

Chapter



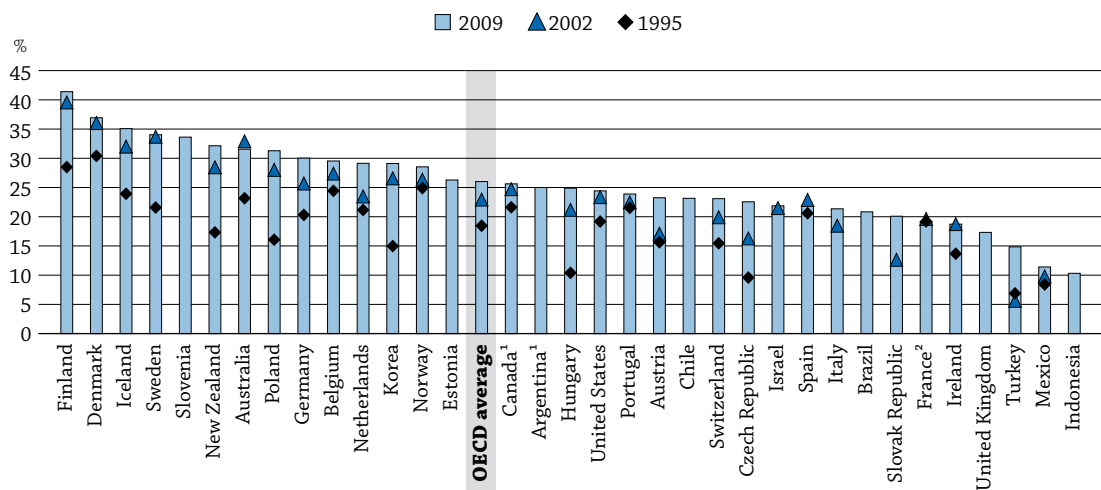
# ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION



## WHO PARTICIPATES IN EDUCATION?

- Education is universal between the ages of 5 and 14 among all OECD and other G20 countries with available data. In almost two-thirds of OECD countries, more than 70% of 3-4 year-olds are enrolled in either pre-primary or primary programmes.
- In 25 of 31 OECD countries, 80% or more of 15-19 year-olds participate in education. This is true for more than 90% of this age group in Belgium, Ireland, Poland and Slovenia.
- In Australia, Denmark, Finland, Iceland, New Zealand, Poland, Slovenia and Sweden, more than 30% of 20-29 year-olds are enrolled in education. From 1995 to 2009, enrolment rates among 20-29 year-olds increased by 8.2 percentage points in OECD countries with available and comparable data.

**Chart C1.1. Enrolment rates of 20-29 year-olds (1995, 2002 and 2009)**  
Full-time and part-time students in public and private institutions




1. Year of reference 2008.

2. Excludes overseas departments for 1995.

Countries are ranked in descending order of the enrolment rates of 20-29 year-olds in 2009.

**Source:** OECD. Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table C1.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### Context

According to results from PISA, children who participated in early childhood education tend to perform better in the PISA survey at age 15 than children who did not, after controlling for socio-economic background (OECD, 2010b). Over the past decade, many countries have expanded pre-primary programmes. This increased focus on early childhood education has resulted in the extension of compulsory education to lower ages in some countries, free early childhood education, and the creation of programmes that integrate care with formal pre-primary education.

Compulsory education has become virtually universal in OECD and other G20 countries. Various factors, including increased risks of unemployment and other forms of exclusion for young adults with insufficient education (see Indicator A7), 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 now the norm, and most upper secondary programmes prepare students for tertiary studies (see Indicator A2).

Tertiary education programmes are generally associated with better access to employment and with an improved likelihood of remaining employed in times of economic hardship (see Indicator A7), with higher earnings (see Indicator A8), and with better social outcomes, such as social engagement and self-reported health (see Indicator A11). 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-based societies (see Indicator C2).

As students have become more aware of the economic and social benefits of tertiary education, graduation rates for tertiary education have risen, especially for tertiary-type A (largely theory-based) programmes (see Indicator A3). These types of programmes absorb a large proportion of the available resources, as they tend to be longer than other tertiary programmes (see Indicator B1). The internationalisation of tertiary education means that some educational institutions may also have to adapt their curricula and teaching methods to a culturally and linguistically diverse student body (see Indicator C3).

### ■ Other findings

- **Virtually everyone in the OECD area has access to at least 13 years of formal education.** In Belgium, Estonia, France, Germany, Hungary, Iceland, Ireland, Italy, Japan, the Netherlands, Norway, Spain and Sweden at least 90% of students are enrolled in education for 14 years or more. Enrolment rates exceed 90% during 11 years or less of education in Argentina, Chile, Korea, Mexico and the United States; in Brazil, Indonesia and Turkey, 90% of children have access to education during only 9 years or less. Nevertheless, compulsory and free education has led to universal access to education for 7-15 year-olds in Brazil, 6-14 year-olds in Indonesia, and 7-13 year-olds in Turkey.
- **Children aged 3 to 4 are more likely to be enrolled in a pre-primary or primary programme in one of the 21 European Union countries that are members of the OECD (EU21) than in one of the other OECD countries.**

### ■ Trends

Enrolment rates in both secondary and tertiary education increased steadily in nearly all OECD countries between 1995 and 2009. In around one-third of countries with available data, and on average among OECD countries, the growth in enrolment rates for 15-19 year-olds and for 20-29 year-olds has been slowing during the past five years. In upper secondary education, this is probably because of almost universal coverage.

## Analysis

### Participation in early childhood education

Enrollment in pre-primary education is nearly universal in OECD countries, and PISA data confirm the importance of pre-primary education to later schooling (OECD, 2010i). In most countries, students who have attended pre-primary schools tend to perform better in school than those who have not, even after accounting for students' socio-economic background.

Early childhood education helps to build a strong foundation for lifelong learning and to ensure 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 three. However, institution-based pre-primary programmes covered by this indicator are not the only form of effective early childhood education available. For instance, Scandinavian countries, among others, have institution-based integrated administration of both care and pre-primary education, and data is not reported for ages under three. Inferences about access to and quality of pre-primary education and care should therefore be made with caution.

In almost half of OECD countries, full enrolment (defined here as enrolment rates exceeding 90%) begins between the ages of 5 and 7. However, in almost two-thirds of OECD countries, at least 70% of 3-4 year-olds are enrolled in either pre-primary or primary programmes (Table C1.1a). The average enrolment rate for 3-4 year-olds is more than 75% for the EU21 but only 70% for OECD countries. In Belgium, Denmark, France, Iceland, Italy, Norway and Spain, enrolment of 3-4 year-olds reached 95% or more in 2009. Turkey is the only country to enrol fewer than 9% of its 3-4 year-olds, probably because of the limited number of pre-primary schools available, most of which are private and charge fees, or because of socio-cultural factors. In Belgium (17.1%), the Russian Federation (17.6%) and Spain (24.6%), children younger than three attend pre-primary programmes attended by older children as well. The age of entry into pre-primary programmes is 2.5 years in Belgium, 1.5 years in the Russian Federation, and even younger in Spain. Children are allowed into integrated programmes of care and pre-primary starting from the age of 2 in Denmark and Iceland, which is out of the scope of data collection presented in *Education at a Glance 2011*.

### Participation in compulsory education

Compulsory education includes primary and lower secondary programmes in all OECD countries and also upper secondary education in most countries. Between the ages of 5 and 14 in all OECD and other G20 countries, enrolment rates are above 90%; and in all countries except Chile, Poland, the Russian Federation and Turkey, the rates in 2009 were higher than 95% (Table C1.1a).

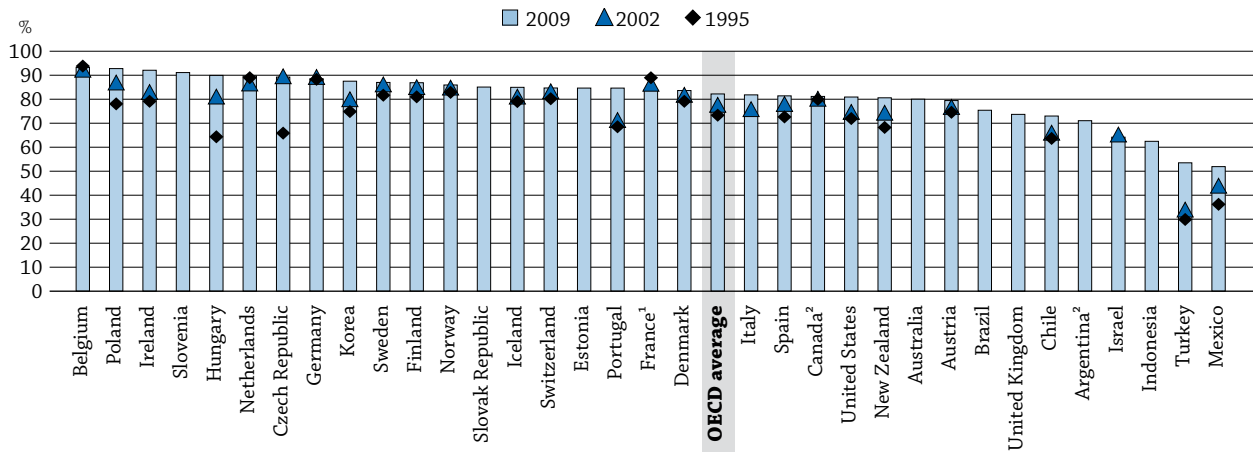
### Participation in upper secondary education

With the continued increase in participation in upper secondary education, countries provide a more diversified pathway to students. Countries have taken various approaches to meeting these demands. Some have comprehensive secondary systems with non-selective general/academic programmes so that all students have similar opportunities for learning; others provide more diversified education programmes (academic, pre-vocational and/or vocational programmes; see the Definitions section below).

Enrolment rates for 15-19 year-olds indicate the number of individuals participating in upper secondary education. Between 1995 and 2009, there was an increase in the country average of 9.3 percentage points in the proportion of 15-19 year-olds enrolled in education in OECD countries (average annual growth of 0.7 percentage points) (Table C1.2).

Enrolment rates for 15-19 year-olds increased steadily in nearly all OECD countries between 1995 and 2005, the enrolment rate for 15-19 year-olds increased from an average of 74% in 1995 to 81% in 2005. The pace slowed in the past four years, with those rates rising to 83% in 2009. About half of countries showed variations around or below one percentage point between 2005 and 2009; in Estonia rates decreased by nearly 3 percentage points in the same period and in Greece rates decreased by nearly 15 percentage points between 2005 and 2008. In Belgium, Ireland, Poland and Slovenia, enrolment rates reached more than 90% in 2009 (in Belgium, they had already reached this level in 1995) (Table C1.2).

**Chart C1.2. Enrolment rates of 15-19 year-olds (1995, 2002 and 2009)**  
Full-time and part-time students in public and private institutions



1. Excludes overseas departments for 1995.

2. Year of reference 2008.

Countries are ranked in descending order of the enrolment rates of 15-19 year-olds in 2009.

**Source:** OECD. Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table C1.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Enrolment rates in OECD countries have converged in the past 14 years. While these rates have increased by more than 20 percentage points during that period in the Czech Republic, Hungary and Turkey, and by nearly 15 points or more in Mexico, Poland and Portugal, they have remained virtually unchanged in Belgium, Canada (until 2008), Germany, Israel and the Netherlands, where a large proportion of 15-19 year-olds is enrolled in education. In France, the enrolment rate among this age group decreased from 89% to 84% during the period (Table C1.2 and Chart C1.2).

Students in upper secondary education are mainly aged between 15 and 18 years in all OECD and other G20 countries. In all countries with available data (except Argentina for 16 year-olds, Indonesia, Mexico and Turkey), at least 85% of 15-16 year-olds are enrolled in upper secondary education. Students begin to leave upper secondary education from the age of 18 in most countries; however, more than 50% of 18-year-olds are still enrolled in at this level of education. At age 19, one in four students is still enrolled in upper secondary education in OECD countries. More than 40% of 19-year-olds in Denmark, Germany, Iceland, Luxembourg, the Netherlands and Switzerland are enrolled in this level of education (Table C1.1b, available on line).

In some OECD countries, one-quarter or more of 20-year-olds are still enrolled in secondary education. This is the case in Denmark (31%), Germany (25%), Iceland (36%), the Netherlands (27%) and Slovenia (26%) (Table C1.1b, available on line). This may correspond to longer programmes, repetition of grades, late insertion into the labour market or employment being concurrent with education.

Enrollment of 15-19 year-olds girls is slightly larger than that of boys in almost all countries. The difference is greater than five percentage points in Argentina, Estonia, Israel, Portugal, Spain, the United Kingdom and the United States. However, in Switzerland and Turkey, enrolment rates for boys are greater than for girls (Table C1.1a).

### ***Vocational and apprenticeship programmes***

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

Among all OECD countries, 13 countries' school systems are comprehensive, meaning that they offer a single programme of study to all 15-year-olds. Yet, even within comprehensive programmes, students can often enrol in different tracks and courses that reflect their various interests and academic goals (see the section on horizontal differentiation at the school level, below). In the remaining 19 OECD countries with stratified school systems, 15-year-olds are streamed into at least two different study programmes. Such streaming takes place at an average age of 14 but occurs as early as at the age of 10 in Austria and Germany and at age 11 in the Czech Republic, Hungary, the Slovak Republic and Turkey (Table C1.3).

Among countries for which data are available, in 13 OECD countries, 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 Argentina, Belgium, China, the Czech Republic, Finland, Italy, Norway, the Slovak Republic, Slovenia and Sweden, at least 50% of upper secondary students are enrolled in pre-vocational or vocational programmes. However, in Brazil, Canada, Chile, Estonia, Greece, Hungary, Iceland, India, Indonesia, Ireland, Israel, Japan, Korea, Mexico, New Zealand, Portugal and the United Kingdom, at least 60% of upper secondary students are enrolled in general programmes, even though pre-vocational and/or vocational programmes are offered (Table C1.3).

In many OECD countries, upper secondary vocational education is school-based. However, in Austria, the Czech Republic and Iceland, at least 40% of students in vocational education participate in programmes that combine school- and work-based elements; in Denmark, Germany, Hungary, Ireland and Switzerland, at least 75% of students in vocational education are enrolled in those kinds of programmes.

Table C1.3 includes enrolments in apprenticeship programmes that are a recognised part of countries' education systems. In most countries, except Brazil, Greece, Italy, Japan, Korea, Portugal, Spain and Sweden, some form of apprenticeship system exists. In some countries, such as Austria, Germany and Hungary, apprenticeship contracts are established between a student – not the vocational training school – and a company. The majority of countries have combined school- and work-based apprenticeship programmes. Sweden is piloting apprenticeship training as a complement to school-based education; in the United States, apprenticeship programmes exist, but they generally are not part of the formal education system.

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

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

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

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

Young adults with insufficient levels of education are often 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 an opportunity – or creating the necessity – to combine learning and work to develop skills adapted to the labour market (see Indicator C4).

An analysis of participation rates by level of education and single year of age shows that there is no close relationship between the end of compulsory education and the decline in enrolment rates. The age at which compulsory education ends ranges from 14 in Korea, Portugal, Slovenia and Turkey, to 18 in Belgium, Canada (in some provinces), Chile, Germany, Hungary and the Netherlands (Table C1.1a). However, the statutory age at which compulsory education ends does not always correspond to the age at which more than 90% of the student population is enrolled in school. While in most OECD and other G20 countries participation rates tend to be high to the end of compulsory education, in Belgium, Brazil, Canada, Chile, Germany, Hungary, Israel, Mexico, the Netherlands, Turkey and the United States, the rates drop below 90% before the age at which compulsory education ends (Table C1.1a and Table C1.1b available on line). In Belgium, Canada, Chile, Germany, Hungary and the Netherlands, this may be due, in part, to the fact that compulsory education ends relatively late, at age 18, and at 17 in Brazil, Israel and the United States (on average). In Belgium, and the United States, the absolute drop in enrolment at age 18 is complemented by relatively large enrolment in tertiary education, with rates above 30%.

In most OECD and other G20 countries, the sharpest decline in enrolment rates occurs not at the end of compulsory education, but at the end of upper secondary education and rates decline gradually during the last years of upper secondary education. In Argentina, Australia, Austria, Brazil, Chile, Indonesia, Israel, Mexico, Turkey and the United Kingdom, more than 20% of 15-19 year-olds are not enrolled in education (Table C1.1a and Chart C1.2).

After age 17, (or age 18 in the Czech Republic, Denmark, Estonia, Finland, Ireland, Norway, the Slovak Republic, Slovenia, Sweden and Switzerland), enrolment rates begin to decline in almost all OECD and other G20 countries. On average, enrolment rates in upper secondary education fall from 93% at age 16, to 85% at age 17, to 53% at age 18, and to 25% at age 19. In Belgium, the Czech Republic, Estonia, Finland, Hungary, Japan, Korea, Norway, Poland, the Slovak Republic, Slovenia and Sweden, 90% or more of all 17-year-olds are still enrolled at this level of education, even though, in most of these countries, compulsory education ends before a student reaches the age of 17 (Table C1.1b, available on line).

### **Participation of young adults in education**

On average in OECD countries, 26% of 20-29 year-olds were enrolled in education, mostly tertiary education, in 2009. In Australia, Denmark, Finland, Germany, Iceland, New Zealand, Poland, Slovenia and Sweden, 30% or more of people this age were enrolled (Table C1.1a and Chart C1.1). However, tertiary enrolment rates for countries with large proportions of international students relative to population size may be overestimated. For more information on the impact of international students on entry rates and graduation rates at the tertiary education level, please refer to Indicator A3, where adjustments were made for the impact of international students.

Policies to expand education have led to greater access to tertiary education in many OECD and other G20 countries. So far, this has more than compensated for the declines in cohort sizes that, until recently, had led to predictions of stable or declining demand in several OECD countries. On average, in all OECD countries with comparable data, participation rates for 20-29 year-olds grew by 8.2 percentage points from 1995 to 2009 (an average annual growth of 0.6 percentage point). Almost all OECD and other G20 countries saw some increase in participation rates among 20-29 year-olds in this period. Growth of at least 10 percentage points was seen in the Czech Republic, Finland, Hungary, Iceland, Korea, New Zealand, Poland and Sweden. This growth was particularly significant in the Czech Republic and Hungary, which were previously at the bottom of the scale of OECD countries but recently moved up to the middle. On the other hand, France and Spain show signs of a levelling of tertiary enrolment rates (Table C1.2).

As for 15-19 year olds, the increase in enrolment rates for 20-29 year-olds has slowed in the last years. On average among OECD countries with available and comparable data, the average annual variation passed from almost 0.8 percentage points per year between 1995 and 2005 to less than 0.2 percentage points per year between 2005 and 2009. Almost one-third of countries show stable rates in the last five years (less than one percentage point of variation between 2005 and 2009) or a decrease of around two percentage points as in

Australia, Iceland, Ireland and Sweden. Among these countries, Australia, Denmark, Finland, Iceland, Norway, Poland and Sweden recorded enrolment rates of over 30% in the same period. In contrast, enrolment rates never exceeded 25% in Brazil (between 2007 and 2009), Estonia, France, Hungary, Ireland, Mexico, Spain and the United Kingdom (between 2006 and 2009). However, rates have risen by more than 2% in Austria, the Czech Republic, and the Netherlands, and by more than 4% in the Slovak Republic and Turkey between 2005 and 2009. Across OECD countries, trends in enrolment rates for 15-19 year-olds and 20-29 year-olds for all available years are highly correlated (Table C1.2 and Chart C1.1).

### Gender differences

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

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

Students in tertiary education are more likely to study full-time rather than part-time, whether they are enrolled in tertiary-type A or B (shorter vocationally oriented) programmes. Students may opt for part-time studies because they may also participate in the labour market at the same time, because of family constraints, particularly for women, because of preferences for different fields of education, or other reasons. On average, there is little gender difference among part-time tertiary students, although slightly more women than men tend to choose this mode of study. The picture is more diverse at the country level. In tertiary-type B programmes, designed for direct insertion into the labour market, the proportion of women in part-time enrolment is more than 10 percentage points higher than that for men in Hungary, Ireland, the Netherlands, Norway and the Slovak Republic. The opposite is true in Germany, Iceland and Switzerland, where more men than women are enrolled in part-time studies than women. Gender differences are weaker in tertiary-type A programmes; however, in Hungary, Iceland, Japan, Norway, the Russian Federation and the Slovak Republic, the proportion of women in part-time studies is more than 5 percentage points greater than that for men. The inverse is true in Estonia and Finland (Table C1.5).

### Participation of adults in programmes designed to allow for direct entry into the labour market

The return to or continuation of studies is an option for adults to increase and diversify their skills and make them more adaptable to the changing demands of the labour market. In times of increasing unemployment, and of a potential structural evolution in the demand for skills, some countries, such as Chile, have established specific policies to encourage adults to follow tertiary-type B studies.

The general rises in unemployment rates in OECD countries between 2008 and 2009 did not lead to a significant increase in enrolment among adults in the same period. There is also no direct correlation between growth in enrolment rates between 2008 and 2009 and the increases in unemployment rates that were seen between 2007 and 2008 in some OECD countries because other factors, such as labour force mobility within the European Union and unemployment benefits, may influence adults' decisions to return to education.

Box C1.1 shows the countries where the greatest increases in adult participation in these programmes occurred during the last year of the 2005-09 period, when all OECD countries, except Luxembourg, experienced the steepest rise in unemployment.



**Box C1.1. Evolution of adult enrolment in programmes designed to prepare students for direct entry into the labour market (2008-09)**

Countries where, over the period 2005-09, the highest increase in enrolment was between 2008 and 2009 and where the higher enrolment rate was attained in 2009 at ISCED 3C, 4C and 5B levels. The percentage increase in enrolment rates between 2008 and 2009 appears next to country names.


	30-34 <sup>1</sup>	35-39 <sup>1</sup>	Over 40 <sup>2</sup>
<b>Isced 3C</b>	Netherlands 9.6%	Denmark 2.6%	–
<b>Isced 4C</b>	Australia 12%	Australia 10.3%	Australia 14.1%, Iceland 29.8%
<b>Isced 5B</b>		Australia 12.6%, Belgium 10.7%, Chile 29.5%, Israel 20.7%, New Zealand 7%, United States 17.4%	Australia 13.6%, Belgium 11.3%, Chile 23.9%, Canada 4.2%, Estonia 1.4%, New Zealand 5.5%

1. Countries with enrollment rates below 0.5% in 2009 are excluded.

2. Countries with enrollment rates below 0.1% in 2009 are excluded.

Enrollment rates are defined as students of each age group calculated as the percentage of population of the same age group.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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In these countries, enrolment rates among adults, over 30 years old, had their strongest increase between 2008 and 2009. This may show a greater government focus on adult education through the expansion of education programmes and may indicate more adults returning to school as the labour market adjusts. For example, in New Zealand, enrolment of 35-39 year-olds at the ISCED 5B level showed its strongest rise in the last year of the 2005-09 period.

In around one-fifth of the countries, the strongest growth in participation among 35-39 year-olds occurred between 2008 and 2009 in tertiary-type B programmes designed to lead directly into the labour market. The sharp rise in unemployment rates from 2007 to 2008 in Spain and Ireland were not mirrored in enrolment rates among adults in the following year. However, in New Zealand and the United States the increase in enrolment rates between 2008 and 2009 do reflect the increase in unemployment rates seen between 2007 and 2008. In Australia between 2008 and 2009, enrolment rates at post-secondary non-tertiary and at tertiary-type B levels showed an increase of more than 10% among 30-34 year-olds, 35-39 year-olds and among those over 40 at the same time that unemployment rates also grew (Key Short-Term Economic Indicators, *OECD Database 2011*).

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

In OECD and other G20 countries, primary and secondary education is predominantly provided by public institutions. On average, 90% of primary education students in OECD countries are enrolled in the public sector. The proportion is slightly smaller in secondary education, with 86% of lower secondary students and 81% of upper secondary students taught in public institutions. On the other hand, Indonesia has a significant share (37%) of students at the secondary level enrolled in independent private schools. Indonesia, Japan, Mexico and Portugal are the exceptions at the upper secondary level, as independent private providers (those that receive less than 50% of their funds from government sources) take in 52%, 31%, 18% and 20% of students, respectively (Table C1.4 and Indicator D5).

At the tertiary level, the pattern is quite different; private providers generally play a more significant role. For example, 38% of students enrolled in tertiary-type B programmes attend privately funded programmes, and 29% of students enrolled in tertiary-type A education and advanced research programmes attend privately funded institutions. In the United Kingdom, virtually all tertiary education is provided through government-dependent private institutions. In Israel, 66% of students enrolled in tertiary-type B programmes and 77% of students enrolled in tertiary-type A and advanced research programmes attend these kinds of institutions.



In Estonia, 91% of students enrolled in tertiary-type A and advanced research programmes attend government-dependent private institutions. Independent private providers are more prominent at the tertiary level than at pre-tertiary levels (an average of more than 15% of tertiary students attend such institutions), particularly in Brazil, Chile, Japan and Korea, with more than 85% of students who are enrolled in tertiary-type B programmes attending such institutions (Table C1.5).

### Performance in public and private institutions

School education takes place mainly in public schools, defined by PISA as schools managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.

On average across the countries with a significant share of private enrolment, students in private schools outperform students in public schools in the majority of countries even if the advantage is smaller after accounting for the socio-economic background of students. In many countries and on average in OECD countries, the score advantage of students in private schools is reversed after accounting for the socio-economic background of both students and schools. In Hungary, Indonesia, Italy, Japan, Mexico, New Zealand and the United Kingdom, the performance difference after accounting for the socio-economic background of both students and schools is statistically significant in favour of public schools (Chart C1.3).

In interpreting these data, it is important to recognise that there are many factors that affect school choice. Families may not be able to afford to send their children to independent private schools that charge high tuition fees. Even government-dependent private schools that charge no tuition fees can cater to a different clientele or apply more restrictive transfer or selection practices. One way to examine this factor is to adjust for differences in the socio-economic background of students and schools. That said, while the performance of private schools does not tend to be superior once socio-economic factors have been accounted for, in many countries these schools may still appear as an attractive alternative for parents looking to maximise the benefits for their children, including those that are conferred to students through the socio-economic level of the schools' intake (OECD, 2010i).

### Definitions

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

- In **combined school- and work-based programmes**, less than 75% of the curriculum is presented in the school environment or through distance education. These programmes can be organised in conjunction with educational authorities or 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).
- **General education programmes** are not explicitly designed to prepare participants for specific occupations or trades, or for entry into further vocational or technical education programmes (less than 25% of programme content is vocational or technical).
- **Pre-vocational or pre-technical education programmes** are mainly designed to introduce participants to the world of work and to prepare them for entry into further vocational or technical education programmes. Successful completion of such programmes does not lead to a vocational or technical qualification that is directly relevant to the labour market (at least 25% of programme content is vocational or technical).

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

**In school-based programmes**, instruction takes place (either partially or exclusively) in educational institutions. These include special training centres run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component involving some practical 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.

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

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

### Methodology

Data on enrolments are for the school year 2008-09 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 Tables C1.1a and C1.2, are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group. In Table C1.1b, available on line, the net enrolment rate is calculated for students at a particular level of education.

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

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

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

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OECD (2006b), *Starting Strong II: Early Childhood Education And Care*, OECD, Paris.

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OECD (2011), *Key Short-Term Economic Indicators*, <http://stats.oecd.org/Index.aspx?DataSetCode=KEI>, accessed 20 June 2011.

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

- **Table C1.1b. Transition characteristics from age 15 to 20, by level of education (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932464277>
- **Table C1.6a. Education expectancy (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932464372>
- **Table C1.6b. Expected years in tertiary education (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932464391>

**Table C1.1a. Enrolment rates, by age (2009)**  
*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 in the following age groups as a percentage of the population of the same age groups												
				Age 2 and under <sup>1</sup>	Ages 3 and 4	Ages 5 to 14	Ages 15 to 19			Ages 20 to 29			Ages 30 to 39			Ages 40 and over
							B + G	Boys	Girls	M + W	Men	Women	M + W	Men	Women	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
<b>OECD</b>																
Australia	15	12	5 - 16	a	31.8	99.3	80.0	79.2	80.8	31.5	31.2	31.9	11.7	11.1	12.3	4.6
Austria	15	12	5 - 16	3.1	72.3	98.4	79.4	78.8	80.0	23.2	21.8	24.7	4.3	4.6	4.1	0.6
Belgium	18	15	3 - 17	17.1	99.1	98.9	93.2	91.0	95.5	29.5	26.0	33.0	8.7	7.6	9.9	3.8
Canada <sup>2</sup>	16-18	12	6 - 17	a	m	m	81.1	79.2	82.5	25.6	23.1	28.1	5.5	4.9	6.1	1.2
Chile	18	10	6 - 15	0.1	55.9	93.2	73.0	72.5	73.5	23.1	23.0	23.2	3.8	4.0	3.6	0.7
Czech Republic	15	13	5 - 17	5.2	72.6	98.7	89.2	88.2	90.3	22.5	19.8	25.4	3.7	3.3	4.2	0.5
Denmark	16	13	3 - 16	a	95.5	97.6	83.6	83.3	83.9	36.9	33.1	40.8	8.0	6.9	9.2	1.5
Estonia	15	14	4 - 17	n	90.7	100.0	84.6	82.1	87.3	26.3	21.3	31.4	6.5	4.2	8.8	0.8
Finland	16	13	6 - 18	a	50.3	95.5	86.9	86.1	87.6	41.4	38.4	44.4	14.9	13.8	16.1	3.5
France	16	15	3 - 17	6.1	101.4	99.8	84.0	82.7	85.3	19.2	17.4	20.9	2.6	2.1	3.1	x(13)
Germany	18	14	4 - 17	7.4	91.9	99.4	88.5	88.1	88.9	30.0	31.0	29.0	2.7	3.1	2.3	0.1
Greece	14-15	13	5 - 17	n	26.1	100.1	m	m	m	m	m	m	m	m	m	m
Hungary	18	14	4 - 17	a	82.6	98.9	89.9	89.5	90.3	24.9	22.9	26.9	4.8	3.5	6.0	0.6
Iceland	16	14	3 - 16	a	95.3	98.2	84.9	82.9	87.1	35.0	30.5	39.8	12.9	9.0	17.1	3.9
Ireland	16	14	5 - 18	n	23.4	101.7	92.1	89.6	94.6	18.7	19.4	18.0	5.2	4.9	5.5	0.2
Israel	17	13	4 - 16	n	89.4	96.2	64.2	61.4	67.1	21.8	19.0	24.7	5.5	6.1	5.0	1.0
Italy	16	14	3 - 16	2.7	95.9	99.8	81.8	80.2	83.5	21.3	18.5	24.3	3.2	2.9	3.5	0.1
Japan	15	14	4 - 17	0.1	87.8	101.0	m	m	m	m	m	m	m	m	m	m
Korea	14	11	7 - 17	n	32.3	95.7	87.5	86.9	88.2	29.1	37.0	20.5	2.0	2.1	1.8	0.5
Luxembourg <sup>3</sup>	15	12	4 - 15	1.4	82.1	95.6	m	m	m	m	m	m	m	m	m	m
Mexico	15	11	4 - 14	n	68.1	104.6	51.9	50.7	53.1	11.4	11.6	11.2	3.9	3.3	4.4	0.7
Netherlands	18	14	4 - 17	a	50.5	99.5	89.7	88.8	90.6	29.1	29.6	28.6	2.9	3.1	2.7	0.7
New Zealand	16	13	4 - 16	n	90.7	100.6	80.6	78.8	82.4	32.1	31.5	32.7	12.9	11.4	14.2	5.4
Norway	16	15	3 - 17	a	95.0	99.5	85.9	85.6	86.2	28.5	25.5	31.6	6.6	5.1	8.2	1.7
Poland	16	13	6 - 18	1.3	47.1	94.1	92.7	92.3	93.2	31.3	30.3	32.3	4.7	3.3	6.1	x(13)
Portugal	14	12	5 - 16	n	77.2	103.1	84.6	81.9	87.5	23.9	23.1	24.7	9.9	9.3	10.4	2.9
Slovak Republic	16	12	6 - 17	3.3	67.2	96.1	85.1	83.7	86.5	20.1	16.6	23.7	4.2	2.8	5.7	0.7
Slovenia	14	12	6 - 17	n	81.4	97.1	91.1	89.0	93.3	33.6	27.5	40.3	5.1	4.5	5.8	0.6
Spain	16	14	3 - 16	24.6	98.7	100.1	81.4	78.2	84.7	21.8	19.8	23.9	4.2	4.0	4.5	1.1
Sweden	16	15	4 - 18	a	91.2	98.7	87.0	86.5	87.5	34.0	28.5	39.7	12.9	9.1	16.8	2.7
Switzerland	15	12	5 - 16	1.8	25.0	100.0	84.7	86.4	82.9	23.1	23.5	22.7	4.0	4.4	3.5	0.4
Turkey	14	7	7 - 13	n	8.9	91.3	53.5	56.1	50.8	14.8	16.7	12.9	2.3	2.7	1.9	0.3
United Kingdom	16	13	4 - 16	2.9	88.6	102.6	73.7	70.2	75.5	17.3	15.6	19.1	5.8	4.6	6.9	1.6
United States	17	11	6 - 16	n	46.3	97.1	80.9	78.2	83.8	24.4	21.4	27.5	5.8	4.5	7.1	1.4
<b>OECD average</b>	16	13	4 - 16	2.3	70.1	98.6	82.1	80.9	83.4	26.0	24.4	27.7	6.2	5.4	7.0	1.5
<b>EU21 average</b>	16	13	4 - 16	3.6	75.5	98.8	86.2	84.7	87.7	26.6	24.2	29.0	6.0	5.1	6.9	1.3
<b>Other G20</b>																
Argentina <sup>2</sup>	17	11	5 - 15	n	53.9	105.6	71.0	63.9	78.4	25.0	19.3	30.7	7.2	5.7	8.8	1.3
Brazil	17	9	7 - 15	7.4	43.9	96.5	75.4	74.8	76.0	20.8	19.6	22.0	8.6	7.2	9.8	2.5
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	15	9	6 - 14	n	14.4	97.2	62.4	62.6	62.3	10.3	10.6	10.0	0.1	0.1	n	n
Russian Federation	17	8	7 - 14	17.6	70.3	93.5	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

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

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

2. Year of reference 2008.

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

**Source:** OECD, Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


StatLink  <http://dx.doi.org/10.1787/888932464258>

Table C1.2. Trends in enrolment rates (1995-2009)


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

	15-19 year-olds as a percentage of the population aged 15 to 19								20-29 year-olds as a percentage of the population aged 20 to 29							
	1995	2000	2002	2005	2006	2007	2008	2009	1995	2000	2002	2005	2006	2007	2008	2009
<b>OECD</b>																
Australia	m	m	m	m	m	m	m	<b>80</b>	23	28	33	33	33	33	33	<b>32</b>
Austria	75	77	77	80	82	79	79	<b>79</b>	16	18	17	19	20	22	22	<b>23</b>
Belgium	94	91	92	94	95	94	92	<b>93</b>	24	25	27	29	29	28	29	<b>30</b>
Canada	80	81	80	80	81	81	81	<b>m</b>	22	23	25	26	26	26	26	<b>m</b>
Chile	64	66	66	74	72	74	74	<b>73</b>	m	m	m	m	m	20	21	<b>23</b>
Czech Republic	66	81	90	90	90	90	90	<b>89</b>	10	14	16	20	20	22	21	<b>23</b>
Denmark	79	80	82	85	83	83	84	<b>84</b>	30	35	36	38	38	38	37	<b>37</b>
Estonia	m	m	m	87	87	85	84	<b>85</b>	m	m	m	27	27	27	26	<b>26</b>
Finland	81	85	85	87	88	88	87	<b>87</b>	28	38	40	43	43	43	43	<b>41</b>
France	89	87	86	85	84	84	84	<b>84</b>	19	19	20	20	20	20	19	<b>19</b>
Germany	88	88	89	89	89	88	89	<b>88</b>	20	24	26	28	28	29	28	<b>30</b>
Greece	62	82	83	97	93	80	83	<b>m</b>	13	16	25	24	32	27	29	<b>m</b>
Hungary	64	78	81	87	88	89	89	<b>90</b>	10	19	21	24	25	25	25	<b>25</b>
Iceland	79	79	81	85	85	84	84	<b>85</b>	24	31	32	37	37	36	35	<b>35</b>
Ireland	79	81	83	89	88	90	90	<b>92</b>	14	16	19	21	20	21	18	<b>19</b>
Israel	m	64	65	65	65	65	64	<b>64</b>	m	m	21	20	21	21	21	<b>22</b>
Italy	m	72	76	80	81	80	82	<b>82</b>	m	17	18	20	20	21	21	<b>21</b>
Japan	m	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	m	<b>m</b>
Korea	75	79	80	86	86	87	89	<b>87</b>	15	24	27	27	28	28	28	<b>29</b>
Luxembourg	73	74	75	72	73	74	75	<b>m</b>	m	5	6	6	9	6	10	<b>m</b>
Mexico	36	42	44	48	49	50	52	<b>52</b>	8	9	10	11	11	11	11	<b>11</b>
Netherlands	89	87	87	86	89	89	90	<b>90</b>	21	22	23	26	27	28	29	<b>29</b>
New Zealand	68	72	74	74	74	75	74	<b>81</b>	17	23	28	30	29	30	29	<b>32</b>
Norway	83	86	85	86	86	87	87	<b>86</b>	25	28	26	29	30	30	29	<b>29</b>
Poland	78	84	87	92	93	93	93	<b>93</b>	16	24	28	31	31	31	30	<b>31</b>
Portugal	68	71	71	73	73	77	81	<b>85</b>	22	22	22	22	21	21	23	<b>24</b>
Slovak Republic	m	m	76	85	85	86	85	<b>85</b>	m	m	13	16	17	18	19	<b>20</b>
Slovenia	m	m	m	91	91	91	91	<b>91</b>	m	m	m	32	33	33	33	<b>34</b>
Spain	73	77	78	81	80	80	81	<b>81</b>	21	24	23	22	22	22	21	<b>22</b>
Sweden	82	86	86	87	88	87	86	<b>87</b>	22	33	34	36	36	35	33	<b>34</b>
Switzerland	80	83	83	83	84	84	85	<b>85</b>	15	19	20	22	22	23	23	<b>23</b>
Turkey	30	28	34	41	45	47	46	<b>53</b>	7	5	6	10	11	12	13	<b>15</b>
United Kingdom	m	m	m	m	70	71	73	<b>74</b>	m	m	m	m	17	17	17	<b>17</b>
United States	72	73	75	79	78	80	81	<b>81</b>	19	20	23	23	23	23	23	<b>24</b>
OECD average	73	76	78	81	81	81	81	<b>82</b>	18	22	23	25	25	25	25	<b>26</b>
OECD average for countries with data available for all reference years	74	77	78	81	81	82	82	<b>83</b>	19	23	24	26	26	26	26	<b>27</b>
EU21 average	77	81	82	86	85	85	85	<b>86</b>	19	22	23	25	26	25	25	<b>27</b>
<b>Other G20</b>																
Argentina	m	m	m	m	m	m	71	<b>m</b>	m	m	m	m	m	m	25	<b>m</b>
Brazil	m	m	m	m	m	75	76	<b>75</b>	m	m	m	m	m	21	21	<b>21</b>
China	m	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	m	<b>m</b>
India	m	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	m	<b>m</b>
Indonesia	m	m	m	m	m	m	m	<b>62</b>	m	m	m	m	m	m	m	<b>10</b>
Russian Federation	m	71	74	74	m	m	77	<b>m</b>	m	m	13	19	m	m	20	<b>m</b>
Saudi Arabia	m	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	m	<b>m</b>
South Africa	m	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	m	<b>m</b>

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

Source: OECD, Argentina and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

StatLink  <http://dx.doi.org/10.1787/888932464296>

**Table C1.3. Secondary enrolment patterns (2009)**

Enrolment in lower and upper secondary programmes in public and private institutions, by programme orientation and first ages of selection in the education system

	From PISA 2009: first age of differentiation in the education system	Lower secondary education			Upper secondary education			
		General	Pre-vocational	Vocational	General	Pre-vocational	Vocational	Vocational combined school and work-based
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>OECD</b>								
Australia	16	<b>79.0</b>	a	21.0	<b>52.6</b>	a	47.4	m
Austria	10	<b>100.0</b>	n	n	<b>22.7</b>	6.2	71.1	35.9
Belgium	12	<b>70.5</b>	4.8	24.7	<b>27.2</b>	a	72.8	1.8
Canada <sup>1</sup>	16	<b>100.0</b>	x(2)	x(2)	<b>94.5</b>	x(7)	5.5	a
Chile	16	<b>100.0</b>	a	a	<b>66.1</b>	a	33.9	a
Czech Republic	11	<b>99.5</b>	0.5	a	<b>26.7</b>	n	73.3	32.2
Denmark	16	<b>100.0</b>	n	n	<b>52.7</b>	n	47.3	46.5
Estonia	15	<b>99.0</b>	0.1	0.9	<b>67.0</b>	a	33.0	0.4
Finland	16	<b>100.0</b>	a	a	<b>31.2</b>	a	68.8	14.7
France	15	<b>99.7</b>	0.3	a	<b>55.8</b>	a	44.2	12.4
Germany	10	<b>97.6</b>	2.4	a	<b>46.8</b>	a	53.2	45.3
Greece	15	<b>100.0</b>	a	a	<b>69.1</b>	a	30.9	a
Hungary	11	<b>99.2</b>	0.4	0.5	<b>75.5</b>	10.2	14.3	14.3
Iceland	16	<b>100.0</b>	a	a	<b>66.1</b>	1.7	32.2	15.4
Ireland	15	<b>97.0</b>	3.0	n	<b>65.6</b>	33.0	1.5	1.5
Israel	15	<b>100.0</b>	a	a	<b>64.7</b>	a	35.3	3.6
Italy	14	<b>100.0</b>	a	a	<b>41.0</b>	32.6	26.5	a
Japan	15	<b>100.0</b>	a	a	<b>76.2</b>	0.9	22.8	a
Korea	14	<b>100.0</b>	a	a	<b>75.6</b>	a	24.4	a
Luxembourg	13	<b>100.0</b>	n	a	<b>38.7</b>	a	61.3	14.5
Mexico	15	<b>81.5</b>	a	18.5	<b>90.6</b>	a	9.4	a
Netherlands	12	<b>72.0</b>	21.7	6.3	<b>32.9</b>	a	67.1	21.5
New Zealand	16	<b>100.0</b>	n	n	<b>60.5</b>	7.9	31.7	a
Norway	16	<b>100.0</b>	a	a	<b>45.9</b>	a	54.1	16.6
Poland	16	<b>99.4</b>	0.6	a	<b>52.8</b>	a	47.2	6.3
Portugal	12	<b>83.9</b>	0.1	16.0	<b>61.6</b>	5.6	32.8	a
Slovak Republic	11	<b>98.7</b>	1.3	n	<b>28.4</b>	a	71.6	27.8
Slovenia	14	<b>100.0</b>	a	a	<b>35.7</b>	n	64.3	0.7
Spain	16	<b>99.5</b>	a	0.5	<b>57.1</b>	a	42.9	1.7
Sweden	16	<b>99.0</b>	n	1.0	<b>43.6</b>	1.1	55.3	n
Switzerland	12	<b>100.0</b>	n	n	<b>34.5</b>	n	65.5	60.1
Turkey <sup>2</sup>	11	<b>a</b>	a	a	<b>59.2</b>	a	40.8	n
United Kingdom <sup>3</sup>	16	<b>100.0</b>	a	a	<b>69.5</b>	x(7)	30.5	m
United States	16	<b>100.0</b>	a	a	<b>m</b>	m	m	m
OECD average	14	<b>96.1</b>	1.1	2.8	<b>54.1</b>	3.2	42.7	12.1
EU21 average	14	<b>95.9</b>	1.7	2.4	<b>47.6</b>	4.4	48.0	13.9
<b>Other G20</b>								
Argentina <sup>1</sup>	m	<b>100.0</b>	a	a	<b>17.0</b>	a	83.0	m
Brazil	17	<b>100.0</b>	a	n	<b>88.4</b>	a	11.6	a
China	m	<b>99.8</b>	0.2	x(2)	<b>49.6</b>	50.4	x(5)	a
India	m	<b>100.0</b>	a	a	<b>98.0</b>	a	2.0	m
Indonesia	m	<b>100.0</b>	a	a	<b>61.7</b>	a	38.3	m
Russian Federation	15	<b>100.0</b>	a	a	<b>51.5</b>	18.0	30.5	m
Saudi Arabia	m	<b>m</b>	m	m	<b>m</b>	m	m	m
South Africa	m	<b>m</b>	m	m	<b>m</b>	m	m	m
G20 average	m	<b>99.8</b>	0.2	m	<b>62.5</b>	7.1	30.5	m

1. Year of reference 2008.

2. Excludes ISCED 3C.

3. Includes post-secondary non-tertiary education.

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

See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


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Table C1.4. **Students in primary and secondary education, by type of institution or mode of enrolment (2009)**

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)
<b>OECD</b>											
Australia	69.5	30.5	a	65.8	34.2	m	69.7	30.1	0.2	84.4	15.6
Austria	94.4	5.6	x(2)	91.1	8.9	x(5)	89.6	10.4	x(8)	m	m
Belgium <sup>1</sup>	45.9	54.1	m	39.7	60.3	m	43.7	56.3	m	79.6	20.4
Canada <sup>2</sup>	95.0	5.0	x(2)	92.3	7.7	x(5)	94.0	6.0	x(8)	100.0	a
Chile	42.2	51.8	6.0	47.1	46.9	6.0	41.5	51.9	6.6	100.0	a
Czech Republic	98.5	1.5	a	97.4	2.6	a	85.9	14.1	a	100.0	n
Denmark	86.5	13.2	0.3	74.2	25.1	0.8	97.8	2.1	0.1	97.4	2.6
Estonia	96.0	a	4.0	96.9	a	3.1	96.2	a	3.8	95.8	4.2
Finland	98.6	1.4	a	95.6	4.4	a	86.2	13.8	a	100.0	a
France	85.1	14.3	0.5	78.2	21.5	0.3	68.6	30.4	1.0	m	m
Germany	96.1	3.9	x(2)	91.1	8.9	x(5)	92.5	7.5	x(8)	99.7	0.3
Greece	92.7	a	7.3	94.4	a	5.6	95.1	a	4.9	97.9	2.1
Hungary	91.7	8.3	a	90.9	9.1	a	80.2	19.8	a	95.7	4.3
Iceland	98.1	1.9	n	99.2	0.8	n	79.4	20.3	0.3	89.8	10.2
Ireland	99.6	a	0.4	100.0	a	n	98.3	a	1.7	99.9	0.1
Israel	m	m	a	m	m	a	m	m	a	100.0	a
Italy	93.2	a	6.8	96.0	a	4.0	91.1	3.6	5.3	99.1	0.9
Japan	98.9	a	1.1	92.8	a	7.2	69.0	a	31.0	98.7	1.3
Korea	98.6	a	1.4	81.6	18.4	a	54.3	45.7	n	100.0	a
Luxembourg	91.8	0.4	7.9	80.9	10.7	8.4	84.0	7.2	8.8	99.9	0.1
Mexico	91.7	a	8.3	88.7	a	11.3	81.5	a	18.5	100.0	a
Netherlands	m	a	m	m	a	m	m	a	m	99.1	0.9
New Zealand	87.6	10.2	2.1	82.9	12.1	5.0	72.0	15.7	12.2	88.4	11.6
Norway	97.7	2.3	x(2)	96.9	3.1	x(5)	90.5	9.5	x(8)	99.0	1.0
Poland	97.4	0.7	1.9	96.2	1.1	2.7	86.9	1.3	11.9	94.9	5.1
Portugal	88.1	3.2	8.7	81.2	5.1	13.7	75.8	4.0	20.2	100.0	a
Slovak Republic	94.2	5.8	n	93.6	6.4	n	86.4	13.6	n	98.8	1.2
Slovenia	99.7	0.3	n	99.9	0.1	a	96.2	2.0	1.8	94.2	5.8
Spain	68.5	27.8	3.7	67.8	28.8	3.3	77.5	12.1	10.4	92.3	7.7
Sweden	92.4	7.6	n	89.7	10.3	n	85.5	14.5	n	91.4	8.6
Switzerland	95.5	1.4	3.0	92.0	2.8	5.2	93.3	2.8	3.9	99.8	0.2
Turkey	97.8	a	2.2	a	a	a	97.1	a	2.9	m	m
United Kingdom	94.9	0.1	5.0	80.7	13.3	6.0	56.0	38.1	5.9	97.0	3.0
United States	90.2	a	9.8	90.9	a	9.1	91.2	a	8.8	100.0	a
OECD average	89.5	7.6	2.9	85.8	10.7	3.5	81.2	13.1	5.7	96.5	3.5
EU21 average	90.2	7.0	2.7	86.9	10.3	2.8	83.6	11.9	4.4	96.5	3.5
<b>Other G20</b>											
Argentina <sup>2</sup>	76.9	17.8	5.3	77.4	17.3	5.3	69.0	22.6	8.3	100.0	a
Brazil	87.7	a	12.3	89.9	a	10.1	85.6	a	14.4	m	m
China	93.3	6.7	x(2)	92.4	7.6	x(5)	85.4	14.6	x(7)	97.9	2.1
India	m	m	m	m	m	m	m	m	m	100.0	a
Indonesia	83.6	a	16.4	63.3	a	36.7	47.5	a	52.5	100.0	a
Russian Federation	99.4	a	0.6	99.5	a	0.5	98.8	a	1.2	99.9	0.1
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average	89.8	4.8	5.3	83.7	8.4	7.9	76.5	12.2	11.3	98.3	1.7

1. Excludes independent private institutions.

2. Reference year 2008.

 Source: OECD, Argentina, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

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**Table C1.5. Students in tertiary education, by type of institution or mode of enrolment (2009)***Distribution of students, by mode of enrolment, type of institution and programme destination*

	Type of institution						Mode of study							
	Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary-type B education				Tertiary-type A and advanced research programmes			
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time Men + Women	Part-time			Full-time Men + Women	Part-time		
								M + W	Men	Women		M + W	Men	Women
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
<b>OECD</b>														
Australia	84.2	4.0	11.8	96.2	a	3.8	48.1	51.9	51.0	52.6	70.5	29.5	27.9	30.7
Austria	70.3	29.7	x(2)	84.8	15.2	x(5)	m	m	m	m	m	m	m	m
Belgium <sup>1</sup>	44.2	55.8	m	41.8	58.2	m	62.4	37.6	40.1	35.8	82.9	17.1	18.9	15.4
Canada <sup>2</sup>	m	m	m	m	m	m	75.7	24.3	20.6	27.2	81.9	18.1	17.4	18.5
Chile	8.9	2.6	88.5	29.0	23.2	47.8	m	m	m	m	m	m	m	m
Czech Republic	67.3	30.3	2.4	87.1	a	12.9	88.9	11.1	13.3	10.2	97.0	3.0	1.9	3.9
Denmark	98.9	0.5	0.6	98.2	1.8	n	62.8	37.2	33.6	41.0	90.7	9.3	8.5	9.9
Estonia	46.6	16.9	36.5	0.2	91.2	8.6	89.7	10.3	12.6	8.9	86.0	14.0	18.1	11.5
Finland	100.0	n	a	83.7	16.3	a	100.0	a	a	a	56.2	43.8	50.2	38.4
France	70.0	8.4	21.6	85.0	0.8	14.2	m	m	m	m	m	m	m	m
Germany <sup>3</sup>	57.5	42.5	x(2)	94.6	5.4	x(5)	87.7	12.3	23.6	7.0	95.2	4.8	5.3	4.4
Greece	100.0	a	a	100.0	a	a	100.0	a	a	a	100.0	a	a	a
Hungary	54.2	45.8	a	86.4	13.6	a	72.2	27.8	21.0	31.2	63.0	37.0	32.3	40.7
Iceland	30.5	69.5	n	79.5	20.5	n	31.1	68.9	82.0	50.7	75.5	24.5	20.9	26.5
Ireland	97.6	a	2.4	96.6	a	3.4	67.7	32.3	27.0	38.6	87.5	12.5	12.5	12.5
Israel	33.6	66.4	a	9.3	77.4	13.3	100.0	a	a	a	81.0	18.4	17.7	20.0
Italy	87.2	a	12.8	92.4	a	7.6	100.0	a	a	a	100.0	a	a	a
Japan	7.8	a	92.2	24.6	a	75.4	96.9	3.1	2.2	3.6	90.7	9.3	7.2	12.4
Korea	3.3	a	96.7	24.6	a	75.4	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	95.5	a	4.5	65.9	a	34.1	100.0	a	a	a	100.0	a	a	a
Netherlands	m	a	m	m	a	m	34.5	65.5	56.3	72.4	85.6	14.4	13.4	15.2
New Zealand	59.4	30.8	9.8	96.5	2.6	0.9	39.4	60.6	56.9	63.6	59.5	40.5	37.8	42.4
Norway	43.2	56.8	x(2)	85.8	14.2	x(5)	55.6	44.4	28.0	54.1	69.4	30.6	27.3	32.6
Poland	74.9	a	25.1	66.6	a	33.4	70.4	29.6	30.9	29.3	44.7	55.3	53.6	56.6
Portugal	97.0	a	3.0	75.7	a	24.3	m	m	m	m	m	m	m	m
Slovak Republic	81.9	18.1	n	86.7	n	13.3	76.0	24.0	16.7	28.1	62.1	37.9	31.4	42.1
Slovenia	80.2	4.4	15.4	91.6	5.0	3.4	53.5	46.5	45.3	47.7	74.9	25.1	25.9	24.7
Spain	79.7	14.6	5.7	89.7	n	10.3	95.9	4.1	2.7	5.4	71.3	28.7	30.9	26.9
Sweden	58.4	41.6	n	93.1	6.9	n	91.6	8.4	9.7	7.3	47.4	52.6	50.4	54.1
Switzerland	34.0	35.3	30.7	95.3	3.1	1.6	27.4	72.6	77.9	67.1	89.3	10.7	12.7	8.8
Turkey	96.4	a	3.6	93.4	a	6.6	100.0	n	n	n	100.0	n	n	n
United Kingdom	a	100.0	n	a	100.0	n	24.4	75.6	75.7	75.5	74.9	25.1	22.9	26.9
United States	79.1	a	20.9	71.5	a	28.5	47.3	52.7	51.9	53.2	65.5	34.5	32.0	36.4
OECD average	61.6	20.7	17.7	70.7	14.0	15.3	71.4	28.6	27.8	28.9	78.7	21.3	20.6	21.8
EU21 average	71.8	20.4	7.8	76.2	15.7	8.2	75.2	24.8	24.0	25.8	77.6	22.4	22.1	22.5
<b>Other G20</b>														
Argentina <sup>2</sup>	58.7	17.1	24.2	79.8	a	20.2	93.6	6.4	8.2	5.5	51.9	48.1	48.0	47.5
Brazil	15.0	a	85.0	27.5	a	72.5	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	70.3	29.7	31.0	28.5	75.9	24.1	24.3	24.0
India	m	m	m	m	m	m	100.0	n	n	n	100.0	n	n	n
Indonesia	47.9	a	52.1	38.3	a	61.7	100.0	a	a	a	100.0	a	a	a
Russian Federation <sup>3</sup>	95.2	a	4.8	83.1	a	16.9	69.9	30.1	31.0	29.3	50.8	49.2	44.0	53.3
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	79.6	20.4	21.1	20.2	82.7	17.3	16.4	18.2


1. Excludes independent private institutions.

2. Year of reference 2008.

3. Excludes advanced research programmes.

Source: OECD, Argentina, China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

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