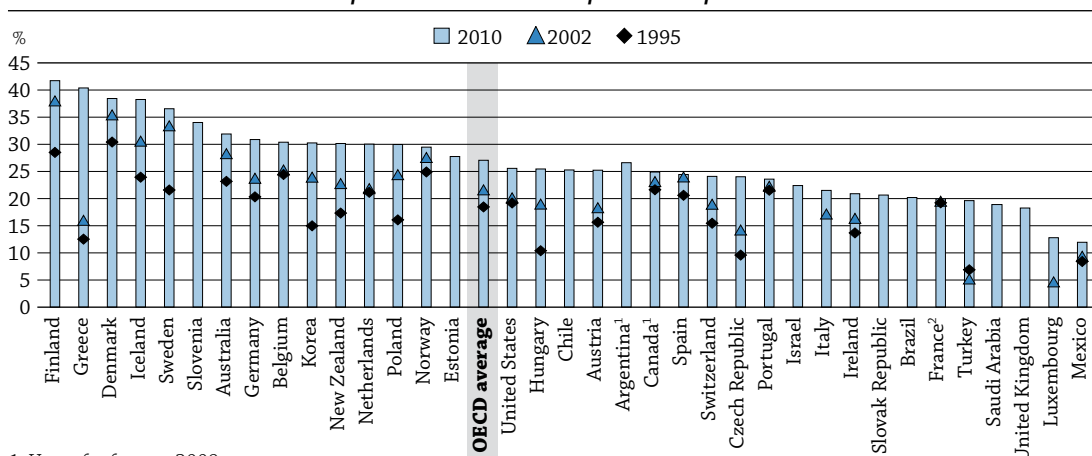


WHO PARTICIPATES IN EDUCATION?

- Access to education is universal between the ages of 5 and 14 among all OECD and other G20 countries with available data.
- In 25 of 33 OECD countries, 80% or more of 15-19 year-olds participate in education. This is true for more than 90% of this age group in Belgium, the Czech Republic, Hungary, Ireland, the Netherlands, Poland and Slovenia.
- From 1995 to 2010, enrolment rates among 20-29 year-olds increased by 10.1 percentage points in OECD countries with available data.
- After years of relatively stable level enrolment rates among 20-29 year-olds across OECD countries, the proportion of this age group participating in education increased by more than one percentage point in 13 out of 31 countries between 2009 and 2010. In Iceland, Ireland, Spain, Sweden and Turkey, the increase in enrolment rates was more than two percentage points higher than the annual average growth rate for the entire decade.
- In 2015, if current enrolment rates remain constant, the number of 20-29 year-olds in education is likely to increase by more than 30% in Austria and Greece, and by more than 70% in Turkey, compared to 2005 levels. Hungary, Japan, Poland and Portugal will likely see a decrease in the number of students this age of more than 13%.

Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2000 and 2010)
Full-time and part-time students in public and private institutions



1. Year of reference 2009.

2. Excludes overseas departments for 1995.

Countries are ranked in descending order of the enrolment rates of 20-29 year-olds in 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Context

In past decades, education systems in all OECD and other G20 countries have managed to provide universal access to basic education. Participation in education is now expanding to upper and lower levels of education. Access to upper secondary education is becoming almost universal in most countries, as is pre-primary education (see Indicator C2). The expansion of upper secondary education has been driven by increasing demand and policy changes ranging from a more flexible curriculum, a reshaping of vocational studies, and efforts to expand access to education to the entire population. The same applies to tertiary education, although participation rates at this level of education are significantly lower.

Upper secondary education has become a minimum qualification to transition successfully into the labour market and to lower the risk of unemployment (see Indicator A7). Successful completion of upper secondary programmes is vital for addressing equity issues in countries (OECD, 2010a; OECD, 2011a), but completion rates vary widely among OECD countries (see Indicator A2). Efforts to expand this level of education further and to help ensure good returns for individuals will require education systems to provide the skills students need to make them employable in the short term, as well as generic skills and knowledge to enable them to pursue increasingly flexible pathways through lifelong learning and their working lives (OECD, 2010b).

Demographic pressures, such as smaller school-age populations, are likely to influence education policies in the future. While countries with fewer students will have opportunities to increase per-student resources (see Indicator B1) and reduce student-teacher ratios (see Indicator D2), reallocating human resources to other levels of education may require changes in teacher training and recruitment that need long-term planning. Countries facing historically large populations of students have the opportunity to shape their future labour force and skills profile through education reforms. On the other hand, the pressures on these countries' education budgets, particularly in light of the present economic situation, are likely to intensify. The potentially greater prevalence of skilled workers could lead to skill mismatches and lower private and public returns on education (see Indicator A9). However, the deep structural changes in the global labour market over the past decades suggest that individuals in increasingly better-educated populations will continue to find solid positions in the labour market, as long as economies keep evolving to become more knowledge-based.

■ Other findings

- **Under present enrolment conditions, a 5-year-old in an OECD country can expect to participate in more than 17 years of full-time and part-time education before reaching the age of 40.** Expected years in education range from more than 19 years in Finland, Iceland and Sweden to around 15 years in Luxembourg (where student mobility is high), Mexico and Turkey, to 14 years in Indonesia.
- **Virtually all people in OECD countries have access to at least 13 years of formal education.** In Belgium, Norway and Sweden, at least 90% of the population are enrolled in education for 15 years or more. By contrast, in Chile, Indonesia, Saudi Arabia and Turkey, at least 90% of the population are enrolled for between 8 and 10 years.

■ Trends

Countries with stronger correlations between the evolution of unemployment and enrolment rates for 20-29 year-olds between 2005 and 2010 also saw the largest increases in enrolment among this age group between 2009 and 2010, revealing a return to education among unemployed people in Estonia, Greece, Iceland, Ireland, Spain and Turkey.

Because of demographic changes in the 5-14 year-old cohort, demand for education at all levels is likely to decrease over the next five to ten years. In 2015, that drop could exceed 20% in Eastern European countries, such as Poland and the Slovak Republic, and in Korea, compared to 2005 levels. At the same time, enrolment is expected to increase by 21% in Israel and by 16% in Ireland.

Analysis

In half of OECD countries, full enrolment in education (defined here as enrolment rates exceeding 90%) begins between the ages of 3 and 4; in the other half of countries, full enrolment starts between ages 5 and 7. In almost two-thirds of OECD countries, at least 75% of 3-4 year-olds are enrolled in either pre-primary or primary programmes; participation is higher in European countries than in other OECD countries (78% and 72%, respectively) (Table C1.1a and see Indicator C2). In Belgium, Denmark, France, Iceland, Norway and Spain, enrolment of 3-4 year-olds reached 95% or more in 2010.

Box C1.1. Expected years in education

Under present enrolment patterns, children entering education can expect to spend an additional year in education for each age in which there is full enrolment in a country. Unlike graduation rates, which measure the expected percentage of the population just beginning education to graduate from a specific level, expected years in education takes account of all participation in education, including discontinuous and incomplete participation in education programmes.

Some countries, such as the Nordic countries, Australia, Belgium and New Zealand, have significant shares of the adult population in education – even beyond the age of 40. This is explained by higher part-time enrolment and by lifelong learning. For instance, credit-based systems in Sweden allow adults to participate in formal education as a way to increase their skills. Expected years in education is only an estimate of the potential number of years an individual may expect to be in education. This measure does not correspond to present educational attainment, and may also differ from projections of future attainment, because the time spent in a programme may differ within the population.

On average, a 5-year-old child in an OECD country is expected to remain in education more than 17.5 years before reaching age 40. This same child is expected to be enrolled in full-time studies for 16.5 years: 9.5 years in primary and lower secondary education, 3.3 years in upper secondary education, and 2.6 years in tertiary education. She or he can also expect to participate in an additional 1.2 years of part-time studies, mainly at the tertiary level of education.

Among countries with available data, education expectancy ranges from 12.4 years in China (full-time only) and 14.2 years in Indonesia to 19 years or more in Iceland and Sweden to almost 20 years in Finland. (Table C1.7a).

Participation in compulsory education

Compulsory education includes primary and lower secondary programmes in all OECD countries, as well as upper secondary education in most countries. Between the ages of 5 and 14, enrolment rates are above 90% in all OECD and other G20 countries except India. In all countries except India, Poland, the Russian Federation and Turkey, the rates in 2010 were higher than 95% (Table C1.1a).

Using demographic projections and assuming that present near-full enrolment will stay constant, it is anticipated that in 26 out of 37 countries with available data, the population of students between ages 5 and 14 is likely to decrease or stay constant in 2015, compared to 2005 levels. The notable exceptions to this are Ireland, Israel and Spain, which are likely to see increases of more than 10% in this cohort. Mainly Eastern European countries, Germany and Korea are likely to see students in this age group decrease, ranging from -25% in Korea to -10% in Estonia (Table C1.6 and Chart C1.3). Since most education expenditure is allocated to basic education, this change could have a sizeable budgetary impact in some countries (see Indicator B4).

Participation in upper secondary education

In recent decades, countries have increased the diversity of upper secondary programmes. This diversification has been driven by the increasing demand for upper secondary education and an evolution of the curriculum

from general knowledge taught in general programmes and practical skills reserved to vocational studies, to more comprehensive programmes leading to more flexible pathways.

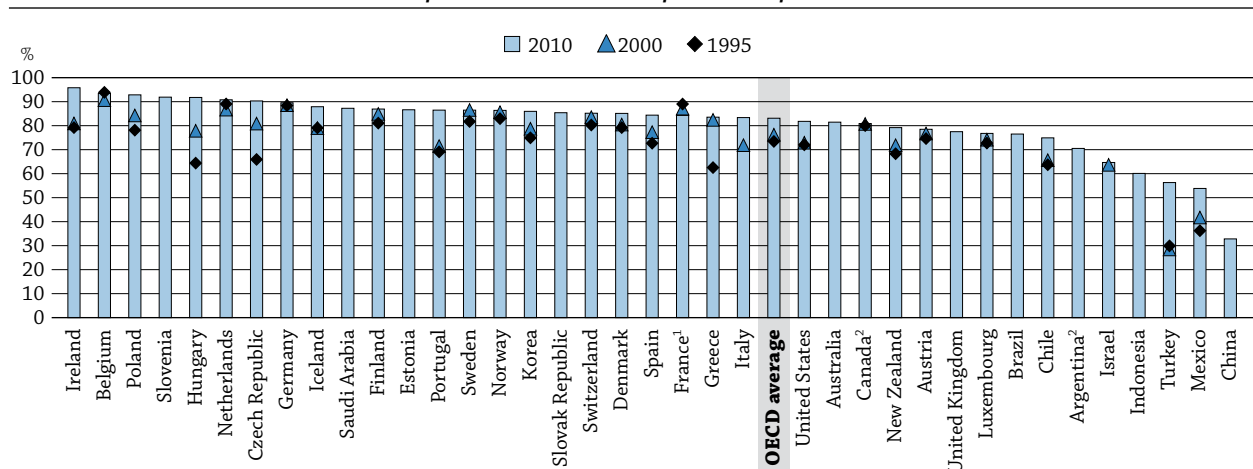
Enrolment rates for 15-19 year-olds indicate the number of individuals participating in upper secondary education, which is part of compulsory education in most OECD countries (Table C1.1b, available on line), or in transition to upper levels of education. In Argentina, Austria, Brazil, Chile, China, Indonesia, Israel, Luxembourg, Mexico, New Zealand, Turkey and the United Kingdom, more than 20% of 15-19 year-olds are not enrolled in education (Table C1.1a and Chart C1.2).

In all countries with available data (except Argentina for 16-year-olds, China, Indonesia, Mexico and Turkey), at least 85% of 15-16 year-olds are enrolled in upper secondary education. In most OECD and other G20 countries, the sharpest decline in enrolment rates occurs at the end of upper secondary education.

Different age patterns of enrolment reflect different requirements in terms of level completion or enrolment in upper secondary within an age limit. Some countries like Belgium, Germany and Portugal allow older students to complete upper secondary education on a part-time basis. In the Netherlands, upper secondary vocational programmes have a duration that goes beyond 20 years old. This factor – combined with longer programmes, repetition of grades, late entry into the labour market or participation in education while employed – has led to larger numbers of older students in upper secondary education. In some OECD countries, one-quarter or more of 20-year-olds are still enrolled in upper secondary education. This is the case in Denmark (31%), Germany (26%), Iceland (38%), Luxembourg (27%) and the Netherlands (27%), (Table C1.1b, available on line).

Enrolment rates among 15-19 year-olds in OECD countries increased on average by 10.4 percentage points between 1995 and 2010. This is mostly due to a convergence of enrolment rates in OECD countries in the past 15 years. While the rates increased by more than 20 percentage points during this period in the Czech Republic, Greece, Hungary and Turkey (despite having the largest increase in cohort size among OECD countries), and by nearly 15 points or more in Ireland, Mexico, Poland and Portugal, they have remained virtually unchanged in Belgium, Canada (until 2009), Germany, Israel and the Netherlands. In all of these countries except Israel, more than 85% of 15-19 year-olds are enrolled in education. In France, the enrolment rate among this age group decreased from 89% to 84% during this period (Table C1.2 and Chart C1.2).

Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2000 and 2010)
Full-time and part-time students in public and private institutions



1. Excludes overseas departments for 1995.

2. Year of reference 2009.

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds in 2010.

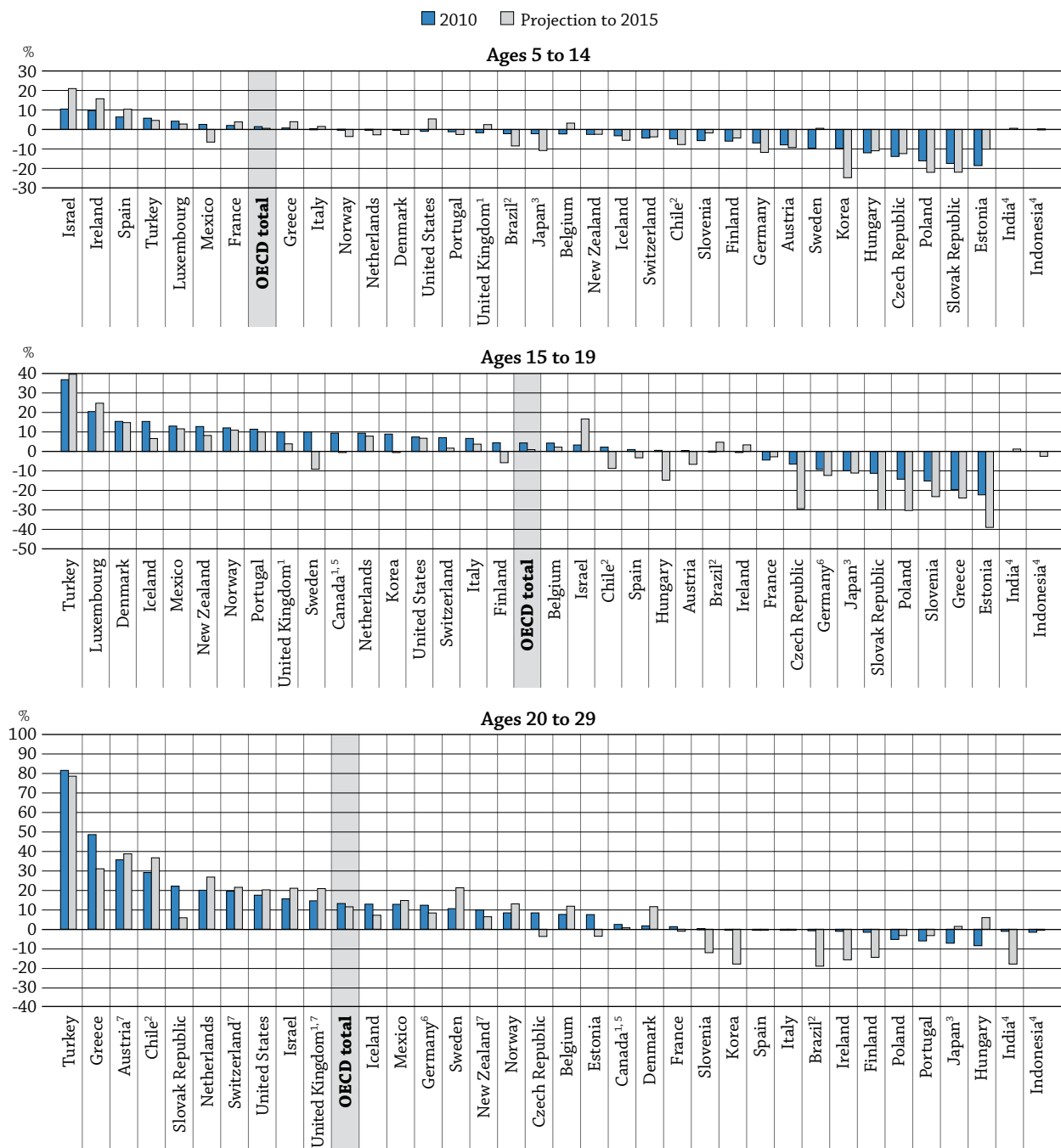
Source: OECD. Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Chart C1.3. Evolution in the number of students from 2005 (2010 and 2015)

Evolution in the number of students, projections to 2015 are made assuming 2010 enrolment rates stay constant.

Full-time and part-time students in public and private institutions, 2005 = 0



1. Change compared to 2006.

2. Change compared to 2007.

3. Excluding tertiary levels of education.

4. Change compared to 2010.

5. Reference year 2009 instead of 2010.

6. Excludes advanced research programmes.

7. A high proportion of students between the ages of 20 and 29 are international students, changes in migration patterns may affect projections.

Countries are ranked in descending order of the change in the number of students between 2005 and 2010.

Source: OECD Education Database, OECD (2011), "Labour Force Statistics: Population projections", OECD Employment and Labour Market Statistics (database). Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Table C1.6. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Enrolment rates for 15-19 year-olds increased steadily in nearly all OECD countries between 1995 and 2005. The enrolment rate for 15-19 year-olds increased from an average of 73% in 1995 to 81% in 2005. The pace slowed between 2005 and 2009, with rates rising to 82% in 2009 and about one-half of countries showing variations around or below one percentage point. In Estonia, rates decreased by nearly 3 percentage points during this period, only to recover again in 2010. In Greece, rates decreased by nearly 14 percentage points between 2005 and 2010.

In around one-third of countries, the largest increase in enrolment among 15-19 year-olds since 2005 occurred between 2009 and 2010. In Iceland, Ireland, Spain, Turkey and the United Kingdom, enrolment rates increased by around 3% or more. All of these countries have also experienced significant increases in youth unemployment between 2008 and 2009.

Many countries have reached near universal access to education for 15-19 year-olds. In Belgium, Hungary, Ireland, the Netherlands, Poland and Slovenia, enrolment rates reached more than 90% in 2010 (in Belgium, they had already reached this level in 1995) (Table C1.2). A decline in the population of 15-19 year-olds since 2005 may have helped to augment enrolment rates even further in Eastern European countries within the existing system capacity (Table C1.6).

Even though the size of the 15-19 year-old cohort across all OECD countries has been stable in recent years and is likely to remain so in the near future, there are stark differences between countries. While some countries like Turkey (37%), Luxembourg (20%) and Denmark and Iceland (15%) experienced large increases in this cohort between 2005 and 2010, Eastern European countries show decreases in this cohort ranging from 7% in the Czech Republic to 22% in Estonia (Table C1.6 and Chart C1.3).

Looking at the demographic evolution in different countries, this scenario is likely to intensify in the coming years. Since enrolment rates for 15-19 year-olds are still increasing in most countries, the projection using demographic evolution gives a lower bound to the expected number of students. If present enrolment rates remain constant, Estonia will have 39% fewer students in this cohort in 2015 compared to 2005, and 35% fewer in 2020. This is likely due to Estonia's negative immigration balance and a drastic decline in its birth rate in the 1990s. The Czech Republic, Greece, Poland, the Slovak Republic and Slovenia are expected to see cohort decreases of more than 20% (Table C1.6 and Chart C1.3). On the other hand, countries such as Denmark and Norway are likely to see this cohort increase by around 10% or more in 2015 compared to a decade earlier. This is also the case in Israel, Luxembourg, Mexico, Portugal and Turkey.

Vocational and apprenticeship programmes

The structure of vocational education and training (VET) programmes varies between countries. In many countries, the current structure of vocational education was established as far back as the Industrial Revolution (CEDEFOP, 2004), but these systems are likely to evolve given the increased demand for acquired skills in the labour market, as well as the increasing flexibility and diversification of education systems. Recent policies have placed a new emphasis on vocational education, as countries with well-established vocational and apprenticeship programmes have been more effective in holding the line on youth unemployment by smoothing the transition from education to work (see Indicator C5). For example, the European Union has launched the Copenhagen Process, which aims to promote reforms to national qualification frameworks (CEDEFOP, 2010) and an outcomes-based approach for VET. An apprenticeship pilot programme has been developed in Sweden as part of this process. At the same time, some consider vocational education a less-attractive option than more academic education, and some research suggests that participation in vocational education increases the risk of unemployment at later ages (Hanushek, et al., 2011).

Detailed classifications of vocational programmes can be hard to determine between and sometimes even within countries. Nonetheless, three main models exist:

- In some countries, like Sweden, academic and vocational upper secondary programmes have a common core curriculum. In the United States, vocational programmes are prevalent in some states but not in others; apprenticeship programmes also exist, but they generally are not part of the formal education system.

- Other countries provide distinctive vocational and general education with parallel work-based and school-based programmes. This model is prevalent in Germanic countries and the former Austro-Hungarian region, and has led to significant participation in vocational education.
- A third set of countries provides vocational training independently from general programmes, and both systems have evolved independently. This is the case in France, Italy and Norway.

Definitions of the scope of general, pre-vocational, vocational, and school- and work-based programmes are provided below.

Vocational programmes in OECD countries offer different combinations of vocational or pre-vocational studies along with apprenticeship programmes. Upper secondary students in many education systems can enrol in vocational programmes, but some OECD countries delay vocational training until students graduate from upper secondary education. While vocational programmes are offered as advanced upper secondary education in Austria, Hungary and Spain, similar programmes are offered as post-secondary education in Canada.

Among countries for which data are available, in 14 out of 38 countries, the majority of upper secondary students pursues pre-vocational or vocational programmes. However, in 16 out of 38 countries, at least 60% of upper secondary students are enrolled in general programmes, even though pre-vocational and/or vocational programmes are offered (Table C1.3). In Brazil, Canada, Japan, Korea and Mexico more than three-quarters of students are in general programmes.

In many OECD countries, upper secondary vocational education is school-based. However, in Austria and the Czech Republic, at least 30% of students in vocational education participate in programmes that combine school- and work-based elements. In Denmark, Germany and Switzerland, at least 45% of students in vocational education are enrolled in those kinds of programmes.

Table C1.3 includes enrolments in apprenticeship programmes that are a recognised part of countries' education systems. In most countries except Argentina, Brazil, Chile, China, Greece, Indonesia, Italy, Japan, Korea, Mexico, New Zealand and Portugal, some form of apprenticeship system exists. The majority of countries has combined school- and work-based apprenticeship programmes.

In most countries, a student who successfully completes an apprenticeship programme is usually awarded an upper secondary or post-secondary qualification. In some countries, higher qualifications are possible (such as an Advanced Diploma in Australia).

The importance of VET programmes can also be seen in enrolment rates by age groups. More than 40% of 15-19 year-olds participate in pre-vocational or vocational programmes at the upper secondary level in Austria, Belgium, the Czech Republic, Italy, the Slovak Republic and Slovenia.

Across OECD countries, there is no clear correlation between higher VET participation levels and lower unemployment rates among 15-29 year-olds in 2010 (see Indicator C5 and Table C1.3). However, participation in VET programmes may be a factor in lowering youth inactivity levels. Among the 13 OECD countries with above-average participation of 15-19 year-olds in upper secondary VET programmes, only the Slovak Republic and Italy have higher-than-average levels of 15-29 year-olds who are inactive and not in education (NEETs). The inverse is also true: 13 out of 15 countries with above-average NEET levels also have lower-than-average participation in VET programmes (see Table C5.2a in Indicator C5).

Participation of young adults in education

On average in OECD countries, 27% of 20-29 year-olds were enrolled in education – mostly tertiary education – in 2010. In Australia, Belgium, Denmark, Finland, Germany, Greece, Iceland, Korea, the Netherlands, New Zealand, Slovenia and Sweden, 30% or more of people in this age group were enrolled in education (Table C1.1a and Chart C1.1).

Policies to expand education have led to greater access to tertiary education in many OECD and other G20 countries in the last 15 years. So far, this has more than compensated for the declines in cohort sizes that had led to predictions of stable or declining demand for education in some OECD countries. On average, in all OECD countries with comparable data, participation rates for 20-29 year-olds grew by 10.1 percentage points from 1995 to 2010. Almost all OECD and other G20 countries saw some increase in participation rates among 20-29 year-olds in this period. Growth of at least 12 percentage points was seen in the Czech Republic, Finland, Greece, Hungary, Iceland, Korea, New Zealand, Poland, Sweden and Turkey. This growth was particularly significant in the Czech Republic and Hungary, which previously ranked low among OECD countries on this measure, but have recently moved to the middle (Table C1.2).

As with 15-19 year-olds, the increase in enrolment rates for 20-29 year-olds slowed before 2009. Almost one-third of countries showed less than one percentage point of variation between 2005 and 2009 (Table C1.2 and Chart C1.1).

Trends changed significantly from 2009 to 2010. In 18 out of 32 OECD countries, the largest increase in enrolment rates among 20-29 year-olds between 2005 and 2010 occurred between 2009 and 2010. The same is true for the whole decade, on average, in OECD countries and more specifically in Austria, France, Spain, Sweden, Switzerland and Turkey. These increases may reveal the general awareness of the benefits of participating in education in a restricted labour market.

Returning to or continuing studies is an option for adults to increase and diversify their skills and make them more adaptable to the changing demands of the labour market. In the current context of higher unemployment and changing skills needs in the labour market, some countries, such as Chile, have established specific policies to encourage adults to follow tertiary-type B studies.

Chart C1.4 shows the relationship between changes in the proportion of the unemployed population and changes in enrolment rates among 20-29 year-olds after 2005. The vertical axis displays the correlation between changes in enrolment rates and changes in the proportion of the unemployed population between 2005 and 2010. This is compared to the change in enrolment rates between 2009 and 2010, on the horizontal axis.

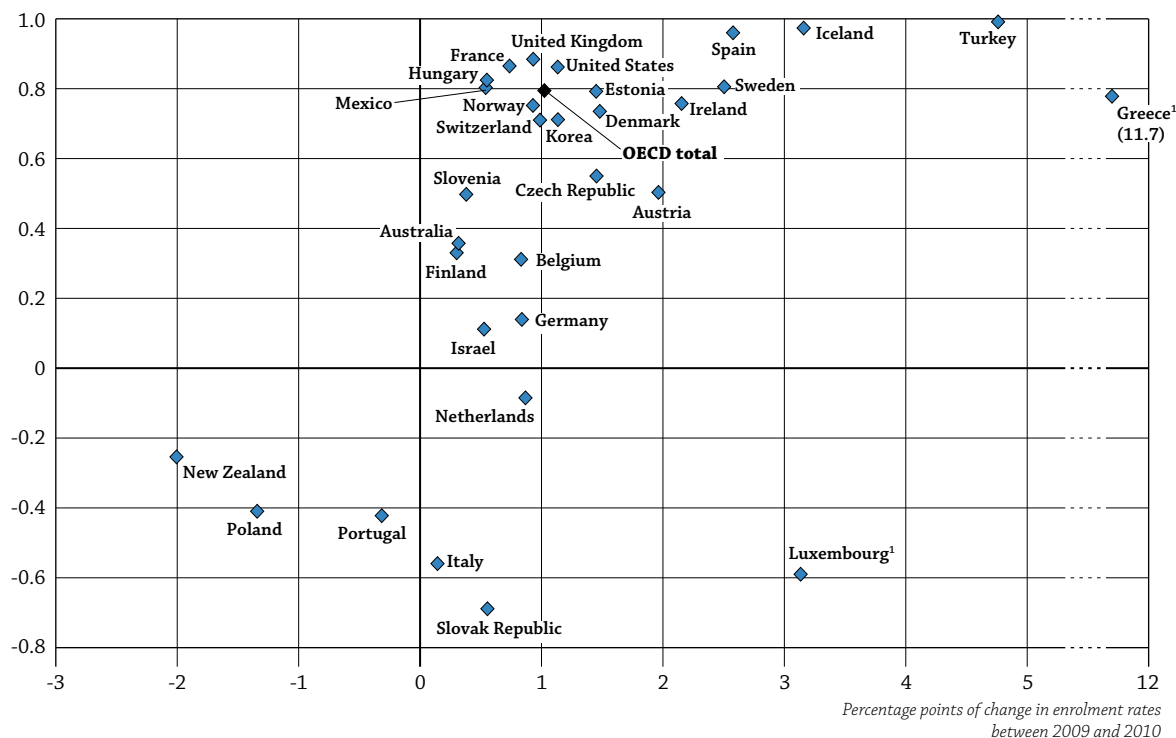
Countries with stronger correlations between the evolution of unemployment and enrolment rates in the 2005-2010 period for those aged 20 and 29 saw the highest increases in enrolment between 2009 and 2010. This revealed a return to education among unemployed individuals in Estonia, Iceland, Ireland, Spain, Sweden, Turkey and especially in Greece, which saw an increase in enrolment of nearly 12 percentage points between 2008 and 2010. These countries, except Iceland, Sweden and Turkey, were the countries with the four highest percentages of unemployed 20-29 year-olds (according to figures from OECD, 2011b). On the other hand, some countries with high youth unemployment, such as Italy, Poland, Portugal, the Slovak Republic and Luxembourg (where student mobility is high) showed an inverse correlation between unemployment and enrolment in the last five years. In these countries, enrolment rates remained virtually constant or decreased slightly between 2009 and 2010, except for Luxembourg, where data is available only for 2008 and 2010 (Table C1.2, Table C1.8, available on line, and Chart C1.4).

In 17 out of 32 OECD countries, the correlation between unemployment and enrolment is higher than 0.6, indicating a high level of synchronisation between participation in education and labour market variations for 20-29 year-olds.

After an average cohort expansion of 13% between 2005 and 2010 in OECD countries, the enrolment rates of 20-29 year-olds will likely continue to expand through 2015. Assuming that present enrolment rates stay constant, in 15 out of 23 OECD countries, the increase in the number of 20-29 year-old students seen between 2005 and 2010 is likely to continue and lead to an increase of more than 10% in 2015 over 2005 levels, putting further pressure on educational systems. The number of students in this age group is likely to increase more than 11% on average compared with 2005 levels, more than 30% in Austria and Greece, and more than 70% in Turkey. On the other hand, Hungary, Japan, Poland and Portugal are expected to see a decrease of more than 13% in the number of students in this age group, compared with 2005 levels (Table C1.6).

Chart C1.4. Unemployment and enrolment among 20-29 year-olds (2005 to 2010)

Correlation between changes in the proportion
of the population enrolled and changes
in the unemployed population between 2005 and 2010



Note: Correlation is calculated by comparing the change in enrolment in a specific year and the change in the proportion of unemployed persons in the previous year.

1. Change in enrolment rates between 2008 and 2010.

Source: OECD, Table C1.2 and Table C1.8 available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Gender differences

As is the case for entry and graduation rates, the enrolment rate for 15-19 year-olds is higher for girls than for boys in nearly all countries (84% for girls compared to 82% for boys, on average across OECD countries). The difference in favour of girls is especially large in Argentina, at more than 10 percentage points. The reverse gender gap is larger than one percentage point in Switzerland and Turkey. This gap is especially large in Saudi Arabia, where boys' enrolment rates are 49 percentage points higher than girls'.

In some countries, higher enrolment levels for young women are linked to improved access to education, but they can also imply a later entry into the labour market than for men. On the other hand, less access to child care and cultural barriers may lead to lower levels of participation among women.

On average across OECD countries, more 20-29 year-old women than men participate in education. The difference among 20-29 year-olds is higher than ten percentage points in Slovenia and Sweden. However, the gender gap favours men by more than one percentage point in Germany, Indonesia, Ireland, Korea, Saudi Arabia and Turkey. In Korea, there is a 17 percentage-point gender gap, which is mainly due to delayed graduation among men pursuing their mandatory military service. In all of these countries, gender differences are smaller among 30-39 year-olds. In Ireland and Mexico, more 30-39 year-old women than men are enrolled in education. This may be because women enter education later for family reasons. In the countries in which more 15-19 year-old boys than girls are enrolled, such as Indonesia, Saudi Arabia, Switzerland and Turkey, the trend continues among 20-29 year-olds (Table C1.1a).

Part-time studies

Students in tertiary education are more likely to study full time rather than part time, whether they are enrolled in tertiary-type A (academically-oriented) or B (shorter vocationally oriented) programmes. Students may opt for part-time studies because they may also participate in the labour market at the same time, because of family constraints (particularly for women), because of preferences for different fields of education, or other reasons. On average, there is little gender difference among part-time tertiary students, although slightly more women than men choose this mode of study.

The picture is more diverse at the country level. In tertiary-type B programmes, which are designed for direct entry into the labour market, the proportion of women in part-time enrolment is more than 10 percentage points higher than the proportion of men in Ireland, the Netherlands, Norway and the Slovak Republic. The opposite is true in Germany, Iceland, Luxembourg and Switzerland, where a higher proportion of men is enrolled in part-time studies. It should be noted that in some countries such as Iceland, the Netherlands, Norway and the Slovak Republic, tertiary-type B studies represent a small part of total tertiary enrolment. Gender differences are weaker in tertiary-type A programmes and advanced research programmes. However, in Hungary, Iceland, Norway, the Russian Federation and the Slovak Republic, the proportion of women in part-time studies is more than five percentage points greater than that for men. The reverse is true in Estonia and Finland (Table C1.5).

The relative size of the public and the private sectors

In OECD and other G20 countries, primary and secondary education is mostly provided by public institutions. On average, 90% of primary education students in OECD countries are enrolled in public schools. The proportion is slightly smaller in secondary education, with 86% of lower secondary students and 81% of upper secondary students taught in public schools. Public and government-dependent institutions combined enrol 97% of students at the lower secondary level and 95% of students at the upper secondary level. On the other hand, Indonesia has a significant share (36%) of students at the lower secondary level enrolled in independent private schools. Indonesia, Japan, Mexico and Portugal are the exceptions at the upper secondary level, as independent private providers (those that receive less than 50% of their funds from government sources) take in 50%, 31%, 18% and 19% of students, respectively (Table C1.4 and Indicator D5).

At the tertiary level, the pattern is quite different: private providers generally play a more significant role. For example, 41% of students enrolled in tertiary-type B programmes attend programmes that are totally or partially funded privately, and 32% of students enrolled in tertiary-type A education and advanced research programmes attend independent private or government-dependent private institutions. In the United Kingdom, virtually all tertiary education is provided through government-dependent private institutions. In Israel, 64% of students enrolled in tertiary-type B programmes and 76% of students enrolled in tertiary-type A and advanced research programmes attend these types of institutions. In Estonia, 92% of students enrolled in tertiary-type A and advanced research programmes attend government-dependent private institutions. Independent private institutions are more prominent at the tertiary level than at the pre-tertiary levels (an average of more than 15% of tertiary students attend such institutions), particularly in Brazil, Chile, Japan and Korea, where more than 85% of students enrolled in tertiary-type B programmes attend independent private institutions. More than half of students in these countries and in Indonesia attend tertiary-type A and advanced research programmes in independent private institutions (Table C1.5).

Definitions

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

In **combined school- and work-based programmes**, less than 75% of the curriculum is presented in the school environment or through distance education. These programmes can be organised in conjunction with educational authorities or institutions and include apprenticeship programmes that involve concurrent

school-based and work-based training, and programmes that involve alternating periods of attendance at educational institutions and participation in work-based training (sometimes referred to as “sandwich” programmes).

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

Pre-vocational or pre-technical education programmes are mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical education programmes. Successful completion of such programmes does not lead to a vocational or technical qualification that is directly relevant to the labour market (at least 25% of programme content is vocational or technical).

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

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

Vocational 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) based on the amount of training provided in school as opposed to the workplace.

Methodology

Data on enrolments are for the school year 2009-10 and are 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 Tables C1.1a and C1.2, are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group. In Table C1.1b, available on line, the net enrolment rate is calculated for students at a particular level of education.

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

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

Enrolment projections are done using OECD demographic projections available on line (OECD, 2011c). All enrolment rates have been assumed to remain constant as they were in 2010.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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





- **Table C1.1b. Transition characteristics from age 15 to 20, by level of education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932666817>
- **Table C1.7b. Education expectancy (2010)**
StatLink  <http://dx.doi.org/10.1787/888932666950>
- **Table C1.7c. Expected years in tertiary education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932666969>
- **Table C1.8 Unemployment and variations in enrolment rates among the population aged 20-29 (2004 to 2010)**
StatLink  <http://dx.doi.org/10.1787/888932666988>

Table C1.1a. Enrolment rates, by age (2010)
Full-time and part-time students in public and private institutions

		Starting age of compulsory education	Ending age of compulsory education	Number of years during which over 90% of the population are enrolled	Age range at which over 90% of the population are enrolled	Students as a percentage of the population of a specific age group							
						Age 2 and under ¹	Ages 3 and 4	Ages 5-14	Ages 15-19	Ages 20-29	Ages 30-39	Ages 40 and over	
									Men + Women	Men + Women	Men + Women		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(11)	(14)	(17)	
OECD	Australia	6	17	12	5 - 16	a	30.9	99.2	81.4	31.9	12.0	4.7	
	Austria	6	15	11	5 - 15	3.6	75.1	98.4	78.4	25.2	5.4	0.8	
	Belgium	6	18	15	3 - 17	16.9	98.9	98.6	93.3	30.3	8.9	3.7	
	Canada ²	6	16-18	12	6 - 17	a	24.1	98.7	80.8	24.9	5.7	1.2	
	Chile	6	18	10	6 - 15	0.4	56.5	95.1	74.8	25.2	4.3	0.7	
	Czech Republic	6	15	13	5 - 17	5.8	72.5	98.1	90.2	24.0	3.9	0.5	
	Denmark	6	16	13	4 - 16	a	92.3	99.1	85.0	38.4	8.1	1.5	
	Estonia	7	16	14	4 - 17	n	89.2	96.4	86.5	27.7	6.4	0.8	
	Finland	7	16	13	6 - 18	a	51.7	95.5	86.8	41.7	15.4	3.6	
	France	6	16	14	3 - 16	5.1	100.0	99.6	84.2	19.9	2.7	x(14)	
	Germany	6	18	14	4 - 17	7.8	92.4	99.4	89.5	30.8	3.0	0.2	
	Greece	5	14-15	13	5 - 17	n	25.9	100.0	83.4	40.3	1.0	m	
	Hungary	5	18	14	4 - 17	a	82.2	98.5	91.7	25.4	4.4	0.6	
	Iceland	6	16	14	3 - 16	a	95.8	98.5	87.8	38.2	13.6	3.7	
	Ireland	6	16	14	5 - 18	n	66.9	100.0	95.7	20.9	4.9	1.1	
	Israel	6	17	12	5 - 16	n	82.6	97.8	64.6	22.4	5.8	1.0	
	Italy	6	16	14	3 - 16	4.9	94.8	99.5	83.3	21.5	3.2	0.1	
	Japan	6	15	14	4 - 17	0.1	86.1	100.0	m	m	m	m	
	Korea	6	14	12	6 - 17	31.6	80.2	99.7	85.9	30.2	2.0	0.5	
	Luxembourg ³	4	15	12	4 - 15	1.4	84.5	95.8	76.7	12.8	1.5	0.2	
	Mexico	4	15	11	4 - 14	n	69.4	100.0	53.8	11.9	4.0	0.8	
	Netherlands	5	18	14	4 - 17	n	50.1	99.5	90.7	30.0	3.0	0.8	
	New Zealand	5	16	13	4 - 16	n	90.5	100.0	79.1	30.1	11.8	4.7	
	Norway	6	16	15	3 - 17	a	95.7	99.5	86.3	29.4	7.0	1.7	
	Poland	5	16	13	6 - 18	1.3	52.5	94.9	92.7	29.9	5.0	x(14)	
	Portugal	6	15	13	5 - 17	n	79.5	100.0	86.4	23.5	9.1	2.8	
	Slovak Republic	6	16	11	6 - 16	2.8	66.5	95.8	85.3	20.6	4.3	0.7	
	Slovenia	6	15	13	6 - 18	n	83.7	97.1	91.8	34.0	5.0	0.7	
	Spain	6	16	14	3 - 16	26.5	99.0	99.5	84.3	24.4	4.7	1.1	
	Sweden	7	16	16	3 - 18	a	92.0	98.5	86.4	36.5	13.7	2.8	
	Switzerland	5-7	15	13	5 - 17	n	22.4	100.0	85.1	24.1	4.3	0.5	
	Turkey	6	14	8	6 - 13	n	10.3	94.1	56.2	19.6	3.2	0.4	
	United Kingdom	4-5	16	13	4 - 16	3.1	90.0	100.0	77.4	18.2	5.9	1.6	
	United States	4-6	17	11	6 - 16	n	59.9	96.8	81.7	25.5	6.6	1.5	
	OECD average		6	16	13	4 - 16	3.3	71.9	95.9	82.9	27.0	6.1	1.5
	EU21 average		6	16	13	4 - 16	3.8	78.1	98.7	86.7	27.4	5.7	1.3
Other G20	Argentina ²	5	17	11	5 - 15	n	55.3	100.0	70.4	26.6	7.8	1.4	
	Brazil	6	17	11	6 - 16	7.7	43.9	96.2	76.4	20.2	8.4	2.6	
	China	m	m	m	m	m	m	m	32.8	m	m	m	
	India	m	m	m	m	m	m	77.7	m	m	m	m	
	Indonesia	m	15	8	6 - 14	n	13.3	100.0	60.0	10.3	n	n	
	Russian Federation	7	17	m	7 - 14	17.3	71.1	93.1	m	m	m	m	
	Saudi Arabia	6	11	7	11 - 17	m	m	m	87.1	19.2	1.4	0.1	
	South Africa ²	7	15	m	m	m	m	m	m	m	m	m	
	G20 average	m	m	m	m	m	m	92.1	73.4	m	m	m	

Note: Ending age of compulsory education is the age at which compulsory schooling ends. For example, an ending age of 18 indicates that all students under 18 are legally obliged to participate in education. Mismatches between the coverage of the population data and the enrolment data mean that the participation rates may be underestimated for countries such as Luxembourg that are net exporters of students, and may be overestimated for those that are net importers. Rates above 100% in the calculation are shown in italics. Enrolment rates by gender for the 15-19, 20-29 and 30-39 year-old age groups are available for consultation on line (see *StatLink* below).

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

2. Year of reference 2009.

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

Source: OECD, Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia and South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932666798>

Table C1.2. **Trends in enrolment rates (1995-2010)**

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

		15-19 year-olds							20-29 year-olds							
		Students as a percentage of the population of this age group						Index of change in the number of students (1995 = 100)	Students as a percentage of the population of this age group						Index of change in the number of students (1995 = 100)	
		1995	2000	2005	2008	2009	2010		1995	2000	2005	2008	2009	2010		
OECD	Australia	m	m	m	m	80	81	m	23	28	33	33	32	32	162	
	Austria	75	77	80	79	79	78	115	16	18	19	22	23	25	139	
	Belgium	94	91	94	92	93	93	106	24	25	29	29	30	30	116	
	Canada	80	81	80	81	81	m	119	22	23	26	25	25	m	129	
	Chile	64	66	74	74	73	75	150	m	m	m	21	23	25	1016	
	Czech Republic	66	81	90	90	89	90	95	10	14	20	21	23	24	243	
	Denmark	79	80	85	84	84	85	115	30	35	38	37	37	38	103	
	Estonia	m	m	87	84	85	87	m	m	m	27	26	26	28	m	
	Finland	81	85	87	87	87	87	109	28	38	43	43	41	42	148	
	France	89	87	85	84	84	84	101	19	19	20	19	19	20	100	
	Germany	88	88	89	89	88	89	103	20	24	28	28	30	31	126	
	Greece	62	82	97	83	m	83	99	13	16	24	29	m	40	283	
	Hungary	64	78	87	89	90	92	101	10	19	24	25	25	25	230	
	Iceland	79	79	85	84	85	88	127	24	31	37	35	35	38	181	
	Ireland	79	81	89	90	92	96	99	14	16	21	18	19	21	192	
	Israel ¹	m	64	65	64	64	65	112	m	m	20	21	22	22	125	
	Italy ¹	m	72	80	82	82	83	112	m	17	20	21	21	21	102	
	Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Korea	75	79	86	89	87	86	100	15	24	27	28	29	30	159	
	Luxembourg ¹	73	74	72	75	m	77	130	m	5	6	10	m	13	m	
	Mexico	36	42	48	52	52	54	155	8	9	11	11	11	12	155	
	Netherlands	89	87	86	90	90	91	112	21	22	26	29	29	30	117	
	New Zealand	68	72	74	74	81	79	139	17	23	30	29	32	30	185	
	Norway	83	86	86	87	86	86	124	25	28	29	29	29	29	108	
	Poland	78	84	92	93	93	93	94	16	24	31	30	31	30	223	
	Portugal	69	71	73	81	85	86	89	22	22	22	23	24	24	94	
	Slovak Republic ²	m	m	85	85	85	85	95	m	m	16	19	20	21	165	
	Slovenia	m	m	91	91	91	92	m	m	m	32	33	34	34	m	
	Spain	73	77	81	81	81	84	81	21	24	22	21	22	24	109	
	Sweden	82	86	87	86	87	86	132	22	33	36	33	34	36	163	
	Switzerland	80	83	83	85	85	85	122	15	19	22	23	23	24	149	
	Turkey	30	28	41	46	53	56	179	7	5	10	13	15	20	331	
	United Kingdom	m	m	m	73	74	77	m	m	m	m	17	17	18	m	
	United States	72	73	79	81	81	82	136	19	20	23	23	24	26	151	
	OECD average		73	76	81	81	82	83	116	18	22	25	25	26	27	190
	OECD average for countries with data available for all reference years		73	77	81	82	83	83		18	22	26	26	27	28	
	EU21 average		78	81	86	85	86	87	105	19	22	25	25	27	27	156
Other G20	Argentina	m	m	m	71	70	m	m	m	m	25	27	m	m		
	Brazil ¹	m	m	m	76	75	76	m	m	m	21	21	20	m		
	China	m	m	m	m	m	33	m	m	m	m	m	m	m		
	India	m	m	m	m	m	m	m	m	m	m	m	m	m		
	Indonesia	m	m	m	m	62	60	m	m	m	m	m	m	m		
	Russian Federation	m	71	74	77	m	m	m	m	m	19	20	m	m		
	Saudi Arabia	m	m	m	m	m	87	m	m	m	m	m	19	m		
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m		
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m		

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

1. 1997=100.

2. 1998=100.

Source: OECD. Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932666836>

Table C1.3. **Upper secondary and post-secondary non-tertiary enrolment patterns (2010)**

Enrolment in upper secondary programmes in public and private institutions, by programme orientation, and enrolment rates by age group, including students in public and private institutions

		Upper secondary education						Post-secondary non-tertiary education							
		Share of students by orientation			Vocational combined school- and work-based	Enrolment rates among 15-19 year-olds			Share of students by orientation			Combined school- and work-based	Enrolment rates among 15-24 year-olds		
		General	Pre-vocational	Vocational		Prevocational and vocational		Combined work- and school-based	General	Pre-vocational	Vocational		Prevocational and vocational		Combined work- and school-based
						Full-time + part-time	Part-time						Full-time + part-time	Part-time	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(11)	(12)	(13)	(14)	(15)	(16)	(17)		
OECD	Australia	52.5	a	47.5	m	8.1	6.9	m	a	a	100.0	m	1.9	1.2	m
	Austria	23.2	5.7	71.0	34.6	47.3	m	21.3	n	n	100.0	19.6	5.6	m	m
	Belgium	27.0	a	73.0	3.1	41.2	2.5	1.8	0.7	a	99.3	19.9	1.8	n	0.4
	Canada ¹	94.4	x(3)	5.6	a	m	m	m	m	m	m	m	m	m	m
	Chile	66.8	a	33.2	a	20.7	n	a	a	a	a	a	a	a	a
	Czech Republic	26.9	n	73.1	31.9	52.4	n	22.9	36.5	n	63.5	8.9	1.9	n	0.3
	Denmark	53.5	a	46.5	45.3	15.6	n	15.2	100.0	a	a	a	a	a	a
	Estonia	65.8	a	34.2	0.3	18.9	n	0.1	a	a	100.0	4.4	3.1	n	0.1
	Finland	30.3	a	69.7	13.4	30.2	n	5.8	a	a	100.0	68.8	0.1	n	0.1
	France	55.7	a	44.3	12.2	25.1	m	6.9	38.4	n	61.6	1.5	0.3	m	n
	Germany	48.5	a	51.5	45.5	18.7	n	m	26.0	a	74.0	m	4.0	n	m
	Greece	69.3	a	30.7	a	15.3	0.6	a	a	a	100.0	a	1.4	n	m
	Hungary	74.2	10.4	15.4	15.4	19.6	0.1	11.7	a	a	100.0	a	4.4	0.5	a
	Iceland	65.7	1.9	32.3	14.6	m	m	6.6	n	n	100.0	13.7	0.4	0.1	n
	Ireland	62.5	32.5	5.0	5.0	17.0	n	2.3	a	a	100.0	27.1	8.0	0.5	2.2
	Israel	61.8	a	38.2	3.9	21.5	n	2.2	88.8	11.2	a	a	0.1	n	a
	Italy	40.0	a	60.0	a	44.2	n	a	a	a	100.0	a	0.2	n	a
	Japan	76.5	0.9	22.6	a	13.3	0.3	a	a	a	a	a	m	m	a
	Korea	76.3	a	23.7	a	13.6	n	a	a	a	a	a	a	a	a
	Luxembourg	38.5	a	61.5	14.5	36.0	n	8.5	a	a	100.0	n	0.6	n	n
	Mexico	90.8	a	9.2	a	3.0	n	a	a	a	a	a	a	a	a
	Netherlands	33.0	a	67.0	20.9	28.8	n	9.0	a	a	100.0	83.8	0.1	n	0.1
	New Zealand	69.9	4.0	26.1	a	6.2	4.0	a	14.7	0.8	84.5	a	3.2	2.1	a
	Norway	46.1	a	53.9	15.3	30.9	0.7	8.8	12.0	a	88.0	n	0.9	0.1	a
	Poland	51.8	a	48.2	6.6	31.7	0.6	4.4	a	a	100.0	a	3.5	2.9	a
	Portugal	61.2	3.9	34.9	a	21.7	n	a	a	a	100.0	a	0.4	n	a
	Slovak Republic	28.7	a	71.3	28.9	49.5	0.1	20.1	a	a	100.0	a	0.2	n	a
	Slovenia	35.4	a	64.6	n	45.7	1.3	0.2	61.2	a	38.8	n	0.2	0.1	n
	Spain	55.4	a	44.6	2.2	13.1	1.5	0.7	a	a	a	a	a	a	a
	Sweden	43.9	1.1	55.0	n	36.3	0.2	n	15.7	n	84.3	n	0.6	0.1	n
	Switzerland	33.8	a	66.2	60.6	36.2	n	33.2	61.6	a	38.4	n	0.4	0.1	n
	Turkey ²	57.1	a	42.9	n	m	m	n	a	a	a	a	a	a	a
United Kingdom ³	67.9	x(7)	32.1	m	18.6	1.3	m	m	m	m	m	m	m	m	
United States	m	m	m	m	m	m	m	a	a	100.0	m	m	m	m	
OECD average	54	2.0	44.0	12.1	26.0	0.7	9.5	41.4	6.0	88.8	27.5	1.8	0.4	0.3	
EU21 average	47	2.7	50.1	14.0	29.8	0.4	6.9	13.9	n	81.1	12.3	1.8	0.2	0.2	
Other G20	Argentina ¹	75	a	25.3	a	9.2	n	a	a	a	a	a	a	a	
	Brazil	87	a	12.7	a	3.3	x(5)	a	a	a	a	a	a	a	
	China	48	x(3)	51.8	a	m	m	a	75.2	x(12)	24.8	a	m	a	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	59	a	40.6	a	14.8	n	a	a	a	a	a	a	a	
	Russian Federation	51	22.5	26.1	m	8.0	n	m	a	a	100.0	m	m	a	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	
	G20 average	65.4	m	33.1	m	m	m	m	46.5	m	80.1	m	m	m	m

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

1. Year of reference 2009.

2. Excludes ISCED 3C.

3. Includes post-secondary non-tertiary education.

Source: OECD, Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/88893266855>

Table C1.4. Students in primary and secondary education, by type of institution or mode of enrolment (2010)*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	Australia ¹	69.1	30.9	a	65.5	34.5	m	68.3	31.5	0.2	83.6	16.4
	Austria	94.3	5.7	x(2)	91.0	9.0	x(5)	89.3	10.7	x(8)	m	m
	Belgium ¹	46.2	53.8	m	40.2	59.8	m	43.3	56.7	m	79.5	20.5
	Canada ²	94.0	6.0	x(2)	91.4	8.6	x(5)	94.2	5.8	x(8)	100.0	a
	Chile	42.1	51.0	6.9	47.1	46.2	6.7	40.2	52.8	7.0	100.0	a
	Czech Republic	98.5	1.5	a	97.3	2.7	a	85.6	14.4	a	99.9	0.1
	Denmark	86.3	13.5	0.2	74.1	25.2	0.7	98.0	1.9	0.1	97.0	3.0
	Estonia	95.9	a	4.1	96.8	a	3.2	96.6	a	3.4	95.2	4.2
	Finland	98.5	1.5	a	95.5	4.5	a	83.9	16.1	a	100.0	a
	France	85.2	14.3	0.5	78.2	21.5	0.3	68.4	30.6	0.9	m	m
	Germany	95.9	4.1	x(2)	90.8	9.2	x(5)	92.7	7.3	x(8)	99.6	0.4
	Greece	92.8	a	7.2	94.9	a	5.1	95.5	a	4.5	97.6	2.4
	Hungary	91.3	8.7	a	90.5	9.5	a	79.3	20.7	a	95.7	4.3
	Iceland	98.0	2.0	n	99.2	0.8	n	79.1	20.2	0.7	89.5	10.5
	Ireland	99.3	a	0.7	100.0	a	a	98.5	a	1.5	99.9	0.1
	Israel	m	m	a	m	m	a	m	m	a	100.0	a
	Italy	93.2	a	6.8	95.9	a	4.1	89.0	5.9	5.1	99.0	1.0
	Japan	98.9	a	1.1	92.8	a	7.2	69.0	a	31.0	98.7	1.3
	Korea	98.6	a	1.4	81.8	18.2	a	54.8	45.2	a	100.0	a
	Luxembourg	91.4	0.4	8.2	81.2	10.6	8.2	84.2	6.5	9.3	99.9	0.1
	Mexico	91.8	a	8.2	88.5	a	11.5	82.3	a	17.7	100.0	a
	Netherlands	m	a	m	m	a	m	m	a	m	99.0	1.0
	New Zealand	97.9	n	2.1	95.1	n	4.9	86.0	9.1	4.9	90.6	9.4
	Norway	97.7	2.3	x(2)	96.8	3.2	x(5)	88.4	11.6	x(8)	98.5	1.5
	Poland	97.2	0.8	2.1	95.8	1.2	3.0	86.3	1.2	12.5	94.9	5.1
	Portugal	87.8	3.9	8.4	81.3	6.1	12.7	76.4	4.9	18.6	100.0	a
	Slovak Republic	94.0	6.0	n	93.6	6.4	n	85.9	14.1	n	98.8	1.2
	Slovenia	99.6	0.4	n	99.9	0.1	n	96.6	2.1	1.4	94.3	5.7
	Spain	68.2	28.0	3.8	69.0	27.9	3.2	78.0	12.2	9.7	91.8	8.2
	Sweden	91.9	8.1	n	88.5	11.5	n	84.3	15.7	n	84.6	15.4
	Switzerland	95.4	1.5	3.1	92.0	3.0	5.0	93.2	2.9	3.9	99.8	0.2
	Turkey	97.7	a	2.3	a	a	a	97.2	a	2.8	m	m
	United Kingdom	95.0	0.2	4.9	78.5	15.6	5.8	54.0	40.2	5.8	96.8	3.2
	United States	91.1	a	8.9	91.6	a	8.4	91.6	a	8.4	100.0	a
	OECD average	89.7	7.4	2.9	86.1	10.5	3.4	81.4	13.3	5.3	96.3	3.7
	EU21 average	90.1	7.2	2.8	86.8	10.5	2.7	83.3	12.4	4.3	96.0	4.0
Other G20	Argentina ²	76.4	18.1	5.6	77.4	17.0	5.7	70.1	21.4	8.6	100.0	a
	Brazil	86.7	a	13.3	89.3	a	10.7	85.0	a	15.0	m	m
	China	95.1	4.9	x(2)	92.1	7.9	x(5)	89.1	10.9	x(8)	97.9	2.1
	India	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	83.2	a	16.8	63.7	a	36.3	50.2	a	49.8	100.0	a
	Russian Federation	99.4	a	0.6	99.5	a	0.5	98.0	a	2.0	99.9	0.1
	Saudi Arabia	m	m	m	m	m	m	m	m	m	100.0	a
	South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average		90.7	11.2	m	85.1	16.6	m	78.4	22.1	m	98.3	3.5

1. Excludes independent private institutions.

2. Year of reference 2009.

Source: OECD. Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


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Table C1.5. **Students in tertiary education, by type of institution or mode of enrolment (2010)***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 Men + Women	Part-time			Full-time Men + Women	Part-time		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	M + W	Men	Women	(11)	M + W	Men	Women		
OECD	Australia	76.1	13.1	10.9	95.9	a	4.1	47.3	52.7	51.8	53.5	70.8	29.2	27.8	30.2
	Austria	70.2	29.8	x(2)	85.3	14.7	x(5)	m	m	m	m	m	m	m	m
	Belgium ¹	43.0	57.0	m	44.0	56.0	m	63.1	36.9	39.6	35.0	84.1	15.9	17.6	14.3
	Canada ²	m	m	m	m	m	m	76.0	24.0	20.2	27.0	82.1	17.9	17.2	18.5
	Chile	5.6	2.7	91.7	27.5	21.5	50.9	m	m	m	m	m	m	m	m
	Czech Republic	69.6	28.4	2.1	86.0	a	14.0	90.5	9.5	11.6	8.6	97.4	2.6	1.8	3.3
	Denmark	98.7	0.7	0.6	98.2	1.8	n	70.2	29.8	27.8	31.9	90.2	9.8	8.6	10.7
	Estonia	48.9	18.2	33.0	0.3	92.0	7.7	89.7	10.3	12.7	8.7	86.8	13.2	16.5	11.1
	Finland	100.0	n	a	81.2	18.8	a	100.0	a	a	a	55.7	44.3	49.8	39.7
	France	69.7	9.9	20.4	83.9	0.8	15.3	m	m	m	m	m	m	m	m
	Germany ³	57.2	42.8	x(2)	94.2	5.8	x(5)	87.4	12.6	23.5	7.4	94.8	5.2	5.6	4.7
	Greece	100.0	a	a	100.0	a	a	100.0	a	a	a	100.0	a	a	a
	Hungary	52.1	47.9	a	86.7	13.3	a	73.6	26.4	20.2	29.6	64.8	35.2	30.8	38.8
	Iceland	31.6	68.4	n	81.2	18.8	n	45.1	54.9	66.3	41.2	71.1	28.9	25.3	30.9
	Ireland	97.0	a	3.0	95.1	a	4.9	71.3	28.7	23.4	35.5	87.3	12.7	12.5	12.9
	Israel	36.5	63.5	a	9.7	76.2	14.1	100.0	a	a	a	82.1	17.9	17.1	18.5
	Italy	85.4	a	14.6	91.5	a	8.5	100.0	a	a	a	100.0	a	a	a
	Japan	8.0	a	92.0	24.6	a	75.4	97.0	3.0	2.1	3.6	90.8	9.2	7.2	12.1
	Korea	2.8	a	97.2	24.4	a	75.6	m	m	m	m	m	m	m	m
	Luxembourg	n	100.0	n	n	100.0	m	41.3	58.7	67.5	50.2	95.0	5.0	m	m
	Mexico	95.3	a	4.7	66.7	a	33.3	100.0	a	a	a	100.0	a	a	a
	Netherlands	m	a	m	m	a	m	50.0	50.0	40.0	57.5	85.9	14.1	13.0	15.0
	New Zealand	62.7	35.0	2.3	96.7	3.0	0.3	36.0	64.0	62.8	65.1	59.9	40.1	37.5	42.0
	Norway	42.4	28.7	28.9	86.0	4.5	9.5	46.0	54.0	40.3	61.1	71.3	28.7	25.0	31.0
	Poland	75.9	a	24.1	67.1	a	32.9	67.8	32.2	33.9	31.8	45.2	54.8	52.1	56.6
	Portugal	79.6	a	20.4	76.6	a	23.4	m	m	m	m	m	m	m	m
	Slovak Republic	81.0	19.0	n	83.6	n	16.4	78.0	22.0	13.7	26.1	64.4	35.6	30.7	38.9
	Slovenia	78.2	5.0	16.8	89.2	6.4	4.5	53.9	46.1	45.5	46.7	75.0	25.0	25.4	24.7
	Spain	79.9	14.2	5.9	86.1	n	13.9	94.9	5.1	3.4	6.7	75.8	24.2	26.1	22.7
	Sweden	57.9	42.1	n	93.4	6.6	n	90.0	10.0	11.8	8.2	48.2	51.8	49.5	53.4
	Switzerland	34.5	33.5	32.0	95.3	3.1	1.6	25.7	74.3	78.8	68.8	88.5	11.5	13.6	9.5
	Turkey	96.7	a	3.3	94.1	a	5.9	100.0	n	n	n	100.0	n	n	n
United Kingdom	a	100.0	n	a	100.0	n	26.4	73.6	72.5	74.2	75.5	24.5	22.4	26.2	
United States	78.2	a	21.8	70.9	a	29.1	48.2	51.8	51.0	52.3	66.3	33.7	31.3	35.6	
OECD average		59.3	22.8	17.9	68.2	16.2	15.5	71.4	28.6	28.3	28.6	79.6	20.4	20.1	21.5
EU21 average		67.2	24.5	8.3	71.6	19.7	8.8	74.9	25.1	24.8	25.4	79.2	20.8	21.3	21.9
Other G20	Argentina ²	59.1	16.9	24.0	79.1	a	20.9	94.0	6.0	7.8	5.0	53.2	46.8	45.9	47.4
	Brazil	14.8	a	85.2	29.0	a	71.0	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	70.1	29.9	31.7	28.1	76.4	23.6	23.8	23.4
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	50.4	a	49.6	39.4	a	60.6	100.0	a	0.0	0.0	100.0	a	0.0	0.0
	Russian Federation ³	97.2	a	2.8	83.1	a	16.9	67.7	32.3	34.4	30.5	48.9	51.1	46.6	54.6
	Saudi Arabia	99.3	0.0	0.7	95.6	0.0	4.4	100.0	0.0	0.0	0.0	81.4	18.6	22.4	15.7
	South Africa ²	100.0	n	n	100.0	n	n	m	m	m	m	m	m	m	m
	G20 average		m	m	m	m	m	m	78.0	22.0	22.7	21.7	81.4	18.6	17.5

1. Excludes independent private institutions.

2. Year of reference 2009.

3. Excludes advanced research programmes.

Source: OECD, Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


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Table C1.6. Projections of the number of students (2010, 2015 and 2020)

Assuming enrolment rates in 2010 stay constant
Full-time and part-time students in public and private institutions, by age group, in thousands

		Number of students in 2010						Projections of the number of students in 2015						Individuals in the following age ranges as a percentage of the total population		
		Ages 5-14		Ages 15-19		Ages 20-29		Ages 5-14		Ages 15-19		Ages 20-29		Ages 5-14	Ages 15-19	Ages 20-29
		No. of students	2005=100	No. of students	2005=100	No. of students	2005=100	No. of students	2005=100	No. of students	2005=100	No. of students	2005=100	2010	2010	2010
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(19)	(21)	(23)
OECD	Australia ¹	2 747	m	1 221	m	1 056	m	2 874	m	1 210	m	1 060	m	12.4	6.7	14.8
	Austria	838	92	393	100	272	136	826	91	365	93	278	139	10.2	6.0	12.9
	Belgium	1 187	98	607	104	410	108	1 255	103	595	102	426	112	11.1	6.0	12.5
	Canada ^{2, 3}	3 774	m	1 838	109	1 147	102	3 692	m	1 678	100	1 128	101	11.5	6.8	13.8
	Chile ⁴	2 442	95	1 114	102	702	129	2 365	92	994	91	744	137	15.0	8.7	16.3
	Czech Republic	912	86	556	93	350	108	928	88	420	71	311	96	8.8	5.9	13.9
	Denmark	669	100	298	115	245	102	653	97	297	115	268	112	12.2	6.3	11.5
	Estonia	122	81	73	78	58	108	134	90	57	61	52	96	9.4	6.3	15.5
	Finland	564	94	291	104	279	98	573	96	262	94	282	100	11.0	6.3	12.5
	France	7 933	102	3 358	96	1 622	101	8 072	104	3 416	97	1 584	99	12.3	6.2	12.6
	Germany ⁵	7 566	93	3 862	91	3 056	112	7 174	88	3 730	88	2 948	98	9.3	5.3	12.1
	Greece	1 061	101	477	80	567	149	1 095	104	452	76	500	131	9.3	5.1	12.4
	Hungary	973	88	553	101	343	91	985	89	469	85	321	86	9.9	6.0	13.5
	Iceland	43	97	21	115	18	113	42	94	19	107	17	107	13.6	7.5	14.8
	Ireland	615	110	263	100	142	99	649	116	272	103	118	82	13.5	6.1	15.2
	Israel	1 317	110	385	103	257	116	1 442	121	435	117	269	121	17.9	7.9	15.3
	Italy	5 605	100	2 471	107	1 422	99	5 672	102	2 403	104	1 366	96	9.3	4.9	11.0
	Japan ⁶	11 811	98	3 530	90	40	93	10 770	89	3 483	89	37	85	9.1	4.8	11.3
	Korea	5 689	90	2 922	109	2 064	100	4 738	75	2 676	100	2 006	97	11.7	7.0	14.0
	Luxembourg	58	104	23	120	m	m	57	103	24	125	m	m	12.0	5.9	12.8
	Mexico	22 628	103	5 634	113	2 237	113	20 630	94	5 565	112	2 276	115	19.8	9.7	17.4
	Netherlands	1 979	100	921	109	603	120	1 923	97	908	108	637	127	12.0	6.1	12.1
	New Zealand	588	97	255	113	182	110	588	98	245	108	176	106	13.3	7.4	13.8
	Norway	611	100	278	112	180	108	588	96	275	111	188	113	12.6	6.6	12.6
	Poland	3 636	84	2 345	86	1 865	95	3 380	78	1 906	70	1 594	81	10.0	6.6	16.3
	Portugal	1 123	99	490	111	320	94	1 107	97	483	110	287	84	10.3	5.3	12.8
	Slovak Republic	528	83	314	89	180	122	500	78	248	70	156	106	10.2	6.8	16.1
	Slovenia	179	94	97	85	96	100	187	98	88	77	84	88	9.0	5.2	13.8
	Spain	4 388	106	1 888	101	1 464	99	4 552	110	1 809	97	1 164	79	9.6	4.9	13.0
	Sweden	987	90	552	110	430	111	1 098	101	456	91	471	121	10.7	6.8	12.6
	Switzerland	800	96	387	107	235	120	805	96	368	102	239	122	10.3	5.8	12.6
	Turkey	11 956	106	3 506	137	2 506	182	11 828	105	3 577	140	2 465	179	17.5	8.6	17.6
	United Kingdom ³	7 234	98	3 048	110	1 548	115	7 544	102	2 879	104	1 632	121	11.3	6.3	13.7
	United States	39 339	99	17 555	107	11 059	118	41 879	105	17 446	107	11 317	120	13.2	7.0	14.1
	OECD Total	151 902	101	61 525	104	36 955	113	150 605	101	59 507	101	36 401	112	12.5	6.6	13.9
	EU21 Total	48 157		22 880		15 271		48 364		21 538		14 480				
Other G20	Argentina ²	7 226	m	2 430	m	1 743	m	m	m	m	m	m	m	16.8	8.6	16.3
	Brazil ⁴	30 920	98	12 986	100	6 927	99	28 932	92	13 572	105	6 637	95	16.8	8.9	18.0
	China ⁷	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India ⁷	191 511	100	m	100	m	100	193 609	101	m	101	m	106	20.1	9.8	17.9
	Indonesia ⁷	40 640	100	13 086	100	4 326	100	40 754	100	12 758	97	4 262	99	18.0	9.0	18.0
	Russian Federation	12 523	102	m	m	m	m	14 096	115	m	m	m	m	9.5	6.0	17.3
	Saudi Arabia	1 910	m	1 923	m	846	m	m	m	m	m	m	m	9.4	5.7	17.4
	South Africa ²	m	m	m	m	m	m	m	m	m	m	m	m	20.1	10.0	19.5
G20 total		m		m		m		m		m		m		m	m	m

Note: The predicted values shown in this table are calculated assuming that the percentage of the population enrolled at each age will remain constant in the future; thus they may deviate from the values calculated by national authorities under different assumptions. Predictions for ages concerning compulsory education are more likely to follow the evolution of the population given near-full enrolment rates in most countries. These predictions can be considered as a lower bound for later ages given that participation is still increasing in most countries. Columns showing projections for 2020 are available for consultation on line (see *StatLink* below).

1. A high proportion of students between the ages of 20 to 29 are international students, changes in migration patterns may affect projections.

2. Reference year 2009 instead of 2010.

3. 2006=100.

4. 2007=100.

5. Excludes advanced research programmes.

6. Excluding tertiary levels of education.

7. 2010=100.

Source: OECD, Argentina, China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. South Africa: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932666912>

Table C1.7a. **Expected years in education from age 5 through age 39 (2010)**

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

	Full-time							Part-time ¹							Full-time + Part-time ¹
	All levels of education combined			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary	Tertiary education	All levels of education combined			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary	Tertiary education	All levels of education combined
	M+W	Men	Women	M+W				M+W	Men	Women	M+W				M+W
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	15.3	14.9	15.6	10.9	1.8	0.1	2.5	3.2	3.4	3.1	0.6	1.1	0.3	1.0	18.5
Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	16.9
Belgium	16.3	16.0	16.5	8.4	4.1	0.3	2.4	2.5	2.2	2.8	0.3	1.3	0.1	0.8	18.7
Canada ²	m	m	m	12.4	x(4)	m	2.4	m	m	m	x(4)	x(4)	m	0.5	17.0
Chile ³	16.2	16.2	16.2	8.1	3.8	a	3.4	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	16.2
Czech Republic	17.3	16.9	17.7	9.0	3.8	0.3	2.8	0.5	0.4	0.6	n	n	0.3	0.1	17.8
Denmark	18.1	17.6	18.5	9.5	3.6	n	3.0	0.7	0.7	0.8	n	0.3	n	0.2	18.8
Estonia	16.6	16.0	17.3	9.0	2.8	0.4	2.8	0.8	0.8	0.9	0.1	0.3	n	0.4	17.4
Finland	18.0	17.5	18.5	9.0	4.8	0.2	2.4	1.6	1.7	1.6	n	n	n	1.6	19.6
France ³	16.4	16.1	16.7	9.3	3.3	0.1	2.7	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)	x(7)	16.4
Germany ⁴	17.7	17.8	17.6	10.3	3.0	0.6	2.4	0.2	0.2	0.2	n	n	n	0.1	17.9
Greece	18.1	17.9	18.4	9.3	3.0	0.2	4.6	0.4	0.5	0.2	0.1	0.2	n	n	18.5
Hungary	16.3	16.2	16.3	8.1	4.1	0.4	2.0	1.2	1.0	1.5	n	0.4	0.1	0.8	17.5
Iceland	17.3	16.7	17.8	9.9	3.9	0.1	2.5	2.2	1.8	2.5	n	1.3	0.1	0.8	19.4
Ireland	17.5	17.5	17.5	11.0	2.8	1.3	3.9	0.4	0.4	0.4	n	n	0.1	0.3	17.9
Israel	15.4	15.1	15.7	8.8	2.8	0.1	2.5	0.4	0.3	0.5	n	n	n	0.4	15.8
Italy	17.0	16.5	17.4	8.2	m	n	3.0	0.1	0.1	0.1	0.1	m	n	n	17.1
Japan	15.8	m	m	9.2	m	n	m	0.4	m	m	m	m	n	m	16.2
Korea ³	17.7	18.5	16.8	9.0	2.9	a	4.8	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	17.7
Luxembourg ⁵	14.8	14.7	14.9	9.3	3.8	0.1	0.7	0.1	0.1	0.1	n	n	n	0.1	14.9
Mexico ³	14.9	14.7	15.0	10.5	2.0	a	1.4	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	14.9
Netherlands	17.4	17.4	17.4	10.3	3.4	n	2.7	0.4	0.4	0.5	n	0.1	n	0.3	17.8
New Zealand	15.3	15.0	15.6	10.2	2.8	0.2	2.1	2.9	2.7	3.0	n	0.9	0.5	1.5	18.2
Norway	16.9	16.7	17.2	10.0	3.6	0.1	2.3	1.0	0.8	1.2	n	0.2	n	0.7	17.9
Poland	15.3	15.1	15.6	8.9	3.0	0.1	1.7	2.9	2.5	3.4	n	0.5	0.4	2.0	18.2
Portugal ³	18.0	17.7	18.2	10.6	3.6	0.1	2.7	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)	x(7)	18.0
Slovak Republic	15.5	15.3	15.8	8.8	3.7	n	1.8	0.9	0.6	1.2	n	0.1	n	0.8	16.4
Slovenia	16.8	16.2	17.5	8.7	3.9	0.1	3.1	1.5	1.4	1.7	0.1	0.4	n	1.0	18.4
Spain	16.1	15.7	16.4	10.4	2.1	a	2.6	1.2	1.2	1.3	0.4	0.3	a	0.6	17.3
Sweden	16.2	15.9	16.5	9.1	3.2	0.1	1.8	3.0	2.4	3.7	0.7	0.9	n	1.4	19.2
Switzerland	16.6	16.6	16.5	9.6	3.4	0.1	1.8	0.6	0.7	0.5	n	n	0.1	0.5	17.2
Turkey ³	15.2	15.7	14.7	8.5	3.4	a	2.8	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	15.2
United Kingdom	15.7	15.4	15.9	9.5	4.2	n	1.9	1.0	0.8	1.1	0.1	0.2	n	0.6	16.6
United States	15.4	15.0	15.8	9.1	2.8	0.1	2.8	1.7	1.5	2.0	n	n	n	1.5	17.1
OECD average	16.5	16.3	16.7	9.5	3.3	0.2	2.6	1.2	1.1	1.4	0.1	0.4	0.1	0.7	17.4
EU21 average	16.7	16.5	17.0	9.3	3.5	0.2	2.5	1.1	1.0	1.2	0.1	0.3	0.1	0.6	17.7
Other G20															
Argentina ²	16.5	15.6	17.4	11.0	2.3	a	m	16.5	15.6	17.4	11.0	2.3	a	m	17.8
Brazil ³	16.3	16.0	16.5	10.1	3.1	a	1.8	16.3	16.0	16.5	10.1	3.1	a	1.8	16.3
China	12.4	12.3	12.6	8.1	m	m	1.0	12.4	12.3	12.6	8.1	m	m	1.0	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	14.2	14.2	14.2	10.5	1.9	a	1.2	14.2	14.2	14.2	10.5	1.9	a	1.2	14.2
Russian Federation	m	m	m	8.7	m	m	m	m	m	m	8.7	m	m	m	m
Saudi Arabia	m	m	m	8.3	m	a	1.7	m	m	m	8.3	m	a	1.7	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	15.7	15.6	15.9	9.6	m	m	2.3	6.6	7.1	7.5	4.8	m	m	0.9	m

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

2. Year of reference 2009.


3. Full time + Part time.

4. Excludes advanced research programmes.

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

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: UNESCO Institute for Statistics. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

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