

## Corrigendum

### Revised version September 2012

The following list provides a description of the changes made to the publication since the original version was printed.

#### Page 44:

In the sixth paragraph, the following text appears:

“For instance, in Belgium, Finland, Ireland and Israel, the difference between these two groups is relatively large, at more than 30 percentage points.”

This should read:

“For instance, in Belgium, **Chile**, Finland, Ireland and Israel, the difference between these two groups is relatively large, at more than 30 percentage points.”

#### Page 45:

##### Chart A2.3

The chart should include Chile data, between Finland and the Slovak Republic:

- Graduation rates from upper secondary and post-secondary non-tertiary programmes designed to prepare students for tertiary-type A education under age 25 = 79%.
- Entry rates into tertiary-type A education under age 25 = 33%.

#### Page 55:

##### Table A2.3

The average for OECD countries which are also part of the European Union should read as follows for years between 2001 and 2008, and for 2010:

	Notes	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Average annual growth rate 1995-2010 <sup>1</sup>
EU21 average		79	77	79	78	81	82	84	84	85	86	m

#### Page 56:

##### Table A2.4

The cell United Kingdom for Prevocational/vocational programmes graduation rates for Girls (column 16) should read as “m” instead of “xc”.

**Page 59:**

Table A2.6

The cell “Countries’ average” (2 years after N) for Completion of vocational programmes, column Total should read as 77 instead of 61.

	Notes	N = theoretical duration	Completion of vocational programmes <sup>2</sup>				
			Total	2 years	3 years	4 years	5 years
Countries average	4	within N	61	m	64	59	m
		2 years after N	77	m	80	78	m

**Page 84:**

Table A4.4

The Chile data for 2009 and 2010 should read as:

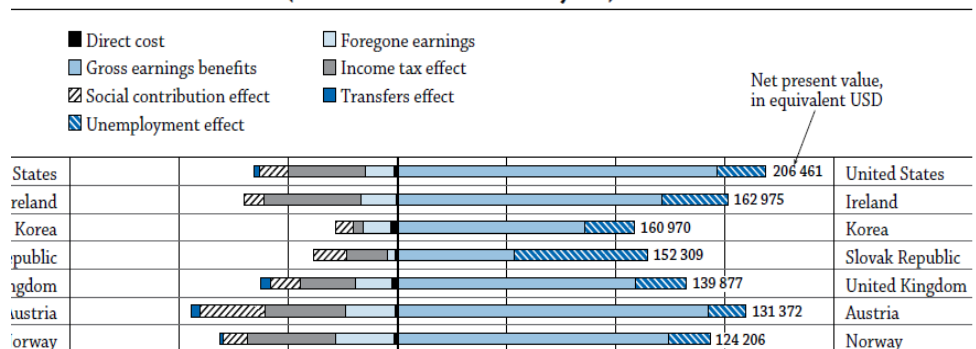
	Men				Women			
	Tertiary-type 5A		Tertiary-type 5B		Tertiary-type 5A		Tertiary-type 5B	
	2009	2010	2009	2010	2009	2010	2009	2010
	(5)	(6)	(11)	(12)	(17)	(18)	(23)	(24)
<b>OECD</b>								
Chile	40	43	60	58	48	50	58	59

**Page 165:**

Chart A9.2

The legends “Gross earnings benefits” and “Social contribution effect” should be switched as follows:

**Chart A9.2. Components of the private net present value for a man obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2008 or latest available year)**



**Page 170:**

Chart A9.5.

Denmark should appear between Sweden and New Zealand.

**Page 318:**

In the fifth bullet point, the following text appears:

“If current enrolment rates remain constant, the number of 20-29 year-olds in education is likely to increase by more than 40% in Austria and Greece, and by more than 70% in Turkey, compared to 2005 levels. Hungary, Japan and Portugal will likely see a decrease in the number of students this age of more than 15%.”

This should read:

“In 2015, if current enrolment rates remain constant, the number of 20-29 year-olds in education is likely to increase by more than **30%** in Austria and Greece, and by more than 70% in Turkey, compared to 2005 levels. Hungary, Japan, **Poland** and Portugal will likely see a decrease in the number of students this age of more than **13%**.”

**Page 319:**

In the last paragraph, the following text appears:

“In 2015, that drop could exceed 20% in Eastern European countries, such as the Czech Republic, Estonia, Hungary, Poland and the Slovak Republic, and in Korea, compared to 2005 levels. At the same time, enrolment is expected to increase by 20% in Israel and by 19% in Ireland.”

This should read:

“In 2015, that drop could exceed 20% in Eastern European countries, such as **Poland and the Slovak Republic**, and in Korea, compared to 2005 levels. At the same time, enrolment is expected to increase by **21%** in Israel and by **16%** in Ireland.”

**Page 320:**

In the seventh paragraph, the following text appears:

“The notable exceptions to this are Ireland, Israel and Spain, which are likely to see increases of more than 15% in this cohort. Mainly Eastern European countries and Korea are likely to see students in this age group decrease, ranging from -30% in the Slovak Republic to -21% in Hungary (Table C1.6 and Chart C1.3).”

This should read:

“The notable exceptions to this are Ireland, Israel and Spain, which are likely to see increases of more than **10%** in this cohort. Mainly Eastern European countries, Germany and Korea are likely to see students in this age group decrease, ranging from **-25%** in **Korea** to **-10%** in **Estonia** (Table C1.6 and Chart C1.3).”

**Page 322:**

*Chart C1.3*

Projections of the number of students in 2015 (second bar) have been revised according to the revision in Table C1.6 (see corrigendum for page 335).

The data for China and the G20 average should be removed.

**Page 323:**

In the fifth paragraph, the following text appears:

“If present enrolment rates remain constant, Estonia will have 43% fewer students in this cohort in 2015 compared to 2005, and fewer than half in 2020. This is likely due to Estonia’s negative immigration balance and a drastic decline in its birth rate in the 1990s. Greece, Poland, the Slovak Republic and Slovenia are expected to see cohort decreases of more than 20% (Table C1.6 and Chart C1.3). China will see a decrease of 13% in the size of this cohort by 2015. On the other hand, Nordic countries such as Denmark, Iceland and Norway are likely to see this cohort increase by around 20% or more in 2015 compared to a decade earlier, while in Finland, the increase is likely to be above 9%. This is also the case in Korea, Luxembourg, New Zealand and Turkey.”

This should read:

“If present enrolment rates remain constant, Estonia will have **39%** fewer students in this cohort in 2015 compared to 2005, and **35% fewer** in 2020. This is likely due to Estonia’s negative immigration balance and a drastic decline in its birth rate in the 1990s. **The Czech Republic**, Greece, Poland, the Slovak Republic and Slovenia are expected to see cohort decreases of more than 20% (Table C1.6 and Chart C1.3). On the other hand, Nordic countries such as **Denmark and Norway** are likely to see this cohort increase by around **10%** or more in 2015 compared to a decade earlier. This is also the case in **Israel, Luxembourg, Mexico, Portugal and Turkey.**”

**Page 325:**

In the last paragraph, the following text appears:

“Assuming that present enrolment rates stay constant, in 18 out of 32 OECD countries, the increase in the number of 20-29 year-old students seen between 2005 and 2010 is likely to continue and lead to an increase of more than 10% in 2015 over 2005 levels, putting further pressure on educational systems. The number of students in this age group is likely to increase more than 16% on average compared with 2005 levels, more than 40% in Austria and Greece, and more than 70% in Turkey. On the other hand, Hungary, Japan and Portugal are expected to see a decrease of more than 15% in the number of students in this age group, compared with 2005 levels (Table C1.6).”

This should read:

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

Table C1.6

Columns 7 to 12 have been revised as follows:

	Projections of the number of students in					
	2015					
	Ages 5-14		Ages 15-19		Ages 20-29	
	No. of students	2005=100	No. of students	2005=100	No. of students	2005=100
(7)	(8)	(9)	(10)	(11)	(12)	
<b>OECD</b>						
Australia	2 874	m	1 210	m	1 060	m
Austria	826	91	365	93	278	139
Belgium	1 255	103	595	102	426	112
Canada	3 692	m	1 678	100	1 128	101
Chile	2 365	92	994	91	744	137
Czech Republic	928	88	420	71	311	96
Denmark	653	97	297	115	268	112
Estonia	134	90	57	61	52	96
Finland	573	96	262	94	282	100
France	8 072	104	3 416	97	1 584	99
Germany	7 174	88	3 730	88	2 948	108
Greece	1 095	104	452	76	500	131
Hungary	985	89	469	85	321	86
Iceland	42	94	19	107	17	107
Ireland	649	116	272	103	118	82
Israel	1 442	121	435	117	269	121
Italy	5 672	102	2 403	104	1 366	96
Japan	10 770	89	3 483	89	37	85
Korea	4 738	75	2 676	100	2 006	97
Luxembourg	57	103	24	125	m	m
Mexico	20 630	94	5 565	112	2 276	115
Netherlands	1 923	97	908	108	637	127
New Zealand	588	98	245	108	176	106
Norway	588	96	275	111	188	113
Poland	3 380	78	1 906	70	1 594	81
Portugal	1 107	97	483	110	287	84
Slovak Republic	500	78	248	70	156	106
Slovenia	187	98	88	77	84	88
Spain	4 552	110	1 809	97	1 164	79
Sweden	1 098	101	456	91	471	121
Switzerland	805	96	368	102	239	122
Turkey	11 828	105	3 577	140	2 465	179
United Kingdom	7 544	102	2 879	104	1 632	121
United States	41 879	105	17 446	107	11 317	120
<b>OECD Total</b>	<b>150 605</b>	<b>101</b>	<b>59 507</b>	<b>101</b>	<b>36 401</b>	<b>112</b>
<b>EU21 Total</b>	<b>48 364</b>		<b>21 538</b>		<b>14 480</b>	
<b>Other G20</b>						
Argentina	m	m	m	m	m	m
Brazil	28 932	92	13 572	105	6 637	95
China	40 876	92	31 128	90	320	101
India	193 609	101	m	101	m	106
Indonesia	40 754	100	12 758	97	4 262	99
Russian Federation	14 096	115	m	m	m	m
Saudi Arabia	m	m	m	m	m	m
South Africa	m	m	m	m	m	m
<b>G20 total</b>	<b>318 267</b>		<b>57 458</b>		<b>11 219</b>	

The rows for China and G20 total should read as "m" for the whole table.

**Page 348:**

*Chart C3.1*

The chart should include Chile data, between Saudi Arabia and Switzerland:

- Students below age 25 = 33%
- Students below age 25, excluding international students =m
- All students = 47%

**Page 349:**

In the “Other findings” section, third bullet, the following text appears:

“In the 23 OECD countries with available data, an estimated 2.8% of today’s young adults will enter advanced research programmes.”

This should read:

“In the **24** OECD countries with available data, an estimated 2.8% of today’s young adults will enter advanced research programmes.”

**Page 350:**

In the middle of the second paragraph, the following text appears:

“Proportions range from 3% or less in Italy, Mexico, the Netherlands, Norway, Poland, Portugal and the Slovak Republic, to 30% or more in Argentina, Belgium, Korea and New Zealand.”

This should read:

“Proportions range from 3% or less in Italy, Mexico, the Netherlands, Norway, Poland, Portugal and the Slovak Republic, to 30% or more in Argentina, Belgium, Korea and New Zealand, **to more than 50% in Chile.**”

In the third paragraph, the following text appears:

“Belgium and China are the two countries where the expected proportion of students who will enter tertiary-type B programmes is higher than those expected to enter tertiary-type A programmes. In Belgium, broad access to tertiary-type B programmes counterbalances comparatively low entry rates into academic tertiary programmes.”

This should read:

“Belgium, **Chile** and China are the **three** countries where the expected proportion of students who will enter tertiary-type B programmes is higher than those expected to enter tertiary-type A programmes. In Belgium and **Chile**, broad access to tertiary-type B programmes counterbalances comparatively low entry rates into academic tertiary programmes.”

*Chart C3.2*

The chart should include Chile data, between Saudi Arabia and Switzerland:

- Tertiary-type A (2000) =”m”
- Tertiary-type A (2010) = 47%
- Tertiary-type B (2000)=”m”
- Tertiary-type B (2010) = 58%

**Page 351:**

In the third paragraph, the following text appears:

“It is expected that 2.8% of today’s young adults in the 23 OECD countries with comparable data will enter advanced research programmes during their lifetimes. Among all countries with available data, the proportions range from less than 1% in Argentina, Indonesia, Mexico, Saudi Arabia and Turkey to at least 4% in Austria, the Slovak Republic, Slovenia and Switzerland”

This should read:

“It is expected that 2.8% of today’s young adults in the **24** OECD countries with comparable data will enter advanced research programmes during their lifetimes. Among all countries with available data, the proportions range from less than 1% in Argentina, **Chile**, Indonesia, Mexico, Saudi Arabia and Turkey to at least 4% in Austria, the Slovak Republic, Slovenia and Switzerland”

**Page 353:***Chart C3.3*

The chart should include Chile data, between the United Kingdom and Germany:

- Health and welfare = 21%
- Social sciences, business and law = 25%

**Page 355***Table C3.1*

The data for Chile for the columns mentioned below should read as follows:

	Tertiary-type B			Tertiary-type A						Advanced research programmes		
	Net entry rates			Net entry rates			Age at:			Net entry rates		
	M+W	Men	Women	M+W	Men	Women	20th percentile <sup>2</sup>	50th percentile <sup>2</sup>	80th percentile <sup>2</sup>	M+W	Men	Women
	(1)	(2)	(3)	(5)	(6)	(7)	(9)	(10)	(11)	(12)	(13)	(14)
Chile	58	58	59	47	43	50	19	20	29	n	n	n

**Page 356***Table C3.2*

The data for Chile for the columns mentioned below should read as follows:

	Tertiary-type B (below 25)				Tertiary-type A (below 25)				Advanced research programmes (below 30)			
	M+W	Men	Women	Share of below 25-year-old new entrants <sup>2</sup>	M+W	Men	Women	Share of below 25-year-old new entrants <sup>2</sup>	M+W	Men	Women	Share of below 30-year-old new entrants <sup>2</sup>
	(1)	(2)	(3)	(5)	(6)	(7)	(8)	(10)	(11)	(12)	(13)	(15)
Chile	39	38	39	70	33	29	36	74	n	n	n	47

**Page 357***Table C3.3*

The data for Chile for the columns mentioned below should read as follows:

	Tertiary-type 5A <sup>1</sup>		Tertiary-type 5B	
	2009	2010	2009	2010
	(11)	(12)	(23)	(24)
Chile	44	47	59	58

**Page 358**

*Table C3.4*

The data for Chile for the columns mentioned below should read as follows:

	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)
Chile	17	21	<b>25</b>	10	17	7	2	n

**Page 444:**

*Chart D2.3*

The value of the ratio of student to teaching staff at the primary level for Israel has been revised to 16.6. Israel is then included between Germany and Slovenia.

**Page 451:**

*Table D2.2*

The Israel data and OECD average for primary and secondary levels should read as follows:

	Notes	Primary education	Secondary education		
			Lower secondary education	Upper secondary education	All secondary education
		(3)	(4)	(5)	(6)
Israel	2	16.6	12.6	11.0	11.7
<b>OECD average</b>		<b>15.8</b>	<b>13.7</b>	<b>13.8</b>	<b>13.8</b>

2. Public institutions only (in Israel, at the pre-primary level only).

**Page 453:**

*Table D2.4a*

The Israel data and OECD average should read as follows:

	Notes	Instructional personnel		Professional support for students	Management/quality control/administration		Maintenance and operations personnel	TOTAL teaching and non-teaching staff
		Classroom teachers, academic staff & other teachers	Teacher aides and teaching/research assistants		School- and higher-level management	School- and higher-level administrative personnel		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
Israel		70.8	a	a	4.6	m	m	<b>m</b>
<b>OECD average</b>		<b>74.5</b>	<b>7.3</b>	<b>10.2</b>	<b>5.4</b>	<b>9.2</b>	<b>11.3</b>	<b>110.0</b>

**Page 473**

*Under "Trends" section*

At the end of the paragraph, the following text appears:

"It decreased by more than, 30% in Denmark at the upper secondary level, while it increased by more than 25% in the Czech Republic at the primary level and in Portugal and Spain at the secondary level."



This should read:

“It increased by more than 25% in the Czech Republic at the primary level and in Portugal and Spain at the secondary level.”

**Page 475**

In the first paragraph, the following text appears:

“About half of the OECD countries for which data are available saw at least a 5% change, most often an increase, in the amount of teaching time, in either lower or upper secondary schools, between 2000 and 2010. Secondary school teachers were required to teach over 25% more in 2010 than in 2000 in Portugal and Spain (up to 48% more in Portugal at the upper secondary level). In contrast, in Denmark teaching time dropped by 33% in upper secondary education between 2005 and 2010 (Table D4.2).”

This should read:

“ About half of the OECD countries for which data are available saw at least a 5% change, most often an increase, in the amount of teaching time, in either lower or upper secondary schools, between 2000 and 2010. Secondary school teachers were required to teach over 25% more in 2010 than in 2000 in Portugal and Spain (up to 48% more in Portugal at the upper secondary level) (Table D4.2).”

**Page 482**

*Table D4.2*

Beside Denmark, footnote **2** was added.

The footnote for Argentina was changed to **3**.

Footnote 2 has been changed to footnote 3.

The new footnote 2 should read as:

“2. Break in time series following methodological changes in 2006 for Columns 7, 8 and 9.”

**Page 546:**

*Table X2.1*

Footnote 4 (“The GDP Mainland market value is used for Norway.”) has been deleted because the figures reported in the table refer to the normal GDP. The results for Norway based on mainland GDP can be found in Annex 3.

**Page 547:**

*Table X2.2a*

Footnote 7 (“The GDP Mainland market value is used for Norway.”) has been deleted because the figures reported in the table refer to the normal GDP. The results for Norway based on mainland GDP can be found in Annex 3.

**Page 548:**

*Table X2.2b*

Footnote 2 (“The GDP Mainland market value is used for Norway.”) has been deleted because the figures reported in the table refer to the normal GDP. The results for Norway based on mainland GDP can be found in Annex 3.