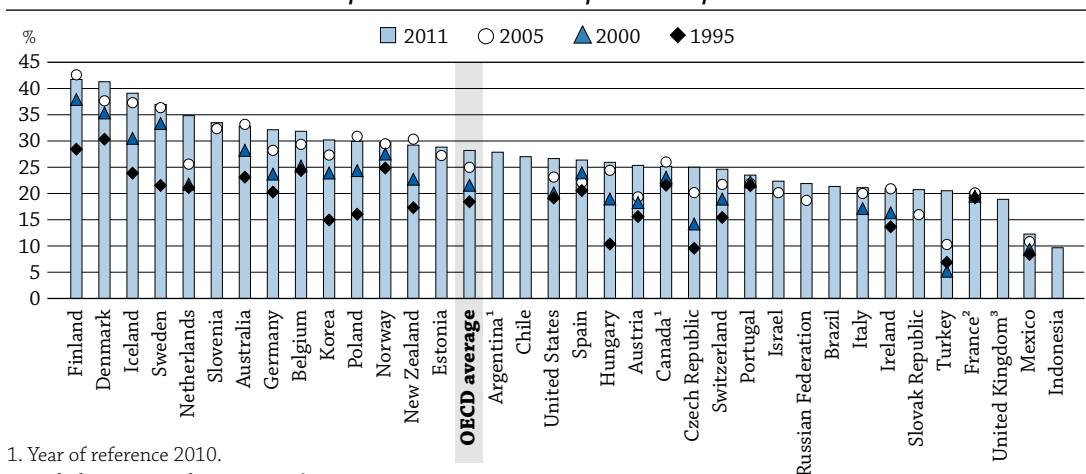


WHO PARTICIPATES IN EDUCATION?

- Access to education for 5-14 year-olds is universal in all OECD and other G20 countries with available data.
- In 2011, enrolment rates among 15-19 year-olds were greater than 75% in 31 of the 39 OECD and G20 countries with available data.
- More than 20% of 20-29 year-olds in all OECD countries, except Mexico and the United Kingdom, participated in education in 2011.
- From 1995 to 2011, enrolment rates among 20-29 year-olds increased by more than 10 percentage points on average across OECD countries with available data.

Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2000, 2005 and 2011)
Full-time and part-time students in public and private institutions



1. Year of reference 2010.

2. Excludes overseas departments for 1995.

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

Countries are ranked in descending order of the enrolment rates of 20-29 year-olds in 2011.

Source: OECD. Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table C1.2.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847317>

Context

In times of economic hardship, the advantage of education for labour-market prospects becomes even clearer. Education systems in OECD and most G20 countries now provide universal access to basic education, such that both pre-primary and upper secondary education are becoming universal in most countries (see Indicator C2). The expansion of upper secondary education has been driven by both 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. While the same changes have been made to tertiary education, participation rates at this higher level of education are significantly lower.

Upper secondary education has become the minimum qualification for a smooth and successful transition into the labour market, and lowers the risk of unemployment (see Indicator A7). Successful completion of upper secondary programmes is vital for addressing equity issues (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 that education systems provide the skills students need to make them employable in the short term, and the generic skills and knowledge to enable them to pursue increasingly flexible pathways through lifelong learning during their working lives (OECD, 2010b).

In most OECD countries, upper secondary education is the last phase of compulsory education that equips students with the minimum knowledge and skills needed to enter the labour market and to become more engaged citizens. Skills have become the global currency of 21st-century economies. Without sufficient investment in skills, people languish on the margins of society, technological progress does not translate into productivity growth, and countries can no longer compete in an increasingly knowledge-based global economy (OECD, 2013).

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. But the pressures on these countries' education budgets, particularly in light of the current economic situation, are likely to intensify. The potentially greater prevalence of skilled workers could lead to skills mismatches and lower private and public returns on education (see Indicator A9). However, the deep structural changes that have occurred in the global labour market over the past decades suggest that individuals in increasingly better-educated populations will continue to gain a solid foothold in the labour market as long as economies keep evolving to become more knowledge-based.

■ Other findings

- **Under 2011 enrolment conditions, a 5-year-old in an OECD country can expect to participate in more than 17 years of full-time and part-time education, on average, before reaching the age of 40.** The expected duration of education ranged from 14 years in Luxembourg (where student mobility is high) and 15 years in Mexico to more than 19 years in Finland, Iceland, Denmark and Sweden.
- **Across OECD countries in 2011, at least 90% of the population participated in an average of 13 years of formal education.** Fifteen out of 33 countries with available data were above this average whereas 9 of those 33 countries were below the average.

■ Trends

Between 2000 and 2011, enrolment rates for 15-19 year-olds increased steadily by around 8 percentage points, from an average 76% in 2000 to 84% in 2011, in nearly all OECD countries. While the rates increased by more than 30 percentage points during this period in Turkey, and by around 15 percentage points in Hungary, Mexico and Portugal, they remained virtually unchanged in Austria, Canada (data available only up to 2010), Finland, Greece, Israel, Norway, Sweden and Switzerland. In France, the enrolment rate for this age group decreased from 87% to 84% during this period (Table C1.2 and Chart C1.2). In 2011, enrolment rates for 15-19 year olds were still below 80% in Austria, Chile, Israel, Mexico, Turkey and the United Kingdom.

Analysis

In 19 of the 33 OECD countries with available data in 2011, full enrolment in education (defined here as enrolment rates exceeding 90% of the population of the age range covering a certain level of studies) begins between ages 3 and 4; in the other 14 countries, full enrolment starts between ages 5 and 6. 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, on average, across EU countries (78%) than across other OECD countries (72%) (Table C1.1a and see Indicator C2). In Belgium, France, Iceland, Norway and Spain, enrolment of 3-4 year-olds reached 95% or more in 2011.

Box C1.1. Expected years in education

Based on 2011 enrolment patterns, children entering education can expect to spend an additional year in education for each year of age at which there is full enrolment in the country in which they attend school.

The estimation of expected years in education comprises enrolment in all forms of formal education, including non-continuous and incomplete participation. Thus, based on 2011 enrolment patterns, a 5-year-old in an OECD country can expect to participate in education for more than 17 years, on average, before reaching the age of 40. More specifically, this person can expect to be enrolled in full-time studies for 16.5 years: 9.4 years in primary and lower secondary education, 3.4 years in upper secondary education, and 2.7 years in tertiary education. This same student can also expect to participate in an additional 1.2 years of part-time studies, mainly at the tertiary level. Women can expect to be enrolled in full-time education for 16.7 years while men can expect to be enrolled for 16.3 years, on average. Among countries with available data, the expected number of years in education ranges from 13.6 years in Indonesia to more than 19 years in Denmark, Iceland and Sweden, and almost 20 years in Finland (Table C1.6a).

Enrolment in an education programme is not limited to a particular age group. Based on data for 2011, Australia, Belgium, Finland, Iceland and New Zealand show significant shares of their adult populations – particularly adults who are 40 and over – participating in education. This is explained by larger part-time enrolments and by lifelong learning programmes in these countries. For instance, credit-based systems in Sweden allow adults to participate in formal education as a way to improve 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 estimation is not comparable to educational attainment, and may also differ from projections of future attainment, because the time spent in a given programme may change within the population.

Participation in compulsory education

Compulsory education varies across countries. In 2011, the typical starting age for compulsory education ranged from age 4 in Luxembourg and Mexico to age 7 in Estonia, Finland, the Russian Federation, South Africa and Sweden. In the United Kingdom and the United States, the typical starting age ranged between ages 4 to 5 and ages 4 to 6, respectively. Compulsory education comprises primary and lower secondary programmes in all OECD countries, and upper secondary education in most of these countries. Between ages 5 and 14, enrolment rates are higher than 90%, i.e. there is universal coverage of basic education in all OECD and other G20 countries. In most countries except Chile, China, Indonesia and the Russian Federation, enrolment rates in 2011 were higher than 95% (Table C1.1a).

Participation in upper secondary education

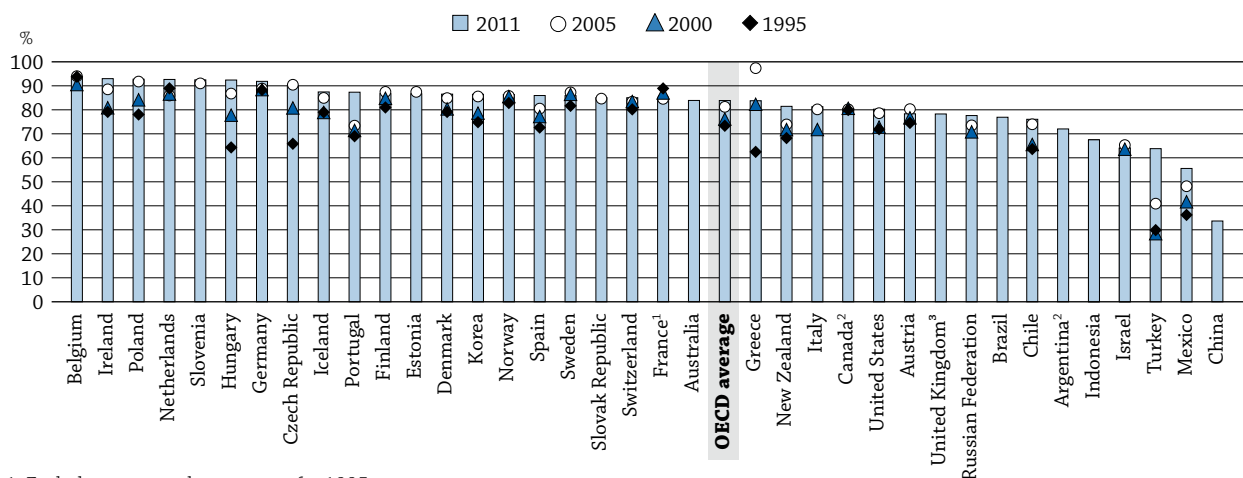
In recent years, countries have increased the diversity of their upper secondary programmes. This diversification has been driven by the increasing demand for upper secondary education and an evolution of the curriculum from general knowledge taught in general programmes and practical skills reserved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

Based on 2011 data, enrolment rates among 15-19 year-olds, i.e. those normally in upper secondary programmes or in transition to upper levels of education, was at least 80% in 26 of the 39 OECD and G20 countries with available data, and higher than 90% in Belgium, the Czech Republic, Germany, Hungary, Ireland, the Netherlands, Poland and Slovenia (Table C1.1a). By contrast, the proportion of people in this age group who are not enrolled in education exceeds 20% in Argentina, Austria, Brazil, Chile, the Russian Federation and the United Kingdom. In Indonesia, Israel (due to conscription) and Turkey, this proportion is greater than 30%, while in Mexico and China this proportion exceeds 40% and 60%, respectively (Table C1.1a and Chart C1.2).

Enrolment rates among 15-19 year-olds in OECD countries increased by 10.5 percentage points on average between 1995 and 2011. This is mostly due to a convergence of enrolment rates in OECD countries in the past 16 years. While the rates increased by more than 20 percentage points during this period in the Czech Republic, Greece, Hungary and Turkey, and by nearly 15 percentage points or more in Mexico, Poland and Portugal, they have remained virtually unchanged in Belgium, Canada (data only up to 2010), and Israel (Table C1.2 and Chart C1.2).

In all countries with available data, at least 90% of 15-16 year-olds are enrolled in upper secondary education (except in Argentina for 16-year-olds, China, Indonesia, Mexico, the Russian Federation and Turkey). In most OECD and other G20 countries, the sharpest decline in enrolment rates occurs at the end of upper secondary education.

Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2000, 2005 and 2011)
Full-time and part-time students in public and private institutions



1. Excludes overseas departments for 1995.

2. Year of reference 2010.

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

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds in 2011.

Source: OECD. Argentina, China and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table C1.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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In 2011, more than 90% of both 15- and 16- year-olds in 30 of the 37 countries with available data were enrolled in upper secondary education. In Argentina, Brazil and the Russian Federation, enrolment rates for these ages exceeded 85% (except among 16-year-olds in Argentina and the Russian Federation, where enrolment rates were 83% and 69%, respectively). Enrolment rates for these ages varied more widely in other countries. For example, in Indonesia, 90% of 15-year-olds and 77% of 16-year-olds were enrolled. In China, 58% of 15-year-olds and only 42% of 16-year-olds were enrolled.

The variety of enrolment rates in upper secondary education reflects different completion requirements or age limits. For example, Belgium, Germany and Portugal allow older students to complete upper secondary education on a part-time basis. In the Netherlands, students older than 20 can participate in upper secondary vocational programmes. These policies, combined with other factors, such as longer programmes, grade repetition, and late entry into the labour market or participation in education while employed, among others, have resulted in larger numbers of older students participating in upper secondary education (see Indicator A2). Consequently, in some OECD countries, around one in four 20-year-olds is still enrolled in upper secondary education. This is the case in Denmark (34%), Germany (24%), Iceland (35%), Luxembourg (27%) and the Netherlands (29%) (Table C1.1b, available on line).

Vocational education and training (VET) programmes

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

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

In around one-third of the countries for which 2011 data is available, more than 50% of students in upper secondary education – and at least 70% of these students in Austria, Belgium, the Czech Republic, Finland and the Slovak Republic – participate in pre-vocational or vocational programmes. In the other two-thirds of countries, more than 50% of upper secondary students are enrolled in general programmes rather than in VET. This proportion is larger than 75% in Argentina, Brazil, Canada, Japan, Korea and Mexico. Only about one-quarter of the countries also offer pre-vocational courses at the upper secondary level. Among them, Ireland (33%) and the Russian Federation (23%) have significant proportions of students enrolled at this level (Table C1.3).

When looking at enrolment of the 15-19 year-olds in VET programmes at the upper secondary level it appears that the Czech Republic is the country who attracts the most with more than 50%. Countries with enrolments superior to 40% in this age group include Austria, Belgium, Italy, the Slovak Republic and Slovenia.

In most countries, vocational education at the upper secondary level is school-based only. However in a number of countries a programme that combines both school and work is also offered. Some 60% of all upper secondary students in Switzerland are enrolled in these combined vocational programmes as are more than 30% of all upper secondary students in Austria, the Czech Republic, Denmark and Germany (Table C1.3).

Participation of young adults in education

In 2011, an average of 28% of 20-29 year-olds in OECD countries were enrolled in some type of education. The highest proportions of this age group enrolled in education (more than 40%) are found in Denmark, Finland and Greece. In Iceland, the Netherlands and Sweden, the proportion equalled or exceeded 35%. Meanwhile, in Indonesia, Mexico and Saudi Arabia, less than 15% of adults in this age group were enrolled (Table C1.1a and Chart C1.1).

Over the past 16 years, the enrolment rate for this segment of the population has grown by close to 10 percentage points on average across OECD countries. In the Czech Republic, Greece, Hungary, Iceland, Korea and Sweden, these rates have increased by more than 15 percentage points during this period, while they have grown by less than five percentage points in Canada, France, Mexico, Norway and Portugal (Table C1.2 and Chart C1.1).

In most of the countries analysed, 20-year-olds are typically enrolled in tertiary education. In 2011, an average of more than 37% of 20-year-olds in OECD countries was enrolled in tertiary education. In Korea, almost seven in ten 20-year-olds were enrolled in this level of education, whereas in Belgium, Slovenia and the United States, more than one in two people of this age were enrolled. By contrast, 20% or less of 20-year-olds in Brazil, Denmark, Israel and Switzerland were enrolled in tertiary education (Table C1.1b, available on line).

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

Gender differences

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

In 2011, an average of 83% of 15-19 year-old boys and 85% of girls the same age across OECD countries were enrolled in education. In most OECD and G20 countries, enrolment rates were higher for girls than for boys in this age group. The widest gender gap at this age was found in Argentina, where 79% of girls and only 66% of boys were enrolled in education. Canada, Israel, the Russian Federation, Slovenia and the United States each show a gender gap in enrolment rates of more than five percentage points in favour of girls. A gender gap in enrolment rates that favours boys is observed in Indonesia (a one percentage-point difference) and Switzerland (a three percentage-point difference). In Turkey, the enrolment rate of 15-19 year-old boys is six percentage points higher than that of girls of the same age. In Denmark, Hungary and Sweden, there is little, if any, gender gap for this age group.

Among 20-29 year-olds, the gender gap in enrolment rates is wider. On average, 30% of women and 26% of men this age participate in education in OECD countries. As with 15-19 year olds, the enrolment rate among women is higher than that among men in most OECD and G20 countries, but in fewer countries than observed for the younger cohort. There are also larger differences within countries. In Slovenia for instance, 42% of women are enrolled while only 26% of men are. In Argentina and Sweden, the enrolment rate for women is 10 percentage points higher than that for men. The 16 percentage-point gap between men's and women's enrolment rates in Korea in 2011 is linked to delayed graduation among men completing their mandatory military service.

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

Part-time studies

Students in tertiary education are more likely to enrol full time rather than part time, regardless of their choice of programme (tertiary-type A or B). Students may opt for part-time studies because they may also participate in the labour market at the same time, because of family constraints (particularly for women), because of preferences for different fields of education, or for other reasons. In 2011, 73% of students enrolled in tertiary type-B education were enrolled full time, while only 27% were enrolled part time, on average across OECD countries. In tertiary-type A and advanced research programmes, 78% of students were enrolled full time while 22% were enrolled part time (Table C1.5).

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

Meanwhile, more than 50% of students in tertiary-type A and advanced programmes in Poland, the Russian Federation and Sweden chose to enrol part time – far more than the OECD average of 22%. In Argentina, Finland, Hungary, New Zealand, the Slovak Republic and the United States, more than 30% of students at these levels of education also chose part-time enrolment.

The relative size of the public and private sectors

In most countries, public institutions provide most education, from primary through tertiary levels. On average across OECD countries in 2011, almost 89% of primary students, 86% of lower secondary students and 81% of upper secondary students are enrolled in public schools. Some 97% of all lower secondary students and 95% of all upper secondary students attended either public or government-dependent private institutions.

Fully private educational institutions increase their share of students enrolled as the level of studies increase. For example, slightly less than 3% of primary students are enrolled in fully private institutions while slightly more than 3% of lower secondary and more than 5% of upper secondary students are. The proportions of students enrolled in private tertiary institutions are considerably larger. Some 20% of students enrolled in tertiary-type B programmes and 15% of students enrolled in tertiary-type A and advanced research programmes are enrolled in fully private institutions. When considering tertiary-level fully private and government-dependent private institutions together, more than 41% of students are enrolled in type B programmes and at least 29% of students are enrolled in type A and advanced research programmes (Tables C1.4 and C1.5).

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

Definitions

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

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

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

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

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

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

Vocational 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 2010-11 and are based on the UOE data collection on education systems administered annually by the OECD.

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

Net enrolment rates, expressed as percentages in Tables C1.1a and C1.2, are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group. In Table C1.1b, available on line, the net enrolment rate is calculated for students at a particular level of education.

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

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

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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Indicator C1 Tables

Table C1.1a Enrolment rates, by age (2011)

StatLink  <http://dx.doi.org/10.1787/888932850281>

WEB Table C1.1b Transition characteristics from age 15 to 20, by level of education (2011)

StatLink  <http://dx.doi.org/10.1787/888932850300>

Table C1.2 Trends in enrolment rates (1995-2011)


StatLink  <http://dx.doi.org/10.1787/888932850319>

Table C1.3 Upper secondary and post-secondary non-tertiary enrolment patterns (2011)


StatLink  <http://dx.doi.org/10.1787/888932850338>

Table C1.4 Students in primary and secondary education, by percent share in type of institution or mode of enrolment (2011)


StatLink  <http://dx.doi.org/10.1787/888932850357>

Table C1.5 Students in tertiary education, by percent share in type of institution or mode of enrolment (2011)


StatLink  <http://dx.doi.org/10.1787/888932850376>

Table C1.6a Expected years in education from age 5 through age 39 (2011)

StatLink  <http://dx.doi.org/10.1787/888932850414>

WEB Table C1.6b Expected years in education from the age of 5 (2011)

StatLink  <http://dx.doi.org/10.1787/888932850433>

WEB Table C1.6c Expected years in tertiary education (2011)

StatLink  <http://dx.doi.org/10.1787/888932850452>

Table C1.1a. Enrolment rates, by age (2011)
Full-time and part-time students in public and private institutions

		Starting age of compulsory education	Ending age of compulsory education	Number of years at which over 90% of the population 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 to 14	Ages 15 to 19	Ages 20 to 29	Ages 30 to 39	Ages 40 and over	
									M+W	M+W	M+W		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(11)	(14)	(17)	
OECD	Australia	6	17	12	5 - 16	a	40	99	84	33	13	4.9	
	Austria	6	15	13	4 - 16	4	76	98	78	25	6	0.9	
	Belgium	6	18	16	3 - 18	17	99	99	94	32	9	4.0	
	Canada ²	6	16-18	12	6 - 17	a	24	99	81	25	6	1.1	
	Chile	6	18	11	6 - 16	2	59	94	76	27	5	0.7	
	Czech Republic	6	15	13	5 - 17	6	72	98	90	25	4	0.5	
	Denmark	6	16	14	3 - 16	a	94	99	87	41	8	1.6	
	Estonia	7	16	14	4 - 17	n	88	96	87	29	7	0.8	
	Finland	7	16	13	6 - 18	a	53	96	87	42	16	3.6	
	France	6	16	15	3 - 17	5	99	99	84	20	3	x(14)	
	Germany	6	18	15	4 - 18	8	93	99	92	32	4	n	
	Greece	5	14-15	13	5 - 17	n	27	100	84	40	2	n	
	Hungary	5	18	14	4 - 17	2	84	98	92	26	4	0.7	
	Iceland	6	16	14	3 - 16	a	96	99	87	39	13	3.4	
	Ireland	6	16	14	4 - 18	n	70	100	93	21	3	1.1	
	Israel	6	17	12	4 - 16	n	90	97	64	22	6	1.0	
	Italy	6	16	14	3 - 16	5	94	99	81	21	3	n	
	Japan	6	15	14	4 - 17	n	85	100	m	m	m	m	
	Korea	6	14	11	6 - 17	32	82	99	86	30	2	n	
	Luxembourg ³	4	15	12	4 - 15	1	83	96	m	m	m	m	
	Mexico	4	15	11	4 - 14	n	72	100	56	12	4	0.7	
	Netherlands	5	18	14	4 - 17	n	93	100	93	35	5	1.5	
	New Zealand	5	16	13	4 - 16	n	90	100	81	29	11	4.1	
	Norway	6	16	15	3 - 17	a	96	100	86	30	7	1.7	
	Poland	5	16	13	6 - 18	2	57	95	93	30	5.1	x(14)	
	Portugal	6	18	13	5 - 17	n	82	100	87	24	7	2.2	
	Slovak Republic	6	16	12	6 - 17	2	66	96	85	21	4	0.7	
	Slovenia	6	14	14	5 - 18	n	86	97	92	34	4	0.6	
	Spain	6	16	14	3 - 16	29	99	99	86	26	5	1.2	
	Sweden	7	16	16	3 - 18	a	93	97	86	37	14	2.8	
	Switzerland	5-7	15	13	5 - 17	n	22	99	85	25	4	0.5	
	Turkey	6	14	8	6 - 13	n	12	95	64	21	3	n	
	United Kingdom	4-5	16	13	4 - 16	3	91	100	78	19	6	1.7	
	United States	4-6	17	11	6 - 16	n	64	96	80	27	7	1.5	
	OECD average		6	16	13	4 - 16	3	74	99	84	28	6	1.5
	EU21 average		6	16	14	4 - 16	4	81	98	87	29	6	1.3
Other G20	Argentina ²	5	17	11	5 - 15	n	56	100	72	28	8	1.5	
	Brazil	6	17	10	6 - 15	9	47	95	77	21	8	2.3	
	China	m	m	m	m	m	m	m	34	n	m	m	
	India	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	15	6	7 - 14	3	17	93	67	10	n	n	
	Russian Federation	7	17	9	7 - 15	18	73	92	78	22	4	n	
	Saudi Arabia	6	11	m	m	m	m	m	m	m	m	m	
	South Africa	7	15	m	m	m	m	m	m	m	m	m	
	G20 average		m	m	m	m	m	m	74	m	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 group are available for consultation on line (see *StatLink* below).

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

2. Year of reference 2010.

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

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

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


StatLink  <http://dx.doi.org/10.1787/888932850281>

Table C1.2. **Trends in enrolment rates (1995-2011)**

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

		15-19 year-olds						20-29 year-olds					
		Students as a percentage of the population of this age group						Students as a percentage of the population of this age group					
		1995	2000	2005	2009	2010	2011	1995	2000	2005	2009	2010	2011
OECD	Australia	m	m	m	80	81	84	23	28	33	32	32	33
	Austria	75	77	80	79	78	78	16	18	19	23	25	25
	Belgium	94	91	94	93	93	94	24	25	29	30	30	32
	Canada	80	81	80	81	81	m	22	23	26	25	25	m
	Chile	64	66	74	73	75	76	m	m	m	23	25	27
	Czech Republic	66	81	90	89	90	90	10	14	20	23	24	25
	Denmark	79	80	85	84	85	87	30	35	38	37	38	41
	Estonia	m	m	87	85	87	87	m	m	27	26	28	29
	Finland	81	85	87	87	87	87	28	38	43	41	42	42
	France	89	87	85	84	84	84	19	19	20	19	20	20
	Germany	88	88	89	88	89	92	20	24	28	30	31	32
	Greece	62	82	97	m	83	84	13	16	24	m	40	40
	Hungary	64	78	87	90	92	92	10	19	24	25	25	26
	Iceland	79	79	85	85	88	87	24	31	37	35	38	39
	Ireland	79	81	89	92	96	93	14	16	21	19	21	21
	Israel	m	64	65	64	65	64	m	m	20	22	22	22
	Italy	m	72	80	82	83	81	m	17	20	21	21	21
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	75	79	86	87	86	86	15	24	27	29	30	30
	Luxembourg	73	74	72	m	77	m	m	5	6	m	13	m
	Mexico	36	42	48	52	54	56	8	9	11	11	12	12
	Netherlands	89	87	86	90	91	93	21	22	26	29	30	35
	New Zealand	68	72	74	81	79	81	17	23	30	32	30	29
	Norway	83	86	86	86	86	86	25	28	29	29	29	30
	Poland	78	84	92	93	93	93	16	24	31	31	30	30
	Portugal	69	71	73	85	86	87	22	22	22	24	24	24
	Slovak Republic	m	m	85	85	85	85	m	m	16	20	21	21
	Slovenia	m	m	91	91	92	92	m	m	32	34	34	34
	Spain	73	77	81	81	84	86	21	24	22	22	24	26
	Sweden	82	86	87	87	86	86	22	33	36	34	36	37
	Switzerland	80	83	83	85	85	85	15	19	22	23	24	25
	Turkey	30	28	41	53	56	64	7	5	10	15	20	21
	United Kingdom	m	m	m	74	77	78	m	m	m	17	18	19
	United States	72	73	79	81	82	80	19	20	23	24	26	27
	OECD average	73	76	81	82	83	84	18	22	25	26	27	28
	OECD average for countries with data available for all reference years	73	77	82	83	83	85	18	22	26	27	28	29
	EU21 average	78	81	86	86	87	87	19	22	25	27	27	29
Other G20	Argentina	m	m	m	70	72	m	m	m	m	27	28	m
	Brazil	m	m	m	75	76	77	m	m	m	21	20	21
	China	m	m	m	m	33	34	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	62	60	67	m	m	m	m	m	10
	Russian Federation	m	71	74	m	m	78	m	m	19	m	m	22
	Saudi Arabia	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
G20 average		m	m	m	m	73	74	m	m	m	m	m	m

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

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

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


StatLink  <http://dx.doi.org/10.1787/888932850319>

Table C1.3. Upper secondary and post-secondary non-tertiary enrolment patterns (2011)*Enrolment rates in public and private institutions, by programme orientation, age group, and intensity*

		Upper secondary education							Post-secondary non-tertiary education						
		Share of students by orientation				Enrolment rates in pre-vocational and vocational among 15-19 year-olds			Share of students by orientation				Enrolment rates in pre-vocational and vocational among 15-19 year-olds		
		General	Pre-vocational	Vocational	of which vocational combined school- and work-based	Full-time + part-time	Part-time	of which combined work- and school-based	General	Pre-vocational	Vocational	of which combined school- and work-based	Full-time + part-time	Part-time	of which combined work- and school-based
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
OECD	Australia	51	a	49	m	8	7	m	a	a	100	m	2	1	m
	Austria	24	6	70	35	47	m	21	a	a	100	20	6	m	1
	Belgium	27	a	73	3	41	2	2	1	a	99	19	3	1	1
	Canada ¹	94	x(3)	6	a	m	m	m	m	m	m	m	m	m	m
	Chile	67	a	33	m	21	x(5)	m	a	a	a	a	a	a	a
	Czech Republic	27	n	73	32	52	n	23	39	n	61	6	2	n	n
	Denmark	54	a	46	45	15	n	15	100	a	a	a	a	a	a
	Estonia	66	a	34	n	19	n	n	a	a	100	4	3	n	n
	Finland	30	a	70	12	30	a	m	a	a	100	71	n	a	m
	France	55	a	45	12	25	m	7	37	n	63	2	n	m	n
	Germany	51	a	49	43	18	n	m	25	a	75	m	4	m	m
	Greece	68	a	32	a	16	1	a	a	a	100	a	1	n	m
	Hungary	74	10	17	17	20	n	13	a	a	100	a	5	1	a
	Iceland	66	2	32	14	m	m	6	n	n	100	15	n	n	n
	Ireland	66	33	1	a	15	m	a	a	a	100	15	7	1	1
	Israel	62	a	38	4	22	n	2	89	11	a	a	n	n	a
	Italy	40	a	60	a	42	n	a	a	a	100	a	m	m	a
	Japan	77	1	22	a	13	n	a	a	a	a	a	m	m	a
	Korea	79	a	21	a	12	n	a	a	a	a	a	a	a	a
	Luxembourg	39	a	61	14	36	n	8	a	a	100	n	1	n	n
	Mexico	91	a	9	a	3	n	a	a	a	a	a	a	a	a
	Netherlands	31	a	69	m	29	n	m	a	a	100	a	n	n	n
	New Zealand	71	6	23	a	8	5	a	19	1	80	a	3	2	a
	Norway	47	a	53	15	30	1	8	11	a	89	a	1	n	a
	Poland	52	a	48	7	32	1	4	a	a	100	a	4	3	a
	Portugal	58	4	39	a	22	m	a	a	a	100	a	1	m	a
	Slovak Republic	29	a	71	29	49	n	20	a	a	100	a	n	n	a
	Slovenia	35	a	65	n	47	2	n	47	a	53	n	n	n	n
	Spain	55	a	45	2	13	1	1	a	a	a	a	a	a	a
	Sweden	44	1	55	n	36	n	n	16	n	84	n	1	n	n
	Switzerland	35	a	65	60	35	n	33	61	a	39	n	n	n	n
	Turkey ²	56	a	44	n	m	m	n	a	a	a	a	a	a	a
	United Kingdom	64	x(7)	36	m	19	1	m	a	a	a	a	a	a	a
	United States	m	m	m	m	m	m	m	a	a	100	m	m	m	m
	OECD average	54	2	44	12	26	1	10	40	6	89	17	2	1	n
	EU21 average	47	3	50	13	30	1	7	13	n	78	7	2	n	n
Other G20	Argentina ¹	82	a	18	a	8	n	a	a	a	a	a	a	a	a
	Brazil	86	a	14	a	3	x(5)	a	a	a	a	a	a	a	a
	China	48	x(3)	52	a	m	m	a	84	x(12)	16	a	m	a	a
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	58	a	42	a	17	m	a	a	a	a	a	m	a	a
	Russian Federation	48	23	29	m	9	m	m	a	a	100	m	m	m	a
	Saudi Arabia	m	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	m
G20 average		65	m	33	m	m	m	m	49	m	79	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 the 20-24 year-olds and in post-secondary non-tertiary vocational programmes for the 25-29 year-olds are available for consultation on line (see *StatLink* below).

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

1. Year of reference 2010.

2. Excludes ISCED 3C.

Source: OECD, Argentina, China and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932850338>

Table C1.4. **Students in primary and secondary education, by percent share in type of institution or mode of enrolment (2011)**

	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	31	a	64	36	m	65	35	n	83	17
Austria	94	6	x(2)	91	9	x(5)	90	10	x(8)	100	n
Belgium	46	54	m	39	61	m	43	57	m	80	20
Canada ²	94	6	x(2)	91	9	x(5)	94	6	x(8)	100	a
Chile	41	52	7	46	47	7	39	54	7	100	a
Czech Republic	98	2	a	97	3	a	86	14	a	100	n
Denmark	86	14	n	73	26	1	98	2	n	97	3
Estonia	96	a	4	96	a	4	97	a	3	95	5
Finland	98	2	a	95	5	a	82	18	a	100	a
France	85	14	1	78	22	n	69	31	1	100	m
Germany	96	4	x(2)	91	9	x(5)	92	8	x(8)	100	n
Greece	93	a	7	95	a	5	96	a	4	98	2
Hungary	91	9	a	90	10	a	78	22	a	95	5
Iceland	98	2	n	99	1	n	80	19	1	91	9
Ireland	99	a	1	100	a	a	98	a	2	100	n
Israel	78	22	a	84	16	a	93	7	a	100	a
Italy	93	a	7	96	a	4	89	6	5	99	1
Japan	99	a	1	93	a	7	69	a	31	99	1
Korea	99	a	1	82	18	a	55	45	a	100	a
Luxembourg	91	n	9	81	10	8	84	7	9	100	n
Mexico	92	a	8	89	a	11	83	a	17	100	a
Netherlands	100	a	n	97	a	3	92	a	8	97	3
New Zealand	98	n	2	95	n	5	83	9	8	91	9
Norway	98	2	x(2)	97	3	x(5)	88	12	x(8)	98	2
Poland	97	1	2	95	1	3	85	1	13	94	6
Portugal	88	4	8	84	6	10	78	5	17	100	m
Slovak Republic	94	6	n	94	6	n	86	14	n	99	1
Slovenia	100	n	n	100	n	n	96	2	2	94	6
Spain	68	28	4	69	28	3	79	12	9	91	9
Sweden	91	9	n	87	13	n	83	17	n	84	16
Switzerland	95	2	3	92	3	5	89	7	4	100	n
Turkey	98	a	2	a	a	a	97	a	3	100	m
United Kingdom	95	n	5	71	23	6	48	46	5	96	4
United States	91	a	9	92	a	8	92	a	8	100	a
OECD average	89	8	3	86	11	3	81	14	5	97	4
EU21 average	90	7	3	86	11	3	83	13	4	96	4
Other G20											
Argentina ²	76	18	6	78	17	6	71	21	8	100	n
Brazil	86	a	14	89	a	11	84	a	16	100	m
China	95	5	x(2)	92	8	x(5)	88	12	x(8)	98	2
India	m	m	m	m	m	m	m	m	m	m	m
Indonesia	83	a	17	64	a	36	51	a	49	100	a
Russian Federation	99	a	1	100	a	n	99	a	1	100	n
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average	91	11	m	85	18	m	78	23	m	98	3

1. Excludes independent private institutions.

2. Year of reference 2010.

Source: OECD, Argentina, China and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932850357>

Table C1.5. Students in tertiary education, by percent share in type of institution or mode of enrolment (2011)

		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	(14)		
OECD	Australia	72	20	9	96	a	4	45	55	54	56	71	29	28	30	
	Austria	73	27	x(2)	85	15	x(5)	m	m	m	m	m	m	m	m	
	Belgium ¹	42	58	m	44	56	m	63	37	40	35	83	17	19	16	
	Canada ²	m	m	m	m	m	m	88	12	11	13	77	23	21	24	
	Chile	5	3	93	26	21	54	m	m	m	m	m	m	m	m	
	Czech Republic	71	28	1	86	a	14	93	7	8	7	97	3	2	4	
	Denmark	97	3	1	98	2	n	65	35	32	38	90	10	9	12	
	Estonia	52	20	28	n	94	6	90	10	13	9	87	13	16	11	
	Finland	100	n	a	74	26	a	100	a	a	a	56	44	49	41	
	France	69	10	21	83	1	16	m	m	m	m	m	m	m	m	
	Germany	57	43	x(2)	94	6	x(5)	87	13	23	7	87	13	15	12	
	Greece	100	a	a	100	a	a	100	a	a	a	100	a	a	a	
	Hungary	51	49	a	87	13	a	75	25	20	27	66	34	30	38	
	Iceland	26	74	n	82	18	n	60	40	53	25	73	27	24	30	
	Ireland	98	a	2	95	a	5	74	26	21	33	88	12	12	13	
	Israel	36	64	a	10	76	14	100	a	a	a	83	17	17	18	
	Italy	86	a	14	92	a	2	100	a	a	a	m	m	m	m	
	Japan	8	a	92	25	a	75	97	3	2	3	91	9	7	12	
	Korea	2	a	98	25	a	75	m	m	m	m	m	m	m	m	
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Mexico	95	a	5	67	a	33	100	a	a	a	100	a	a	a	
	Netherlands	8	a	92	88	a	12	36	64	55	71	82	18	17	19	
	New Zealand	59	37	4	97	3	n	36	64	62	65	61	39	37	41	
	Norway	44	29	27	86	5	10	50	50	34	59	74	26	23	28	
	Poland	81	a	19	69	a	31	68	32	32	32	47	53	50	55	
	Portugal	100	a	n	78	a	22	m	m	m	m	m	m	m	m	
	Slovak Republic	75	25	n	83	n	17	79	21	16	23	65	35	30	38	
	Slovenia	78	5	17	88	7	5	57	43	44	42	79	21	22	21	
	Spain	79	14	7	86	n	14	94	6	4	8	73	27	29	26	
	Sweden	56	44	n	93	7	n	90	10	12	9	49	51	49	53	
	Switzerland	33	35	32	95	3	2	29	71	77	62	88	12	14	10	
	Turkey	97	a	3	94	a	6	100	n	n	n	100	n	n	n	
	United Kingdom	a	100	n	a	100	n	28	72	72	73	76	24	22	26	
	United States	78	a	22	70	a	30	48	52	51	52	66	34	31	36	
		OECD average	59	21	20	71	14	15	73	27	26	27	78	22	21	23
		EU21 average	68	21	12	75	16	8	76	24	23	24	76	24	23	24
Other G20	Argentina ²	61	16	23	79	a	21	95	5	7	4	54	46	46	45	
	Brazil	15	a	85	30	a	70	m	m	m	m	m	m	m	m	
	China	m	m	m	m	m	m	72	28	29	26	79	21	21	20	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	51	a	49	35	a	65	100	a	n	n	100	a	n	n	
	Russian Federation ³	95	a	5	83	a	17	67	33	36	31	48	52	48	54	
	Saudi Arabia	100	n	n	95	5	n	100	n	n	n	75	25	33	19	
	South Africa	100	m	m	100	m	m	100	n	n	n	100	m	n	n	
	G20 average	m	m	m	m	m	m	82	18	19	18	80	20	19	20	

1. Excludes independent private institutions.

2. Year of reference 2010.

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

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

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


StatLink  <http://dx.doi.org/10.1787/888932850376>

Table C1.6a. **Expected years in education from age 5 through age 39 (2011)**

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

		Full-time							Part-time ¹							Full-time + Part-time ¹
		All levels of education combined			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	Men + Women				M+W
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	15.4	15.1	15.8	10.9	1.8	0.1	2.5	3.4	3.3	3.1	0.6	1.2	0.4	1.0	18.8
	Austria	16.9	16.7	17.2	8.1	3.8	0.6	3.1	n	n	n	n	n	n	n	16.9
	Belgium	16.3	16.1	16.5	8.4	4.1	0.3	2.4	2.5	2.2	2.8	0.3	1.3	0.1	0.8	18.8
	Canada ²	15.4	15.0	15.7	12.4	x(4)	m	2.4	1.7	1.6	1.8	x(4)	x(4)	m	0.5	17.0
	Chile ³	16.4	16.4	16.5	8.0	3.8	a	3.6	m	m	m	m	m	a	m	16.4
	Czech Republic	17.4	17.0	17.8	9.0	3.8	0.3	2.9	0.5	0.4	0.7	n	n	0.3	0.1	17.9
	Denmark	18.6	18.2	19.0	10.6	3.8	n	3.2	0.6	0.5	0.7	n	0.3	n	0.3	19.2
	Estonia	16.7	16.1	17.3	8.9	2.9	0.4	2.8	0.8	0.7	0.9	0.1	0.3	n	0.4	17.5
	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	19.7
	France ³	16.5	16.1	16.8	9.3	3.3	0.1	2.8	m	m	m	m	m	m	m	16.4
	Germany	17.7	17.8	17.6	10.2	3.1	0.6	2.4	0.4	0.4	0.3	n	n	n	0.3	18.1
	Greece	18.3	18.1	18.5	9.2	3.1	0.1	4.9	0.3	0.4	0.2	0.1	0.2	n	n	18.6
	Hungary	16.3	16.3	16.3	8.0	4.2	0.4	2.0	1.2	1.0	1.4	n	0.4	0.1	0.7	17.5
	Iceland	17.5	17.0	18.0	9.9	4.0	0.1	2.7	2.0	1.7	2.3	n	1.1	0.1	0.8	19.5
	Ireland	16.9	16.9	17.0	10.9	2.6	0.9	3.7	0.6	0.6	0.5	n	n	0.3	0.3	17.5
	Israel	15.3	15.2	15.6	8.7	2.8	0.1	2.6	0.4	0.3	0.4	n	n	n	0.4	15.7
	Italy	16.9	16.5	17.4	8.1	m	n	3.0	0.1	0.1	0.1	0.1	m	n	n	17.0
	Japan	15.8	m	m	9.1	m	n	m	0.4	m	m	n	m	n	m	16.2
	Korea ³	17.5	18.3	16.7	9.1	2.8	a	4.8	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	17.5
	Luxembourg ⁴	14.1	14.1	14.2	9.2	3.8	0.1	m	n	n	n	n	n	n	m	14.1
	Mexico ³	15.2	15.1	15.3	10.7	2.0	a	1.5	x(1)	x(2)	x(3)	x(4)	x(5)	a	x(7)	15.2
	Netherlands	17.9	17.9	17.9	10.3	3.5	n	3.0	0.7	0.7	0.8	n	0.2	n	0.5	18.6
	New Zealand	15.4	15.0	15.7	10.2	2.8	0.2	2.1	2.8	2.6	3.0	n	0.9	0.4	1.4	18.1
	Norway	16.9	16.7	17.2	10.0	3.5	0.1	2.4	1.0	0.8	1.2	n	0.2	0.1	0.7	17.9
	Poland	15.5	15.2	15.7	8.9	3.0	0.1	1.8	2.9	2.3	3.4	n	0.5	0.4	1.9	18.3
	Portugal ³	17.8	17.6	18.0	10.4	3.5	0.1	2.8	x(1)	x(2)	x(3)	x(4)	x(5)	x(6)	x(7)	17.8
	Slovak Republic	15.5	15.3	15.8	8.8	3.7	n	1.8	0.9	0.6	1.1	n	0.1	n	0.8	16.4
	Slovenia	16.9	16.1	17.7	8.7	3.9	0.1	3.1	1.4	1.2	1.6	0.1	0.4	n	0.8	18.3
	Spain	16.2	16.0	16.5	10.3	2.2	a	2.7	1.3	1.3	1.4	0.4	0.3	a	0.6	17.6
	Sweden	16.1	15.8	16.4	9.0	3.2	0.1	1.8	3.1	2.5	3.7	0.7	0.9	n	1.4	19.2
	Switzerland	16.6	16.6	16.5	9.5	3.4	0.1	1.9	0.6	0.7	0.5	n	n	0.1	0.5	17.1
	Turkey ³	16.0	16.4	15.5	8.6	3.7	a	3.0	n	n	n	n	n	a	n	16.0
	United Kingdom	15.5	15.3	15.8	9.4	4.2	m	1.9	1.0	0.9	1.2	0.2	0.2	m	0.6	16.6
	United States	15.3	14.9	15.7	9.0	2.7	m	2.8	1.8	1.6	2.0	n	n	m	1.5	17.1
	OECD average	16.5	16.3	16.7	9.4	3.4	0.2	2.7	1.2	1.1	1.4	0.1	0.3	0.1	0.7	17.5
	EU21 average	16.8	16.5	17.0	9.3	3.5	0.2	2.7	1.0	0.9	1.2	0.1	0.3	0.1	0.6	17.7
Other G20	Argentina ²	16.9	16.0	17.9	11.1	2.3	a	m	1.2	1.1	1.3	n	n	a	m	18.1
	Brazil ³	16.3	16.0	16.6	9.9	3.1	a	2.0	n	n	n	n	n	a	n	16.3
	China	m	12.8	m	8.4	2.3	m	1.1	m	1.0	m	n	0.2	m	m	14.2
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	13.6	13.7	13.6	9.8	2.1	a	1.3	n	n	n	n	n	a	n	13.6
	Russian Federation ⁵	12.5	12.4	12.7	8.5	2.0	x(5)	2.6	3.3	3.0	4.0	a	m	m	1.8	m
	Saudi Arabia	m	m	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	m	m
G20 average		m	15.4	m	9.7	m	m	2.4	m	1.1	m	m	0.2	m	m	16.5

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

2. Year of reference 2010.

3. Full-time + Part-time.


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

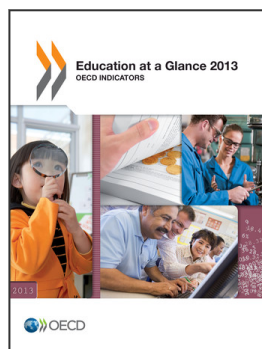
5. Enrolments in ISCED 3B are included in indicators for tertiary education.

Source: OECD, Argentina, China and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932850414>



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