

ENROLMENT IN EDUCATION FROM PRIMARY EDUCATION TO ADULT LIFE

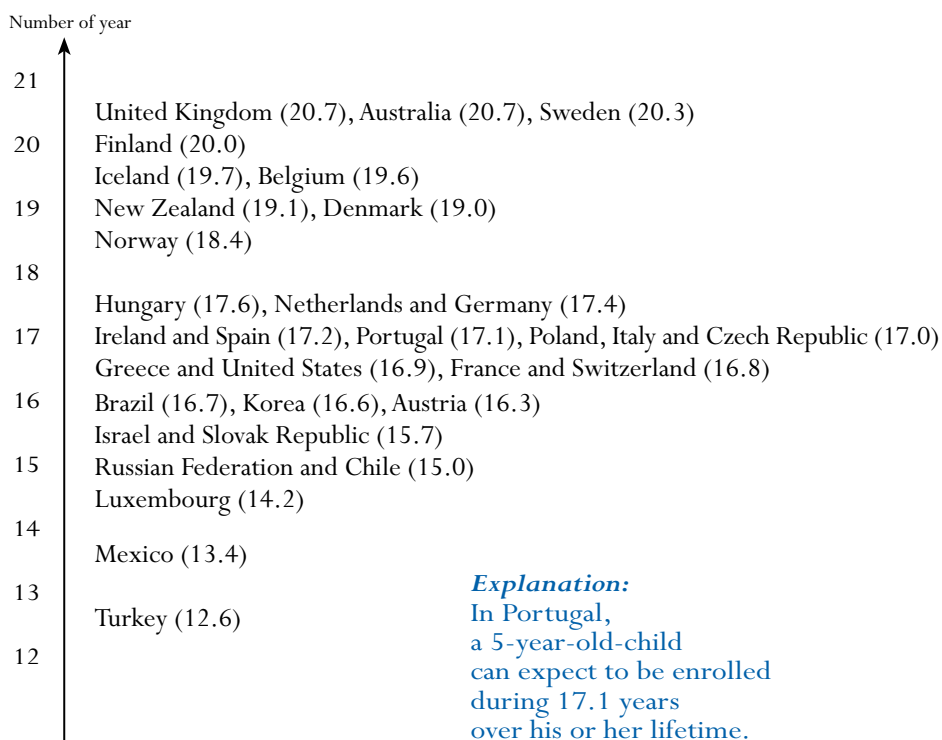
This indicator depicts the structure of the education systems in terms of student participation. It examines enrolment at all levels of education: first by using the number of years, or education expectancy, of full-time and part-time education in which a 5-year-old can be expected to enrol over his or her lifetime, and second, by using information on enrolment rates at various levels of education to examine educational access. Finally, trends in enrolments are used to compare the evolution of access to education from 1995 to 2004.

Key results

Chart C1.1. Education expectancy

This chart shows the average number of years a 5-year-old can expect to be formally enrolled in education during his or her lifetime. The education expectancy is calculated by adding the net enrolment rates for each single year of age from five onwards. When comparing data on education expectancy, however, it is important to note that the length of the school year, intensity of participation and the quality of education vary considerably across countries.

In 24 of 28 OECD and 1 of 4 partner countries with comparable data, individuals participate in formal education for between 16 and 21 years.



Source: OECD, Table C1.1.

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Other highlights of this indicator

- In most OECD countries, virtually all young people have access to at least 12 years of formal education. At least 90% of students are enrolled in an age band spanning 14 or more years in Belgium, Czech Republic, France, Iceland, Japan and Spain. By contrast, Mexico and Turkey have enrolment rates exceeding 90% for a period of only nine and six years. For partner countries Brazil, Chile, Israel and the Russian Federation, the corresponding number of years is respectively 10, 9, 12 and 9 years.
- In more than half of the OECD countries, 70% of children aged 3 to 4 are enrolled in either pre-primary or primary programmes.
- A child can expect to be enrolled at age 4 and under more often in the 19 European countries that are members of the OECD (EU19) than in the other OECD countries. On average, the enrolment rate for children aged 3 to 4 is 73.5% for the EU19 whereas the OECD average is 66.3%.
- Education expectancy for all levels of education combined increased by 1.5 years between 1995 and 2004 in all OECD countries reporting comparable data. A student in an OECD member country can expect to receive 0.6 years more pre-primary, primary, secondary and post-secondary non-tertiary education and 0.9 years more tertiary education in 2004 than in 1995.
- In OECD countries, a 5-year-old can expect to have 17.4 years of education, with females receiving 0.8 more years of education, on average, than males. Australia, Sweden and United Kingdom which have educational expectancy of more than 20 years count between three and six years of part-time education.
- A 17-year-old can expect to spend an average of three years in tertiary education.

Policy context

A well-educated population is critical for a country's economic and social development. Societies therefore have an intrinsic interest in ensuring broad access to a wide variety of educational opportunities for children and adults. Early childhood programmes prepare children for primary education, and can help combat linguistic and social disadvantages as well as provide opportunities to enhance and complement home educational experiences. Primary and secondary education lay down the foundations for a wide 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.

Evidence and explanations

Virtually all young people in OECD countries have access to basic education. But patterns of participation in and progression through education over the life cycle vary widely among countries.

Overall participation in education

Both the timing and the rate of participation in the pre-school years and after the end of compulsory education differ considerably among countries.

Average length of schooling in 2004

In 24 of 28 OECD and 1 of 4 partner countries, individuals are expected to participate in formal education for between 16 and 21 years. A child in Luxembourg, Mexico, the Slovak Republic, Turkey and the partner countries Chile, Israel and the Russian Federation can expect to be in education for less than 16 years, compared to 19 or more years in Australia, Belgium, Denmark, Finland, Iceland, New Zealand, Sweden and the United Kingdom (Chart C1.2).

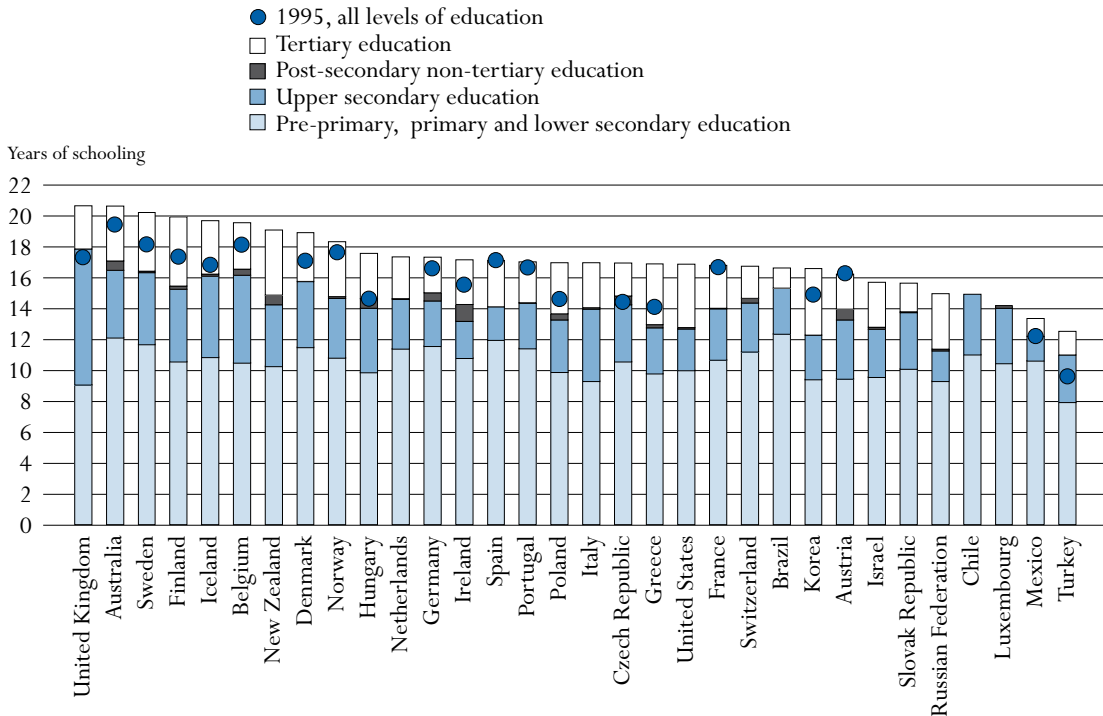
Most of the variation in education expectancy among OECD countries comes from differences in enrolment rates in upper secondary education. Relative differences in participation are large at the tertiary level, but apply to a smaller proportion of the cohort and therefore have less of an effect on education expectancy (Table C1.1 and Chart C1.2).

Measures of the average length of schooling like education expectancy are affected by enrolment rates over the life cycle and therefore underestimate the actual number of years of schooling in systems where access to education is expanding.

Nor does this measure distinguish between full-time and part-time participation. OECD countries with a relatively large proportion of part-time enrolments will therefore tend to have relatively high values. In Australia, Belgium, New Zealand, Sweden and the United Kingdom, part-time education accounts for three or more years of education expectancy (Table C1.1).

Education expectancy can be influenced by the status of enrolment (part-time or full-time), the proportion of adults enrolled in education and mainly by those who repeat a grade and the proportion of school leavers. In OECD and partner countries where education expectancy at a given level of education exceeds the number of grades at that level, repeating a level (or, in the case of Australia, the number of adults enrolling in those programmes) has a greater impact on education expectancy than the proportion of students leaving school before completing that level of education.

Chart C1.2. Education expectancy, by level of education (2004)
Under current conditions (excluding education for children under the age of five)



Countries are ranked in descending order of the total school expectancy for all levels of education in 2004.

Source: OECD. Table C1.1. See Annex 3 for notes (www.oecd.org/edu/eq2006).

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Enrolment rates are influenced by entry rates into a particular level of education and by the typical duration of studies. A high number of expected years in education, therefore, does not necessarily imply that all young people will participate in education for a long time. Belgium, where 5-year-olds can expect to be in school for more than 19 years, has nearly total enrolment (more than 90%) for 16 years of education. Conversely, Australia, Denmark, Finland, New Zealand, Sweden and the United Kingdom which have equally high school expectancy, have nearly total enrolment (more than 90%) for only 13 or less years of education (Tables C1.1 and C1.2). Enrolment rates in Iceland fall in between, with nearly total enrolment for 14 years of education.

In most OECD countries, virtually all young people have access to at least 12 years of formal education. At least 90% of the population is enrolled in an age band spanning 14 or more years in Belgium, the Czech Republic, France, Iceland, Japan and Spain. By contrast, Mexico and Turkey have enrolment rates exceeding 90% for a period of only nine and six years (Table C1.2).

Gender differences

In OECD countries, a 5-year-old can expect to stay 17.4 years in education. The variation in education expectancy is generally greater for females than for males. In OECD countries, females can expect to receive 0.8 more years of education, on average, than males. The expected duration of enrolment for females exceeds that of males by one year or more in Belgium, Denmark, Finland, Iceland, New Zealand, Norway, Portugal, Spain and the United States and by three years

in Sweden and in the United Kingdom. The opposite is true in Germany and the Netherlands, where males can expect to receive 0.2 years more education than females, but particularly in Korea, Switzerland and Turkey, with, respectively, 1.8, 0.6 and 2.1 years more education for males (Table C1.1).

C1 Trends in participation in education

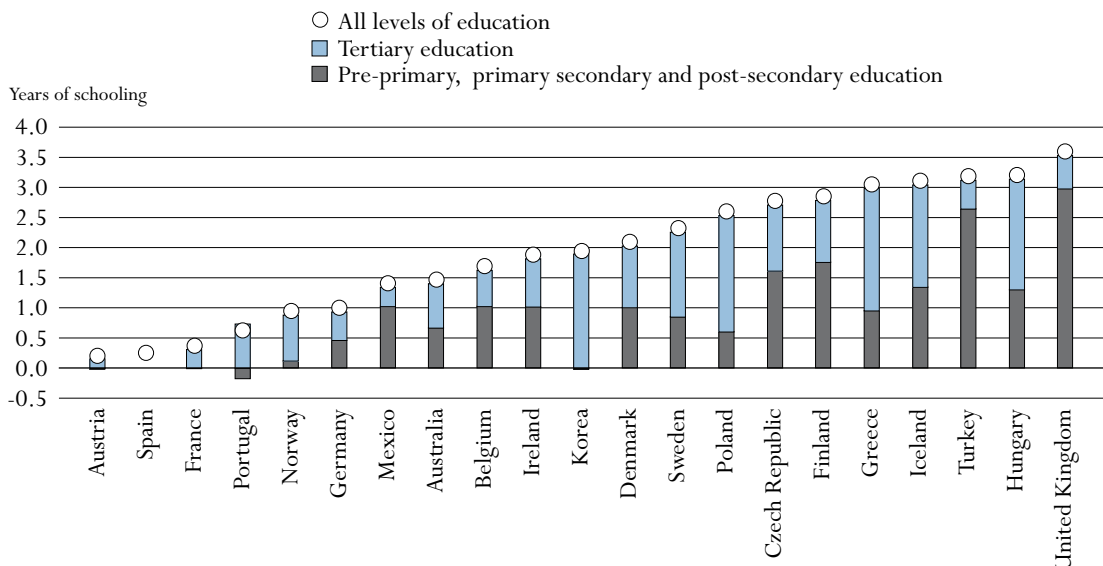
Trends in education show that more people today attain upper secondary and tertiary education compared to the past four decades. Education expectancy increased by around 13% between 1995 and 2004 in all OECD countries for which comparable trend data are available, showing a general increase of participation in education. In the Czech Republic, Finland, Greece, Hungary, Iceland, Poland, Turkey and the United Kingdom, the increase was 16% or higher over this relatively short period (Table C1.1).

Countries have extended participation in education, for example, by making pre-school education almost universal by the age of three, by retaining the majority of young people in education until the end of their teens, or by maintaining 10 to 20% participation among all age groups up to the late 20s.

On average in OECD countries, a student in 2004 can expect to spend around two years more in the education system compared to 1995. This difference over the period ranges from less than one year in Austria, France, Germany, Norway, Portugal and Spain to more than three years in Greece, Hungary, Iceland, Turkey and the United Kingdom (Chart C1.3).

Chart C1.3. Change in expected years of education between 1995 and 2004, by level of education

Under current conditions (excluding education for children under the age of five)



Countries are ranked in ascending order of change in school expectancy between 1995 and 2004 for all levels of education. Source: OECD, Table C1.1. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/555553154612>

OECD countries present different patterns in their change in school expectancy between 1995 and 2004. On the one hand, in Greece, Hungary, Iceland, Korea, Poland and Sweden, the change is mainly due to an increase in participation at the tertiary level; on the other hand, the Czech Republic, Finland, Turkey and the United Kingdom, have mainly extended participation in their pre-primary, primary, secondary and post-secondary non-tertiary education.

Conversely, Austria, France and Spain present stabilised school expectancy between 1995 and 2004 for all levels of education. These three countries were also among those with higher enrolment rates of the young population aged between 5 and 14.

Participation in early childhood education

A child can expect to be enrolled at age 4 and under more often in the EU19 countries than in the other OECD countries. On average, the enrolment rate for children aged 3 to 4 is 73.5% for the EU19 countries whereas the OECD average is 66.3%.

In the majority of OECD and partner countries, full enrolment, which is defined here as enrolment rates exceeding 90%, begins between the ages of 5 and 6. However, in Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Iceland, Italy, Japan, New Zealand, Norway, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom, at least 70% of children aged 3 to 4 are already enrolled in either pre-primary or primary programmes. Enrolment rates for early childhood education range from less than 25% in Ireland, Korea, Switzerland and Turkey, to over 90% in Belgium, France, Iceland, Italy and Spain, and the partner country Israel (Table C1.2).

Given the impact that early childhood education and care has on building a strong foundation for lifelong learning and on ensuring equitable access to learning opportunities later, pre-primary education is very important. However, institutionally based pre-primary programmes covered by this indicator are not the only form of quality early childhood education and care available. Inferences about access to and quality of pre-primary education and care should therefore be made with caution.

Participation towards the end of compulsory education and beyond

Several factors influence the decision to stay enrolled beyond the end of compulsory education. Young people with insufficient education for example are at a higher risk of unemployment and other forms of exclusion than their well-educated peers. In many OECD countries, the transition from education to employment has become a longer and more complex process that provides the opportunity or the obligation for students to combine learning and work to develop marketable skills (see Indicator C4).

The age at which compulsory education in OECD and partner countries ends, ranges from 14 in Korea, Portugal and Turkey, and the partner countries Brazil and Chile, to 18 in Belgium, Germany and the Netherlands. All other countries lie between the two extremes with compulsory education ending at the ages 15 or 16 (Table C1.2). However, the statutory age at which compulsory education ends does not always correspond to the age at which enrolment is universal.

While participation rates in most OECD and partner countries tend to be high until the end of compulsory education, in Germany, Mexico, the Netherlands, New Zealand, Turkey, the United States and the partner country the Russian Federation, rates drop to below 90% before

the age at which students are no longer legally required to be enrolled in school. More than 10% of students also never finish compulsory education in these countries. In Germany, the Netherlands and the United States, 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 gradually decline during the last years of upper secondary education (Table C1.3). More than 20% of the population aged between 15 and 19 is not enrolled in education in Austria, Italy, Luxembourg, Mexico, New Zealand, Portugal, Spain, Turkey, the United Kingdom and the United States, and in the partner countries Brazil, Chile and Israel. By contrast, enrolment rates remain relatively high until the age of 20 to 29 in Australia, Denmark, Finland, Iceland, Poland and Sweden, where enrolment rates for 20-to-29-year-olds still exceed 30% (Table C1.2).

Graduates from upper secondary programmes who decide not to enter the labour market directly as well as people who are already working and want to upgrade their skills can choose from a wide range of post-secondary programmes.

The transition to post-secondary education

Upper secondary students in many education systems can enrol in relatively short programmes (less than two years) to prepare for a certain trade or specific vocational fields. Some OECD countries delay vocational training until after graduation from upper secondary education. While these programmes are offered as advanced upper secondary programmes in some OECD countries (*e.g.* Austria, Hungary and Spain), they are offered as post-secondary education in others (*e.g.* Canada and the United States), although these post-secondary programmes often resemble upper secondary level programmes.

From an internationally comparable point of view, these programmes straddle upper secondary and tertiary education and are therefore classified as a distinct level of education (post-secondary non-tertiary education).

In 26 of the 30 OECD countries, these kinds of programmes are offered to upper secondary graduates. A 17-year-old can expect to receive 0.3 years of post-secondary non-tertiary education on average in OECD countries. This expectation ranges from 0.1 years in Iceland, Italy, Norway, the Slovak Republic, Sweden and the United States to 0.6 years and more in Australia, Austria, the Czech Republic, Hungary, Ireland and New Zealand (Table C1.1).

Participation in tertiary education

Graduates from upper secondary programmes and those in the workforce who want to upgrade their skills can also choose from a wide range of tertiary programmes.

This indicator distinguishes among different categories of tertiary qualifications: *i*) programmes at tertiary-type B level (ISCED 5B); *ii*) programmes at tertiary-type A level (ISCED 5A); and *iii*) advanced research programmes at the doctorate level (ISCED 6). Tertiary-type A programmes are largely theoretically based and designed to provide qualifications for entry into advanced research programmes and highly skilled professions. Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes, but are more occupationally oriented and lead to direct labour market access. The programmes are tend not to last as long

as type A programmes (typically two to three years), and generally are not deemed to lead to university-level degrees. The institutional location of programmes is used to give a relatively clear idea of their nature (*e.g.* university versus non-university institutions of higher education), but these distinctions have become blurred and are therefore not applied in the OECD indicators.

On average in OECD countries, a 17-year-old can expect to receive 3 years of tertiary education. Tertiary entry rates, drop-out rates and the typical duration of study affect the expectancy of tertiary education. In Australia, Belgium, Denmark, Finland, Greece, Iceland, Korea, New Zealand, Norway, Poland, Spain, Sweden and the United States, tertiary studies typically last for three years or more. By contrast, in Mexico, the Slovak Republic and Turkey, tertiary education usually lasts less than 2 years (Table C1.1 and Indicator C2).

Policies to expand education have put pressure on gaining greater access to tertiary education in many OECD countries. Thus far, this pressure has more than compensated the declines in cohort sizes which had led, until recently, to predictions of stable or declining demand from school leavers in several OECD countries. Whereas some OECD countries are now showing signs of a levelling demand for tertiary education, the overall trend remains on an upward course.

End of compulsory education and decline in enrolment rates

An analysis of the rate of participation 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 sharpest decline in enrolment rates occurs in most of the OECD and partner countries, 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 almost all OECD countries (except in Belgium). On average in the OECD countries, the enrolment rate in secondary education falls from 91% at the age of 16 to 82% at the age of 17, 53% at the age of 18, and 28% at the age of 19. In Belgium, the Czech Republic, Finland, Germany, Japan, Korea, Norway, Poland and Sweden, more than 90% of all 17-year-olds are still enrolled at this level, even though the age at which compulsory education ends is under 17 in most of the countries (Table C1.3).

Definitions and methodologies

Data for the school year 2003-2004 are based on the UOE data collection on education statistics that is administered annually by the OECD, and on the 2005 World Education Indicators Programme.

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

The average length of time a 5-year-old can expect to be formally enrolled in education during his/her lifetime, or education expectancy, is calculated by adding the net enrolment rates for each single year of age from five onwards (Table C1.1). The education expectancy for a cohort will reflect any tendency to lengthen (or shorten) studies in subsequent years. When comparing data on education expectancy, however, it must be borne in mind that neither the length of the school year nor the quality of education is necessarily the same in each country.

Education expectancy gives a domestic measure of the overall participation in education for a country as the UOE data collection covers all of a country's domestic educational activity (*i.e.* within its own territory), regardless of the delivery mechanism and of the ownership or sponsorship (public or private, national or foreign) of the institution which organises the activity. Table C1.1 also shows the index of change in education expectancy between 1995 and 2004.

Net enrolment rates expressed as percentages in 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.

Data for 1994-1995 are based on a special survey carried out in OECD countries in 2000. OECD countries were asked to report according to the ISCED-97 classification.

Table C1.1.
Education expectancy (2004)

Expected years of education under current conditions (excluding education for children under the age of five)

	Full-time and part-time							Full-time	Part-time	Index of change in school expectancy (1995 = 100)			
	All levels of education combined			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary	Tertiary education	All levels of education combined		All levels of education combined	Primary, secondary and post-secondary non-tertiary education	Tertiary education	
	M+W	Men	Women	M+W									M+W
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD countries	Australia	20.7	20.4	20.9	11.7	4.4	0.6	3.6	14.9	5.8	107	102	126
	Austria	16.3	16.1	16.4	8.2	3.8	0.7	2.3	m	m	101	103	108
	Belgium ¹	19.6	19.0	20.2	9.4	5.7	0.4	3.0	16.5	3.1	109	107	125
	Canada ²	m	m	m	m	m	0.3	2.9	m	m	m	m	102
	Czech Republic	17.0	16.9	17.1	9.0	3.7	0.6	2.1	16.6	0.4	119	111	206
	Denmark	19.0	18.1	19.8	9.6	4.3	n	3.2	18.2	0.7	112	108	148
	Finland	20.0	19.3	20.7	9.0	4.7	0.2	4.5	18.1	1.9	116	110	130
	France	16.8	16.5	17.1	9.5	3.3	n	2.8	16.8	n	102	99	113
	Germany	17.4	17.5	17.3	10.2	3.0	0.5	2.3	17.3	0.1	106	103	126
	Greece	16.9	16.6	17.3	9.0	3.0	0.2	3.9	16.7	0.3	121	105	207
	Hungary	17.6	17.2	18.0	8.1	4.2	0.6	2.9	15.6	2.0	122	109	267
	Iceland	19.7	18.5	20.9	9.9	5.3	0.1	3.5	17.5	2.3	118	109	197
	Ireland	17.2	17.0	17.5	10.8	2.4	1.1	2.9	16.0	1.2	112	108	138
	Italy	17.0	16.6	17.3	8.4	4.7	0.1	2.9	16.9	0.1	m	m	m
	Japan	m	m	m	9.1	3.0	m	m	m	m	m	m	m
	Korea	16.6	17.5	15.7	8.9	2.9	a	4.3	16.6	n	113	99	179
	Luxembourg	14.2	14.1	14.3	9.2	3.6	0.2	m	14.0	0.2	m	m	m
	Mexico	13.4	13.2	13.6	9.7	1.6	a	1.2	13.4	n	111	109	137
	Netherlands	17.4	17.5	17.3	10.4	3.2	n	2.7	16.8	0.6	m	m	m
	New Zealand	19.1	18.2	20.1	10.2	4.0	0.6	4.2	15.3	3.8	m	m	m
Norway ³	18.4	16.7	18.2	9.9	3.9	0.1	3.6	17.0	1.4	105	108	127	
Poland	17.0	16.6	17.5	9.0	3.4	0.4	3.3	15.2	1.8	118	104	242	
Portugal	17.1	16.6	17.6	10.5	3.0	n	2.6	17.1	n	103	97	139	
Slovak Republic	15.7	15.5	15.9	8.8	3.7	0.1	1.9	14.9	0.8	m	m	m	
Spain	17.2	16.6	17.7	11.0	2.2	a	3.0	16.3	0.8	101	96	127	
Sweden	20.3	18.8	21.8	9.8	4.7	0.1	3.8	17.0	3.2	113	105	159	
Switzerland	16.8	17.1	16.5	9.6	3.2	0.3	2.1	16.2	0.6	m	m	m	
Turkey	12.6	13.3	11.2	7.7	3.1	a	1.5	12.6	n	133	129	146	
United Kingdom	20.7	19.2	22.2	9.1	8.8	x(5)	2.8	15.3	5.4	121	120	125	
United States	16.9	16.3	17.6	9.1	2.7	0.1	4.1	15.0	1.9	m	m	m	
<i>OECD average</i>	<i>17.4</i>	<i>17.0</i>	<i>17.8</i>	<i>9.5</i>	<i>3.8</i>	<i>0.3</i>	<i>3.0</i>	<i>16.1</i>	<i>1.7</i>	<i>113</i>	<i>107</i>	<i>153</i>	
<i>EU19 average</i>	<i>17.6</i>	<i>17.1</i>	<i>18.1</i>	<i>9.4</i>	<i>4.0</i>	<i>0.3</i>	<i>2.9</i>	<i>16.4</i>	<i>1.3</i>	<i>112</i>	<i>106</i>	<i>157</i>	
Partner countries	Brazil	16.7	16.0	17.3	10.9	3.0	a	1.3	16.7	n	m	m	m
	Chile	15.0	15.1	14.8	8.1	3.9	a	m	15.0	n	m	m	m
	Israel	15.7	15.4	16.1	8.5	3.1	0.1	2.9	15.3	0.4	m	m	m
	Russian Federation	15.0	x(1)	x(1)	8.2	2.0	0.1	3.6	m	m	m	m	m

Note: Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

1. Excludes the German-speaking Community of Belgium.

2. Year of reference 2002.

3. The total (males + females) includes the 5-year-olds but is not reported in the distribution of 5-year-olds by sex.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table C1.2.
Enrolment rates, by age (2004)
 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	Enrolment rates by age group					
				4 and under as a percentage of the population aged 3-4	5-14 as a percentage of the population aged 5-14	15-19 as a percentage of the population aged 15-19	20-29 as a percentage of the population aged 20-29	30-39 as a percentage of the population aged 30-39	40 and over as a percentage of the population aged 40 and over
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries									
Australia	15	12	5 - 16	42.4	98.5	81.6	32.6	14.0	6.1
Austria	15	13	5 - 17	65.8	98.5	79.0	18.9	3.2	0.3
Belgium ^{1,2}	18	16	3 - 18	120.8	100.4	95.7	28.0	7.9	3.0
Canada	16	m	m	m	m	m	m	m	m
Czech Republic	15	15	4 - 18	84.3	99.7	91.4	18.6	3.5	0.3
Denmark	16	12	4 - 16	87.6	98.0	84.5	36.0	7.2	1.6
Finland	16	13	6 - 18	41.9	95.1	86.7	41.1	11.5	2.5
France ¹	16	15	3 - 17	116.3	101.6	87.1	20.8	2.6	a
Germany	18	12	6 - 17	76.9	97.9	88.8	27.9	2.9	0.2
Greece	14.5	12	6 - 19	28.3	97.2	85.5	28.0	0.4	n
Hungary	16	13	4 - 16	81.4	100.5	85.5	23.7	5.6	0.5
Iceland	16	14	3 - 16	94.1	98.8	84.4	37.3	11.1	3.0
Ireland	15	12	5 - 16	24.7	100.9	86.9	22.6	3.7	x(8)
Italy ¹	15	13	3 - 15	104.9	101.6	78.8	19.4	3.1	x(8)
Japan	15	14	4 - 17	81.4	100.7	m	m	m	m
Korea	14	12	6 - 17	20.3	93.5	85.2	27.4	1.9	0.4
Luxembourg	15	11	5 - 15	60.7	96.4	75.4	7.1	0.5	n
Mexico	15	9	5 - 13	44.5	97.7	41.6	10.0	3.2	0.5
Netherlands	18	12	5 - 16	36.6	99.6	86.1	25.5	2.9	0.8
New Zealand	16	12	4 - 15	88.7	100.5	72.5	30.0	12.0	4.7
Norway	16	12	6 - 17	83.1	98.3	85.7	29.4	7.2	1.8
Poland	16	12	6 - 17	32.2	94.5	89.8	30.2	4.7	x(8)
Portugal	14	11	5 - 15	72.0	104.1	72.7	22.6	4.0	0.7
Slovak Republic	16	11	6 - 16	74.8	97.3	83.3	14.5	2.2	0.3
Spain ¹	16	14	3 - 16	118.4	101.8	79.6	22.2	3.3	0.9
Sweden	16	13	6 - 18	85.1	99.1	87.5	35.8	13.5	3.1
Switzerland	15	12	5 - 16	23.1	99.6	83.3	21.5	3.7	0.4
Turkey	14	6	8 - 13	2.6	81.2	39.8	9.6	1.5	0.2
United Kingdom	16	13	4 - 16	76.7	100.4	79.0	27.8	15.6	7.8
United States	17	11	6 - 16	52.9	97.3	76.5	23.4	5.2	1.5
OECD average	16	12		66.3	98.3	80.5	24.7	5.6	1.6
EU19 average	16	13		73.5	99.2	84.7	25.1	5.3	1.5
Partner countries									
Brazil	14	10	7 - 16	32.8	93.0	79.5	22.1	8.4	2.3
Chile	14	9	8 - 16	30.6	89.5	71.8	m	m	m
Israel	15	12	5 - 16	106.2	96.6	64.6	20.3	5.1	0.9
Russian Federation	15	9	7 - 14	m	90.4	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 student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

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

2. Excludes the German-speaking Community of Belgium.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

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Table C1.3.
Transition characteristics from age 15 to 20, by level of education (2004)
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	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
OECD countries	Australia	17-18	98	93	n	n	80	1	4	38	3	26	25	3	35	20	3	37
	Austria	17-19	92	90	n	n	77	13	n	47	24	5	18	14	14	6	5	21
	Belgium ¹	18-19	102	102	n	n	104	n	1	48	7	36	23	8	46	13	3	48
	Canada ²	18	m	m	n	n	m	6	4	m	7	19	m	5	37	m	2	37
	Czech Republic	18-19	100	100	n	n	98	n	n	82	5	4	35	12	23	7	8	34
	Denmark	19-20	98	93	n	a	86	n	n	81	n	n	60	n	4	36	n	12
	Finland	19	99	96	n	n	95	n	n	93	n	n	34	n	18	17	n	32
	France	18-20	98	96	n	n	89	n	2	52	n	28	25	n	40	10	n	43
	Germany	19	98	97	n	n	91	n	1	83	n	3	42	18	10	20	14	18
	Greece	18	92	97	a	a	68	n	n	17	3	56	34	3	58	n	4	60
	Hungary	18-20	99	94	1	n	89	1	n	54	10	13	20	18	30	10	12	35
	Iceland	18-20	99	93	n	n	83	n	n	75	n	n	69	n	1	39	n	17
	Ireland	17-18	100	96	1	n	76	5	6	29	17	37	3	15	41	1	13	42
	Italy	17-19	95	88	a	a	81	a	a	71	a	6	18	1	35	6	1	36
	Japan	18	101	97	a	a	95	a	m	3	m	m	1	m	m	m	m	m
	Korea	17-18	95	98	a	n	93	a	2	12	a	57	1	a	69	n	a	64
	Luxembourg	18-19	90	84	n	m	81	n	m	69	n	m	51	1	m	30	1	m
	Mexico	18	59	50	a	a	38	a	3	18	a	12	8	a	17	4	a	18
	Netherlands	18-19	101	97	n	n	81	n	6	59	n	19	37	n	28	25	n	33
	New Zealand	17-18	96	85	1	1	67	2	4	27	4	25	12	3	35	9	3	40
	Norway	18-19	99	94	n	n	93	n	n	85	n	n	40	1	13	19	1	29
	Poland	18-20	97	97	a	a	94	n	x(10)	86	n	1	39	6	30	17	9	41
	Portugal	18	89	79	n	a	74	n	a	45	n	19	28	n	26	15	n	30
	Slovak Republic	18-19	99	95	n	n	89	n	n	79	n	3	31	1	22	4	1	28
	Spain	17-18	100	92	a	n	81	a	n	41	a	28	22	a	36	12	a	38
	Sweden	19	99	97	n	n	97	n	n	94	n	1	29	1	13	19	1	24
	Switzerland	18-20	97	90	1	n	86	1	n	76	2	2	46	3	8	20	4	16
Turkey	16-17	58	53	a	n	31	a	4	16	a	13	x(8)	a	20	m	a	21	
United Kingdom	16-18	102	94	x(2)	n	81	x(5)	2	38	x(8)	23	23	x(11)	32	18	x(14)	34	
United States	18	97	92	m	n	83	m	3	21	m	36	5	m	45	1	m	46	
<i>OECD average</i>		<i>95</i>	<i>91</i>	<i>n</i>	<i>n</i>	<i>82</i>	<i>1</i>	<i>2</i>	<i>53</i>	<i>3</i>	<i>17</i>	<i>28</i>	<i>4</i>	<i>28</i>	<i>14</i>	<i>3</i>	<i>33</i>	
<i>EU19 average</i>		<i>97</i>	<i>94</i>	<i>n</i>	<i>n</i>	<i>86</i>	<i>1</i>	<i>1</i>	<i>61</i>	<i>4</i>	<i>16</i>	<i>30</i>	<i>5</i>	<i>28</i>	<i>14</i>	<i>4</i>	<i>34</i>	
Partner countries	Brazil	17-18	88	86	a	n	80	a	1	59	a	5	40	a	9	27	a	11
	Chile	18	96	92	a	n	83	a	n	61	a	m	20	a	m	6	a	m
	Israel	17	97	95	n	n	88	n	n	18	n	8	2	1	12	1	1	13
	Russian Federation	18	74	57	m	m	16	m	m	1	m	m	m	m	m	m	m	m

Note: Mismatches between the coverage of the population data and the student/graduate data mean that the participation/graduation rates for those countries that are net exporters of students may be underestimated (for instance, Luxembourg) and those that are net importers may be overestimated.

1. Excludes the German-speaking Community of Belgium.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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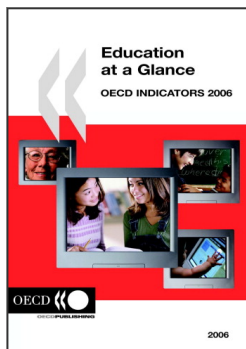
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