
EDUCATIONAL INSTITUTIONS
AND THE IMPACT OF LEARNING



TO WHAT LEVEL HAVE ADULTS STUDIED?

- In almost all countries, the proportion of 25-34 year-olds who attained tertiary levels of education is greater than that among the generation about to leave the labour market (55-64 year-olds).
- On average across OECD countries, the proportion of 25-34 year-olds with at least upper secondary education is 20 percentage points higher than that among 55-64 year-olds.


Chart A1.1. Percentage of population that has attained tertiary education, by age group (2009)



1. Year of reference 2002.

Countries are ranked in descending order of the percentage of 25-34 year-olds who have attained tertiary education.

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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■ Context

In this publication, different indicators show the level of education among individuals, groups and countries. Indicator A1 shows the level of attainment, i.e. the percentage of a population that has reached a certain level of education. Graduation rates in Indicators A2 and A3 measure the estimated percentage of young adults who graduate from this level of education during their lifetimes. Successful completion of upper secondary programmes in Indicator A2 estimates the proportion of students who enter a programme and complete it successfully (see Box A2.1). Educational attainment is a commonly used proxy for the stock of human capital – that is, the skills available in the population and the labour force. Following a decline in demand for manual labour and for basic cognitive skills that can be replicated by computers, recent trends show sharp increases in the demand for complex communication and advanced analytical skills. These trends generally favour a more educated labour force, and the demand for education is thus increasing at a rapid pace in many countries. While the economic crisis increased the speed of change, it is also bolstering incentives for individuals to invest in education, as worsening prospects in the labour market lower some of the costs of education, such as earnings foregone while studying.

■ Other findings

- The big change in the educational attainment of the adult population over the past decade has been at the **low and high ends of the attainment distribution**. On average across OECD countries, 27% of adults now have only primary or lower secondary levels of education, 44% have upper secondary education and 30% have a tertiary qualification.
- **Upper secondary education** has become the norm among younger people in almost all OECD countries. The change has been particularly dramatic in Chile, Greece, Ireland, Italy, Korea, Portugal and Spain, all of which have seen an increase of 30 percentage points or more between the younger (25-34 year-olds) and older (55-64 year-olds) age cohorts who have at least an upper secondary education.
- **If current tertiary attainment rates among 25-34 year-olds are maintained**, the proportion of adults in France, Ireland, Japan and Korea who have a tertiary education will grow more than that of other OECD countries, while that proportion in Austria, Brazil and Germany will fall further behind other OECD countries.
- **More than 255 million people in OECD and G20 countries with available data now have a tertiary education**. While the level of tertiary attainment in China is still low, because of the size of its population, China still holds some 12% of all tertiary graduates, compared with 11% in Japan and 26% in the USA.

■ Trends

Efforts to raise people's level of education have led to significant changes in attainment, particularly at the top and bottom ends of the spectrum. In 1998, on average across OECD countries, 37% of 25-64 year-olds had not completed upper secondary education, 42% had completed upper secondary and post-secondary non-tertiary education, and another 21% had completed tertiary education. By 2009, the proportion of adults who had not attained an upper secondary education had fallen by 10 percentage points, the proportion with a tertiary degree had risen by 9 percentage points, and the proportion with upper secondary and post-secondary non-tertiary education had increased marginally, by 2 percentage points.

Analysis

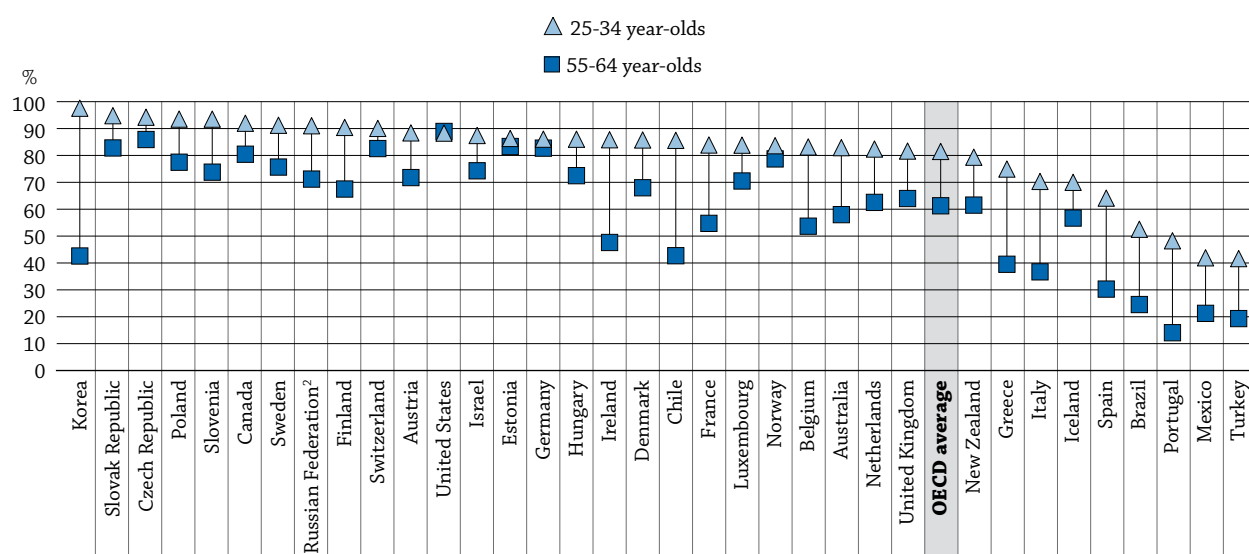
Attainment levels in OECD countries

While, in general, there have been important changes in educational attainment over the past decade, there are wide differences among countries in how educational attainment is distributed across their populations (Table A1.1a).

In 28 out of 33 OECD countries, 60% or more of 25-64 year-olds have completed at least upper secondary education. However, in Brazil, Mexico, Portugal and Turkey, more than half of that age group have not completed upper secondary education (Table A1.2a).

A comparison of educational attainment among younger (25-34 year-olds) and older (55-64 year-olds) age groups indicates marked progress in attaining an upper secondary education in most countries (Chart A1.2).

Chart A1.2. Percentage of population that has attained at least upper secondary education,¹ by age group (2009)




1. Excluding ISCED 3C short programmes.

2. Year of reference 2002.

Countries are ranked in descending order of the percentage of 25-34 year-olds who have attained at least upper secondary education.

Source: OECD. Table A1.2a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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In countries where the adult population generally has a high level of educational attainment, differences among age groups are less pronounced (Table A1.2a). In the 15 OECD countries in which 80% or more of 25-64 year-olds have at least an upper secondary education, there is an 11 percentage point difference, on average, between 25-34 year-olds and 55-64 year-olds with this level of education.

In Germany and the United States, the proportion of the population with at least an upper secondary education is almost the same for all age groups. For countries where a smaller percentage of the population has attained upper secondary education, the average gain in attainment between age groups is typically large, but differs widely. In Iceland, the difference between 25-34 year-olds and 55-64 year-olds is 13 percentage points; in Korea, the difference is 55 percentage points.

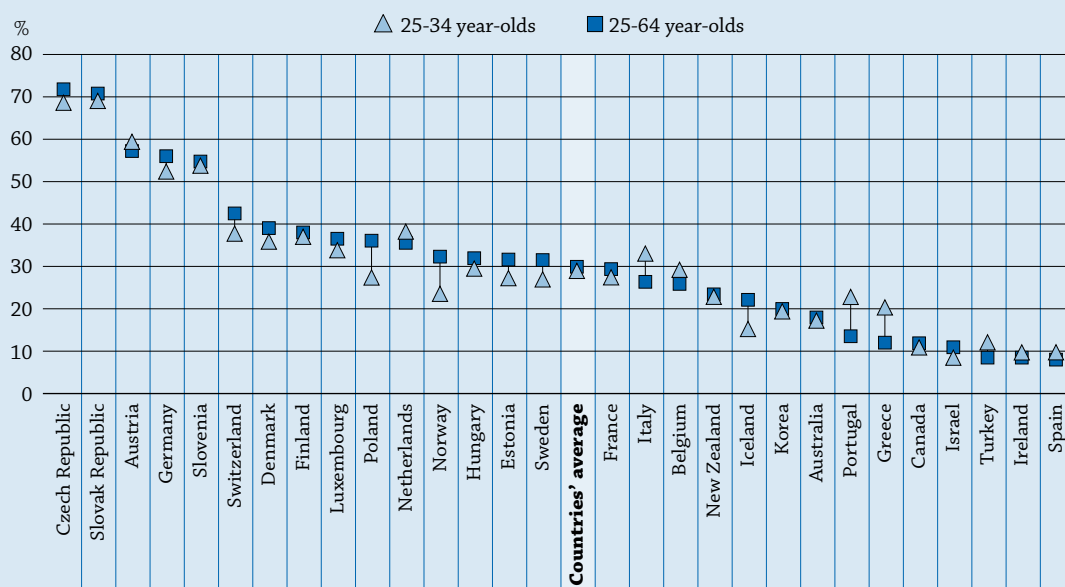
Box A1.1. Vocational education

Being able to distinguish labour market outcomes between general and vocational education can help to identify the supply of and demand for education. To this end, the OECD/INES Network on Labour Market, Economic and Social Outcomes of Learning, together with Eurostat and Cedefop, developed a pilot data-collection at upper secondary and post-secondary non-tertiary levels (ISCED 3/4) of education.

Vocational or **technical education** is defined as education that is mainly designed to offer participants the opportunity to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade, or class of occupations or trades. Successful completion of such programmes leads to a labour market-relevant vocational qualification recognised by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.) (ISCED-97 paragraph 59).


Some countries have used their own national codifications to distinguish between general and vocational education in this pilot, while others have used, to various degrees, aggregated fields of education to derive vocational education. Given these differences in the operational definition of vocational education, some caution is needed in interpreting the results. The chart below shows the proportion of 25-64 year-olds and 25-34 year-olds with an upper secondary vocational education (ISCED 3/4) as their highest level of education.

Percentage of 25-64 year-olds and 25-34 year-olds whose highest level of education is vocational upper secondary and post-secondary non-tertiary, ISCED 3/4 (2009)



Countries are ranked in descending order of the percentage of 25-64 year-olds whose highest level of education is vocational upper secondary and post-secondary non-tertiary, ISCED 3/4.

Source: OECD, LSO network special data collection on vocational education, Learnings and Labour Transitions Working Group, Table A7.6. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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Vocational education appears to be particularly important in those countries where a large proportion of the population has an upper secondary education (ISCED 3/4). In Austria, the Czech Republic, Germany, the Slovak Republic and Slovenia, more than 50% of 25-64 year-olds have an upper secondary education (ISCED 3/4), and over 90% of them have a vocational qualification (Table A1.1a). Vocational education has increased in importance among 25-34 year-olds in Greece, Italy and Portugal, while fewer young people in Iceland, Norway and Poland have chosen a vocational upper secondary education as compared to the population as a whole (the difference exceeds five percentage points). Further analysis of this data collection is provided in Indicator A7.

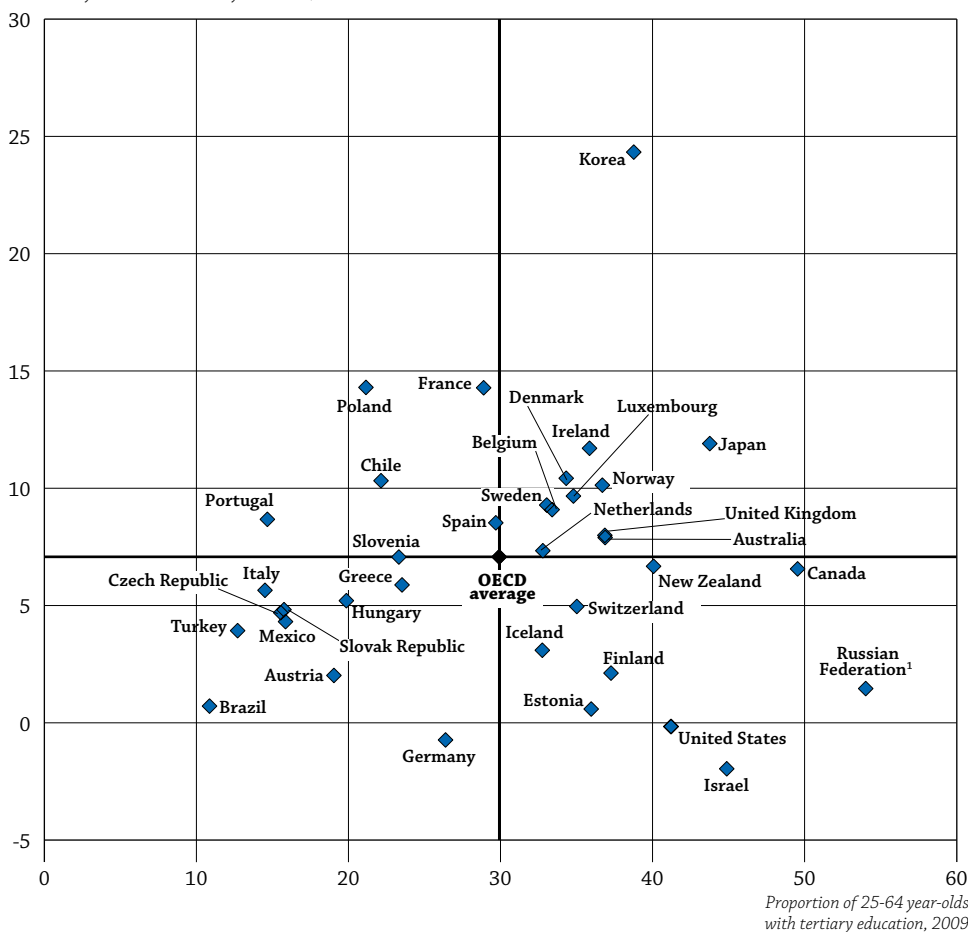
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Tertiary attainment levels have increased considerably over the past 30 years. On average across OECD countries, 37% of 25-34 year-olds have completed tertiary education, compared with 22% of 55-64 year-olds. Japan and Korea, together with Canada and the Russian Federation, have the highest proportion of young adults with a tertiary education. Over 50% of young adults in these countries have attained a tertiary education (Chart A1.1). In France, Ireland, Japan and Korea there is a difference of 25 percentage points or more between the proportion of young adults and older adults who attain this level of education (Table A1.3a).

Chart A1.3 provides an overview of the influence that tertiary education among 25-34 year-olds will have on overall tertiary attainment (25-64 year-olds) if current levels among young people are maintained.

Chart A1.3. Proportion of population with tertiary education and potential growth (2009)

Difference between the populations of 25-34 year-olds and 25-64 year-olds with tertiary education, 2009



1. Year of reference 2002.

Source: OECD, Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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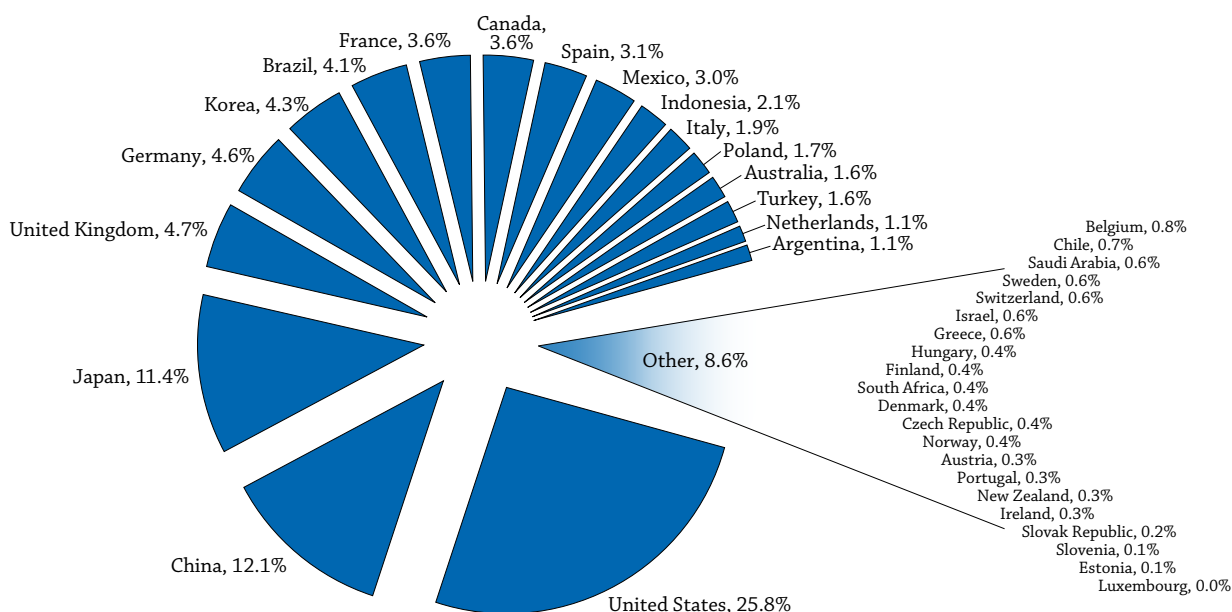
The upper-right quadrant includes countries with already-high levels of tertiary attainment that may increase their advantage over time. France, Ireland, Japan and Korea belong to this category. The lower-right quadrant of the chart includes countries, such as Estonia, Finland, Iceland, Israel, the Russian Federation, Switzerland and the United States, that have high levels of attainment, but that will find that an increasing number of countries approach or surpass their levels of tertiary attainment in the coming years.

Some countries, such as Chile and Poland, have lower tertiary attainment levels than the OECD average but, given the current attainment rates among 25-34 year-olds, overall levels will move closer to other OECD countries over time. Countries with low tertiary attainment that will fall further behind are grouped in the lower-left quadrant of the chart. This disadvantage is particularly marked in Austria, Brazil and Germany. Note that tertiary graduation rates provide more recent data on the possible evolution of educational attainment (see Indicator A3).

Table A1.3a also provides the total number of 25-64 year-olds with tertiary education. Both Japan and the United States, which, together, have nearly half of all tertiary-educated adults in the OECD area (47%), enjoyed high levels of tertiary attainment before most other countries had started to expand their higher-education systems. Having a more educated work force gave these countries a head-start in many high-skill areas. This advantage is likely to have been particularly important for innovation and the adoption of new technologies.


However, the expansion of tertiary education in many countries has narrowed the advantage of Japan and the United States both in overall levels of attainment and in the sheer number of individuals with tertiary education. If G20 countries with available data are included, the picture changes substantially. Chart A1.4 illustrates the country shares of the OECD and G20 population, roughly 255 million people, who have a tertiary education.

Chart A1.4. Countries' share in the total 25-64 year-old population with tertiary education, percentage (2009)



Note: Argentina refers to year 2003, China refers to year 2000, Saudi Arabia refers to year 2004, Indonesia and South Africa refer to 2007.

Source: OECD. Table A1.3a. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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While the proportion of adults with tertiary education is still low (5%), China ranks second, behind the United States and ahead of Japan, in the percent of the OECD and G20 population with tertiary attainment because of the size of its population. Brazil holds a further 4.1% of this overall share. The combined population with tertiary education in the 6 G20 countries that are not members of the OECD amounts to approximately 53 million people, less than 12 million short of the total tertiary-educated population in EU21 countries (65 million).

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Below the top three countries, the United Kingdom has 4.7% of the international pool of tertiary educated individuals, Germany has 4.6% and Korea, with its rapid expansion of higher education, is ranked in sixth place with a 4.3% share. Brazil (4.1%), Canada (3.6%), France (3.6%), and Spain (3.1%) make up the other top 10 countries.

Trends in attainment rates in OECD countries

Table A1.4 shows how levels of educational attainment among 25-64 year-olds have evolved from 1997 to 2009. Average annual growth in the proportion of those with a tertiary education has exceeded 5% in Ireland, Korea, Luxembourg, Poland and Portugal. The proportion of the population that had not attained upper secondary education decreased by 5% or more per year in Hungary, Luxembourg, the Netherlands, Poland and the Slovak Republic. No country has seen growth above 5% for upper secondary and post-secondary non-tertiary attainment. Only Portugal and Spain have seen growth rates above 4% (Table A1.4).

On average across OECD countries, the proportion of 25-64 year-olds who have not attained an upper secondary education has decreased by 3.4% on average per year since 1999, the proportion with an upper secondary and post-secondary non-tertiary education has increased by 0.9% on average per year since 1999, and the proportion with tertiary education has increased by 3.7% on average per year since 1999. Most of the changes in educational attainment have occurred at the low and high ends of the skill distribution, largely because older workers with low levels of education are moving out of the labour force and as a result of the expansion of higher education in many countries in recent years (Table A1.4).

This expansion has generally been met by an even more rapid shift in the demand for skills in most OECD countries. The demand side is explored in labour-market indicators on employment and unemployment (see Indicator A7), earnings (see Indicator A8), incentives to invest in education (see Indicator A9), labour costs and net income (see Indicator A10) and transition from school to work (see Indicator C4).

Definitions

Levels of education are defined according to the International Standard Classification of Education (ISCED-97). See Annex 3 (www.oecd.org/edu/eag2011) for a description of the mapping of ISCED-97 education programmes and attainment levels for each country.

Methodology

Data on population and educational attainment are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys. See Annex 3 (www.oecd.org/edu/eag2011) for national sources.



Attainment profiles are based on the percentage of the population aged 25 to 64 that has completed a specified level of education.





The statistical data for Israel are supplied by and 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 (2004a), *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications*, OECD, Paris.

The following additional material relevant to this indicator is available on line:

- **Table A1.1b. Educational attainment: Men (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462187>
- **Table A1.1c. Educational attainment: Women (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462206>

- **Table A1.2b. Population of men with at least upper secondary education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462244>
- **Table A1.2c. Population of women with at least upper secondary education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462263>
- **Table A1.3b. Population of men with tertiary education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462301>
- **Table A1.3c. Population of women with tertiary education (2009)**
StatLink  <http://dx.doi.org/10.1787/888932462320>

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 Table A1.1a. **Educational attainment: Adult population (2009)**

	Pre-primary and primary education	Lower secondary education	ISCED 3C (short programme)	Upper secondary education		Post-secondary non-tertiary education	Tertiary education			All levels of education	
				ISCED 3C (long programme) /3B	ISCED 3A		Type B	Type A	Advanced research programmes		
				(1)	(2)		(3)	(4)	(5)		(6)
OECD											
Australia	7	22	a	14	16	4	10	26	1	100	
Austria	x(2)	17	1	48	6	10	8	11	x(8)	100	
Belgium	13	17	a	10	24	2	16	17	1	100	
Canada	4	9	a	x(5)	26	12	24	25	x(8)	100	
Chile	x(2)	30	x(5)	13	34	a	6	17	x(8)	100	
Czech Republic	n	8	a	40	36	a	x(8)	16	x(8)	100	
Denmark	n	22	1	36	6	n	7	26	1	100	
Estonia	1	10	a	4	43	6	13	23	n	100	
Finland	8	10	a	a	44	1	15	22	1	100	
France	12	18	a	29	12	n	12	17	1	100	
Germany	3	11	a	49	3	7	9	16	1	100	
Greece	25	11	3	4	26	8	7	17	n	100	
Hungary	1	18	a	30	29	2	n	19	n	100	
Iceland	2	26	6	13	11	9	4	28	1	100	
Ireland	12	16	n	x(5)	23	12	15	20	1	100	
Israel	11	7	a	9	28	a	15	28	1	100	
Italy	13	33	1	7	32	1	n	14	n	100	
Japan	x(5)	x(5)	x(5)	x(5)	56	a	19	25	x(8)	100	
Korea	9	11	a	20	21	a	12	24	3	100	
Luxembourg	9	8	6	20	19	3	15	17	3	100	
Mexico	43	21	a	x(5)	19	a	x(8)	16	x(8)	100	
Netherlands	7	19	x(4)	15	22	3	3	29	1	100	
New Zealand	x(2)	21	7	12	9	11	17	23	x(8)	100	
Norway	1	19	a	30	11	3	2	34	1	100	
Poland	x(2)	12	a	32	31	4	x(8)	21	x(8)	100	
Portugal	51	19	x(5)	x(5)	15	1	x(8)	13	1	100	
Slovak Republic	1	8	x(4)	35	40	x(5)	1	15	n	100	
Slovenia	2	15	a	27	33	a	11	10	2	100	
Spain	20	28	a	8	14	n	10	20	1	100	
Sweden	5	9	a	x(5)	46	6	9	24	x(8)	100	
Switzerland	3	8	1	44	5	3	10	22	3	100	
Turkey	58	10	a	8	10	a	x(8)	13	x(8)	100	
United Kingdom	n	11	15	30	7	n	10	26	1	100	
United States	4	7	x(5)	x(5)	47	x(5)	10	30	1	100	
	Below upper secondary education			Upper secondary level of education			Tertiary level of education				
OECD average	27			44			30				
EU21 average	25			48			27				
Other G20											
Argentina	m	m	m	m	m	m	m	m	m	m	
Brazil	45	14	x(5)	x(5)	30	a	x(8)	11	x(8)	100	
China	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	
Russian Federation ¹	3	8	x(4)	16	18	x(4)	34	20	n	100	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	

Note: Due to discrepancies in the data, averages have not been calculated for each column individually.

1. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


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Table A1.2a. Population with at least upper secondary education¹ (2009)

Percentage, by age group

	Age group				
	25-64	25-34	35-44	45-54	55-64
	(1)	(2)	(3)	(4)	(5)
OECD					
Australia	71	83	73	67	58
Austria	82	88	85	80	72
Belgium	71	83	78	67	54
Canada	88	92	91	87	80
Chile	69	86	75	66	43
Czech Republic	91	94	94	91	86
Denmark	76	86	81	71	68
Estonia	89	86	92	93	83
Finland	82	90	88	84	67
France	70	84	77	64	55
Germany	85	86	87	86	83
Greece	61	75	69	57	40
Hungary	81	86	83	80	72
Iceland	66	70	71	64	57
Ireland	72	86	77	65	48
Israel	82	87	84	78	74
Italy	54	70	58	50	37
Japan	m	m	m	m	m
Korea	80	98	94	71	43
Luxembourg	77	84	79	74	70
Mexico	35	42	37	32	21
Netherlands	73	82	78	71	63
New Zealand	72	79	75	70	62
Norway	81	84	83	77	79
Poland	88	93	92	88	77
Portugal	30	48	31	22	14
Slovak Republic	91	95	94	90	83
Slovenia	83	93	85	80	74
Spain	52	64	58	46	30
Sweden	86	91	91	85	76
Switzerland	87	90	88	86	83
Turkey	31	42	28	25	19
United Kingdom	74	82	76	72	64
United States	89	88	88	89	89
OECD average	73	81	77	71	61
EU21 average	75	83	79	72	63
Other G20					
Argentina	m	m	m	m	m
Brazil	41	53	42	34	25
China	m	m	m	m	m
India	m	m	m	m	m
Indonesia	m	m	m	m	m
Russian Federation ²	88	91	94	89	71
Saudi Arabia	m	m	m	m	m
South Africa	m	m	m	m	m

1. Excluding ISCED 3C short programmes.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932462225>

Table A1.3a. Population with tertiary education (2009)
 Percentage of the population that has attained tertiary education, by age group.
 Column 16 refers to absolute numbers (in thousands).

	Tertiary-type B education					Tertiary-type A and advanced research programmes					Total tertiary					25-64 in thousands
	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	25-64	25-34	35-44	45-54	55-64	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
OECD																
Australia	10	10	11	10	9	27	35	27	24	20	37	45	38	34	29	4 125
Austria	8	6	8	9	8	11	15	12	10	8	19	21	20	18	16	875
Belgium	16	18	18	15	12	17	24	19	15	11	33	42	37	30	23	1 943
Canada	24	26	27	24	20	25	30	29	21	21	50	56	56	45	41	9 187
Chile	8	11	10	7	3	16	24	14	14	14	24	35	24	20	17	2 004
Czech Republic	x(11)	x(12)	x(13)	x(14)	x(15)	16	20	15	16	11	16	20	15	16	11	948
Denmark	7	9	8	7	6	27	36	31	22	20	34	45	39	28	26	978
Estonia	13	15	11	15	11	23	22	25	22	21	36	37	36	38	33	256
Finland	15	3	19	20	15	23	36	25	17	14	37	39	44	37	29	1 076
France	12	17	13	10	6	17	26	19	13	12	29	43	32	22	18	9 263
Germany	9	7	10	10	10	17	19	18	16	16	26	26	28	26	25	11 721
Greece	7	10	8	5	3	17	19	19	16	12	24	29	26	22	15	1 435
Hungary	n	1	n	n	n	19	24	19	18	16	20	25	19	18	16	1 104
Iceland	4	2	6	4	3	29	33	33	27	20	33	36	38	32	23	53
Ireland	15	19	17	12	9	21	29	23	16	11	36	48	39	28	20	848
Israel	15	13	16	16	17	29	30	31	29	28	45	43	47	45	45	1 511
Italy	n	n	n	n	n	14	20	15	11	10	15	20	15	12	10	4 836
Japan	19	24	23	19	11	25	32	25	26	16	44	56	49	45	27	29 230
Korea	12	25	12	5	1	27	38	33	21	12	39	63	44	26	13	11 042
Luxembourg	15	20	15	11	11	20	24	23	18	14	35	44	38	29	25	93
Mexico	1	1	1	1	1	16	20	15	15	10	16	20	15	15	10	7 789
Netherlands	3	2	3	3	2	30	38	30	28	25	33	40	34	31	27	2 922
New Zealand	17	16	16	18	18	23	31	26	20	16	40	47	41	38	34	851
Norway	2	1	2	3	3	34	45	38	30	24	37	47	40	33	27	915
Poland	x(11)	x(12)	x(13)	x(14)	x(15)	21	35	21	13	13	21	35	21	13	13	4 469
Portugal	x(11)	x(12)	x(13)	x(14)	x(15)	15	23	15	11	7	15	23	15	11	7	873
Slovak Republic	1	1	1	1	1	15	20	14	13	11	16	21	15	14	12	489
Slovenia	11	12	12	10	9	13	19	14	9	7	23	30	26	19	17	272
Spain	10	13	11	7	4	20	25	22	18	12	30	38	34	25	17	7 844
Sweden	9	8	8	9	9	24	34	26	19	18	33	42	35	29	27	1 592
Switzerland	10	9	12	11	9	25	31	26	22	19	35	40	38	33	28	1 512
Turkey	x(11)	x(12)	x(13)	x(14)	x(15)	13	17	11	10	10	13	17	11	10	10	4 065
United Kingdom	10	9	11	11	9	27	36	28	23	19	37	45	39	34	29	11 992
United States	10	9	10	11	9	31	32	33	29	32	41	41	43	40	41	66 148
OECD average	10	11	11	10	8	21	28	23	19	16	30	37	32	27	22	
OECD total (in thousands)																204 262
EU21 average	10	10	11	10	8	19	26	21	16	14	27	34	29	24	20	
Other G20																
Argentina ¹	x(11)	m	m	m	m	x(11)	m	m	m	m	14	m	m	m	m	2 909
Brazil	x(11)	x(12)	x(13)	x(14)	x(15)	11	12	11	11	9	11	12	11	11	9	10 502
China ²	x(11)	x(12)	x(13)	x(14)	x(15)	x(11)	x(12)	x(13)	x(14)	x(15)	5	6	5	3	3	31 137
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	x(11)	m	m	m	m	x(11)	m	m	m	m	4	m	m	m	m	5 447
Russian Federation ⁴	33	34	37	34	26	21	21	21	20	19	54	55	58	54	44	m
Saudi Arabia ⁵	x(11)	m	m	m	m	x(11)	m	m	m	m	15	m	m	m	m	1 594
South Africa ³	x(11)	m	m	m	m	x(11)	m	m	m	m	4	m	m	m	m	1023
G20 average	14	16	16	13	10	21	26	22	18	16	25	36	32	27	22	
G20 total (in thousands)																222 012

1. Year of reference 2003. Source: UNESCO/UIS, educational attainment of 25-year-olds and older.

2. Year of reference 2000. Source: 2000 census, Chinese National Bureau of Statistics, education level (college, university and master's and above) of 25-64 year-olds.

3. Year of reference 2007. Source: UNESCO/UIS, educational attainment of 25-year-olds and older.

4. Year of reference 2002.

5. Year of reference 2004. Source: UNESCO/UIS, educational attainment of 25-year-olds and older.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932462282>

Table A1.4. [1/2] Trends in educational attainment: 25-64 year-olds (1997-2009)

		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2009/1999 Average annual growth rate	
OECD		Percentage, by educational level														
	Australia	Below upper secondary	47	44	43	41	41	39	38	36	35	33	32	30	29	-3.8
		Upper secondary and post-secondary non-tertiary	29	31	31	31	30	30	31	33	33	34	34	34	34	1.1
		Tertiary education	24	25	27	27	29	31	31	31	32	33	34	36	37	3.3
	Austria	Below upper secondary	26	26	25	24	23	22	21	20	19	20	20	19	18	-3.1
		Upper secondary and post-secondary non-tertiary	63	61	61	62	63	64	64	62	63	63	63	63	63	0.2
		Tertiary education	11	14	14	14	14	15	15	18	18	18	18	18	19	3.4
	Belgium	Below upper secondary	45	43	43	41	41	39	38	36	34	33	32	30	29	-3.6
		Upper secondary and post-secondary non-tertiary	30	31	31	31	32	33	33	34	35	35	36	37	37	1.9
		Tertiary education	25	25	27	27	28	28	29	30	31	32	32	32	33	2.3
	Canada	Below upper secondary	22	21	20	19	18	17	16	16	15	14	13	13	12	-4.9
		Upper secondary and post-secondary non-tertiary	40	40	40	41	40	40	40	40	39	39	38	38	38	-0.5
		Tertiary education	37	38	39	40	42	43	44	45	46	47	48	49	50	2.3
	Chile	Below upper secondary	m	m	m	m	m	m	m	m	m	m	32	32	31	
		Upper secondary and post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	m	44	44	45	
Tertiary education		m	m	m	m	m	m	m	m	m	m	24	24	24		
Czech Republic	Below upper secondary	15	15	14	14	14	12	14	11	10	10	9	9	9	-4.7	
	Upper secondary and post-secondary non-tertiary	74	75	75	75	75	76	74	77	77	77	77	76	76	0.1	
	Tertiary education	11	10	11	11	11	12	12	12	13	14	14	14	16	3.7	
Denmark	Below upper secondary	m	21	20	21	19	19	19	19	19	18	25	25	24	1.5	
	Upper secondary and post-secondary non-tertiary	m	53	53	52	52	52	49	48	47	47	43	42	42	-2.3	
	Tertiary education	m	25	27	26	28	30	32	33	34	35	32	32	34	2.6	
Estonia	Below upper secondary	m	m	m	m	m	12	12	11	11	12	11	12	11		
	Upper secondary and post-secondary non-tertiary	m	m	m	m	m	57	58	57	56	55	56	54	53		
	Tertiary education	m	m	m	m	m	30	31	31	33	33	33	34	36		
Finland	Below upper secondary	32	31	28	27	26	25	24	22	21	20	19	19	18	-4.5	
	Upper secondary and post-secondary non-tertiary	39	39	40	41	42	42	43	43	44	44	44	44	45	1.1	
	Tertiary education	29	30	31	32	32	33	33	34	35	35	36	37	37	1.8	
France	Below upper secondary	41	39	38	37	36	35	35	34	33	33	32	30	30	-2.4	
	Upper secondary and post-secondary non-tertiary	39	40	40	41	41	41	41	41	41	41	42	42	41	0.2	
	Tertiary education	20	21	21	22	23	24	24	24	25	26	27	27	29	3.0	
Germany	Below upper secondary	17	16	19	18	17	17	17	16	17	17	16	15	15	-2.5	
	Upper secondary and post-secondary non-tertiary	61	61	58	58	59	60	59	59	59	59	60	60	59	0.1	
	Tertiary education	23	23	23	23	23	23	24	25	25	24	24	25	26	1.4	
Greece	Below upper secondary	56	54	52	51	50	48	47	44	43	41	40	39	39	-2.9	
	Upper secondary and post-secondary non-tertiary	29	29	30	32	32	33	34	35	36	37	37	38	38	2.2	
	Tertiary education	16	17	17	18	18	19	19	21	21	22	23	23	24	3.1	
Hungary	Below upper secondary	37	37	33	31	30	29	26	25	24	22	21	20	19	-5.1	
	Upper secondary and post-secondary non-tertiary	51	50	54	55	56	57	59	59	59	60	61	61	61	1.2	
	Tertiary education	12	13	14	14	14	14	15	17	17	18	18	19	20	3.9	
Iceland	Below upper secondary	44	45	44	45	43	41	40	39	37	37	36	36	34	-2.5	
	Upper secondary and post-secondary non-tertiary	35	34	34	32	32	33	31	32	32	34	34	33	33	-0.1	
	Tertiary education	21	21	22	23	25	26	29	29	31	30	30	31	33	3.9	
Ireland	Below upper secondary	50	49	45	54	45	40	38	37	35	34	32	31	28	-4.5	
	Upper secondary and post-secondary non-tertiary	27	30	35	28	32	35	35	35	35	35	35	36	36	0.3	
	Tertiary education	23	21	20	19	24	25	26	28	29	31	32	34	36	5.8	
Israel	Below upper secondary	m	m	m	m	m	20	18	21	21	20	20	19	18		
	Upper secondary and post-secondary non-tertiary	m	m	m	m	m	38	39	34	33	34	37	37	37		
	Tertiary education	m	m	m	m	m	42	43	45	46	46	44	44	45		
Italy	Below upper secondary	m	59	58	58	57	56	52	51	50	49	48	47	46	-2.3	
	Upper secondary and post-secondary non-tertiary	m	32	33	33	33	34	38	37	38	38	39	39	40	1.9	
	Tertiary education	m	9	9	9	10	10	10	12	12	13	14	14	15	4.6	
Japan	Below upper secondary	20	20	19	17	17	m	m	m	m	m	m	m	m		
	Upper secondary and post-secondary non-tertiary	49	49	49	49	49	63	63	61	60	60	59	57	56		
	Tertiary education	31	31	32	34	34	37	37	39	40	40	41	43	44	3.2	
Korea	Below upper secondary	38	34	33	32	30	29	27	26	24	23	22	21	20	-4.7	
	Upper secondary and post-secondary non-tertiary	42	44	44	44	45	45	44	44	44	44	43	43	41	-0.7	
	Tertiary education	20	22	23	24	25	26	29	30	32	33	35	37	39	5.3	
Luxembourg	Below upper secondary	m	m	44	44	47	38	41	37	34	34	34	32	23	-6.4	
	Upper secondary and post-secondary non-tertiary	m	m	38	38	35	43	45	40	39	42	39	40	43	1.3	
	Tertiary education	m	m	18	18	18	19	14	24	27	24	27	28	35	6.6	

Note: Norway revised the education attainment criteria in 2005; this created a major break in the time series. See Annex 3 for other breaks in time series.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2011).

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


StatLink  <http://dx.doi.org/10.1787/888932462339>


Table A1.4. [2/2] Trends in educational attainment: 25-64 year-olds (1997-2009)

		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2009/1999 Average annual growth rate	
		Percentage, by educational level														
OECD	Mexico	Below upper secondary	72	72	73	71	70	70	69	68	68	67	66	65	-1.2	
		Upper secondary and post-secondary non-tertiary	15	15	14	14	15	15	14	15	18	18	19	19	3.3	
		Tertiary education	13	13	13	15	15	15	16	17	14	14	15	16	1.9	
	Netherlands	Below upper secondary	m	36	45	35	35	32	31	29	28	28	27	27	27	-5.2
		Upper secondary and post-secondary non-tertiary	m	40	32	41	42	43	42	41	42	42	42	41	41	2.4
		Tertiary education	m	24	23	23	23	25	28	30	30	30	31	32	33	3.8
	New Zealand	Below upper secondary	40	39	38	37	36	34	33	33	32	31	29	28	28	-3.1
		Upper secondary and post-secondary non-tertiary	33	34	33	34	36	35	35	32	29	31	30	32	32	-0.4
		Tertiary education	27	28	28	29	29	30	32	35	39	38	41	40	40	3.5
	Norway	Below upper secondary	17	15	15	15	14	14	13	12	23	21	21	19	19	
		Upper secondary and post-secondary non-tertiary	57	57	57	57	55	55	56	56	45	46	45	45	44	
		Tertiary education	26	27	28	28	30	31	31	32	33	33	34	36	37	
	Poland	Below upper secondary	23	22	22	20	19	19	17	16	15	14	14	13	12	-5.6
		Upper secondary and post-secondary non-tertiary	67	67	67	69	69	69	68	68	68	68	68	68	67	-0.1
		Tertiary education	10	11	11	11	12	13	14	16	17	18	19	20	21	6.5
	Portugal	Below upper secondary	m	82	81	81	80	79	77	75	74	72	73	72	70	-1.5
		Upper secondary and post-secondary non-tertiary	m	10	10	11	11	11	12	13	14	14	14	14	15	4.1
		Tertiary education	m	8	9	9	9	9	11	13	13	13	14	14	15	5.4
	Slovak Republic	Below upper secondary	21	20	18	16	15	14	13	13	12	11	11	10	9	-6.4
		Upper secondary and post-secondary non-tertiary	68	70	72	73	74	75	75	74	74	74	75	75	75	0.4
		Tertiary education	10	10	10	10	11	11	12	13	14	15	14	15	16	4.6
Slovenia	Below upper secondary	m	m	m	m	m	23	22	20	20	18	18	18	17		
	Upper secondary and post-secondary non-tertiary	m	m	m	m	m	62	60	61	60	60	60	59	60		
	Tertiary education	m	m	m	m	m	15	18	19	20	21	22	23	23		
Spain	Below upper secondary	69	67	65	62	60	59	57	55	51	50	49	49	48	-2.9	
	Upper secondary and post-secondary non-tertiary	13	13	14	16	16	17	18	19	21	21	22	22	22	4.6	
	Tertiary education	19	20	21	23	24	24	25	26	28	28	29	29	30	3.5	
Sweden	Below upper secondary	25	24	24	21	20	19	18	18	17	17	16	16	14	-4.4	
	Upper secondary and post-secondary non-tertiary	54	54	54	54	55	54	54	54	54	54	53	53	53	-0.2	
	Tertiary education	21	22	22	25	26	26	27	28	29	30	30	31	33	3.7	
Switzerland	Below upper secondary	16	16	16	16	15	15	15	15	15	15	14	13	13		
	Upper secondary and post-secondary non-tertiary	61	61	60	60	59	60	58	57	56	56	55	53	52		
	Tertiary education	22	23	24	24	25	25	27	28	29	30	31	34	35		
Turkey	Below upper secondary	79	78	78	77	76	75	74	73	72	71	70	70	69	-1.2	
	Upper secondary and post-secondary non-tertiary	13	14	14	15	15	16	17	18	18	18	18	18	18	2.5	
	Tertiary education	8	7	8	8	8	9	10	10	10	11	11	12	13	4.6	
United Kingdom	Below upper secondary	41	40	38	37	37	36	35	34	33	32	32	30	26	-3.7	
	Upper secondary and post-secondary non-tertiary	37	36	37	37	37	37	37	37	37	38	37	37	37	0.0	
	Tertiary education	23	24	25	26	26	27	28	29	30	31	32	33	37	4.0	
United States	Below upper secondary	14	14	13	13	12	13	12	12	12	12	12	11	11	-1.4	
	Upper secondary and post-secondary non-tertiary	52	52	51	51	50	49	49	49	49	48	48	48	47	-0.8	
	Tertiary education	34	35	36	36	37	38	38	39	39	39	40	41	41	1.4	
OECD average	Below upper secondary	36	37	37	36	35	33	32	30	30	29	29	28	27	-3.4	
	Upper secondary and post-secondary non-tertiary	43	42	42	43	43	45	45	44	44	44	44	44	44	0.9	
	Tertiary education	21	21	21	22	22	24	25	26	27	27	28	29	30	3.7	
EU 21 average	Below upper secondary	36	38	37	36	35	32	31	30	29	28	28	27	25	-3.7	
	Upper secondary and post-secondary non-tertiary	46	44	44	45	45	47	48	47	48	48	48	48	48	1.0	
	Tertiary education	18	18	19	19	20	21	21	23	24	24	25	25	27	3.9	
Other G20	Argentina		m	m	m	m	m	m	m	m	m	m	m	m		
	Brazil	Below upper secondary	m	m	m	m	m	m	m	m	m	m	63	61	59	
		Upper secondary and post-secondary non-tertiary	m	m	m	m	m	m	m	m	m	m	27	28	30	
		Tertiary education	m	m	m	m	m	m	m	m	m	m	10	11	11	
	China		m	m	m	m	m	m	m	m	m	m	m	m		
	India		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		
	Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m		
	Saudi Arabia		m	m	m	m	m	m	m	m	m	m	m	m		
	South Africa		m	m	m	m	m	m	m	m	m	m	m	m		

Note: Norway revised the education attainment criteria in 2005; this created a major break in the time series. See Annex 3 for other breaks in time series.

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