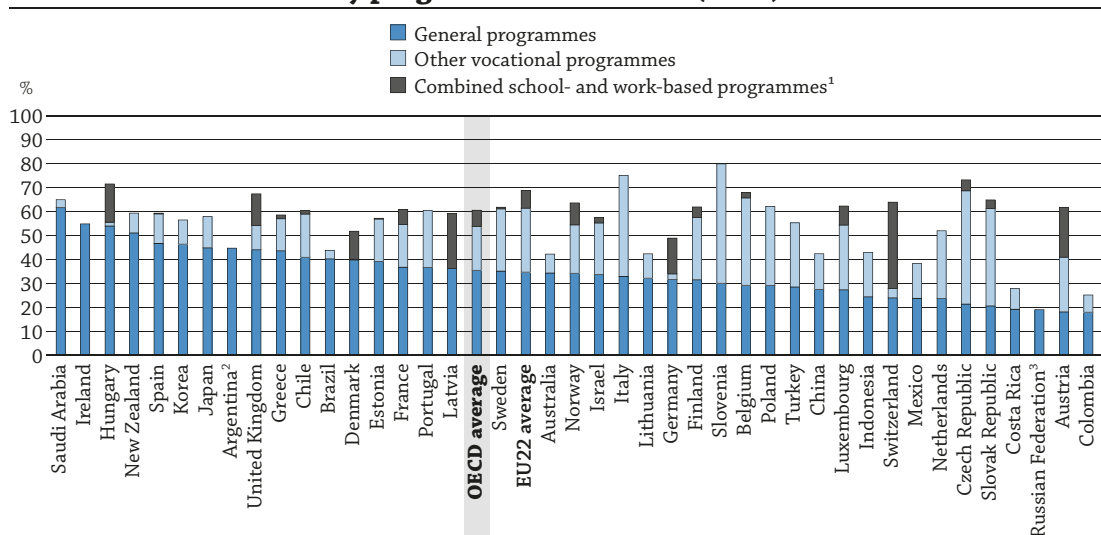


## WHO PARTICIPATES IN EDUCATION?

- On average, across OECD countries in 2014, 35% of 15-19 year-olds were enrolled in general upper secondary education programmes, and 25% were enrolled in vocational upper secondary education programmes. More than 60% of all upper secondary students in this age group were enrolled in vocational programmes in Austria, the Czech Republic, the Slovak Republic, Slovenia and Switzerland.
- Across OECD countries, between 2005 and 2014, the average enrolment rate of 20-24 year-olds in tertiary education increased from 29% to 33%. Denmark saw the largest increase (10 percentage points), followed by Germany (8 percentage points).
- On average across OECD countries, 40% of upper secondary students older than 25 were enrolled in part-time programmes, compared to 9% for all age groups. In Belgium, Hungary, Poland and Slovenia, virtually all students in this age group enrolled in upper secondary education were in part-time programmes.

**Figure C1.1. Upper secondary enrolment rates of 15-19 year-olds, by programme orientation (2014)**



1. Estimate based on the enrolment rate to vocational programmes and the share of students in school- and work-based programmes over the total vocational enrolment for all ages. The enrolment rate of 15-19 year-olds to combined school- and work based programmes is likely to be over-estimated, as these programmes often target older students.

2. Year of reference 2013.

3. Enrolments in upper secondary vocational programmes (ISCED 3-Vocational) are partially included in indicators for post-secondary non-tertiary and tertiary education.

Countries are ranked in descending order of the share of students enrolled in general programmes.

Source: OECD, Table C1.3a. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

Paths through the education system can be diverse both across countries and for different individuals within the same country. The early phases of experience in the education system (excluding early childhood education) are probably the most similar across countries. At this stage, education is usually compulsory and not very differentiated, as pupils progress through primary and lower secondary education. But people have different abilities, needs and preferences, so most education systems try to offer different types of education programmes and modes of participation, especially at the more advanced levels of education (upper secondary and beyond) and for adults.

Ensuring that people have suitable opportunities to attain adequate levels of education is a critical challenge. Successful completion of upper secondary programmes is vital to address equity issues (OECD, 2010a; OECD, 2011), but graduation rates vary widely among OECD countries (see Indicator A2).

Developing and strengthening both general and vocational education at the upper secondary level can make education more inclusive and appealing to individuals with different preferences and inclinations. In many education systems, vocational education and training (VET) enables some adults to reintegrate into a learning environment and develop skills that will increase their employability. In addition, VET programmes are often chosen by students who found it difficult to progress through earlier levels of education; and these students are thus more at risk than others of not completing upper secondary education. Some countries also make use of combined school- and work-based programmes to offer a valid education option for students who want to integrate practical and theoretical learning.

To help ensure good returns for individuals, education systems must be able to help students acquire the skills they need, both to make them employable in the short term and to enable them to pursue learning throughout their working lives (OECD, 2010b). People leave the education system at different stages for different reasons, and they may want to re-enter it later in life (see also Indicator C6). The deep structural changes that have occurred in the global labour market in recent decades suggest that better-educated individuals will continue to have an advantage as the labour market becomes increasingly knowledge-based.

### ■ Other findings

- In the large majority of OECD and partner countries, more than nine out of ten children from 4 to 17 years old were enrolled in education programmes in 2014. This pattern is broadly consistent with regulatory requirements: in most OECD countries, students begin compulsory education at the age of 6 and finish around the age of 16 or 17.
- Based on 2013 enrolment patterns, a 5-year-old in an OECD country can expect to participate in 17 years of full-time and part-time education, on average, before reaching the age of 40. The expected duration of education ranges from less than 15 years in Mexico to 19 years or more in Australia, Denmark, Finland and Sweden.
- Across the OECD countries with available data, only around 1.4% of 15-24 year-olds are enrolled in general or vocational post-secondary non-tertiary education programmes. In Chile, Denmark, Mexico, Slovenia, Turkey and the United Kingdom, these types of programmes are not offered at all, while they play a larger role in Ireland (where 8% of 15-24 year-olds are enrolled at this level), Germany (7%) and Hungary (5%).
- Almost three-quarters (72%) of upper secondary students beyond the typical age of enrolment, i.e. older than 24, are enrolled in vocational programmes, on average across OECD countries. In France, Latvia, the Netherlands and Slovenia, virtually all adults over 24 who are enrolled at this level of education follow vocational programmes.

### ■ Trends

The enrolment rate of 20-24 year-olds in tertiary education increased by 3 percentage points in the decade from 2005 to 2014, on average across OECD countries. The increase exceeded 6% in Australia, Belgium, Denmark, Germany and Switzerland, while Finland, Hungary and Norway witnessed a decrease in the enrolment rate in this period (Figure C1.2). The rate of enrolment of 15-19 year-olds in upper secondary education also increased by 4 percentage points on average across OECD countries over the same period.

Enrolment in education beyond the typical age is not the norm, but it increased slightly in tertiary education between 2005 and 2014, on average across OECD countries with available data. The OECD average enrolment rate in tertiary education programmes of 30-64 year-olds increased from 1.8% to 2.1%. In upper secondary education, the OECD average enrolment rate of 25-64 year-olds decreased slightly, from 1.0% to 0.8%.

## Analysis

### Enrolment in education at early ages

In 20 of the 43 countries with available data in 2014, the enrolment rate exceeds 90% for 3- and 4-year-olds, a situation defined as full enrolment in this chapter. Full enrolment in education begins even earlier (for 2-year-olds) in Denmark and Norway. This is due to the fact that, in these countries, enrolment in either pre-primary or primary programmes is very common (see Indicator C2). In the other 23 countries, full enrolment starts for children between the ages of 5 and 6, except in the Russian Federation (7-year-olds). Full enrolment ends when students are around 17 years old, on average across OECD countries, but it ends substantially earlier in India (12 years old), Mexico (13), Colombia and Costa Rica (14), and Argentina, Brazil, Indonesia and Turkey (15). There is no country in which more than 90% of 19-year-olds are enrolled in education.

To some extent, this pattern follows countries' regulatory requirements, as in most OECD countries in 2014, compulsory education started for children at the age of 6 and ended at the age of 16 or 17. The typical starting age of compulsory education ranged from 4 years old in Brazil, Luxembourg and Mexico to 7 years old in Estonia, Finland, Indonesia, the Russian Federation, South Africa and Sweden. In the United Kingdom, the starting age ranged between 4 and 5 years old, and in the United States between 4 and 6 years old.

Compulsory education comprises primary and lower secondary programmes in all OECD countries and upper secondary education in most of them, according to the theoretical age ranges associated with the different levels of education in each country. Enrolment rates among 5-14 year-olds are higher than 90% (i.e. there is universal coverage of basic education) in nearly all OECD and partner countries with available data. In 2014, enrolment rates in 35 out of the 42 countries with available data for this age range were around 95% or higher (Table C1.1, and Table X1.3 in Annex 1).

#### **Box C1.1. Expected years in education**

Expected years in education from age 5 through 39 are estimated as the sum of the age-specific enrolment rates for people of those ages in each country with available data. This means that expected years in education can be interpreted as the expected average number of years in which an individual who is now 5 years old is expected to be enrolled in education if current enrolment rates persist for the next 35 years. It cannot, however, be interpreted as a measure of educational attainment.

Based on 2014 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. Women can expect to be enrolled in education about half a year more than men, on average across OECD countries.

Among countries with available data, the expected number of years in education ranges from 15 or less in Mexico to 19 or more in Australia, Denmark, Finland and Sweden (Table C1.1).

Even beyond the age of 40, enrolment rates can be still considerable. For example, based on 2014 data, in Australia, Finland, New Zealand and Sweden, more than 4% of 40-64 year-olds were enrolled in an education programme (OECD education database). This may be explained by larger part-time enrolments and/or by lifelong learning programmes in these countries. For instance, credit-based systems in Sweden allow adults to study selected parts of a programme in formal education as a way to upgrade their skills in a specific area.

### Participation of 15-24 year-olds in upper secondary and post-secondary non-tertiary education

In recent years, countries have increased the diversity of their upper secondary programmes. This diversification is both a response to the growing demand for upper secondary education and a result of changes in curricula. Curricula have gradually evolved from separating general and vocational programmes to offering more comprehensive programmes that include both types of learning, leading to more flexible pathways into further education or the labour market.

Based on 2014 data, enrolment rates among 15-19 year-olds (i.e. those typically in upper secondary programmes or in transition to upper levels of education) reached at least 80% in 29 of the 41 countries with available data. In Belgium, the Czech Republic, Ireland, Latvia, Lithuania, the Netherlands and Slovenia, these rates were higher

than 90% (Table C1.1). By contrast, the proportion of people of this age group who were not enrolled in education exceeded 20% in Austria, Argentina, Brazil, Canada, Chile, Italy, Indonesia, Luxembourg and Turkey. In Israel, about 35% of those in this age group were not enrolled in education, largely due to conscription, while in Colombia, Costa Rica and Mexico, this proportion exceeded 40% (Table C1.1).

On average across OECD countries, 60% of 15-19 year-olds are enrolled in upper secondary education programmes. In 4 countries, out of 44 with available data, more than 70% of 15-19 year-olds are enrolled in an upper secondary education programme (the Czech Republic, Hungary, Italy and Slovenia) (Table C1.5). As they get older, students typically move on to other types of programmes, and the enrolment rate in upper secondary education (combined general and vocational) decreases. Among 20-24 year-olds, the enrolment rate is 6% on average across OECD countries, although with substantial variation across countries. In Chile, Colombia, Indonesia, Ireland, Israel, Korea, Mexico and the Slovak Republic, less than 2% of young people in this age group are enrolled in upper secondary education. By contrast, in Denmark, Finland, Germany, the Netherlands, Sweden and Switzerland, the rate is more than 10% (Table C1.3a).

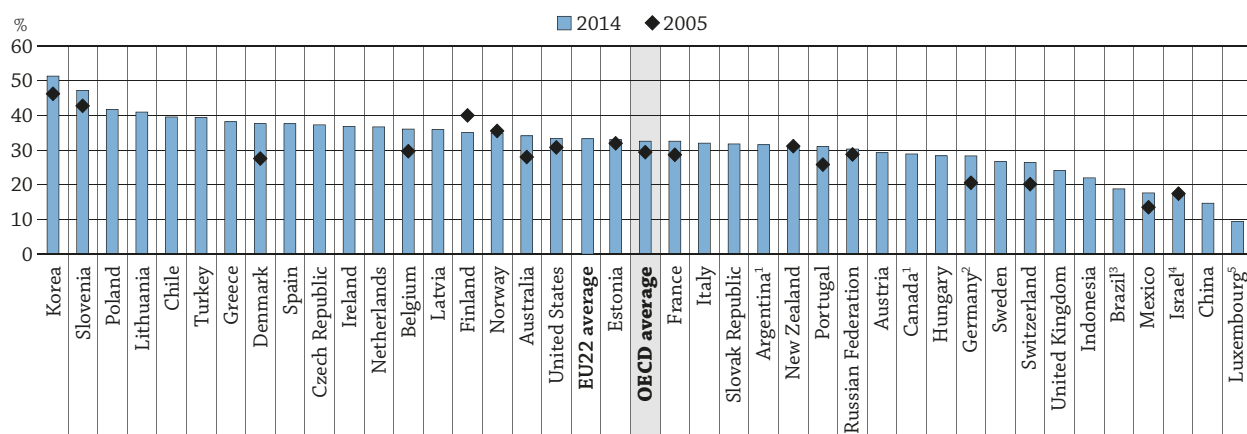
Post-secondary non-tertiary education programmes play a smaller role in most OECD countries. In Chile, Denmark, Mexico, Slovenia and Turkey, these types of programmes are not offered at all (Table C1.5). Across the other OECD countries with available data, around 1.5% of 15-24 year-olds are enrolled in programmes at this level, either general or vocational. However, in some countries, enrolment at this level is more substantial. In Ireland, the proportion of 15-24 year-olds who are enrolled in post-secondary non-tertiary education is almost 8%, while in Germany it is more than 7%, and in Hungary it is more than 5% (Table C1.5).

### Participation of 20-29 year-olds in education

In 2014, an average of more than 28% of 20-29 year-olds in OECD countries were enrolled in upper secondary, post-secondary non-tertiary education or tertiary education programmes. The largest proportions of this age group enrolled in education (more than 40%) were found in Denmark and Finland. Meanwhile, in Luxembourg and Mexico, less than 15% of young adults in this age group were enrolled (Table C1.1).

In Denmark and Finland, the high enrolment rate in this age group is partly due to the high enrolment rate in upper secondary or post-secondary non-tertiary education in these two countries (between 13% and 14%). Along with Germany (12%), these are the highest rates among OECD and partner countries, more than twice the OECD average (5%). In all countries, including these three, a much larger proportion of individuals are enrolled in tertiary education programmes: 22% on average. Tertiary education constitutes the typical level of enrolment for individuals in this age group (Table C1.1).

**Figure C1.2. Change in tertiary enrolment rates among 20-24 year-olds (2005 and 2014)**



1. Latest year of reference 2013.

2. Year of reference 2006 instead of 2005.

3. Underestimated because it excludes enrolments in master's and doctoral or equivalent programmes (ISCED levels 7 and 8).

4. Underestimated because it excludes enrolments in short-cycle tertiary education.

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

Countries are ranked in descending order of the enrolment rates to tertiary education of 20-24 year-olds in 2014.

Source: OECD, Table C1.5. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933398261>

On average across OECD countries, 33% of individuals between 20 and 24 years old are enrolled in tertiary education. The proportion is largest in Korea (51%), followed by Lithuania, Poland and Slovenia (above 40%). In contrast, the proportion is lower than 25% in Brazil, China, Indonesia, Israel, Luxembourg, Mexico and the United Kingdom (Table C1.5 and Figure C1.2).

From 2005 to 2014, the enrolment rate of 20-24 year-olds in tertiary education increased from 29% to 33%, on average across OECD member countries with available data for both years. The largest increase was in Denmark (more than 10 percentage points), followed by Germany (almost 8 percentage points), while three countries witnessed a decrease in the enrolment rate in this ten-year span, Finland (by 5 percentage points), Hungary and Norway (both by 1 percentage point) (Table C1.5).

### Vocational education and training programmes

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

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

On average, across OECD countries, 35% of 15-19 year-olds were enrolled in general upper secondary education programmes in 2014, while 25% were enrolled in vocational upper secondary education programmes (Figure C1.1 and Table C1.3a). In other words, about 40% of the 15-19 year-old students enrolled in upper secondary education programmes were in a vocational programme (Table C1.3a). In more than one-quarter of the countries for which 2014 data are available, more than half of upper secondary students participated in vocational programmes. The share of upper secondary students in this age group enrolled in vocational programmes was 71% in Austria and the Czech Republic, and exceeded 50% in Belgium, Italy, Luxembourg, the Netherlands, Poland, the Slovak Republic, Slovenia and Switzerland. In the other countries, more than 50% of upper secondary students were enrolled in general programmes rather than in VET. This proportion was larger than 80% in Australia, Brazil, Hungary, Korea, New Zealand and Saudi Arabia (Table C1.3a).

In combined school- and work-based programmes, at least 10% and less than 75% of the curriculum is presented in the school environment or through distance education (Box C1.2). Among the 20 OECD countries that offer these types of programmes and for which data are available, on average, a third of the students enrolled in vocational programmes in upper secondary education are in school- and work-based programmes. This proportion exceeds 47% in Austria and the United Kingdom, and 85% in Denmark, Germany, Latvia and Switzerland.

### Students beyond the typical enrolment age

Adult education aims to improve the technical or professional qualifications of adults, develop their abilities and enrich their knowledge. Participants in adult education may or may not complete a level of formal education, but they stand to gain from acquiring or updating knowledge, skills and competencies. It is crucial to provide and ensure access to organised learning opportunities for adults beyond initial formal education. For example, this can help adults who need to adapt to changes throughout their working careers, those who want to enter the labour force and feel that they lack the necessary qualifications, or those who feel they need to improve their skills and knowledge to participate more actively in social life. Adult learning takes many forms, including formal and non-formal education, on-the-job training and informal education. This section deals with formal educational programmes (i.e. institutionalised, intentional and planned education which is provided by public organisations and recognised private bodies). A broader view of adult education, including non-formal education, is found in Indicator C6.



### Box C1.2 Combined school- and work-based programmes in a cross-national perspective

National VET systems are the result of country-specific institutional developments. Across countries, they differ in various aspects, such as educational governance, specification of curricula, quality control procedures or the involvement of social partners.

A widespread type of VET in OECD and EU countries are combined school- and work-based programmes, at least at the upper secondary and post-secondary non-tertiary level of education. A combined school- and work-based programme is a vocational education where periods of schooling and periods of work form an integrated formal education or training activity. Between 25% and 90% of the learning activities should take place in the work environment (see the *Definitions* section at the end of this indicator).

The combination of learning in the work environment and in school provides numerous advantages. Learners get an education that combines practical and theoretical learning. Firms benefit because education can be tailored to workplace needs, and students become familiar with firm-specific procedures. Thus combined school- and work-based programmes reduce skill mismatch and provide hiring possibilities for firms.

Combined school- and work-based programmes can be quite different in terms of their practical arrangements. Work and study periods alternate continually over the course of the programmes, with varying proportions of study and work across countries. In Germany, for example, the ratio is 30% school-based time and 70% work-based training time. Belgium has a minimum threshold of 50% of training in the company, (Cedefop, 2014a; Cedefop, 2014c). In other systems, school-based study and work-based study may be consecutive instead of parallel. The Norwegian 2+2 Model, for instance, divides a four-year vocational training course into a two-year school-based learning period and a two-year work-based learning period.

Furthermore, combined school- and work-based programmes can differ in cost models. In some countries, such as the Czech Republic, Iceland or Sweden, students do not receive systematic payment. In other countries, such as Austria, Denmark or Switzerland, paid employment is a part of the VET system (in this case they are also classified as “work-study programs”) (see the *Definitions* section at the end of this indicator). The requirement to pay wages has an impact on the design of work-based learning, because employers have to consider the productivity of students. Basically, two cost models are differentiated (Merrilees, 1983). Productivity-oriented VET models regard students as a productive workforce. In this case, VET students ideally begin to provide an overall productive output during their education. In contrast, in investment-oriented models, employers get productive outputs from employees only after their education. Which cost model prevails in firms or countries depends on factors such as institutional regulations or sector-specific particularities. In Germany, it was found that about a third of apprentices generate a productive output during their education (Wenzelmann et al., 2009).

The proportion of 25-64 year-olds enrolled in upper secondary education fell from 1% to 0.8% between 2005 and 2014, on average across the OECD countries with data for both years. For post-secondary non-tertiary education, it rose from 0.2% to 0.3%. However, in some countries, a more substantial proportion of adults was enrolled in upper secondary and post-secondary education combined in 2014. For example, this proportion was equal to or larger than 3% in Australia, Belgium, Finland and New Zealand. This shows that, although enrolment in programmes at this level of education is not common beyond the typical age (15-19 years old), many adults still take advantage of the opportunity that formal education offers to improve their skills and deepen their academic knowledge (Table C1.5).

Almost three-quarters (72%) of 25-64 year-old upper secondary students were enrolled in vocational programmes on average across OECD countries. This share is similar to that of 20-24 year-olds (66%), but much larger than among 15-19 year-olds (40%) (Table C1.3a). In some countries, for example France, Latvia and Slovenia, virtually all adults over 24 years old enrolled in upper secondary education follow vocational programmes. In Australia, the Czech Republic, Finland, Germany, Italy, New Zealand, Portugal, the Slovak Republic and the United Kingdom, nine enrolled adult students out of ten (or more) are in vocational programmes. General programmes account for a majority of the adults over 24 years old in only 10 of the 30 countries with available data (Table C1.3a).

This can be explained by the fact that, in many education systems, VET suits the needs of some adults to reintegrate into a learning environment and develop skills that will increase their employability. For example, the Australian VET system is flexible and able to satisfy different needs at different stages of people's lives, whether they are preparing for a first career, seeking additional skills to assist in their work or catching up on educational attainment. The larger share of older students enrolled in vocational programmes is also partially explained by the fact that VET programmes also tend to cater to students who found earlier levels of education difficult and sometimes graduated from the earlier levels at a later age.

At the level of tertiary education, enrolment of adults between 30 and 64 years old increased from 1.8% to 2.1% between 2005 and 2014, on average across the OECD countries with available data. However, in the Russian Federation, the tertiary enrolment rate among 30-64 year-olds more than tripled in this time period (although it started from a low base of 0.4%), and it increased by 54% in Germany. In contrast, it declined by about one-quarter in Hungary and one-half in Slovenia. As proportion of the population in this age group, the countries with more 30-64 year-olds enrolled in tertiary education are Australia (3.7%), New Zealand (3.6%), and Norway, Sweden, Turkey and the United States (3% or above).

### Part-time studies

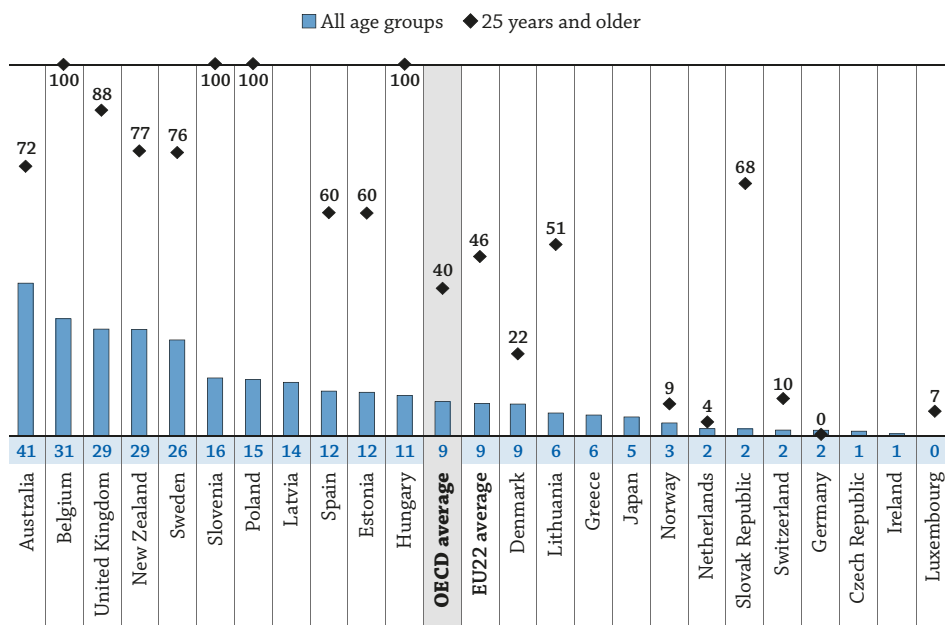
In some countries, some educational institutions offer formal part-time programmes, accounting for a varying proportion of their students. In other countries, formal part-time programmes do not exist, but students may still study part-time, if their intended study load is lower than 75% of the normal, full-time annual study load. In any case, part-time students are expected to require a longer period of time than full-time students to complete an equivalent programme.

The availability and offer of part-time studies make education systems more flexible, in the sense that they increase the number of options through which students can combine financial, career and family needs. There are many people who would like to study to gain relevant skills and knowledge, but not as their main occupation. For example, across European countries, 11% of 20-24 year-olds who are enrolled in tertiary education see themselves not as students but as workers who study on the side, and this share increases to 70% for those who are 30 or older (Beblavý and Fabo, 2015). Part-time students are heterogeneous in their aims, expectations and attitudes. As found by a large research project conducted in the United Kingdom (Callender, Hopkin and Wilkinson, 2010), they tend to be vocationally-oriented, but they also value intrinsic motivations and they choose to study part-time for both financial and pragmatic reasons.

Hence, it is not surprising that adults beyond the typical enrolment age, who are more likely to have tight time constraints due to work and family life, are more likely to study part-time than younger people. On average across OECD countries, 40% of upper secondary students between 25 and 64 were enrolled in a part-time programme in 2014, compared to 9% for all students. Virtually all upper secondary education students over 25 were enrolled part time in Belgium, Hungary, Poland and Slovenia. For some countries, for example Belgium, this is mostly due to the existence of specific adult education programmes. By contrast, in all countries, more than two-thirds of upper secondary students of all ages are enrolled in full-time programmes (Figure C1.3 and Table C1.4).

The situation is similar for post-secondary non-tertiary education. In general, the incidence of part-time studies is quite high at this level of education, possibly reflecting the vocational nature of many programmes. On average across OECD countries, 25% of post-secondary non-tertiary students were enrolled part time in 2014, but this percentage rose to 32% for students between 25 and 64 years old. Short-cycle tertiary education presented a similar situation, with 22% of its students (all age groups) enrolled in part-time education, which increased to 38% for students between 30 and 64 years old.

Across all age groups, some 18% of students at the bachelor's level and 24% of students at the master's or equivalent level are enrolled part time, on average across OECD countries. The share of part-time students was even higher for students between 30 and 64 years old: 47% at the bachelor's level and 43% at the master's level, on average across OECD countries. In some countries, part-time studies are even more prevalent. For example, in Finland, Hungary, Luxembourg, New Zealand, Poland, the Russian Federation and the United Kingdom, around four out of five (or more) students over 30 were in part-time programmes at the master's or equivalent level. In contrast, formal part-time programmes were not offered at the bachelor's and master's or equivalent level in Austria, Brazil, Italy, Mexico and Turkey.

**Figure C1.3. Share of students in upper secondary education enrolled in part-time programmes, by age group (2014)**

Countries are ranked in descending order of the share of students in upper secondary education of all ages enrolled in part-time programmes.

Source: OECD. Table C1.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Box C1.3 The relative size of the public and private sectors

As the data from the OECD database show, in most OECD and partner countries, most students, from primary through tertiary education, are enrolled in public institutions. On average across OECD countries in 2014, around 89% of primary students and 80% of upper secondary students were enrolled in public schools. Of all OECD and partner countries, in only four (Colombia, India, Indonesia and Japan) were less than 80% of all upper secondary students enrolled in public or government-dependent private institutions.

Based on the new ISCED 2011 classification, 72% of tertiary students were enrolled in public institutions in 2014, on average across OECD countries. At least 90% of students in tertiary education were enrolled in public institutions in Australia, Denmark, Germany, Ireland, Italy, Sweden and Turkey. In contrast, less than 20% of tertiary students were enrolled in public institutions in Chile, Estonia, Israel, Korea, Latvia and the United Kingdom (where 100% of students were enrolled in government-dependent private institutions).

## Definitions

The data in this chapter cover formal education programmes that represent at least the equivalent of one semester (or one-half of a school/academic year) of full-time study and take place entirely in educational institutions or are delivered as a combined school- and work-based programme.

In **combined school- and work-based programmes**, at least 10% but less than 75% of the curriculum is presented in the school environment or through distance education. Therefore, the amount of work-based component of a school- and work-based programme would be a minimum of 25% and a maximum of 90%. These programmes can be organised in conjunction with education authorities or institutions. They 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). Combined school- and work-based programmes, which also include work-study programmes, are part of the broader group of VET programmes (see definitions below).



C1

**General education programmes** are designed to develop learners' general knowledge, skills and competencies, often to prepare participants for other general or vocational education programmes at the same or a higher education level. General education does not prepare for employment in a particular occupation, trade or class of occupations or trades.

The **part-time or full-time status of students**, also referred to as intensity of participation, refers to students' intended study load (including study activities inside and outside the educational institution). A full-time student is a student whose intended study load amounts to at least 75% of the normal full-time annual study load. For a part-time student, the intended study load is smaller. These definitions are clearly dependent on the concept of normal full-time study load, which is the study time or resource commitment during a single school or academic year expected of a full-time student enrolled in a given education programme.

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 they qualify as educational institutions. These programmes can have an on-the-job training component involving some practical experience in 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 education and training (VET) 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 programmes are further divided into two categories (school-based programmes and combined school- and work-based programmes), based on the amount of training provided in school as opposed to the workplace. 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.

As outlined in the definition in Chapter C5, **work-study programmes** are a form of combined school- and work-based programmes, which require that students receive earnings for at least part of their work periods.

## Methodology

Data on enrolments are for the school year 2013/14 (unless otherwise specified) and are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat. Except where otherwise noted, figures are based on head counts, because of the difficulty for some countries to quantify part-time study. In some OECD countries, part-time education is only partially covered in the reported data. Net enrolment rates, expressed as percentages in Table C1.1a, 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.

Expected years in education are calculated as the proportion of the population enrolled at each specific age, from 5 to 39 (Box C1.1). Hence, this estimate represents the number of years in which an individual is expected to be enrolled in an educational programme (either part time or full time) between the ages of 5 and 39. This interpretation assumes that the current patterns of enrolment will remain unchanged over time. In any case, this estimate does not represent a measure of effective, full-time equivalent years spent in education.

For the computation of the OECD, EU22 and G20 averages in the tables annexed to this chapter the flag "a" (not applicable) has been considered as 0. For example, if in a country there are no post-secondary non-tertiary programmes (ISCED level 4), then this country is treated for the purpose of computing cross-country averages as if no student were enrolled at this level. In tables designed to analyse trends, only countries with data for all years have been considered in computing the averages.


### Note regarding data from Israel

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

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**Indicator C1 Tables**

StatLink  <http://dx.doi.org/10.1787/888933398199>

**Table C1.1** Enrolment rates and expected years in education, by age group (2014)

**Table C1.2** Students enrolled as a percentage of the population between the ages of 15 and 20 (2014)

**Table C1.3a** Enrolment of students in upper secondary education, by programme orientation and age group (2014)

**WEB** **Table C1.3b** Enrolment in post-secondary non-tertiary education, by programme orientation and age group (2014)

**Table C1.4** Percentage of students enrolled part time, by ISCED level and age group (2014)

**Table C1.5** Change in enrolment rates for selected age groups (2005 and 2014)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table C1.1. **Enrolment rates and expected years in education, by age group (2014)***Students in full-time and part-time programmes in both public and private institutions*

	Number of years at which at least 90% of the population of school age are enrolled	Age range at which at least 90% of the population of school age are enrolled	Students as a percentage of the population of a specific age group				Enrolment rate of total population	Expected years in education ages 5-39		
			Ages 5-14	Ages 15-19	Ages 20-29			All levels of education combined		
					Upper secondary or post-secondary non-tertiary education	Tertiary Education		M + W	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
<b>OECD</b>										
Australia	13	5-17	100	87	9	23	30	19	19	19
Austria	13	4-16	98	80	3	23	21	17	17	17
Belgium	15	3-17	98	92	6	22	27	18	18	19
Canada <sup>1, 2</sup>	12	5-16	91	73	3	19	18	16	16	17
Chile	13	5-17	97	80	1	27	28	17	17	17
Czech Republic	12	6-17	98	90	m	23	20	17	17	18
Denmark	16	2-17	99	87	14	32	29	20	19	20
Estonia	10	8-17	73	90	6	23	17	16	15	17
Finland	13	6-18	97	86	13	28	27	20	19	20
France	15	3-17	99	85	2	19	23	16	16	17
Germany	15	3-17	99	90	12	23	21	18	19	18
Greece <sup>3</sup>	13	5-17	96	83	2	26	21	17	17	17
Hungary	14	4-17	97	86	6	19	20	17	17	17
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	15	4-18	100	95	6	21	27	18	18	18
Israel	15	3-17	98	65	1	21	33	16	15	16
Italy <sup>4</sup>	15	3-17	98	77	2	22	18	16	16	17
Japan	14	4-17	100	94	m	m	16	16	16	16
Korea	14	4-17	98	87	0	31	23	17	18	17
Latvia	15	4-18	98	92	5	23	20	18	17	18
Luxembourg	13	4-16	97	76	6	7	19	15	15	15
Mexico	9	5-13	100	56	1	11	30	15	15	15
Netherlands	14	4-17	99	92	8	24	24	18	18	18
New Zealand	14	4-17	99	82	7	22	30	18	17	18
Norway	16	2-17	99	87	6	25	28	18	18	19
Poland	14	5-18	96	89	6	25	21	18	17	18
Portugal	14	4-17	100	89	4	20	20	17	17	17
Slovak Republic	10	7-16	94	85	2	19	19	16	16	17
Slovenia	14	5-18	97	93	4	28	21	18	18	19
Spain	15	3-17	97	87	5	24	22	18	18	18
Sweden	16	3-18	98	85	9	21	27	19	18	20
Switzerland	13	5-17	100	85	7	20	19	17	18	17
Turkey	10	6-15	96	72	5	29	30	17	18	17
United Kingdom <sup>5</sup>	14	4-17	99	85	6	15	23	17	17	17
United States	12	5-16	97	82	1	24	25	17	17	18
<b>OECD average</b>	14	4-17	97	84	5	22	24	17	17	18
<b>EU22 average</b>	14	4-17	97	87	6	22	22	17	17	18
<b>Partners</b>										
Argentina <sup>1</sup>	11	5-15	100	72	m	m	33	18	17	19
Brazil <sup>6</sup>	11	5-15	97	69	5	14	28	16	16	16
China	m	m	m	m	m	m	19	m	m	m
Colombia	6	m	82	44	1	m	24	m	m	m
Costa Rica	10	5-14	99	51	3	m	22	m	m	m
India	7	6-12	87	m	m	m	24	m	m	m
Indonesia	10	6-15	89	71	m	m	27	m	m	m
Lithuania	13	6-18	99	93	5	27	23	m	m	m
Russian Federation	11	7-17	93	83	1	18	20	16	16	16
Saudi Arabia	12	6-17	m	m	m	m	31	16	17	15
South Africa <sup>1</sup>	m	m	m	m	m	m	27	m	m	m
<b>G20 average</b>	12	5-16	96	~	~	~	25	~	~	~

1. Year of reference 2013.

2. Excludes early childhood and post-secondary non-tertiary education.

3. At bachelor's level and for age 29, only students enrolled to the Open University are included.

4. Data on primary and lower secondary enrolment by age refer to 2012.

5. Data for 3-year-olds only include children who have a funded place.

6. Excludes enrolments in master's and doctoral and equivalent programmes (ISCED levels 7 and 8).

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


StatLink  <http://dx.doi.org/10.1787/888933398206>

Table C1.2. **Students enrolled as a percentage of the population between the ages of 15 and 20 (2014)**

Percentage of the population enrolled by age and level of education

	Age 15	Age 16	Age 17			Age 18			Age 19			Age 20		
	Secondary	Secondary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
<b>OECD</b>														
Australia	100	99	84	1.0	5.8	38	3.3	33	23	3.8	44	19	3.5	45
Austria	95	91	75	0.6	13.2	44	1.3	29	19	1.6	31	9	1.8	31
Belgium	98	98	96	0.1	1.1	50	2.2	37	26	4.1	50	12	4.2	53
Canada <sup>1</sup>	93	91	77	m	2.8	27	m	29	11	m	39	7	m	38
Chile	95	92	91	a	0.2	34	a	29	11	a	46	4	a	48
Czech Republic	100	98	96	m	0.1	88	m	1	49	m	24	15	m	42
Denmark	99	95	91	a	0.0	86	a	1	57	a	8	31	a	23
Estonia	98	98	95	0.0	0.2	88	0.2	1	34	6.6	29	12	8.8	37
Finland	98	94	94	0.0	0.1	94	0.0	1	36	0.0	16	20	0.1	28
France	97	93	87	0.1	2.7	38	0.8	38	15	0.7	48	6	0.4	47
Germany	99	96	90	3.4	0.3	73	5.2	6	38	16.7	18	23	15.2	27
Greece	93	94	93	0.0	0.8	19	0.4	47	12	2.9	54	7	2.8	55
Hungary	98	94	91	0.2	0.4	71	5.9	5	31	16.8	22	13	14.4	32
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	100	100	89	4.7	3.7	45	14.8	31	3	15.4	58	1	10.2	61
Israel	97	95	90	0.0	0.4	16	0.1	8	2	0.6	13	1	0.8	14
Italy	98	95	92	0.0	0.0	77	0.0	0	21	0.1	2	8	0.1	31
Japan	98	97	95	0.0	m	3	1.0	m	1	0.1	m	m	m	m
Korea	99	99	95	m	1.0	8	m	63	0	m	74	0	m	68
Latvia	98	97	96	0.0	0.4	89	0.3	3	38	3.0	36	14	3.1	44
Luxembourg	94	91	80	0.0	0.0	70	0.0	1	44	0.1	3	25	0.3	9
Mexico	74	67	55	a	2.9	24	a	18	11	a	24	6	a	25
Netherlands	99	98	89	0.0	7.3	63	0.0	25	42	0.0	37	27	0.0	43
New Zealand	97	97	85	2.4	2.4	28	6.7	33	11	6.3	42	7	5.1	44
Norway	100	95	93	0.0	0.0	89	0.0	0	38	0.4	19	20	0.6	34
Poland <sup>2</sup>	96	96	95	0.0	0.0	92	0.1	0	41	3.9	24	11	7.6	43
Portugal	98	99	96	0.0	0.5	54	1.3	25	29	2.0	35	15	1.7	40
Slovak Republic	97	93	89	0.0	0.1	77	3.1	3	33	5.4	24	6	3.6	36
Slovenia	97	97	96	a	0.0	87	a	4	33	a	52	7	a	57
Spain	96	97	90	0.0	0.0	44	0.0	35	28	0.0	45	18	0.0	48
Sweden	99	99	98	0.0	0.2	94	0.0	1	23	1.2	17	14	1.4	24
Switzerland	98	93	90	0.6	0.3	79	0.9	4	50	1.1	11	25	1.2	21
Turkey	91	85	71	a	1.5	28	a	24	14	a	41	10	a	46
United Kingdom	99	100	96	a	1.0	42	a	21	22	a	37	14	a	40
United States	100	94	83	0.1	1.1	30	1.4	38	6	2.3	52	0	2.2	47
OECD average	97	95	89	0.4	1.5	56	1.6	18	25	3.1	33	12	3.0	39
EU22 average	98	96	92	0.4	1.5	68	1.7	14	31	3.8	30	14	3.6	39
<b>Partners</b>														
Argentina <sup>1</sup>	94	88	76	a	0.9	36	a	18	18	a	30	9	a	33
Brazil <sup>3</sup>	89	87	66	1.1	5.0	34	2.7	14	18	2.7	18	12	2.5	22
China	69	68	65	m	2.5	38	m	17	12	m	30	m	3.1	26
Colombia	79	67	38	0.3	m	19	0.3	m	9	0.2	m	5	0.1	m
Costa Rica	75	72	49	a	m	33	a	m	20	a	m	14	a	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	91	81	83	a	0.0	47	a	7	15	a	28	6	a	26
Lithuania	100	99	98	0.0	0.4	87	0.9	7	23	6.1	48	7	7.1	52
Russian Federation <sup>3</sup>	87	58	39	13.7	39.0	3	12.1	61	0	5.6	60	0	2.4	53
Saudi Arabia	100	100	100	m	m	37	m	m	20	m	m	18	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	93	88	80	~	4.4	34	~	26	19	~	36	~	2.3	~

1. Year of reference 2013.

2. The enrolment of 18-year-olds in tertiary education includes younger students.

3. Enrolments in upper secondary vocational programmes (ISCED 3-Vocational) are partially included in indicators for post-secondary non-tertiary and tertiary education.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


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Table C1.3a. **Enrolment of students in upper secondary education, by programme orientation and age group (2014)**

Enrolment rate and share of students by programme orientation, for selected age groups

	Share of students by programme orientation, all ages			Enrolment rate among 15-19 year-olds			Enrolment rate among 20-24 year-olds			Share of students in vocational programmes, by age group		
	General	Vocational	Of which, in combined school- and work-based programmes	General	Vocational	Of which, in combined school- and work-based programmes <sup>1</sup>	General	Vocational	Of which, in combined school- and work-based programmes <sup>1</sup>	15-19 year-olds	20-24 year-olds	25-64 year-olds
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia	49	51	x(2)	34	8	x(5)	1.5	8.3	x(8)	19	85	95
Austria	30	70	33	18	44	21	0.4	3.4	1.6	71	89	87
Belgium	40	60	4	29	39	2	1.4	3.2	0.2	57	70	61
Canada <sup>2</sup>	95	5	x(2)	m	m	m	m	m	m	m	m	m
Chile	70	30	2	41	19	1	1.5	0.3	0.0	32	18	18
Czech Republic	27	73	6	21	52	5	0.2	5.4	0.5	71	96	98
Denmark	58	42	42	40	12	12	6.3	13.1	13.0	23	68	75
Estonia	65	35	0	39	18	0	1.8	2.6	0.0	32	59	42
Finland	30	70	10	32	30	q	1.2	14.6	q	49	92	98
France	57	43	11	37	24	6	0.1	2.8	0.7	40	95	100
Germany	52	48	41	32	17	15	1.3	9.6	8.3	35	88	97
Greece <sup>3</sup>	69	31	3	44	15	2	0.3	3.0	0.3	25	88	m
Hungary	75	25	23	54	18	16	3.0	2.1	1.9	24	41	23
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	100	a	a	55	a	a	1.0	a	a	a	a	a
Israel <sup>4</sup>	59	41	4	34	24	2	0.2	0.0	0.0	41	8	
Italy	44	56	x(2)	33	42	x(5)	0.3	2.2	x(8)	56	88	93
Japan	77	23	a	45	13	a	m	m	m	22	m	m
Korea <sup>4</sup>	82	18	a	46	10	a	0.0	0.0	a	18	20	
Latvia	60	40	40	36	23	23	5.2	3.2	3.2	39	38	99
Luxembourg	40	60	14	27	35	8	0.9	9.1	2.1	56	91	87
Mexico	62	38	0	24	14	0	0.9	0.7	0.0	38	45	44
Netherlands <sup>5</sup>	m	m	m	24	28	m	0.3	12.7	m	54	98	99
New Zealand	66	34	x(2)	51	8	m	0.4	4.4	m	14	91	94
Norway	49	51	16	34	29	9	2.1	6.4	2.0	46	75	69
Poland	51	49	x(2)	29	33	m	3.1	1.2	m	53	27	7
Portugal	54	46	a	37	24	a	0.9	5.9	a	39	87	90
Slovak Republic	31	69	6	21	44	4	0.2	1.5	0.1	68	91	93
Slovenia	33	67	a	30	50	a	0.4	5.6	a	62	94	99
Spain	66	34	0.4	47	13	0	2.7	5.4	0.1	21	66	88
Sweden	56	44	1	35	27	1	6.3	3.9	0.1	43	39	50
Switzerland	34	66	59	24	40	36	2.4	8.4	7.6	62	78	88
Turkey	54	46	a	29	27	a	4.5	1.7	a	48	27	15
United Kingdom	57	43	24	44	23	13	0.3	8.0	4.5	35	96	97
United States	m	m	m	m	m	m	m	m	m	m	m	m
OECD average	56	44	13	35	25	7	1.6	4.8	1.8	40	66	72
EU22 average	52	48	14	35	28	7	1.8	5.4	2.0	43	73	75
<b>Partners</b>												
Argentina <sup>2</sup>	100	a	a	45	a	a	3.0	a	a	a	a	a
Brazil	92	8	a	40	4	a	4.4	0.4	a	8	9	12
China	56	44	m	28	15	m	0.2	2.1	m	35	91	m
Colombia	74	26	0	18	7	m	1.4	0.1	m	28	7	m
Costa Rica	70	30	0	19	9	m	3.7	1.6	m	31	31	31
India	97	3	m	m	m	m	m	m	m	m	31	m
Indonesia	58	42	m	24	18	m	1.4	0.5	m	43	28	m
Lithuania	73	27	a	32	10	a	1.1	1.5	a	24	59	31
Russian Federation <sup>6</sup>	m	m	m	19	m	m	0.0	m	m	m	m	m
Saudi Arabia	95	5	0	62	3	m	6.1	0.3	m	5	5	m
South Africa <sup>2</sup>	88	12	0	m	m	m	m	m	m	m	m	m
G20 average	71	29	~	36	16	~	1.7	2.8	~	29	51	~

1. Estimate based on the enrolment rate to vocational programmes for a given age group and the share of students in school- and work-based programmes over the total vocational enrolment reported in Column 3. This estimate is likely to over-estimate the enrolment rate to combined school- and work-based programmes for the age group 15-19, because combined school- and work based programmes are often targeted for older students than for those who are in the typical age frame for upper secondary vocational education.

2. Year of reference 2013.

3. 20-22 year-olds instead of 20-24 year-olds.

4. The number of students 25 years and older in upper secondary education is negligible, thus it is not possible to compute the statistic in Column 12.

5. The data refer only to public institutions, which could affect particularly the estimates in Columns 10-12.

6. Upper secondary vocational programmes are partially included in post-secondary non-tertiary and tertiary programmes.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


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Table C1.4. **Percentage of students enrolled part time, by education level and age group (2014)**

Percentage of students enrolled part time over the total number of students enrolled at a given level of education, for all ages and for ages above the typical ages of enrolment.

	Upper secondary education		Post-secondary non-tertiary education		Short-cycle tertiary programmes		Bachelor's or equivalent		Master's or equivalent	
	Part time		Part time		Part time		Part time		Part time	
	All age groups	25-64 year-olds	All age groups	25-64 year-olds	All age groups	30-64 year-olds	All age groups	30-64 year-olds	All age groups	30-64 year-olds
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>										
Australia	41	72	73	76	52	65	26	62	43	70
Austria	a	a	a	a	a	a	a	a	a	a
Belgium	31	100	76	93	70	81	16	35	25	26
Canada <sup>1</sup>	m	m	m	m	12	28	21	64	31	49
Chile	m	m	m	m	m	m	m	m	m	m
Czech Republic	1	m	100	m	a	m	1	m	10	m
Denmark	9	22	a	a	29	67	10	42	5	19
Estonia	12	60	9	10	a	a	15	23	15	26
Finland	a	a	a	a	a	a	33	52	60	80
France	m	m	m	m	m	m	m	m	m	m
Germany	2	0	1	2	51	51	10	33	5	18
Greece	6	m	m	m	m	m	m	m	m	m
Hungary	11	100	36	99	33	93	32	95	26	82
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	1	m	15	m	58	87	6	35	42	68
Israel	m	m	a	a	a	a	20	43	6	8
Italy	0	m	0	m	a	a	a	a	a	a
Japan	5	m	a	m	3	m	10	m	3	m
Korea	m	m	m	m	m	m	m	m	m	m
Latvia	14	0	13	32	52	73	24	58	15	35
Luxembourg	0	7	a	a	0	0	2	18	61	80
Mexico	a	a	a	a	a	a	a	a	a	a
Netherlands	2	4	a	a	30	73	7	69	12	53
New Zealand	29	77	65	67	60	76	37	68	64	78
Norway	3	9	91	98	41	66	37	66	29	55
Poland	15	100	87	99	a	a	31	39	45	87
Portugal	a	a	1	0	a	a	6	15	4	8
Slovak Republic	2	68	33	71	16	49	28 <sup>d</sup>	92 <sup>d</sup>	x(7)	x(8)
Slovenia	16	100	a	a	40	92	17	82	10	36
Spain	12	60	m	m	9	30	28	74	38	58
Sweden	26	76	7	10	9	9	54	78	39	72
Switzerland	2	10	52	71	27	46	30	71	14	26
Turkey	a	a	a	a	a	a	a	a	a	a
United Kingdom	29	88	a	a	13	14	13	60	47	79
United States	a	a	42	47	54	63	23	53	45	60
OECD average	9	40	25	32	22	38	18	47	24	43
EU22 average	9	46	20	26	21	38	17	47	24	46
<b>Partners</b>										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	a	a	a	a	a	a	a	a	a	a
China	0	m	68	m	44	m	30	m	3	m
Colombia	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Lithuania	6	51	a	a	a	a	28	81	21	48
Russian Federation <sup>2</sup>	0	0	0	0	19	78	x(9)	x(10)	50 <sup>d</sup>	93 <sup>d</sup>
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	7	~	17	~	21	~	12	~	19	~

1. Year of reference 2013.

2. Upper secondary vocational programmes are partially included in post-secondary non-tertiary and tertiary programmes.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


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Table C1.5. Change in enrolment rates for selected age groups (2005 and 2014)

	Enrolment rate, selected age ranges						Enrolment rate, above selected age ranges					
	Upper secondary education, 15-19 year-olds		Post-secondary non-tertiary education, 15-24 year-olds		Tertiary education, 20-24 year-olds		Upper secondary education, 25-64 year-olds		Post-secondary non-tertiary education, 25-64 year-olds		Tertiary education, 30-64 year-olds	
	2005	2014	2005	2014	2005	2014	2005	2014	2005	2014	2005	2014
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia	42	42	1.8	2.3	28	34	4.3	2.5	1.0	1.5	3.1	3.7
Austria	m	62	m	1.1	m	29	m	0.2	m	0.2	m	2.3
Belgium	71	68	1.7	2.1	30	36	3.6	2.3	0.4	0.7	0.7	0.8
Canada <sup>1</sup>	m	58	m	m	m	29	m	0.5	m	m	m	1.5
Chile	m	60	a	a	m	40	m	0.3	a	a	m	2.4
Czech Republic	75	73	m	m	m	37	m	0.4	m	m	m	1.1
Denmark	48	52	a	a	28	38	1.8	1.9	a	a	2.8	2.9
Estonia	m	57	m	3.5	32	33	m	0.3	m	0.8	2.3	2.3
Finland	61	62	0.1	0.2	40	35	3.2	3.8	0.6	0.8	3.3	4.0
France	61	61	0.3	0.3	29	33	0.1	0.0	0.0	0.0	0.7	0.6
Germany <sup>2</sup>	42	49	6.8	7.3	21	28	0.2	0.2	0.2	0.3	0.8	1.2
Greece	57	59	m	m	m	38	m	m	m	0.1	m	0.8
Hungary	68	72	4.8	5.3	29	28	0.6	0.5	0.2	0.2	1.8	1.3
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	47	55	m	7.7	m	37	m	0.2	m	0.7	m	1.9
Israel <sup>3</sup>	56	58	0.8	0.9	17	17	0.0	0.0	0.1	0.1	2.3	2.8
Italy	71	75	0.1	0.1	m	32	m	0.1	m	0.0	m	0.9
Japan	58	58	m	m	m	m	m	m	m	m	m	m
Korea	56	57	m	m	46	51	0.0	0.0	m	m	1.1	0.9
Latvia	55	59	8.8	1.3	m	36	0.0	0.1	0.7	0.1	m	1.7
Luxembourg <sup>4</sup>	60	62	m	0.3	m	9	m	0.2	m	0.2	m	0.5
Mexico	31	38	a	a	14	18	0.1	0.2	a	a	0.4	0.5
Netherlands	47	52	0.2	0.0	m	37	0.6	0.7	0.0	0.0	m	0.7
New Zealand	56	59	2.5	3.5	31	31	m	2.0	m	1.0	1.1	3.6
Norway	65	64	0.5	0.3	36	35	0.7	0.5	0.1	0.2	3.4	3.3
Poland	62	62	3.6	3.7	m	42	0.3	0.3	0.2	0.4	m	1.4
Portugal	48	60	0.0	0.8	26	31	0.5	0.3	0.0	0.0	1.3	1.4
Slovak Republic	67	65	2.2	1.5	m	32	m	0.1	m	0.2	m	1.1
Slovenia	81	80	a	a	43	47	1.0	0.5	a	a	1.8	0.9
Spain	37	59	m	0.0	m	38	m	0.7	m	0.0	m	1.7
Sweden	m	62	m	0.8	m	27	m	2.0	m	0.3	m	3.0
Switzerland	59	64	1.5	0.9	20	26	0.2	0.3	0.2	0.1	1.3	1.6
Turkey	32	55	a	a	m	39	m	1.1	a	a	m	3.1
United Kingdom	m	67	m	a	m	24	m	1.7	m	a	m	1.9
United States	52	55	0.9	1.2	31	33	0.0	0.0	0.3	0.4	3.2	3.4
OECD average	56	60	1.7	1.4	29	33	1.0	0.8	0.2	0.3	1.8	2.1
EU22 average	59	63	2.4	1.9	~	33	1.1	1.0	0.2	0.3	~	1.6
<b>Partners</b>												
Argentina <sup>1</sup>	m	45	m	a	m	32	m	a	m	0.1	m	3.6
Brazil <sup>5</sup>	m	44	m	1.6	m	19	m	0.8	m	0.5	m	2.5
China	m	42	m	m	m	15	m	0.0	m	m	m	0.0
Colombia	m	25	m	0.1	m	m	m	m	m	m	m	m
Costa Rica	m	28	m	a	m	m	m	0.3	m	m	m	m
India	m	29	m	m	m	m	m	0.0	m	m	m	m
Indonesia	m	43	m	m	m	22	m	0.0	m	m	m	0.0
Lithuania	m	42	m	2.9	m	41	m	0.3	m	0.4	m	1.3
Russian Federation	23	19	7.4	4.1	29	30	0.0	0.0	0.0	0.1	0.4	1.3
Saudi Arabia	m	65	a	m	m	m	m	m	a	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	~	50	~	~	~	29	~	0.4	~	~	~	1.7

1. Year of reference 2013 instead of 2014.

2. Year of reference 2006 instead of 2005.


3. Underestimated because it excludes enrolments in short-cycle tertiary education.

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

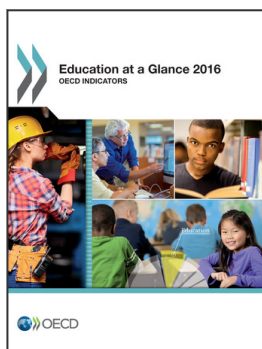
5. Underestimated because it excludes enrolments in master's and doctoral and equivalent programmes (ISCED levels 7 and 8).

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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