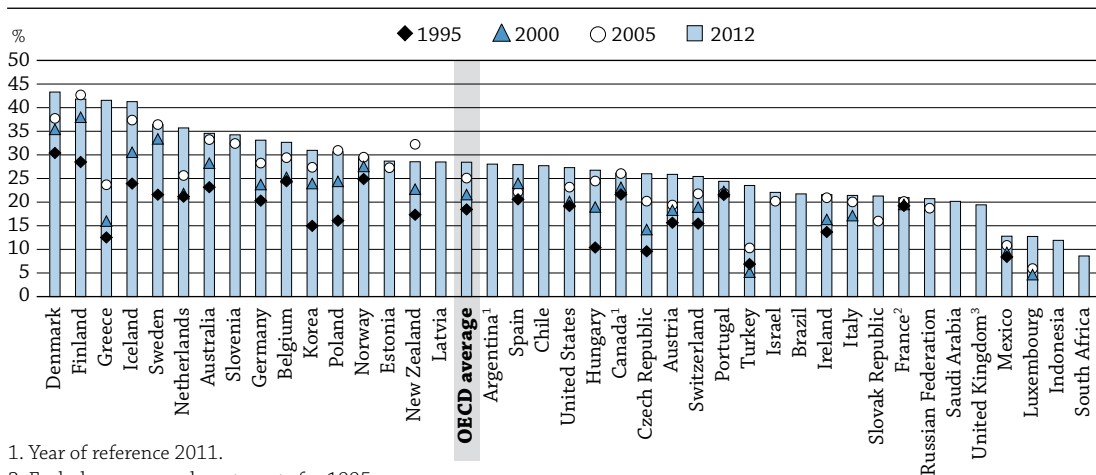


WHO PARTICIPATES IN EDUCATION?

- Access to education for 5-14 year-olds is universal in all OECD and most partner countries with available data.
- In 2012, enrolment rates among 15-19 year-olds were greater than 75% in 34 of the 40 OECD and partner countries with available data.
- More than 20% of 20-29 year-olds in all OECD countries, except Luxembourg, Mexico and the United Kingdom, participated in education in 2012.
- From 1995 to 2012, enrolment rates among 20-29 year-olds increased by 10 percentage points on average across OECD countries with available data.

Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2000, 2005 and 2012)
Full-time and part-time students in public and private institutions




1. Year of reference 2011.

2. Excludes overseas departments for 1995.

3. Break in time series following methodological change from 2006.

Countries are ranked in descending order of the enrolment rates of 20-29 year-olds in 2012.

Source: OECD, Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag.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 has been driven by both increasing demand and policy changes ranging from a more flexible curriculum 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 this 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, and lowers the risk of unemployment (see Indicator A5). Successful completion of upper secondary programmes is vital for addressing equity issues (OECD, 2010a; OECD, 2011), but completion rates vary widely among OECD countries (see Indicator A2). Efforts to expand this level of education further and to help ensure good returns for individuals will require that education systems instill the skills students need to make them employable in the short term, and the generic skills and knowledge to enable them to pursue lifelong 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

- Under 2012 enrolment conditions, 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 more than 13 years in India and Indonesia to more than 19 years in Australia, Denmark, Finland, Iceland and Sweden.
- Across OECD countries in 2012, at least 90% of the population of school age participated in an average of 13 years of formal education. Twenty-six out of the 44 countries with available data were equal or above this OECD average while 18 countries were below the average.

■ Trends

Between 1995 and 2012, enrolment rates for 15-19 year-olds in OECD countries increased steadily by around 10 percentage points on average, from 74% to 84%. While the rates increased by close to 30 percentage points during this period in Turkey, and by more than 20 percentage points in the Czech Republic, Greece and Hungary, they remained virtually unchanged in Belgium, where enrolment rates for this age group are around 94%, and Germany with enrolment rates close to 90%. In France, the enrolment rate for this age group decreased from 89% to 84% during this period (Table C1.2 and Chart C1.2). In 2012, enrolment rates for 15-19 year-olds were still below 70% in China, Colombia, Israel, Mexico and Turkey.

Analysis

In 19 of the 44 OECD and partner countries with available data in 2012, 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; in the other 25 countries, full enrolment starts between the ages of 5 and 6, except in Colombia and the Russian Federation, where it starts at 7, Saudi Arabia, where it begins at 9, and China and South Africa, where it begins at 13 and 10, respectively. In half of OECD and partner countries, at least 75% of 3-4 year-olds are enrolled in either pre-primary or primary programmes (Table C1.1a and see Indicator C2). In Belgium, Denmark, France, Iceland, Norway, Spain and the United Kingdom, enrolment of 3-4 year-olds reached at least 95% in 2012.

Box C1.1. Expected years in education

Children entering education can expect to spend an additional year in education for each single year of age at which there is full enrolment in the country in which they attend school. The estimation of expected years in education comprises enrolment in all forms of formal education, including non-continuous and incomplete participation. Thus, based on 2012 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 in full-time studies for nearly 17 years: 9.4 years in primary and lower secondary education, 3.4 years in upper secondary education, 0.2 years in post-secondary non-tertiary education and 2.7 years in tertiary education. This same student can also expect to participate in an additional 1.2 years of part-time studies, mainly at the tertiary level. 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 13.4 years in India to more than 19 years in Australia, Denmark and Sweden, and almost 20 years in Finland and Iceland (Table C1.6).

Enrolment in an education programme is not limited to a particular age range. Based on 2012 data, Australia, Belgium, Finland, Iceland, New Zealand and Sweden show significant shares of their adult populations – particularly adults who are 40 and over – 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 2012, the typical starting age ranged from age 4 in Luxembourg and Mexico to age 7 in Estonia, Finland, the Russian Federation, South Africa and Sweden. In the United Kingdom and the United States, the typical starting age ranged between ages 4-5 and ages 4-6, respectively; in Switzerland the age range was from 5-7. Thus, compulsory education corresponds to 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 all OECD and partner countries, with the exception of China, India, Indonesia, Saudi Arabia and South Africa. In 2012, enrolment rates in 35 out of the 44 countries with available data were around 95% or higher (Table C1.1a).

Participation in upper secondary education

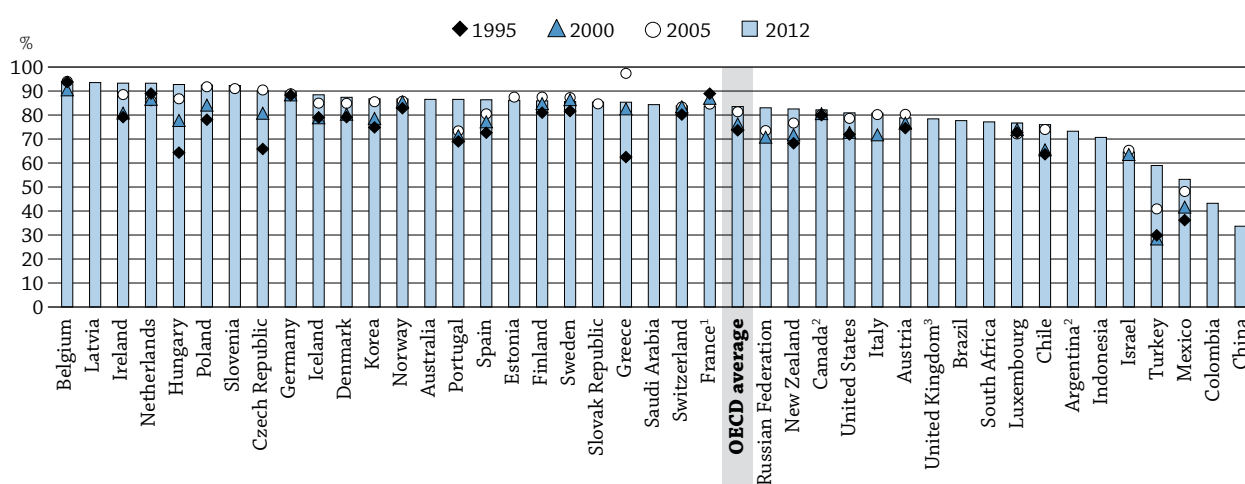
In recent years, countries have increased the diversity of their upper secondary programmes. This diversification has been driven by the growing demand for upper secondary education and an evolution of the curriculum from general knowledge taught in general programmes and practical skills reserved for vocational studies, to more comprehensive programmes that include both types of learning, leading to more flexible pathways into further education or the labour market.

Based on 2012 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 29 of the 42 OECD and partner countries with available data, and were around 90% or higher in Belgium, the Czech Republic, Germany, Hungary, Ireland, Latvia, the Netherlands, Poland and Slovenia (Table C1.1a). By contrast, the proportion of people in this age group who were not enrolled in education exceeded 20% in Argentina, Austria, Brazil, Chile, Indonesia, Luxembourg, South Africa and the United Kingdom. In Israel this proportion was greater than 30%, due to conscription, while in Mexico and Turkey, this proportion exceeded 40%. In Colombia and China the proportion reached 57% and 66%, respectively (Table C1.1a and Chart C1.2).

Enrolment rates among 15-19 year-olds in OECD countries increased by 10 percentage points on average between 1995 and 2012. This was mostly due to a convergence of enrolment rates in OECD countries in the past 17 years. While the rates increased by more than 20 percentage points during this period in the Czech Republic, Greece, Hungary and Turkey, and by 17 percentage points or more in Mexico and Portugal, they have remained virtually unchanged in Belgium, Canada (data only up to 2011) and Germany (Table C1.2 and Chart C1.2). In contrast, a decrease in enrolment rates of more than 5 percentage points was observed in France over the same period.

Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2000, 2005 and 2012)

Full-time and part-time students in public and private institutions




1. Excludes overseas departments for 1995.

2. Year of reference 2011.

3. Break in time series following methodological change from 2006.

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds in 2012.

Source: OECD. Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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In 2012, at least 85% of 15- and 16-year-olds in 38 of the 44 countries with available data were enrolled in secondary education (except in Indonesia and in the Russian Federation, where 80% and 69% of 16-year-olds, respectively, were enrolled). Enrolment rates for these ages varied more widely in other countries. For example, in Colombia, South Africa and Turkey, almost 80% of 15-year-olds were enrolled, whereas 67%, 83% and 72% of 16-year-olds, respectively, were enrolled. In China and Mexico, 57% and 66% of 15-year-olds, and 44% and 62% of 16-year-olds, respectively, were enrolled (Table C1.1b, available on line).

The variation in upper secondary enrolment rates reflects different completion requirements or age limits. For example, Belgium, Germany and Portugal allow older students to complete upper secondary education on a part-time basis. In the Netherlands, students older than 20 can participate in upper secondary vocational programmes. These 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 four to one in three 20-year-old is still enrolled in upper secondary education. This is the case in Denmark (33%), Germany (24%), Iceland (37%), Luxembourg (27%), the Netherlands (30%) and Switzerland (23%) (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 or pre-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 2012 data are available, the percentage of students who participated in pre-vocational or vocational programmes exceeded 50% of all students enrolled in upper secondary education – and this proportion was at least 70% in Austria, Belgium, the Czech Republic, Finland, the Netherlands and the Slovak Republic. In the other two-thirds of countries, more than 50% of upper secondary students are enrolled in general programmes rather than in VET. This proportion is larger than 80% in Argentina, Brazil, Canada, Korea, Mexico and South Africa. Only about one-fifth of the countries also offer pre-vocational courses at the upper secondary level. Among these, Colombia (24%), Ireland (31%) and the Russian Federation (24%) have significant proportions of students enrolled at this level (Table C1.3).

More than 50% of 15-19 year-olds in the Czech Republic is enrolled in VET programmes at the upper secondary level, while more than 40% of this age group in Austria, Belgium, Italy, the Slovak Republic and Slovenia are.

In most countries, vocational education at the upper secondary level is school-based only. However, in a number of countries a programme that combines both school and work is also offered. 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, the Czech Republic, Denmark, Germany and the Slovak Republic (Table C1.3).

Participation of young adults in education

In 2012, 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, Finland, Greece and Iceland. In Australia, Belgium, Germany, Korea, the Netherlands, Poland, Slovenia and Sweden, the proportion exceeded 30%. Meanwhile, in Colombia, Indonesia, Luxembourg, Mexico and South Africa, less than 15% of young adults in this age group were enrolled (Table C1.1a and Chart C1.1).

From 1995 to 2012, the enrolment rate for this segment of the population has grown by 10 percentage points on average across OECD countries. In the Czech Republic, Greece, Hungary, Iceland, Korea and Turkey, these rates have increased by more than 15 percentage points during this period, while they have grown by equal or less than five percentage points in Canada (data only up to 2011), France, Mexico, Norway and Portugal (Table C1.2 and Chart C1.1).

In most of the countries analysed, 20-year-olds are typically enrolled in tertiary education. In 2012, nearly 38% 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, Greece, Ireland, the Russian Federation, Slovenia and the United States, at least one in two people of this age were enrolled. By contrast, 20% or less of 20-year-olds in Brazil, Israel, Luxembourg, South Africa 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 follow tertiary-type B 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 2012c).

In 2012, an average of 82% of 15-19 year-old young men and 85% of young women the same age across OECD countries were enrolled in education. In most OECD and partner countries, enrolment rates were higher for young women than for young men in this age group. The widest gender gap at this age was found in Argentina, where 80% of young women and only 67% of young men were enrolled in education. Ireland, Israel and New Zealand show a gender gap in enrolment rates of more than five percentage points in favour of young women. A gender gap in enrolment rates that favours young men is observed in Saudi Arabia, Switzerland and Turkey, with a difference of more than two percentage points in each. In Colombia, Denmark, Finland, Hungary, Mexico and Sweden, there is little, if any, gender gap for this age group.

Among 20-29 year-olds, the gender gap in enrolment rates is similar. On average, 30% of women and 27% of men this age participate in education in OECD countries. As with 15-19 year olds, the enrolment rate among women is higher than that among men in most OECD and partner countries, but in fewer countries than observed for the younger cohort. There are also larger differences within countries. In Argentina, for instance, 34% of women are enrolled while only 22% of men are. In Argentina, Slovenia and Sweden, the enrolment rate for women is at least 11 percentage points higher than that for men. In Korea, the 15 percentage-point difference in favour of men's enrolment rates compared with women's enrolment rates in 2012 is linked to delayed graduation among men completing their mandatory military service.

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

Part-time studies

Students in tertiary education are more likely to enrol full time rather than part time, regardless of their choice of programme (tertiary-type A or B). Students may opt for part-time studies because they may also participate in the labour market at the same time, because of family constraints (particularly for women), because of preferences for different fields of education, or for other reasons. In 2012, 74% of students enrolled in tertiary-type B education were enrolled full time, while only 26% were enrolled part time, on average across OECD countries. In tertiary-type A and advanced research programmes, 79% of students were enrolled full time while 21% were enrolled part time (Table C1.4).

Part-time enrolment in tertiary-type B programmes exceeded full-time enrolment in some countries. In Australia, New Zealand and the United States, more than 50% of students at this level chose part-time enrolment; in Switzerland and the United Kingdom, around 70% of students did.

Meanwhile, more than 50% of students in tertiary-type A and advanced programmes in Poland, the Russian Federation and Sweden chose to enrol part time – far more than the OECD average of 21%. In Argentina, Finland, Hungary, New Zealand, the Slovak Republic, Spain and the United States, more than 30% of students at these levels of education also chose part-time enrolment.

The relative size of the public and private sectors

(See also the new Indicator C7 for more detailed information)

In most countries, public institutions provide most education, from primary through tertiary levels. On average across OECD countries in 2012, around 89% of primary students, 85% of lower secondary students and 80% of upper secondary students were enrolled in public schools. Some 97% of all lower secondary students and 95% of all upper secondary students attended either public or government-dependent private institutions.

Enrolments of students in independent private educational institutions increase at higher levels of education. For example, an OECD average of around 3% of primary and lower secondary students are enrolled in fully private institutions, whereas slightly more than 5% of upper secondary students are. The proportions of students enrolled in independent private institutions at the tertiary level are considerably larger. On average, some 19% of students enrolled in tertiary-type B programmes and 14% of students enrolled in tertiary-type A and advanced research

programmes are enrolled in fully private institutions. When considering fully private and government-dependent private tertiary institutions together, around 42% of students are enrolled in type B programmes and at least 30% of students are enrolled in type A and advanced research programmes (Table C1.5, available on line).

The United Kingdom is the only country reporting that 100% of students in tertiary-type B programmes and in tertiary-type A and advanced research programmes are enrolled in government-dependent private institutions (Table C1.5, available on line).

Definitions

Programmes at the secondary level 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).

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).

Pre-vocational or pre-technical education programmes are mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical education programmes. Successful completion of such programmes does not lead to a vocational or technical qualification that is directly relevant to the labour market (at least 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.

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.

Vocational and pre-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.

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.

Many countries classify student’s mode of participation in education as full-time or part-time depending on which measure for student’s study load is used, for example through academic value/progress, time in classroom, or time commitment. According to time commitment the following definitions apply:

Full-time student is one whose commitment of study time (both institution and non-institution based) represents 75% or more of the school week, as it applies locally at that level of education and if they would normally be expected to be in the programme for the entire school academic year.

Part-time student is one whose commitment is less than 75% of the school week or a student who is expected to be in the programme for less than the full school year.

Methodology

Data on enrolments are for the school year 2011/12 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 Tables C1.1a and C1.2, 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 C1.1b, available on line, the net enrolment rate is calculated for students at a particular level of education.

In Table C1.2, data on trends in enrolment rates for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in January 2007 among OECD countries and four of six partner countries at the time (Brazil, Chile, Israel and the Russian Federation).

Expected years in education are calculated as the proportion of the population enrolled at specific ages summed 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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Tables of Indicator C1


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	Table C1.1a	Enrolment rates in education, by age groups (2012)
WEB	Table C1.1b	Transition characteristics from age 15-20, by level of education (2012)
	Table C1.2	Trends in enrolment rates (1995-2012)
	Table C1.3	Upper secondary and post-secondary non-tertiary enrolment patterns (2012)
	Table C1.4	Percentage of students in primary, secondary and tertiary education, by mode of study and gender (2012)
WEB	Table C1.5	Students in primary, secondary and tertiary education, by percentage share in type of institution (2012)
	Table C1.6	Expected years in education from age 5 through age 39 (2012)

Table C1.1a. **Enrolment rates in education, by age groups (2012)**

Full-time and part-time students in public and private institutions

	Starting age of compulsory education	Ending age of compulsory education	Number of years at which over 90% of the population of school age are enrolled	Age range at which over 90% of the population of school age are enrolled	Students as a percentage of the population of a specific age group						
					Age 2 and under ¹	Ages 3 and 4	Ages 5-14	Ages 15-19	Ages 20-29	Ages 30-39	Ages 40 and over
								M+W	M+W	M+W	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(11)	(14)	(17)	
OECD											
Australia	6	17	12	5 - 16	a	47	100	87	35	14	5
Austria	6	15	13	4 - 16	5	78	98	79	26	6	1
Belgium	6	18	16	3 - 18	17	99	99	94	33	9	4
Canada ²	6	16-18	13	5 - 17	a	m	99	82	26	6	1
Chile	6	18	10	6 - 15	n	62	94	76	28	5	1
Czech Republic	6	15	13	5 - 17	6	70	99	90	26	4	1
Denmark	6	16	15	3 - 17	n	97	99	87	43	9	2
Estonia	7	16	13	5 - 17	n	89	95	86	29	7	1
Finland	7	16	13	6 - 18	n	55	96	86	42	16	3
France	6	16	14	3 - 16	4	99	99	84	21	3	x(14)
Germany	6	18	15	3 - 17	8	93	99	90	33	4	n
Greece	5	14-15	14	5 - 17	n	26	99	85	42	3	n
Hungary	5	18	14	4 - 17	3	84	98	93	27	4	1
Iceland	6	16	14	3 - 16	a	96	99	88	41	14	3
Ireland	6	16	15	4 - 18	n	69	100	93	22	4	1
Israel	5	17	13	4 - 16	n	89	98	65	22	6	1
Italy	6	16	14	3 - 16	5	94	99	81	21	3	n
Japan	6	15	14	4 - 17	n	86	100	m	m	m	m
Korea	6	14	11	6 - 17	37	86	99	87	31	2	n
Luxembourg ³	4	16	12	4 - 15	2	85	98	77	13	1	n
Mexico	4	15	9	5 - 13	n	63	100	53	13	4	1
Netherlands	5	18	15	4 - 18	n	91	100	93	36	5	2
New Zealand	5	16	13	4 - 16	n	91	100	83	29	11	4
Norway	6	16	15	3 - 17	a	96	99	87	30	7	2
Poland	5	16	14	5 - 18	2	58	96	92	31	5	x(14)
Portugal	6	18	14	4 - 17	n	85	100	87	24	6	2
Slovak Republic	6	16	12	6 - 17	3	68	94	85	21	4	1
Slovenia	6	14	14	5 - 18	n	87	97	92	34	4	1
Spain	6	16	15	3 - 17	31	96	98	86	28	5	1
Sweden	7	16	16	3 - 18	a	93	99	86	36	14	3
Switzerland	5-7	15	12	5 - 16	n	22	99	84	25	4	1
Turkey	6	14	8	6 - 13	n	12	95	59	24	4	1
United Kingdom	4-5	16	14	3 - 16	3	95	98	78	19	7	2
United States	4-6	17	12	5 - 16	m	52	97	81	27	6	1
OECD average	6	16	13	4 - 16	4	76	98	83	28	6	1
EU21 average	6	16	14	4 - 16	4	82	98	87	29	6	1
Partners											
Argentina ²	5	17	11	5 - 15	n	57	100	73	28	9	2
Brazil	6	17	11	6 - 16	9	49	95	78	22	8	2
China	m	m	2	13 - 14	n	n	27	34	n	m	m
Colombia	5	15	7	7 - 13	1	61	91	43	m	m	m
India	m	m	5	6 - 10	n	3	80	m	m	m	m
Indonesia	7	15	8	6 - 15	n	15	87	71	12	n	n
Latvia	5	16	14	5 - 18	n	83	98	94	28	4	1
Russian Federation	7	17	11	7 - 17	18	73	93	83	21	4	n
Saudi Arabia	6	11	4	9 - 15	m	m	79	84	20	1	n
South Africa	7	15	7	10 - 16	m	n	77	77	9	2	1
G20 average	m	m	10	6-15	6	54	91	75	21	5	1

Note: Ending age of compulsory education is the age at which compulsory schooling ends. For example, an ending age of 18 indicates that all students under 18 are legally obliged to participate in education. 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. Enrolment rates by gender for the 15-19, 20-29 and 30-39 year-old age groups are available for consultation on line (see *StatLink* below).

1. Includes only institution-based pre-primary programmes. These are not the only form of effective early childhood education available below the age of 3, therefore inferences about access to and quality of pre-primary 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 2011.

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

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933118200>

Table C1.2. Trends in enrolment rates (1995-2012)

Full-time and part-time students in public and private institutions

	15-19 year-olds						20-29 year-olds					
	Students as a percentage of the population of this age group						Students as a percentage of the population of this age group					
	1995	2000	2005	2010	2011	2012	1995	2000	2005	2010	2011	2012
OECD												
Australia	81	82	82	81	84	87	23	28	33	32	33	35
Austria	75	77	80	78	78	79	16	18	19	25	25	26
Belgium	94	91	94	93	94	94	24	25	29	30	32	33
Canada	80	81	80	81	82	m	22	23	26	25	26	m
Chile	64	66	74	75	76	76	m	m	m	25	27	28
Czech Republic	66	81	90	90	90	90	10	14	20	24	25	26
Denmark	79	80	85	85	87	87	30	35	38	38	41	43
Estonia	m	m	87	87	87	86	m	m	27	28	29	29
Finland	81	85	87	87	87	86	28	38	43	42	42	42
France	89	87	85	84	84	84	19	19	20	20	20	21
Germany	88	88	89	89	92	90	20	24	28	31	32	33
Greece	62	82	97	83	84	85	13	16	24	40	40	42
Hungary	64	78	87	92	92	93	10	19	24	25	26	27
Iceland	79	79	85	88	87	88	24	31	37	38	39	41
Ireland	79	81	89	96	93	93	14	16	21	21	21	22
Israel	m	64	65	65	64	65	m	m	20	22	22	22
Italy	m	72	80	83	81	81	m	17	20	21	21	21
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	75	79	86	86	86	87	15	24	27	30	30	31
Luxembourg	73	74	72	77	m	77	m	5	6	13	m	13
Mexico	36	42	48	54	56	53	8	9	11	12	12	13
Netherlands	89	87	86	91	93	93	21	22	26	30	35	36
New Zealand	68	72	77	81	81	83	17	23	32	30	29	29
Norway	83	86	86	86	86	87	25	28	29	29	30	30
Poland	78	84	92	93	93	92	16	24	31	30	30	31
Portugal	69	71	73	86	87	87	22	22	22	24	24	24
Slovak Republic	m	m	85	85	85	85	m	m	16	21	21	21
Slovenia	m	m	91	92	92	92	m	m	32	34	34	34
Spain	73	77	81	84	86	86	21	24	22	24	26	28
Sweden	82	86	87	86	86	86	22	33	36	36	37	36
Switzerland	80	83	83	85	85	84	15	19	22	24	25	25
Turkey	30	28	41	56	64	59	7	5	10	20	21	24
United Kingdom	m	m	m	77	78	78	m	m	m	18	19	19
United States	72	73	79	82	80	81	19	20	23	26	27	27
OECD average	74	76	81	83	84	84	18	22	25	27	28	28
OECD average for countries with data available for all reference years	73	77	81	83	85	84	18	22	26	28	29	30
EU21 average	78	81	86	87	87	87	19	22	25	27	29	29
Partners												
Argentina	m	m	m	73	73	m	m	m	m	28	28	m
Brazil	m	m	m	76	77	78	m	m	m	20	21	22
China	m	m	m	33	34	34	m	m	m	m	m	m
Colombia	m	m	m	m	m	43	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	60	67	71	m	m	m	m	10	12
Latvia	m	m	m	m	m	94	m	m	m	m	m	28
Russian Federation	m	71	74	m	78	83	m	m	19	m	22	21
Saudi Arabia	m	m	m	87	m	84	m	m	m	19	m	20
South Africa	m	m	m	m	m	77	m	m	m	m	m	9
G20 average	m	m	m	74	74	75	m	m	m	m	m	m

Note: Columns showing years 2001, 2002, 2003, 2004, 2006, 2007, 2008 and 2009 are available for consultation on line (see StatLink below).

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933118219>

Table C1.3. **Upper secondary and post-secondary non-tertiary enrolment patterns (2012)**

Enrolment rates in public and private institutions, by programme orientation, age group, and intensity

	Upper secondary education							Post-secondary non-tertiary education						
	Share of students by programme orientation				Enrolment rates in pre-vocational and vocational among 15-19 year-olds			Share of students by programme orientation				Enrolment rates in pre-vocational and vocational among 15-24 year-olds		
	General	Pre-vocational	Vocational	Vocational, combined school- and work-based only	Full-time + part-time	Part-time	of which combined work- and school-based	General	Pre-vocational	Vocational	Vocational, combined school- and work-based only	Full-time + part-time	Part-time	of which combined work- and school-based
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
OECD														
Australia	50	a	50	m	9	7	m	a	a	100	m	2	2	m
Austria	25	6	70	34	46	m	21	a	a	100	19	6	m	1
Belgium	27	a	73	3	40	3	2	1	a	99	21	3	1	1
Canada ¹	94	x(3)	6	a	m	m	m	m	m	m	m	m	m	m
Chile	68	a	32	m	20	x(5)	m	a	a	a	a	a	a	a
Czech Republic	27	n	73	32	51	n	22	44	n	56	8	2	n	n
Denmark	54	a	46	44	14	n	14	100	a	a	a	a	a	a
Estonia	66	a	34	n	18	n	n	a	a	100	4	3	n	n
Finland	30	a	70	11	30	a	m	a	a	100	71	n	a	m
France	56	a	44	12	25	n	7	37	n	63	2	n	m	n
Germany	52	a	48	42	18	a	m	15	a	85	m	5	a	m
Greece	67	a	33	a	16	1	a	a	a	100	a	1	n	m
Hungary	73	8	19	19	20	n	14	a	a	100	a	5	1	a
Iceland	66	2	31	14	15	2	6	n	n	100	16	n	n	n
Ireland	68	31	1	a	15	n	a	a	a	100	14	7	1	1
Israel	61	a	39	4	22	n	2	m	100	a	a	n	n	a
Italy	41	a	59	a	42	n	a	a	a	100	a	m	m	a
Japan	77	1	22	a	13	n	a	a	a	a	a	m	m	a
Korea	81	a	19	a	11	n	a	a	a	a	a	a	a	a
Luxembourg	39	a	61	14	35	n	8	a	a	100	100	1	n	n
Mexico	91	a	9	a	3	n	a	a	a	a	a	a	a	a
Netherlands	30	a	70	18	29	n	8	a	a	100	94	n	n	n
New Zealand	73	6	22	a	7	4	a	21	n	78	a	3	2	a
Norway	48	a	52	15	30	n	9	13	a	87	n	1	n	a
Poland	52	a	48	7	32	1	5	a	a	100	a	4	3	a
Portugal	56	3	41	a	22	m	a	a	a	100	a	1	m	a
Slovak Republic	30	a	70	30	48	n	21	a	a	100	a	n	n	a
Slovenia	34	a	66	n	47	1	n	40	a	60	n	n	n	n
Spain	54	a	46	1	13	1	n	a	a	a	a	a	a	a
Sweden	51	n	49	m	30	n	m	15	n	85	m	1	n	m
Switzerland	35	a	65	60	34	n	32	53	a	47	1	1	n	n
Turkey ²	56	a	44	n	22	m	n	a	a	a	a	a	a	a
United Kingdom	61	n	39	17	19	2	9	a	a	a	a	a	a	a
United States	m	m	m	m	m	m	m	a	a	100	m	m	m	m
OECD average	54	2	44	13	25	1	11	34	50	90	32	2	1	n
EU21 average	47	2	50	14	29	n	7	12	n	78	18	2	n	n
Partners														
Argentina ¹	85	a	15	a	7	n	a	a	a	a	a	a	a	a
Brazil	86	a	14	a	4	x(5)	a	a	a	a	a	a	a	a
China	47	x(3)	53	a	m	m	a	71	x(12)	29	a	m	a	a
Colombia	76	24	x(2)	m	6	n	m	a	a	a	a	a	a	a
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	57	a	43	a	18	a	a	a	a	a	a	a	a	a
Latvia	61	a	39	n	23	n	n	a	a	100	n	1	n	n
Russian Federation	49	24	27	m	m	m	m	a	a	100	m	m	m	a
Saudi Arabia	m	m	m	m	m	m	m	a	a	a	a	m	m	a
South Africa	91	m	9	m	m	m	m	m	m	100	m	m	m	m
G20 average	67	m	31	m	m	m	m	41	m	85	m	m	m	m

Notes: Different duration of upper secondary programmes between countries must be taken into account when comparing enrolment rates at this level of education. Columns showing enrolment rates in upper secondary vocational programmes for the 20-24 year-olds and in post-secondary non-tertiary vocational programmes for the 25-29 year-olds are available for consultation on line (see *StatLink* below).

Columns 7, 10, 17 and 20 are based on estimated numbers of students in combined school-work based programmes for the age groups of reference.

1. Year of reference 2011.

2. Excludes ISCED 3C.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933118238>

Table C1.4. Percentage of students in primary, secondary and tertiary education, by mode of study and gender (2012)

	Primary and secondary		Tertiary-type B education			Tertiary-type A and advanced research programmes				
	Full-time	Part-time	Full-time M+W	Part-time			Full-time M+W	Part-time		
				M+W	Men	Women		M+W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	83	17	44	56	54	57	71	29	28	31
Austria	100	n	m	m	m	m	m	m	m	m
Belgium	80	20	62	38	41	36	81	19	20	17
Canada ¹	100	a	88	12	11	13	77	23	21	24
Chile	100	m	m	m	m	m	m	m	m	m
Czech Republic	100	n	90	10	10	9	98	2	2	3
Denmark	97	3	69	31	27	36	90	10	9	11
Estonia	96	4	89	11	13	9	85	15	18	13
Finland	100	a	100	a	a	a	56	44	49	41
France	100	m	m	m	m	m	m	m	m	m
Germany	100	n	87	13	23	7	86	14	15	12
Greece	98	2	100	a	a	a	100	a	a	a
Hungary	95	5	75	25	22	27	66	34	30	37
Iceland	90	10	54	46	61	23	72	28	25	31
Ireland	100	n	73	27	23	32	88	12	11	12
Israel	100	a	100	a	a	a	83	17	16	17
Italy	99	1	100	a	a	a	100	a	a	a
Japan	99	1	97	3	2	3	91	9	7	11
Korea	100	a	m	m	m	m	m	m	m	m
Luxembourg	100	n	75	25	31	20	94	6	m	m
Mexico	100	a	100	a	a	a	100	a	a	a
Netherlands	97	3	50	50	49	52	82	18	17	18
New Zealand	91	9	39	61	58	65	61	39	37	40
Norway	99	1	50	50	33	60	72	28	26	29
Poland	94	6	69	31	31	32	50	50	47	52
Portugal	100	m	m	m	m	m	m	m	m	m
Slovak Republic	99	1	80	20	16	22	67	33	29	37
Slovenia	94	6	58	42	43	40	80	20	19	20
Spain	91	9	93	7	5	9	69	31	33	29
Sweden	83	17	91	9	11	8	49	51	48	53
Switzerland	100	n	30	70	77	62	88	12	14	10
Turkey	100	m	100	n	n	n	100	n	n	n
United Kingdom	96	4	28	72	71	73	77	23	21	24
United States	100	a	48	52	52	53	66	34	32	36
OECD average	97	4	74	26	26	26	79	21	20	22
EU21 average	96	4	77	23	23	23	79	21	22	22
Partners										
Argentina ¹	100	n	94	6	8	5	53	47	48	47
Brazil	100	m	m	m	m	m	m	m	m	m
China	97	3	71	29	30	27	79	21	21	20
Colombia	100	a	100	a	a	a	100	a	a	a
India	m	m	m	m	m	m	m	m	m	m
Indonesia	100	a	100	a	a	a	100	a	a	a
Latvia	95	5	52	48	50	46	75	25	23	26
Russian Federation	100	n	67	33	37	30	48	52	49	54
Saudi Arabia	100	n	100	n	n	n	74	26	33	19
South Africa ²	59	41	100	n	n	n	100	n	n	n
G20 average	96	4	82	18	19	18	82	18	18	18

1. Year of reference 2011.

2. Year of reference 2011 for tertiary education.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933118257>

Table C1.6. **Expected years in education from age 5 through age 39 (2012)**

Expected years of education under countries' current education system (excluding education for children under the age of 5 and individuals aged over 40), by gender and mode of study

	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		
	M+W	Men	Women	Men + Women	Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	Tertiary education	M+W	Men	Women	Men + Women	Primary and lower secondary education	Upper secondary education		Post-secondary non-tertiary education	Tertiary education
															(1)		
OECD																	
Australia	16	16	16	11.1	1.9	0.1	2.7	3.5	3.5	3.2	0.6	1.2	0.4	1.0	1.9	17.0	
Austria	17	17	17	8.0	3.8	0.6	3.1	n	n	n	n	n	n	n	n	17.0	
Belgium	16	16	17	8.4	4.1	0.3	2.5	2.6	2.2	2.9	0.3	1.3	0.1	0.9	1.9	18.9	
Canada ²	16	15	16	12.5	x(4)	m	2.4	1.7	1.6	1.8	x(4)	x(4)	m	0.5	1.7	17.2	
Chile ³	17	16	17	8.0	3.8	a	3.8	n	n	n	n	n	a	n	1.6	16.5	
Czech Republic	18	17	18	9.1	3.8	0.2	2.9	0.5	0.4	0.7	n	n	0.3	0.1	1.8	18.1	
Denmark	19	19	19	10.6	3.8	n	3.4	0.6	0.5	0.7	n	0.3	n	0.3	1.9	19.4	
Estonia	17	16	17	8.8	2.9	0.5	2.8	0.8	0.7	0.9	0.1	0.3	n	0.4	1.7	17.5	
Finland	18	18	19	9.0	4.8	0.2	2.4	1.6	1.7	1.6	n	n	n	1.6	1.9	19.7	
France ³	16	16	17	9.2	3.3	0.1	2.9	m	m	m	m	m	m	m	1.6	16.4	
Germany	18	18	18	10.1	3.1	0.6	2.6	0.4	0.5	0.4	n	n	n	0.4	1.8	18.2	
Greece	18	18	19	9.1	3.2	0.1	5.0	0.3	0.4	0.2	0.1	0.2	n	n	1.6	18.6	
Hungary	16	16	16	8.0	4.2	0.4	2.0	1.2	1.0	1.4	n	0.4	0.1	0.7	1.6	17.6	
Iceland	18	17	18	9.9	4.1	0.1	2.7	2.1	1.8	2.3	n	1.2	0.1	0.8	1.9	19.8	
Ireland	17	17	17	10.9	2.7	1.0	3.9	0.5	0.6	0.5	n	n	0.3	0.2	1.6	17.6	
Israel	15	15	16	8.8	2.8	n	2.7	0.4	0.3	0.4	n	n	n	0.4	1.5	15.8	
Italy	17	16	17	8.1	4.8	n	2.9	0.1	0.1	0.1	0.1	n	n	n	1.6	16.8	
Japan	16	15	15	9.2	2.9	n	m	0.4	0.4	0.4	n	0.1	n	m	1.6	16.3	
Korea ³	18	18	17	9.0	2.9	a	4.7	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	1.7	17.5	
Luxembourg ⁴	15	15	15	9.4	3.8	0.1	0.8	0.1	0.1	0.1	n	n	n	0.1	1.5	15.1	
Mexico ³	14	14	14	10.1	2.0	a	1.5	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	1.4	14.4	
Netherlands	18	18	18	10.4	3.5	n	3.1	0.7	0.7	0.7	n	0.2	n	0.4	1.8	18.7	
New Zealand	15	15	16	10.2	2.9	0.2	2.1	2.7	2.5	2.9	n	0.9	0.4	1.4	1.8	18.1	
Norway	17	17	17	10.0	3.6	0.1	2.3	1.0	0.8	1.2	n	0.1	0.1	0.8	1.9	17.9	
Poland	16	15	16	8.9	3.0	0.1	1.9	2.8	2.3	3.4	n	0.5	0.5	1.7	1.8	18.4	
Portugal ³	18	18	18	10.2	3.4	0.1	2.9	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)	x(7)	1.7	17.6	
Slovak Republic	15	15	16	8.7	3.7	n	1.9	0.8	0.6	1.1	n	0.1	n	0.7	1.6	16.3	
Slovenia	17	16	18	8.8	3.9	n	3.2	1.4	1.3	1.5	n	0.6	n	0.8	1.8	18.4	
Spain	16	16	16	10.2	2.3	a	2.7	1.4	1.4	1.5	0.4	0.3	a	0.7	1.6	17.6	
Sweden	16	16	17	9.1	3.2	0.2	1.8	3.0	2.4	3.7	0.7	1.0	n	1.3	1.9	19.3	
Switzerland	17	17	17	9.5	3.5	0.1	1.9	0.6	0.7	0.5	n	n	n	0.5	1.7	17.3	
Turkey ³	16	17	16	8.7	3.7	a	3.4	m	m	m	m	m	a	m	1.6	16.4	
United Kingdom	15	15	16	9.2	4.2	a	2.0	1.0	0.9	1.1	0.2	0.2	a	0.6	1.6	16.4	
United States	15	15	16	8.9	2.8	m	2.8	1.9	1.6	2.2	n	n	m	1.5	1.7	17.2	
OECD average	17	16	17	9.4	3.4	0.2	2.7	1.2	1.1	1.3	0.1	0.3	0.1	0.7	1.6	17.6	
EU21 average	17	17	17	9.3	3.6	0.2	2.7	1.0	0.9	1.2	0.1	0.3	0.1	0.6	1.7	17.8	
Partners																	
Argentina ²	16	15	16	11.0	2.4	a	m	2.6	2.2	3.0	n	n	a	m	1.8	18.2	
Brazil ³	16	16	17	9.8	3.1	a	2.1	n	n	n	n	n	a	n	1.6	16.3	
China	14	14	14	9.4	2.4	m	1.1	1.8	1.7	1.9	n	0.3	m	m	1.6	16.0	
Colombia	14	13	14	9.3	1.4	m	m	a	a	a	a	a	a	a	1.5	13.5	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	1.4	13.4	
Indonesia	13	13	14	9.1	2.2	a	1.5	n	n	n	n	n	a	n	1.5	13.5	
Latvia	17	16	17	9.2	3.0	0.1	2.3	1.3	1.2	1.5	0.1	0.4	n	0.8	1.8	17.8	
Russian Federation ⁵	13	13	13	8.5	2.1	x(5)	2.7	3.3	3.1	3.5	a	m	m	1.7	m	m	
Saudi Arabia	14	14	14	9.0	3.0	a	1.9	0.6	0.7	0.4	m	n	a	0.6	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
G20 average	15	15	16	9.6	2.9	m	2.5	1.3	1.2	1.4	m	0.2	m	m	1.6	16.5	

1. Expected years in part-time education must be taken 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 2011.


3. Full-time + part-time.

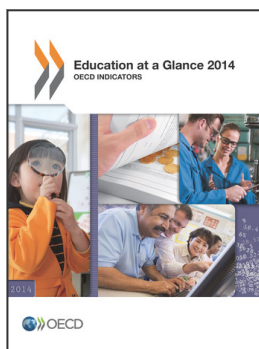
4. High levels of enrolment abroad and immigration may affect expected years in education.

5. Enrolments in ISCED 3B are included in indicators for tertiary education.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933118276>



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