

WHO PARTICIPATES IN EDUCATION?

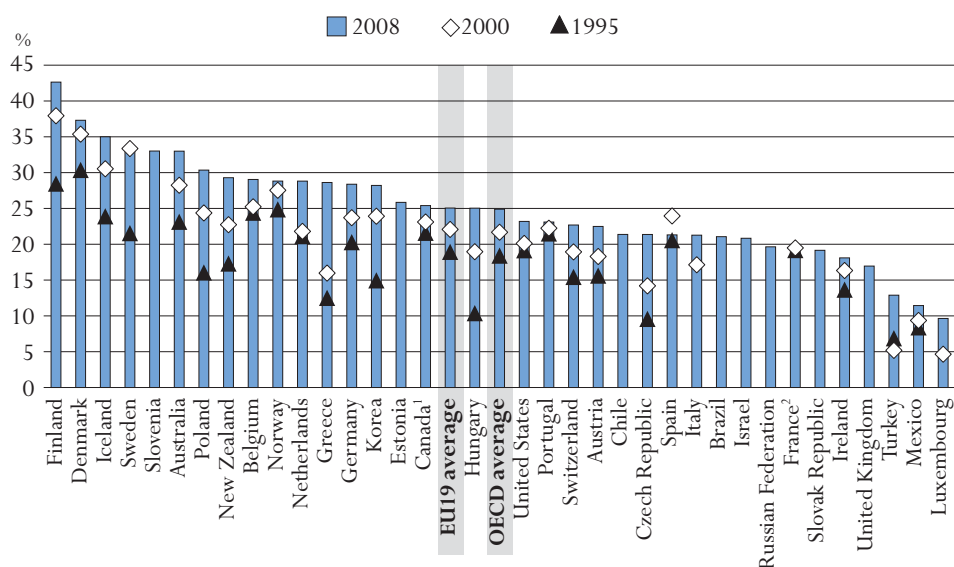
This indicator examines access to education and its evolution using information on enrolment rates and trends from 1995 to 2008. It also shows patterns of participation in early childhood education and at the secondary and tertiary levels of education, and the comparative roles played by public and private providers of education across OECD and partner countries.

Key results

Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2000 and 2008)

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

In Australia, Denmark, Finland, Iceland, Poland and Sweden, and in the partner country Slovenia, more than 30% of the population aged 20 to 29 is enrolled in education. From 1995 to 2008, enrolment rates of 20-29 year-olds increased by 7.7 percentage points and by 3.5 percentage points from 2000 to 2008 among countries with available data.



1. Year of reference 2007 instead of 2008.

2. Excludes overseas departments for 1995 and 2000.

Countries are ranked in descending order of the enrolment rates of 20-29 year-olds in 2008.

Source: OECD, Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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Other highlights of this indicator

- In most OECD countries over the last decade, virtually everyone has had access to at least 12 years of formal education. In Belgium, France, Germany, Hungary, Iceland, Ireland, Italy, Japan, the Netherlands, Norway, Spain, Sweden and the partner country Estonia at least 90% of students are enrolled in education for 14 years or more. Enrolment rates for a period of 11 years exceed 90% in Greece, Korea, Mexico and the United States, but the 90% mark is only reached for seven and nine years in Turkey and the partner country Brazil respectively. In seven countries this period was one year longer than in 2007; it was three years longer in the partner country Estonia.
- In more than one-half of OECD countries, more than 70% of 3-4 year-olds are enrolled in either pre-primary or primary programmes. Children aged 4 and under are more likely to be enrolled in a programme in one of the 19 European Union countries that are members of the OECD (EU19) than in one of the other OECD countries. The average enrolment rate for 3-4 year-olds is 80% for the EU19 but less than 72% for the OECD.
- Enrolment rates for 15-19 year-olds increased on average from 74% to 82% from 1995 to 2008. In Belgium, Poland and the partner country Slovenia, they reached more than 90% in 2008 (in Belgium, they had already reached this level in 1995). The pattern is similar for 20-29 year-olds, the age span during which most students are enrolled in tertiary education; between 1995 and 2008, their enrolment rates increased in all OECD countries except in Portugal.
- In around one-third of countries with available data, the enrolment rate for 15-19 year-olds and for 20-29 year olds is levelling off in the last five years, which may indicate a saturation point. In upper secondary education this can be due to almost universal coverage.

Policy context

A well-educated population is essential to a country's economic and social development. Societies therefore have an intrinsic interest in ensuring that children and adults have access to a wide variety of educational opportunities. Early childhood programmes prepare children for primary education; they provide opportunities to enhance and complement their educational experiences at home and can help combat linguistic and social disadvantages. Primary and secondary education lay the foundation for the development of a broad range of competences 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 competencies.

Various factors, including increased risks of unemployment and other forms of exclusion for young adults with insufficient education, have strengthened the incentive to remain in school beyond the end of compulsory education and to graduate from upper secondary education. In most OECD countries, graduation from upper secondary education is becoming the norm, and most upper secondary programmes prepare students for tertiary studies (see Indicator A2).

High tertiary 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 A6) and higher earnings (see Indicator A7). Rates of entry into tertiary education are a partial indication of the degree to which a population is acquiring the high-level skills and knowledge valued by the labour market in today's knowledge society (see Indicator A2).

As students have become more aware of the economic and social benefits of tertiary education, graduation rates for tertiary education have risen in most countries, especially for tertiary-type A programmes (see Indicator A3). Tertiary-type A programmes dominate tertiary enrolments and absorb a large proportion of the available resources, as they tend to be longer than other tertiary programmes (see Indicator B1).

The continuing rise in participation and the widening diversity of backgrounds and interests among those aspiring to tertiary studies raises the question on the extent to which tertiary institutions need to expand admissions and adapt their programmes to the needs of new generations of students. In addition, the internationalisation of tertiary education means that some educational institutions may also have to adapt their curriculum and teaching methods to a culturally and linguistically diverse student body (see Indicator C2).

Evidence and explanations

In most OECD countries today, virtually everyone has access to at least 12 years of formal education, however, patterns of participation in education throughout people's lives vary widely among countries. In Belgium, France, Germany, Hungary, Iceland, Ireland, Italy, Japan, the Netherlands, Norway, Spain Sweden and the partner country Estonia, at least 90% of the population is enrolled in education for 14 years or more. In contrast, enrolment rates exceed 90% for a period of 11 years in Greece, Korea, Mexico and the United States, and the 90% mark is only reached for 7 years and for 9 years in Turkey and the partner country Brazil (Table C1.1). In Greece, Italy, Mexico, Norway and Turkey the period for which 90% of the population is enrolled is one year longer than it was in 2007. In the partner country Estonia it is three years

longer. However, in Chile, Korea, Sweden and the partner countries Brazil and Israel the 90% mark is reached for one year less than in 2007. In the case of Chile and the partner country Brazil decrease happens even if both countries present one of the five shorter periods.

Participation in early childhood education

Children aged 4 and below are more likely to be enrolled in a programme in one of the 19 European Union countries that are members of the OECD than in other OECD countries. The average enrolment rate for 3-4 year-olds is 80% for the EU19 but only 57% for OECD countries not in European Union.

In the majority of OECD and partner countries, full enrolment (defined here as enrolment rates exceeding 90%) begins between the ages of 5 and 6. However, in more than one-half of OECD countries, at least 70% of 3-4 year-olds are enrolled in either pre-primary or primary programmes (Table C1.1).

Early childhood education and care is very valuable in building a strong foundation for lifelong learning and in ensuring equitable access to later learning opportunities. Many countries have recognised this by making pre-primary education almost universal for children by the time they are 3 years of age. However, institutionally based pre-primary programmes covered by this indicator are not the only available form of effective early childhood education and care. Inferences about access to and quality of pre-primary education and care should therefore be made with caution.

Participation in upper secondary education

A range of factors – including better employment outcomes for the more educated – has strengthened the incentive for young people to remain in school beyond the end of compulsory education and to graduate from upper secondary education. The continued rise in participation in upper secondary education means that countries have to cater to a more diverse student population at that level.

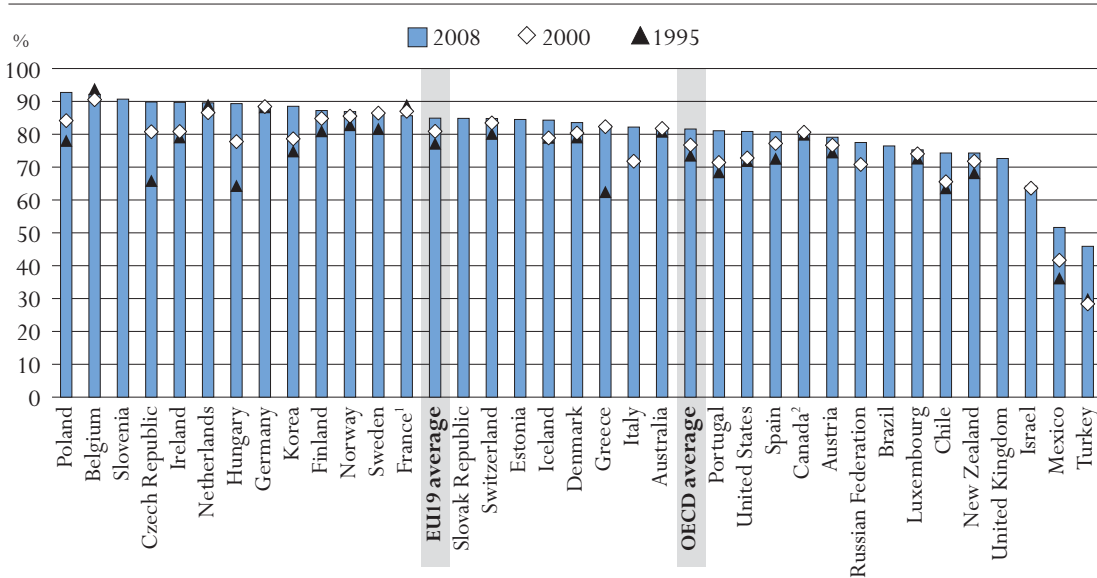
Countries have taken various approaches to meeting these demands. Some have comprehensive secondary systems with non-selective general/academic programmes so that all students have similar opportunities for learning; others provide more diversified education programmes (academic, pre-vocational and/or vocational programmes, see Definitions and methodologies section).

Enrolment rates for the 15-19 year-olds indicate mostly the number of individuals participating in upper secondary education. There has been an average increase of 8 percentage points in the proportion of 15-19 year-olds enrolled in education in OECD countries between 1995 and 2008 (average annual growth of 0.9). Enrolment rates for this age group increased on average from 74% to 82% from 1995 to 2008, and amounted to more than 90% in 2008 in Belgium, Poland and the partner country Slovenia (Belgium had already reached 90% or more in 1995) (Table C1.2). However, even though enrolment rates for 15-19 year-olds have improved by more than 20 percentage points during the past 13 years in the Czech Republic, Greece and Hungary, they have remained virtually unchanged in Australia, Belgium, Canada, Germany and the Netherlands where a high proportion of their 15-19 year-olds is enrolled in education. In France enrolment rate in this population group decreased from 89% to 86%.

Over the past five years in OECD countries, growth in enrolled 15-19 year-olds has slowed to an increase of almost 3 percentage points, *i.e.* to an annual average of 0.6. In around one-third of countries with available data, the enrolment rate is levelling off, which may indicate a saturation point due to almost universal coverage. However, in Luxembourg and the partner country Israel, the enrolment rate was still below 85% from 2003 to 2008 and in Denmark, France, Germany and Sweden it was below 90% (Table C1.2 and Chart C1.2).

Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2000 and 2008)

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



1. Excludes overseas departments for 1995 and 2000.

2. Year of reference 2007 instead of 2008.

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds in 2008.

Source: OECD, Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eq2010).

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Vocational and apprenticeship programmes

Vocational programmes differ in structure among OECD countries with different combinations of vocational or pre-vocational studies with apprenticeship programmes.

Vocational programmes

Among countries for which data are available, in 13 OECD countries and in the partner country Slovenia, the majority of upper secondary students pursue pre-vocational or vocational programmes. In most OECD countries with dual-system apprenticeship programmes (Austria, Germany, Luxembourg, the Netherlands and Switzerland) and in Australia, Belgium, the Czech Republic, Finland, Italy, Norway, the Slovak Republic, Sweden and the partner country Slovenia, 55% or more of upper secondary students are enrolled in pre-vocational or vocational programmes. However, in Canada, Chile, Greece, Hungary, Iceland, Ireland, Japan, Korea, Mexico, Portugal, Turkey, the United Kingdom and the partner countries Brazil, Estonia and Israel, 60% or more of upper secondary students are enrolled in general programmes even though pre-vocational and/or vocational programmes are offered (Table C1.4).

In many OECD countries, upper secondary vocational education is school-based. However, in Austria, the Czech Republic, Iceland and the Slovak Republic, some 40% or more of students in vocational programmes participate in programmes that combine school- and work-based elements. In Denmark, Germany, Hungary and Ireland, around 75% or more of students in vocational programmes are enrolled in programmes that have both school- and work-based elements.

Upper secondary students in many education systems can enrol in vocational programmes, but some OECD countries delay vocational training until after graduation from upper secondary education. While vocational programmes are offered as advanced upper secondary programmes in some OECD countries (*e.g.* Austria, Hungary and Spain), similar programmes are offered as post-secondary education in others (*e.g.* Canada).

Apprenticeship programmes

Table C1.4 includes enrolments in apprenticeship programmes that are a recognised part of countries' education system. This section provides information on the typical characteristics of these programmes and other work-based learning programmes.

In most OECD countries, except in Chile, Greece, Italy, Japan, Korea, Portugal, Spain, Sweden and the partner countries Brazil and Estonia, some form of apprenticeship system exists. In some countries (*e.g.* Austria, Germany and Hungary), apprenticeship contracts are established between a student (not the vocational training school) and a company. The majority of countries have combined school- and work-based apprenticeship programmes. Sweden is currently piloting apprenticeship training as a complement to school-based education and in the United States, there are apprenticeship programmes, but they generally are not part of the formal education system.

The minimum entry requirement for apprenticeship programmes varies but is typically the completion of lower secondary education; this is true in the Czech Republic, Denmark, Finland, France, Germany, Ireland, Luxembourg, Mexico, the Netherlands, Norway, Poland, the Slovak Republic and the partner countries Israel and Slovenia. In Austria, students must have completed a minimum of nine years of compulsory schooling while in the United States the criterion is the completion of upper secondary education. In Australia, Belgium, the Netherlands, New Zealand and the United Kingdom, entry is governed (in full or in part) by age criteria, while in New Zealand, participants must also be employed. In Turkey, the minimum requirement is completion of primary education, but entrants must be at least 14 years old and have a contract with a workplace. In the partner country the Russian Federation, there is no legal framework for entry into apprenticeship programmes.

In some countries the duration of apprenticeship programmes is standardised; it ranges from one to four years in the Czech Republic, Denmark, France, Germany, Ireland, New Zealand, Norway, Poland, the United Kingdom and the partner countries Israel and Slovenia. In other countries (*e.g.* Austria and Belgium), it varies according to subject, specific qualification sought, previous knowledge and/or experience.

In most countries, the successful completion of an apprenticeship programme usually results in the awarding of an upper secondary or post-secondary qualification. In some countries, higher qualifications are possible (such as an advanced diploma in Australia).

Participation towards the end of compulsory education and beyond

Several factors influence the decision to stay enrolled in school beyond the end of compulsory education, particularly the limited prospects of young adults with insufficient education; in many countries they are at greater risk of unemployment and other forms of exclusion than their more educated peers. In many OECD countries, the transition from education to employment has become longer and more complex, providing the opportunity or the necessity to combine learning and work to develop marketable skills (see Indicator C3).

The age at which compulsory education ends ranges from 14 in Korea, Portugal, Turkey and the partner country Slovenia to 18 in Belgium, Canada (in some provinces), Chile, Germany, Hungary and the Netherlands (Table C1.1). However, the statutory age at which compulsory education ends does not always correspond to the age at which enrolment is over 90% of the population.

In most OECD and partner countries, participation rates tend to be high to the end of compulsory education. However, in Belgium, Chile, Germany, Hungary, Mexico, the Netherlands, New Zealand, Turkey and the United States, the rates drop below 90% before the end of compulsory education (Tables C1.1 and C1.3). In Belgium, Chile, Germany, Hungary, 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 and partner countries, enrolment rates decline gradually during the last years of upper secondary education. More than 20% of 15-19 year-olds are not enrolled in education in Austria, Chile, Luxembourg, Mexico, New Zealand, Turkey, the United Kingdom and the partner countries Brazil, Israel and the Russian Federation (Table C1.1 and Chart C1.2).

End of compulsory education and decline in enrolment rates

An analysis of participation rates 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. In most OECD and partner countries, the sharpest decline in enrolment rates occurs not at the end of compulsory education, but at the end of upper secondary education. After age 16, however, enrolment rates begin to decline in almost all OECD and partner countries. In Sweden and in partner country Slovenia this happens after age 17. Enrolment rates in secondary education fall from 92% on average at age 16 to 83% at age 17, 52% at age 18 and 26% at age 19. In Belgium, the Czech Republic, Finland, Germany, Hungary, Japan, Norway, Poland, the Slovak Republic, Sweden and the partner countries Estonia and Slovenia, 90% or more of all 17-year-olds are still enrolled at this level, even though compulsory education ends at less than 17 years of age in most of these countries (Table C1.3).

Participation of young adults in education

Enrolment rates for the 20-29 year-olds indicate mostly the number of individuals participating in tertiary education. On average in OECD countries, 25% of this age group was enrolled in education in 2008. Enrolment rates were 30% or more in Australia, Denmark, Finland, Iceland, Poland, Sweden and in the partner country Slovenia (Table C1.1 and Chart C1.1). However, it should be noted that tertiary enrolment rates for countries with large proportions of international students relative to population size may be overestimated. For more information on the impact of

international students on entry rates and graduation rates at the tertiary education level, please refer to Indicators A2 and A3 respectively, where adjustments for the impact of international students were made.

Policies to expand education have led to greater access to tertiary education in many OECD and partner countries. So far this has more than compensated for the declines in cohort sizes, which until recently had led to predictions of stable or declining demand in several OECD countries. On average, in all OECD countries with available data, participation rates for the 20-29 year-olds grew by 6.5 percentage points from 1995 to 2008 (*i.e.* an average annual growth of 0.7 percentage points). Almost all OECD and partner countries saw some degree of increase in participation rates of 20-29 year-olds. This growth was about or over 12 percentage points in the Czech Republic, Finland, Greece, Hungary, Iceland, Korea, New Zealand, Poland and Sweden, and particularly significant in the Czech Republic, Greece and Hungary, which were previously at the bottom of the scale of OECD countries but recently moved up to the middle. Although some OECD countries (France, Portugal and Spain) show signs of a levelling of tertiary enrolment rates, the overall trend remains upwards.

The trend over the last five years shows a different pattern. As for 15-19 year-olds, the growth in enrolment 20-29 year-olds is affected by a levelling in enrolment rates in about one-third of countries with available data from 2003 to 2008. This is reflected in an average annual increase of only 0.2 percentage points over this period. Among the countries with stable rates, Australia, Denmark, Iceland, New Zealand and Sweden recorded enrolment rates of over 30% in these years. In contrast, they never exceeded 25% in France, Ireland, Portugal, Spain, the United States and the partner countries Brazil and Israel. However, rates have risen by more than 3% in Austria, the Czech Republic, Luxembourg and the Netherlands and by more than 6% in the Slovak Republic and Turkey. Across OECD countries, trends in enrolment rates for 15-19 year-olds and 20-29 year-olds for all available years are highly correlated (Table C1.2 and Chart C1.1).

The relative size of the public and the private sectors

In OECD and partner countries, the choice of schools at the primary and secondary levels is predominantly provided by public institutions. On average, 90% of primary education students in OECD countries are enrolled in the public sector; the figures decline slightly in secondary education, with 83% of lower secondary students and 82% of upper secondary students taught in public institutions. Japan, Mexico and Portugal are exceptions at the upper secondary level, as independent private providers (those that receive less than 50% of their funds from government sources) take in 31%, 19% and 18%, respectively, of students (Table C1.5 and Indicator D5).

At the tertiary level, the pattern is quite different. Private providers generally play a more significant role. In tertiary-type B programmes, the private sector accounts for more than one-third of students, and in tertiary-type A and advanced research programmes it accounts for almost one-fourth of students. In the United Kingdom, all tertiary education is provided through government-dependent private institutions. Such providers also receive more than half of tertiary-type B students in the partner country Israel (65%). Government-dependent private providers also account for a significant share of tertiary-type A and advanced research programmes in the partner countries Estonia (86%) and Israel (79%). Independent private

providers are more prominent at the tertiary level than at pre-tertiary levels (an average of more than 15% of tertiary students attend such institutions), particularly in Chile, Japan, Korea and the partner country Brazil, with more than 80% of students enrolled in such institutions in tertiary-type B (Table C1.6).

C1

Definitions and methodologies

Data on enrolments are for the school year 2007-08 and based on the UOE data collection on educational systems administered annually by the OECD.

Except where otherwise noted, figures are based on head counts; that is, they do not distinguish between full-time and part-time study because the concept of part-time study is not recognised by some countries. In some OECD countries, part-time education is only partially covered in the reported data.

Net enrolment rates, expressed as percentages in Table C1.1 and Table 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 C1.3 the net enrolment rate is calculated for students at a particular education level.

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 OECD countries and four out of six partner countries in January 2007.

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:

- General education programmes are not designed explicitly to prepare participants for specific occupations or trades, or for entry to 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).
- Vocational or technical education programmes prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a vocational or technical qualification that is relevant to the labour market.

Vocational and pre-vocational programmes are further divided into two categories (school-based and combined school- and work-based programmes) on the basis of the amount of training provided in school as opposed to the workplace:

- 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 work 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.

- 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 educational authorities or educational 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).

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.

Data on apprenticeship programmes are based on a special survey carried out by the OECD in the autumn of 2007.

Further references

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

StatLink  <http://dx.doi.org/10.1787/888932310415>

- *Table C1.7. Education expectancy (2008)*
- *Table C1.8. Expected years in tertiary education (2008)*

Table C1.1.
Enrolment rates, by age (2008)

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)
OECD countries									
Australia	15	12	5 - 16	32.2	99.3	81.6	33.0	13.4	5.8
Austria	15	12	5 - 16	72.1	98.5	79.1	22.5	4.1	0.6
Belgium ¹	18	15	3 - 17	125.8	99.1	92.2	29.0	8.6	3.9
Canada ²	16-18	m	m	m	m	80.2	25.4	5.4	1.3
Chile	18	10	6 - 15	52.2	96.1	74.3	21.4	3.4	0.6
Czech Republic	15	13	5 - 17	80.5	98.7	89.8	21.4	3.4	0.4
Denmark	16	13	3 - 16	94.7	97.6	83.6	37.3	8.0	1.4
Finland	16	13	6 - 18	48.2	95.5	87.2	42.6	15.0	3.5
France ¹	16	15	3 - 17	110.1	100.7	85.6	19.2	2.6	x(8)
Germany ¹	18	14	4 - 17	101.5	99.3	88.7	28.4	2.5	0.1
Greece	14-15	11	6 - 16	26.1	98.9	82.7	28.6	m	m
Hungary	18	14	4 - 17	82.2	99.6	89.3	25.0	5.3	0.6
Iceland	16	14	3 - 16	95.5	98.5	84.3	35.0	12.8	3.9
Ireland	16	14	5 - 18	34.1	101.5	89.7	18.1	4.5	0.2
Italy ¹	16	14	3 - 16	102.0	100.3	82.2	21.3	3.3	0.1
Japan	15	14	4 - 17	86.0	100.7	m	m	m	m
Korea	14	11	6 - 16	30.8	95.1	88.5	28.2	2.1	0.5
Luxembourg ³	15	12	4 - 15	83.2	95.8	75.3	9.6	0.8	0.1
Mexico	15	11	4 - 14	64.2	103.4	51.6	11.4	3.8	0.6
Netherlands	18	14	4 - 17	50.6	99.6	89.6	28.8	2.8	0.7
New Zealand	16	12	4 - 15	91.3	100.2	74.3	29.3	11.9	5.2
Norway	16	15	3 - 17	93.8	99.5	86.9	28.8	6.5	1.6
Poland	16	13	6 - 18	44.1	94.0	92.7	30.4	4.6	x(8)
Portugal	14	12	5 - 16	72.3	104.1	81.1	23.1	8.8	2.5
Slovak Republic	16	12	6 - 17	75.4	96.6	84.8	19.2	4.4	0.7
Spain ¹	16	14	3 - 16	128.8	100.4	80.8	21.3	4.0	1.1
Sweden	16	15	4 - 18	90.2	99.3	86.1	33.2	12.5	2.8
Switzerland	15	12	5 - 16	27.2	100.2	84.8	22.7	3.9	0.4
Turkey	14	7	7 - 13	7.9	91.9	45.9	12.9	1.8	0.2
United Kingdom	16	13	4 - 16	94.5	101.5	72.6	17.0	5.6	1.6
United States	17	11	6 - 16	46.9	98.6	80.8	23.2	5.5	1.3
<i>OECD average</i>	<i>16</i>	<i>13</i>		<i>71.5</i>	<i>98.8</i>	<i>81.5</i>	<i>24.9</i>	<i>5.9</i>	<i>1.6</i>
<i>EU19 average</i>	<i>16</i>	<i>13</i>		<i>79.8</i>	<i>99.0</i>	<i>84.9</i>	<i>25.1</i>	<i>5.6</i>	<i>1.3</i>
Partner countries									
Brazil	17	9	7 - 15	49.7	95.6	76.4	21.1	8.6	2.6
China	m	m	m	m	m	m	m	m	m
Estonia	15	14	4 - 17	89.2	100.4	84.5	25.8	6.7	0.8
India	m	m	m	m	m	m	m	m	m
Indonesia	15	7	6 - 12	12.7	95.1	57.2	8.2	n	n
Israel	17	12	5 - 16	83.0	95.7	64.2	20.8	5.3	0.9
Russian Federation	17	m	m	m	93.8	77.5	19.6	m	m
Slovenia	14	12	6 - 17	78.7	96.8	90.7	33.0	5.4	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 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.

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

2. Year of reference 2007.

3. Underestimated because a lot of resident students go to school in the neighbouring countries.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310415>

Table C1.2.
Trends in enrolment rates (1995-2008)

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

	15-19 year-olds as a percentage of the population aged 15 to 19								20-29 year-olds as a percentage of the population aged 20 to 29							
	1995	2000	2003	2004	2005	2006	2007	2008	1995	2000	2003	2004	2005	2006	2007	2008
OECD countries																
Australia	81	82	82	82	82	83	82	82	23	28	33	33	33	33	33	33
Austria	75	77	77	79	80	82	79	79	16	18	18	19	19	20	22	22
Belgium	94	91	94	95	94	95	94	92	24	25	29	30	29	29	28	29
Canada	80	81	80	79	80	81	80	m	22	23	25	25	26	26	25	m
Chile	64	66	68	70	74	72	74	74	m	m	m	m	m	m	20	21
Czech Republic	66	81	90	91	90	90	90	90	10	14	17	19	20	20	22	21
Denmark	79	80	85	85	85	83	83	84	30	35	36	36	38	38	38	37
Finland	81	85	86	87	87	88	88	87	28	38	40	41	43	43	43	43
France ¹	89	87	87	87	86	86	86	86	19	19	20	20	20	20	20	19
Germany	88	88	89	89	89	89	88	89	20	24	27	28	28	28	29	28
Greece	62	82	83	86	97	93	80	83	13	16	26	28	24	32	27	29
Hungary	64	78	83	85	87	88	89	89	10	19	22	24	24	25	25	25
Iceland	79	79	83	84	85	85	84	84	24	31	36	37	37	37	36	35
Ireland	79	81	84	87	89	88	90	90	14	16	19	23	21	20	21	18
Italy	m	72	78	79	80	81	80	82	m	17	20	20	20	20	21	21
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	75	79	81	84	86	86	87	89	15	24	27	28	27	28	28	28
Luxembourg	73	74	75	75	72	73	74	75	m	5	6	7	6	9	6	10
Mexico	36	42	45	47	48	49	50	52	8	9	10	11	11	11	11	11
Netherlands	89	87	85	86	86	89	89	90	21	22	25	26	26	27	28	29
New Zealand	68	72	74	74	74	74	75	74	17	23	30	31	30	29	30	29
Norway	83	86	85	86	86	86	87	87	25	28	29	29	29	30	30	29
Poland	78	84	88	90	92	93	93	93	16	24	29	30	31	31	31	30
Portugal	68	71	72	73	73	73	77	81	22	22	23	23	22	21	21	23
Slovak Republic	m	m	80	83	85	85	86	85	m	m	13	15	16	17	18	19
Spain	73	77	78	80	81	80	80	81	21	24	22	22	22	22	22	21
Sweden	82	86	87	87	87	88	87	86	22	33	34	36	36	36	35	33
Switzerland	80	83	83	83	83	84	84	85	15	19	21	21	22	22	23	23
Turkey	30	28	35	40	41	45	47	46	7	5	6	10	10	11	12	13
United Kingdom ²	72	75	75	79	79	70	71	73	18	24	26	28	29	17	17	17
United States	72	73	76	76	79	78	80	81	19	20	22	23	23	23	23	23
<i>OECD average</i>	<i>74</i>	<i>77</i>	<i>79</i>	<i>80</i>	<i>81</i>	<i>81</i>	<i>81</i>	<i>82</i>	<i>18</i>	<i>22</i>	<i>24</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>
<i>OECD average for countries with 1995, 2000 and 2008 data</i>	<i>73</i>	<i>77</i>						<i>81</i>	<i>18</i>	<i>22</i>						<i>26</i>
<i>EU19 average</i>	<i>77</i>	<i>81</i>	<i>83</i>	<i>84</i>	<i>85</i>	<i>85</i>	<i>84</i>	<i>85</i>	<i>19</i>	<i>22</i>	<i>24</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>
Partner countries																
Brazil ³	m	75	80	79	80	m	75	76	m	21	22	23	21	m	21	21
Estonia	m	m	m	m	87	87	85	84	m	m	m	m	27	27	27	26
Israel	m	64	66	65	65	65	65	64	m	m	21	20	20	21	21	21
Russian Federation	m	71	m	m	74	m	m	77	m	m	m	m	19	m	m	20
Slovenia	m	m	m	m	91	91	91	91	m	m	m	m	32	33	33	33

Note: Columns showing years 2001 and 2002 are available for consultation on line (see *Statlink* below).

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

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

3. Break in time series following methodological change from 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310415>

Table C1.3.
Transition characteristics from age 15 to 20, by level of education (2008)
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	99	93	n	n	78	1	5	38	2	27	24	3	38	20	2	39	
	Austria	17-18	94	91	n	n	77	12	n	45	22	5	19	14	15	8	6	23	
	Belgium	18	101	101	n	n	99	n	1	47	6	36	23	7	46	13	4	49	
	Canada ¹	17-18	93	92	m	1	80	m	8	31	m	35	10	m	48	4	m	39	
	Chile	18	93	90	a	n	87	a	n	33	a	22	11	a	35	3	a	36	
	Czech Republic	18-19	100	100	n	n	97	n	n	83	4	1	37	7	22	7	4	38	
	Denmark	18-19	98	92	n	n	85	n	n	80	n	n	55	n	5	31	n	16	
	Finland	19	99	95	n	n	95	n	n	93	n	1	32	n	20	17	n	33	
	France	17-20	98	95	n	n	88	n	2	48	1	29	24	1	40	9	1	41	
	Germany	19-20	97	96	n	n	92	n	1	84	n	3	41	20	10	21	16	19	
	Greece	18	95	92	a	a	77	1	9	19	5	46	10	8	53	6	7	56	
	Hungary	19	99	97	1	n	91	1	n	63	8	13	24	17	33	12	12	38	
	Iceland	19	99	93	n	n	83	n	n	77	n	n	68	n	2	35	n	15	
	Ireland	18-19	102	98	n	n	81	5	5	33	23	34	4	17	46	1	14	43	
	Italy	19	98	93	a	a	87	a	a	74	a	3	20	1	34	6	1	37	
	Japan	18	99	95	a	a	93	a	m	3	m	m	1	m	m	m	m	m	
	Korea	17	101	97	a	n	88	a	1	8	a	67	2	a	77	n	a	72	
	Luxembourg	18-19	90	88	n	n	79	n	n	70	n	1	42	n	5	25	1	8	
	Mexico	18	66	58	a	a	46	a	3	18	a	14	30	a	20	3	a	20	
	Netherlands	17-20	99	98	n	n	87	n	6	61	n	22	42	n	31	28	n	37	
	New Zealand	17-18	96	86	2	1	69	3	4	23	6	28	11	6	36	8	5	39	
	Norway	18-20	101	95	n	n	92	n	n	87	n	n	41	1	15	20	2	28	
	Poland	19-20	98	98	n	a	96	n	n	90	n	1	36	6	39	11	11	47	
	Portugal	17-18	99	94	a	a	83	n	1	46	n	21	25	n	30	14	1	32	
	Slovak Republic	19-20	98	94	n	n	90	n	n	78	n	3	35	n	25	7	n	36	
	Spain	17	101	93	a	n	82	a	n	40	a	29	22	a	36	12	a	37	
	Sweden	19	98	99	n	n	98	n	1	92	n	2	20	1	15	11	1	22	
	Switzerland	18-20	97	91	n	n	87	1	n	79	1	2	48	2	9	21	2	18	
Turkey	16	64	56	a	1	33	a	6	20	a	18	m	a	27	m	a	28		
United Kingdom	16	101	91	n	1	74	n	2	26	n	25	11	n	34	6	n	34		
United States	18	101	95	m	n	84	m	3	23	m	42	5	m	52	n	m	49		
<i>OECD average</i>		96	92	n	n	83	1	2	52	3	18	26	4	30	12	3	34		
<i>EU19 average</i>		98	95	n	n	87	1	1	62	4	14	28	5	28	13	4	34		
Partner countries	Brazil	18	89	85	a	n	83	a	2	55	a	9	32	a	14	20	a	16	
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Estonia	19	98	96	n	n	92	n	n	71	1	8	19	6	37	7	6	39	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	18	77	63	a	n	69	a	n	38	a	5	12	a	21	3	a	18	
	Israel	17	94	94	n	n	88	n	n	17	n	9	2	n	13	1	1	13	
	Russian Federation	17	86	75	x(2)	16	36	x(5)	53	13	x(8)	54	5	x(11)	49	2	x(14)	41	
	Slovenia	18-19	96	97	n	n	97	n	n	83	n	5	26	3	48	24	4	54	

Note: 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.

1. Year of reference 2007.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310415>

Table C1.4.

Upper secondary enrolment patterns (2008)*Enrolment in upper secondary programmes in public and private institutions, by programme destination and programme orientation*

	Upper secondary education							
	Distribution of enrolment by programme destination			Distribution of enrolment by programme orientation				
	ISCED 3A	ISCED 3B	ISCED 3C	General	Pre-vocational	Vocational	Combined school and work-based	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
OECD countries	Australia	38.9	a	61.1	38.9	a	61.1	m
	Austria	45.0	46.6	8.4	22.9	6.3	70.8	35.0
	Belgium	44.1	a	55.9	27.1	a	72.9	3.2
	Canada ¹	94.7	a	5.3	94.7	x(6)	5.3	a
	Chile	100.0	a	a	65.4	a	34.6	a
	Czech Republic	73.9	0.5	25.6	25.8	n	74.2	33.1
	Denmark	52.0	a	48.0	52.0	a	48.0	47.5
	Finland	100.0	a	a	32.1	a	67.9	13.4
	France	55.8	11.9	32.3	55.8	a	44.2	12.4
	Germany	42.5	57.2	0.3	42.5	a	57.5	42.8
	Greece	69.1	a	30.9	69.1	a	30.9	a
	Hungary	76.3	a	23.7	75.6	10.5	13.9	13.9
	Iceland	51.0	0.6	48.4	65.9	1.6	32.5	15.5
	Ireland	70.6	a	29.4	66.1	31.8	2.1	2.1
	Italy	81.5	1.3	17.2	40.6	32.7	26.7	a
	Japan	76.0	0.9	23.1	76.0	0.9	23.1	a
	Korea	74.5	a	25.5	74.5	a	25.5	a
	Luxembourg	60.9	15.1	23.9	37.9	a	62.1	14.3
	Mexico	90.6	a	9.4	90.6	a	9.4	a
	Netherlands	63.0	a	37.0	32.9	a	67.1	20.2
	New Zealand	m	m	m	m	m	m	m
	Norway	44.8	a	55.2	44.8	a	55.2	15.9
	Poland	87.1	a	12.9	53.8	a	46.2	5.5
	Portugal	100.0	x(1)	x(1)	69.3	8.5	22.2	m
	Slovak Republic	84.0	a	16.0	27.7	a	72.3	28.6
	Spain	56.2	n	43.8	56.2	n	43.8	1.8
	Sweden	93.5	n	6.5	43.2	1.0	55.7	n
Switzerland	30.2	66.4	3.3	35.2	n	64.8	n	
Turkey ²	100.0	a	m	61.0	a	39.0	n	
United Kingdom ³	82.9	x(1)	17.1	68.6	x(4)	31.4	m	
United States	100.0	x(1)	x(1)	100.0	x(4)	x(4)	x(4)	
<i>OECD average</i>	<i>71.3</i>	<i>7.4</i>	<i>24.5</i>	<i>54.9</i>	<i>3.5</i>	<i>43.5</i>	<i>11.7</i>	
<i>EU19 average</i>	<i>70.5</i>	<i>7.8</i>	<i>23.8</i>	<i>47.3</i>	<i>5.0</i>	<i>47.9</i>	<i>16.1</i>	
Partner countries	Brazil	89.4	10.6	a	89.4	a	10.6	a
	China	53.3	x(1)	49.9	52.5	50.7	x(5)	a
	Estonia	68.0	31.3	0.7	68.0	a	32.0	0.4
	India ¹	98.2	a	1.8	98.2	a	1.8	m
	Indonesia	64.0	38.0	a	64.0	a	38.0	m
	Israel	96.2	a	3.8	65.5	a	34.5	3.8
	Russian Federation	53.0	16.2	30.8	53.0	16.2	30.8	m
	Slovenia	35.5	45.9	18.6	35.5	a	64.5	n

1. Year of reference 2007.

2. Excludes ISCED 3C.

3. Includes post-secondary non-tertiary education.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310415>

Table C1.5.
Students in primary and secondary education, by type of institution or mode of enrolment (2008)


Distribution of students, by mode of enrolment and type of institution

	Type of institution									Mode of enrolment	
	Primary			Lower secondary			Upper secondary			Primary and secondary	
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD countries											
Australia	69.7	30.3	a	66.2	33.8	m	76.9	22.9	0.2	78.9	21.1
Austria	94.6	5.4	x(2)	91.5	8.5	x(5)	89.4	10.6	x(8)	100.0	m
Belgium	45.9	54.1	a	39.9	60.1	a	43.4	56.6	a	79.3	20.7
Canada ¹	94.2	x(1)	x(1)	94.2	x(4)	x(4)	94.2	x(7)	x(7)	100.0	m
Chile	43.5	50.2	6.3	48.5	45.3	6.2	42.0	51.0	6.9	100.0	a
Czech Republic	98.7	1.3	a	97.6	2.4	a	86.1	13.9	a	100.0	n
Denmark	86.7	13.0	0.2	74.5	24.8	0.7	98.1	1.8	0.1	97.3	2.7
Finland	98.6	1.4	a	95.7	4.3	a	86.1	13.9	a	100.0	a
France	85.0	14.4	0.5	78.2	21.5	0.3	68.7	30.3	1.0	100.0	x(10)
Germany	96.4	3.6	x(2)	91.5	8.5	x(5)	91.1	8.9	x(8)	99.7	0.3
Greece	92.9	a	7.1	94.4	a	5.6	95.0	a	5.0	98.0	2.0
Hungary	92.1	7.9	n	91.3	8.7	n	80.7	19.3	n	95.2	4.8
Iceland	98.2	1.8	n	99.1	0.9	n	87.8	11.8	0.5	90.0	10.0
Ireland	99.4	a	0.6	100.0	a	n	98.4	a	1.6	99.9	0.1
Italy	93.2	a	6.8	96.0	a	4.0	94.0	1.1	5.0	99.1	0.9
Japan	99.0	a	1.0	92.9	a	7.1	69.2	a	30.8	98.7	1.3
Korea	98.7	a	1.3	81.5	18.5	a	53.5	46.5	a	100.0	a
Luxembourg	92.2	0.5	7.3	80.4	11.2	8.4	84.2	7.3	8.5	99.9	0.1
Mexico	91.8	a	8.2	86.4	a	13.6	80.8	a	19.2	100.0	a
Netherlands	100.0	a	m	100.0	a	m	100.0	a	m	99.1	0.9
New Zealand	87.6	10.2	2.2	83.0	12.0	5.1	76.2	17.1	6.7	90.9	9.1
Norway	97.8	2.2	x(2)	96.9	3.1	x(5)	90.6	9.4	x(8)	98.9	1.1
Poland	97.7	0.6	1.7	96.6	1.0	2.4	88.8	1.2	10.0	95.4	4.6
Portugal	88.8	2.5	8.7	82.4	4.7	12.8	77.5	4.5	18.0	100.0	a
Slovak Republic	94.5	5.5	n	93.7	6.3	n	87.2	12.8	n	98.9	1.1
Spain	68.6	27.9	3.5	67.9	29.0	3.1	77.8	12.1	10.1	91.9	8.1
Sweden	92.7	7.3	n	90.5	9.5	n	87.2	12.8	n	91.6	8.4
Switzerland	95.8	1.3	2.9	92.3	2.7	4.9	93.2	2.8	4.1	99.8	0.2
Turkey	97.9	a	2.1	a	a	a	97.1	a	2.9	100.0	m
United Kingdom	95.0	0.1	4.9	84.0	11.4	4.6	56.2	39.1	4.7	97.6	2.4
United States	90.3	a	9.7	91.1	a	8.9	91.4	a	8.6	100.0	a
<i>OECD average</i>	<i>89.6</i>	<i>8.1</i>	<i>2.9</i>	<i>83.2</i>	<i>10.9</i>	<i>3.5</i>	<i>82.0</i>	<i>13.6</i>	<i>5.5</i>	<i>96.8</i>	<i>3.7</i>
<i>EU19 average</i>	<i>90.2</i>	<i>7.7</i>	<i>2.6</i>	<i>86.6</i>	<i>11.1</i>	<i>2.6</i>	<i>83.7</i>	<i>13.0</i>	<i>4.0</i>	<i>97.0</i>	<i>3.4</i>
Partner countries											
Brazil	88.4	a	11.6	90.3	a	9.7	86.0	a	14.0	100.0	m
China	93.8	6.2	x(2)	92.9	7.1	x(5)	85.9	14.1	x(7)	97.8	2.2
Estonia	97.0	a	3.0	97.8	a	2.2	97.0	a	3.0	96.1	3.9
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	83.9	a	16.1	62.8	a	37.2	48.6	a	51.4	100.0	a
Israel	100.0	x(1)	n	100.0	x(1)	n	100.0	x(1)	n	100.0	a
Russian Federation	99.4	a	0.6	99.6	a	0.4	98.9	a	1.1	99.9	0.1
Slovenia	99.8	0.2	n	99.9	0.1	n	96.2	3.3	0.5	94.3	5.7

1. Year of reference 2007.

Source: OECD, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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

StatLink  <http://dx.doi.org/10.1787/888932310415>

A corrigendum has been issued for this page. See: <http://www.oecd.org/dataoecd/43/33/46131885.pdf>

Table C1.6.
Students in tertiary education, by type of institution or mode of enrolment (2008)
Distribution of students, by mode of enrolment, type of institution and programme destination


	Type of institution						Mode of enrolment				
	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	86.2	2.0	11.7	96.6	a	3.4	47.8	52.2	69.5	30.5
	Austria	65.1	34.9	x(2)	85.4	14.6	n	m	m	m	m
	Belgium	44.4	55.6	a	41.9	57.4	a	64.4	35.6	86.7	12.6
	Canada ¹	m	m	m	m	m	m	82.3	17.7	82.3	17.7
	Chile	6.3	2.6	91.1	32.2	22.5	45.3	100.0	a	100.0	a
	Czech Republic	65.9	31.7	2.4	88.4	a	11.6	91.7	8.3	96.8	3.2
	Denmark	98.5	0.9	0.6	98.1	1.8	n	65.5	34.5	91.9	8.1
	Finland	100.0	n	a	89.3	10.7	a	100.0	a	54.9	45.1
	France	70.3	8.6	21.0	85.7	0.8	13.4	m	m	m	m
	Germany ²	62.2	x(1)	x(1)	95.0	m	m	84.6	15.4	95.5	4.5
	Greece	100.0	a	a	100.0	a	a	100.0	a	100.0	a
	Hungary	54.7	45.3	a	86.4	13.6	a	73.4	26.6	60.4	39.6
	Iceland	36.8	63.2	n	80.0	20.0	n	33.1	66.9	75.8	24.2
	Ireland	96.9	a	3.1	94.7	a	5.3	66.6	33.4	87.3	12.7
	Italy	88.2	a	11.8	93.1	a	6.9	100.0	a	100.0	a
	Japan	7.3	a	92.7	24.6	a	75.4	96.8	3.2	90.3	9.7
	Korea	3.5	a	96.5	24.8	a	75.2	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	95.4	a	4.6	65.7	a	34.3	100.0	a	100.0	a
	Netherlands	n	a	n	100.0	a	m	n	n	85.1	14.9
	New Zealand	63.0	29.2	7.7	97.2	2.3	0.5	38.5	61.5	60.2	39.8
	Norway	45.0	55.0	x(2)	86.4	13.6	x(5)	60.4	39.6	71.0	29.0
	Poland	75.4	a	24.6	66.7	a	33.3	72.5	27.5	53.5	46.5
	Portugal	91.9	a	8.1	75.4	a	24.6	m	m	m	m
	Slovak Republic	81.7	18.3	n	89.4	n	10.6	81.3	18.7	60.7	39.3
	Spain	79.3	15.1	5.6	86.9	n	13.1	96.7	3.3	87.8	12.2
	Sweden	59.7	40.3	a	93.3	6.7	a	92.0	8.0	47.9	52.1
	Switzerland	36.7	35.2	28.1	94.7	3.7	1.6	24.5	75.5	90.0	10.0
Turkey	96.8	a	3.2	93.5	a	6.5	100.0	n	100.0	n	
United Kingdom	a	100.0	n	a	100.0	n	24.8	75.2	75.1	24.9	
United States	81.1	a	18.9	71.7	a	28.3	45.4	54.6	66.9	33.1	
<i>OECD average</i>	<i>61.8</i>	<i>19.2</i>	<i>16.6</i>	<i>77.1</i>	<i>9.6</i>	<i>15.0</i>	<i>70.9</i>	<i>25.3</i>	<i>80.4</i>	<i>19.6</i>	
<i>EU19 average</i>	<i>68.6</i>	<i>20.6</i>	<i>4.8</i>	<i>81.7</i>	<i>12.1</i>	<i>7.4</i>	<i>74.2</i>	<i>19.1</i>	<i>78.9</i>	<i>21.1</i>	
Partner countries	Brazil	16.9	a	83.1	29.3	a	70.7	m	m	m	m
	China	m	m	m	m	m	m	72.4	27.6	77.5	22.5
	Estonia	46.8	15.9	37.3	0.1	86.2	13.7	90.7	9.3	87.4	12.6
	India ¹	n	n	n	m	m	m	n	n	100.0	n
	Indonesia	40.0	a	60.0	30.1	a	69.9	100.0	a	100.0	a
	Israel	35.2	64.8	a	9.3	78.7	12.0	100.0	a	81.6	18.4
	Russian Federation ²	95.0	a	5.0	83.5	a	16.5	71.8	28.2	51.5	46.5
	Slovenia	80.1	5.1	14.8	93.4	4.2	2.3	50.0	50.0	75.8	24.2

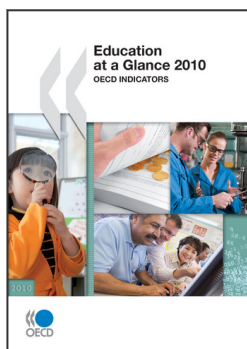
1. Year of reference 2007.

2. Excludes advanced research programmes.

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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

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