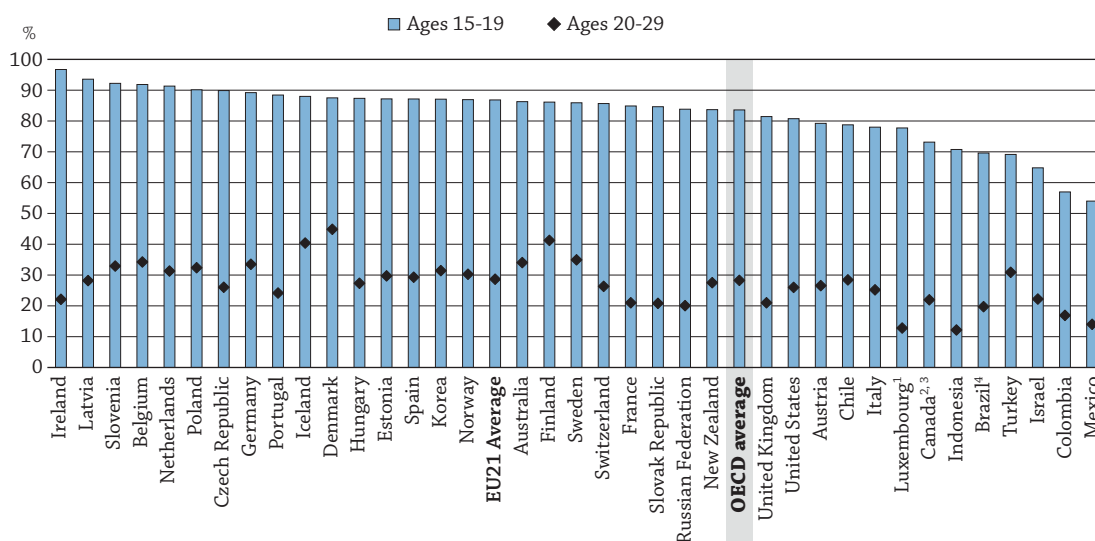


WHO PARTICIPATES IN EDUCATION?

- Access to education for 5-14 year-olds is universal in all OECD and most partner countries with available data.
- In 2013, enrolment rates among 15-19 year-olds were greater than 70% in 32 of the 37 OECD and partner countries with available data.
- In almost all OECD countries, more than one in five 20-29 year-olds participated in education in 2013.

Chart C1.1. Enrolment rates of 15-19 and 20-29 year-olds (2013)



1. Underestimated because many resident students go to school in the neighbouring countries.


2. Excludes post-secondary non-tertiary education.

3. Year of reference 2012.

4. Excludes enrolments in ISCED 7 and 8.

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds.

Source: OECD, Table C1.1.a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

In times of economic hardship, the advantage of education for labour-market prospects becomes even clearer. Education systems in OECD and most G20 countries now provide universal access to basic education, such that both pre-primary and upper secondary education are becoming universal in most countries (see also Indicator C2). The expansion of upper secondary education is both a response to increasing demand and a result of various policy changes, ranging from more flexible curricula and a reshaping of vocational studies, to efforts to expand access to education to the entire population. While the same changes have been made to tertiary education, participation rates at the higher level of education are significantly lower.

Upper secondary education has become the minimum qualification for a smooth and successful transition into the labour market; attainment of this level of education reduces the risk of unemployment (see Indicator A5). Successful completion of upper secondary programmes is vital for addressing equity issues (OECD, 2010a; OECD, 2011), but graduation rates vary widely among OECD countries (see Indicator A2). To help ensure good returns for individuals, education systems must be able to help students acquire the skills they need both to make them employable in the short term, and to enable them to pursue learning throughout their working lives (OECD, 2010b). The deep structural changes that have occurred in the global labour market over the past decades suggest that better-educated individuals will continue to have an advantage as the labour market becomes increasingly more knowledge-based.

■ Other findings

- Based on 2013 enrolment patterns, a 5-year-old in an OECD country can expect to participate in more than 17 years of full-time and part-time education, on average, before reaching the age of 40. The expected duration of education ranged from 13 years in Saudi Arabia to 19 years or more in Australia, Belgium, Denmark, Finland, Iceland and Sweden.
- Across OECD countries in 2013, at least 90% of the school-age population participated in an average of 13 years of formal education. Twenty-eight out of the 40 countries with available data were equal or above this OECD average, while 12 countries were below the average.

■ Trends

Between 2005 and 2013, enrolment rates for 15-19 year-olds in OECD countries increased, on average, from 82% to 84%. While the rates increased by nearly 30 percentage points during this period in Turkey, they remained virtually unchanged in France, Hungary, Israel and the Slovak Republic (Table C1.6, available on line). In 2013, enrolment rates for 15-19 year-olds were still 70% or lower in Brazil, Colombia, Israel, Mexico and Turkey. Among 20-29 year-olds, enrolment rates in OECD countries increased, on average, 4 percentage points, from 24% in 2005 to 28% in 2013.

Analysis

In 20 of the 40 OECD and partner countries with available data in 2013, full enrolment in education (defined here as enrolment rates exceeding 90% of the population of the age range covering a certain level of studies) begins between the ages of 3 and 4 (age 2 in Denmark, Iceland and Norway); in the other 17 countries, full enrolment starts between the ages of 5 and 6, except in the Russian Federation and Saudi Arabia, where it starts at 7. In most OECD and partner countries, at least 75% of 3-4 year-olds were enrolled in either pre-primary or primary programmes (Table C1.1a and Indicator C2). In Belgium, Denmark, France, Iceland, Israel, Italy, New Zealand, Norway, Spain and the United Kingdom, enrolment rates among 3-4 year-olds reached at least 96% in 2013.

Box C1.1. Expected years in education

The estimation of expected years in education includes enrolment in all forms of formal education, including non-continuous and incomplete participation. Thus, based on 2013 enrolment patterns, a 5-year-old in an OECD country can expect to participate in education for more than 17 years, on average, before reaching the age of 40. More specifically, this person can expect to be enrolled for around one year in early childhood education, nearly 6 years in primary education, 3 years in lower secondary education, 4 years in upper secondary education, 0.3 years in post-secondary non-tertiary education, and 3 years in tertiary education. This same student can expect to participate in full-time studies for 16 years and in part-time studies for around one year. Women can expect to be enrolled in full-time education for about 17 years while men can expect to be enrolled for 16 years, on average.

Among countries with available data, the expected number of years in education ranges from 15 years or less in Colombia, Indonesia, Japan, Luxembourg, Mexico and Saudi Arabia, to 19 years or more in Australia, Belgium, Denmark, Finland, Iceland and Sweden. (Table C1.5).

Enrolment in an education programme is not limited to a particular age range. Based on 2013 data, Australia, Belgium, Finland, Iceland, New Zealand and Sweden show significant shares of their adult populations – particularly adults who are between 40 and 64 – participating in education. This is explained by larger part-time enrolments and/or by lifelong learning programmes in these countries. For instance, credit-based systems in Sweden allow adults to study selected parts of a programme in formal education as a way to upgrade their skills in a specific area.

Expected years in education is only an estimate of the potential number of years an individual may expect to be in education. This estimation is not comparable to educational attainment, and may also differ from projections of future attainment, because the time spent in a given programme may change within the population.

Participation in compulsory education

Compulsory education varies across countries. In 2013, the starting age of compulsory education ranged from age 4 in Brazil, Luxembourg and Mexico, to age 7 in Estonia, Finland, Indonesia, the Russian Federation, South Africa and Sweden. In the United Kingdom and the United States, the starting age ranged between ages 4 and 5 and ages 4 and 6, respectively; in Switzerland, the age range was from 5 to 7 (as the reference date for the data collection is 1 January, children could be a year younger when they enter compulsory education).

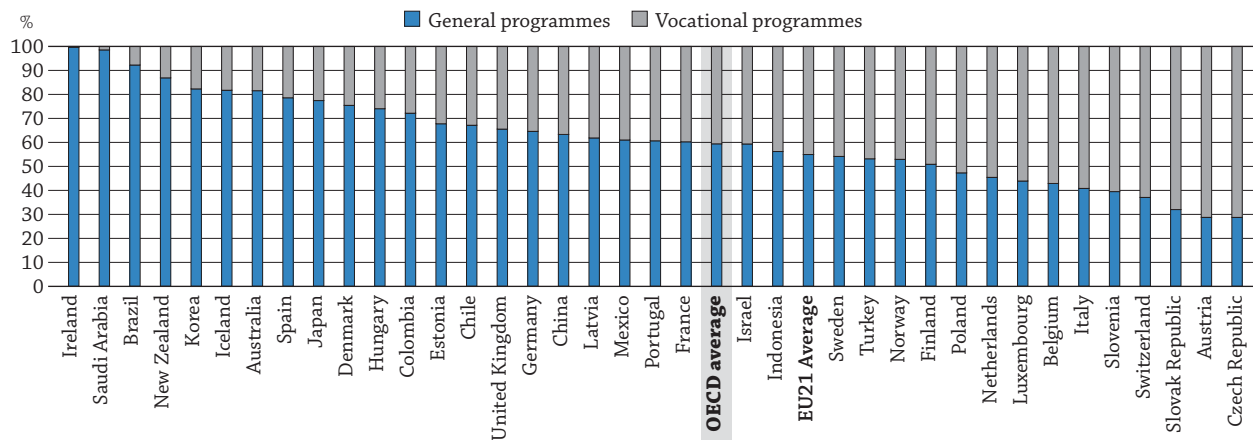
Compulsory education comprises primary and lower secondary programmes in all OECD countries, and upper secondary education in most of them, according to the theoretical age ranges associated with the different levels of education in each country. Enrolment rates among 5-14 year-olds are higher than 90%, i.e. there is universal coverage of basic education, in nearly all OECD and partner countries with available data. In 2013, enrolment rates in 34 out of the 39 countries with available data for this age range were around 95% or higher (Table C1.1a and Table X1.3).

Participation in upper secondary education

In recent years, countries have increased the diversity of their upper secondary programmes. This diversification is both a response to the growing demand for upper secondary education and a result of changes in curricula. Curricula have gradually evolved from separating general and vocational programmes to offering more comprehensive programmes that include both types of learning, leading to more flexible pathways into further education or the labour market.

Based on 2013 data, enrolment rates among 15-19 year-olds, i.e. those typically in upper secondary programmes or in transition to upper levels of education, reached at least 80% in 26 of the 37 OECD and partner countries with available data. In Belgium, Ireland, Latvia, the Netherlands, Poland, and Slovenia, these rates were higher than 90% (Table C1.1a). By contrast, the proportion of people of this age group who were not enrolled in education exceeded 20% in Austria, Canada, Chile, Italy and Luxembourg, and exceeded 30% in Brazil and Turkey. In Israel, more than 35% of the age group were not enrolled in education, largely due to conscription, while in Colombia and Mexico this proportion exceeded 40% (Table C1.1a and Chart C1.2).

Chart C1.2. Distribution of 15-19 year-olds enrolled in upper secondary education, by programme orientation (2013)



Countries are ranked in descending order of the share of students in general programmes.

Source: OECD, Table C1.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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In 2013, at least 85% of 15-year-olds in 36 of the 38 countries with available data were enrolled in secondary education (Table C1.1b, available on line).

The variation in upper secondary enrolment rates reflects different completion requirements or age limits. For example, in the Netherlands, students aged 20 years and older represent 42% of total enrolments in upper secondary vocational programmes (Table C1.2). Education policies, combined with other factors, such as longer programmes, grade repetition, and late entry into the labour market or participation in education while employed, among others, have resulted in larger numbers of older students participating in upper secondary education (see Indicator A2). Consequently, in some OECD countries, around one in five to one in three 20-year-olds is still enrolled in upper secondary education. This is the case in Denmark (33%), Germany (23%), Luxembourg (25%), the Netherlands (27%) and Switzerland (25%) (Table C1.1b, available on line).

Vocational education and training (VET) programmes

Many countries have recently renewed their interest in vocational education and training (VET) programmes, as these programmes are seen as effective in developing skills among those who would otherwise lack qualifications to ensure a smooth and successful transition into the labour market (OECD, 2010a). Countries with well-established vocational and apprenticeship programmes have been more effective in holding the line on youth unemployment (see Indicator C5). At the same time, some consider vocational education a less-attractive option than academic education; and some research suggests that participation in vocational education increases the risk of unemployment at later ages (Hanushek et al., 2011).

In most countries, a student who successfully completes an apprenticeship programme is usually awarded an upper secondary or post-secondary qualification. In some countries, it is possible to earn higher qualifications, like the Advanced Diploma awarded in Australia. Vocational programmes in OECD countries offer different combinations of vocational studies along with apprenticeship programmes. Upper secondary students in many education systems can enrol in vocational programmes, but some OECD countries delay vocational training until students graduate from upper secondary education. For instance, while vocational programmes are offered as upper secondary education in Austria, Hungary and Spain, similar programmes are typically offered as post-secondary education in Canada (see Indicator A2).

In more than one-third of the countries for which 2013 data are available, the percentage of students who participated in vocational programmes exceeded 50% of all students enrolled in upper secondary education – and this proportion was at least 70% in Austria, the Czech Republic and Finland. In the other two-thirds of countries, more than 50% of upper secondary students were enrolled in general programmes rather than in VET. This proportion was larger than 80% in Brazil, Ireland, Korea, Saudi Arabia and South Africa (Table C1.2).

In most countries, vocational education at the upper secondary level is school-based only. However, some countries offer programmes that combine both school and work. Some 60% of all upper secondary students in Switzerland are enrolled in these combined vocational programmes as are more than 30% of all upper secondary students in Austria, China, Denmark, Germany and Latvia (Table C1.2).

Participation of young adults in education

In 2013, an average of 28% of 20-29 year-olds in OECD countries were enrolled in some type of education. The largest proportions of this age group enrolled in education (more than 40%) were found in Denmark and Finland. Meanwhile, in Indonesia, Luxembourg and Mexico less than 15% of young adults in this age group were enrolled (Table C1.1a and Chart C1.1).

In most of the countries analysed, 20-year-olds are typically enrolled in tertiary education. In 2013, nearly 37% of 20-year-olds in OECD countries were enrolled in tertiary education, on average. In Korea, seven in ten 20-year-olds were enrolled in this level of education, whereas in Belgium, Ireland and Slovenia, at least one in two people of this age were enrolled. By contrast, fewer than one in four 20-year-olds in Brazil, China, Colombia, Denmark, Germany, Iceland, Israel, Luxembourg, Mexico, Sweden and Switzerland were enrolled in tertiary education (Table C1.1b, available on line).

Returning to or continuing studies is an option for adults who want to improve and diversify their skills and make themselves more adaptable to the changing demands of the labour market. In the current context of high unemployment and changing skills needs in the labour market, some countries, such as Chile, have established specific policies to encourage adults to pursue vocational studies.

Gender differences

Recent studies have emphasised the importance of having a more balanced approach to gender, given that half of the economic growth in OECD countries over the past 50 years can be attributed to higher educational attainment, which, in turn, has been achieved mainly because more girls and women are participating in all levels of education (OECD, 2012).

The gender gap in enrolment is relatively narrow for people younger than 20, but it increases among older individuals. On average across OECD countries, 30% of 20-29 year-old women and 27% of men the same age participated in education in 2013. There were important differences within countries. In Poland, for instance, 38% of women were enrolled while only 27% of men were. In Poland, Slovenia and Sweden, the enrolment rate for women was at least 11 percentage points higher than that for men. In Korea, the 14 percentage-point difference in favour of men's enrolment rates compared with women's enrolment rates in 2013 is linked to delayed graduation among men completing their mandatory military service.

In most countries, enrolment rates among 30-39 year-olds were also higher among women than men. Australia, Finland, Iceland, New Zealand and Sweden had the highest rates of women of this age participating in education, with Sweden showing the widest gender gap, of almost eight percentage points (Table C1.1a).

Part-time studies

The new International Standard Classification of Education 2011 (ISCED 2011), used for the first time in this edition of *Education at a Glance*, allows for more disaggregated data for the tertiary level of education, among others. Instead of the ISCED-97 tertiary type A and type B programmes discussed in previous editions, tertiary education is now broken down into short-cycle tertiary programmes, bachelor's, master's and doctoral or equivalent programmes.

Students in tertiary education are more likely to enrol full time rather than part time, regardless of their choice of programme. In 2013, more than 77% of tertiary students, on average across OECD countries with available data, were enrolled full time, and in Austria, Colombia, the Czech Republic, Mexico, Portugal and Turkey, more than 95% of students were. Students are more likely to be enrolled full time in bachelor's or equivalent programmes (OECD average of 80%). Although most of the students enrolled in short-cycle tertiary programmes are also enrolled full time (OECD average of 73%), the proportion of these students is the smallest among all tertiary students.

In 2013, 27% of students in short-cycle tertiary programmes were enrolled part time, on average across OECD countries. In Australia and the United States, more than 50% of enrolments in these programmes were part time, in New Zealand, more than 60% were, in Belgium, 72% were, and in the United Kingdom, 89% of enrolments in short-cycle tertiary programmes were part time. There are, however, significant gender differences in some countries. In the Netherlands, for example, 37% of women were enrolled part time compared to 27% of men. In Germany, Ireland and New Zealand, the gender difference in these proportions is around eight percentage points (Table C1.3).

Part-time enrolments in bachelor's or equivalent programmes did not exceed full-time enrolments in any country except Sweden, where 55% of students in these programmes study part time. In Poland, 47% of students at this level of education are enrolled part time. In 17 of the 31 countries with available data, more than 20% of enrolments in bachelor's or equivalent programmes were part time (Table C1.3).

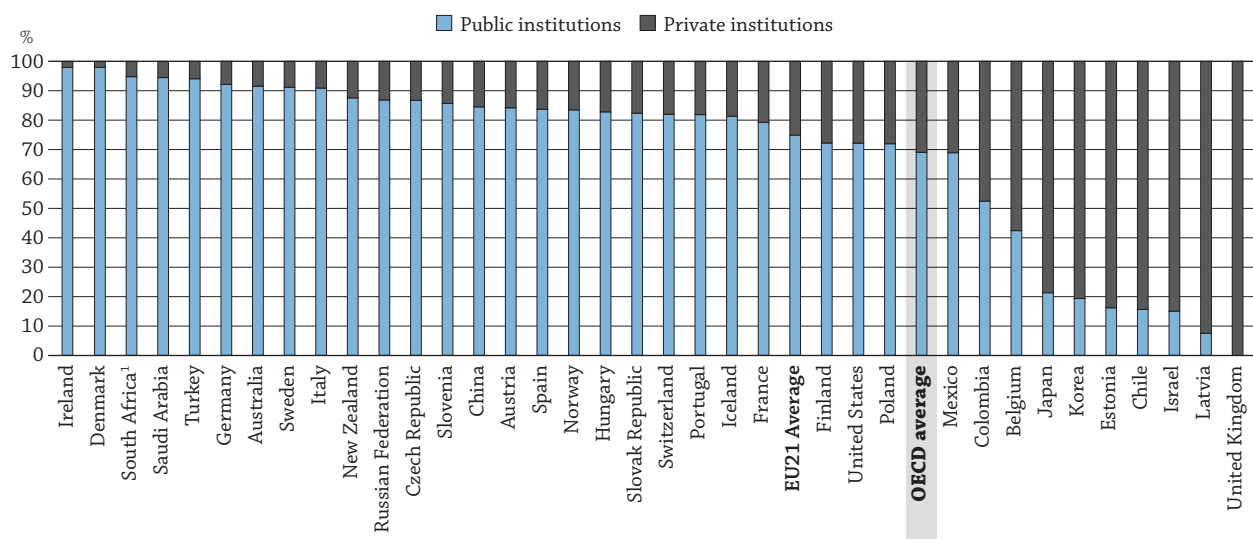
Twenty-nine of the 33 OECD and partner countries with available data offered part-time enrolments in master's or equivalent programmes in 2013. More than 50% of students in master's or equivalent programmes in Finland, New Zealand and the Russian Federation chose to enrol part time – far more than the OECD average of 26%. In Australia, Ireland, Luxembourg, Poland, the United Kingdom and the United States, more than 40% of students at this level of education also chose part-time enrolment (Table C1.3).

The relative size of the public and private sectors

In most OECD and partner countries, most students, from primary through tertiary education, are enrolled in public institutions. On average across OECD countries in 2013, around 90% of primary students, 86% of lower secondary students and 81% of upper secondary students were enrolled in public schools. At least 90% of all lower secondary students in 35 of the 39 countries with available data attended either public or government-dependent private institutions; and the same percentage was observed among upper secondary students in 31 of the 39 countries with data available. (Table C1.4a)

Based on the new ISCED 2011 classification, 69% of tertiary students were enrolled in public institutions in 2013, on average across OECD countries. At least 90% of students in tertiary education were enrolled in public institutions in Australia, Denmark, Germany, Ireland, Italy, Saudi Arabia, South Africa, Sweden and Turkey. In contrast, less than 20% of tertiary students were enrolled in public institutions in Chile, Estonia, Israel, Korea, Latvia and the United Kingdom (where 100% of students were enrolled in government-dependent private institutions) (Table C1.4b and Chart C1.3).


Chart C1.3. Distribution of students in tertiary education, by type of institutions (2013)



1. Year of reference 2012.

Countries are ranked in descending order of the share of students in public institutions.

Source: OECD, Table C1.4b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Public institutions provide 100% of short-cycle tertiary education in Finland, Luxembourg and Saudi Arabia, while in Denmark, Mexico, the Russian Federation, South Africa, Turkey and the United States, at least 90% of enrolments in these programmes are in public institutions (see Indicator C3 for details on the different fields of education that students choose for this level of education in these countries). Similarly, 95% or more of enrolments in master's or equivalent programmes in Australia, China, Denmark, Germany, Ireland, New Zealand, Norway, Saudi Arabia, South Africa and Switzerland are in public institutions. All enrolments in doctoral or equivalent programmes in China, the Czech Republic, Denmark, Finland, Germany, the Netherlands, New Zealand, the Russian Federation, Saudi Arabia, South Africa and Switzerland are in public institutions (Table C1.4b).

Definitions

Intensity of participation refers to students' commitment of time to their studies. A **full-time student** is one whose commitment to study (both inside and outside of an educational institution) represents 75% or more of the school week, as it applies locally at that level of education, and if the student would normally be expected to be in the programme for the entire school academic year. A **part-time student** is one whose commitment is less than 75% of the school week, or one who is expected to be in the programme for less than the full school year.

Secondary programmes can be subdivided into three categories, based on the degree to which they are oriented towards a specific class of occupations or trades and lead to a qualification that is relevant to the labour market:

In **combined school- and work-based programmes**, less than 75% of the curriculum is presented in the school environment or through distance education. These programmes can be organised in conjunction with education authorities or institutions and include apprenticeship programmes that involve concurrent school-based and work-based training, and programmes that involve alternating periods of attendance at educational institutions and participation in work-based training (sometimes referred to as "sandwich" programmes).

In **school-based programmes**, instruction takes place (either partially or exclusively) in educational institutions. These include special training centres run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component involving some practical experience at the workplace. Programmes are classified as school-based if at least 75% of the programme curriculum is presented in the school environment. This may include distance education.

General education programmes are not explicitly designed to prepare participants for specific occupations or trades, or for entry into further vocational or technical education programmes (less than 25% of programme content is vocational or technical).

The degree to which a programme has a vocational or general orientation does not necessarily determine whether participants have access to tertiary education. In several OECD countries, vocationally oriented programmes are designed to prepare students for further study at the tertiary level, and in some countries general programmes do not always provide direct access to further education.

Vocational or technical education programmes prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a vocational or technical qualification that is relevant to the labour market. Vocational programmes are further divided into two categories (school-based and combined school- and work-based programmes), based on the amount of training provided in school as opposed to the workplace.

Methodology

Data on enrolments are for the school year 2012/13 and are based on the UOE data collection on education systems administered annually by the OECD. Except where otherwise noted, figures are based on head counts; that is, they do not distinguish between full-time and part-time study because the concept of part-time study is not recognised by some countries. In some OECD countries, part-time education is only partially covered in the reported data. Net enrolment rates, expressed as percentages in Table C1.1a, are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group.

In Table C1.6 (available on line), data on trends in enrolment rates for the years 2005 and 2013 are based on a special survey carried out in March 2015 among OECD countries, Brazil and the Russian Federation.

Expected years in education are calculated as the proportion of the population enrolled at specific ages over an age range. The main assumption is that every year of full enrolment would correspond to a full year of expected education for an individual below that age.

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.

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Indicator C1 Tables


StatLink  <http://dx.doi.org/10.1787/888933285737>

Table C1.1a	Enrolment rates, by age group (2013)
WEB Table C1.1b	Percentage of students between the ages of 15 and 20 enrolled by level of education (2013)
Table C1.2	Percentage of students in upper secondary and post-secondary non-tertiary education, by programme orientation and age group (2013)
Table C1.3	Percentage of students in tertiary ISCED levels and total tertiary, by intensity of study and gender (2013)
Table C1.4a	Percentage of students in primary and secondary education, by type of institution (2013)
Table C1.4b	Percentage of students in tertiary ISCED level and total tertiary, by type of institution (2013)
Table C1.5	Expected years in education from age 5 through 39, by level of education, intensity of study and gender (2013)
WEB Table C1.6	Trends in enrolment rates of 15-19 and 20-29 year-olds (2005-2013)

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table C1.1a. **Enrolment rates, by age group (2013)***Students in full-time and part-time programmes, in both public and private institutions*

	Number of years at which at least 90% of the population of school age are enrolled	Age range at which at least 90% of the population of school age are enrolled	Students as a percentage of the population of a specific age group											Enrolment rate of total population
			Age 2 and under ¹	Ages 3-4	Ages 5-14	Ages 15-19	Ages 20 to 29			Ages 30 to 39			Ages 40-64	
							M + W	Men	Women	M + W	Men	Women		
							(7)	(8)	(9)	(10)	(11)	(12)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
OECD														
Australia	13	5 - 17	36	72	100	86	34	33	35	13	13	14	7	30
Austria	13	4 - 16	15	81	98	79	27	25	28	6	6	6	1	21
Belgium	15	3 - 17	17	98	98	92	34	30	39	10	8	11	5	27
Canada ^{2, 3}	12	5 - 16	m	m	100	73	22	20	24	5	4	5	1	18
Chile	13	5 - 17	18	67	97	79	28	27	29	6	6	6	1	28
Czech Republic	13	6 - 18	6	71	98	90	26	23	29	3	3	4	1	20
Denmark	16	2 - 17	61	97	99	88	45	42	48	9	8	10	2	29
Estonia	14	4 - 17	30	89	96	87	30	26	34	7	5	9	1	23
Finland	13	6 - 18	28	71	97	86	41	38	44	16	15	18	5	27
France	15	3 - 17	4	100	99	85	21	19	23	1	1	1	1	23
Germany	15	3 - 17	33	94	99	89	34	34	33	4	5	4	0	20
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	14	4 - 17	3	84	97	87	27	26	29	4	3	5	1	21
Iceland	16	2 - 17	44	96	99	88	40	37	44	14	11	17	5	33
Ireland	15	4 - 18	0	70	100	97	22	22	22	4	4	4	1	26
Israel	15	3 - 17	31	100	98	65	22	19	25	6	7	6	2	33
Italy	15	3 - 17	5	96	100	78	25	22	28	2	2	3	0	18
Japan ⁴	14	4 - 17	0	88	100	m	m	m	m	m	m	m	m	16
Korea	14	3 - 17	63	92	98	87	31	38	24	2	2	2	1	24
Luxembourg	12	4 - 15	2	85	97	78	13	13	12	2	2	1	0	20
Mexico	9	5 - 13	2	66	100	54	14	15	13	3	3	3	2	30
Netherlands	14	4 - 17	0	91	100	91	31	32	31	3	3	3	1	24
New Zealand	15	3 - 17	41	98	100	84	28	25	30	10	8	12	5	30
Norway	17	2 - 18	55	96	100	87	30	27	33	7	6	9	2	28
Poland	13	5 - 18	2	60	96	90	32	27	38	3	2	4	2	22
Portugal	14	4 - 17	0	84	100	88	24	24	24	4	4	4	1	20
Slovak Republic	12	6 - 17	4	68	94	85	21	17	24	3	2	4	1	20
Slovenia	15	4 - 18	37	87	97	92	33	27	39	3	3	4	1	21
Spain	15	3 - 17	32	96	97	87	29	28	31	5	5	5	2	22
Sweden	16	3 - 18	46	94	98	86	35	29	41	14	10	18	4	27
Switzerland	13	5 - 17	0	22	100	86	26	27	26	4	5	4	1	19
Turkey	9	6 - 14	m	22	96	69	31	33	29	8	8	7	1	29
United Kingdom	15	3 - 17	11	96	98	81	21	20	22	6	5	8	3	24
United States	12	5 - 16	m	54	97	81	26	23	29	8	6	9	2	26
OECD average	13	4 - 16	21	81	98	84	28	27	30	6	5	7	2	24
EU21 average	14	4 - 16	17	86	98	87	29	26	31	6	5	6	2	23
Partners														
Argentina ²	12	5 - 16	m	m	m	m	m	m	m	m	m	m	m	m
Brazil ⁵	10	6 - 15	16	65	95	70	20	18	21	7	6	8	2	28
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	7	5 - 13	19	62	93	57	17	16	18	6	6	7	2	30
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	8	6 - 15	2	27	90	71	12	12	13	0	0	0	0	27
Latvia	15	4 - 18	0	86	98	94	28	25	32	5	4	6	1	21
Russian Federation	11	7 - 17	18	76	93	84	20	18	22	3	3	4	0	20
Saudi Arabia	5	7 - 11	0	17	88	m	m	m	m	1	1	1	1	30
South Africa ²	m	m	m	m	m	m	m	m	m	0	0	0	0	27
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Mismatches between the coverage of the population data and the enrolment data mean that the participation rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for those that are net importers. Rates above 100% in the calculation are shown in italics.

1. Includes only institution-based early childhood programmes that have an intentional education component. These are not the only form of effective education available below the age of 3, therefore inferences about access to and quality of early childhood education and care should be made with caution. In countries where an integrated system of pre-primary and care exists enrolment rate is noted as not applicable for children aged 2 and under.

2. Year of reference 2012.

3. Excludes post-secondary non-tertiary education.

4. Excludes students aged 17 and older enrolled in tertiary education.

5. Excludes enrolments in ISCED 7 and 8.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933285743>

Table C1.2. **Percentage of students in upper secondary and post-secondary non-tertiary education, by programme orientation and age group (2013)**

	Upper secondary							Post-secondary non-tertiary					
	General	Vocational				Distribution of 15-19 year-olds	General	Vocational	Vocational				
		Total	Of which, 20 years old and older	Of which, enrolled part-time	Vocational, in combined school- and work-based programmes only				General	Total	Of which, 25 years old and older	Of which, enrolled part-time	Vocational, in combined school- and work-based programmes only
OECD													
Australia	50	50	79	78	m	82	18	a	100	73	75	m	
Austria	30	70	10	a	34	29	71	a	100	42	a	61	
Belgium	40	60	41	39	4	43	57	8	92	54	72	a	
Canada	m	m	m	m	m	m	m	m	m	m	m	m	
Chile	69	31	3	m	m	67	33	a	a	a	a	a	
Czech Republic	26	74	17	0	7	29	71	79	21	m	100	13	
Denmark	57	43	66	0	43	75	25	a	a	a	a	a	
Estonia	66	34	20	0	0	68	32	a	100	48	2	4	
Finland	30	70	61	a	11	51	49	a	100	97	a	70	
France	57	43	14	m	12	60	40	49	51	10	m	a	
Germany	52	48	43	a	41	65	35	10	90	15	2	49	
Greece	m	m	m	m	m	m	m	m	m	m	m	m	
Hungary	74	26	17	8	19	74	26	a	100	17	28	100	
Iceland	69	31	65	31	13	82	18	2	98	82	61	14	
Ireland	99	1	83	a	a	100	0	a	100	24	18	m	
Israel	60	40	0	a	4	59	41	100	a	a	a	a	
Italy	41	59	6	m	m	41	59	a	100	0	m	m	
Japan	77	23	m	2	a	77	23	m	m	m	m	a	
Korea	82	18	0	m	a	82	18	m	m	m	m	m	
Luxembourg	40	60	23	1	14	44	56	a	100	58	a	100	
Mexico	61	39	5	a	a	61	39	a	a	a	a	a	
Netherlands	33	67	42	1	m	45	55	a	100	85	0	97	
New Zealand	67	33	71	75	m	87	13	x(9)	100 ^d	52 ^d	66 ^d	m	
Norway	48	52	25	4	15	53	47	a	100	75	72	a	
Poland	51	49	6	5	7	47	53	a	100	36	88	a	
Portugal	54	46	29	a	a	61	39	a	100	27	0	a	
Slovak Republic	32	68	6	2	5	32	68	a	100	36	31	13	
Slovenia	34	66	23	23	a	39	61	a	a	a	a	a	
Spain	66	34	50	24	m	79	21	m	m	m	m	m	
Sweden	53	47	33	20	1	54	46	29	71	69	8	44	
Switzerland	34	66	23	0	60	37	63	100	0	50	0	0	
Turkey	55	45	5	a	a	53	47	a	a	a	a	a	
United Kingdom	56	44	53	66	25	66	34	a	a	a	a	a	
United States	m	m	m	m	m	m	m	a	100	54	42	m	
OECD average	54	46	31	20	17	59	41	13	87	48	39	47	
EU21 average	50	50	32	15	15	55	45	11	89	41	32	55	
Partners													
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	
Brazil	92	8	21	a	a	92	8	a	100	48	a	a	
China	54	46	16	0	46	63	37	67	33	m	100	a	
Colombia	74	26	1	a	m	72	28	100	a	a	a	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	56	44	3	a	a	56	44	a	a	a	a	a	
Latvia	61	39	19	0	39	62	38	a	100	27	14	100	
Russian Federation ¹	m	m	m	m	m	m	m	a	100 ^d	9 ^d	0 ^d	m	
Saudi Arabia	95	5	68	m	m	99	1	a	a	a	a	a	
South Africa ²	88	12	71	m	m	m	m	a	100	27	a	a	
G20 average	65	35	30	37	25	69	31	14	86	m	44	49	

1. Upper secondary vocational programmes are partially included in post-secondary non-tertiary and tertiary programmes.

2. Year of reference 2012.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933285759>

Table C1.3. **Percentage of students in tertiary ISCED levels and total tertiary, by intensity of study and gender (2013)**

	Short-cycle tertiary				Bachelor's or equivalent				Master's or equivalent				Total tertiary				
	Full-time M + W	Part-time			Full-time M + W	Part-time			Full-time M + W	Part-time			Full-time M + W	Part-time			
		M + W	Men	Women		M + W	Men	Women		M + W	Men	Women		M + W	Men	Women	
		(1)	(2)	(3)		(4)	(5)	(6)		(7)	(8)	(9)		(10)	(11)	(12)	(13)
OECD																	
Australia	46	54	51	57	75	25	23	27	54	46	44	48	67	33	31	35	
Austria	100	a	a	a	100	a	a	a	100	a	a	a	100	a	a	a	
Belgium	28	72	90	60	73	27	28	26	64	36	41	32	70	30	32	29	
Canada ¹	88	12	11	13	79	21	20	22	69	31	28	34	80	20	18	21	
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Czech Republic	100	0	0	0	99	1	1	2	94	6	4	7	97	3	2	3	
Denmark	71	29	26	33	89	11	10	12	94	6	7	6	m	m	m	m	
Estonia	a	a	a	a	85	15	18	13	85	15	17	14	85	15	17	13	
Finland	100	a	a	a	65	35	41	29	41	59	59	59	56	44	48	40	
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Germany	68	32	25	33	90	10	10	9	95	5	6	3	86	14	16	12	
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Hungary	71	29	26	30	67	33	28	37	71	29	25	31	69	31	28	34	
Iceland	52	48	55	39	75	25	23	26	60	40	37	41	71	29	27	30	
Ireland	72	28	24	32	95	5	5	4	59	41	42	40	85	15	15	15	
Israel	100	a	a	a	80	20	19	21	94	6	7	5	86	14	13	15	
Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Japan	97	3	2	3	90	10	8	12	98	2	2	3	92	8	6	9	
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Luxembourg	100	0	0	0	99	1	0	1	57	43	49	38	83	17	18	15	
Mexico	100	a	a	a	100	a	a	a	100	a	a	a	100	a	a	a	
Netherlands	69	31	27	37	92	8	8	9	86	14	11	17	91	9	8	10	
New Zealand	38	62	57	66	63	37	34	39	36	64	63	65	56	44	42	46	
Norway	60	40	46	24	63	37	32	40	71	29	25	31	63	37	34	40	
Poland	67	33	32	33	53	47	45	49	52	48	45	50	53	47	45	48	
Portugal	a	a	a	a	95	5	6	4	96	4	5	3	95	5	6	4	
Slovak Republic	82	18	15	19	69 ^d	31 ^d	26 ^d	34 ^d	x(5)	x(6)	x(7)	x(8)	69	31	27	34	
Slovenia	54	46	46	45	81	19	17	20	89	11	10	12	77	23	23	22	
Spain	92	8	5	11	71	29	31	27	64	36	39	34	73	27	28	26	
Sweden	91	9	11	7	45	55	55	55	61	39	34	43	53	47	44	49	
Switzerland	73	27	32	23	71	29	35	23	86	14	16	12	76	24	28	19	
Turkey	100	a	a	a	100	a	a	a	100	a	a	a	100	a	a	a	
United Kingdom	11	89	87	91	86	14	13	15	51	49	47	50	69	31	28	33	
United States	46	54	52	55	77	23	22	24	54	46	42	48	62	38	35	39	
OECD average	73	27	27	26	80	20	19	20	74	26	25	26	77	23	22	23	
EU21 average	74	26	26	27	81	19	19	19	74	26	26	26	77	23	23	23	
Partners																	
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Brazil	100	a	a	a	100	a	a	a	m	m	m	m	m	m	m	m	
China	69	31	32	30	80	20	20	20	72	28	33	21	75	25	26	24	
Colombia	100	a	a	a	100	a	a	a	100	a	a	a	100	a	a	a	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	a	a	a	100	a	a	a	100	a	a	a	m	m	m	m	
Latvia	51	49	51	48	76	24	24	25	84	16	15	16	73	27	27	27	
Russian Federation ²	79 ^d	21 ^d	22 ^d	19 ^d	x(9)	x(10)	x(11)	x(12)	49 ^d	51 ^d	51 ^d	52 ^d	57 ^d	43 ^d	42 ^d	44 ^d	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
South Africa ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
G20 average	73	27	26	27	89	11	11	12	77	23	23	24	79	21	20	22	

1. Year of reference 2012.

2. Upper secondary vocational programmes are partially included in post-secondary non-tertiary and tertiary programmes.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C1.4a. Percentage of students in primary and secondary education, by type of institution (2013)

	Primary				Lower Secondary				Upper Secondary			
	Public	Private, of which			Public	Private, of which			Public	Private, of which		
		Total	Government-dependent	Independent		Total	Government-dependent	Independent		Total	Government-dependent	Independent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD												
Australia	69	31	31	a	63	37	37	m	63	37	37	m
Austria	94	6	6 ^d	x(3)	91	9	9 ^d	x(7)	90	10	10 ^d	x(11)
Belgium	46	54	54	m	42	58	58	m	41	59	59	m
Canada ¹	94	6	6 ^d	x(3)	91	9	9 ^d	x(7)	94	6	6 ^d	x(11)
Chile	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	98	2	2	a	97	3	3	a	85	15	15	a
Denmark	85	15	15	0	73	27	26	1	98	2	2	0
Estonia	95	5	a	5	96	4	a	4	97	3	a	3
Finland	98	2	2	a	95	5	5	a	81	19	19	a
France	85	15	14	0	78	22	22	0	68	32	31	1
Germany	95	5	5 ^d	x(3)	90	10	10 ^d	x(7)	92	8	8 ^d	x(11)
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	86	14	14	a	85	15	15	a	73	27	27	a
Iceland	97	3	3	0	99	1	1	0	80	20	19	1
Ireland	99	1	0	1	100	0	0	0	98	2	0	2
Israel	77	23	23	a	84	16	16	a	94	6	6	a
Italy	93	7	a	7	96	4	a	4	91	9	5	4
Japan	99	1	a	1	93	7	a	7	68	32	a	32
Korea	98	2	a	2	82	18	18	a	56	44	44	a
Luxembourg	90	10	0	9	81	19	10	9	83	17	7	10
Mexico	91	9	a	9	89	11	a	11	83	17	a	17
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m
New Zealand	98	2	0	2	95	5	0	5	85	15	10	5
Norway	97	3	2	0	97	3	3	0	89	11	11	0
Poland	96	4	1	3	94	6	2	4	84	16	1	15
Portugal	88	12	4	8	87	13	7	6	79	21	5	16
Slovak Republic	94	6	6	a	93	7	7	a	85	15	15	a
Slovenia	99	1	1	0	100	0	0	0	96	4	2	2
Spain	68	32	28	4	71	29	27	3	75	25	17	8
Sweden	90	10	10	0	85	15	15	0	82	18	18	0
Switzerland	94	6	1	4	91	9	3	6	85	15	9	5
Turkey	97	3	a	3	97	3	a	3	97	3	a	3
United Kingdom	89	11	6	4	48	52	47	6	26	74	69	5
United States	92	8	a	8	92	8	a	8	92	8	a	8
OECD average	90	10	~	~	86	14	~	~	81	19	~	~
EU21 average	89	11	~	~	84	16	~	~	80	20	~	~
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	84	16	a	16	88	12	a	12	86	14	a	14
China	94	6	6 ^d	x(3)	91	9	9 ^d	x(7)	90	10	10 ^d	x(11)
Colombia	82	18	0	18	81	19	0	19	75	25	0	25
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	82	18	a	18	64	36	a	36	50	50	a	50
Latvia	99	1	a	1	99	1	a	1	98	2	a	2
Russian Federation	99	1	a	1	99	1	a	1	98	2	a	2
Saudi Arabia	90	10	x(2)	x(2)	92	8	x(6)	x(6)	80	20	x(10)	x(10)
South Africa ¹	96	4	x(2)	x(2)	96	4	x(6)	x(6)	94	6	x(10)	x(10)
G20 average	91	9	~	~	85	15	~	~	78	22	~	~

1. Year of reference 2012.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table C1.5. **Expected years in education from age 5 through 39, by level of education, intensity of study and gender (2013)**

	Full-time			Part-Time ¹			Full-time + Part-time ¹									
	All levels of education combined			All levels of education combined			All levels of education combined			Early childhood	Primary	Lower secondary	Upper secondary	Post-secondary non-tertiary	Tertiary	
	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women	Men + Women						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
OECD	Australia	16	16	16	3	3	3	19	19	19	0	7	4	3	1	4
	Austria	17	17	17	a	a	a	17	17	17	1	4	4	4	0	4
	Belgium	16	16	16	3	2	3	19	18	19	1	6	3	5	0	3
	Canada ²	16	16	16	1	0	1	16	16	17	m	6	3	3	m	3
	Chile	m	m	m	m	m	m	17	17	17	1	6	2	4	a	4
	Czech Republic	17	17	18	0	0	0	17	17	18	1	5	4	4	m	3
	Denmark	19	19	19	1	0	1	20	19	20	1	7	4	4	a	4
	Estonia	17	16	18	1	1	1	18	17	18	2	6	3	3	1	3
	Finland	18	18	19	2	2	2	20	19	20	2	6	3	5	0	4
	France	m	m	m	m	m	m	16	16	17	1	5	4	3	0	3
	Germany	18	18	18	0	0	0	18	18	18	1	4	6	3	1	3
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	16	16	16	1	1	1	17	17	17	m	4	4	4	1	3
	Iceland	18	17	18	2	2	2	20	19	20	1	7	3	5	0	3
	Ireland	17	17	17	1	0	1	18	18	18	0	8	3	3	1	3
	Israel	15	15	16	0	0	0	16	16	16	1	6	3	3	0	3
	Italy	17	16	17	0	0	0	17	16	17	1	5	3	5	0	3
	Japan	16	15	15	0	0	0	16	16	15	1	6	3	3	0	m
	Korea	m	m	m	m	m	m	17	18	17	1	6	3	3	m	5
	Luxembourg ³	15	15	15	0	0	0	15	15	15	1	6	3	4	0	1
	Mexico	14	14	14	a	a	a	14	14	14	1	7	3	2	a	2
	Netherlands	18	18	18	0	0	0	18	18	18	1	6	4	3	0	3
	New Zealand	15	15	16	3	2	3	18	17	19	0	6	4	4	1	3
	Norway	17	17	17	1	1	1	18	18	19	1	7	3	4	0	3
Poland	16	15	16	2	2	3	18	17	19	2	6	3	3	1	3	
Portugal	17	17	17	0	0	0	17	17	18	1	7	3	3	0	3	
Slovak Republic	15	15	16	1	1	1	16	16	17	1	4	5	4	0	3	
Slovenia	17	16	18	1	1	1	18	18	19	1	6	3	5	a	4	
Spain	16	16	17	1	1	1	18	17	18	1	6	4	4	m	4	
Sweden	16	16	17	3	2	3	19	18	20	2	7	3	4	0	3	
Switzerland	17	17	17	1	1	1	17	17	17	2	6	3	4	0	3	
Turkey	17	17	17	a	a	a	17	17	17	0	5	4	4	a	4	
United Kingdom	15	15	15	2	2	2	17	16	17	0	6	3	5	a	3	
United States	15	15	16	2	2	2	17	17	18	1	6	3	3	m	4	
OECD average	16	16	17	1	1	1	17	17	18	1	6	3	4	0	3	
EU21 average	17	16	17	1	1	1	18	17	18	1	6	4	4	0	3	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil ⁴	16	15	16	a	a	a	16	15	16	1	5	4	3	0	2
	China	m	m	m	m	m	m	m	m	m	m	m	3	2	m	1
	Colombia	14	14	15	a	a	a	14	14	15	1	5	4	2	0	2
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	14	14	14	a	a	a	14	14	14	1	6	3	2	a	2
	Latvia	17	16	17	1	1	1	18	17	18	2	6	3	3	0	3
	Russian Federation	14	14	15	2	1	2	16	16	16	2	4	5	1	1	4
	Saudi Arabia	m	m	m	m	m	m	13	14	12	m	m	m	m	a	m
	South Africa ²	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	4	3	m	3	

1. Expected years in part-time education must be interpreted with caution since they may reflect variations due to different intensities of participation among countries, levels and individuals of different ages.


2. Year of reference 2012.

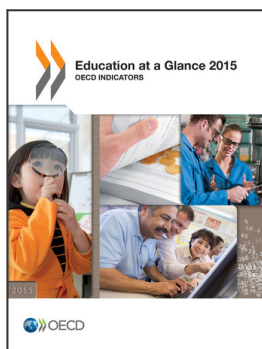
3. High levels of enrolment abroad and immigration may affect expected years in education.

4. Excludes enrolments in ISCED 7 and 8.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Latvia: EUROSTAT. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

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