

## WHO PARTICIPATES IN EDUCATION?

This indicator examines access to education and its evolution by using information on enrolment rates and trends in enrolments from 1995 to 2005. It also shows patterns of participation at the secondary level of education and the percentage of the youth cohort that will enter different types of tertiary education during their lives. Entry and participation rates reflect both the accessibility of tertiary education and the perceived value of attending tertiary programmes. For information on vocational education and training in secondary education, see Indicator C1.

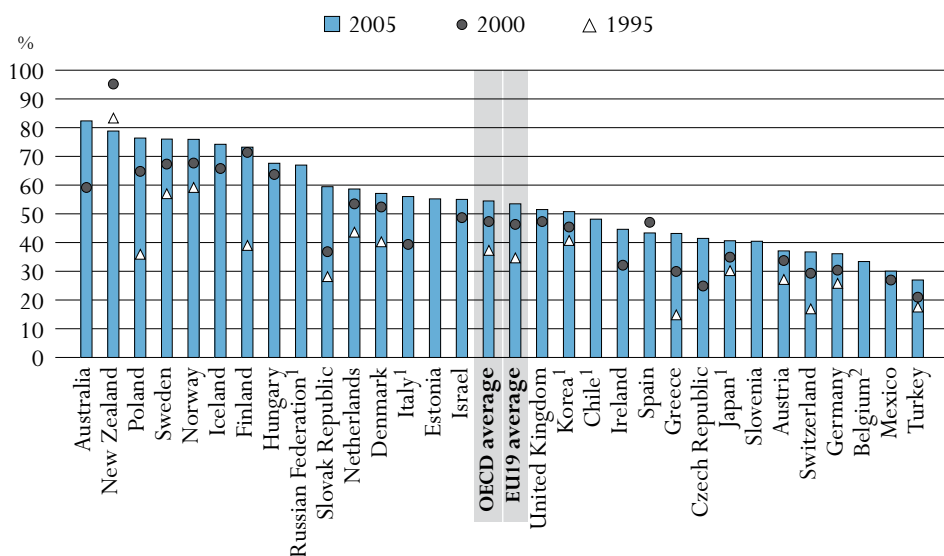
### Key points

#### Chart C2.1. Entry rates into tertiary-type A education (1995, 2000 and 2005)

Sum of net entry rates for each year of age

The chart shows the proportion of people who enter into tertiary-type A education for the first time, and the change between 1995, 2000 and 2005. Entry rates measure the inflow to education at a particular time rather than the stock of students who are already enrolled.

In Australia, Finland, Hungary, Iceland, New Zealand, Norway, Poland and Sweden, and the partner economy the Russian Federation, more than 60% of young people entered tertiary-type A programmes in 2005. Entry rates in tertiary-type A substantially increased between 1995 and 2005, by 18 percentage points on average in OECD countries. Between 2000 and 2005, the growth exceeds 10 percentage point in more than one-quarter of the 24 OECD countries with available data.



1. Entry rate for tertiary-type A programmes calculated as gross entry rate.

2. Excludes the German-speaking Community of Belgium.

Countries are ranked in descending order of the entry rates for tertiary-type A education in 2005.

Source: OECD, Table C2.5. See Annex 3 for notes ([www.oecd.org/edu/eqq2007](http://www.oecd.org/edu/eqq2007)).

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### *Other highlights of this indicator*

- In most OECD countries, virtually all young people have access to at least 12 years of formal education. At least 90% of students are enrolled in an age range spanning 14 or more years in Belgium, the Czech Republic, France, Hungary, Iceland, Japan, Spain and Sweden. In contrast, Mexico and Turkey have enrolment rates exceeding 90% for a period of only nine and seven years, and eight and nine years only for partner economies Chile and the Russian Federation.
- In more than one-half of the OECD countries, 70% of children aged 3 to 4 are enrolled in either pre-primary or primary programmes. A child can expect to be enrolled at age 4 and under more often in the 19 European countries that are members of the OECD (EU19) than in the other OECD countries. On average, the enrolment rate for children aged 3 to 4 is 75.9% for the EU19 whereas the OECD average is 68.5%.
- Enrolment rates for the age 15 to 19 increased on average from 74 to 82% over the period 1995 to 2005 and in Belgium, the Czech Republic, Greece and Poland, and the partner economy Slovenia, reached 90% or more in 2005 (although Belgium had already reached 90% or more in 1995). A similar pattern is observed with enrolment rates for 20-to-29 year olds, an age group in which most students will be enrolled in tertiary education: between 1995 and 2005, the enrolment rates for 20-to-29-year-olds increased in all OECD countries.
- The proportion of students who enter tertiary-type B programmes is generally smaller than for tertiary-type A programmes. In OECD countries with available data, 15% of young people, on average, will enter tertiary-type B programmes compared to 54% in tertiary-type A and 2% in advanced research programmes.
- In Belgium, and to a lesser extent in the partner economy Slovenia, wide access to tertiary-type B programmes counterbalances comparatively low rates of entry into tertiary-type A programmes. In contrast, Iceland, Norway, Poland, and Sweden have entry rates well above the OECD average for tertiary-type A programmes and comparatively very low rates of entry into tertiary-type B programmes. New Zealand stands out as a country with entry rates at both levels that are the highest among OECD countries.

## Policy context

A well-educated population is critical for a country's economic and social development. Societies therefore have an intrinsic interest in ensuring broad access to a wide variety of educational opportunities for children and adults. Early childhood programmes prepare children for primary education, and can help combat linguistic and social disadvantages as well as provide opportunities to enhance and complement home educational experiences. Primary and secondary education lay down the foundations for a wide range of competencies, and prepare young people to become lifelong learners and productive members of society. Tertiary education, either directly after initial schooling or later in life, provides a range of options for acquiring advanced knowledge and skills.

A range of factors, including an increased risk of unemployment and other forms of exclusion for young people with insufficient education, has strengthened the incentive for young people to stay enrolled beyond the end of compulsory education and to graduate from upper secondary education. Graduation from upper secondary education is also becoming the norm in most OECD countries. Most of these upper secondary programmes are primarily designed to prepare students for tertiary studies (see Indicator A2).

High tertiary entry and participation rates help to ensure the development and maintenance of a highly educated population and labour force. Moreover, tertiary education programmes are generally associated with better access to employment (see Indicator A8) and higher earnings (see Indicator A9). Rates of entry into tertiary education are a partial indication of the degree to which a population is acquiring high-level skills and knowledge valued by the labour market in today's knowledge society.

As students have become more aware of the economic and social benefits of tertiary education, graduation rates for tertiary-type A and tertiary-type B programmes have risen (see Indicator A3). Tertiary-type A programmes dominate the stock of tertiary enrolments and therefore the volume of resources required as they tend to be longer than other tertiary programmes (see Indicator B1, Table B1.3).

The continued growth in participation and a widening diversity of the backgrounds and interests of those aspiring to tertiary studies means that tertiary institutions will need to expand admissions and adapt their programmes and teaching to the diverse needs of new generations of students.

## Evidence and explanations

Virtually all young people in OECD countries have access to at least 12 years of formal education. At least 90% of students are enrolled in an age range spanning 14 or more years in Belgium, the Czech Republic, France, Hungary, Iceland, Japan, Spain and Sweden. By contrast, Mexico and Turkey, and the partner economies Chile and the Russian Federation have enrolment rates exceeding 90% for a period of only 9, 7, 8 and 9 years, respectively (Table C2.1). However, patterns of participation in and progression through education over the life cycle vary widely among countries.

### Participation in early childhood education

A child can expect to be enrolled at age 4 and under more often in the EU19 countries than in other OECD countries. On average, the enrolment rate for children aged 3 to 4 is 75.9% for the EU19 countries, whereas the OECD average is 68.5%.

In the majority of OECD countries and partner economies, full enrolment (defined here as enrolment rates exceeding 90%) begins between the ages of 5 and 6. However, in Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Iceland, Italy, Japan, Luxembourg, New Zealand, Norway, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom, and in partner economies Estonia, Israel and Slovenia, at least 70% of children aged 3 to 4 are already enrolled in either pre-primary or primary programmes. Enrolment rates for early childhood education range from less than 25% in Korea and Turkey to over 90% in Belgium, Denmark, France, Iceland, Italy, New Zealand, Spain and the United Kingdom and the partner economy Estonia (Table C2.1).

Given the impact that early childhood education and care has on building a strong foundation for lifelong learning and on ensuring equitable access to learning opportunities later, pre-primary education is very important, and many countries have recognised this by making pre-primary education almost universal by the age 3. However, institutionally based pre-primary programmes covered by this indicator are not the only form of quality early childhood education and care available. Inferences about access to and quality of pre-primary education and care should therefore be made with caution.

### **Participation towards the end of compulsory education and beyond**

Several factors influence the decision to stay enrolled beyond the end of compulsory education, notably the limited prospects of young people with insufficient education; indeed, in many countries they are at a higher risk of unemployment and other forms of exclusion than their well-educated peers. In many OECD countries, the transition from education to employment has become a longer and more complex process that provides the opportunity or the obligation for students to combine learning and work to develop marketable skills (see Indicator C4).

The age at which compulsory education in OECD countries and partner economies ends, ranges from 14 in Korea, Portugal and Turkey, and the partner economies Brazil and Chile, to 18 in Belgium, Germany and the Netherlands. All other countries lie between the two extremes with compulsory education ending at the ages 15, 16 or 17 (Table C2.1). However, the statutory age at which compulsory education ends does not always correspond to the age at which enrolment is universal.

While participation rates in most OECD countries and partner economies tend to be high until the end of compulsory education, in Belgium, Germany, Mexico, the Netherlands, New Zealand, Turkey and the United States, rates drop to below 90% before the end of compulsory education. In Belgium, Germany, the Netherlands and the United States, this may be due, in part, to the fact that compulsory education ends relatively late at age 18 (age 17, on average, in the United States).

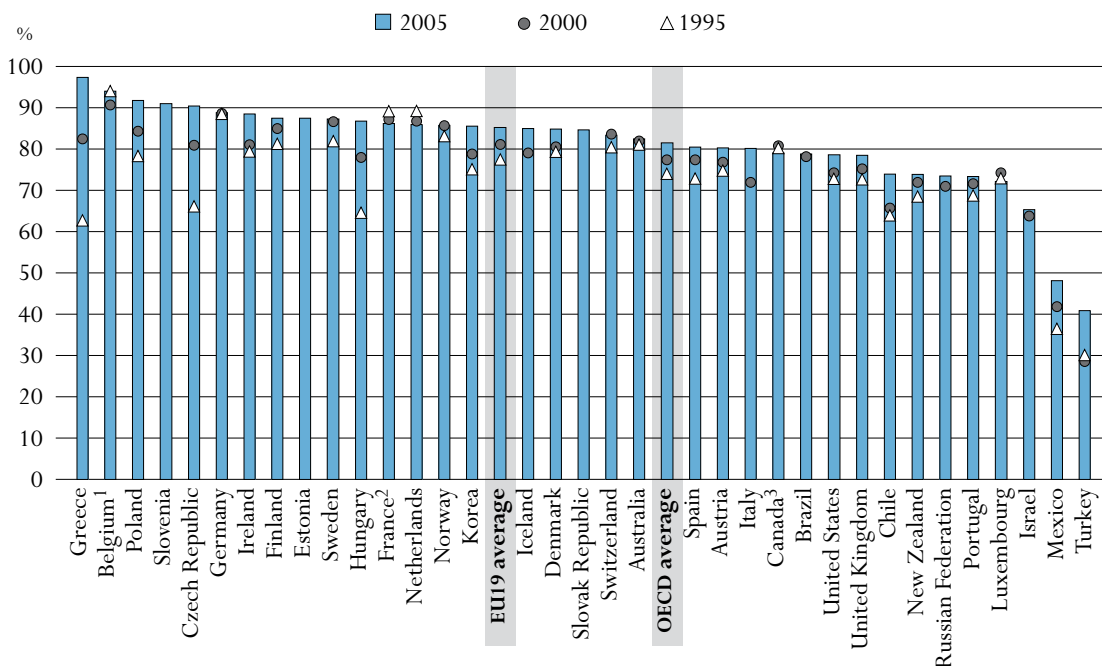
In most OECD countries and partner economies, enrolment rates gradually decline during the last years of upper secondary education. More than 20% of the population aged between 15 and 19 is not enrolled in education in Luxembourg, Mexico, New Zealand, Portugal, Turkey, the United Kingdom and the United States, and in the partner economies Chile, Israel and the Russian Federation (Table C2.1).

There has been a substantial increase of eight percentage points in the proportion of 15-to-19-year-olds enrolled in education on average across OECD countries between 1995 and 2005.

Enrolment rates for the age 15 to 19 increased on average from 74 to 82% over the period 1995 to 2005 and reached 90% or more in 2005 in Belgium, the Czech Republic, Greece, Poland and the partner economy Slovenia, although, Belgium had already reached 90% or more in 1995 (Table C2.2). The growth however differs among countries: while enrolment rate for 15-to-19-year-olds has improved by more than 20 percentage points during the past ten years in the Czech Republic, Greece and Hungary, they remained virtually the same in Australia, Belgium, France, Germany, Luxembourg, the Netherlands, Norway and Switzerland. Of these latter, all (except Luxembourg) have a high proportion of their population of 15-to-19-year-olds enrolled in education (Table C2.2).

**Chart C2.2. Enrolment rates of 15-to-19-year-olds (1995, 2000 and 2005)**

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




1. Excludes the German-speaking Community of Belgium.

2. Excludes overseas departments for 1995 and 2000.

3. Year of reference 2004.

Countries are ranked in descending order of the enrolment rates of 15-to-19-year-olds in 2005.

Source: OECD, Table C2.2. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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Graduates from upper secondary programmes who decide not to enter the labour market directly, as well as people who are already working and want to upgrade their skills, can choose from a wide range of post-secondary programmes.

### The transition to post-secondary education

Upper secondary students in many education systems can enrol in relatively short programmes (less than two years) to prepare for a certain trade or specific vocational fields. Some OECD

countries delay vocational training until after graduation from upper secondary education. While these programmes are offered as advanced upper secondary programmes in some OECD countries (*e.g.* Austria, Hungary and Spain), they are offered as post-secondary education in others (*e.g.* Canada and the United States), although these post-secondary programmes often resemble upper secondary level programmes.

From an internationally comparable point of view, these programmes straddle upper secondary and tertiary education and are therefore classified as a distinct level of education (post-secondary non-tertiary education).

### **End of compulsory education and decline in enrolment rates**

An analysis of the rate of participation by level of education and single year of age shows that there is no close relationship between the end of compulsory education and the decline in enrolment rates. The sharpest decline in enrolment rates occurs in most of the OECD and partner economies, not at the end of compulsory education but at the end of upper secondary education. After the age of 16, however, enrolment rates begin to decline in all OECD and partner economies. On average in the OECD countries, the enrolment rate in secondary education falls from 91% at the age of 16 to 83% at the age of 17, 53% at the age of 18 and 28% at the age of 19. In Belgium, the Czech Republic, Finland, Germany, Hungary, Japan, Korea, Norway, Poland, the Slovak Republic and Sweden, and in partner economies Estonia, Israel and Slovenia, 90% or more of all 17-year-olds are still enrolled at this level, even though the age at which compulsory education ends is under 17 in most of the countries (Table C2.3).

### **Overall access to tertiary education**

Graduates from upper secondary programmes and those in the workforce who want to upgrade their skills can also choose from a wide range of tertiary programmes.

This indicator distinguishes among different categories of tertiary qualifications: *i*) programmes at tertiary-type B level (ISCED 5B); *ii*) programmes at tertiary-type A level (ISCED 5A); and *iii*) advanced research programmes at the doctorate level (ISCED 6). Tertiary-type A programmes are largely theoretically based and designed to provide qualifications for entry into advanced research programmes and highly skilled professions. Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes, but are more occupationally oriented and lead to direct labour market access. The programmes tend not to last as long as type A programmes (typically two to three years), and generally are not deemed to lead to university-level degrees. The institutional location of programmes is used to give a relatively clear idea of their nature (*e.g.* university versus non-university institutions of higher education), but these distinctions have become blurred and are therefore not applied in the OECD indicators.

Today, 54% of young people in OECD countries will enter tertiary-type A programmes during their lifetime, assuming that current entry rates continue. In Australia, Finland, Hungary, Iceland, New Zealand, Norway, Poland and Sweden, as well as in the partner economy the Russian Federation, more than 60% of young people enter tertiary-type A programmes. The United States has an entry rate of 64%, but both type A and type B programmes are included in the type A columns as noted in Table C2.4.

Although Turkey has had a large increase in the number of students entering tertiary-type A programmes for the first time, its entry rate is only 27% and it still remains with Mexico at the bottom of the scale.

The proportion of people who enter tertiary-type B programmes is generally smaller than the proportion entering tertiary-type A programmes. In OECD countries with available data, 15% of young people, on average, will enter tertiary-type B programmes. The OECD country average differs by 4 percentage points from the EU19 country average (11%). The figures range from 4% or less in Mexico, the Netherlands, Norway, Poland and the Slovak Republic to 30% or more in Belgium and Japan, and in the partner economies Chile, Estonia and the Russian Federation, to more than 45% in Korea and New Zealand and the partner economy Slovenia. The share of tertiary-type B programmes in the Netherlands is very small. However it will increase in future years because of a new programme called “associate degrees”. Finland and Italy no longer have tertiary-type B programmes in their education system (Table C2.4. and Chart C2.3).

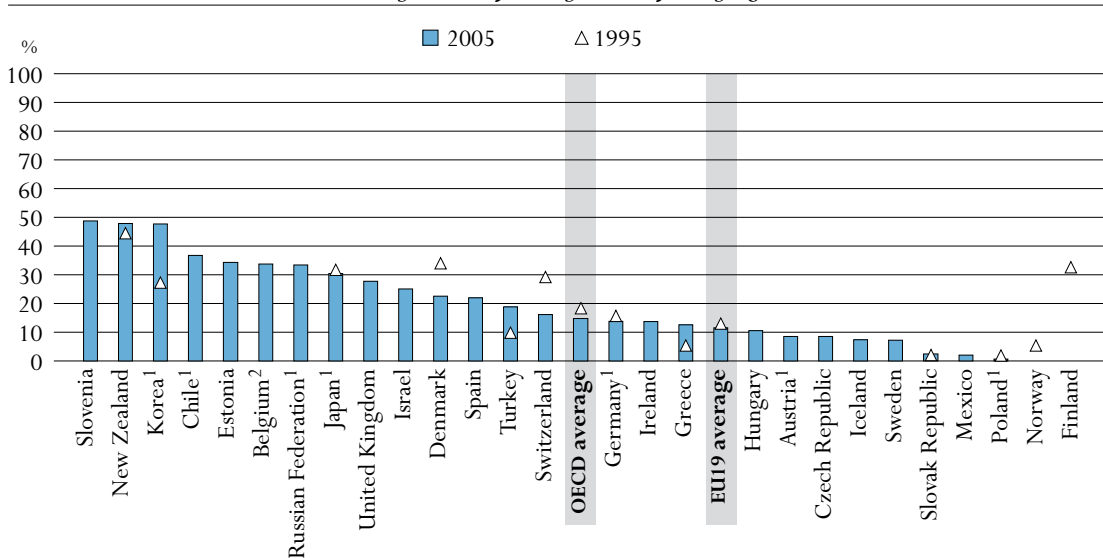
In Belgium and to a lesser extent in the partner economy Slovenia, wide access into tertiary-type B programmes counterbalances comparatively low entry rates into tertiary-type A programmes. Other OECD countries, most notably Iceland, Norway, Poland and Sweden, have entry rates well above the OECD average for tertiary-type A programmes, and comparatively very low rates of entry into tertiary-type B programmes. New Zealand stands out as a country with entry rates at both levels that are the highest among OECD countries.

On average, in all OECD countries with comparable data, six percentage points more of today’s young people enter into tertiary-type A programmes compared to 2000, and more than 18 percentage points compared to 1995. Entry rates in tertiary-type A education increased by more than 10 percentage points between 2000 and 2005 in Australia, the Czech Republic, Greece, Ireland, Italy, Poland and the Slovak Republic. New Zealand and Spain are the only OECD countries that shows a decrease of entry rates to tertiary-type A programmes, although in Spain’s case, this decrease is counterbalanced by a significant increase of entry rates in tertiary-type B programmes between 2000 and 2005 (Table C2.5. and Chart C2.1).

Changes of net entry rates into tertiary-type B programmes between 1995 and 2005 vary among OECD countries, with an average decrease of one percentage point over this period. This entry rate has decreased slightly in most countries, except in Greece, Korea, New Zealand, the Slovak Republic and Turkey, where it has increased, and in Poland where it has been stable (Chart C2.3). The reclassification of tertiary-type B to tertiary-type A programmes in Denmark after 2000 partly explained the changes observed between 1995 and 2005 (Charts C2.1 and C2.3).

More than 2% of today’s young people in the 18 OECD countries with comparable data will enter advanced and research programmes during their lifetime. The figures range from less than 1% in Mexico and Turkey, and in the partner economies Chile and Slovenia, to 3% or more in the Czech Republic, Greece, the Slovak Republic, Spain and Switzerland (Table C2.4).

Rates of entry into tertiary education should also be considered in light of participation in post-secondary non-tertiary programmes, which are an important alternative to tertiary education in some OECD countries.


**Chart C2.3. Entry rates into tertiary-type B education (1995, 2005)***Sum of net entry rates for each year of age*

1. Entry rate for tertiary-type B programmes calculated as gross entry rate.

2. Excludes the German-speaking Community of Belgium.

Countries are ranked in descending order of the entry rates for tertiary-type B education in 2005.

Source: OECD. Table C2.5. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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### Age of new entrants into tertiary education

The age structure of entrants into tertiary education varies among OECD countries. The typical graduation age for upper secondary education may be different across countries, and/or upper secondary graduates may have gone directly to the labour market before enrolling in a tertiary education programme. People entering tertiary-type B programmes may also enter tertiary-type A programmes later in their lives. Tertiary-type A and B entry rates cannot therefore be added together to obtain overall tertiary-level entry rates because entrants might be counted twice.

Traditionally, students enter tertiary-type A programmes immediately after having completed upper secondary education, and this remains true in many OECD countries. For example, in Greece, Ireland, Italy, Mexico, the Netherlands, Poland and Spain and the partner economy Slovenia, more than 80% of all first-time entrants into tertiary-type A programmes are under 23 years of age (Table C2.4).

In other OECD countries and partner economies, the transition to the tertiary level is often delayed, in some cases by some time spent in the labour force. In these countries, first-time entrants into tertiary-type A programmes are typically older and show a much wider range of age at entry. In Denmark, Iceland and Sweden and the partner economy Israel, more than half the students enter this level for the first time at the age of 22 or older (Table C2.4). The proportion of older first-time entrants to tertiary-type A programmes may reflect, among other factors, the flexibility of these programmes and their suitability to students outside the typical or modal age cohort. It may also reflect a specific view of the value of work experience for higher



education studies, which is characteristic of the Nordic countries and common in Australia, the Czech Republic, Hungary, New Zealand and Switzerland, where a sizeable proportion of new entrants is much older than the typical age of entry. It may also reflect that some countries have mandatory military service, which would postpone their entry into tertiary education. For example, Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. In Australia, Denmark, Hungary, Iceland, New Zealand, Norway, Sweden and Switzerland and the partner economy Israel, more than 20% of first-time entrants are aged 27 or older.

### Participation in tertiary education

Enrolment rates provide another perspective on participation in tertiary education in that they reflect the total number of individuals entering tertiary education. On average in the OECD countries, 24.9% of the population aged between 20 and 29 are enrolled in education. Enrolment rates for 20-to-29-year-olds exceed 30% in Australia, Denmark, Finland, Iceland, New Zealand, Poland and Sweden, and in the partner economy Slovenia (Table C2.1).

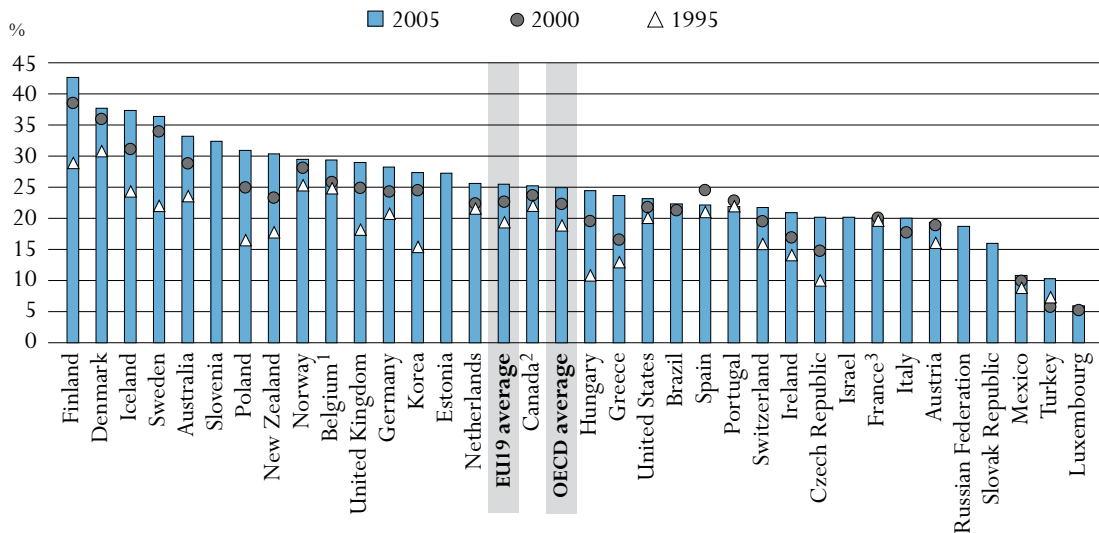
Policies to expand education have put pressure on gaining greater access to tertiary education in many OECD countries and partner economies. Thus far, this pressure has more than compensated the declines in cohort sizes which had led, until recently, to predictions of stable or declining demand from school leavers in several OECD countries. Whereas some OECD countries (Portugal and Spain) are now showing signs of a levelling demand for tertiary education, the overall trend remains on an upward course. On average, in all OECD countries with comparable data, participation rates in tertiary education grew by 7 percentage points from 1995 to 2005. All the OECD countries and partner economies have seen an increase of the participation in 20-to-29-year-olds. This growth is particularly significant in the Czech Republic, Greece and Hungary, which used to be at the bottom of the enrolment rate scale of the OECD countries but have now moved to the middle (Table C2.2 and Chart C2.4).

### The relative size of the public and the private sector

In OECD countries and partner economies, education at primary and secondary level is still predominantly publicly provided. On average, 91% of primary education students are enrolled in public institutions in the OECD countries, while the figures decline a bit in secondary education, with 85% of lower secondary students and 82% of upper secondary students being taught in public institutions. An exception, however, can be found at the upper secondary levels in Japan and Mexico, where independent private providers (those who receive less than 50% of their funds from government sources) take on a sizeable role, with 31% and 21 %, respectively, of upper secondary students (Table C2.9, available on line at <http://dx.doi.org/10.1787/068400866631>).

At the tertiary level, the pattern is quite different as private providers generally play a more significant role than at the primary and secondary levels. In tertiary-type B programmes, private sector enrolments account for 35% of the students, and in tertiary-type A and advanced research programmes they account for 21% of students. In the United Kingdom, all tertiary education is provided through government-dependent private institutions and such providers also receive more than half of tertiary students in Belgium and the partner economy Israel. Government-dependent private providers also have a significant share of the provision amongst tertiary-type A and advanced research programmes in the partner economy Estonia (85.4%). Independent private providers are more prominent at the tertiary level than at the pre-tertiary levels

**Chart C2.4. Enrolment rates of 20-to-29-year-olds (1995, 2000 and 2005)**  
Full-time and part-time students in public and private institutions




1. Excludes the German-speaking Community of Belgium.

2. Year of reference 2004.

3. Excludes overseas departments for 1995 and 2000.

Countries are ranked in descending order of the enrolment rates of 20-to-29-year-olds in 2005.

Source: OECD, Table C2.2. See Annex 3 for notes ([www.oecd.org/edu/eq2007](http://www.oecd.org/edu/eq2007)).

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(an average of 14% of tertiary students attend such institutions). This is particularly the case in Japan, Korea and partner economy Brazil, where around three-quarters or more of students are enrolled in such institutions (Tables C2.6).

### Definitions and methodologies

Data for the school year 2004-2005 are based on the UOE data collection on education statistics 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. A standardised distinction between full-time and part-time participants is very difficult because the concept of part-time study is not recognised by some countries. For other OECD countries, part-time education is covered only partially by the reported data.

Net enrolment rates expressed as percentages in Table C2.1 and Table C2.2 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.

Table C2.4 and Table C2.5 show the sum of net entry rates for all ages. The net entry rate for a specific age is obtained by dividing the number of first-time entrants of that age to each type of tertiary education by the total population in the corresponding age group. The sum of net entry rates is calculated by adding the rates for each year of age. The result represents the proportion

of people in a synthetic age cohort who enter tertiary education, irrespective of changes in population sizes and of differences between OECD countries in the typical entry age. Table C2.4 also shows the 20<sup>th</sup>, 50<sup>th</sup> and 80<sup>th</sup> percentiles of the age distribution of first-time entrants, *i.e.* the age below which 20, 50 and 80% of first-time entrants are to be found.


New (first-time) entrants are students who enrol at the relevant level of education for the first time. Foreign students enrolling for the first time in a post-graduate programme are considered first-time entrants.

Not all OECD countries can distinguish between students entering a tertiary programme for the first time and those transferring between different levels of tertiary education or repeating or re-entering a level after an absence. Thus first-time entry rates for each level of tertiary education cannot be added up to a total tertiary-level entrance rate because it would result in counting entrants twice.

In Tables C2.2 and C2.5, data on trends in enrolment and entry rates for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in the OECD countries and four out of six partner economies in January 2007.

### Further references

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

**StatLink**  <http://dx.doi.org/10.1787/068400866631>

- *Table C2.7. Education expectancy (2005)*
- *Table C2.8. Expected years in tertiary education (2005)*
- *Table C2.9. Students in primary and secondary education by type of institution or mode of study (2005)*

Table C2.1.  
**Enrolment rates, by age (2005)**  
 Full-time and part-time students in public and private institutions

	Ending age of compulsory education	Number of years at which over 90% of the population are enrolled	Age range at which over 90% of the population are enrolled	Students aged:					
				4 and under as a percentage of the population aged 3 to 4	5 to 14 as a percentage of the population aged 5 to 14	15 to 19 as a percentage of the population aged 15 to 19	20 to 29 as a percentage of the population aged 20 to 29	30 to 39 as a percentage of the population aged 30 to 39	40 and over as a percentage of the population aged 40 and over
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>OECD countries</b>									
Australia	15	12	5-16	41.6	99.1	82.5	33.2	14.0	6.2
Austria	15	13	5-17	67.5	98.4	80.3	19.4	3.3	0.3
Belgium <sup>1,2</sup>	18	15	3-17	125.2	99.6	94.0	29.4	8.4	3.5
Canada	16	m	m	m	m	m	m	m	m
Czech Republic	15	14	4-17	83.7	99.8	90.4	20.2	3.8	0.3
Denmark	16	13	3-16	92.3	97.1	84.9	37.7	7.8	1.6
Finland	16	13	6-18	42.3	95.1	87.5	42.6	13.1	3.0
France <sup>1</sup>	16	15	3-17	112.9	101.3	86.2	20.1	2.6	n
Germany	18	12	6-17	78.8	98.3	88.8	28.2	2.5	0.1
Greece	14.5	13	6-19	28.9	97.5	97.4	23.7	6.1	n
Hungary	16	14	4-17	81.7	100.3	86.8	24.4	5.8	0.6
Iceland	16	14	3-16	94.7	98.9	85.0	37.3	11.9	3.2
Ireland	15	12	5-16	23.9	101.1	88.5	20.9	4.0	0.1
Italy <sup>1</sup>	15	13	3-15	105.0	101.2	80.2	20.0	3.2	0.1
Japan	15	14	4-17	82.0	100.7	m	m	m	m
Korea	14	12	6-17	22.5	94.1	85.6	27.3	2.0	0.5
Luxembourg	15	12	4-15	80.7	96.7	72.1	5.9	0.5	0.1
Mexico	15	9	5-13	46.6	99.9	48.2	10.8	3.2	0.5
Netherlands	18	12	5-16	37.1	99.0	86.0	25.6	2.7	0.7
New Zealand	16	12	4-15	90.5	100.9	73.9	30.4	12.3	5.1
Norway	16	13	5-17	85.9	98.4	85.8	29.5	6.9	1.6
Poland	16	13	6-18	34.6	94.6	91.8	30.9	4.6	x(8)
Portugal	14	10	6-15	72.5	103.9	73.4	21.9	3.8	0.7
Slovak Republic	16	12	6-17	77.5	97.1	84.7	16.0	2.8	0.4
Spain <sup>1</sup>	16	14	3-16	120.5	101.4	80.5	22.1	3.6	1.1
Sweden	16	14	5-18	86.5	99.5	87.3	36.4	13.3	3.0
Switzerland	15	12	5-16	26.1	99.6	83.4	21.7	3.6	0.4
Turkey	14	7	7-13	3.7	81.8	40.9	10.3	1.5	0.2
United Kingdom	16	13	4-16	90.6	101.0	78.5	29.0	15.8	7.8
United States	17	11	6-16	50.0	97.7	78.6	23.1	5.2	1.4
<i>OECD average</i>	<i>16</i>	<i>13</i>		<i>68.5</i>	<i>98.4</i>	<i>81.5</i>	<i>24.9</i>	<i>6.0</i>	<i>1.6</i>
<i>EU19 average</i>	<i>16</i>	<i>13</i>		<i>75.9</i>	<i>99.1</i>	<i>85.2</i>	<i>25.0</i>	<i>5.7</i>	<i>1.3</i>
<b>Partner economies</b>									
Brazil	14	10	7-16	29.4	93.2	79.5	22.5	8.8	2.4
Chile	14	8	9-16	32.7	88.3	74.0	m	m	m
Estonia <sup>1</sup>	15	12	6-17	117.1	104.6	87.5	27.3	9.8	n
Israel <sup>3</sup>	15	13	5-17	79.1	96.0	65.3	20.2	5.2	0.9
Russian Fed.	15	9	7-15	m	81.5	73.5	18.7	0.7	n
Slovenia	15	12	6-17	71.4	96.5	91.0	32.4	6.2	0.7

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 student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

1. The rates "4 and under as a percentage of the population aged of 3-to-4-year-olds" is overestimated. A significant number of students are younger than 3 years old. The net rates between 3 and 5 are around 100%.

2. Excludes the German-speaking Community of Belgium.

3. Excludes programmes for children younger than 3, resulting in substantially lower figures in comparison to previous years.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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


StatLink  <http://dx.doi.org/10.1787/068400866631>

Table C2.2.  
Trends in enrolment rates (1995-2005)

Full-time and part-time students in public and private institutions in 1995, 2000, 2001, 2002, 2003, 2004, 2005

	15-to-19-year-olds as a percentage of the population aged 15 to 19 years							20-to-29-year-olds as a percentage of the population aged 20 to 29 years						
	1995	2000	2001	2002	2003	2004	2005	1995	2000	2001	2002	2003	2004	2005
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<b>OECD countries</b>														
Australia	81	82	81	83	82	82	82	23	28	28	33	33	33	33
Austria	75	77	77	77	77	79	80	16	18	19	17	18	19	19
Belgium <sup>1</sup>	94	91	91	92	94	95	94	24	25	26	27	29	30	29
Canada	80	81	81	80	80	79	m	22	23	24	25	25	25	m
Czech Republic	66	81	87	90	90	91	90	10	14	15	16	17	19	20
Denmark	79	80	83	82	85	85	85	30	35	36	36	36	36	38
Finland	81	85	85	85	86	87	87	28	38	39	40	40	41	43
France <sup>2</sup>	89	87	86	86	87	87	86	19	19	20	20	20	20	20
Germany	88	88	90	89	89	89	89	20	24	24	26	27	28	28
Greece	62	82	74	83	83	86	97	13	16	22	25	26	28	24
Hungary	64	78	79	81	83	85	87	10	19	20	21	22	24	24
Iceland	m	79	79	81	83	84	85	24	31	30	32	36	37	37
Ireland	79	81	82	83	84	87	89	14	16	18	19	19	23	21
Italy	m	72	73	76	78	79	80	m	17	17	18	20	20	20
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	75	79	79	80	81	84	86	15	24	25	27	27	28	27
Luxembourg	73	74	75	75	75	75	72	m	5	6	6	6	7	6
Mexico	36	42	42	44	45	47	48	8	9	9	10	10	11	11
Netherlands	89	87	86	87	85	86	86	21	22	23	23	25	26	26
New Zealand	68	72	72	74	74	74	74	17	23	25	28	30	31	30
Norway	83	86	85	85	85	86	86	25	28	26	26	29	29	29
Poland	78	84	86	87	88	90	92	16	24	26	28	29	30	31
Portugal	68	71	73	71	72	73	73	22	22	22	22	23	23	22
Slovak Republic	m	m	74	76	80	83	85	m	m	12	13	13	15	16
Spain	73	77	78	78	78	80	81	21	24	23	23	22	22	22
Sweden	82	86	86	86	87	87	87	22	33	33	34	34	36	36
Switzerland	80	83	83	83	83	83	83	15	19	20	20	21	21	22
Turkey	30	28	30	34	35	40	41	7	5	5	6	6	10	10
United Kingdom	72	75	75	77	75	79	79	18	24	24	27	26	28	29
United States	73	74	76	75	75	76	79	20	21	22	23	22	23	23
<b>OECD average</b>	<b>74</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>79</b>	<b>81</b>	<b>82</b>	<b>18</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>25</b>
<i>OECD average for countries with 1995 and 2005 data</i>	<i>74</i>						<i>81</i>	<i>18</i>						<i>26</i>
<i>EU19 average</i>	<i>77</i>	<i>81</i>	<i>82</i>	<i>83</i>	<i>83</i>	<i>84</i>	<i>85</i>	<i>19</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>24</i>	<i>25</i>	<i>25</i>
<b>Partner economies</b>														
Brazil	m	78	75	71	74	80	79	m	21	21	23	22	22	23
Chile	64	66	m	66	68	70	74	m	m	m	m	m	m	m
Estonia	m	m	m	m	m	m	87	m	m	m	m	m	m	27
Israel	m	64	63	65	66	65	65	m	m	m	21	21	20	20
Russian Federation	m	71	71	74	m	m	74	m	m	m	13	m	m	19
Slovenia	m	m	m	m	m	m	91	m	m	m	m	m	m	32

1. Excludes the German-speaking Community of Belgium for 2004 and 2005 data.

2. Excludes overseas departments from 1995 to 2004 (DOM).

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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


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Table C2.3.  
**Transition characteristics from age 15 to 20, by level of education (2005)**  
*Net enrolment rates (based on head counts)*

	Graduation age at the upper secondary level of education	Age 15			Age 16			Age 17			Age 18			Age 19			Age 20		
		Secondary education	Secondary education	Post-secondary non-tertiary	Tertiary education	Secondary education	Post-secondary non-tertiary	Tertiary education	Secondary education	Post-secondary non-tertiary	Tertiary education	Secondary education	Post-secondary non-tertiary	Tertiary education	Secondary education	Post-secondary non-tertiary	Tertiary education		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)		
OECD countries	Australia	17-18	99	93	n	n	80	1	4	39	3	27	26	3	35	20	2	37	
	Austria	17-19	95	92	n	n	77	14	n	47	24	5	19	15	14	6	6	21	
	Belgium <sup>1</sup>	18-19	102	101	n	n	99	n	1	47	6	35	23	7	47	6	2	48	
	Canada	18	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Czech Republic	18-19	100	100	n	n	97	n	n	82	4	1	36	12	21	7	8	34	
	Denmark	19-20	98	93	n	n	85	n	n	81	n	n	61	n	4	37	n	13	
	Finland	19	99	96	n	n	95	n	n	93	n	n	34	n	20	18	n	32	
	France	18-20	97	97	n	n	89	n	2	51	n	27	25	1	39	10	1	41	
	Germany	19	98	96	n	n	92	n	1	83	n	2	41	19	10	20	15	18	
	Greece	18	96	101	a	a	75	n	16	18	2	61	m	4	71	n	5	73	
	Hungary	18-20	100	96	n	n	92	n	n	57	9	13	21	16	32	11	12	37	
	Iceland	18-20	100	94	n	n	83	n	n	75	n	n	68	n	1	38	n	17	
	Ireland	17-18	99	96	2	n	76	6	6	30	25	35	3	17	42	1	14	42	
	Italy	17-19	94	88	a	a	83	n	a	72	n	8	9	1	35	6	1	37	
	Japan	18	103	97	a	a	95	a	m	3	m	m	1	m	m	m	m	m	
	Korea	17-18	95	95	a	n	93	a	1	8	a	63	1	a	72	n	a	65	
	Luxembourg	18-19	89	82	n	m	78	n	m	67	n	m	42	n	m	24	1	m	
	Mexico	18	66	54	a	a	41	a	3	19	a	13	25	a	17	4	a	19	
	Netherlands	18-19	96	95	n	n	83	n	6	58	n	20	39	n	29	25	n	34	
	New Zealand	17-18	95	87	1	1	70	2	3	27	4	25	13	4	34	9	3	38	
	Norway	18-19	99	94	n	n	92	n	n	85	n	n	40	1	14	19	1	29	
	Poland	18-20	97	97	a	a	95	n	n	92	n	1	38	7	32	16	9	43	
	Portugal	18	88	80	n	a	76	n	a	47	n	19	27	n	26	15	n	30	
Slovak Republic	18-19	99	95	n	n	90	n	n	79	n	3	35	1	24	7	1	32		
Spain	17-18	99	94	a	n	82	a	n	42	a	27	23	a	36	13	a	38		
Sweden	19	96	97	n	n	98	n	n	94	n	2	30	1	14	21	1	23		
Switzerland	18-20	97	90	n	n	86	1	n	76	2	2	46	3	8	19	4	16		
Turkey	16-17	59	55	a	n	28	a	5	17	a	14	x(8)	a	21	m	a	23		
United Kingdom	16-18	101	94	x(2)	1	80	x(5)	2	37	x(8)	23	24	x(11)	31	19	x(14)	33		
United States	18	95	96	m	1	83	m	4	22	m	39	4	m	49	n	m	47		
<i>OECD average</i>		<i>95</i>	<i>91</i>	<i>n</i>	<i>n</i>	<i>83</i>	<i>1</i>	<i>2</i>	<i>53</i>	<i>3</i>	<i>17</i>	<i>28</i>	<i>4</i>	<i>29</i>	<i>14</i>	<i>3</i>	<i>34</i>		
<i>EU19 average</i>		<i>97</i>	<i>94</i>	<i>n</i>	<i>n</i>	<i>86</i>	<i>1</i>	<i>2</i>	<i>62</i>	<i>4</i>	<i>16</i>	<i>29</i>	<i>6</i>	<i>29</i>	<i>14</i>	<i>4</i>	<i>35</i>		
Partner economies	Brazil	17-18	90	87	a	n	83	a	1	60	a	5	39	a	9	27	a	12	
	Chile	18	98	95	a	n	89	a	n	61	a	m	20	a	m	6	a	m	
	Estonia	19	98	97	n	n	92	n	n	70	2	10	21	9	37	9	9	40	
	Israel	17	96	95	n	n	90	n	2	18	n	9	2	n	12	1	1	13	
	Russian Fed.	17	84	73	x(2)	13	34	x(5)	47	12	x(8)	49	4	x(11)	44	1	x(14)	38	
	Slovenia	18	98	98	n	n	94	n	n	84	n	5	29	3	44	m	m	50	

Note: Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

1. Excludes the German-speaking Community of Belgium.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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


StatLink  <http://dx.doi.org/10.1787/068400866631>

Table C2.4.  
**Entry rates into tertiary education and age distribution of new entrants (2005)**  
*Sum of net entry rate for each year of age, by gender and mode of participation*

	Tertiary-type B			Tertiary-type A						Advanced Research Program			
	Net entry rates			Net entry rates			Age at:			Net entry rates			
	M+W	Men	Women	M+W	Men	Women	20th percentile <sup>1</sup>	50th percentile <sup>1</sup>	80th percentile <sup>1</sup>	M+W	Men	Women	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD countries	Australia	m	m	m	82	74	91	18.7	20.9	27.3	2.8	2.8	2.9
	Austria <sup>2</sup>	9	7	10	37	34	41	19.3	20.7	23.7	m	m	m
	Belgium <sup>3</sup>	34	29	38	33	29	38	18.5	19.5	23.5	m	m	m
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	8	5	12	41	39	44	19.5	20.4	23.4	3.2	3.7	2.6
	Denmark	23	23	23	57	45	69	20.9	22.7	28.3	1.8	2.0	1.6
	Finland	a	a	a	73	63	84	19.8	21.4	26.6	m	m	m
	France	m	m	m	m	m	m	m	m	m	m	m	m
	Germany <sup>2</sup>	14	11	17	36	36	36	20.0	21.4	24.1	m	m	m
	Greece	13	13	13	43	39	48	18.1	18.6	20.1	4.6	5.0	4.1
	Hungary	11	8	13	68	57	78	19.2	20.9	27.5	1.7	1.8	1.5
	Iceland	7	7	7	74	53	96	20.9	23.1	<40	1.7	1.4	2.0
	Ireland <sup>4</sup>	14	15	13	45	39	51	18.3	19.0	19.9	m	m	m
	Italy <sup>5</sup>	a	a	a	56	49	64	19.2	19.8	22.8	2.0	1.9	2.1
	Japan <sup>2,5</sup>	30	23	38	41	47	34	m	m	m	1.2	1.6	0.7
	Korea <sup>2,5</sup>	48	46	50	51	54	47	m	m	m	2.1	2.7	1.5
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	2	2	2	30	30	30	18.4	19.5	22.8	0.2	0.3	0.2
	Netherlands	n	n	n	59	54	63	18.4	19.8	22.8	m	m	m
	New Zealand	48	41	54	79	64	93	18.7	21.4	<40	1.8	1.7	1.9
	Norway	n	1	n	76	63	89	20.0	21.4	<40	2.9	3.0	2.8
	Poland <sup>2</sup>	1	n	1	76	70	83	19.5	20.4	22.7	m	m	m
	Portugal	m	m	m	m	m	m	m	m	m	m	m	m
	Slovak Republic	2	2	3	59	52	67	19.5	20.5	26.3	3.3	3.9	2.8
	Spain	22	21	23	43	37	51	18.4	19.0	22.9	4.4	4.2	4.6
	Sweden	7	7	8	76	64	89	20.2	22.5	<40	2.6	2.6	2.7
	Switzerland	16	19	13	37	36	38	20.0	21.8	27.6	4.4	5.2	3.6
Turkey	19	22	16	27	30	24	18.5	19.8	23.3	0.5	0.6	0.4	
United Kingdom	28	19	36	51	45	58	18.5	19.6	25.2	2.2	2.4	2.0	
United States	x(4)	x(5)	x(6)	64	56	71	18.4	19.6	26.5	m	m	m	
<i>OECD average</i>	<i>15</i>	<i>13</i>	<i>16</i>	<i>54</i>	<i>48</i>	<i>61</i>				<i>2.4</i>	<i>2.6</i>	<i>2.2</i>	
<i>EU19 average</i>	<i>11</i>	<i>10</i>	<i>13</i>	<i>53</i>	<i>47</i>	<i>60</i>				<i>2.9</i>	<i>3.0</i>	<i>2.7</i>	
Partner economies	Brazil	m	m	m	m	m	m	m	m	m	m	m	
	Chile <sup>2,5</sup>	37	42	31	48	46	50	m	m	m	0.2	0.3	0.2
	Estonia <sup>2,5</sup>	34	25	44	55	43	68	m	m	m	2.1	2.0	2.2
	Israel	25	24	26	55	51	59	21.3	23.7	27.5	m	m	m
	Russian Federation <sup>2,5</sup>	33	x(1)	x(1)	67	x(4)	x(4)	m	m	m	2.0	x(10)	x(10)
	Slovenia	49	46	52	40	33	49	19.2	19.7	20.8	0.7	0.7	0.6

Note: Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

1. Respectively 20%, 50% and 80% of new entrants are below this age.
2. Entry rate for tertiary-type B programmes calculated as gross entry rate.
3. Excludes the German-speaking Community of Belgium.
4. Full-time entrants only.
5. Entry rate for tertiary-type A programmes calculated as gross entry rate.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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


StatLink  <http://dx.doi.org/10.1787/068400866631>

Table C2.5.  
Trends in entry rates at the tertiary level (1995–2005)  
Sum of net entry rate for each year of age (1995, 2000, 2001, 2002, 2003, 2004, 2005)

	Tertiary 5A <sup>1</sup>							Tertiary 5B						
	1995	2000	2001	2002	2003	2004	2005	1995	2000	2001	2002	2003	2004	2005
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<b>OECD countries</b>														
Australia	m	59	65	77	68	70	82	m	m	m	m	m	m	m
Austria <sup>2</sup>	27	34	34	31	34	37	37	m	m	m	m	8	9	9
Belgium <sup>3</sup>	m	m	32	33	33	34	33	m	m	36	34	33	35	34
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	m	25	30	30	33	38	41	m	9	7	8	9	10	8
Denmark	40	52	54	53	57	55	57	33	28	30	25	22	21	23
Finland	39	71	72	71	73	73	73	32	a	a	a	a	a	a
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany <sup>2</sup>	26	30	32	35	36	37	36	15	15	15	16	16	15	14
Greece	15	30	30	33	35	35	43	5	21	20	21	22	24	13
Hungary	m	64	56	62	69	68	68	m	1	3	4	7	9	11
Iceland	m	66	61	72	83	79	74	m	10	10	11	9	8	7
Ireland	m	32	39	39	41	44	45	m	26	19	18	17	17	14
Italy <sup>2,4</sup>	m	39	44	50	54	55	56	m	1	1	1	1	1	a
Japan <sup>2,4</sup>	30	35	37	39	40	40	41	31	29	29	29	29	30	30
Korea <sup>2,4</sup>	41	45	46	46	47	49	51	27	51	52	51	47	47	48
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	m	27	27	35	29	30	30	m	1	2	2	2	2	2
Netherlands	44	53	54	54	52	56	59	n	n	n	n	n	n	n
New Zealand	83	95	95	101	107	86	79	44	52	50	56	58	50	48
Norway	59	67	69	75	75	72	76	5	5	4	3	1	1	n
Poland <sup>2</sup>	36	65	68	71	70	71	76	1	1	1	1	1	1	1
Portugal	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovak Republic	28	37	40	43	40	47	59	1	3	3	3	3	2	2
Spain	m	47	47	49	46	44	43	m	15	19	19	21	22	22
Sweden	57	67	69	75	80	79	76	m	7	6	6	7	8	7
Switzerland	17	29	33	35	38	38	37	29	14	13	14	17	17	16
Turkey	18	21	20	23	23	26	27	9	9	10	12	24	16	19
United Kingdom	m	47	46	48	48	52	51	m	29	30	27	30	28	28
United States	m	43	42	64	63	63	64	m	14	13	x(4)	x(5)	x(6)	x(7)
<i>OECD average</i>	37	47	48	52	53	53	54	18	15	16	16	16	15	15
<i>OECD average (for countries with 1995, 2000 and 2005 data)</i>	37	49					55	19	19					18
<i>EU19 average</i>	35	46	47	49	50	52	53	12	11	13	12	12	12	11
<b>Partner economies</b>														
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile <sup>2,4</sup>	m	m	42	48	54	46	48	m	m	15	17	18	25	37
Estonia	m	m	m	m	m	m	55	m	m	m	m	m	m	34
Israel	m	48	50	57	58	58	55	m	31	32	m	25	m	25
Russian Federation <sup>2,4</sup>	m	m	m	65	63	68	67	m	m	m	39	38	34	33
Slovenia	m	m	m	m	m	m	40	m	m	m	m	m	m	49

1. Entry rate for tertiary-type A programmes included advanced research programmes for 1995, 2000, 2001, 2002, 2003.

2. Entry rate for tertiary-type B programmes calculated as gross entry rate.

3. Excludes the German-speaking Community of Belgium.

4. Entry rate for tertiary-type A programmes calculated as gross entry rate.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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


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Table C2.6.  
**Students in tertiary education by type of institution or mode of study (2005)**  
*Distribution of students, by mode of enrolment, type of institution and programme destination*

	Type of institution						Mode of study				
	Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary-type B education		Tertiary-type A and advanced research programmes		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD countries	Australia	97.7	1.3	1.1	98.6	n	1.4	38.3	61.7	68.1	31.9
	Austria	68.7	31.3	n	89.3	10.7	n	m	m	m	m
	Belgium <sup>1</sup>	47.0	53.0	m	42.8	57.2	m	69.5	30.5	92.2	7.8
	Canada <sup>2</sup>	m	m	m	m	m	m	m	m	74.8	25.2
	Czech Republic	67.2	31.5	1.3	93.6	n	6.4	95.5	4.5	96.1	3.9
	Denmark	99.1	0.9	a	98.9	1.1	a	54.7	45.3	92.9	7.1
	Finland	92.6	7.4	a	89.6	10.4	a	100.0	a	56.2	43.8
	France	71.9	8.4	19.7	87.3	0.7	12.0	100.0	a	100.0	a
	Germany <sup>3</sup>	64.2	35.8	x(2)	96.3	3.7	x(5)	83.3	16.7	96.2	3.8
	Greece	100.0	a	a	100.0	a	a	100.0	a	100.0	a
	Hungary	61.2	38.8	a	86.3	13.7	a	76.8	23.2	52.9	47.1
	Iceland	66.8	33.2	n	86.6	13.4	n	46.1	53.9	76.5	23.5
	Ireland	92.5	a	7.5	92.5	a	7.5	59.5	40.5	84.4	15.6
	Italy	84.8	a	15.2	93.7	a	6.3	100.0	n	100.0	n
	Japan	7.3	a	92.7	24.4	a	75.6	97.0	3.0	90.0	10.0
	Korea	15.8	a	84.2	22.4	a	77.6	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	95.9	a	4.1	66.3	a	33.7	100.0	a	100.0	a
	Netherlands	n	n	a	m	m	a	n	n	82.2	17.8
	New Zealand	69.8	28.5	1.7	98.0	1.9	0.1	41.5	58.5	59.8	40.2
Norway	53.8	46.2	x(2)	86.6	13.4	x(5)	80.7	19.3	72.2	27.8	
Poland	77.8	n	22.2	70.5	a	29.5	100.0	a	60.6	39.4	
Portugal	56.0	a	44.0	74.3	a	25.7	m	m	m	m	
Slovak Republic	89.8	10.2	n	98.0	n	2.0	49.3	50.7	63.7	36.3	
Spain	78.4	15.7	5.9	88.0	n	12.0	98.6	1.4	89.0	11.0	
Sweden	62.4	37.6	a	93.9	6.1	a	84.5	15.5	50.5	49.5	
Switzerland	30.4	38.9	30.8	91.3	7.1	1.6	23.1	76.9	90.2	9.8	
Turkey	97.5	a	2.5	94.8	a	5.2	100.0	a	100.0	a	
United Kingdom	a	100.0	n	a	100.0	n	24.4	75.6	71.5	28.5	
United States	84.8	a	15.2	72.6	a	27.4	48.7	51.3	64.8	35.2	
	<i>OECD average</i>	<i>65.5</i>	<i>18.5</i>	<i>13.9</i>	<i>79.1</i>	<i>8.9</i>	<i>13.0</i>	<i>70.9</i>	<i>25.1</i>	<i>80.2</i>	<i>19.8</i>
	<i>EU19 average</i>	<i>67.4</i>	<i>20.6</i>	<i>7.2</i>	<i>82.1</i>	<i>12.0</i>	<i>6.3</i>	<i>74.8</i>	<i>19.0</i>	<i>80.5</i>	<i>19.5</i>
Partner economies	Brazil	29.7	a	70.3	29.7	a	70.3	m	m	m	m
	Chile	7.3	3.0	89.7	39.3	16.5	44.1	100.0	a	100.0	a
	Estonia	49.8	17.1	33.1	a	85.4	14.6	78.7	21.3	81.5	18.5
	Israel	34.3	65.7	a	11.6	78.0	10.5	100.0	a	82.3	17.7
	Russian Federation <sup>2</sup>	96.1	a	3.9	85.1	a	14.9	70.6	29.4	55.1	44.9
	Slovenia	85.9	6.6	7.5	97.8	0.4	1.7	46.5	53.5	80.1	19.9


1. Excludes the German-speaking Community of Belgium.

2. Year of reference 2004.

3. Excludes advanced research programmes.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

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# READER'S GUIDE

## **Coverage of the statistics**

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as “adult” or “non-regular” are covered, provided that the activities involve studies or have a subject matter content similar to “regular” education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

## **Calculation of international means**

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code “a”) in a country or where the data value is negligible (code “n”) for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code “a”) for a certain country, this country is not included in the OECD average.

For financial tables using 1995 data, both the OECD average and OECD total are calculated for countries providing both 1995 and 2004 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

### ■ Classification of levels of education

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at [www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007) describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

### ■ Symbols for missing data

Six symbols are employed in the tables and charts to denote missing data:

- a* Data is not applicable because the category does not apply.
- c* There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m* Data is not available.
- n* Magnitude is either negligible or zero.
- w* Data has been withdrawn at the request of the country concerned.
- x* Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).
- ~ Average is not comparable with other levels of education.

### ■ Further resources

The website [www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007) provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at [www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007).

The website [www.pisa.oecd.org](http://www.pisa.oecd.org) provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

*Education at a Glance* uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2007* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

### Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.," and the French Community of Belgium as "Belgium (Fr.)."

AUS Australia	ITA Italy
AUT Austria	JPN Japan
BEL Belgium	KOR Korea
BFL Belgium (Flemish Community)	LUX Luxembourg
BFR Belgium (French Community)	MEX Mexico
BRA Brazil	NLD Netherlands
CAN Canada	NZL New Zealand
CHL Chile	NOR Norway
CZE Czech Republic	POL Poland
DNK Denmark	PRT Portugal
ENG England	RUS Russian Federation
EST Estonia	SCO Scotland
FIN Finland	SVK Slovak Republic
FRA France	SVN Slovenia
DEU Germany	ESP Spain
GRC Greece	SWE Sweden
HUN Hungary	CHE Switzerland
ISL Iceland	TUR Turkey
IRL Ireland	UKM United Kingdom
ISR Israel	USA United States



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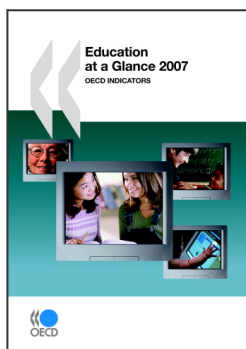
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