

## WHO PARTICIPATES IN EDUCATION?

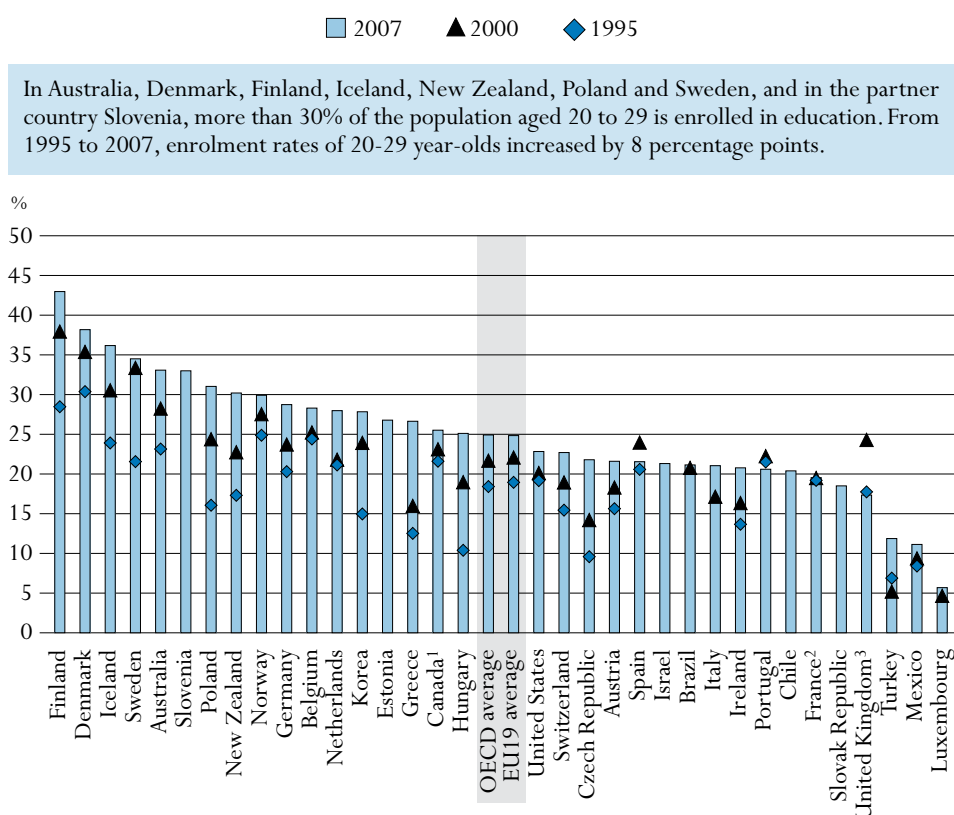
This indicator examines access to education and its evolution using information on enrolment rates and trends from 1995 to 2007. It also shows patterns of participation at the secondary and tertiary levels of education, and the comparative roles played by public and private providers of education across OECD and partner countries.

### INDICATOR C1

### Key results

**Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2000, 2007)**

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



In Australia, Denmark, Finland, Iceland, New Zealand, Poland and Sweden, and in the partner country Slovenia, more than 30% of the population aged 20 to 29 is enrolled in education. From 1995 to 2007, enrolment rates of 20-29 year-olds increased by 8 percentage points.

1. Reference year 2006 instead of 2007.

2. Excludes overseas departments for 1995 and 2000.

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

Countries are ranked in descending order of enrolment rates of 20-29 year-olds in 2007.

Source: OECD, Table C1.2. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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### Other highlights of this indicator

- In most OECD countries today, virtually everyone has access to at least 12 years of formal education. In Belgium, France, Germany, Hungary, Iceland, Ireland, Japan, the Netherlands, Norway, Spain and Sweden, at least 90% of students are enrolled in education for 14 years or more. In contrast, enrolment rates in Greece and Mexico exceed 90% for ten years, and for only six years in Turkey. For partner countries Brazil and the Russian Federation, the corresponding number of years is ten and nine years respectively.
- In more than one-half of OECD countries, more than 70% of 3-4 year-olds are enrolled in either pre-primary or primary programmes. Children age 4 and under are more likely to be enrolled in a programme in one of the 19 European Union countries that are members of the OECD than in one of the other OECD countries. The average enrolment rate for 3-4 year-olds is 79% for the EU19 while only 71% for the OECD.
- Enrolment rates for 15-19 year-olds increased on average from 74% to 81% from 1995 to 2007. In Belgium, the Czech Republic and Poland, and the partner country Slovenia, they reached more than 90% in 2007 (in Belgium they had already reached this level in 1995). The pattern is similar for 20-29 year-olds, the age span during which most students are enrolled in tertiary education; between 1995 and 2007, their enrolment rates increased in all OECD countries except Portugal.

## Policy context

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

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

High tertiary participation rates help to ensure the development and maintenance of a highly educated population and labour force. Moreover, tertiary education programmes are generally associated with better access to employment (see Indicator A6) and higher earnings (see Indicator A7). Rates of entry into tertiary education are a partial indication of the degree to which a population is acquiring the high-level skills and knowledge valued by the labour market in today's knowledge society (see Indicator A2).

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

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

## Evidence and explanations

In most OECD countries today, virtually everyone has access to at least 12 years of formal education. In Belgium, France, Germany, Hungary, Iceland, Ireland, Japan, the Netherlands, Norway, Spain and Sweden, at least 90% of students are enrolled in education for 14 years or more. In contrast, enrolment rates exceed 90% in Greece and Mexico for ten years, and for only six years in Turkey. For partner countries Brazil and the Russian Federation, the corresponding number of years is ten and nine years respectively (Table C1.1). However, patterns of participation in education throughout people's lives vary widely among countries.

### Participation in early childhood education

Children age 4 and under are more likely to be enrolled in a programme in one of the 19 European Union countries that are members of the OECD than in one of the other OECD countries. The average enrolment rate for 3-4 year-olds is 79% for the EU19 while only 71% for the OECD.

In the majority of OECD and partner countries, full enrolment (defined here as enrolment rates exceeding 90%) begins between the ages of 5 and 6. However, in Austria, Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Iceland, Italy, Japan, Luxembourg, New Zealand, Norway, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom, and in the partner countries Estonia, Israel and Slovenia, at least 70% of 3-4 year-olds are enrolled in either preprimary or primary programmes. Enrolment rates for early childhood education range from less than 30% in Greece, Korea, Switzerland and Turkey to over 90% in Belgium, Denmark, France, Germany, Iceland, Italy, New Zealand, Norway, Spain, and Sweden (Table C1.1).

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

### Participation in upper secondary education

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

Countries have taken various approaches to meeting these demands. Some have comprehensive secondary systems with non-selective general/academic programmes so that all students have similar opportunities for learning; others provide more distinctive education programmes (academic, pre-vocational and/or vocational programmes). Programmes at the secondary level can be subdivided into three categories, based on the degree to which they are oriented towards a specific class of occupations or trades and lead to a qualification that is relevant to the labour market:

- General education programmes are not designed explicitly to prepare participants for specific occupations or trades, or for entry 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).

- Vocational or technical education programmes prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a vocational or technical qualification that is relevant to the labour market.

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

- In school-based programmes, instruction takes place (either partially or exclusively) in educational institutions. They include special training centres run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component involving some practical work experience at the workplace. Programmes are classified as school-based if at least 75% of the programme curriculum is presented in the school environment; this may include distance education.
- In combined school- and work-based programmes, less than 75% of the curriculum is presented in the school environment or through distance education. These programmes can be organised in conjunction with educational authorities or educational institutions and include apprenticeship programmes that involve concurrent school-based and work-based training, and programmes that involve alternating periods of attendance at educational institutions and participation in work-based training (sometimes referred to as “sandwich” programmes).

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

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

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

Upper secondary students in many education systems can enrol in vocational programmes, but some OECD countries delay vocational training until after graduation from upper secondary

education. While vocational programmes are offered as advanced upper secondary programmes in some OECD countries (*e.g.* Austria, Hungary and Spain), similar programmes are offered as post-secondary education in others (*e.g.* Canada and the United States).

### Apprenticeship programmes

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

In most OECD countries (Australia, Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Hungary, Iceland, Ireland, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, the Slovak Republic, Switzerland, Turkey and the United Kingdom) and partner countries (Israel, the Russian Federation and Slovenia), some form of an apprenticeship system exists. In some countries (*e.g.* Austria, Germany and Hungary), apprenticeship contracts are established between a student (not the vocational training school) and a company. The majority of countries have combined school- and work-based apprenticeship programmes. That said, apprenticeship systems do not exist in Japan, Korea, Spain and Sweden. However, Sweden is currently piloting apprenticeship training as a complement to school-based education. In the United States, there are apprenticeship programmes, but they generally are not part of the formal education system.

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

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

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

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

Several factors influence the decision to stay enrolled in school beyond the end of compulsory education, particularly the limited prospects of young adults with insufficient education; in many countries they are at greater risk of unemployment and other forms of exclusion than their more educated peers. In many OECD countries, the transition from education to employment

has become longer and more complex, providing the opportunity or the necessity to combine learning and work to develop marketable skills (see Indicator C3).

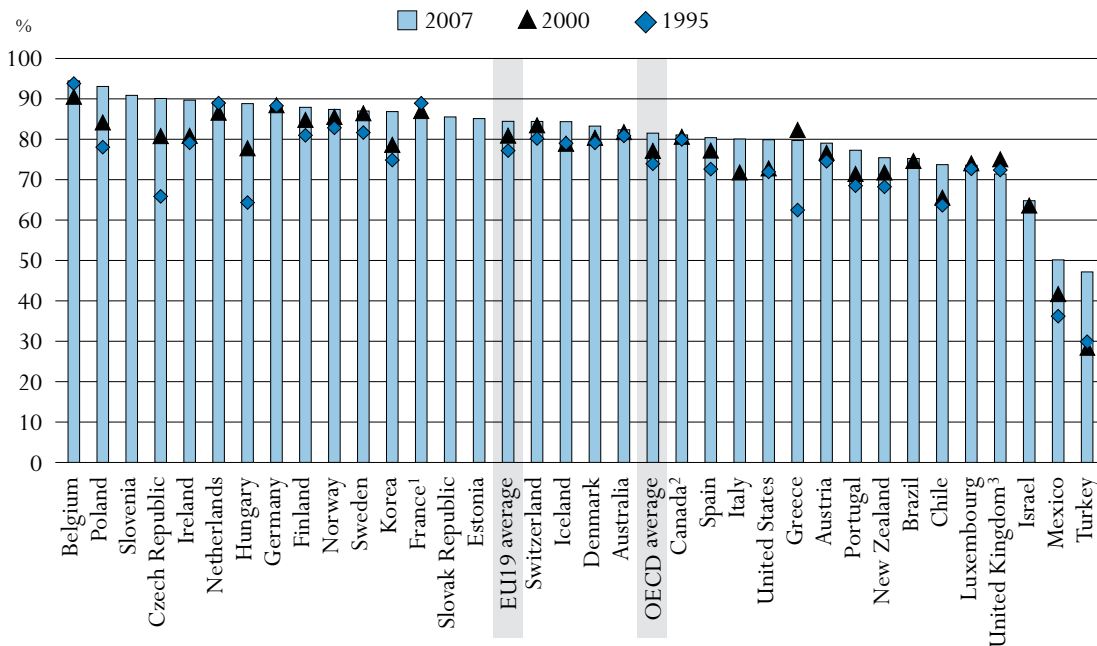
The age at which compulsory education ends ranges from 14 in Korea, Portugal and Turkey and the partner countries Brazil and Slovenia to 18 in Belgium, Germany, Hungary and the Netherlands and the partner country Chile (Table C1.1). However, the statutory age at which compulsory education ends does not always correspond to the age at which enrolment is universal.

In most OECD and partner countries, participation rates tend to be high to the end of compulsory education. However, in Belgium, Germany, Hungary, Mexico, the Netherlands, New Zealand, Turkey, and the United States and the partner country Chile, the rates drop below 90% before the end of compulsory education (Table C1.1). In Belgium, Germany, Hungary, the Netherlands and the United States and the partner country Chile, this may be due, in part, to the fact that compulsory education ends relatively late at age 18 (age 17, on average, in the United States).

In most OECD and partner countries, enrolment rates decline gradually during the last years of upper secondary education. More than 20% of the population aged 15 to 19 is not enrolled in education in Austria, Greece, Luxembourg, Mexico, New Zealand, Portugal, Turkey, the United Kingdom and the United States, and in the partner countries Brazil, Chile, Israel and the Russian Federation (Table C1.1 and Chart C1.2).

**Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2000 and 2007)**

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




1. Excludes overseas departments for 1995 and 2000.

2. Reference year 2006 instead of 2007.

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

Countries are ranked in descending order of enrolment rates of 15-19 year-olds in 2007.

Source: OECD, Table C1.2. See Annex 3 for notes ([www.oecd.org/edu/eqg2009](http://www.oecd.org/edu/eqg2009)).

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There has been an average increase of 8 percentage points in the proportion of 15-19 year-olds enrolled in education in OECD countries between 1995 and 2007. Enrolment rates for this age group increased on average from 74% to 81% from 1995 to 2007, and amounted to more than 90% in 2007 in Belgium, the Czech Republic, Poland and the partner country Slovenia (Belgium had already reached 90% or more in 1995) (Table C1.2). However, even though enrolment rates for 15-19 year-olds have improved by more than 20 percentage points during the past 12 years in the Czech Republic and Hungary, they have remained virtually unchanged in Australia, Belgium, Canada, Germany, Luxembourg, the Netherlands and the United Kingdom. Of these, all except Luxembourg have a high proportion of their population of 15-19 year-olds enrolled in education (Table C1.2 and Chart C1.2).

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

An analysis of the participation rates by level of education and single year of age shows that there is no close relationship between the end of compulsory education and the decline in enrolment rates. In most OECD and partner countries, the sharpest decline in enrolment rates occurs not at the end of compulsory education, but at the end of upper secondary education. After the age of 16, however, enrolment rates begin to decline in all OECD and partner countries. Enrolment rates in secondary education fall from 91% on average at age 16 to 83% at age 17, 53% at age 18 and 27% at age 19. In Belgium, the Czech Republic, Finland, Germany, Hungary, Japan, Korea, Norway, Poland, the Slovak Republic and Sweden and in the partner countries Israel and Slovenia, 90% or more of all 17-year-olds are still enrolled at this level, even though compulsory education ends at less than 17 years of age in most of these countries (Table C1.3).

### **Participation in tertiary education**

Enrolment rates indicate the number of individuals participating in tertiary education. On average in OECD countries, 25% of 20-29 year-olds were enrolled in education in 2007. Enrolment rates were 30% or more in Australia, Denmark, Finland, Iceland, New Zealand, Poland and Sweden and in the partner country Slovenia (Table C1.1 and Chart C1.1). However, it should be noted that tertiary enrolment rates for countries with large proportions of international students relative to population size may be overestimated. For example, the tertiary enrolment rates of 20-29 year-olds in tertiary education in Australia and New Zealand fell by 27% and 22% respectively when adjustments for the impact of international students were made.

Policies to expand education have led to greater access to tertiary education in many OECD and partner countries. So far this has more than compensated for the declines in cohort sizes, which until recently had led to the predictions of stable or declining demand in several OECD countries. On average, in all OECD countries with comparable data, participation rates in tertiary education grew by 8 percentage points from 1995 to 2007. All OECD and partner countries except Portugal saw some degree of increase in participation rates of 20-29 year-olds. This growth was over 12 percentage points in the Czech Republic, Finland, Greece, Hungary, Iceland, Korea, New Zealand, Poland and Sweden, and particularly significant in the Czech Republic, Greece and Hungary, which were previously at the bottom of the scale of OECD countries but recently moved up to the middle. Although some OECD countries (Belgium, France, Iceland, Ireland, New Zealand, Portugal, Spain, Sweden and the United States) show signs of a leveling of the tertiary enrolment rates, the overall trend remains upwards (Table C1.2 and Chart C1.1).



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

In OECD and partner countries, education at the primary and secondary levels is still predominantly publicly provided. On average, 91% of primary education students in OECD countries are enrolled in public institutions; the figures decline slightly in secondary education, with 85% of lower secondary students and 83% of upper secondary students taught in public institutions. Japan and Mexico are exceptions at the upper secondary level, as independent private providers (those that receive less than 50% of their funds from government sources) take in 31% and 20%, respectively, of upper secondary students (Table C1.5).

At the tertiary level, the pattern is quite different. Private providers generally play a more significant role. In tertiary-type B programmes, the private sector accounts for more than one-third of students, and in tertiary-type A and advanced research programmes it accounts for more than one-fifth of students. In the United Kingdom, all tertiary education is provided through government-dependent private institutions. Such providers also receive more than half of tertiary-type B students in the partner country Israel (70%). Government-dependent private providers also take a significant share of tertiary-type A and advanced research programmes in the partner countries Estonia (86%) and Israel (76%). Independent private providers are more prominent at the tertiary level than at pre-tertiary levels (an average of 14% of tertiary students attend such institutions), particularly in Japan, Korea and partner countries Brazil and Chile (in tertiary-type B), where more than 70% of students are enrolled in such institutions (Table C1.6).

### Definitions and methodologies

Data on enrolments are for the school year 2006-2007 and based on the UOE data collection on educational systems administered annually by the OECD.

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

Net enrolment rates, expressed as percentages in Table C1.1 and Table C1.2, are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group.


In Table C1.2, data on trends in enrolment rates for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in OECD countries and four out of six partner countries in January 2007.

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

Data on the impact of international students on tertiary enrolment rates are based on a special survey carried out by the OECD in December 2008.

### Further references

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

StatLink  <http://dx.doi.org/10.1787/664625546654>

- *Table C1.7. Education expectancy (2007)*
- *Table C1.8. Expected years in tertiary education (2007)*

Table C1.1.

## Enrolment rates, by age (2007)

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

	Ending age of compulsory education	Number of years at which over 90% of the population are enrolled	Age range at which over 90% of the population are enrolled	Students aged:					
				4 and under as a percentage of the population aged 3 to 4	5 to 14 as a percentage of the population aged 5 to 14	15 to 19 as a percentage of the population aged 15 to 19	20 to 29 as a percentage of the population aged 20 to 29	30 to 39 as a percentage of the population aged 30 to 39	40 and over as a percentage of the population aged 40 and over
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>OECD countries</b>									
Australia	15	12	5 - 16	32.2	99.3	82.3	33.1	13.5	5.8
Austria	15	12	5 - 16	70.1	98.3	79.0	21.6	3.5	0.5
Belgium <sup>1</sup>	18	15	3 - 17	126.0	99.3	94.4	28.3	8.5	3.8
Canada <sup>2</sup>	16-18	m	m	m	m	81.1	25.9	5.5	1.7
Czech Republic	15	13	5 - 17	80.0	99.8	90.1	21.8	4.4	0.4
Denmark	16	13	3 - 16	94.0	98.0	83.3	38.2	8.1	1.5
Finland	16	13	6 - 18	46.0	95.3	87.9	43.0	14.4	3.4
France <sup>1</sup>	16	15	3 - 17	111.2	100.9	85.7	19.5	2.6	n
Germany	18	14	4 - 17	99.0	99.2	88.1	28.7	2.5	0.1
Greece	14.5	10	6 - 15	27.7	97.7	79.7	26.6	7.6	x(8)
Hungary	18	14	4 - 17	82.7	99.8	88.8	25.1	5.9	0.6
Iceland	16	14	3 - 16	96.0	98.3	84.4	36.2	12.4	3.6
Ireland	16	14	5 - 18	23.8	102.6	89.7	20.8	5.6	0.2
Italy <sup>1</sup>	15	13	3 - 15	104.4	100.3	80.0	21.0	3.5	0.1
Japan	15	14	4 - 17	84.4	100.5	m	m	m	m
Korea	14	12	6 - 17	27.3	95.7	86.8	27.8	2.1	0.5
Luxembourg <sup>3</sup>	15	12	4 - 15	81.5	95.9	73.6	5.7	0.5	0.1
Mexico	15	10	5 - 14	60.4	102.1	50.1	11.1	3.5	0.6
Netherlands	18	14	4 - 17	49.6	99.5	89.3	28.0	2.7	0.7
New Zealand	16	12	4 - 15	90.1	99.7	75.4	30.2	12.7	6.0
Norway	16	14	4 - 17	91.8	99.2	87.4	29.9	6.8	1.7
Poland	16	13	6 - 18	40.7	94.5	93.1	31.0	4.3	x(8)
Portugal	14	12	5 - 16	72.0	104.2	77.3	20.6	3.7	0.6
Slovak Republic	16	12	6 - 17	76.0	96.8	85.5	18.5	3.9	0.6
Spain <sup>1</sup>	16	14	3 - 16	125.9	100.7	80.4	21.5	4.0	1.1
Sweden	16	16	3 - 18	98.4	100.3	87.0	34.5	12.9	2.9
Switzerland	15	12	5 - 16	27.0	100.4	84.4	22.7	3.8	0.4
Turkey	14	6	7 - 12	6.7	84.3	47.2	11.9	1.6	0.2
United Kingdom	16	13	4 - 16	89.9	99.3	71.4	17.3	5.7	1.7
United States	17	11	6 - 16	49.8	98.3	79.9	22.8	5.5	1.4
<i>OECD average</i>	<i>16</i>	<i>13</i>		<i>71.2</i>	<i>98.6</i>	<i>81.5</i>	<i>24.9</i>	<i>5.9</i>	<i>1.5</i>
<i>EU19 average</i>	<i>16</i>	<i>13</i>		<i>78.9</i>	<i>99.1</i>	<i>84.4</i>	<i>24.8</i>	<i>5.6</i>	<i>1.1</i>
<b>Partner countries</b>									
Brazil	14	10	7 - 16	44.7	91.7	75.2	21.1	8.7	2.7
Chile	18	11	6 - 16	50.2	96.1	73.7	20.4	3.2	0.6
Estonia	15	11	6 - 16	87.0	100.4	85.1	26.8	7.1	0.8
Israel	15	13	5 - 17	83.7	96.1	64.8	21.3	5.6	1.0
Russian Federation <sup>4</sup>	15	9	7 - 15	m	81.5	73.5	18.7	0.7	n
Slovenia	14	12	6 - 17	76.0	96.2	90.9	33.0	5.8	0.7

Note: Ending age of compulsory education is the age at which compulsory schooling ends. For example, an ending age of 18 indicates that all students under 18 are legally obliged to participate in education. Mismatches between the coverage of the population data and the enrolment data mean that the participation rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for those that are net importers.

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

2. Reference year 2006.

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

4. Reference year 2005.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


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Table C1.2.

## Trends in enrolment rates (1995-2007)

Full-time and part-time students in public and private institutions in 1995, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007

	15-19 year-olds as a percentage of the population aged 15 to 19									20-29 year-olds as a percentage of the population aged 20 to 29								
	1995	2000	2001	2002	2003	2004	2005	2006	2007	1995	2000	2001	2002	2003	2004	2005	2006	2007
<b>OECD countries</b>																		
Australia	81	82	81	83	82	82	82	83	82	23	28	28	33	33	33	33	33	33
Austria	75	77	77	77	77	79	80	82	79	16	18	19	17	18	19	19	20	22
Belgium	94	91	91	92	94	95	94	95	94	24	25	26	27	29	30	29	29	28
Canada	80	81	81	80	80	79	80	81	m	22	23	24	25	25	25	26	26	m
Czech Republic	66	81	87	90	90	91	90	90	90	10	14	15	16	17	19	20	20	22
Denmark	79	80	83	82	85	85	85	83	83	30	35	36	36	36	36	38	38	38
Finland	81	85	85	85	86	87	87	88	88	28	38	39	40	40	41	43	43	43
France <sup>1</sup>	89	87	86	86	87	87	86	86	86	19	19	20	20	20	20	20	20	20
Germany	88	88	90	89	89	89	89	89	88	20	24	24	26	27	28	28	28	29
Greece	62	82	74	83	83	86	97	93	80	13	16	22	25	26	28	24	32	27
Hungary	64	78	79	81	83	85	87	88	89	10	19	20	21	22	24	24	25	25
Iceland	79	79	79	81	83	84	85	85	84	24	31	30	32	36	37	37	37	36
Ireland	79	81	82	83	84	87	89	88	90	14	16	18	19	19	23	21	20	21
Italy	m	72	73	76	78	79	80	81	80	m	17	17	18	20	20	20	20	21
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	75	79	79	80	81	84	86	86	87	15	24	25	27	27	28	27	28	28
Luxembourg	73	74	75	75	75	75	72	73	74	m	5	6	6	6	7	6	9	6
Mexico	36	42	42	44	45	47	48	49	50	8	9	9	10	10	11	11	11	11
Netherlands	89	87	86	87	85	86	86	89	89	21	22	23	23	25	26	26	27	28
New Zealand	68	72	72	74	74	74	74	74	75	17	23	25	28	30	31	30	29	30
Norway	83	86	85	85	85	86	86	86	87	25	28	26	26	29	29	29	30	30
Poland	78	84	86	87	88	90	92	93	93	16	24	26	28	29	30	31	31	31
Portugal	68	71	73	71	72	73	73	73	77	22	22	22	22	23	23	22	21	21
Slovak Republic	m	m	74	76	80	83	85	85	86	m	m	12	13	13	15	16	17	18
Spain	73	77	78	78	78	80	81	80	80	21	24	23	23	22	22	22	22	22
Sweden	82	86	86	86	87	87	87	88	87	22	33	33	34	34	36	36	36	35
Switzerland	80	83	83	83	83	83	83	84	84	15	19	20	20	21	21	22	22	23
Turkey	30	28	30	34	35	40	41	45	47	7	5	5	6	6	10	10	11	12
United Kingdom <sup>2</sup>	72	75	75	77	75	79	79	70	71	18	24	24	27	26	28	29	17	17
United States	72	73	76	75	76	79	79	78	80	19	20	22	23	22	23	23	23	23
<i>OECD average</i>	<i>74</i>	<i>77</i>	<i>78</i>	<i>79</i>	<i>79</i>	<i>81</i>	<i>81</i>	<i>82</i>	<i>82</i>	<i>18</i>	<i>22</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>
<i>OECD average for countries with 1995 and 2007 data</i>	<i>74</i>								<i>81</i>	<i>18</i>								<i>26</i>
<i>EU19 average</i>	<i>77</i>	<i>81</i>	<i>81</i>	<i>82</i>	<i>83</i>	<i>84</i>	<i>85</i>	<i>85</i>	<i>84</i>	<i>19</i>	<i>22</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>25</i>	<i>25</i>	<i>25</i>
<b>Partner countries</b>																		
Brazil	m	75	71	74	80	79	80	m	75	m	21	23	22	22	23	21	m	21
Chile	64	66	m	66	68	70	74	72	74	m	m	m	m	m	m	m	m	20
Estonia	m	m	m	m	m	m	87	87	85	m	m	m	m	m	m	27	27	27
Israel	m	64	63	65	66	65	65	65	65	m	m	m	21	21	20	20	21	21
Russian Federation	m	71	71	74	m	m	74	m	m	m	m	m	13	m	m	19	m	m
Slovenia	m	m	m	m	m	m	91	91	91	m	m	m	m	m	m	32	33	33

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

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

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


StatLink  <http://dx.doi.org/10.1787/664625546654>

Table C1.3.  
**Transition characteristics from age 15–20, by level of education (2007)**  
*Net enrolment rates (based on head counts)*

	Graduation age at the upper secondary level of education	Age 15			Age 16			Age 17			Age 18			Age 19			Age 20		
		Secondary education (1)	Secondary education (2)	Post-secondary non-tertiary (3)	Tertiary education (4)	Secondary education (5)	Post-secondary non-tertiary (6)	Tertiary education (7)	Secondary education (8)	Post-secondary non-tertiary (9)	Tertiary education (10)	Secondary education (11)	Post-secondary non-tertiary (12)	Tertiary education (13)	Secondary education (14)	Post-secondary non-tertiary (15)	Tertiary education (16)		
OECD countries	Australia	17	98	93	n	n	79	1	5	38	3	28	25	3	37	20	2	38	
	Austria	17-18	95	91	n	n	76	13	n	46	22	5	19	13	15	8	6	22	
	Belgium	18	102	102	n	n	100	n	1	47	6	36	23	7	47	13	4	48	
	Canada <sup>1</sup>	17-18	94	91	x(4)	1	79	x(7)	8	33	x(10)	36	11	x(13)	50	4	x(16)	47	
	Czech Republic	18-19	100	100	n	n	96	n	n	82	4	1	37	10	22	7	6	37	
	Denmark	18-19	97	91	n	n	84	n	n	80	n	n	57	n	5	34	n	15	
	Finland	19	99	96	n	n	95	n	n	93	n	1	33	n	20	17	n	33	
	France	17-20	98	95	n	n	88	n	2	49	1	28	24	1	40	10	1	41	
	Germany	19-20	97	95	n	n	91	n	1	82	n	3	40	20	10	20	16	19	
	Greece	18	92	89	a	a	75	1	9	18	6	42	10	7	50	6	4	52	
	Hungary	19	100	95	n	n	92	n	n	62	9	12	22	17	34	11	11	38	
	Iceland	19	99	93	n	n	85	n	n	74	n	n	67	n	2	36	n	16	
	Ireland	18-19	99	101	1	n	79	6	5	31	25	34	4	17	44	1	13	41	
	Italy	19	93	89	a	a	83	a	a	75	a	3	20	n	34	6	n	37	
	Japan	18	99	96	a	a	95	a	m	3	m	m	1	m	m	m	m	m	
	Korea	17	99	91	a	n	92	a	1	5	a	68	n	a	76	n	a	70	
	Luxembourg	18-19	92	83	n	m	79	n	m	68	n	m	43	n	m	24	1	m	
	Mexico	18	65	58	a	a	44	a	3	18	a	13	28	a	19	3	a	20	
	Netherlands	17-20	99	98	n	n	86	n	6	61	n	21	42	n	31	28	n	36	
	New Zealand	17-18	96	87	1	1	70	3	4	25	7	27	12	6	36	9	5	38	
	Norway	18-20	100	95	n	n	93	n	n	88	n	n	42	1	15	20	2	29	
	Poland	19-20	98	97	a	a	95	n	n	92	n	1	36	9	37	12	12	45	
	Portugal	17-18	96	90	a	a	80	a	a	45	n	19	25	n	27	13	n	30	
	Slovak Republic	19-20	99	94	n	n	90	n	n	80	n	4	36	n	25	7	1	35	
	Spain	17	99	93	a	n	83	a	n	41	a	28	23	a	35	13	a	38	
	Sweden	19	95	99	n	n	97	n	n	93	n	1	28	1	14	17	1	23	
Switzerland	18-20	97	91	n	n	87	1	n	78	1	2	47	3	9	20	3	16		
Turkey	16	60	60	a	n	37	a	6	23	a	19	m	a	26	m	a	26		
United Kingdom	16	98	90	n	n	74	n	2	26	n	24	10	n	33	6	n	33		
United States	18	98	93	m	1	81	m	4	26	m	39	4	m	52	n	m	48		
<i>OECD average</i>		95	91	n	n	83	1	2	53	3	18	27	4	30	13	3	35		
<i>EU19 average</i>		97	94	n	n	87	1	2	62	4	15	28	5	29	13	4	35		
Partner countries	Brazil	18	84	87	a	n	77	a	1	55	a	8	35	a	11	23	a	14	
	Chile	18	93	91	a	n	86	a	n	31	a	21	10	a	32	3	a	33	
	Estonia	19	96	96	n	n	89	n	n	73	1	9	21	6	36	8	7	40	
	Israel	17	96	94	n	n	90	n	n	20	n	6	2	n	12	1	1	13	
	Russian Federation	17	86	73	x(2)	m	36	x(5)	m	13	x(8)	m	5	x(11)	m	1	x(14)	m	
	Slovenia	18-19	95	98	n	n	96	n	n	84	n	5	26	3	48	m	m	53	

Note: Mismatches between the coverage of the population data and the student data mean that the participation rates may be underestimated for countries such as Luxembourg that are net exporters of students and may be overestimated for those that are net importers.

1. Year of reference 2006.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


StatLink  <http://dx.doi.org/10.1787/664625546654>

Table C1.4.

**Upper secondary enrolment patterns (2007)**

Enrolment in upper secondary programmes in public and private institutions by programme destination and programme orientation

		Upper secondary education						
		Distribution of enrolment by programme destination			Distribution of enrolment by programme orientation			
		ISCED 3A	ISCED 3B	ISCED 3C	General	Pre-vocational	Vocational	Combined school and work-based
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD countries	Australia	39.6	x(1)	60.4	39.6	a	60.4	m
	Austria	44.8	46.1	9.1	22.7	6.6	70.7	34.3
	Belgium	49.3	a	50.7	30.4	a	69.6	3.4
	Canada <sup>1</sup>	94.5	a	5.5	94.5	x(6)	5.5	a
	Czech Republic	72.8	0.4	26.8	24.7	n	75.2	34.0
	Denmark	52.3	a	47.7	52.3	a	47.7	47.2
	Finland	100.0	a	a	33.3	a	66.7	11.5
	France	56.2	11.6	32.2	56.2	a	43.8	12.1
	Germany	42.6	57.1	0.3	42.6	a	57.4	42.2
	Greece	68.3	a	31.7	68.3	a	31.7	a
	Hungary	77.4	a	22.6	76.4	10.4	13.2	13.2
	Iceland	50.3	0.7	49.0	66.2	1.4	32.4	15.7
	Ireland	70.9	a	29.1	66.5	31.3	2.2	2.2
	Italy	81.7	1.4	17.0	40.2	33.2	26.5	a
	Japan	75.7	0.9	23.4	75.7	0.9	23.4	a
	Korea	73.2	a	26.8	73.2	a	26.8	a
	Luxembourg	60.8	15.1	24.0	37.7	a	62.3	14.0
	Mexico	90.6	a	9.4	90.6	a	9.4	a
	Netherlands	63.0	a	37.0	32.4	a	67.6	18.5
	New Zealand	m	m	m	m	m	m	m
	Norway	42.5	a	57.5	42.5	a	57.5	14.9
	Poland	87.8	a	12.2	55.7	a	44.3	6.4
	Portugal	100.0	x(1)	x(1)	68.4	16.7	14.8	m
	Slovak Republic	82.8	a	17.2	26.8	a	73.2	29.8
	Spain	56.6	n	43.4	56.6	n	43.4	1.9
	Sweden	94.0	n	6.0	42.9	1.0	56.2	n
Switzerland	30.0	64.7	5.3	35.2	a	64.8	59.0	
Turkey <sup>2</sup>	100.0	a	m	63.3	a	36.7	n	
United Kingdom <sup>3</sup>	77.7	x(1)	22.3	58.6	x(6)	41.4	m	
United States	100.0	x(1)	x(1)	100.0	x(4)	x(4)	x(4)	
<i>OECD average</i>		<i>70.2</i>	<i>7.9</i>	<i>25.6</i>	<i>54.3</i>	<i>3.9</i>	<i>43.8</i>	<i>14.4</i>
<i>EU19 average</i>		<i>70.5</i>	<i>7.7</i>	<i>23.9</i>	<i>47.0</i>	<i>5.5</i>	<i>47.8</i>	<i>15.9</i>
Partner countries	Brazil	90.6	9.4	a	90.6	a	9.4	a
	Chile	100.0	a	a	64.9	a	35.1	a
	Estonia	99.7	a	0.3	68.7	a	31.3	31.3
	Israel	96.1	a	3.9	66.1	a	33.9	3.9
	Russian Federation	54.2	15.0	30.8	54.2	15.0	30.8	m
	Slovenia	35.1	44.8	20.1	35.1	n	64.9	1.6

1. Year of reference 2006.

2. Excludes ISCED 3C.

3. Includes post-secondary, non-tertiary education.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


StatLink  <http://dx.doi.org/10.1787/664625546654>

Table C1.5.  
Students in primary and secondary education by type of institution or mode of study (2007)

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

	Type of institution									Mode of enrolment		
	Primary			Lower secondary			Upper secondary			Primary and secondary		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)		
OECD countries	Australia	70.2	29.8	a	67.2	32.8	a	78.0	21.9	0.1	78.8	21.2
	Austria	94.8	5.2	x(2)	91.8	8.2	x(5)	88.8	11.2	x(8)	m	m
	Belgium	45.7	54.3	a	43.3	56.7	a	42.4	57.6	a	79.8	20.2
	Canada <sup>1</sup>	94.2	x(1)	5.8	94.2	x(4)	5.8	94.2	x(7)	5.8	100.0	a
	Czech Republic	98.7	1.3	a	97.8	2.2	a	86.3	13.7	a	100.0	n
	Denmark	87.9	12.1	n	76.2	23.4	0.4	97.3	2.6	0.1	96.7	3.3
	Finland	98.7	1.3	a	95.7	4.3	a	85.4	14.6	a	100.0	a
	France	85.1	14.4	0.5	78.4	21.2	0.3	69.2	29.8	1.0	100.0	a
	Germany	96.7	3.3	x(2)	91.9	8.1	x(5)	91.1	8.9	x(8)	99.7	0.3
	Greece	92.8	a	7.2	94.9	a	5.1	95.3	a	5.2	97.9	2.4
	Hungary	92.6	7.4	a	91.9	8.1	a	82.2	17.8	a	94.9	5.1
	Iceland	98.4	1.6	n	99.3	0.7	n	88.8	10.7	0.5	90.3	9.7
	Ireland	99.1	a	0.9	100.0	a	n	98.6	a	1.4	99.9	0.1
	Italy	93.1	a	6.9	96.2	a	3.8	94.3	1.0	4.8	99.2	0.8
	Japan	99.0	a	1.0	93.1	a	6.9	69.2	a	30.8	98.8	1.2
	Korea	98.7	a	1.3	81.4	18.6	a	52.5	47.5	a	100.0	a
	Luxembourg	92.3	0.6	7.1	80.5	11.4	8.0	84.1	7.5	8.5	100.0	n
	Mexico	91.9	a	8.1	87.2	a	12.8	80.1	a	19.9	100.0	a
	Netherlands	m	m	m	m	m	m	m	m	m	99.1	0.9
	New Zealand	87.7	10.2	2.2	83.1	11.8	5.1	74.0	20.4	5.6	89.9	10.1
	Norway	97.8	2.2	x(2)	97.1	2.9	x(5)	90.7	9.3	x(8)	98.7	1.3
	Poland	98.0	0.6	1.5	97.0	0.8	2.2	90.2	0.9	8.9	95.4	4.6
	Portugal	88.9	2.6	8.5	88.0	6.5	5.5	81.2	5.2	13.5	100.0	a
	Slovak Republic	94.7	5.3	n	93.9	6.1	n	87.8	12.2	n	98.9	1.1
	Spain	68.7	28.0	3.4	68.1	28.9	3.0	78.3	11.9	9.8	91.6	8.4
	Sweden	93.2	6.8	n	91.5	8.5	n	89.6	10.4	n	90.2	9.8
Switzerland	95.9	1.3	2.8	92.7	2.5	4.8	92.8	3.1	4.2	99.8	0.2	
Turkey	98.0	a	2.0	a	a	a	97.4	a	2.6	100.0	n	
United Kingdom	94.7	a	5.3	94.2	1.0	4.7	52.9	41.6	5.5	97.3	2.7	
United States	90.0	a	10.0	91.1	a	8.9	91.4	a	8.6	100.0	a	
<i>OECD average</i>	<i>90.9</i>	<i>6.7</i>	<i>2.9</i>	<i>84.8</i>	<i>9.5</i>	<i>3.0</i>	<i>82.9</i>	<i>12.9</i>	<i>5.3</i>	<i>96.4</i>	<i>3.6</i>	
<i>EU19 average</i>	<i>89.8</i>	<i>8.0</i>	<i>2.6</i>	<i>87.3</i>	<i>10.9</i>	<i>2.1</i>	<i>83.0</i>	<i>13.7</i>	<i>3.7</i>	<i>96.7</i>	<i>3.3</i>	
Partner countries	Brazil	89.8	a	10.2	91.2	a	8.8	87.2	a	12.8	m	m
	Chile	45.2	48.6	6.2	50.5	43.4	6.1	43.2	49.9	6.9	100.0	a
	Estonia	97.2	a	2.8	98.1	a	1.9	97.2	a	2.8	96.3	3.7
	Israel	100.0	a	a	100.0	a	a	100.0	a	a	100.0	a
	Russian Federation	99.4	a	0.6	99.6	a	0.4	99.0	a	1.0	100.0	n
	Slovenia	99.8	0.2	n	99.9	0.1	n	96.5	3.3	0.2	94.2	5.8

1. Reference year 2006.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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


StatLink  <http://dx.doi.org/10.1787/664625546654>

Table C1.6.  
Students in tertiary education by type of institution or mode of study (2007)

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


	Type of institution						Mode of study				
	Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary-type B education		Tertiary-type A and advanced research programmes		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD countries	Australia	88.2	1.5	10.2	97.1	n	2.9	46.7	53.3	69.0	31.0
	Austria	63.9	36.1	x(2)	88.0	12.0	n	m	m	m	m
	Belgium	45.4	54.6	a	43.0	57.0	a	64.8	35.2	87.5	12.5
	Canada <sup>1</sup>	m	m	m	m	m	m	m	m	82.7	17.3
	Czech Republic	65.8	32.0	2.2	90.1	n	9.9	91.8	8.2	96.7	3.3
	Denmark	97.9	1.5	0.6	97.8	2.2	n	64.6	35.4	92.5	7.5
	Finland	100.0	n	a	89.4	10.6	a	100.0	a	55.6	44.4
	France	71.2	8.5	20.3	86.8	0.7	12.5	100.0	a	100.0	a
	Germany <sup>2</sup>	62.8	37.2	x(2)	95.5	4.5	x(5)	84.7	15.3	95.9	4.1
	Greece	100.0	a	a	100.0	a	a	100.0	a	100.0	a
	Hungary	55.3	44.7	a	86.4	13.6	a	72.1	27.9	56.8	43.2
	Iceland	46.0	54.0	n	80.0	20.0	n	30.3	69.7	76.1	23.9
	Ireland	92.9	a	7.1	90.9	a	9.1	70.7	29.3	80.3	19.7
	Italy	87.8	a	12.2	92.3	a	7.7	100.0	n	100.0	n
	Japan	7.0	a	93.0	24.3	a	75.7	96.7	3.3	89.0	11.0
	Korea	15.7	a	84.3	22.1	a	77.9	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	94.6	a	5.4	66.1	a	33.9	100.0	a	100.0	a
	Netherlands	m	m	m	m	m	m	m	m	84.4	15.6
	New Zealand	65.5	28.4	6.2	97.6	2.0	0.4	39.1	60.9	60.1	39.9
	Norway	52.9	47.1	x(2)	86.6	13.4	x(5)	62.8	37.2	73.2	26.8
	Poland	78.3	n	21.7	67.7	a	32.3	100.0	a	53.3	46.7
	Portugal	80.2	a	19.8	75.0	a	25.0	m	m	m	m
	Slovak Republic	82.9	17.1	n	92.8	n	7.2	80.6	19.4	60.3	39.7
	Spain	79.1	15.5	5.5	87.3	n	12.7	97.7	2.3	88.1	11.9
	Sweden	62.0	38.0	a	93.7	6.3	a	90.9	9.1	48.0	52.0
Switzerland	31.5	37.8	30.7	92.4	5.7	2.0	23.3	76.7	90.2	9.8	
Turkey	97.1	a	2.9	94.0	a	6.0	100.0	n	100.0	n	
United Kingdom	a	100.0	n	a	100.0	n	23.7	76.3	72.0	28.0	
United States	84.1	a	15.9	71.6	a	28.4	48.9	51.1	65.1	34.9	
	<i>OECD average</i>	<i>67.0</i>	<i>20.5</i>	<i>14.1</i>	<i>78.10</i>	<i>9.2</i>	<i>13.7</i>	<i>74.6</i>	<i>25.4</i>	<i>79.9</i>	<i>20.1</i>
	<i>EU19 average</i>	<i>72.1</i>	<i>22.7</i>	<i>6.0</i>	<i>81.0</i>	<i>12.2</i>	<i>7.3</i>	<i>82.8</i>	<i>17.2</i>	<i>79.5</i>	<i>20.5</i>
Partner countries	Brazil	15.3	a	84.7	28.1	a	71.9	m	m	m	m
	Chile	7.3	2.8	89.9	34.3	22.9	42.9	100.0	a	100.0	a
	Estonia	47.0	16.8	36.2	0.1	86.2	13.7	92.1	7.9	88.5	11.5
	Israel	30.2	69.8	a	10.4	76.3	13.3	100.0	a	82.0	18.0
	Russian Federation <sup>2</sup>	94.9	a	5.1	84.2	a	15.8	72.2	27.8	55.0	45.0
	Slovenia	80.4	5.9	13.7	96.2	2.7	1.1	48.9	51.1	76.7	23.3

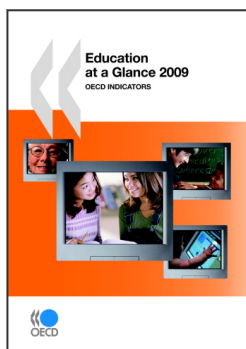
1. Year of reference 2006.

2. Excludes advanced research programmes.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

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

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