

# Indicator A3. How does educational attainment affect participation in the labour market?

## Highlights

- On average across OECD countries, the employment rate increases as educational attainment increases. Among 25-64 year-olds, the employment rate is 59% for those with below upper secondary attainment. This rises to 77% for adults with upper secondary or post-secondary non-tertiary attainment and 86% for those with tertiary attainment.
- High-quality vocational education can facilitate the transition from school to work. On average in OECD countries, the employment rate for younger adults (25-34 year-olds) with upper secondary or post-secondary non-tertiary education as their highest attainment is 83% for those with a vocational qualification and 73% for those with a general one.
- In the vast majority of OECD countries, employment rates among 25-34 year-old women are lower than for men of this age group, regardless of educational attainment. However, the difference falls as educational attainment increases. On average across OECD countries, only 47% of 25-34 year-old women without upper secondary education are employed, 24 percentage points below their male peers. The gap narrows to 14 percentage points for those with upper secondary or post-secondary non-tertiary attainment and to 6 percentage points for those with a tertiary degree.

## Context

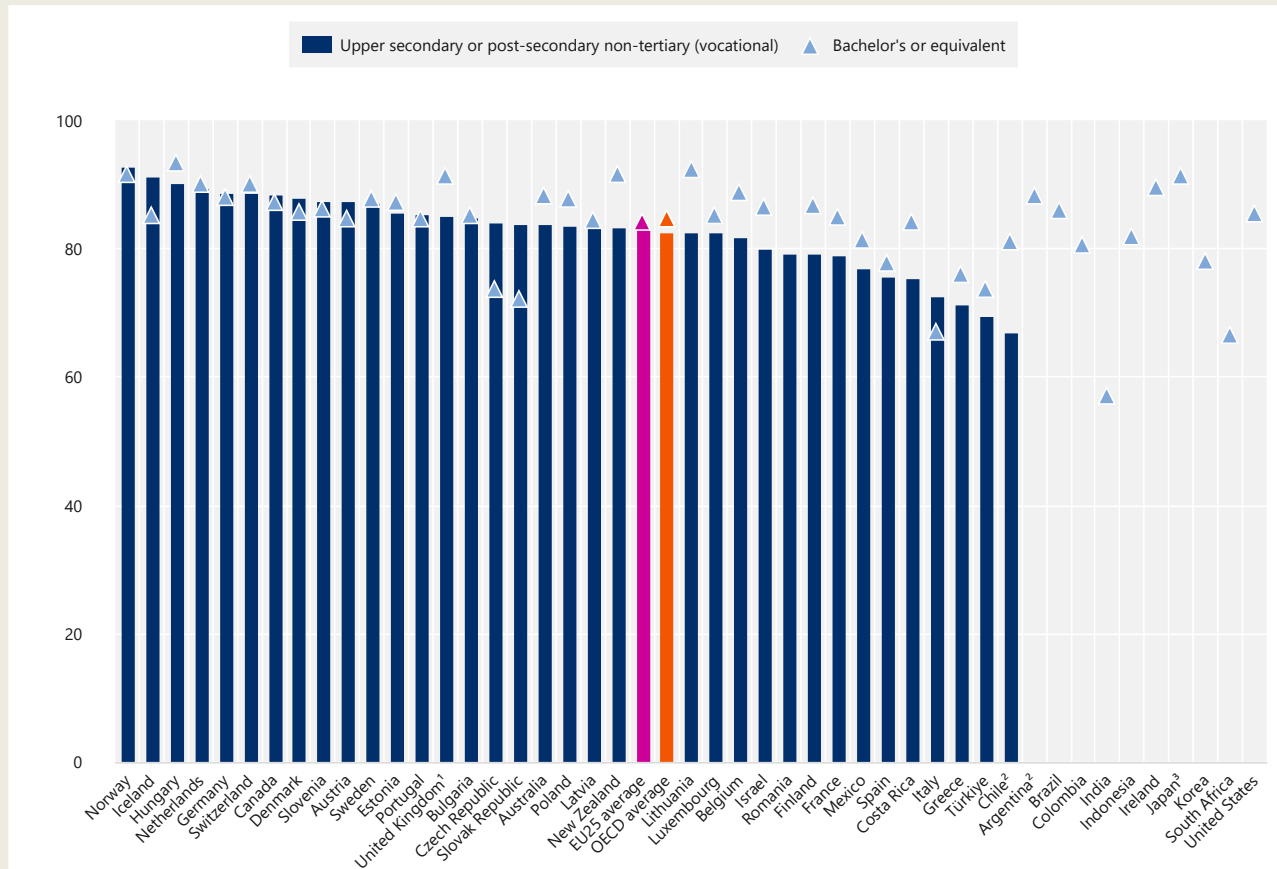
Modern economies depend on a supply of highly skilled workers and these workers in turn reap labour-market benefits. These advantages, combined with expanded education opportunities, have encouraged individuals across the OECD to acquire more skills via attaining higher levels of education. As demand for skills has increased, labour markets have absorbed the growing number of highly skilled workers and continue to provide them with better employment prospects. In contrast, the labour-market prospects for adults with lower levels of qualifications are more challenging. Those with lower educational qualifications earn less (see Indicator A4) and are at greater risk of unemployment. Automation could mean the disappearance of 14% of existing jobs, an estimate that varies significantly across countries (from 7% in Norway to 35% in the Slovak Republic) (Georgieff and Milanez, 2021<sup>[1]</sup>). New technologies, such as generative artificial intelligence, are increasing the range of jobs that could potentially be automated.

Education systems need to respond to the labour-market challenges of today and prepare students for the labour markets of the future. Labour-market outcomes by level of educational attainment are among the most important headline measures of the links between education and economic opportunities for individuals. They show the types of qualifications that are in demand by employers and can help governments to better understand global trends and anticipate how their economies may evolve in the coming years.

Vocational programmes are often seen as a tool to facilitate the transition from school to work. In most OECD countries vocational programmes are part of the upper secondary offer, while in some countries occupational preparation is postponed to post-secondary and tertiary levels. A key question is how graduates of vocational programmes succeed in the labour market, both when they start their working life and later on, as their career progresses and they are faced with changing demands for skills and need to adapt.

**Figure A3.1. Employment rates of 25-34 year-olds, by level of educational attainment and programme orientation (2022)**

In per cent




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 (9% of adults aged 25-34 are in this group).

2. Year of reference differs from 2022. Refer to the source table for more details.

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

Countries are ranked in descending order of the employment rates of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary attainment and in alphabetical order for countries for which data on this level of education are not available.

**Source:** OECD (2023), Table A3.2 and Education at a Glance Database, <http://stats.oecd.org/>. For more information see Source section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sub>[2]</sub>).

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## Other findings

- Unemployment rates among younger adults with a tertiary degree are around 2 percentage points lower than for those with upper secondary or post-secondary non-tertiary attainment and 8 percentage points lower than for young adults with below upper secondary attainment on average across OECD countries.
- Women aged 25 to 34 with a vocational upper secondary or post-secondary non-tertiary as their highest level of educational attainment also have lower employment rates than similarly educated men of this age group. On average across OECD countries, 74% of 25-34 year-old women who attained a vocational upper secondary or post-secondary non-tertiary programme are employed, compared to 89% of their male peers. This is a similar sized gender gap in employment rates as among those with general upper secondary or post-secondary non-tertiary attainment: 66% for younger women compared to 80% for younger men.
- Vocational qualifications are associated with lower inactivity rates than general qualifications. Across OECD countries, 12% of 24-35 year-old adults with vocational upper secondary or post-secondary non-tertiary education as their highest attainment are inactive, while the share reaches 21% for those with a general qualification.

## Analysis

There continues to be a strong relationship between labour-market participation and educational attainment that holds whether participation is measured by employment, unemployment, or inactivity rates. This relationship exists in nearly all OECD and partner countries with available data. It is very rare to find a country where a subpopulation with lower educational attainment has higher labour-market participation rates than a subpopulation with higher educational attainment. On average across OECD countries, employment rates rise from about 60% for 25-34 year-olds without an upper secondary attainment to 86% for those with a tertiary qualification, while unemployment rates fall from 13% to 5% and inactivity rates from 31% to 9% (Table A3.2, Table A3.3 and Table A3.4).

This positive relationship between education and the labour market holds for both men and women (Table A3.2) and has been stable over the decades, despite the strong increase in attainment levels across the OECD (OECD, 2022<sup>[3]</sup>).

The analysis in this Indicator focuses on educational attainment. It should be noted that in some cases a person might have achieved one level of educational attainment but still be in education and therefore their educational attainment is likely to increase at a later stage. This is particularly important when analysing labour-market outcomes for 25-34 year-olds, who may still be in education or may return to education and change their employability.

### ***Educational attainment and employment***

Educational attainment and employment rates are strongly correlated. Upper secondary or post-secondary non-tertiary education is often seen as the minimum educational attainment for successful labour-market participation for most individuals (OECD, 2021<sup>[4]</sup>). Employment rates among adults (25-64 year-olds) with upper secondary or post-secondary non-tertiary attainment are much higher than for those with below upper secondary attainment. On average, only 59% of 25-64 year-olds with below upper secondary attainment are employed in OECD countries, rising to 77% of those with upper secondary or post-secondary non-tertiary attainment. The employment rate among adults with tertiary attainment is even higher, at 87%. However, the employment premium (i.e. difference in employment rates) moving from below upper secondary attainment to upper secondary or post-secondary non-tertiary attainment varies markedly across OECD and partner countries, ranging from 5 percentage points or less in Colombia, India and Indonesia to 47 percentage points in the Slovak Republic (Table A3.1).

#### *By programme orientation*

The type of programme pursued also affects employment rates. In the majority of OECD and partner countries, upper secondary and post-secondary non-tertiary education consists of both general and vocational programmes. Across OECD countries, 22% of younger adults attained a vocational upper secondary or post-secondary non-tertiary education and 18% attained a general one (see Indicator A1). Vocational attainment can be associated with strong employability in the labour market. On average in OECD countries, the employment rate among younger adults who achieved upper secondary or post-secondary non-tertiary education as their highest attainment is 83% for those with a vocational qualification and 73% for those with a general one (Table A3.2). Lower employment rates for younger adults with general qualifications can be linked to the fact that general programmes are often designed to prepare students for tertiary studies, while vocational programmes focus on developing job-specific skills, preparing students to enter the labour market. Some countries have vocational programmes with a strong and integrated work-based learning component at upper secondary or post-secondary non-tertiary level. For example, in France, Germany, the Netherlands and Switzerland, above 70% of 20-34 year-olds with a vocational qualification obtained work experience longer than a month while completing their programme (see Box A1.1 in Indicator A1).

On average across OECD countries, adults who have a bachelor's or equivalent degree as their highest level of education have an employment rate of 85%. In many OECD countries, this may underestimate eventual employment rates as some of this age group will still be enrolled in education. However, getting a bachelor's or equivalent degree does not improve employment rates in all OECD and partner countries. Indeed, in most countries where the employment rate for adults with upper secondary or post-secondary non-tertiary vocational attainment reaches 85% or more, attaining a bachelor's or equivalent degree does not increase employment rates by more than 2 percentage points (Figure A3.1).

Vocational short-cycle tertiary programmes are more common than general ones in most countries where this level of education exists (see Indicator A1). On average across the OECD, 25-64 year-olds with short-cycle tertiary attainment have almost the same employment rates as those with a bachelor's or equivalent degree. However, this average hides large variations across countries. In the Czech Republic and New Zealand, short-cycle tertiary graduates that have this educational

level as their highest level of attainment have higher employment rates than those with a bachelor's or master's or equivalent degree, while in other countries they have lower rates. In a few countries, the employment rates of short-cycle tertiary graduates that have this educational level as their highest level of attainment are barely higher than those with upper secondary attainment (Table A3.1). However, there is still a benefit to pursuing a short-cycle tertiary qualification in terms of wage gains (see Indicator A4).

### *By gender and programme orientation*

While the link between educational attainment and employment rates holds for both men and women, it is particularly strong for women, for every additional level of education. In 2022, among younger adults, only 47% of women with below upper secondary attainment were employed, compared to 70% for those whose highest level of attainment is upper secondary or post-secondary non-tertiary and 84% of those with tertiary attainment. For younger men the biggest employment gain comes from getting an upper secondary education: from an employment rate of 70% for those with below upper secondary attainment to 85% for those with upper secondary or post-secondary non-tertiary attainment and 90% with a tertiary education (Table A3.2). The large gender difference among younger adults with below upper secondary attainment is unlikely to be solely due to employability. The persistence of traditional gender roles may also shape these results. Women who expect to stay home to take care of a family instead of pursuing a career have less incentive to obtain a formal education and are therefore more likely to have low educational attainment. Across the OECD, this is reflected in inactivity rates for younger women with below upper secondary attainment that are on average more than twice as high as for men and resulting low employment rates (Table A3.2 and Table A3.4).

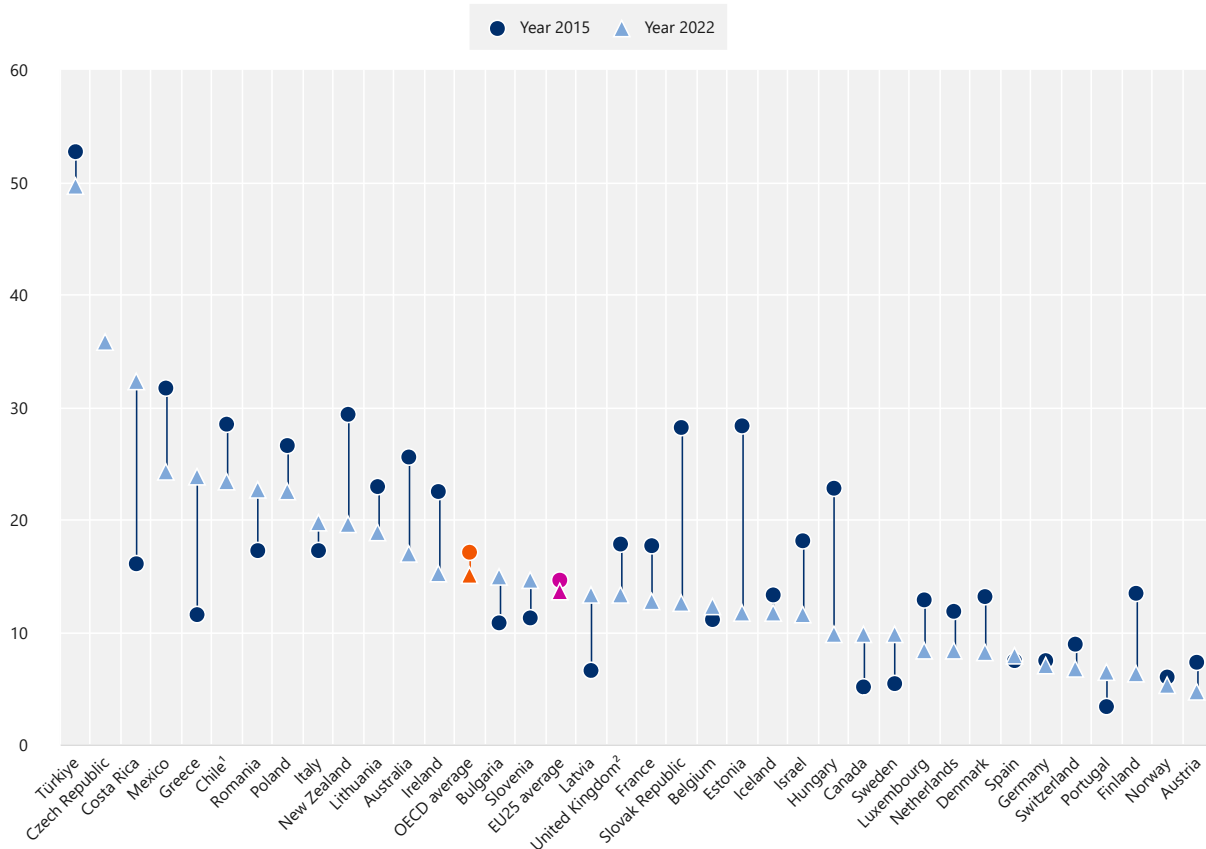
On average across OECD and partner countries, 25-34 year-old women have lower employment rates than their male peers, regardless of educational attainment but these gender disparities narrow as educational attainment increases. On average across OECD countries, the gender difference in employment rates among 25-34 year-olds without upper secondary education is 25 percentage points. The difference shrinks to 15 percentage points among those with upper secondary or post-secondary non-tertiary education as their highest attainment and 6 percentage points among those with tertiary attainment. In the Czech Republic and the Slovak Republic, gender differences in employment rates by educational attainment are significant, varying by more than 5 percentage points across educational attainment levels (Table A3.2).

On average across OECD countries, the gender gap in employment rates among younger adults with vocational upper secondary or post-secondary non-tertiary attainment has hardly changed between 2015 and 2022. In all OECD and partner countries, younger men with this level of educational attainment had higher employment rates than younger women with the same level of education, in both 2015 and 2022. In 2015, 66% of women and 84% of men with this level of education as their highest attainment were employed and in 2022, it was 70% for women and 85% for men. Since 2015, the gap has widened in 10 OECD countries. This was most marked in Canada, Costa Rica, Greece and Latvia where the difference in employment rates between men and women increased by between 5 and 16 percentage points. Australia, Estonia, Finland, Hungary, Ireland, Israel and the Slovak Republic saw the largest reduction in this gap, by between 7 and 16 percentage points (Figure A3.2)

Among younger adults with below upper secondary education as their highest level of attainment, the gender gap in employment rates narrowed by 2 percentage points on average across OECD countries between 2015 and 2022. About 20 OECD countries registered a decrease in the gender gap, with Lithuania and Luxembourg seeing the largest fall, of 20 percentage points. This trend is also apparent among younger adults with tertiary education, who saw the average gender gap narrow by 3 percentage points over the same period (Table A3.2).

**Figure A3.2. Trends in the gender gap in employment rates among 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary attainment (2015 and 2022)**

Employment rates of men minus employment rates of women; in percentage points



1. Year of reference differs from 2022. Refer to the source table for more details.

2. 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 (9% of adults aged 25-34 are in this group).

Countries are ranked in descending order of the gender gap in employment rates of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary attainment in 2022.

**Source:** OECD (2023), Table A3.2. For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[2]</sup>).

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### **Educational attainment and unemployment rates**

In the large majority of countries, unemployment rates decrease as educational attainment increases. In many OECD and partner countries, unemployment rates (i.e. adults without work, actively seeking employment and currently available to start work, as a percentage of the labour force) are especially high among younger adults with lower educational attainment levels. Measuring unemployment rates for young people can be challenging because many of them are still in education or training programmes and may not be actively seeking employment. To address this challenge, *Education at a Glance* uses alternative measures such as the percentage of young people who are neither employed nor in education or training (NEET) in Indicator A2 in addition to the comparison of unemployment rates that follows.

On average across OECD countries, the unemployment rate for 25-34 year-olds lacking upper secondary education is 12.8%, almost twice as high as for those with upper secondary or post-secondary non-tertiary attainment (7.3%). The situation is especially severe for younger adults without upper secondary education in the Slovak Republic and South Africa, where more

than 35% of this group are unemployed. The rate is also high in Belgium, Greece, and Spain, where more than 20% of younger adults without upper secondary attainment are unemployed (Table A3.3).

Having upper secondary education or post-secondary non-tertiary education as the highest level of education attained reduces the risk of unemployment in most OECD and partner countries. In Austria, the Czech Republic, Hungary, the Slovak Republic, Sweden and Switzerland, the unemployment rate for younger adults with upper secondary or post-secondary non-tertiary attainment is one-third or less than the rate for younger adults with below upper secondary attainment (Table A3.3).

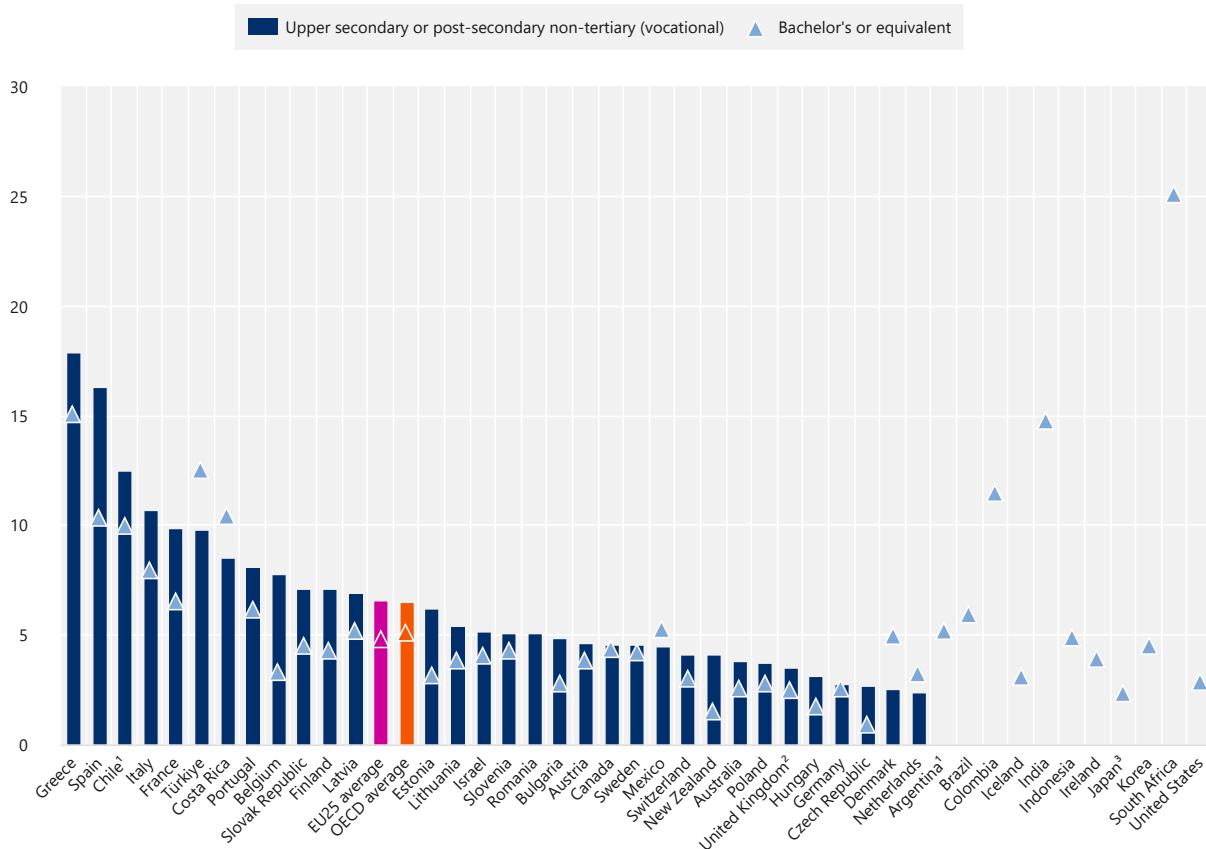
In most OECD and partner countries, among younger adults with upper secondary or post-secondary non-tertiary attainment, those with a vocational qualification have lower risk of unemployment than those with a general one, even though the difference on average across OECD remains small (less than 2 percentage-point). The difference in unemployment rates is most pronounced in Costa Rica, Finland and the Netherlands, where it reaches 5-7 percentage points (Table A3.3).

On average in OECD countries, 25-34 year-olds with a tertiary degree have an unemployment rate of 4.9%. The positive effect of tertiary education on unemployment rates is particularly high in Argentina, Belgium, the Czech Republic, Finland, New Zealand, Poland, Romania, the Slovak Republic, and the United States. In these countries, unemployment rates among tertiary-educated younger adults are less than half of those of younger adults which have upper secondary or post-secondary non-tertiary attainment (Table A3.3).

However, in some countries there are exceptions to the relationship between greater educational attainment and lower unemployment, especially for those with vocational education as their highest level of education. In Costa Rica, Denmark, Mexico, the Netherlands and the Republic of Türkiye (hereafter “Türkiye”), young adults with vocational upper secondary or post-secondary non-tertiary attainment have lower unemployment rates than their peers with a bachelor’s or equivalent degree (Figure A3.3).

**Figure A3.3. Unemployment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)**

Percentage of unemployed 25-34 year-olds among all 25-34 year-olds in the labour force



1. Year of reference differs from 2022. Refer to the source table for more details.

2. 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 (9% of adults aged 25-34 are in this group).

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

Countries are ranked in descending order of the unemployment rates of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary attainment and in alphabetical order for countries for which data on this level of education are not available.

Source: OECD (2023), Table A3.3. For more information see Source section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[2]</sup>).

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### **Educational attainment and labour-market inactivity**

While unemployment receives most public attention, the economic inactivity rate – the share of people who are neither working nor actively looking for a job – is another important measure of labour-market participation. On average across OECD countries, 31% of 25-34 year-olds who have not completed upper secondary education are inactive. The share falls to 16% for those with an upper secondary or post-secondary non-tertiary attainment and 9% for those with tertiary attainment (Table A3.4).

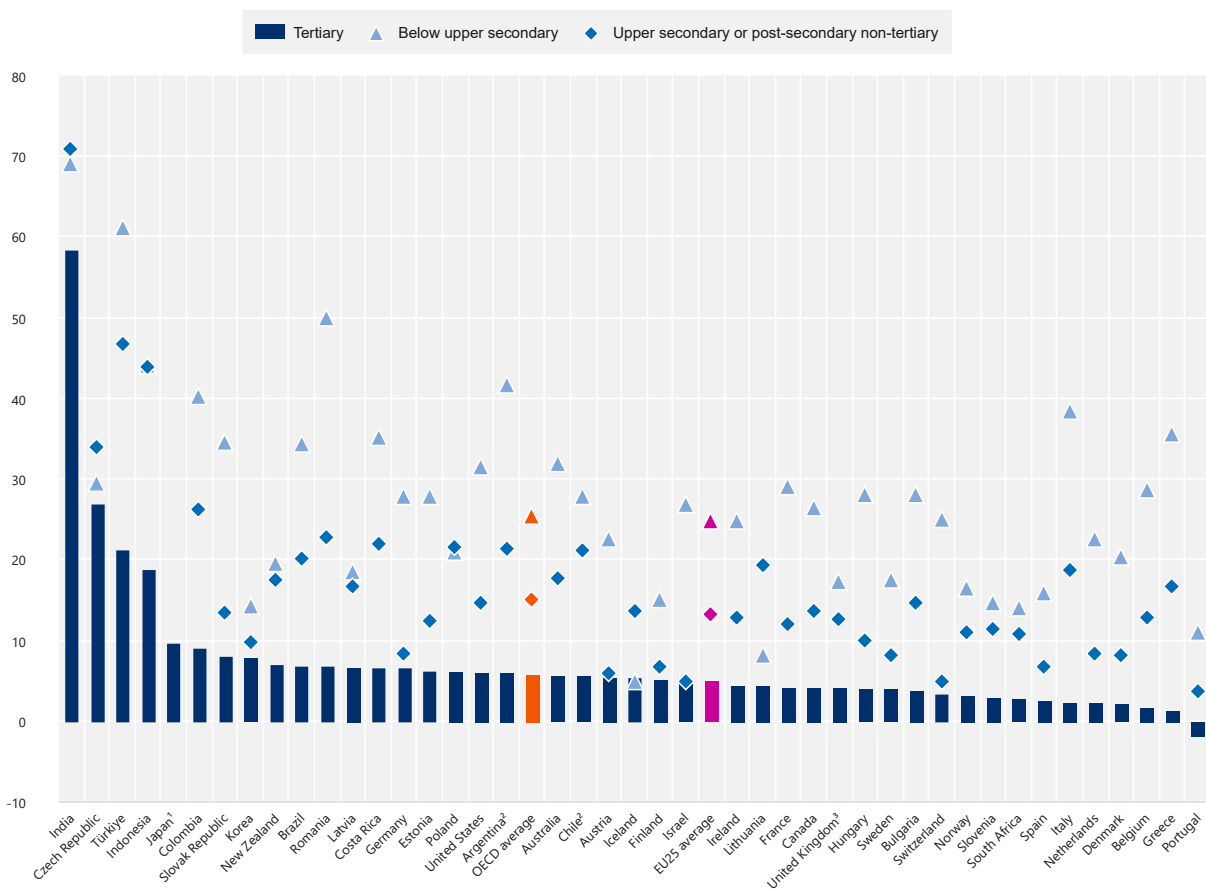
Across OECD countries, among younger adults with upper secondary or post-secondary non-tertiary education as their highest attainment, 12% of those with a vocational qualification are inactive, compared to 21% of those with a general qualification. This rate falls to 11% for those with a bachelor's or equivalent degree. In Austria, the Czech Republic, Iceland, Italy, Portugal, the Slovak Republic, and Spain, younger adults who completed a vocational upper secondary or post-secondary non-tertiary programme as their highest level of attainment have lower inactivity rates than those with a bachelor's or equivalent degree (Table A3.4).

Younger women have consistently higher inactivity rates than younger men across all attainment levels except for tertiary-educated women in Portugal, but the rates are especially high among those who have not completed upper secondary education. On average across OECD countries, the gender difference in inactivity rates is about 25 percentage points for 25-34 year-olds with below upper secondary attainment, compared to 15 percentage points among those with upper secondary or post-secondary non-tertiary attainment and 6 percentage points for those with tertiary attainment (Figure A3.4).

Inactivity rates among women can be influenced by a variety of factors, such as the opportunity to work part-time. Part-time work can offer greater flexibility to balance work and other obligations, which may be especially important for women who have caregiving responsibilities, such as taking care of children or elderly relatives. However, part-time work often comes with lower wages, fewer benefits and limited opportunities for advancement, which can make it difficult for women to achieve economic security.

**Figure A3.4. Gender gap in inactivity rates among 25-34 year-olds, by educational attainment (2022)**

Inactivity rates of women minus inactivity rates of men; in percentage points



1. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).  
 2. Year of reference differs from 2022. Refer to the source table for more details.  
 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 (9% of adults aged 25-34 are in this group).  
 Countries are ranked in descending order of the gender gap in inactivity rates among 25-34 year-olds with tertiary attainment.  
**Source:** OECD (2023), *Education at a Glance Database*, <http://stats.oecd.org/>. For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sub>[2]</sub>).



## Labour market outcomes by subnational regions

Adults with higher educational attainment tend to have more homogeneous employment rates across regions. In Australia for example, employment rates for 25-64 year-olds with below upper secondary attainment range from 54% in Canberra, to 63% in Western Australia, but for those with a tertiary education the range was only from 82% in Tasmania to 89% in Northern Territory in 2021 (OECD, 2023<sup>[5]</sup>).

Despite the concentration of economic activity in the capital city regions, in most countries, these regions do not generally have the highest employment rates. However, for tertiary-educated adults, the employment rate in the capital city region does tend to be slightly higher than the unweighted average of all regions in a country. In Greece, for example, the employment rate for adults with tertiary attainment in the capital city region of Attica is about 5 percentage points higher than the unweighted average of all Greece's regions (OECD, 2023<sup>[5]</sup>).

Regional variation in employment rates among adults with upper secondary or post-secondary non-tertiary attainment can be significant among OECD and partner countries with available data. In Italy, there is a difference of 30 percentage points between the lowest region, Calabria (53%) and the highest, the Province of Bolzano-Bozen (83%). Similarly, in Colombia, there was a 24 percentage-point difference between the region of Chocó (51%) and Nariño (75%) in 2020. However, in other countries like the Czech Republic, Germany or the United Kingdom, regional differences do not exceed 10 percentage points. For tertiary attainment, the country with the highest regional variation among adults is Chile, recording a 20 percentage-point difference between the region of O'Higgins (25%) and Santiago Metropolitan (45%) in 2020 (OECD, 2023<sup>[5]</sup>).

## Definitions

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

**Educational attainment** refers to the highest level of education successfully completed by an individual.

**Employed individuals** are those who, during the survey reference week, were either working for pay or profit for at least one hour or 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 population.

**Inactive individuals** are those who, during the survey reference week, were outside the labour force and classified neither as employed nor as unemployed. Individuals enrolled in education are also considered as inactive if they 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 the population of the same age group).

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

**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, during the survey reference week, were 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).

## Methodology

For information on methodology, see Indicator A1. Note that the employment rates do not take into account the number of hours worked.

For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[2]</sup>).

## Source

For information on sources, see Indicator A1.

Data on subnational regions for selected indicators are available in the *OECD Regional Statistics (database)* (OECD, 2023<sup>[5]</sup>)

## References

- Georgieff, A. and A. Milanez (2021), "What happened to jobs at high risk of automation?", *OECD Social, Employment and Migration Working Papers* 255. [1]
- OECD (2023), *Education at a Glance 2023 Sources, Methodologies and Technical Notes*, OECD Publishing, Paris, <https://doi.org/10.1787/d7f76adc-en>. [2]
- OECD (2023), *OECD Regional Database - Education*, [https://stats.oecd.org/Index.aspx?DataSetCode=REGION\\_EDUCAT](https://stats.oecd.org/Index.aspx?DataSetCode=REGION_EDUCAT) (accessed on 20 July 2022). [5]
- OECD (2022), *Education at a Glance Database - Educational attainment and labour-force status*, [http://stats.oecd.org/Index.aspx?datasetcode=EAG\\_NEAC](http://stats.oecd.org/Index.aspx?datasetcode=EAG_NEAC) (accessed on 20 July 2022). [3]
- OECD (2021), *Education at a Glance 2021: OECD Indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/b35a14e5-en>. [4]

## Indicator A3 tables

### Tables Indicator A3. How does educational attainment affect participation in the labour market?

<b>Table A3.1</b>	Employment rates of 25-64 year-olds, by educational attainment (2022)
<b>Table A3.2</b>	Trends in employment rates of 25-34 year-olds, by educational attainment, programme orientation and gender (2015 and 2022)
<b>Table A3.3</b>	Unemployment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)
<b>Table A3.4</b>	Inactivity rates of 25-34 year-olds, by educational attainment and programme orientation (2022)

StatLink  <https://stat.link/4ygz2o>

Cut-off date for the data: 15 June 2023. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eaq-data-en>. More breakdowns can also be found at: <http://stats.oecd.org>, *Education at a Glance Database*.

Table A3.1. Employment rates of 25-64 year-olds, by educational attainment (2022)

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)	(10)
<b>OECD countries</b>										
Australia	62	79	85	80	85	86	87	92	86	81
Austria	55	78	84	78	86	83	90	93	87	78
Belgium	47	73	87	74	85	86	90	91	88	75
Canada	58	73	82	76	81	84	87 <sup>d</sup>	x(7)	83	79
Chile <sup>1</sup>	52	63	a	63	73	83	91 <sup>d</sup>	x(7)	80	65
Colombia	64	69 <sup>d</sup>	x(2)	69	x(6)	79 <sup>d</sup>	x(6)	x(6)	79	70
Costa Rica	63	71	c	71	73	82	86	c	80	69
Czech Republic	58	85 <sup>d</sup>	x(2)	85	90	83	89	91	88	84
Denmark	63	83	91	83	87	87	90	95	89	82
Estonia	69	82	83	82	81	89	90	96	88	83
Finland	56	78	98	78	83	89	90	c	89	80
France	54	74	66	74	85	85	90	92	87	76
Germany	65	81	87	83	89	88	89	93	89	82
Greece	56	66	71	67	59	77	86	93	79	69
Hungary	60	83	92	84	91	90	94	98	92	83
Iceland	74	84	92	86	86	89	95	99	92	86
Ireland	54	74	79	76	84	87	90	92	88	80
Israel	52	73	a	73	86	88	91	94	89	79
Italy	53	72	77	72	76	77	86	92	83	68
Japan <sup>2</sup>	x(2)	82 <sup>d</sup>	x(5)	m	82 <sup>d</sup>	90 <sup>d</sup>	x(6)	x(6)	87 <sup>d</sup>	85
Korea	62	72	a	72	77	79	87 <sup>d</sup>	x(7)	79	75
Latvia	64	75	76	75	84	86	88	92	87	79
Lithuania	55	75	77	76	a	89	92	97	90	81
Luxembourg	63	72	80	73	77	82	90	89	86	78
Mexico	65	71	a	71	73	80	87	88	80	70
Netherlands	68	84	87	84	88	88	92	94	90	83
New Zealand	73	82	87	84	91	90	90	91	90	84
Norway	64	82	94	83	84	90	95	98	90	83
Poland	49	75	76	75	c	89	92	96	91	79
Portugal	71	84	86	84	84	87	93	97	91	81
Slovak Republic	33	80	80	80	90	81	91	91	90	80
Slovenia	51	78	a	78	86	89	93	96	91	81
Spain	60	72	70	72	80	81	86	92	83	72
Sweden	65	84	84	84	84	90	94	96	90	84
Switzerland	66	83 <sup>d</sup>	x(2)	83	x(6, 7, 8)	88 <sup>d</sup>	89 <sup>d</sup>	92 <sup>d</sup>	89	83
Türkiye	52	62	a	62	65	76	83	93	74	60
United Kingdom <sup>3</sup>	63	82	a	79	81	87	89	90	87	80
United States	56	71 <sup>d</sup>	x(2)	71	78	82	86	90	83	75
<b>OECD average</b>	<b>59</b>	<b>77</b>	<b>83</b>	<b>77</b>	<b>82</b>	<b>85</b>	<b>90</b>	<b>93</b>	<b>86</b>	<b>78</b>
<b>Partner and/or accession countries</b>										
Argentina <sup>1</sup>	66	73	a	73	x(6)	85 <sup>d</sup>	x(6)	93	86	74
Brazil	58	x(4)	x(4)	73	x(6)	84 <sup>d</sup>	86	92	84	69
Bulgaria	51	81	85	81	a	88	91	97	90	79
China	m	m	m	m	m	m	m	m	m	m
Croatia	m	m	m	m	m	m	m	m	m	m
India	62	64	83	66	x(6)	63 <sup>d</sup>	x(6)	65	64	63
Indonesia	75	73	a	73	75	82	90	97	81	75
Peru	m	m	m	m	m	m	m	m	m	m
Romania	48	74	84	75	x(9)	x(9)	x(9)	x(9)	91	72
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	45	55	61	55	66	76	84 <sup>d</sup>	x(7)	75	52
<b>EU25 average</b>	<b>57</b>	<b>78</b>	<b>82</b>	<b>78</b>	<b>84</b>	<b>86</b>	<b>90</b>	<b>94</b>	<b>88</b>	<b>79</b>
<b>G20 average</b>	<b>60</b>	<b>72</b>	<b>m</b>	<b>72</b>	<b>m</b>	<b>82</b>	<b>m</b>	<b>88</b>	<b>82</b>	<b>73</b>

Note: See StatLink and Box A3.1 for the notes related to this Table.

Source: OECD/ILO (2023). For more information see [Source section](#) and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sub>[2]</sub>).StatLink  <https://stat.link/rylf95>

**Table A3.2. Trends in employment rates of 25-34 year-olds, by educational attainment, programme orientation and gender (2015 and 2022)**

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

	Below upper secondary				Upper secondary or post-secondary non-tertiary												Tertiary			
					By programme orientation								Total							
	General				Vocational				Total				2015		2022					
	2015	2022	2015	2022	2015	2022	2015	2022	2015	2022	2015	2022	2015	2022	2015	2022				
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women					
(1)	(2)	(4)	(5)	(7)	(8)	(10)	(11)	(13)	(14)	(16)	(17)	(19)	(20)	(22)	(23)	(25)	(26)	(28)	(29)	
<b>OECD countries</b>																				
Australia	74	43	79	48	80	69	83	67	92	66	90	73	87	68	87	70	92	80	91	86
Austria	65	51	68	48	74	69	76	73	89	82	89	85	87	79	87	82	87	84	91	85
Belgium	61	38	61	37	73	64	75	64	85	74	87	75	82	71	84	71	88	86	91	89
Canada	66	42	68	45	79	64	81	69	88	83	91	82	83	68	85	72	88	82	89	85
Chile <sup>1</sup>	79	43	68	44	77	56	69	49	92	63	79	56	80	57	71	51	89	83	83	77
Colombia	90	50	86	42	x(19)	x(20)	x(22)	x(23)	x(19)	x(20)	x(22)	x(23)	88	62	83	54	90	79	87	76
Costa Rica	87	46	85	47	88	59	83	59	84	68	93	60	87	60	84	59	84	78	85	77
Czech Republic	56	27	74	40	x(19)	x(20)	96	62	x(19)	x(20)	96	60	91	63	96	61	91	68	94	67
Denmark	62	47	65	47	72	64	74	70	90	77	91	83	85	73	86	77	85	80	89	86
Estonia	69	51	81	58	92	67	95	79	93	65	90	78	93	66	92	79	95	79	93	87
Finland	61	40	55	41	75	55	72	63	83	69	82	76	81	66	80	72	88	76	92	86
France	63	36	64	39	79	68	78	72	82	64	85	72	81	65	83	72	87	82	90	86
Germany	68	44	74	49	57	50	72	60	89	82	92	85	85	78	88	81	91	84	93	86
Greece	62	34	70	36	64	44	72	46	68	56	82	58	65	49	77	52	67	63	78	75
Hungary	65	36	74	48	80	64	83	77	89	66	94	84	87	66	91	81	94	74	96	92
Iceland	85	62	78	71	77	70	84	68	95	82	95	83	87	74	89	73	91	83	92	87
Ireland	52	33	50	32	72	61	78 <sup>d</sup>	65 <sup>d</sup>	81	58	87	72	75	60	81	68	85	83	92	89
Israel	72	38	64	39	75	65	70	65	88	69	85	73	76	65	71	66	90	83	91	85
Italy	63	36	70	33	56	45	64	48	75	58	80	61	72	53	77	56	66	60	75	71
Japan <sup>2</sup>	m	m	m	m	x(25)	x(26)	x(28)	x(29)	x(25)	x(26)	x(28)	x(29)	x(25)	x(26)	x(28)	x(29)	91 <sup>d</sup>	76 <sup>d</sup>	94 <sup>d</sup>	85 <sup>d</sup>
Korea	63	45	73	60	73 <sup>d</sup>	54 <sup>d</sup>	69 <sup>d</sup>	60 <sup>d</sup>	x(7)	x(8)	x(10)	x(11)	73	54	69	60	85	67	82	75
Latvia	70	52	69	53	84	69	78	66	86	79	89	75	85	74	83	70	94	80	90	84
Lithuania	66	43	62	60	81	68	91	69	86	63	90	72	83	66	90	70	95	89	95	91
Luxembourg	86	64	79	76 <sup>r</sup>	c	c	83	88	93	80	86	78	87	75	84	84	91	84	91	88
Mexico	91	42	90	45	88	53	89	55	93	61	91	67	88	54	89	56	87	74	88	76
Netherlands	79	55	77	54	78	72	81	69	90	78	94	85	87	77	90	82	93	89	92	91
New Zealand	80	47	78	58	88	65	89	72	92	63	92	72	91	64	91	72	92	82	95	88
Norway	67	53	73	58	82	59	80	68	90	84	95	89	87	74	91	81	87	86	92	89
Poland	55	31	59	37	83	61	89	67	87	60	92	70	86	60	91	69	92	84	95	89
Portugal	77	71	73	63	77	78	80	78	81	78	88	82	79	78	84	80	78	81	85	88
Slovak Republic	45	32	46	16	85	55	83	65	88	60	89	76	88	59	88	75	90	66	91	83
Slovenia	69	49	63	53 <sup>r</sup>	73	57	79	72	85	74	92	78	83	69	90	77	88	79	91	87
Spain	63	47	71	51	66	59	69	60	75	67	79	71	70	63	74	65	77	74	83	80
Sweden	75	53	75	52	79	72	77	72	91	85	91	81	87	79	85	77	88	86	91	86
Switzerland	76	55	75	50	81	78	81	81	92	84	92	85	90	82	90	84	92	86	93	89
Türkiye	84	26	81	26	84	33	81	36	91	38	89	39	87	35	85	37	86	65	85	61
United Kingdom <sup>3</sup>	77	43	69	51	89	71	90	77	91	73	91	78	90	72	91	77	92	84	93	89
United States	73	37	75	44	78 <sup>d</sup>	62 <sup>d</sup>	80 <sup>d</sup>	66 <sup>d</sup>	x(7)	x(8)	x(10)	x(11)	78	62	80	66	88	80	89	83
<b>OECD average</b>	<b>70</b>	<b>44</b>	<b>71</b>	<b>47</b>	<b>78</b>	<b>62</b>	<b>80</b>	<b>66</b>	<b>87</b>	<b>70</b>	<b>89</b>	<b>74</b>	<b>84</b>	<b>66</b>	<b>85</b>	<b>70</b>	<b>88</b>	<b>79</b>	<b>90</b>	<b>84</b>
<b>Partner and/or accession countries</b>																				
Argentina <sup>1,4</sup>	86	41	83	41	m	m	m	m	m	m	m	m	86	58	81	59	94	85	92	86
Brazil	83 <sup>b</sup>	50 <sup>b</sup>	79	42	86 <sup>b</sup>	64 <sup>b</sup>	x(22)	x(23)	x(19)	x(20)	x(22)	x(23)	86 <sup>b</sup>	64 <sup>b</sup>	86	63	91 <sup>b</sup>	83 <sup>b</sup>	90	83
Bulgaria	46	27	63	37	74	63	78	67	82	71	90	75	79	66	84	70	89	81	89	88
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Croatia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India <sup>4</sup>	20	49	94	28	x(19)	x(20)	x(22)	x(23)	x(19)	x(20)	x(22)	x(23)	14	47	91	24	22	44	81	28
Indonesia	91	46	90	48	x(19)	x(20)	x(22)	x(23)	x(19)	x(20)	x(22)	x(23)	89	49	90	48	90	78	91	74
Peru	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Romania	74 <sup>b</sup>	46 <sup>b</sup>	69	28	80 <sup>b</sup>	63 <sup>b</sup>	89	68	85 <sup>b</sup>	68 <sup>b</sup>	89	67	84 <sup>b</sup>	67 <sup>b</sup>	89	67	90 <sup>b</sup>	85 <sup>b</sup>	93	87
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	56	38	46	33	x(19)	x(20)	x(22)	x(23)	x(19)	x(20)	x(22)	x(23)	66	50	52	42	82	79	68	64
<b>EU25 average</b>	<b>65</b>	<b>43</b>	<b>67</b>	<b>45</b>	<b>75</b>	<b>62</b>	<b>80</b>	<b>67</b>	<b>85</b>	<b>70</b>	<b>89</b>	<b>75</b>	<b>83</b>	<b>68</b>	<b>86</b>	<b>72</b>	<b>87</b>	<b>79</b>	<b>90</b>	<b>85</b>
<b>G20 average</b>	<b>70</b>	<b>41</b>	<b>76</b>	<b>42</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>78</b>	<b>59</b>	<b>82</b>	<b>59</b>	<b>83</b>	<b>75</b>	<b>87</b>	<b>76</b>

Note: See StatLink and Box A3.1 for the notes related to this Table.

Source: OECD/ILO (2023). For more information see Source section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[2]</sup>).


**Table A3.3. Unemployment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)**

Percentage of unemployed 25-34 year-olds among all 25-34 year-olds in the labour force

	Below upper secondary	Upper secondary or post-secondary non-tertiary			Tertiary					All levels of education	
		By programme orientation			By level of education						
		General	Vocational	Total	Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Total		
											(1)
<b>OECD countries</b>											
Australia	5.5	6.1	3.8	4.8	3.2	2.6	3.2	c	2.8	3.7	
Austria	15.5	6.2	4.7	4.9	3.3	3.8	4.0	c	3.7	5.2	
Belgium	20.1	9.7	7.8	8.3	3.9 <sup>d</sup>	3.3	3.1	6.7 <sup>r</sup>	3.3	6.6	
Canada	11.8	7.3	4.6	6.4	4.5	4.3	4.0 <sup>d</sup>	x(7)	4.3	5.2	
Chile <sup>1</sup>	16.5	16.0	12.5	15.3	11.7	9.9	3.4 <sup>d</sup>	x(7)	10.1	13.0	
Colombia	10.9	x(4)	x(4)	13.6	x(6)	11.5 <sup>d</sup>	x(6)	x(6)	11.5	12.2	
Costa Rica	14.1	15.9	8.5	15.4	11.2	10.4	c	c	10.2	13.2	
Czech Republic	13.1	1.6	2.7	2.1	c	0.9	1.5	c	1.2	2.5	
Denmark	9.0	5.5	2.6	3.5	5.2	4.9	6.5	8.1	5.7	5.4	
Estonia	8.0	3.6	6.2	5.2	a	3.1	2.8	c	2.9	4.4	
Finland	13.5	11.6	7.1	8.1	c	4.3	3.0	c	3.7	6.5	
France	20.0	9.4	9.9	9.8	5.4	6.5	4.7	4.9	5.4	8.2	
Germany	8.7	5.6	2.8	3.2	c	2.5	2.5	c	2.5	3.6	
Greece	22.6	18.6	17.8	18.2	c	15.1	11.9	c	14.3	16.7	
Hungary	12.5	4.0	3.2	3.4	3.4	1.7	1.7	c	1.8	3.8	
Iceland	6.8	7.4	c	4.6	10.4	3.1	2.4	c	3.4	4.6	
Ireland	16.7	8.0 <sup>d</sup>	6.4	7.3	3.4	3.9	3.3	5.1	3.7	5.1	
Israel	5.5	5.4	5.2	5.4	3.4	4.0	2.5	c	3.6	4.5	
Italy	17.6	13.1	10.7	11.3	c	7.9	7.8	c	7.8	11.4	
Japan <sup>2</sup>	m	x(5)	x(5)	x(5)	3.1 <sup>d</sup>	2.3 <sup>d</sup>	x(6)	x(6)	2.5 <sup>d</sup>	3.4	
Korea	3.0	5.3 <sup>d</sup>	x(2)	5.3	4.3	4.5	2.3 <sup>d</sup>	x(7)	4.4	4.6	
Latvia	14.5	10.3	6.9	8.6	9.2	5.2	2.4	c	5.0	7.4	
Lithuania	11.4	7.5	5.4	6.4	a	3.8	1.5	c	3.2	4.7	
Luxembourg	c	c	c	c	c	c	c	c	c	3.7	
Mexico	3.0	4.0	4.5	4.0	3.8	5.2	4.6	c	5.2	4.0	
Netherlands	6.3	6.9	2.4	3.3	c	3.2	2.8	c	3.0	3.3	
New Zealand	6.2	4.4	4.1	4.2	2.2	1.5	2.1	2.2	1.6	3.2	
Norway	7.0	c	c	c	5.6	c	c	c	2.8	2.9	
Poland	10.2	4.6	3.7	3.9	a	2.8	1.5	c	1.9	3.3	
Portugal	13.8	8.4	8.1	8.2	c	6.2	5.8	c	6.0	8.0	
Slovak Republic	37.2	8.3	7.1	7.2	c	4.5	2.8	c	3.4	6.8	
Slovenia	14.3	9.4	5.1	5.9	6.4	4.3	3.7	c	4.3	5.4	
Spain	22.2	15.9	16.3	16.1	12.9	10.3	7.8	c	10.2	14.5	
Sweden	19.2	7.0	4.5	5.5	7.1	4.2	c	c	4.0	6.5	
Switzerland	14.6	5.5	4.1	4.4	x(6, 7, 8)	3.0 <sup>d</sup>	3.2 <sup>d</sup>	2.7 <sup>d</sup>	3.1	4.5	
Türkiye	12.8	14.0	9.8	12.1	13.7	12.5	11.6	5.9	12.7	12.6	
United Kingdom <sup>3</sup>	8.2	3.8	3.6	3.6	1.7	2.5	2.9	c	2.5	3.4	
United States	9.7	6.2 <sup>d</sup>	x(2)	6.2	3.5	2.9	1.2	c	2.5	4.4	
<b>OECD average</b>	<b>12.8</b>	<b>8.1</b>	<b>6.5</b>	<b>7.3</b>	<b>5.9</b>	<b>5.1</b>	<b>3.9</b>	<b>m</b>	<b>4.9</b>	<b>6.4</b>	
<b>Partner and/or accession countries</b>											
Argentina <sup>1</sup>	12.7	x(4)	x(4)	11.0	x(6)	5.2 <sup>d</sup>	x(6)	c	5.0	10.1	
Brazil	12.1	x(4)	x(4)	10.0	x(6)	5.9 <sup>d</sup>	4.0	c	5.9	9.4	
Bulgaria	13.4	6.2	4.9	5.6	a	2.8	3.2	m	3.0	5.5	
China	m	m	m	m	m	m	m	m	m	m	
Croatia	m	m	m	m	m	m	m	m	m	m	
India	2.6	x(4)	x(4)	5.0	x(6)	14.8 <sup>d</sup>	x(6)	18.9	15.8	5.8	
Indonesia	2.6	x(4)	x(4)	4.0	4.0	4.8	2.5	m	4.6	3.6	
Peru	m	m	m	m	m	m	m	m	m	m	
Romania	17.3	6.0	5.1	5.2	x(9)	x(9)	x(9)	x(9)	2.6	6.4	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	
South Africa	40.7	x(4)	x(4)	37.5	30.8	25.1	8.3 <sup>d</sup>	x(7)	24.9	37.0	
<b>EU25 average</b>	<b>15.5</b>	<b>8.2</b>	<b>6.6</b>	<b>7.0</b>	<b>m</b>	<b>4.8</b>	<b>4.0</b>	<b>m</b>	<b>4.5</b>	<b>6.5</b>	
<b>G20 average</b>	<b>11.4</b>	<b>m</b>	<b>m</b>	<b>8.9</b>	<b>m</b>	<b>6.8</b>	<b>m</b>	<b>m</b>	<b>6.8</b>	<b>8.1</b>	

Note: See StatLink and Box A3.1 for the notes related to this Table.

Source: OECD/ILO (2023). For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sub>[2]</sub>).

StatLink  <https://stat.link/769yli>

**Table A3.4. Inactivity rates of 25-34 year-olds, by educational attainment and programme orientation (2022)**

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

	Below upper secondary	Upper secondary or post-secondary non-tertiary			Tertiary					All levels of education
		By programme orientation		Total	By level of education				Total	
		General	Vocational		Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
<b>OECD countries</b>										
Australia	31	20	13	16	11	10	9	c	10	14
Austria	30	21	8	10	8	12	6	c	9	12
Belgium	37	23	11	15	7 <sup>r</sup>	8	6	8 <sup>r</sup>	7	14
Canada	32	17	7	14	10	9	8 <sup>d</sup>	x(7)	9	12
Chile <sup>1</sup>	33	30	24	29	17	10	4 <sup>d</sup>	x(7)	12	22
Colombia	25	x(4)	x(4)	20	x(6)	9 <sup>d</sup>	x(6)	x(6)	9	17
Costa Rica	19	15	18	16	19	6	c	c	10	15
Czech Republic	33	18	14	16	10 <sup>r</sup>	26	19	13	21	19
Denmark	36	24	10	15	9	10	4	3	7	15
Estonia	22	8	9	8	a	10	6	c	8	10
Finland	43	23	15	17	c	9	5	c	8	16
France	35	18	12	14	8	9	6	3	7	13
Germany	31	29	9	13	c	10	7	c	8	14
Greece	27	25	13	19	c	11	11	18	11	16
Hungary	30	17	7	10	3	5	5	c	5	11
Iceland	18	17	8	13	8	12	2	c	8	12
Ireland	50	21	16	19	9	7	4	3	6	12
Israel	42	28	16	27	11	10	8	11	10	20
Italy	35	37	19	24	c	27	17	10 <sup>r</sup>	21	25
Japan <sup>2</sup>	m	x(5)	x(5)	x(5)	12 <sup>d</sup>	6 <sup>d</sup>	x(6)	x(6)	8 <sup>d</sup>	10
Korea	31	30 <sup>d</sup>	x(2)	30	19	18	10 <sup>d</sup>	x(7)	18	22
Latvia	26	19	10	15	9	11	5	c	9	13
Lithuania	30	11	13	12	a	4	6	c	4	9
Luxembourg	c	c	c	13	c	c	c	c	7	10
Mexico	31	25	19	25	18	14	7	c	14	25
Netherlands	28	18	8	10	c	7	4	c	6	9
New Zealand	27	15	13	14	6	7	9	2	7	13
Norway	28	24	6	12	14	7	c	c	7	12
Poland	44	18	13	15	a	10	5	c	7	13
Portugal	20	14	7	10	c	10	4 <sup>r</sup>	c	8	11
Slovak Republic	50	20	10	10	c	24	7	c	11	13
Slovenia	28	16	8	9	7	10	5	6 <sup>r</sup>	8	9
Spain	19	23	10	17	8	13	8	c	10	14
Sweden	19	20	9	13	14	8	4	c	8	11
Switzerland	26	14	7	9	x(6, 7, 8)	7 <sup>d</sup>	5 <sup>d</sup>	2 <sup>d</sup>	6	9
Türkiye	39	29	23	27	22	16	10	6	17	27
United Kingdom <sup>3</sup>	33	13	12	12	11	6	6	c	7	12
United States	33	21 <sup>d</sup>	x(2)	21	16	12	9	8	12	17
<b>OECD average</b>	<b>31</b>	<b>21</b>	<b>12</b>	<b>16</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>m</b>	<b>9</b>	<b>14</b>
<b>Partner and/or accession countries</b>										
Argentina <sup>1</sup>	27	x(4)	x(4)	22	x(6)	7 <sup>d</sup>	x(6)	c	7	20
Brazil	28	x(4)	x(4)	18	x(6)	9 <sup>d</sup>	13	m	9	19
Bulgaria	43	22	11	17	a	12	6	c	9	19
China	m	m	m	m	m	m	m	m	m	m
Croatia	m	m	m	m	m	m	m	m	m	m
India	40	x(4)	x(4)	35	x(6)	33 <sup>d</sup>	x(6)	31	33	38
Indonesia	29	x(4)	x(4)	26	19	14	7	m	15	25
Peru	m	m	m	m	m	m	m	m	m	m
Romania	41	17	16	16	x(9)	x(9)	x(9)	x(9)	8	20
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	32	x(4)	x(4)	24	17	11	6 <sup>d</sup>	x(7)	12	27
<b>E U25 average</b>	<b>33</b>	<b>20</b>	<b>11</b>	<b>14</b>	<b>m</b>	<b>12</b>	<b>7</b>	<b>m</b>	<b>9</b>	<b>14</b>
<b>G20 average</b>	<b>32</b>	<b>m</b>	<b>m</b>	<b>21</b>	<b>m</b>	<b>13</b>	<b>m</b>	<b>m</b>	<b>13</b>	<b>20</b>

Note: See StatLink and Box A3.1 for the notes related to this Table.

Source: OECD/ILO (2023). For more information see *Source* section and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sub>[2]</sub>).

StatLink  <https://stat.link/57hoys>

### Box A3.1. Notes for Indicators A3 Tables

#### **Table A3.1. Employment rates of 25-64 year-olds, by educational attainment (2022)**

In most countries data refer to ISCED 2011. For Argentina and India data refer to ISCED-97.

1. Year of reference differs from 2022: 2021 for Argentina and 2020 for Chile.
2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in 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 (12% of adults aged 25-64 are in this group).

#### **Table A3.2. Trends in employment rates of 25-34 year-olds, by educational attainment, programme orientation and gender (2015 and 2022)**

In most countries data refer to ISCED 2011. For Argentina and India data refer to ISCED-97. Totals for men and women are available for consultation on line (see StatLink).

1. Year of reference differs from 2022: 2021 for Argentina and 2020 for Chile.
2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in 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 (9% of adults aged 25-34 are in this group).
4. Year of reference differs from 2015: 2014 for Argentina and 2012 for India.

#### **Table A3.3. Unemployment rates of 25-34 year-olds, by educational attainment and programme orientation (2022)**

In most countries data refer to ISCED 2011. For Argentina and India data refer to ISCED-97.

1. Year of reference differs from 2022: 2021 for Argentina and 2020 for Chile.
2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in 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 (9% of adults aged 25-34 are in this group).

#### **Table A3.4. Inactivity rates of 25-34 year-olds, by educational attainment and programme orientation (2022)**

In most countries data refer to ISCED 2011. For Argentina and India data refer to ISCED-97.

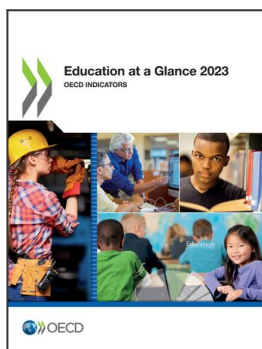
1. Year of reference differs from 2022: 2021 for Argentina and 2020 for Chile.
2. Data for tertiary education include upper secondary or post-secondary non-tertiary programmes (less than 5% of adults are in this group).
3. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (9% of adults aged 25-34 are in this group).

For more information see *Definitions, Methodology and Source* sections and [Education at a Glance 2023 Sources, Methodologies and Technical Notes](#) (OECD, 2023<sup>[2]</sup>).

Data and more breakdowns are available in the *Education at a Glance Database* (<http://stats.oecd.org/>).

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





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