Chapter

C

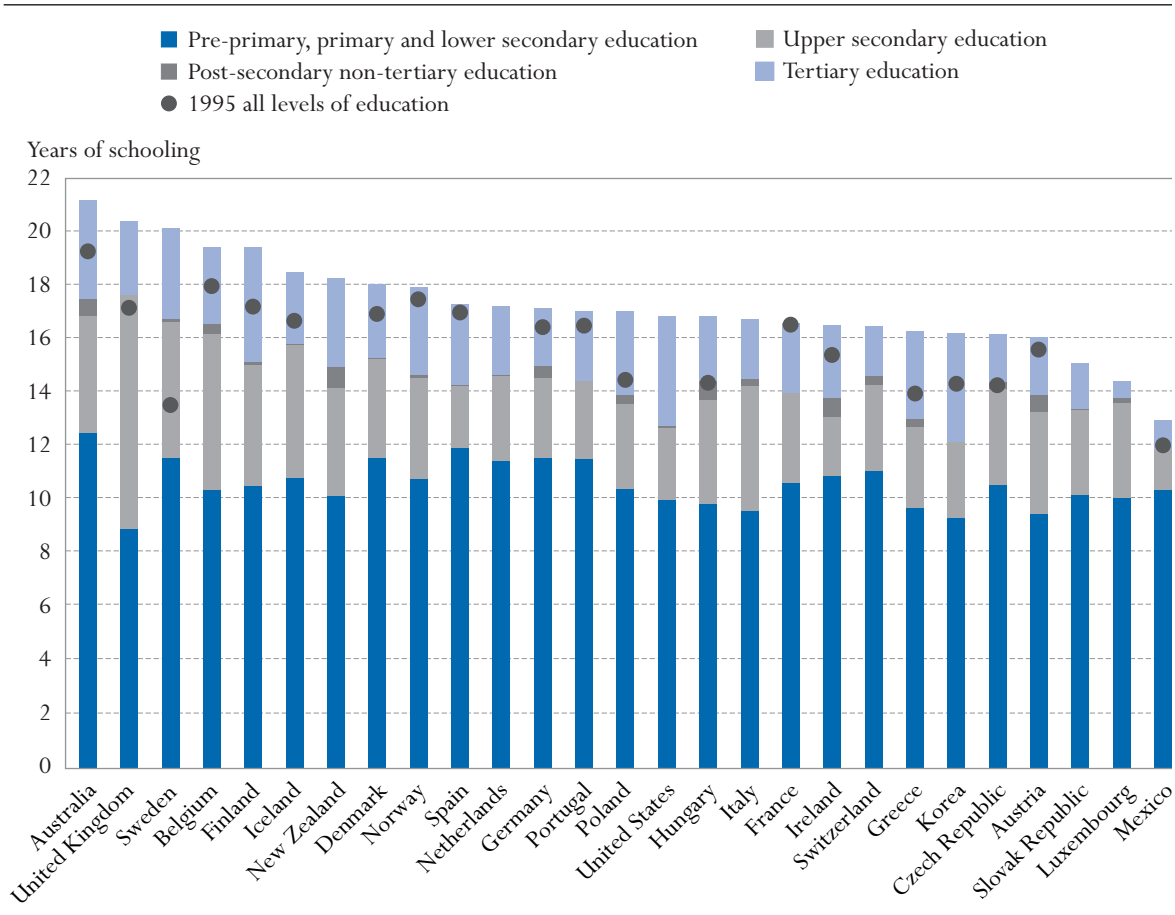
ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

INDICATOR C1: SCHOOL EXPECTANCY AND ENROLMENT RATES

- In 24 out of 27 OECD countries, individuals participate in formal education for between 16 and 20 years, on average. Most of the variation among countries on this measure derives from differences in enrolments in upper secondary education.
- School expectancy increased between 1995 and 2002 in all OECD countries reporting comparable data.
- The sharpest decline in participation occurs not at the end of compulsory education, but at the end of upper secondary education.
- In half of the OECD countries, more than 70% of children aged 3 to 4 are enrolled in either pre-primary or primary programmes. At the other end of the spectrum, a 17-year-old can expect to spend an average of 2.7 years in tertiary education.
- In OECD countries, females can expect to receive 0.7 more years of education, on average, than males.

Chart C1.1. School expectancy, by level of education (2002)

Expected years of schooling 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 2002.
Source: OECD. Table C1.1. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Policy context

This indicator examines enrolments at all levels of education.

A well-educated population is critical for a country's economic and social development, in both the present and the future. 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. They can help to combat linguistic and social disadvantages and provide opportunities to enhance and complement home educational experiences. Primary and secondary education lay the foundations for a wide range of competencies and prepare young people to become lifelong learners and productive members of society. Tertiary education, either immediately after school or later, provides a range of options for acquiring advanced knowledge and skills.

This indicator presents several measures of participation in education to elucidate levels of access to education in different OECD countries. Enrolment trends at different levels of education are also presented as an indicator of the evolution of access to education.

Evidence and explanations

Overall participation in education

In 24 out of 27 OECD countries, individuals participate in formal education for between 16 and 20 years, on average.

C1

One way of looking at participation in education is to estimate the number of years during which a 5-year-old child can expect to be in either full-time or part-time education during his/her lifetime, given current enrolment rates. *School expectancy* is estimated by taking the sum of enrolment rates for each single year of age, starting at age 5 (Chart C1.1). In OECD countries, a child in Luxembourg, Mexico and the Slovak Republic can expect to be in education for 15 years or less, compared to 19 or more years in Australia, Belgium, Finland, Sweden and the United Kingdom.

Most of the variation comes from differences in enrolment rates in upper secondary education.

Most of the variation in school 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 school expectancy.

Measures of the average length of schooling like *school 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 relatively large proportions of part-time enrolments will therefore tend to have relatively high values. In Australia, Belgium, Portugal, Sweden and the United Kingdom, part-time education accounts for three or more years of school expectancy (Table C1.1).

In OECD countries where school 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 school expectancy than the proportion of students leaving school before completing that level of education.

Enrolment rates are influenced by entry rates to 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 full enrolment (rates over 90%) for 15 years of education. Conversely, Australia, Finland, Sweden and the United Kingdom which have equally high school expectancy, have nearly full enrolment (rates over 90%) for only 13 or less years of education (Tables C1.1 and C1.2).

Long school expectancy does not necessarily imply that all young people have access to higher levels of education but…

In most OECD countries, virtually all young people have access to 12 years of formal education. At least 90% of students are enrolled in an age band spanning 14 or more years in Belgium, France, Iceland, Japan and Spain. Mexico, by contrast, has enrolment rates exceeding 90% for a period of seven years (Table C1.2).

…in most OECD countries, virtually all young people receive at least 12 years of formal education.

The variation in school expectancy is generally greater for females than for males. In OECD countries, females can expect to receive 0.7 more years, on average, of education than males. The expected duration of enrolment for females exceeds that of males by more than one year in Belgium, Denmark, Finland, Iceland, Ireland, New Zealand, Norway, Sweden and the United Kingdom (in Sweden and in the United Kingdom, the difference is three years). The opposite is true in Korea and Switzerland, where males can expect to receive 1.9 and 0.6 years, respectively, more education than females (Table C1.1).

In OECD countries, females can expect to receive 0.7 more years, on average, of education than males.

Trends in participation in education

School expectancy increased between 1995 and 2002 in all OECD countries for which comparable trend data are available (Table C1.1). In Greece, Hungary, Poland, Sweden and the United Kingdom, the increase was 15% or more over this relatively short period.

School expectancy increased between 1995 and 2002 in all OECD countries reporting comparable data.

Participation in early childhood education

In the majority of OECD countries, universal enrolment, which is defined here as enrolment rates exceeding 90%, starts between the ages of five and six years. However, in Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Iceland, Italy, Japan, Luxembourg, New Zealand, Norway, the Slovak Republic, Spain, Sweden and the United Kingdom, more than 70% of children aged 3 to 4 are already enrolled in either pre-primary or primary programmes (Table C1.2). Their enrolment rates range from less than 22% in Korea and Switzerland to over 90% in Belgium, France, Iceland, Italy and Spain.

In half of the OECD countries, more than 70% of children aged 3 to 4 are enrolled in either pre-primary or primary programmes.

Given the impact of early childhood education and care 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. Inferences about access to and quality of pre-primary education and care should therefore be made very carefully.

Participation towards the end of compulsory education and beyond

Several factors, including a higher risk of unemployment and other forms of exclusion for young people with insufficient education, influence the decision to stay

enrolled beyond the end of compulsory education. 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).

Compulsory education ends between the ages of 14 and 18 in OECD countries, and in most countries at age 15 or 16.

Compulsory education in OECD countries ends between the ages of 14 (Korea, Portugal and Turkey) and 18 (Belgium, Germany and the Netherlands), and in most countries at age 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.

Participation in education tends to be high until the end of compulsory education, but in seven OECD countries, more than 10% of students never finish compulsory education.

While participation rates in most OECD countries are high until the end of compulsory education, they drop below 90% before the age at which students are no longer legally required to be enrolled in school in Belgium, Germany, Mexico, the Netherlands, New Zealand, the United Kingdom and the United States. In Belgium, Germany, the Netherlands and the United States, this may be due in part to the fact that compulsory education ends at age 18 (17 for the United States), which is relatively advanced. By contrast, in 21 OECD countries, virtually all children remain in school beyond the age at which compulsory education ends (Table C1.2).

In the Czech Republic, Finland, Japan, Norway and Sweden, more than 93% of all 17-year-olds are still enrolled, even though the ending age of compulsory education is under 17 years of age (Table C1.3). In fact, in Sweden, 93% of all 18-year-olds are still enrolled in secondary education.

C1

The sharpest decline in participation occurs not at the end of compulsory education…

In half of the OECD countries, enrolment in education remains close to universal beyond the end of compulsory education, particularly in countries where the age at which compulsory education ends is relatively low. There is no close correspondence between the end of compulsory education and the decline in enrolment rates. After the age of 16, however, enrolment rates begin to decline in all OECD countries. On average in OECD countries, the enrolment rate is 84% at the age of 17, 71% at the age of 18, and 57% at the age of 19 (Table C1.3).

…but at the end of upper secondary education.

In 20 out of 27 OECD countries, the sharpest decline in enrolment rates occurs at the end of upper secondary education. In Sweden, participation rates drop from 93 to 42% after the age of 18, the typical age at which upper secondary education ends (Table C1.3).

In Australia, Denmark, Finland, Iceland and Sweden, more than 30% of 20 to 29-year-olds participate in education.

In most OECD countries, enrolment rates gradually decline starting in the last years of upper secondary education. There are several noteworthy exceptions, however, where enrolment rates remain relatively high until the age of 20 to 29. In Australia, Denmark, Finland, Iceland and Sweden, enrolment rates for 20 to 29-year-olds still exceed 30% (Table C1.2).

The transition to post-secondary education

Upper secondary graduates in many education systems can enrol in relatively short programmes (less than two years) to prepare for trades or specific vocational fields.

Post-secondary non-tertiary programmes are offered as advanced or second upper secondary programmes in some OECD countries (*e.g.*, Austria, Germany, Hungary and Spain); in others they are offered in post-secondary education (*e.g.*, Canada and the United States). From an internationally comparable point of view, these programmes straddle upper secondary and tertiary education and are therefore classified as a different level of education (post-secondary non-tertiary education). In 27 out of 30 OECD countries, these kinds of programmes are offered to upper secondary graduates (Table C1.1).

Post-secondary non-tertiary programmes are offered in 27 of 30 OECD countries.

Graduates of upper secondary programmes who decide not to enter the labour market upon graduation and people who are already working and want to upgrade their skills can also choose from a wide range of tertiary programmes.

Participation in tertiary education

In OECD countries, tertiary programmes vary in the extent to which they are theoretically based and designed to prepare students for advanced research programmes or professions with high skill requirements (tertiary-type A), or focus on occupationally specific skills so that students can directly enter the labour market (tertiary-type B). The institutional location of programmes 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 2.7 years of tertiary education. Both tertiary entry rates and the typical duration of study affect the expectancy of tertiary education. In Australia, Finland, Greece, Korea, New Zealand, Norway, Poland, Spain, Sweden and the United States, the figure is three years or more. In the Czech Republic, Luxembourg, Mexico, the Slovak Republic and Switzerland, by contrast, the expectancy of tertiary education is 1.8 years or less (Table C1.1 and Indicator C2).

On average in OECD countries, a 17-year-old can expect to receive 2.7 years of tertiary education.

Policies to expand education have increased pressure for greater access to tertiary education in many OECD countries. Thus far, this pressure has more than compensated for 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 upward.

Policies to expand education have, in many OECD countries, increased pressure for greater access to tertiary education.

Definitions and methodologies

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.

Data refer to the school year 2001-2002 and are based on the UOE data collection on education statistics that is administered annually by the OECD, and the 2003 World Education Indicators Programme.

The average length of time a 5-year-old can expect to be formally enrolled in school during his/her lifetime, or *school expectancy*, is calculated by adding the net enrolment rates for each single year of age from 5 onwards. The average duration of schooling for the cohort will reflect any tendency to lengthen (or

shorten) studies in subsequent years. When comparing data on school 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.

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. Table C1.1 shows the index of change in school expectancy between 1995 and 2002. Enrolment data for 1994-1995 were obtained through a special survey in 2000 and follow the ISCED-97 classification.

Table C1.1. School expectancy (2002)

Expected years of schooling 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 for all levels of education combined (1995 = 100)
		All levels of education combined			Primary and lower secondary education	Upper secondary education	Post-secondary non-tertiary education	Tertiary education	All levels of education combined	All levels of education combined	
		M+F	Males	Females	M+F				M+F		M+F
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD COUNTRIES	Australia	21.1	20.9	21.4	11.8	4.4	0.6	3.6	14.7	6.4	110
	Austria	16.0	16.0	16.1	8.2	3.8	0.6	2.1	16.0	n	103
	Belgium	19.4	18.8	20.0	9.3	5.8	0.4	2.8	16.2	3.2	108
	Canada	m	m	m	m	m	m	m	m	m	m
	Czech Republic	16.2	16.1	16.3	9.0	3.6	0.2	1.8	16.0	0.2	114
	Denmark	18.0	17.5	18.6	9.7	3.7	n	2.7	18.0	n	107
	Finland	19.4	18.7	20.2	9.0	4.5	0.1	4.3	17.7	1.7	113
	France	16.6	16.3	16.9	9.5	3.3	n	2.6	16.6	n	100
	Germany	17.1	17.2	17.0	10.1	3.0	0.5	2.1	17.1	0.1	104
	Greece	16.3	15.9	16.7	8.9	3.0	0.3	3.3	16.1	0.2	117
	Hungary	16.8	16.5	17.1	8.1	3.9	0.7	2.4	15.1	1.7	117
	Iceland	18.5	17.6	19.4	9.9	4.9	0.1	2.7	16.5	2.0	111
	Ireland	16.5	16.0	17.1	10.9	2.2	0.7	2.7	15.5	1.0	107
	Italy	16.7	16.3	16.9	8.4	4.6	0.1	2.6	16.6	0.1	m
	Japan	m	m	m	9.1	3.0	m	m	m	m	m
	Korea	16.2	17.1	15.3	8.9	2.8	a	4.0	16.2	n	113
	Luxembourg	14.4	13.8	13.9	9.1	3.5	0.2	0.6	14.2	0.2	m
	Mexico	12.9	12.8	13.1	9.6	1.5	a	1.1	12.9	n	107
	Netherlands	17.2	17.3	17.1	10.5	3.1	n	2.6	16.5	0.6	m
	New Zealand	18.3	17.3	19.2	10.1	4.0	0.8	3.3	15.7	2.5	m
	Norway[1]	17.9	16.4	17.8	9.9	3.8	0.1	3.3	16.5	1.4	102
	Poland	17.0	16.5	17.5	9.0	3.2	0.3	3.1	14.9	2.1	118
	Portugal	17.0	16.6	17.5	10.6	2.9	a	2.6	13.8	3.3	103
	Slovak Republic	15.1	15.0	15.2	9.0	3.1	0.1	1.7	14.4	0.7	m
	Spain	17.3	16.9	17.8	10.9	2.3	0.1	3.0	16.7	0.6	102
	Sweden	20.1	18.7	21.6	9.8	5.1	0.1	3.4	16.8	3.3	146
	Switzerland	16.5	16.7	16.2	9.5	3.2	0.3	1.8	16.0	0.5	m
	Turkey	m	m	m	m	m	m	m	m	m	m
	United Kingdom	20.4	18.9	21.9	8.9	8.7	x(5)	2.8	14.7	5.7	119
	United States	16.8	16.5	17.3	9.1	2.6	0.1	4.1	15.4	1.5	m
	Country mean	***17.2***	***16.8***	***17.5***	***9.6***	***3.7***	***0.3***	***2.7***	***15.8***	***1.6***	***111***
PARTNER COUNTRIES	Argentina[2]	17.4	16.7	18.1	10.7	2.4	a	3.3	14.9	2.5	m
	Brazil[2]	16.1	15.9	16.3	10.8	2.8	a	1.1	16.1	n	m
	Chile	14.9	15.1	14.7	8.3	3.7	a	1.9	14.9	a	m
	China	11.1	m	m	8.6	1.1	m	m	10.9	0.2	m
	Egypt	10.4	10.6	10.1	8.1	2.1	m	m	10.4	n	m
	India[2]	8.5	9.5	7.5	6.5	1.3	n	0.5	8.3	0.2	m
	Indonesia	12.0	12.1	11.9	9.6	1.2	a	0.7	12.0	n	m
	Israel	15.9	15.5	16.2	8.6	3.2	0.1	3.0	15.3	0.6	m
	Jamaica	12.7	12.1	13.2	8.4	1.6	0.8	0.9	12.3	0.4	m
	Jordan[2]	11.8	11.4	12.3	8.9	1.4	a	1.3	11.8	n	m
	Paraguay[2]	12.3	12.2	12.3	9.2	1.6	m	0.7	12.3	n	m
	Peru[2]	14.6	14.6	14.6	10.3	1.5	0.6	1.6	14.6	n	m
	Philippines	12.0	11.5	12.0	9.3	0.7	0.3	1.4	11.7	0.3	m
	Russian Federation	14.9	14.6	15.7	6.4	1.7	0.1	3.3	12.1	2.8	m
	Thailand	16.5	16.4	16.6	10.1	2.6	m	2.1	13.0	3.5	m
	Tunisia	14.8	14.3	15.2	9.9	2.3	m	1.0	13.5	1.2	m
	Uruguay[2]	15.9	15.1	16.8	9.9	2.7	n	1.9	15.9	n	m
	Zimbabwe	11.5	12.0	11.0	9.0	1.1	m	0.2	11.5	n	m

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2.
1. The total (males + females) includes the 5-year-olds for Norway but is not reported in the distribution of 5-year-olds by sex.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

C1

Table C1.2. Enrolment rates (2002)

Full-time and part-time students in public and private institutions, by age

		Ending age of compulsory education	Number of years at which over 90% of the population is enrolled	Age range at which over 90% of the population is enrolled	Students aged: 4 and under as a percentage of the population of 3 to 4-year-olds	5-14 as a percentage of the population of 5 to 14-year-olds	15-19 as a percentage of the population of 15 to 19-year-olds	20-29 as a percentage of the population of 20 to 29-year-olds	30-39 as a percentage of the population of 30 to 39-year-olds	40 and over as a percentage of the population of over 40-year-olds
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD COUNTRIES	Australia	15	12	5 - 16	35.9	99.3	82.6	32.9	15.2	6.7
	Austria	15	12	5 - 16	63.8	98.9	77.1	17.0	3.1	0.3
	Belgium	18	15	3 - 17	119.6	100.1	92.3	27.4	8.3	3.0
	Canada	16	m	m	m	m	m	m	m	m
	Czech Republic	15	13	5 - 17	78.7	99.3	88.4	15.9	1.3	0.1
	Denmark	16	12	4 - 16	86.9	99.1	81.8	31.4	5.5	0.8
	Finland	16	12	6 - 17	39.6	94.4	85.0	39.5	10.7	2.2
	France	16	15	3 - 17	119.7	101.1	86.7	19.6	1.8	a
	Germany	18	12	6 - 17	80.3	97.5	89.2	25.5	2.8	0.2
	Greece	14.5	11	6 - 16	28.5	96.3	82.6	24.5	0.3	n
	Hungary	16	12	4 - 16	81.1	100.3	81.1	21.2	4.2	0.4
	Iceland	16	14	3 - 16	135.5	98.5	81.1	32.0	8.0	2.3
	Ireland	15	12	5 - 16	26.3	101.4	81.6	17.8	2.6	x(8)
	Italy	15	13	3 - 15	103.0	101.7	75.8	18.4	2.5	0.1
	Japan	15	14	4 - 17	78.1	100.8	m	m	m	m
	Korea	14	12	6 - 17	19.6	92.7	79.9	26.5	1.7	0.4
	Luxembourg	15	11	4 - 15	76.8	93.4	75.3	6.3	0.4	n
	Mexico	15	7	6 - 12	36.7	95.7	42.4	9.4	3.0	0.4
	Netherlands	18	13	4 - 16	48.8	99.3	86.5	23.4	2.9	0.8
	New Zealand	16	12	4 - 15	86.8	99.5	72.1	25.4	10.9	4.1
	Norway	16	12	6 - 17	77.5	97.9	84.8	26.3	6.7	1.6
	Poland	15	12	6 - 17	29.1	94.4	86.8	27.3	4.1	x(8)
	Portugal	14	10	6 - 15	66.4	106.0	70.9	22.2	3.8	0.6
	Slovak Republic	16	11	6 - 16	70.7	98.1	76.6	12.6	1.6	0.2
	Spain[1]	16	14	3 - 16	112.5	103.8	80.4	23.3	2.6	0.4
	Sweden	16	13	6 - 18	75.5	98.2	86.2	33.6	14.1	3.5
	Switzerland	15	11	6 - 16	21.8	98.6	82.7	20.0	3.6	0.2
	Turkey	14	m	m	m	m	m	m	m	m
	United Kingdom	16	12	4 - 15	81.2	98.9	76.8	26.8	16.2	8.3
	United States	17	10	6 - 15	52.7	96.9	74.8	25.2	4.6	1.3
	Country mean	***16***	***12***		***67.8***	***98.5***	***79.4***	***22.7***	***5.4***	***1.5***
PARTNER COUNTRIES	Argentina[2]	14	10	5 - 14	40.8	104.1	69.4	25.9	6.7	1.4
	Brazil[2]	14	8	7 - 14	29.9	91.3	71.3	23.3	8.0	2.1
	Chile	14	9	7 - 15	27.7	92.1	68.2	3.1	0.8	0.2
	China	14	6	7 - 12	n	80.7	12.7	m	m	m
	India[2]	14	2	6 - 7	42.4	65.0	28.1	m	m	m
	Indonesia	15	7	6 - 13	n	93.4	45.6	3.6	n	n
	Israel	15	11	6 - 16	100.7	96.1	65.3	21.5	5.5	1.1
	Jamaica	12	m	m	75.8	90.4	40.5	m	m	m
	Jordan	15	2	6 - 7	14.2	84.5	41.7	a	a	a
	Malaysia[2]	12	12	6 - 12	16.0	91.9	55.4	6.8	0.2	0.1
	Paraguay[2]	14	5	7 - 11	7.7	87.9	50.3	6.4	0.7	0.1
	Peru[2]	16	9	6 - 14	54.0	99.4	55.1	9.4	1.9	0.5
	Philippines	12	7	7 - 13	0.4	85.4	34.8	0.5	a	a
	Russian Federation	15	9	7 - 15	31.5	84.6	73.6	12.7	0.1	n
	Thailand	14	11	4 - 14	60.9	100.3	59.3	6.0	1.4	0.3
	Tunisia	16	7	6 - 12	17.0	90.0	57.1	4.3	n	6.6
	Uruguay[2]	15	9	6 - 14	27.9	97.5	68.4	21.2	4.6	0.6
	Zimbabwe	12	7	7 - 13	n	83.4	32.9	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.

x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2.

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

2. Year of reference 2001.

Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C1.3. Transition characteristics at ages 15, 16, 17, 18, 19 and 20 (2002)

Net enrolment rates, by level of education in public and private institutions (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	97	92	n	n	80	1	5	38	3	30	25	3	37	19	3	38
	Austria	17-19	94	91	n	n	78	11	n	45	19	6	17	12	14	6	4	20
	Belgium	18-19	100	99	n	n	101	n	1	45	5	36	22	6	46	13	3	46
	Canada	18	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	18-19	99	100	n	n	98	n	n	79	3	4	34	9	20	6	6	28
	Denmark	19-20	96	91	n	n	83	n	n	78	n	n	57	n	3	33	n	12
	Finland	19	99	96	n	n	94	n	n	89	n	n	33	n	16	17	n	31
	France	18-20	97	97	n	n	89	n	2	53	n	27	27	n	38	11	n	40
	Germany	19	98	99	n	n	93	n	1	83	n	3	42	16	9	21	13	17
	Greece	18	93	93	n	a	70	n	a	25	5	46	31	5	47	n	5	51
	Hungary	16-18	97	90	n	n	85	1	n	49	13	12	15	19	26	7	12	29
	Iceland	20	99	91	n	n	81	n	n	72	n	n	65	n	1	36	n	15
	Ireland	17-18	99	92	1	n	72	4	6	26	15	35	2	10	40	n	8	37
	Italy	17-19	93	86	m	a	79	m	n	69	m	4	18	m	31	6	m	32
	Japan	18	102	97	a	a	93	a	n	3	m	m	1	m	m	m	m	m
	Korea	17-18	92	95	a	n	89	a	2	12	a	49	2	a	64	n	a	60
	Luxembourg	18-19	91	86	n	n	79	n	n	70	n	n	50	n	n	30	1	n
	Mexico	18	55	47	a	a	34	a	4	16	a	12	24	a	16	3	a	16
	Netherlands	18-19	100	100	n	n	83	n	6	58	n	18	35	n	27	23	n	33
	New Zealand	17-18	94	85	1	n	65	4	3	27	6	23	14	5	32	10	4	35
	Norway	19-20	100	94	n	n	93	n	n	85	n	n	40	1	12	18	1	25
	Poland	18-20	96	94	a	a	91	n	x(10)	84	n	1	32	6	30	15	7	38
	Portugal	18	92	81	a	a	70	a	1	44	a	17	27	a	25	17	a	29
	Slovak Republic	18-19	100	95	n	n	88	n	n	49	1	14	12	2	23	2	1	24
	Spain	17-18	102	95	n	n	82	n	n	40	1	28	22	1	35	13	1	39
	Sweden	19	99	97	n	n	96	n	n	93	n	n	29	1	12	19	1	24
	Switzerland	18-20	96	89	1	n	85	1	n	76	2	2	49	3	7	21	4	13
	Turkey	17	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	16-18	110	87	x(2)	n	74	x(5)	2	31	x(8)	25	20	x(11)	34	16	x(14)	35
	United States	18	91	84	n	n	79	n	2	25	n	39	6	n	47	2	n	51
	Country mean	***18***	***96***	***91***	***n***	***n***	***82***	***1***	***1***	***52***	***3***	***16***	***27***	***4***	***26***	***14***	***3***	**30**
PARTNER COUNTRIES	Argentina[1]	18	86	78	a	n	71	a	5	36	a	16	19	a	24	10	a	28
	Brazil[1]	17-18	77	75	m	a	70	m	a	56	m	a	40	m	a	28	m	a
	Chile	18	91	87	a	n	80	a	n	55	a	m	20	a	m	8	a	m
	China	18	48	10	m	n	2	m	n	m	m	m	m	m	m	m	m	m
	Indonesia	18	54	45	a	a	48	a	a	29	a	18	10	a	23	3	a	21
	Israel	17	96	95	n	n	89	n	n	24	1	2	5	1	8	1	2	13
	Jamaica	16	82	67	3	m	33	4	m	7	2	m	1	1	m	n	n	m
	Jordan[1]	17	76	68	a	n	51	a	n	10	a	m	2	a	m	a	a	m
	Malaysia[1]	19	m	m	n	n	30	18	20	17	32	55	2	13	47	n	1	33
	Paraguay[1]	17	57	55	m	n	51	m	n	43	m	2	17	m	4	9	m	5
	Peru[1]	m	75	67	2	1	39	3	5	23	4	8	12	4	10	7	4	10
	Philippines	16	68	56	m	m	28	m	m	13	m	m	5	m	m	4	m	m
	Russian Federation	18	53	69	3	12	27	3	48	7	2	50	2	1	45	1	1	39
	Thailand	17	82	67	m	m	56	m	1	35	m	42	7	m	9	m	m	13
	Tunisia	18-19	74	67	n	n	59	n	n	49	n	n	32	m	m	20	m	m
	Uruguay[1]	17	87	82	a	a	70	n	n	48	n	7	28	n	15	19	n	18
	Zimbabwe	19	52	50	a	n	36	a	n	18	a	n	10	a	m	n	a	m

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2. 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. Year of reference 2001.

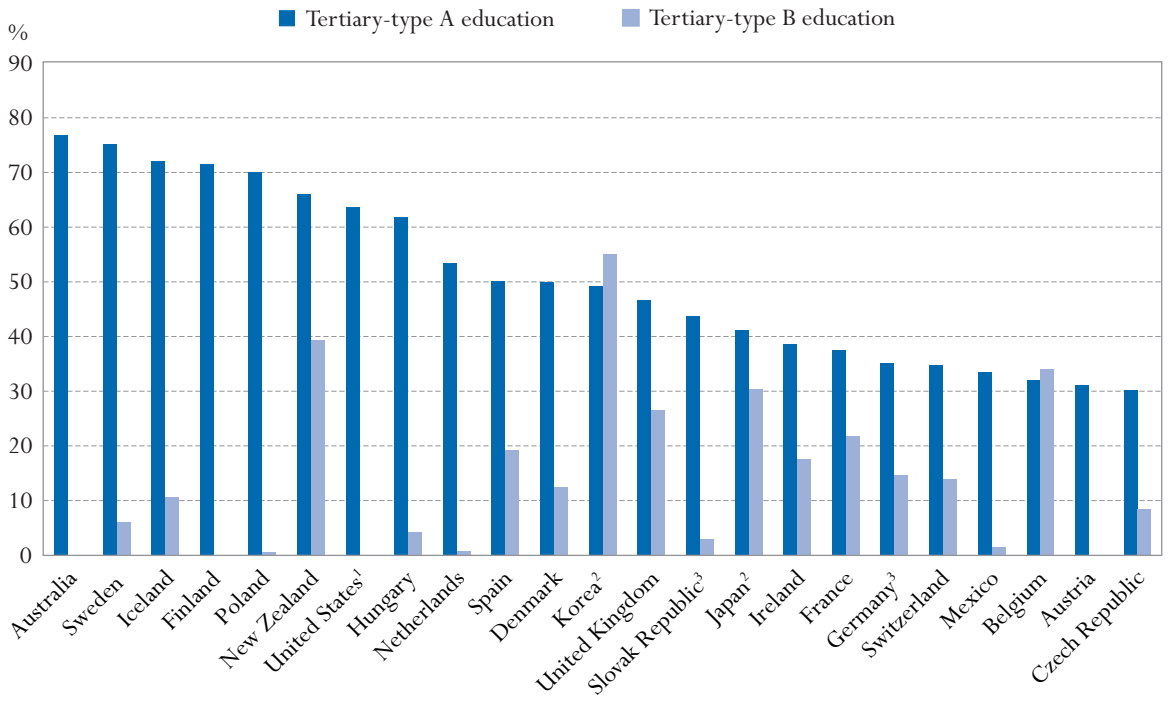
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

INDICATOR C2: ENTRY INTO AND EXPECTED YEARS IN TERTIARY EDUCATION AND PARTICIPATION IN SECONDARY EDUCATION

- Today, every second young person in the OECD area will enter tertiary-type A programmes during his/her lifetime.
- On average in OECD countries, a 17-year-old can now expect to enrol in 2.7 years of tertiary programmes, of which 2 years will be full-time. In Finland, Korea and the United States, students can expect to receive about four years of full-time and part-time tertiary education.
- With the exception of Austria and France, participation in tertiary education grew in all OECD countries between 1995 and 2002.
- The majority of tertiary students are enrolled in public institutions, but in Belgium, Japan, Korea, the Netherlands and the United Kingdom, most students are enrolled in privately managed institutions.
- The majority of primary and secondary students are enrolled in public institutions. However, privately managed schools now enrol, on average, 10% of primary students, 14% of lower secondary students and 20% of upper secondary students.

Chart C2.1. Entry rates into tertiary education (2002)

Sum of net entry rates for each year of age into tertiary-type A and tertiary-type B education



Note: Net entry rates for tertiary-type A and B programmes cannot be added due to double counting.
1. Tertiary-type A programmes include tertiary-type B programmes.
2. Entry rate for tertiary-type A and B programmes calculated as gross entry rate.
3. Entry rate for tertiary-type B programmes calculated as gross entry rate.
Countries are ranked in descending order of the total entry rates into tertiary-type A education.
Source: OECD. Table C2.1. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Policy context

High tertiary entry and participation rates help to ensure the development and maintenance of a highly educated population and labour force. Tertiary education is associated with better access to employment and higher earnings (see Indicators A10 and A11). Rates of entry to tertiary education are a partial indication of the degree to which a population is acquiring high-level skills and knowledge that the labour market in knowledge societies values.

This indicator shows the percentage of the youth cohort that will enter different types of tertiary education during their lives.

As students have become more aware of the economic and social benefits of tertiary education, entry rates into tertiary-type A and tertiary-type B programmes have risen. Continued growth in participation, and a widening diversity of backgrounds and interests of the people aspiring to tertiary studies, will require a new kind of provision. Tertiary institutions will need to meet growing demand by expanding the number of students they admit and by adapting their programmes and teaching to the diverse needs of new generations of students.

Entry and participation rates reflect both the accessibility of tertiary education and the perceived value of attending tertiary programmes.

Graduation from upper secondary education is becoming the norm in most OECD countries, but the curricular content in upper secondary programmes can vary, depending on the type of education or occupation for which the programmes are designed. Most upper secondary programmes in OECD countries are designed primarily to prepare students for tertiary studies, and their orientation can be general, pre-vocational or vocational. Most OECD countries also have upper secondary programmes that prepare students to enter the labour market directly. Some OECD countries delay vocational training until after graduation from upper secondary education, although these post-secondary programmes often resemble upper secondary level programmes.

The indicator also shows patterns of participation at the secondary level of education.

C2

Evidence and explanations

Overall access to tertiary education

In OECD countries, tertiary programmes vary in the extent to which they are theoretically based and designed to prepare students for advanced research programmes or professions with high skill requirements (tertiary-type A), or focus on occupationally specific skills so that students can directly enter the labour market (tertiary-type B). For a classification of national educational programmes into these categories, see Annex 3 at *www.oecd.org/edu/eag2004*.

Today, every second young person in the OECD area will enter tertiary-type A programmes during his/her lifetime, assuming that current entry rates continue. In fact, in Australia, Finland, Hungary, Iceland, New Zealand, Poland, Sweden and the United States, more than 60% of young people enter tertiary-type A programmes (Table C2.1).

51% of today's young people in OECD countries will enter tertiary-type A programmes.

In other OECD countries, the rates of first-time entry into tertiary-type A programmes are considerably lower: the estimated first-time entry rates for Austria, Belgium, the Czech Republic and Mexico are around 30%.

The proportion of people who enter tertiary-type B programmes is generally smaller than the proportion entering tertiary-type A programmes. In 20 OECD countries with available data, 16% of young people, on average, will enter tertiary-

16% of today's young people will enter tertiary-type B programmes.

type B programmes. The figures range from 4% or less in Hungary, Italy, Mexico, the Netherlands, Poland and the Slovak Republic to more than 30% in Belgium, Japan and New Zealand, and more than 50% in Korea (Table C2.1 and Chart C2.1).

In Belgium, wide access to tertiary-type B programmes counterbalances comparatively low rates of entry to tertiary-type A programmes. Other OECD countries, most notably Poland and Sweden, have entry rates above the OECD average for tertiary-type A programmes, and comparatively very low rates of entry to tertiary-type B programmes. New Zealand stands out as a country with entry rates at both levels that are the highest among OECD countries.

Net rates of entry into tertiary education should also be considered in light of participation in post-secondary non-tertiary programmes, which are an important alternative to tertiary education in some OECD countries (Indicator C1).

People entering tertiary-type B programmes may also enter tertiary-type A programmes later in their lives. Tertiary-type A and B entry rates cannot therefore be added together to obtain overall tertiary-level entry rates because entrants might be double counted.

Participation in tertiary education

Enrolment rates provide another perspective on participation in tertiary education. They reflect both the total number of individuals entering tertiary education and the duration of their studies. The sum of net enrolment rates for each year of age, referred to as the *expectancy of tertiary education*, gives an overall measure of the amount of tertiary education undertaken by an age cohort rather than by individual participants. In contrast to entry rates, expectancy of tertiary education, which is based on enrolments in tertiary-type A and tertiary-type B programmes, can be summed.

C2

In seven OECD countries, young people can expect to receive at least three years of tertiary education .

On average in OECD countries, a 17-year-old can expect to receive 2.7 years of tertiary education, of which 2 years will, on average, be full-time. In Australia, Greece, New Zealand, Norway, Poland, Spain and Sweden, 17-year-olds can expect to receive at least three years of full-time and part-time tertiary education during their lifetimes (Table C2.2).

In Finland, Korea and the United States, students can expect to receive about four years of tertiary studies.

In Finland, Korea and the United States, students can expect to receive about four years of full-time and part-time tertiary studies. By contrast, the expectancy of tertiary education is less than two years in the Czech Republic, Mexico, the Slovak Republic and Switzerland.

The longer tertiary-type A programmes tend to increase the stock of enrolments, and therefore the volume of resources required.

On average in OECD countries, expectancy of enrolment in tertiary-type A programmes (2.3 years) is far higher than that in tertiary-type B programmes (0.4 years). Because tertiary-type A programmes tend to be longer, they dominate the stock of enrolments and therefore the volume of resources required, all other things being equal (see Indicator B1, Table B1.3).

The majority of tertiary students are enrolled in public institutions,…

In the majority of OECD countries, tertiary-type A programmes are mainly provided and managed by public institutions (Table C2.3). However, in Belgium, the Netherlands and the United Kingdom, the majority of students

are enrolled in privately managed institutions that draw predominantly on public funds. In Japan and Korea, over 70% of students are enrolled in institutions that are privately managed and financed predominantly from private sources. In Mexico, Poland and Portugal, around 30% of students are enrolled in such institutions.

but in some OECD countries the majority are in privately managed institutions

Trends in participation

With the exception of Austria and France, participation in tertiary education grew in all OECD countries between 1995 and 2002. In half of the OECD countries with available data, the number of students enrolled in tertiary education increased by over 30%, and in the Czech Republic, Greece, Hungary and Poland, enrolment grew by 68, 78, 108 and 151%, respectively (Table C2.2).

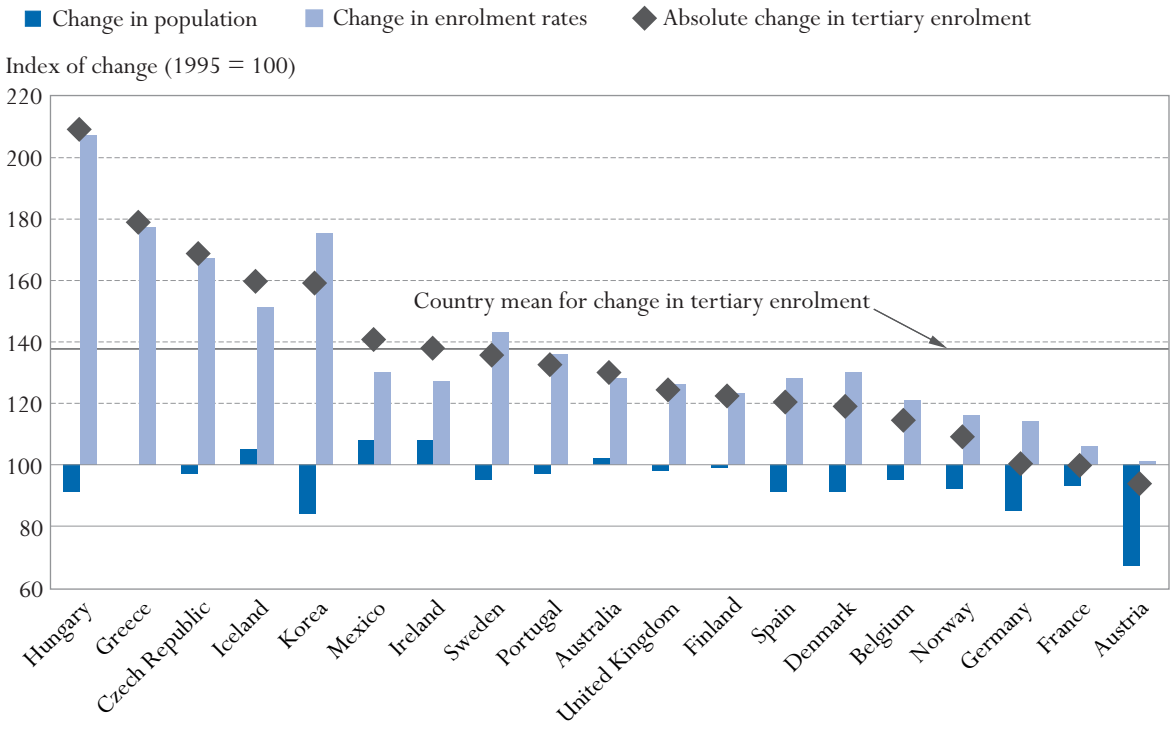
Participation in tertiary education grew in most OECD countries between 1995 and 2002.

At the tertiary level, changes in enrolment rates are less closely tied to changes in the size of the relevant age cohort than are such changes in primary and secondary education. Chart C2.2 breaks down the change in the number of students enrolled into two components: changes in cohort sizes and changes in enrolment rates. Growing demand, reflected in higher enrolment rates, is the main factor driving expansion in tertiary enrolments. Australia, Iceland, Ireland and Mexico are the only OECD countries where population increases significantly contributed to higher tertiary enrolments; even in these cases, however, enrolment rates were significantly higher. Conversely, the actual increase in ter-

Growing demand, reflected in higher participation rates, is the main factor driving expansion in tertiary enrolments.

Chart C2.2. Change in tertiary enrolment relative to changing participation rates and demography (1995-2002)

Index of change between 1995 and 2002 (1995 = 100)



Countries are ranked in descending order of the absolute change in tertiary enrolment.
Source: OECD. Table C2.2. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

tiary students would have been significantly higher in many OECD countries (in particular Austria and Korea) had the population not decreased. In Austria and France, these decreases were actually more significant than increases in enrolment rates, meaning that overall, there was a slight drop in tertiary enrolment, despite an increase in enrolment rates of 1 and 6%, respectively.

Age of entrants

In Belgium, the Czech Republic, France, Ireland, Mexico and Spain, more than 80% of tertiary-type A entrants are under 22…

Traditionally, students typically enter tertiary-type A programmes immediately after having completed upper secondary education, and this remains true in many OECD countries. In Belgium, the Czech Republic, France, Ireland, Mexico and Spain for example, more than 80% of all first-time entrants are under 22 years of age (Table C2.1).

…whereas in Denmark, Iceland, New Zealand and Sweden, more than half the students enter this level for the first time at the age of 22, or after.

In other OECD countries, the transition to the tertiary level is often delayed, in some cases by some time spent in the labour force. In these countries, first-time entrants to tertiary-type A programmes are typically older and show a much wider range of entry ages. In Denmark, Iceland, New Zealand and Sweden, for example, more than half the students enter this level for the first time at the age of 22 or after (Table C2.1). The proportion of older first-time entrants to tertiary-type A programmes may, among other factors, reflect the flexibility of these programmes and their suitability to students outside the typical or modal age cohort. It may also reflect a specific view of the value of work experience for higher education studies, which is characteristic of the Nordic countries and common in Australia and New Zealand, where a sizeable proportion of new entrants is much older than the typical age of entry. In Australia, New Zealand and the Nordic countries, more than 20% of first-time entrants are 27 years of age or older.

C2

Participation in upper secondary vocational education

Upper secondary programmes are classified based on whether they are…

In most OECD countries, students do not follow an uniform curriculum at the upper secondary level. Programmes at the upper secondary level are 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 labour-market relevant qualification:

…general,…

- ***Type 1 (general)*** education programmes are not designed explicitly to prepare participants for specific occupations or trades, or for entry into further vocational or technical education programmes.

…pre-vocational,…

- ***Type 2 (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 labour-market relevant vocational or technical qualification. At least 25% of the programme content should be vocational or technical.

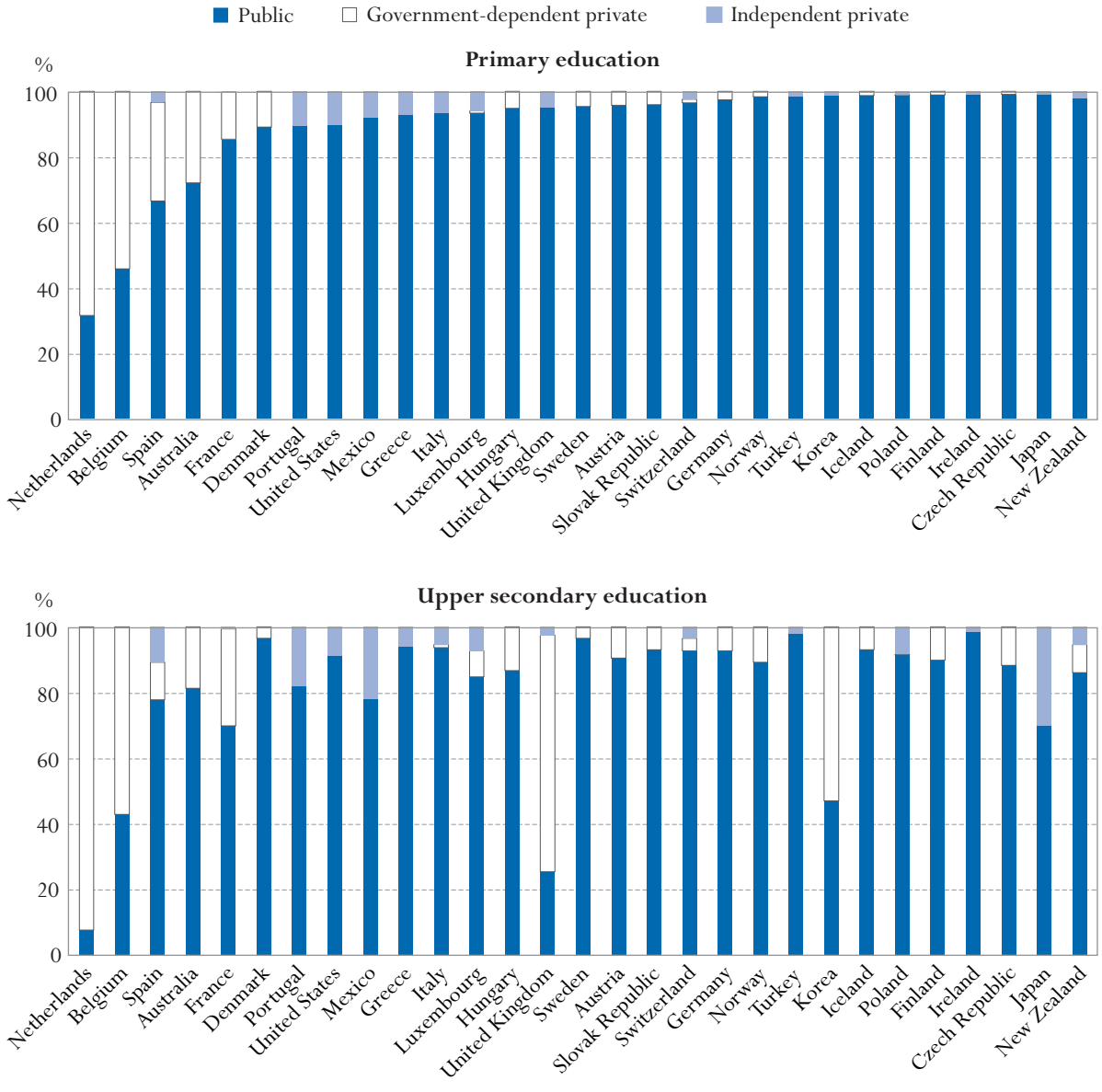
…or vocational.

- ***Type 3 (vocational or technical)*** education programmes prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a labour-market relevant vocational or technical qualification.

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 studies at the tertiary level, while in other countries, many general programmes do not provide direct access to further education.

In all OECD countries, students can choose vocational, pre-vocational or general programmes. In 15 OECD countries, the majority of upper secondary

Chart C2.3. Distribution of enrolled students, by type of institution (2002)



Countries are ranked in descending order of the percentage of students enrolled in private institutions in primary education.
Source: OECD. Table C2.4. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

In more than half of the OECD countries, the majority of upper secondary students attend vocational or apprenticeship programmes.

students attend vocational or apprenticeship programmes. In OECD countries with dual-system apprenticeship programmes (Austria, Germany, Luxembourg, the Netherlands and Switzerland), and in Australia, Belgium, the Czech Republic, Poland, the Slovak Republic and the United Kingdom, 60% or more of upper secondary students are enrolled in vocational programmes. The exception is Iceland, where the majority of students are enrolled in general programmes even though dual-system apprenticeship programmes are offered (Table C2.5).

In most OECD countries, vocational education is school-based. In Austria, the Czech Republic, Iceland and the Slovak Republic, however, about half of the vocational programmes have combined school-based and work-based elements. In Denmark, Germany, Hungary and Switzerland, more than 80% of vocational programmes have both school-based and work-based elements.

Upper secondary enrolment by type of institution

Most primary and secondary students are enrolled in public institutions.

More than 80% of primary, and lower and upper secondary students are enrolled in public institutions in OECD countries (Table C2.4).

But, 20% of upper secondary students are enrolled in privately managed schools…

However, privately managed schools now enrol, on average, 10% of primary students, 14% of lower secondary students and 20% of upper secondary students (Table C2.4 and Chart C2.3).

…and enrolments in privately managed upper secondary institutions account for the majority of students in Belgium, Korea, the Netherlands and the United Kingdom.

The majority of upper secondary students in Belgium, Korea, the Netherlands and the United Kingdom are enrolled in government-dependent private institutions (57, 53, 92 and 72%, respectively). Private educational institutions that are financed mainly by household payments are far less common at the upper secondary level and below, and are occasionally perceived as imposing barriers to participation for students from low income families. However, in Mexico, Portugal and Spain, between 10 and 22% of upper secondary students are enrolled in private institutions that are financed predominantly by unsubsidised household payments. In Japan, this figure is 30% (Table C2.4).

C2

Definitions and methodologies

Data refer to the school year 2001-2002 and are based on the UOE data collection on education statistics that is administered annually by the OECD.

Table C2.1 shows, for all ages, the sum of net entry rates. The net entry rate of a specific age is obtained by dividing the number of first-time entrants of that age to each type of tertiary education by the total population in the corresponding age group (multiplied by 100). The sum of net entry rates is calculated by adding the rates for each year of age. The result represents the proportion of people in a synthetic age-cohort who enter tertiary education, irrespective of changes in population sizes and of differences between OECD countries in the typical entry age. Table C2.1 shows also the 20th, 50th and 80th percentiles of the age distribution of first-time entrants, *i.e.*, the age below which 20%, 50% and 80% of first-time entrants are to be found.

New (first-time) entrants are students who are enrolling at the relevant level of education for the first time. Foreign students enrolling for the first time in a post-graduate programme are considered first-time entrants.

Not all OECD countries can distinguish between students entering a tertiary programme for the first time and those transferring between different levels of tertiary education or repeating or re-entering a level after an absence. Thus, first-time entry rates for each level of tertiary education cannot be added up to total tertiary-level entrance rate because it would result in double-counting entrants.

Table C2.2 shows the expected number of years for which 17-year-olds will be enrolled in tertiary education, or the sum of net enrolment rates for people aged 17 and over (divided by 100). This measure is a function of the number of participants in tertiary education and the duration of tertiary studies. Since the denominator also includes those who have never participated in tertiary education, the indicator cannot be interpreted as the average number of years an individual student requires to complete tertiary education.

Pre-vocational and vocational programmes include both school-based programmes and combined school and work-based programmes that are recognised as part of the education system. Entirely work-based education and training that is not overseen by a formal education authority is not taken into account.

Data on tertiary enrolment in 1994-1995 were obtained from a special survey carried out in 2000. OECD countries were asked to report according to the ISCED-97 classification.

Data for 1994–1995 are based on a special survey carried out in OECD countries in 2000.

C2

Table C2.1. Entry rates into tertiary education and age distribution of new entrants (2002)

Sum of net entry rates for each year of age, by gender and programme destination

	Tertiary-type B			Tertiary-type A					
	Net entry rates			Net entry rates			Age at:		
	M+F	Males	Females	M+F	Males	Females	20th percentile[1]	50th percentile[1]	80th percentile[1]
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD COUNTRIES									
Australia	m	m	m	77	70	84	18.6	20.9	29.0
Austria	m	m	m	31	28	34	19.2	20.4	22.9
Belgium	34	28	40	32	31	33	18.3	18.9	21.7
Canada	m	m	m	m	m	m	m	m	m
Czech Republic	8	5	12	30	30	30	19.2	20.0	21.8
Denmark	12	14	11	50	38	62	22.1	23.8	28.3
Finland	a	a	a	71	62	82	19.9	21.6	26.6
France	22	22	22	37	30	45	18.3	18.9	20.2
Germany[2]	15	10	19	35	35	35	20.1	21.4	24.2
Greece	m	m	m	m	m	m	m	m	m
Hungary	4	4	5	62	55	69	19.2	20.9	26.6
Iceland	11	10	11	72	53	91	20.9	23.0	30.4
Ireland[3]	18	17	18	39	34	43	18.3	19.0	19.9
Italy[2]	1	1	1	50	44	57	20.2	20.8	23.0
Japan[4]	30	21	40	41	48	34	m	m	m
Korea[4]	55	54	56	49	52	46	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	2	2	1	33	31	36	18.2	19.4	21.8
Netherlands	1	1	1	53	50	57	18.4	19.9	23.5
New Zealand	39	34	44	66	54	78	18.9	22.9	<40
Norway	m	m	m	m	m	m	m	m	m
Poland	1	n	1	70	x(4)	x(4)	m	m	m
Portugal	m	m	m	m	m	m	m	m	m
Slovak Republic[2]	3	1	5	44	43	45	18.7	19.7	23.4
Spain	19	19	20	50	44	57	18.5	19.3	21.5
Sweden	6	6	6	75	59	92	20.3	22.7	<40
Switzerland	14	16	12	35	37	32	20.2	21.8	26.4
Turkey	m	m	m	m	m	m	18.4	19.8	23.6
United Kingdom	27	23	30	47	43	51	18.4	19.4	24.1
United States	x(4)	x(5)	x(6)	64	60	68	19.2	21.0	24.3
Country mean	***16***	***14***	***18***	***51***	***45***	***55***			
PARTNER COUNTRIES									
Argentina[5]	37	24	50	60	53	67	m	m	m
Brazil[5]	m	m	m	27	x(4)	x(4)	m	m	m
Chile	17	18	16	47	50	44	m	m	m
China	13	14	12	10	10	9	m	m	m
Indonesia	5	5	5	12	14	11	m	m	m
Israel	m	m	m	57	51	64	20.5	23.0	26.9
Jordan[5]	13	8	18	35	32	38	m	m	m
Paraguay[5]	12	7	16	m	m	m	m	m	m
Philippines	8	7	9	42	39	45	m	m	m
Russian Federation	37	x(1)	x(1)	62	x(4)	x(4)	m	m	m
Thailand	22	18	26	42	33	51	m	m	m
Tunisia	m	m	m	26	24	28	m	m	m
Uruguay[5]	16	x(1)	x(1)	32	24	41	m	m	m
Zimbabwe	5	5	4	2	3	2	m	m	m

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2. 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. Respectively 20/50/80% of new entrants are below this age.
2. Entry rate for tertiary-type B programmes calculated as gross entry rate.
3. Full-time entrants only.
4. Entry rate for tertiary-type A and B programmes calculated as gross entry rate.
5. Year of reference 2001.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C2.2. Expected years in tertiary education and change in total tertiary enrolment (2002)

Expected years under current conditions, by gender and mode of study, and index of change (1995 = 100)

		Tertiary-type B education			Tertiary-type A education			Total tertiary education (type A, B and advanced research programmes)			Change in enrolment (1995 = 100)		
		Full-time and part-time		Full-time	Full-time and part-time		Full-time	Full-time and part-time		Full-time		Attributable to:	
		M + F	Females	M + F	M + F	Females	M + F	M + F	Females	M + F	Total tertiary education	Change in population	Change in enrolment rates
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD COUNTRIES	Australia	0.7	0.7	0.2	2.9	3.2	1.9	3.6	4.0	2.2	129	102	128
	Austria	0.2	0.3	x(1)	1.7	1.8	x(4)	2.1	2.2	x(7)	93	67	101
	Belgium	1.5	1.7	1.1	1.3	1.4	1.3	2.8	3.1	2.4	114	95	121
	Canada	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	0.2	0.3	0.2	1.5	1.5	1.3	1.8	1.9	1.6	168	97	167
	Denmark	0.3	0.2	0.3	2.4	2.9	2.4	2.7	3.2	2.7	118	91	130
	Finland	n	n	n	3.9	4.4	2.5	4.3	4.7	2.5	122	99	123
	France	0.6	0.7	0.6	1.8	2.1	1.9	2.6	2.9	2.6	99	93	106
	Germany	0.3	0.4	0.3	1.8	1.7	1.8	2.1	2.1	2.1	100	92	114
	Greece	1.1	1.1	1.1	2.1	2.4	2.1	3.3	3.5	3.3	178	100	177
	Hungary	0.1	0.1	0.1	2.3	2.6	1.2	2.4	2.7	1.3	208	91	207
	Iceland	0.2	0.2	0.1	2.5	3.2	1.9	2.7	3.4	2.0	159	105	151
	Ireland	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	2.7	3.0	2.0	137	108	127
	Italy	m	m	m	2.5	2.8	2.5	2.5	2.9	2.5	108	m	m
	Japan	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	1.7	1.3	1.7	2.3	1.8	2.3	4.0	3.0	4.0	158	84	175
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	n	n	n	1.1	1.0	1.1	1.1	1.1	1.1	140	108	130
	Netherlands	n	n	n	2.5	2.6	2.1	2.6	2.6	2.1	m	m	m
	New Zealand	0.8	1.0	0.4	2.4	2.8	1.7	3.3	3.8	2.2	m	m	m
	Norway	0.2	0.2	0.1	3.0	3.7	2.1	3.3	3.9	2.3	109	92	116
	Poland	n	n	n	3.0	3.6	1.7	3.1	3.7	1.8	251	m	m
	Portugal	n	0.1	a	2.4	2.8	a	2.6	3.0	a	132	97	136
	Slovak Republic	0.1	0.1	n	1.5	1.6	1.1	1.7	1.8	1.1	m	m	m
	Spain	0.4	0.4	0.4	2.5	2.8	2.3	3.0	3.3	2.8	120	91	128
	Sweden	0.1	0.1	0.1	3.1	3.8	1.7	3.4	4.1	1.9	135	95	143
	Switzerland	0.4	0.3	0.1	1.3	1.2	1.2	1.8	1.6	1.5	m	m	m
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m
	United Kingdom	0.8	1.0	0.3	1.8	2.0	1.4	2.8	3.1	1.7	124	98	126
	United States	0.2	0.2	0.1	3.9	4.3	2.9	4.1	4.5	3.0	m	m	m
	Country mean	***0.4***	***0.4***	***0.3***	***2.3***	***2.5***	***2.1***	***2.7***	***3.1***	***2.0***	***140***	***95***	***137***
PARTNER COUNTRIES	Argentina[1]	0.8	1.2	0.8	2.5	2.8	a	3.4	4.0	0.8	m	m	m
	Brazil[1]	x(4)	x(5)	x(6)	1.1	1.2	1.1	1.1	1.2	1.1	m	m	m
	Indonesia	0.2	0.2	0.2	0.5	0.5	0.5	0.7	0.7	0.7	m	m	m
	Israel	0.6	0.7	0.6	2.3	2.6	1.8	3.0	3.4	2.5	m	m	m
	Malaysia[1]	1.1	1.2	1.1	1.3	1.5	1.2	2.5	2.8	2.4	m	m	m
	Paraguay[1]	0.3	0.4	0.3	x(7)	x(8)	x(9)	1.2	1.3	1.2	m	m	m
	Peru[1]	0.8	0.9	0.8	m	m	m	2.0	2.0	2.0	m	m	m
	Russian Federation	1.0	1.2	0.7	2.4	2.8	1.2	3.4	4.0	2.0	m	m	m
	Thailand	m	m	m	1.6	1.8	m	2.0	2.1	0.4	m	m	m
	Uruguay[1]	0.4	0.6	0.4	1.5	1.8	1.5	1.9	2.4	1.9	m	m	m

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2. 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. Year of reference 2001.

Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

C2

Table C2.3. Students enrolled in public and private institutions and full-time and part-time programmes in tertiary education (2002)

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

		Type of institution						Mode of study			
		Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary-type B education		Tertiary-type A and advanced research programmes	
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD COUNTRIES	Australia	99.1	0.9	a	100.0	a	n	33.7	66.3	65.5	34.5
	Austria	63.1	36.9	n	92.7	7.3	n	66.8	33.2	100.0	a
	Belgium	47.5	52.5	m	41.5	58.5	m	71.7	28.3	95.6	4.4
	Canada	m	m	m	m	m	m	m	m	m	m
	Czech Republic	67.9	32.1	a	98.3	n	1.7	100.0	n	89.1	10.9
	Denmark	100.0	a	a	99.5	0.5	a	100.0	a	100.0	a
	Finland	80.1	19.9	a	89.8	10.2	a	100.0	a	58.8	41.2
	France	73.0	8.7	18.3	87.8	0.8	11.4	100.0	a	100.0	a
	Germany	64.3	35.7	x(2)	100.0	a	a	85.1	14.9	100.0	a
	Greece	100.0	a	a	100.0	a	a	100.0	a	100.0	a
	Hungary	79.6	20.4	a	85.9	14.1	a	89.4	10.6	54.9	45.1
	Iceland	46.6	53.4	n	90.2	9.8	n	54.2	45.8	76.3	23.7
	Ireland	93.4	a	6.6	94.0	a	6.0	59.4	40.6	84.6	15.4
	Italy	85.3	a	14.7	93.5	a	6.5	100.0	a	100.0	a
	Japan	9.5	a	90.5	27.5	a	72.5	97.0	3.0	90.6	9.4
	Korea	14.1	a	85.9	22.7	a	77.3	100.0	a	100.0	a
	Luxembourg	100.0	a	a	100.0	a	a	97.9	2.1	92.9	7.1
	Mexico	96.2	a	3.8	66.3	a	33.7	100.0	a	100.0	a
	Netherlands	9.6	90.4	a	29.2	69.6	a	49.4	50.6	81.3	18.7
	New Zealand	78.5	21.5	0.6	97.3	1.4	n	50.9	49.6	69.6	29.1
	Norway	85.7	14.3	x(2)	87.6	12.4	x(5)	85.8	14.2	66.7	33.3
	Poland	82.6	a	17.4	71.6	a	28.4	100.0	a	56.7	43.3
	Portugal	43.4	a	56.6	72.3	a	27.7	100.0	x(7)	100.0	x(9)
	Slovak Republic	93.6	6.4	a	99.3	0.4	0.3	59.7	40.3	67.7	32.3
	Spain	75.9	16.6	7.4	87.9	n	12.1	99.5	0.5	90.1	9.9
	Sweden	69.8	1.0	29.2	94.1	5.9	a	91.9	8.1	52.8	47.2
	Switzerland	36.2	42.0	21.8	90.4	6.8	2.8	31.2	68.8	91.0	9.0
	Turkey	98.8	a	1.2	96.0	a	4.0	100.0	a	100.0	a
	United Kingdom	a	100.0	n	a	100.0	n	27.7	72.3	72.9	27.1
	United States	96.8	a	3.2	76.0	a	24.0	37.7	62.3	75.2	24.8
	Country mean	***68.6***	***19.1***	***13.7***	***79.0***	***10.3***	***11.4***	***78.9***	***21.8***	***83.9***	***16.7***
PARTNER COUNTRIES	Argentina[1]	58.9	29.6	11.5	87.0	a	13.0	100.0	a	a	100.0
	Brazil[1]	m	a	m	32.6	a	67.4	m	m	100.0	a
	Chile	8.1	5.4	86.4	31.5	22.1	46.4	100.0	a	100.0	a
	China	m	m	m	m	m	m	62.8	37.2	78.7	21.3
	India[1]	100.0	a	a	100.0	a	a	100.0	a	85.3	14.7
	Indonesia	49.8	a	50.2	33.5	a	66.5	100.0	a	100.0	a
	Israel	22.0	78.0	m	11.7	76.3	12.0	100.0	a	81.7	18.3
	Jamaica	74.7	a	25.3	68.4	a	31.6	59.5	40.5	62.1	37.9
	Jordan[1]	46.5	a	53.5	71.4	a	28.6	100.0	a	100.0	a
	Paraguay[1]	37.4	23.7	38.9	43.1	a	56.9	100.0	a	m	m
	Peru[1]	46.2	0.7	53.1	58.8	m	41.2	100.0	a	m	m
	Philippines	42.3	a	57.7	31.9	a	68.1	100.0	a	100.0	a
	Russian Federation	97.6	a	2.4	88.7	a	11.3	72.4	27.6	51.8	45.8
	Thailand	59.1	a	40.9	86.9	a	13.1	100.0	a	0.3	m
	Tunisia	100.0	a	m	100.0	a	n	100.0	a	100.0	a
	Uruguay[1]	98.9	a	1.1	86.2	a	13.8	100.0	a	100.0	a
	Zimbabwe	m	m	m	m	m	m	84.3	15.7	m	m

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2.

1. Year of reference 2001.

Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C2.4. Students enrolled in public and private institutions and full-time and part-time programmes in primary and secondary education (2002)

Distribution of students, by mode of study and type of institution

		Type of institution									Mode of study	
		Primary education			Lower secondary education			Upper secondary education			Primary and secondary education	
		Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
OECD COUNTRIES	Australia	72.0	28.0	a	69.6	30.4	a	81.1	18.9	a	75.9	24.1
	Austria	95.7	4.3	x(2)	92.3	7.7	x(5)	90.3	9.7	x(8)	99.5	0.5
	Belgium	45.7	54.3	m	42.3	57.7	m	42.8	57.2	m	80.6	19.4
	Canada	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	99.0	1.0	a	98.3	1.7	a	88.1	11.9	a	99.9	0.1
	Denmark	89.0	11.0	a	80.9	19.1	a	96.5	3.5	a	100.0	a
	Finland	98.8	1.2	a	95.6	4.4	a	89.7	10.3	a	100.0	a
	France	85.4	14.3	0.2	78.9	20.9	0.2	69.7	29.5	0.7	100.0	a
	Germany	97.4	2.6	x(2)	93.1	6.9	x(5)	92.8	7.2	x(8)	99.8	0.2
	Greece	92.9	a	7.1	94.5	a	5.5	94.0	a	6.0	97.9	2.1
	Hungary	94.8	5.2	a	94.0	6.0	a	86.6	13.4	a	96.1	3.9
	Iceland	98.7	1.3	n	99.0	1.0	n	93.0	6.9	0.1	93.2	6.8
	Ireland	98.9	a	1.1	100.0	a	n	98.3	a	1.7	99.9	0.1
	Italy	93.3	a	6.7	96.6	a	3.4	93.5	1.0	5.5	99.2	0.8
	Japan	99.1	a	0.9	94.2	a	5.8	69.7	a	30.3	98.8	1.2
	Korea	98.6	a	1.4	78.7	21.3	a	47.0	53.0	a	100.0	a
	Luxembourg	93.3	0.8	5.9	79.3	13.4	7.4	84.7	8.0	7.3	100.0	n
	Mexico	92.1	a	7.9	86.8	a	13.2	78.0	a	22.0	100.0	a
	Netherlands	31.6	68.4	a	23.9	76.1	a	7.6	92.4	a	98.1	1.9
	New Zealand	97.9	a	2.1	95.7	a	4.3	85.9	8.8	5.3	93.6	7.1
	Norway	98.3	1.7	x(2)	97.9	2.1	x(5)	89.4	10.6	x(8)	99.7	0.3
	Poland	98.8	0.3	1.0	98.5	0.3	1.2	91.4	0.4	8.1	94.9	5.1
	Portugal	89.5	a	10.5	89.5	a	10.5	82.0	a	18.0	93.2	6.8
	Slovak Republic	96.0	4.0	a	95.0	5.0	a	93.0	7.0	a	99.0	1.0
	Spain	66.4	30.2	3.4	66.4	30.4	3.2	77.8	11.5	10.7	96.2	3.8
	Sweden	95.4	4.6	a	95.4	4.5	a	96.6	3.4	a	87.6	12.4
	Switzerland	96.4	1.3	2.3	93.0	2.6	4.4	92.7	3.7	3.6	99.8	0.2
	Turkey	98.3	a	1.7	a	a	a	97.7	a	2.3	100.0	a
	United Kingdom	95.1	a	4.9	93.4	0.3	6.3	25.3	72.2	2.5	70.7	29.3
	United States	89.7	a	10.3	91.2	a	8.8	91.2	a	8.8	100.0	n
	Country mean	***89.7***	***8.0***	***2.3***	***86.2***	***11.1***	***2.6***	***80.2***	***15.2***	***4.6***	***95.6***	***4.4***
PARTNER COUNTRIES	Argentina[1]	80.0	16.4	3.6	78.0	18.9	3.2	70.5	23.7	5.8	100.0	a
	Brazil[1]	91.9	a	8.1	90.4	a	9.6	85.8	a	14.2	100.0	a
	Chile	53.5	39.1	7.4	56.0	36.6	7.4	50.2	35.4	14.4	100.0	a
	India[1]	83.5	8.5	8.0	65.9	19.4	14.7	45.4	36.3	18.2	99.9	0.1
	Indonesia	84.0	a	16.0	63.6	a	36.4	46.8	a	53.2	100.0	a
	Israel	100.0	n	n	100.0	n	n	100.0	a	a	99.1	0.9
	Jamaica	95.2	a	4.8	97.1	a	2.9	97.1	a	2.9	m	m
	Jordan[1]	70.6	a	29.4	80.9	a	19.1	91.1	a	8.9	100.0	a
	Malaysia[1]	96.2	a	3.8	94.1	a	5.9	92.4	a	7.6	100.0	a
	Paraguay[1]	85.1	9.6	5.2	77.3	11.0	11.7	67.9	9.2	22.9	100.0	a
	Peru[1]	86.5	3.3	10.1	83.5	4.7	11.9	81.5	4.8	13.7	100.0	a
	Philippines	92.9	a	7.1	79.2	a	20.8	75.2	a	24.8	100.0	a
	Russian Federation	99.6	a	0.4	99.7	a	0.3	99.7	a	0.3	100.0	a
	Thailand	86.4	13.6	x(2)	93.3	6.7	x(2)	89.8	10.2	x(2)	m	m
	Tunisia	99.2	a	0.8	98.6	a	1.4	92.5	a	7.5	100.0	a
	Uruguay[1]	87.3	a	12.7	87.6	a	12.4	88.6	a	11.4	100.0	a
	Zimbabwe	12.4	87.6	a	27.0	73.0	a	30.6	69.4	a	100.0	a

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2.

1. Year of reference 2001.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C2.5. Upper secondary enrolment patterns (2002)

Percentage of students in public and private upper secondary institutions, by programme orientation

		Programme orientation			
		General	Pre-vocational	Vocational	of which: combined school and work-based
		(1)	(2)	(3)	(4)
OECD COUNTRIES	Australia	37.0	a	63.0	x(3)
	Austria	21.0	6.8	72.3	35.8
	Belgium	30.3	a	69.7	2.5
	Canada	m	m	m	m
	Czech Republic	19.6	0.2	80.2	38.2
	Denmark	47.0	a	53.0	53.0
	Finland	42.8	a	57.2	10.8
	France	43.7	a	56.3	11.8
	Germany	37.0	a	63.0	50.8
	Greece	60.0	a	40.0	a
	Hungary	50.3	36.8	12.8	12.8
	Iceland	61.7	1.3	37.0	16.7
	Ireland	72.7	27.3	a	a
	Italy	35.2	38.0	26.8	a
	Japan	74.3	0.8	24.9	a
	Korea	67.9	a	32.1	a
	Luxembourg	36.0	a	64.0	13.3
	Mexico	88.6	a	11.4	a
	Netherlands	30.8	a	69.2	23.5
	New Zealand	100.0	a	a	a
	Norway	42.0	a	58.0	a
	Poland	39.1	a	60.9	a
	Portugal	71.2	a	28.8	m
	Slovak Republic	23.6	a	76.4	41.3
	Spain	62.0	a	38.0	4.8
	Sweden	50.4	a	49.6	n
	Switzerland	35.4	a	64.6	58.6
	Turkey	60.6	a	39.4	9.3
	United Kingdom	27.9	x(3)	72.1	x(3)
	United States	100.0	a	a	a
	Country mean	***50.6***	***4.0***	***45.5***	***14.7***
PARTNER COUNTRIES	Argentina[1]	22.1	a	77.9	a
	Brazil[1]	86.0	a	14.0	m
	Chile	60.4	a	39.6	a
	China	57.2	38.6	4.3	m
	India[1]	99.9	a	0.1	a
	Israel	65.2	a	34.8	3.6
	Jamaica	99.5	a	0.5	m
	Jordan	94.6	a	5.4	m
	Malaysia[1]	85.0	a	15.0	m
	Paraguay[1]	79.9	a	20.1	a
	Philippines	100.0	a	a	a
	Russian Federation	67.1	a	32.9	a
	Thailand	76.0	a	24.0	a
	Tunisia	93.2	2.6	4.1	a
	Uruguay[1]	80.8	a	19.2	a
	Zimbabwe	100.0	a	a	a

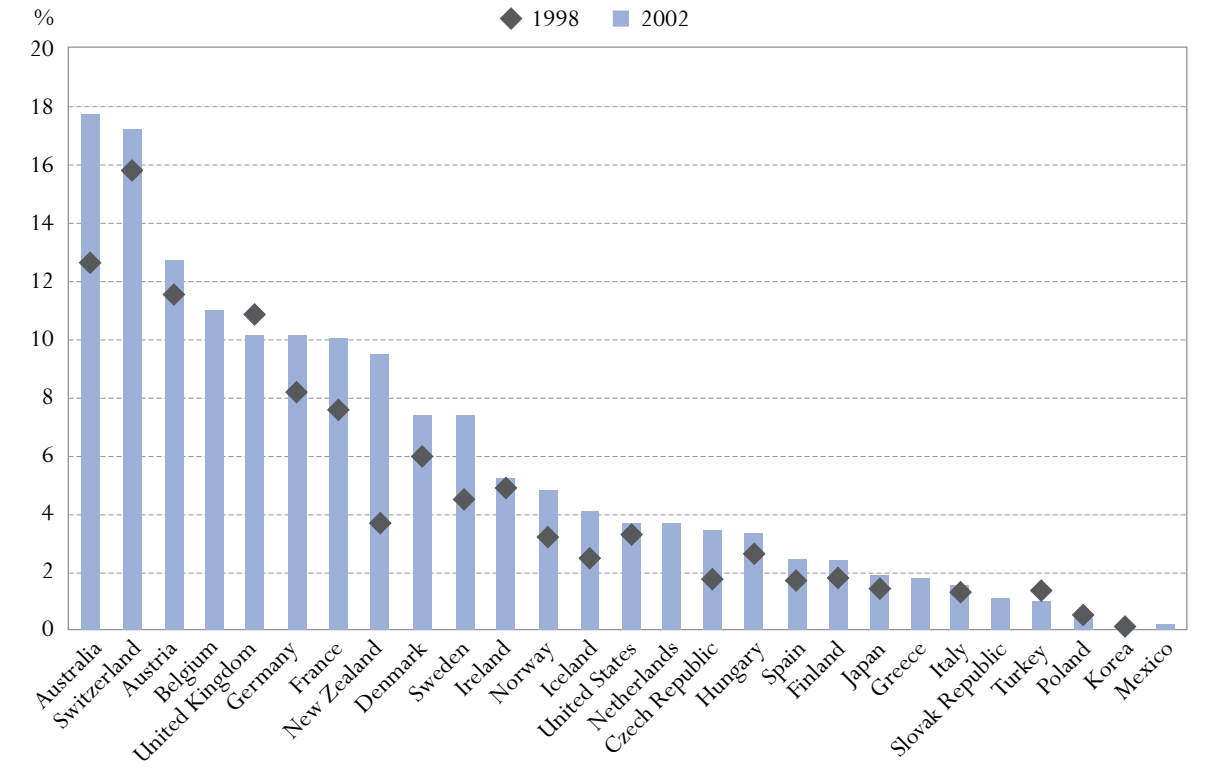
Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(2) means that data are included in column 2.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

INDICATOR C3: FOREIGN STUDENTS IN TERTIARY EDUCATION

- In 2002, 1.90 million students were enrolled outside their country of origin. This represented a 15% increase in total student mobility since the previous year.
- Five countries (Australia, France, Germany, the United Kingdom and the United States) receive nearly 73% of all foreign students studying in the OECD area.
- In absolute numbers, students from France, Germany, Greece, Japan, Korea and Turkey represent the largest sources of intakes from OECD countries. Students from China, India and Southeast Asia comprise the largest numbers of foreign students from partner countries.
- Relative to a country's total tertiary enrolement, the percentage of foreign students enrolled in OECD countries ranges from below 1 to almost 18%. Australia, Austria, Belgium, France, Germany, Switzerland and the United Kingdom take in the most foreign students, when measured as a percentage of their tertiary enrolments.
- In Finland, Spain and Switzerland, more than one in six foreign students is enrolled in highly theoretical advanced research programmes.
- As far as fields of study are concerned, 30% or more of foreign students are enrolled in sciences or engineering in Australia, Finland, Germany, Sweden, Switzerland and the United Kingdom.

Chart C3.1. Foreign students in tertiary education (2002)

Percentage of foreign students to total enrolment in tertiary education



Countries are ranked in descending order of the percentage of foreign students enrolled in tertiary education in 2002.
Source: OECD. Table C3.1. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Policy context

This indicator shows the mobility of students between countries…

The international dimension of higher education is receiving growing attention from multiple perspectives.

On the one hand, the general trend towards freely circulating capital, goods and services coupled with changes in the openness of labour markets have increased the demand for new kinds of educational provision in OECD countries. Governments as well as individuals are looking increasingly to higher education to play a role in broadening the horizons of students and allowing them to develop a deeper understanding of the multiplicity of languages, cultures and business methods in the world. One way for students to expand their knowledge of other societies and languages and hence to leverage their labour market prospects is to study in tertiary educational institutions in countries other than their own. Indeed, several OECD governments have set up schemes and policies to promote such mobility.

…in terms of sending and host country policies.

The international mobility of students involves economic costs and benefits, that depend to a large extent on sending countries' policies regarding financial aid to students going overseas for study, and host countries' policies on tuition fees and financial support for overseas students. While the direct short-term monetary costs and benefits of this mobility are relatively easy to measure, the long-term social and economic outcomes are far more difficult to quantify.

C3

Internationalisation brings benefits and constraints to institutions,…

From the perspective of institutions, foreign enrolments may constrain the instructional settings and processes insofar as the curriculum and teaching methods sometimes have to be adapted to a culturally and linguistically diverse student body. These constraints are greatly outweighed, however, by numerous benefits to host institutions. Indeed, foreign enrolments can help to reach the critical mass needed to diversify the range of educational programmes offered, and may compensate for variations in domestic enrolment rates. They can also increase tertiary institutions' financial resources.

…has an impact on countries' balance of payments…

Last but not least, international negotiations currently underway on trade liberalisation of services highlight the economic implications of the internationalisation of the provision of education services. The trend towards greater internationalisation of education is likely to have a growing impact on countries' balances of payments, and some OECD countries already show signs of specialisation in education exports. In this perspective, it is worth noting that in addition to student flows across borders, cross-border electronic delivery of highly flexible educational programmes and campuses abroad are also relevant to the internationalisation and cross-border dimension of higher education, although no comparable data exist yet (see Box C3.1).

…and may improve the cost efficiency of education provision.

The internationalisation of higher education, however, has many more economic outcomes in addition to those reflected in the trade balance. The internationalisation of education can also be seen as an opportunity for smaller and/or less developed educational systems to improve the cost efficiency of their education provision. Indeed, training opportunities abroad may constitute a cost-efficient

alternative to national provision, and allow countries to focus limited resources on educational programmes where economies of scale can be generated.

The numbers and trends in students studying in other countries can provide some idea of the extent of student mobility. In the future, it will also be important to develop ways to quantify and measure other components of cross-border education.

Box C3.1. Cross-border education: the main economic, social and political issues

In July 2004 the OECD released a book entirely devoted to the key trends and issues in cross-border post-secondary education: *Internationalisation and Trade in Higher Education: Opportunities and Challenges*.

In the last decade, new forms of cross-border post-secondary education have emerged. Cross-border education not only includes international student mobility, but also the mobility of educational programmes and institutions across borders. Cross-border mobility of students is by far the major form of cross-border post-secondary education. Programme and institution mobility involves lower individual costs than studying abroad, and although such services might not offer the same cultural and linguistic experiences as foreign study, they are likely to meet a growing demand in the future. Programme mobility is the second most common form of cross-border post-secondary education, while institution mobility is still limited in scale. In the degree-granting sector, the growth of for-profit cross-border education through programme and institution mobility is mostly driven by "traditional" public or private not-for-profit educational institutions, which are increasingly offering private provision. Commercial arrangements are becoming prominent in the Asia-Pacific region, mainly through franchises and twinning arrangements.

In the book, three regional analyses document how differently cross-border post-secondary education has developed across OECD countries and regions. By and large, student mobility has been policy-driven in Europe and demand-driven in the Asia-Pacific region, while North America has mostly been a magnet for foreign students. Largely driven by institutions themselves, the revenue-generating mobility of programmes and institutions has been facilitated by institutional frameworks which grant substantial autonomy to higher education institutions and by the policies adopted by receiving countries.

Behind these developments are four different, but not mutually exclusive, approaches to cross-border education: the mutual understanding, skilled migration, revenue-generating and capacity-building approaches. While academic, cultural, political and long-term economic rationales feeding a mutual understanding approach remain a common basis for all countries, some countries use cross-border education as a means to attract a skilled workforce into their knowledge economy (skilled migration approach) and sometimes, additionally, to generate export revenue to the education sector (revenue-generating approach). On the other hand, emerging economies also use imports of cross-border education services as a means of building their capacity in higher education, and more generally, of developing economically (capacity building approach).

The growth and diversification of cross-border education raises a number of questions for OECD governments and higher education institutions. Will recent trends in cross-border education lead to a reshaping of OECD higher and post-secondary education systems? Can they help enhance the

diversity and flexibility of educational provision and lower the cost of post-secondary education for students and governments? Is liberalisation an answer to the growing importance of private provision as well as the rise in the demand for post-secondary education? What are the main policy strategies and issues arising from these new challenges?

Cross-border education represents an important source of export revenue and is included in the General Agreement on Trade in Services (GATS) negotiations. While analysing the possible implications of the GATS for public funding, subsidies and quality, the book shows that cross-border post-secondary education raises traditional educational policy issues: quality, access and equity, cost, contribution of education to growth. It offers an analysis of these issues and gives policy recommendations to reap the benefits of cross-border education while avoiding its risks.

Evidence and explanations

Trends in student mobility

In 2002, 1.90 million students were enrolled outside their country of origin,…

In 2002, 1.90 million students were enrolled outside their country of origin, of which 1.78 million (or 94%) studied in the OECD area. According to available data, this represented a 15% increase in total student mobility since the previous year.

…a 34% increase since 1998.

Looking at the OECD countries only allows comparisons to be made over a longer time span, and to identify trends in the past five years. Since 1998, the absolute number of foreign students reported in the OECD area has increased by 34.2%, that is a 7.6% annual increase on average (Table C3.6).

C3

Distribution of foreign students by host countries

Five OECD countries attract more than seven out of ten foreign students.

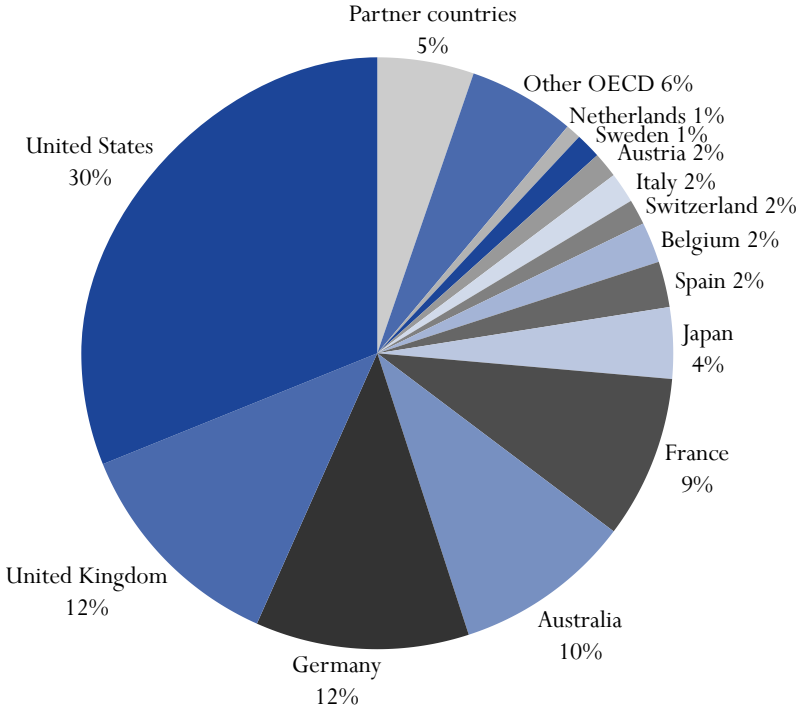
A relatively small number of countries enrols the vast majority of foreign students studying in the OECD area and in other partner countries reporting such data. The United States receives the most foreign students (in absolute terms) with 30% of the total of all foreign students, followed by the United Kingdom and Germany (12% each), Australia (10%) and France (9%). Altogether, these five host countries account for nearly 73% of all students studying abroad (Chart C3.2).

Among these five top receiving countries, it is noteworthy that Australia displayed a 2.1 percentage point increase in its share of foreign students over one year. This increase amounts to nearly 59 000 additional foreign students in absolute terms (see Indicator C3 from *Education at a Glance 2003*).

Not all non-national students came to the host country expressly with the intention to study.

This indicator defines a foreign student as someone who is not a citizen of the country of study. In most countries, it has not been possible to distinguish between foreign students who are residents in the country but who have immigrated (or whose parents have immigrated), and students who came to the country expressly to pursue their education. This leads to an overestimation of the foreign student body in countries with comparatively stringent naturalisation policies.

Chart C3.2. Distribution of foreign students in tertiary education, by country of study (2002)



Source: OECD. See Annex 3 for notes and Table C3.7 (*www.oecd.org/edu/eag2004*).

C3

For example, Germany is a high-ranking destination for foreign students but the actual number of non-resident students registered in German tertiary education institutions accounts for about 69% of all foreign students in tertiary-type A programmes. This is because a significant number of "domestic foreigners" – mainly children of migrant workers – are considered foreign for the purposes of this indicator, despite having grown up in Germany and holding permanent residence in this country.

In addition, the foreign student body comprises some distance-learning students who are not strictly speaking mobile students. Hence interpretations of the data in terms of student mobility need to be made cautiously (see Annex 3 at *www.oecd.org/edu/eag2004* for country-specific coverage and definitions of foreign students).

Language of instruction is a critical factor in selecting a country in which to study.

The language spoken is critical for selecting a foreign country in which to study. Countries whose language of instruction is widely spoken and read (*e.g.,* English, French, German) dominate in hosting foreign students, be it in absolute or relative terms.

The dominance of English-speaking countries such as Australia, the United Kingdom and the United States (in absolute numbers) may be largely attributable to the fact that students intending to study abroad are most likely to have learnt English in their home country. Indeed, an increasing number of institu-

tions in non-English-speaking countries now offer courses in English to attract foreign students, especially so in Nordic countries. This comparatively new feature of educational provision may explain the comparatively large increase in the proportion of foreign students enrolled in Iceland, Norway and Sweden between 1998 and 2002, with an overall increase in the foreign intake ranging between 50 and 70% (Table C3.1).

Proportion of foreign students by countries of origin

Trends in the geographic composition of the foreign students' intake show stronger growth in mobility by Asian students.

Unlike in previous years, the increase in the overall number of foreign students over the previous year has been associated in 2002 with a change in the geographic composition of the foreign students' intake.

In 2002, Asian students form the largest group of foreign students enrolled in reporting OECD and partner countries, with 45% of the total. The Asian group is followed by Europeans (30%), in particular citizens of the European Union (19%). Students from Africa account for 11% of all foreign students while North Americans account for only 6%. Finally, South Americans represent less than 4% of the total. Altogether, 38% of foreign students enrolled in reporting OECD and partner countries are citizens of an OECD country (Table C3.2).

Between 2001 and 2002, the share of Asian students among all foreign students has increased quite significantly, by 3 percentage points. By contrast, the share of foreign students of European origin dropped from 33 to 30% of the total. This trend suggests that the demand for training abroad increased faster in Asia than in Europe (see Indicator C3 from *Education at a Glance 2003*).

C3

Students from France, Germany, Greece, Japan, Korea and Turkey represent the largest intakes from OECD countries…

The predominance of students from Asia and Europe among foreign intakes is also noticeable when focusing on OECD countries. Students from Korea and Japan comprise the largest groups of all foreign students, at 4.4 and 3.3% of the total respectively, followed by students from Germany (3%), France (2.7%), Greece (2.6%) and Turkey (2.5%). Together, these countries account for 19% of all foreign students enrolled in reporting OECD and partner countries (Table C3.2).

…while students from China, India and Southeast Asia make up the largest proportion of foreign students from partner countries.

With respect to foreign students originating from partner countries, students from China represent by far the largest group, with 9.6% of all foreign students (not including an additional 1.6% from Hong Kong, China). They are followed by students from India (4.7%), Morocco (2.7%), Malaysia (2%) and Indonesia (1.9%). Another 2.5% of all foreign students originate from Singapore and Thailand in Southeast Asia. For data see Annex 3 at *www.oecd.org/edu/eag2004*.

International trade, financial, economic and historical relations are important factors underlying student mobility. For example, the promotion of regional economic integration by organisations and treaties such as the European Union, NAFTA, ASEAN and APEC may provide incentives for students to develop their understanding of partner countries' cultures and languages, and to build bilateral or multilateral networks. Some national governments have made international student mobility an explicit part of their socio-economic development strategies. For example, several governments in the Asia-Pacific region, such

as Australia, Japan and New Zealand, have initiated policies to attract foreign students to study in their higher education institutions, often on a revenue-generating or at least self-financing basis.

Foreign student intakes as a proportion of total enrolments

The foregoing analysis has focused on the distribution of absolute numbers of foreign students by countries of destination and origin. One way to take the size of the different national tertiary education systems into account is to examine the intake of tertiary students in a particular country as well as the number of its citizens studying abroad relative to its tertiary enrolments.

The percentage of foreign students enrolled in OECD countries ranges from below 1 to nearly 18%.

Australia and Switzerland receive the largest proportion of foreign students relative to their total tertiary enrolment, with more than one in six tertiary students enrolled in the country being foreign. Foreign enrolments are also significant in relative terms in Austria, Belgium, France, Germany and the United Kingdom, with foreign students representing 10 to 13% of tertiary domestic enrolments. By contrast, the proportion of foreign students in tertiary enrolment remains below 2% in Greece, Italy, Japan, Korea, Mexico, Poland, the Slovak Republic and Turkey (Chart C3.1).

In comparison with OECD countries, partner countries participating in the World Education Indicators project receive marginal numbers of foreign students relative to their size, with the exception of Jordan and Malaysia where foreign students reach 2.7 and 3% of enrolments respectively (Table C3.1).

Compared to 1998, several OECD countries have experienced a significant increase in the proportion of foreign students enrolled in their education system. This upward trend is especially noticeable in the Czech Republic, Iceland, Korea, Norway, Spain and Sweden, with indexes of change of around 150 or above.

Australia, Germany and New Zealand, which already play significant roles, might further increase their position in the international education market.

This trend of growing internationalisation of enrolments is also visible in several of the top receiving countries relative to their size, namely Australia (with an index of change of 141), Germany (124) and most significantly New Zealand. In the latter country, the proportion of foreign students in domestic enrolments rocketed from 3.7 to 9.5% (index of 259) thereby positionning New Zealand among the key-players in the international education market.

Students studying abroad relative to total enrolments

It is also possible to estimate the extent to which students study abroad by comparing the number of students of a particular citizenship studying abroad to national tertiary enrolments. The measure used here only covers students leaving their country to study in OECD and partner countries that report data. It does not cover students who study abroad in countries other than those reporting their intakes in Column 1 of Table C3.1. The indicator is thus likely to underestimate the proportion of students enrolled abroad. Another potential source of underestimation may be that the indicator is calculated on a full-year basis whereas many students study abroad for less than a full academic year. For example, the majority of students from the United States who study abroad do so for half a year or less.

Greece, Iceland, Ireland, Luxembourg, Norway and the Slovak Republic send a large proportion of their students abroad, while Australia, Mexico and the United States send relatively few.

The ratio of students studying abroad to total enrolment in the country of origin varies widely, from below 2% in the United States (0.2%), Australia (0.5%), Mexico (0.9%), Poland and the United Kingdom (1.2%), Spain (1.5%) and Japan (1.6%) to as much as 25% in Iceland and 205% in Luxembourg (see Table C3.1, Column 6). The latter case is specific, however, because Luxembourg only offers post-secondary non-tertiary programmes or the first year at the tertiary level. Since students in Luxembourg must continue their studies abroad, a large number of students are enrolled outside the country relative to those enrolled domestically.

In partner countries, Zimbabwe and Jamaica have the largest proportion of students enrolled abroad relative to their domestic enrolments, at 9.8 and 10.8% respectively.

Net balance of international student exchange

Proportional to their size, Australia, Switzerland and the United Kingdom show the largest net intake of foreign students.

Although the United States receives over 544 000 foreign students more than the total number of US students going abroad, other countries have much larger net intakes of students when the size of their tertiary systems is taken into account. In Australia, Switzerland and the United Kingdom, the net intake is between 5.1 and 8.1% of their tertiary enrolment (see Table C3.1, Column 7). Conversely, Greece, Iceland, Norway and the Slovak Republic show the highest relative net outflow of students, at 9.4, 22.1, 5.5 and 7% of total tertiary enrolments, respectively. The balances of student flows take only students to and from reporting OECD and partner countries into account. The absolute balance for countries that accept a significant number of students from non-reporting countries or that send students to non-reporting countries may differ from these figures.

C3

Various push-pull factors help to explain student mobility patterns.

Given the numerous benefits that foreign students may bring to their host countries, it is important to identify the factors likely to enhance student mobility.

Student mobility patterns can be attributed to a variety of push-pull factors, such as language barriers, the academic reputation of particular institutions or programmes, the flexibility of programmes with respect to counting time spent abroad towards degree requirements, the limitations of higher education provision in the home country, restrictive university admission policies at home, financial incentives and tuition costs.

These patterns also reflect geographical and historical links between countries, future job opportunities, cultural aspirations, and government policies to facilitate credit transfer between home and host institutions. The transparency and flexibility of courses and degree requirements also count.

The net intake of foreign students indicates the magnitude of the benefits countries can potentially reap from the international exchange of tertiary students.

Trade effects and economic benefits of the internationalisation of higher education

A first direct benefit of the intake of foreign students is the tuition fee revenue that is generated and most importantly the domestic consumption by foreign students, which both appear in the balance of current accounts as exports of educational services. The magnitude of this gain is highest when host countries adopt a full-fee tuition policy for international students, while in countries where tuition fees

charged to foreign students are below the cost of education provision, the net gain depends on the extent of foreign students' domestic consumption. In top receiving countries like Australia and New Zealand, exports of educational services ranked respectively third and fourth in terms of services exports in 2001, representing 13.1 and 8.1% of these countries' total service exports (see Box C3.1).

In addition to the direct benefits of internationalised higher education, a higher client-base of tertiary education may result in indirect gains, whereby net receiving countries generate economies of scale in tertiary education, and can therefore diversify their range of programmes and/or reduce their unit costs. This can be particularly important for host countries with a relatively small population (*e.g.* Switzerland).

The presence of a potential foreign student client-base also compels higher education institutions to offer quality programmes that stand out among competitors, which may contribute to the development of a highly reactive, client-driven higher education.

Finally, the intake of foreign students can to some extent involve technology transfers (especially in advanced research programmes), foster intercultural contacts and help to build social networks for the future.

Profile of foreign intake in different destinations

The profile of foreign students' intake varies significantly among countries, suggesting different specialisations on the international education market.

In some countries a comparatively large proportion of foreign students is enrolled in tertiary-type B programmes. This is the case in Belgium (44.9%), New Zealand (28.5%) and Korea (19.3%) among OECD countries, and to an even larger extent in Malaysia (63.9%) outside of the OECD.

By contrast other countries see a large proportion of their foreign students enrolling in highly theoretical advanced research programmes. This is most notably the case in Finland (20%), Spain (19.3%), and Switzerland (18.3%), suggesting that these countries offer attractive advanced programmes to prospective foreign graduate students. This concentration can also be observed – although to a more limited extent – in Sweden (14.5%), the Czech Republic (14%), Korea (13.1%) and the United Kingdom (10%). All of these countries are likely to benefit from larger technology transfers from these high level foreign students. In addition, this specialisation can also generate higher tuition revenue per foreign student in the countries charging full tuition costs to foreign students (Table C3.4).

The profile of the intake by field of study underlines magnet centres.

Sciences attract more than one in five foreign students in Australia (22.1%) but less than one in fifty in Japan (1.9%). Other countries where a large proportion of foreign students is enrolled in sciences are New Zealand (15.5%), the United Kingdom (15.3%), Germany (14.9%), Norway (14.7%), Switzerland (14.5%), Iceland (13.6%) and Sweden (13.1%).

When considering scientific disciplines in a broader sense, *i.e.* adding engineering, manufacturing and construction programmes to those in sciences, the picture changes slightly. Finland now receives the largest proportion of its foreign students' intake in these fields, at 38.7%. The proportion of foreign students enrolled in sciences or engineering remains high in Australia (33%), Germany (31.8%), the United Kingdom (31.4%), Sweden (31.2%) and

Switzerland (30%). By contrast, few foreign students are enrolled in sciences and engineering in Poland, Belgium, the Slovak Republic and Japan (Chart C3.3).

It is noteworthy that most countries enrolling large proportions of their foreign students in the sciences and engineering fields deliver programmes in the English language. In the case of Germany, the large proportion of foreign students in scientific disciplines may also reflect the strong tradition of the country in these fields.

By contrast, non Anglo-saxon countries tend to enrol a higher proportion of their foreign students in the humanities and arts field, not surprisingly given the nature of these programmes' content. Indeed, humanities and arts are favoured by 44.3% of foreign students in Iceland, and by about one in four foreign students in Poland (26.5%), Austria (24.4%), Japan (24.2%) and Germany (22.5%).

Social sciences, business and law programmes also attract foreign students in large numbers. In New Zealand and the Netherlands, these fields of study enroll about half of all foreign students (at 52.7 and 46.9% respectively). The proportion of foreign students enrolled in social sciences, business and law is also high in Turkey (42%), Australia (40.6%) and Japan (35.8%).

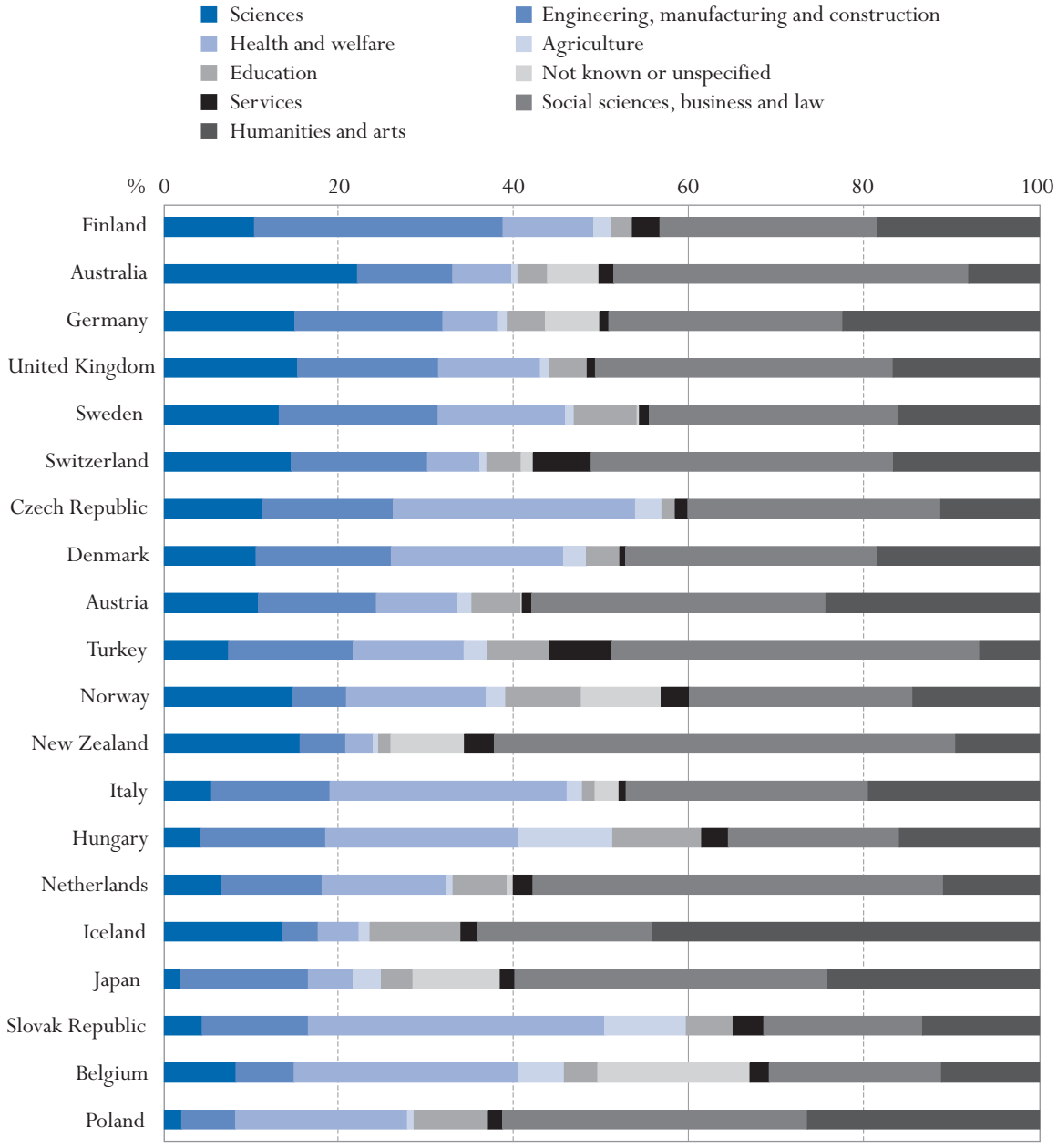
The situation of health and welfare educational programmes is fairly specific since it depends to a large extent on national policies of medical degree recognition. Health and welfare programmes attract large proportions of foreign students in EU and acceding countries, most notably in the Slovak Republic (33.9% of foreign students), the Czech Republic (27.7%), Italy (27.1%), Belgium (25.6%) and Hungary (22.1%). This pattern is clearly related to the existence of quotas in many European countries restricting the national offer of educational programmes in the medical field. This increases the demand for training abroad in other EU countries to bypass these quotas, and to take advantage of the EU countries' automatic recognition of medical degrees under the European Medical Directive.

Overall, the concentration of foreign students in specific disciplines in each country of destination highlights "magnet" programmes which attract students from abroad in large numbers. This attraction results from many factors on both the supply and demand side.

On the supply side, some destinations offer centres of excellence or traditional expertise able to attract students from other countries in large numbers (*e.g.* Finland and Germany in the sciences and engineering fields). In the humanities and arts, some destinations also have a natural monopoly in the offer of some programmes. This is especially obvious for linguistic or cultural studies (*e.g.* Germany, Austria, Iceland, Japan).

On the demand side, the characteristics of foreign students can explain their concentration in some fields of study. For instance, students in scientific disciplines are usually less likely to be fluent in many different languages, which may explain their stronger propensity to study in countries offering education programmes in English, and their lesser propensity to enrol in Japan. Similarly, the demand of many Asian students for business training may explain the strong

Chart C3.3. Distribution of foreign students in tertiary education, by field of study (2002)



Countries are ranked in descending order of the proportion of foreign students enrolled in sciences, engineering, manufacturing and construction.
Source: OECD. Table C3.5. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

concentration of foreign students in social sciences, business and law in neighbouring Australia and New Zealand. Last, EU provisions for the recognition of medical degrees clearly drive the concentration of foreign students in health and welfare programmes in EU countries.

Definitions and methodologies

Data refer to the academic year 2001-2002 and are based on the UOE data collection on education statistics that is administered annually by the OECD (see Annex 3).

Students are classified as foreign students if they are not citizens of the country in which the data are collected. While pragmatic and operational, this classification may create inconsistencies resulting from differing national policies regarding the naturalisation of immigrants and the inability of several countries to report foreign students net of permanent resident students. Countries that naturalise immigrants stringently and which cannot identify non-resident foreign students therefore over-estimate the size of their foreign student body, compared to more lenient countries. Bilateral comparisons of the data on foreign students should therefore be made with caution, since some countries differ in the definition and coverage of their foreign students (see Annex 3 at *www.oecd.org/edu/eag2004).*

Foreign student data are collected by host countries and therefore relate to students that are coming in rather than to students going abroad. Host countries covered by this indicator are all of the OECD countries with the exception of Canada, Luxembourg and Portugal as well as the following partner countries: Argentina, Chile, India, Indonesia, Jordan, Malaysia, the Philippines, the Russian Federation, Thailand and Tunisia. This indicator does not include students studying in OECD countries that did not report foreign students nor in partner countries other than those mentioned above. All statements on students studying abroad therefore underestimate the real number of students abroad, especially so for countries sending large numbers to non-reporting countries.

C3

The method of obtaining data on the number of foreign students is the same as that used for collecting data on total enrolments, *i.e.,* records of regularly enrolled students in an educational programme are used. Domestic and foreign students are usually counted on a specific day or period of the year. This procedure measures the proportion of foreign enrolments in an education system, but the actual number of individuals involved in foreign exchange may be much higher, since many students study abroad for less than a full academic year, or participate in exchange programmes that do not require enrolment (*e.g.,* inter-university exchange or advanced research short-term mobility).

Table C3.1 shows foreign enrolment as a proportion of the total enrolment in the host country or country of origin. Total enrolment, used as a denominator, comprises all persons studying in the country (including all foreign students) but excludes all students from that country who study abroad.

The index of intensity of foreign students' intake shown in Table C3.1 compares the numbers of foreign students as a proportion of domestic enrolments with the average order of magnitude for OECD countries. This makes it possible to refine the scale of foreign students intakes based on the size of the tertiary education system. An index higher (lower) than 1 reflects a higher (lower) intake as a proportion of enrolments compared with the OECD mean. Alternatively, this index can also be interpreted in terms of a comparison of the weight of a country in OECD foreign students intakes with its weight in OECD enrolments. If so, an

index higher (lower) than 1 reflects a higher (lower) foreign students intake than the country's weight in OECD enrolments would suggest.

Tables C3.2, C3.4 and C3.5 show the distribution of foreign students enrolled in an education system according to their country of origin in Table C3.2, according to their level and type of education in Table C3.4, and according to the field of study they are enrolled in for Table C3.5.

Table C3.3 shows the distribution of students of a given citizenship enrolled abroad according to their country of destination or study. As mentioned above, the number of students enrolled abroad used as a denominator covers only students enrolled in other countries reporting data. Therefore, the resulting proportions can be biased and over-estimated for countries sending large numbers of students to non-reporting countries.

Table C3.6 shows trends in the absolute number of foreign students reported by OECD and partner countries, and the index of change between 1998 and 2002 and between 2001 and 2002. It should be noted that the figures are based on the number of foreign students enrolled in countries reporting data to the OECD. The coverage of these reporting countries has evolved over time, therefore the figures are not strictly comparable and caution should be taken in interpreting them.

Table C3.1. Exchange of students in tertiary education (2002)

Foreign students enrolled as a percentage of all students (foreign plus domestic) and exchange of students as a percentage of total tertiary enrolment

Reading the first column: 12.7% of all students in tertiary education in Austria are foreign students (from throughout the world).
Reading the fourth column: Australia enrols 3.1 times more foreign tertiary students than the average OECD country, while Finland's proportion of foreign students is 0.4 times the OECD average.
Reading the fifth column: Foreign tertiary students from other countries that report foreign students represent 8.9% of all tertiary students in Austria.
Reading the sixth column: 5.5% of all tertiary students in Austria study in other countries that report foreign students.
Column 7 represents the difference between column 5 and column 6.

	Foreign students from throughout the world as a percentage of all students (foreign and domestic students)				Exchange of students with other reporting countries[2] (relative to total tertiary enrolment)			Foreign enrolment by gender	
	2002	1998	Index of change (1998 = 100)	Index of intensity[1] of foreign students' intake relative to OECD reference area	Intake of students from other reporting countries	National students enrolled abroad in other reporting countries	Net intake of foreign students from other reporting countries	% males	% females
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD COUNTRIES									
Australia	17.7	12.6	141	3.1	8.6	0.5	8.1	52.7	47.3
Austria	12.7	11.5	111	2.2	8.9	5.5	3.5	48.2	51.8
Belgium	11.0	m	m	1.9	6.2	2.8	3.3	50.5	49.5
Canada	m	2.8	m	m	m	m	m	m	m
Czech Republic	3.4	1.9	181	0.6	2.1	2.1	n	52.6	47.4
Denmark	7.4	6.0	123	1.3	3.0	3.3	-0.4	45.2	54.8
Finland	2.4	1.7	138	0.4	1.2	3.5	-2.3	55.1	44.9
France	10.0	7.7	130	1.8	2.4	2.5	-0.1	m	m
Germany[3]	10.1	8.2	124	1.8	5.6	2.6	3.0	51.2	48.8
Greece[4]	1.6	m	m	0.3	0.1	9.5	-9.4	m	m
Hungary	3.3	2.6	128	0.6	1.3	2.2	-0.9	54.4	45.6
Iceland	4.1	2.4	170	0.7	3.3	25.4	-22.1	36.4	63.6
Ireland	5.2	4.8	108	0.9	3.8	8.6	-4.8	47.9	52.1
Italy	1.5	1.2	124	0.3	0.7	2.2	-1.5	43.9	56.1
Japan	1.9	1.4	134	0.3	0.7	1.6	-0.9	53.2	46.8
Korea	0.2	0.1	160	n	n	2.6	-2.6	55.0	45.0
Luxembourg	m	30.5	m	m	m	204.8	m	m	m
Mexico	0.1	m	m	n	n	0.9	-0.8	m	m
Netherlands[3]	3.7	m	m	0.6	2.3	2.3	n	48.8	51.2
New Zealand	9.5	3.7	259	1.7	3.2	3.9	-0.7	49.5	50.5
Norway	4.8	3.2	152	0.8	2.6	8.0	-5.5	44.4	55.6
Poland[3]	0.4	0.5	85	0.1	0.1	1.2	-1.1	46.1	53.6
Portugal	m	m	m	m	m	2.8	m	m	m
Slovak Republic	1.1	m	m	0.2	0.4	7.4	-7.0	59.0	41.0
Spain	2.4	1.7	147	0.4	1.6	1.5	0.1	43.9	56.1
Sweden	7.5	4.5	167	1.0	4.6	4.0	0.6	43.8	56.2
Switzerland	17.2	15.9	108	3.0	12.3	4.8	7.5	56.6	43.4
Turkey[3]	1.0	1.3	74	0.2	0.2	2.8	-2.7	71.6	28.4
United Kingdom	10.1	10.8	94	1.8	6.3	1.2	5.1	51.5	48.5
United States	3.7	3.2	113	0.6	1.9	0.2	1.6	56.2	43.8
Country mean	***5.7***	***5.8***		***1.0***	***3.3***	***4.1***[5]		***50.7***	***49.3***

1. The index compares the numbers of foreign students as a proportion of domestic enrolments with the average order of magnitude for OECD countries. This makes it possible to refine the scale of foreign students intakes based on the size of the tertiary education system. An index higher (lower) than 1 reflects a higher (lower) intake as a proportion of enrolments compared with the OECD mean.
2. Data in columns 5 to 7 do not show the exchange of students throughout the world. Coverage is limited to the OECD and partner countries shown in the table that report data in column 1. Therefore data are not comparable to those reported in column 1.
3. Excluding advanced research programmes.
4. Excluding tertiary-type B programmes.
5. Country mean excludes Luxembourg.
6. Excluding tertiary-type A programmes.
7. Year of reference 2001.
8. The number of foreign students is significantly underestimated. See Annex 3 for details.

Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.1. (*continued*) Exchange of students in tertiary education (2002)

Foreign students enrolled as a percentage of all students (foreign plus domestic) and exchange of students as a percentage of total tertiary enrolment

Reading the first column: 12.7% of all students in tertiary education in Austria are foreign students (from throughout the world).
Reading the fourth column: Australia enrols 3.1 times more foreign tertiary students than the average OECD country, while Finland's proportion of foreign students is 0.4 times the OECD average.
Reading the fifth column: Foreign tertiary students from other countries that report foreign students represent 8.9% of all tertiary students in Austria.
Reading the sixth column: 5.5% of all tertiary students in Austria study in other countries that report foreign students.
Column 7 represents the difference between column 5 and column 6.

	Foreign students from throughout the world as a percentage of all students (foreign and domestic students)				Exchange of students with other reporting countries[2] (relative to total tertiary enrolment)			Foreign enrolment by gender	
	2002	1998	Index of change (1998 = 100)	Index of intensity[1] of foreign students' intake relative to OECD reference area	Intake of students from other reporting countries	National students enrolled abroad in other reporting countries	Net intake of foreign students from other reporting countries	% males	% females
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
PARTNER COUNTRIES									
Argentina[3, 6, 7]	0.2	m	m	n	n	0.4	-0.3	m	m
Brazil	m	m	m	m	m	0.5	m	m	m
Chile	0.9	m	m	0.2	0.4	1.0	-0.6	m	m
China	m	m	m	m	m	1.4	m	m	m
India[7]	0.1	m	m	n	n	0.9	-0.9	m	m
Indonesia	n	m	m	n	n	1.1	-1.1	m	m
Israel	m	m	m	m	m	2.8	m	m	m
Jamaica	m	m	m	m	m	10.8	m	m	m
Jordan[4, 7]	2.7	m	m	0.5	0.1	3.5	-3.4	m	m
Malaysia[7]	3.0	m	m	0.5	1.2	6.8	-5.5	m	m
Paraguay	m	m	m	m	m	1.1	m	m	m
Peru	m	m	m	m	m	1.0	m	m	m
Philippines	0.1	m	m	n	0.1	0.2	-0.2	m	m
Russian Federation[3]	0.9	m	m	0.2	n	0.3	-0.3	m	m
Thailand[8]	0.2	m	m	n	n	1.0	-1.0	m	m
Tunisia	1.1	m	m	0.2	n	4.7	-4.7	m	m
Uruguay	m	m	m	m	m	1.5	m	m	m
Zimbabwe	m	m	m	m	m	9.8	m	m	m

1. The index compares the numbers of foreign students as a proportion of domestic enrolments with the average order of magnitude for OECD countries. This makes it possible to refine the scale of foreign students intakes based on the size of the tertiary education system. An index higher (lower) than 1 reflects a higher (lower) intake as a proportion of enrolments compared with the OECD mean.
2. Data in columns 5 to 7 do not show the exchange of students throughout the world. Coverage is limited to the OECD and partner countries shown in the table that report data in column 1. Therefore data are not comparable to those reported in column 1.
3. Excluding advanced research programmes.
4. Excluding tertiary-type B programmes.
5. Country mean excludes Luxembourg.
6. Excluding tertiary-type A programmes.
7. Year of reference 2001.
8. The number of foreign students is significantly underestimated. See Annex 3 for details.

Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.2. Foreign students in tertiary education, by country of origin (2002)

Number of foreign students enrolled in tertiary education from a given country of origin as a percentage of all foreign students in the country of destination, based on head counts

The table shows for each country the proportion of foreign students in tertiary education who have citizenship of a given country of origin.
Reading the third column: 28.5% of Belgian foreign tertiary students are French citizens, 6.6% of Belgian foreign students are Dutch citizens, etc.
Reading the first row: 0.2% of foreign tertiary students in Denmark are Australian citizens, 0.7% of foreign tertiary students in Ireland are Australian citizens, etc.

		Countries of destination																		
	Countries of origin	Australia	Austria	Belgium	Czech Republic	Denmark	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Italy	Japan	Korea	Mexico	Netherlands	New Zealand	Norway
OECD COUNTRIES	Australia	a	0.1	n	n	0.2	0.3	0.1	0.1	n	n	n	0.7	0.1	0.4	0.3	x(Oc)	0.2	n	0.2
	Austria	0.1	a	0.1	0.1	0.2	0.4	0.2	3.2	n	0.2	2.1	0.4	0.3	n	n	x(Eu)	0.6	0.1	0.3
	Belgium	0.1	0.3	a	n	0.2	0.4	1.2	0.5	0.1	n	0.2	0.8	0.4	0.1	n	x(Eu)	10.0	n	0.2
	Canada	1.4	0.1	0.2	0.3	0.4	1.0	0.6	0.2	n	0.6	2.3	2.3	0.2	0.3	0.8	1.1	0.3	0.8	0.5
	Czech Republic	0.1	1.4	0.1	a	0.2	0.6	0.3	0.9	4.3	0.1	0.8	0.2	0.3	n	0.1	x(Eu)	0.3	0.1	0.4
	Denmark	0.2	0.3	0.1	n	a	0.7	0.2	0.3	n	n	11.4	0.2	0.1	n	n	x(Eu)	0.4	0.2	8.8
	Finland	0.1	0.6	0.5	0.1	0.7	a	0.2	0.5	0.1	0.1	9.5	1.0	0.2	n	n	x(Eu)	0.6	0.1	2.9
	France	0.3	1.2	28.5	0.1	0.8	1.7	a	3.0	0.1	0.1	4.2	6.0	1.7	0.3	n	x(Eu)	2.1	0.5	1.4
	Germany	1.1	18.1	1.2	0.5	4.1	3.7	3.2	a	0.3	4.4	10.4	5.4	3.1	0.4	0.4	x(Eu)	22.2	2.4	4.7
	Greece	n	0.9	1.6	3.0	0.2	0.5	1.4	3.6	a	2.7	n	0.5	26.7	n	n	x(Eu)	0.7	n	0.1
	Hungary	n	4.2	0.2	0.1	0.2	1.6	0.3	1.4	0.1	a	n	n	0.4	0.1	0.1	x(Eu)	0.5	n	0.3
	Iceland	n	0.1	n	n	5.5	0.4	n	0.1	n	0.1	a	0.1	0.1	n	n	x(Eu)	0.1	n	2.8
	Ireland	0.3	0.1	0.1	0.1	0.3	0.4	0.3	0.2	n	n	n	a	n	n	n	x(Eu)	0.2	n	0.3
	Italy	0.2	21.1	7.3	n	0.7	1.3	2.3	3.6	0.2	0.1	3.0	1.6	a	0.1	n	x(Eu)	1.7	n	0.7
	Japan	1.8	0.9	0.4	0.1	0.3	1.2	0.9	1.1	0.1	0.1	1.5	0.4	0.4	a	14.5	x(As)	0.4	2.8	0.3
	Korea	2.2	1.1	0.2	0.1	n	0.4	1.1	2.4	n	0.2	n	0.1	0.3	25.2	a	x(As)	0.4	4.4	0.1
	Luxembourg	n	0.9	3.5	x(ns)	n	n	0.9	0.8	n	n	n	0.1	0.1	n	n	x(Eu)	0.1	n	n
	Mexico	0.2	0.2	0.2	n	0.2	0.3	0.7	0.3	n	n	0.4	0.1	0.2	0.1	0.1	a	0.1	0.1	0.3
	Netherlands	0.3	0.4	6.6	n	0.7	0.7	0.3	0.8	n	n	1.3	0.6	0.2	0.1	n	x(Eu)	a	0.1	1.5
	New Zealand	3.1	n	n	n	0.1	0.1	n	n	n	n	0.4	0.1	n	0.1	0.2	x(Oc)	n	a	0.1
	Norway	2.1	0.2	0.1	0.6	10.0	0.9	0.2	0.4	n	4.7	7.4	1.8	0.1	n	n	x(Eu)	0.5	1.0	a
	Poland	0.1	3.4	0.7	0.9	2.0	1.2	1.4	5.4	0.3	1.1	2.5	0.5	1.8	0.1	0.1	x(Eu)	1.3	n	0.9
	Portugal	n	0.1	1.7	0.2	0.2	0.3	1.6	0.9	n	n	0.2	0.1	0.1	n	n	x(Eu)	0.8	0.1	0.3
	Slovak Republic	0.1	4.3	0.1	50.4	0.1	0.3	0.2	0.6	n	17.6	0.4	n	0.3	n	n	x(Eu)	0.1	n	0.1
	Spain	0.1	1.1	3.2	n	0.7	1.6	2.0	2.7	n	0.1	4.7	2.7	0.6	0.1	0.1	x(Eu)	5.4	0.1	0.6
	Sweden	0.9	0.7	0.2	0.5	5.1	8.6	0.4	0.4	0.1	0.7	7.4	0.8	0.3	0.1	0.1	x(Eu)	0.6	0.9	10.7
	Switzerland	0.1	0.8	0.3	n	0.3	0.6	0.7	0.9	n	0.1	1.3	0.2	2.8	n	n	x(Eu)	0.4	0.1	0.5
	Turkey	0.2	5.4	1.0	n	1.0	0.7	1.3	12.4	0.4	0.6	0.2	n	0.4	0.1	0.3	x(As)	4.8	n	0.4
	United Kingdom	3.3	0.6	0.6	2.4	2.8	2.1	1.5	1.0	n	0.3	2.3	21.3	0.4	0.5	0.2	x(Eu)	3.3	1.1	3.7
	United States	5.0	1.1	0.5	0.6	1.5	2.6	1.5	1.6	0.3	2.1	5.9	19.2	0.7	1.5	4.0	43.9	1.3	4.1	3.3
PARTNER COUNTRIES	Argentina	0.1	0.1	0.1	x(ns)	0.1	0.2	0.4	0.2	n	n	0.2	0.1	0.5	0.1	0.1	x(SA)	0.1	0.1	n
	Brazil	0.2	0.2	0.4	n	0.4	0.4	0.9	0.7	n	n	0.2	n	0.9	0.5	0.1	x(SA)	0.3	0.1	0.3
	Chile	0.1	0.1	0.3	n	0.1	0.2	0.2	0.2	n	n	n	n	0.3	0.1	0.1	x(SA)	0.2	0.2	0.6
	China	9.7	1.4	2.0	0.1	2.6	15.2	3.3	6.4	0.2	0.5	2.1	1.7	0.4	55.0	48.6	x(As)	4.3	47.9	2.5
	Egypt	0.1	0.5	0.2	0.1	0.1	0.2	0.5	0.6	0.3	0.1	n	0.1	0.3	0.3	n	x(Af)	0.1	n	0.1
	India	5.3	0.3	0.3	0.4	0.2	0.8	0.2	1.0	n	0.5	0.2	1.2	0.5	0.3	1.0	x(As)	0.3	5.4	1.2
	Indonesia	7.6	0.1	0.2	n	0.1	0.3	0.1	1.0	n	n	0.2	0.1	n	1.7	0.8	x(As)	3.0	2.1	0.1
	Jamaica	n	n	n	x(ns)	n	n	n	n	n	n	n	n	m	n	n	x(NA)	n	n	n
	Jordan	0.2	0.2	n	0.3	n	0.1	0.1	0.5	0.7	0.2	0.4	0.2	0.4	n	n	x(As)	n	n	0.1
	Malaysia	9.8	n	n	n	n	0.2	0.1	0.1	n	n	n	5.6	n	2.2	0.9	x(As)	0.1	5.0	0.1
	Paraguay	n	n	n	0.1	n	n	n	n	n	n	n	n	n	0.1	0.3	x(SA)	n	n	n
	Peru	n	0.2	0.2	0.1	0.1	0.2	0.2	0.4	n	n	n	0.1	1.2	0.2	n	x(SA)	0.1	0.1	0.2
	Philippines	0.5	n	0.1	n	0.2	0.4	n	0.1	n	n	0.6	n	0.1	0.6	1.0	x(As)	0.2	0.3	0.2
	Russian Federation	0.3	0.9	0.7	2.1	1.3	13.5	1.2	4.1	0.9	1.8	2.3	0.6	0.8	0.4	2.0	x(Eu)	1.4	0.3	4.8
	Sri Lanka	1.5	n	n	0.1	0.1	0.1	0.1	0.1	n	n	n	0.1	n	0.5	0.1	x(As)	0.1	0.6	1.0
	Thailand	2.8	0.1	0.1	n	0.3	0.3	0.2	0.3	n	n	n	0.1	n	1.7	0.1	x(As)	0.1	1.9	0.2
	Tunisia	n	0.1	0.7	n	n	0.1	4.7	0.7	n	n	0.2	n	0.4	0.1	n	x(Af)	0.1	n	0.1
	Uruguay	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	x(SA)	n	0.1	n
	Zimbabwe	0.4	n	n	0.1	0.1	n	n	n	n	n	n	0.1	n	n	n	x(Af)	n	0.1	0.2
	Total: OECD and partner countries																			
	Total: Africa	*3.5*	*2.2*	*28.8*	*2.3*	*2.9*	*11.3*	*53.3*	*9.5*	*2.1*	*1.4*	*1.9*	*5.4*	*7.7*	*1.0*	*1.3*	*1.0*	*14.2*	*1.1*	*8.2*
	Total: Asia	*66.7*	*12.7*	*7.0*	*8.4*	*8.3*	*25.8*	*13.9*	*34.5*	*85.9*	*15.1*	*6.8*	*24.9*	*10.4*	*92.2*	*88.6*	*1.4*	*20.1*	*78.4*	*11.6*
	Total: Europe	*10.4*	*82.2*	*59.7*	*66.4*	*44.5*	*55.0*	*25.6*	*50.5*	*11.4*	*80.6*	*80.1*	*46.6*	*72.5*	*2.9*	*3.7*	*5.9*	*57.0*	*7.4*	*54.6*
	Total: North America	*6.7*	*1.5*	*1.2*	*1.0*	*2.2*	*4.3*	*3.5*	*2.5*	*0.3*	*2.7*	*9.1*	*22.0*	*1.8*	*2.1*	*5.1*	*71.5*	*1.9*	*5.2*	*4.4*
	Total: Oceania	*4.4*	*0.1*	*n*	*n*	*0.3*	*0.5*	*0.1*	*0.2*	*n*	*n*	*0.4*	*0.8*	*0.1*	*0.6*	*0.5*	*0.1*	*0.2*	*7.4*	*0.3*
	Total: South America	*0.9*	*0.9*	*1.8*	*0.8*	*0.9*	*1.2*	*2.9*	*2.1*	*0.1*	*0.2*	*1.3*	*0.4*	*4.7*	*1.1*	*0.7*	*20.1*	*5.9*	*0.7*	*1.6*
	Not specified	*7.4*	*0.4*	*1.5*	*21.0*	*40.9*	*2.0*	*0.7*	*0.8*	*n*	*n*	*0.4*	*n*	*2.9*	*n*	*n*	*n*	*0.5*	*n*	*19.2*
	Total: All countries of origin	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*

Note: x indicates that data are included in the totals for Africa [x(Af)], Asia [x(As)], Europe [x(Eu)], North America [x(NA)], Oceania [x(Oc)], South America [x(SA)] or not specified country of origin [x(ns)].
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.2. (*continued*) Foreign students in tertiary education, by country of origin (2002)

Number of foreign students enrolled in tertiary education from a given country of origin as a percentage of all foreign students in the country of destination, based on head counts

The table shows for each country the proportion of foreign students in tertiary education who have citizenship of a given country of origin.
Reading the third column: 28.5% of Belgian foreign tertiary students are French citizens, 6.6% of Belgian foreign students are Dutch citizens, etc.
Reading the first row: 0.2% of foreign tertiary students in Denmark are Australian citizens, 0.7% of foreign tertiary students in Ireland are Australian citizens, etc.

		Countries of destination																			
	Countries of origin	Poland	Slovak Republic	Spain	Sweden	Switzerland	Turkey	United Kingdom	United States	Argentina[1]	Chile	India[1]	Indonesia	Jordan[1]	Malaysia[1]	Philippines	Russian Federation	Thailand	Tunisia	*All reporting countries*
OECD COUNTRIES	Australia	0.1	n	0.1	0.7	0.2	0.1	0.6	0.5	n	0.5	0.2	5.6	n	0.1	0.4	m	0.2	n	*0.3*
	Austria	0.2	0.2	1.4	1.3	2.8	0.1	0.6	0.2	n	0.2	n	n	0.1	n	n	m	n	n	*0.6*
	Belgium	n	n	2.9	0.7	0.9	n	1.0	0.2	n	0.2	n	0.3	n	n	0.1	m	n	n	*0.6*
	Canada	1.6	0.5	0.1	1.2	0.7	0.1	1.4	4.5	n	1.0	0.9	n	0.2	n	1.0	m	0.3	n	*1.9*
	Czech Republic	3.1	18.6	0.5	0.5	0.5	n	0.2	0.2	n	0.1	n	n	n	n	n	m	n	n	*0.3*
	Denmark	0.2	n	0.7	3.2	0.3	n	0.7	0.2	n	0.3	n	0.3	n	n	n	m	0.3	n	*0.3*
	Finland	0.1	n	0.8	12.5	0.3	n	1.0	0.1	n	0.2	n	0.5	n	n	n	m	n	n	*0.5*
	France	0.2	0.1	11.9	4.0	10.5	0.1	5.3	1.3	n	2.9	0.3	1.9	n	0.1	n	m	0.5	n	*2.7*
	Germany	1.8	0.4	10.0	7.8	20.7	0.6	5.5	1.6	n	3.6	0.2	4.0	n	0.1	0.1	m	0.3	n	*3.0*
	Greece	0.5	10.8	0.8	0.9	0.9	8.0	11.1	0.4	n	n	0.1	n	n	n	n	m	n	n	*2.6*
	Hungary	0.9	1.1	0.4	0.7	0.6	n	0.2	0.2	n	n	n	0.8	n	n	n	m	n	n	*0.4*
	Iceland	m	n	0.1	1.3	n	n	0.1	0.2	n	n	n	n	n	n	n	m	n	n	*0.2*
	Ireland	n	n	0.8	0.5	0.1	n	5.2	0.2	n	n	n	n	n	n	n	m	n	n	*0.8*
	Italy	0.3	0.1	12.8	2.3	14.6	0.1	2.5	0.6	n	0.7	0.2	n	n	n	n	m	n	n	*2.2*
	Japan	0.2	0.2	0.2	0.6	0.8	0.1	2.5	8.0	n	0.6	0.6	41.1	n	1.1	1.0	m	2.1	n	*3.3*
	Korea	0.1	n	0.1	0.2	0.5	0.1	1.0	8.4	n	0.8	1.2	21.2	n	2.1	22.5	m	1.9	n	*4.4*
	Luxembourg	m	n	n	n	0.8	n	0.3	n	n	n	n	n	n	n	n	m	n	n	*0.3*
	Mexico	0.1	n	3.5	0.4	0.3	n	0.6	2.1	n	1.9	n	n	n	n	n	m	n	n	*1.0*
	Netherlands	0.1	n	2.1	2.0	0.9	n	1.0	0.3	n	0.2	0.1	1.9	n	n	n	m	0.4	n	*0.6*
	New Zealand	m	n	n	0.1	n	n	0.2	0.2	n	n	0.1	1.6	n	n	0.1	m	0.1	n	*0.4*
	Norway	5.2	0.5	0.6	4.6	0.4	n	1.6	0.4	n	0.4	n	n	0.2	n	0.2	m	0.3	n	*0.8*
	Poland	a	1.3	1.2	2.8	1.3	n	0.3	0.4	n	0.1	0.2	n	n	n	n	m	n	n	*1.2*
	Portugal	0.1	n	4.0	0.4	1.6	n	1.0	0.2	n	0.1	n	n	n	n	0.1	m	n	n	*0.6*
	Slovak Republic	1.5	a	0.2	0.1	0.4	n	0.1	0.1	n	n	n	n	n	n	n	m	n	n	*0.6*
	Spain	0.2	0.1	a	2.9	5.1	n	3.2	0.7	n	1.8	0.1	n	0.1	n	n	m	n	n	*1.4*
	Sweden	1.3	0.1	1.0	a	0.8	n	1.7	0.7	n	1.7	n	0.5	0.3	n	0.1	m	0.3	n	*0.8*
	Switzerland	n	n	0.5	0.6	a	n	0.6	0.3	n	0.4	0.1	n	n	n	n	m	n	n	*0.4*
	Turkey	n	0.2	n	0.5	2.1	a	0.6	2.1	n	n	n	1.9	n	n	0.2	m	0.7	n	*2.5*
	United Kingdom	0.4	0.3	5.0	2.8	1.0	0.7	a	1.4	n	0.8	0.7	3.2	0.3	0.2	0.7	m	0.6	n	*1.5*
	United States	5.9	0.3	1.2	3.2	1.2	0.2	5.4	a	n	17.7	3.2	6.9	0.7	4.5	16.3	m	3.4	n	*2.0*
PARTNER COUNTRIES	Argentina	n	n	2.9	0.2	0.3	n	0.2	0.6	a	9.1	n	n	n	n	n	m	n	n	*0.4*
	Brazil	0.4	0.2	2.7	0.3	0.8	n	0.4	1.5	5.9	3.9	n	n	n	n	n	m	n	n	*0.9*
	Chile	n	0.1	1.9	0.9	0.3	n	0.1	0.3	21.6	a	n	n	n	n	n	m	n	n	*0.3*
	China	0.5	0.1	0.5	2.3	1.6	0.5	7.7	10.8	n	0.9	0.3	0.5	n	29.4	25.8	m	23.1	n	*9.6*
	Egypt	n	1.2	0.1	0.1	0.2	0.3	0.3	0.4	n	n	0.1	n	0.9	0.1	0.1	m	n	n	*0.3*
	India	0.3	0.4	0.1	0.4	0.6	n	2.6	11.5	n	0.2	a	0.3	0.3	3.0	3.1	m	2.5	n	*4.7*
	Indonesia	0.1	n	n	0.1	0.2	n	0.4	2.0	n	n	1.2	a	0.3	28.4	3.6	m	0.6	n	*1.9*
	Jamaica	m	n	n	n	n	n	0.2	0.7	n	0.1	n	n	n	n	n	m	n	n	*0.3*
	Jordan	0.6	0.7	0.1	0.1	0.1	1.2	0.3	0.4	n	n	0.7	0.3	a	0.9	n	m	n	n	*0.3*
	Malaysia	n	n	n	0.1	n	n	4.0	1.3	n	n	1.9	n	n	a	0.5	m	1.4	n	*2.0*
	Paraguay	n	n	0.1	n	n	n	n	0.1	11.2	1.0	n	n	n	n	0.1	m	n	n	*0.1*
	Peru	0.1	0.1	2.4	0.2	0.6	n	0.1	0.5	10.3	15.6	n	n	n	n	n	m	n	n	*0.4*
	Philippines	0.1	n	0.1	0.1	0.1	n	0.1	0.6	n	n	n	0.5	0.3	0.2	a	m	0.9	n	*0.3*
	Russian Federation	3.9	2.9	0.3	2.0	1.6	5.2	0.6	1.2	n	0.2	0.2	a	0.2	n	0.1	a	0.5	n	*1.4*
	Sri Lanka	n	n	n	0.2	0.1	n	0.7	0.4	n	n	4.9	n	15.9	0.3	0.2	m	0.4	n	*0.5*
	Thailand	n	0.1	n	0.3	0.1	n	1.1	2.0	n	n	3.3	2.1	0.2	1.1	3.1	m	a	n	*1.2*
	Tunisia	0.2	n	n	n	0.7	0.1	n	0.1	n	n	n	n	0.1	n	n	m	n	a	*0.6*
	Uruguay	m	n	0.4	n	0.1	n	n	0.1	15.0	1.3	n	n	0.1	n	n	m	n	n	*0.1*
	Zimbabwe	n	0.1	n	n	n	n	1.2	0.3	n	n	0.1	n	n	n	n	m	n	n	*0.3*
	Total: OECD and partner countries																			
	Total: Africa	*3.7*	*7.2*	*9.7*	*2.3*	*6.6*	*2.3*	*8.3*	*6.5*	*x(ns)*	*0.2*	*38.1*	*0.8*	*3.2*	*9.5*	*3.2*	*m*	*0.4*	*72.1*	*11.0*
	Total: Asia	*15.1*	*24.8*	*2.6*	*8.9*	*8.4*	*64.3*	*35.6*	*62.5*	*x(ns)*	*3.9*	*49.6*	*70.6*	*93.1*	*84.2*	*76.5*	*43.4*	*74.6*	*25.1*	*45.4*
	Total: Europe	*72.7*	*66.5*	*61.7*	*60.0*	*78.8*	*32.9*	*45.4*	*13.8*	*x(ns)*	*14.5*	*2.3*	*13.5*	*2.7*	*1.5*	*1.6*	*24.6*	*3.3*	*2.9*	*30.4*
	Total: North America	*7.7*	*1.0*	*7.1*	*5.1*	*2.5*	*0.3*	*8.5*	*10.2*	*x(ns)*	*29.2*	*4.1*	*6.9*	*0.9*	*4.6*	*17.4*	*m*	*3.8*	*n*	*6.4*
	Total: Oceania	*0.1*	*n*	*0.1*	*0.8*	*0.2*	*0.2*	*0.8*	*0.8*	*x(ns)*	*0.5*	*0.6*	*8.2*	*n*	*0.1*	*1.2*	*m*	*0.3*	*n*	*0.9*
	Total: South America	*0.8*	*0.5*	*18.8*	*2.1*	*3.3*	*n*	*1.2*	*6.1*	*80.7*	*51.8*	*0.1*	*n*	*0.1*	*n*	*0.2*	*m*	*n*	*n*	*3.7*
	Not specified	*n*	*n*	*n*	*20.7*	*0.2*	*n*	*0.3*	*n*	*19.3*	*n*	*5.2*	*n*	*n*	*n*	*n*	*32.0*	*n*	*n*	*2.3*
	Total: All countries of origin	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*	*100*

Note: x indicates that data are included in the totals for Africa [x(Af)], Asia [x(As)], Europe [x(Eu)], North America [x(NA)], Oceania [x(Oc)], South America [x(SA)] or not specified country of origin [x(ns)].
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.3. Citizens studying abroad in tertiary education, by country of destination (2002)

Number of students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad, based on head counts

The table shows for each country the proportion of tertiary students enrolled abroad, by country of destination.
Reading the second column: 6.6% of Czech tertiary students enrolled abroad study in Austria, 9.1% of German tertiary students enrolled abroad study in Austria, etc.
Reading the first row: 3% of Australian tertiary students enrolled abroad study in France, 4% of Australian tertiary students enrolled abroad study in the United Kingdom, etc.

		Countries of destination																		
	Countries of origin	Australia	Austria	Belgium	Czech Republic	Denmark	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Italy	Japan	Korea	Mexico	Netherlands	New Zealand	Norway
OECD COUNTRIES	Australia	a	0.4	0.3	n	0.6	0.4	3.0	5.0	n	0.1	n	1.1	0.4	5.5	0.3	n	0.7	a	0.4
	Austria	1.9	a	0.5	0.1	0.3	0.2	3.2	56.6	n	0.2	0.1	0.3	0.8	0.3	n	n	0.9	0.1	0.3
	Belgium	0.9	0.8	a	n	0.2	0.2	19.8	9.7	n	n	n	0.7	1.2	0.4	n	n	18.2	0.1	0.2
	Canada	7.2	0.1	0.3	0.1	0.2	0.2	3.0	1.3	n	0.2	n	0.6	0.2	0.6	0.1	0.1	0.2	0.4	0.1
	Czech Republic	2.1	6.6	0.7	a	0.4	0.7	7.5	34.2	0.1	0.3	0.1	0.3	1.6	0.5	0.1	n	0.9	0.2	0.6
	Denmark	4.7	1.1	0.7	n	a	0.7	4.5	10.7	n	n	0.8	0.3	0.3	0.3	n	n	1.1	0.6	12.9
	Finland	1.6	1.6	2.0	0.1	1.1	a	3.2	10.6	0.1	0.1	0.5	0.9	0.6	0.3	n	n	1.1	0.1	2.8
	France	1.2	0.7	22.7	n	0.2	0.2	a	13.1	n	n	n	1.1	1.0	0.4	n	n	0.8	0.2	0.3
	Germany	3.6	9.1	0.8	0.1	1.1	0.4	9.3	a	n	0.9	0.1	0.9	1.5	0.5	n	n	7.4	0.8	0.8
	Greece	0.2	0.5	1.3	0.6	0.1	0.1	4.7	16.0	a	0.6	n	0.1	15.2	n	n	n	0.3	n	n
	Hungary	1.1	15.6	1.2	0.2	0.4	1.4	7.0	38.9	0.1	a	n	0.1	1.6	1.2	n	n	1.2	0.1	0.4
	Iceland	0.6	0.5	0.2	0.1	27.1	1.0	1.8	5.7	n	0.3	a	0.3	0.5	0.2	n	n	0.7	0.1	9.0
	Ireland	3.1	0.3	0.3	0.1	0.3	0.2	3.4	3.4	n	n	n	a	n	0.1	n	n	0.3	n	0.2
	Italy	0.7	14.5	7.1	n	0.2	0.2	9.2	18.8	n	n	n	0.3	a	0.2	n	n	0.8	n	0.2
	Japan	5.2	0.4	0.3	n	0.1	0.1	2.4	3.7	n	n	n	0.1	0.2	a	1.1	n	0.1	0.8	n
	Korea	4.7	0.4	0.1	n	n	n	2.1	6.1	n	n	n	n	0.1	22.5	a	n	0.1	0.9	n
	Luxembourg	0.1	4.4	23.3	n	n	n	24.8	30.0	n	n	n	0.2	0.4	n	n	n	0.3	n	n
	Mexico	1.8	0.3	0.4	n	0.1	0.1	6.2	3.2	n	n	n	n	0.3	0.6	n	a	0.1	0.1	0.1
	Netherlands	3.8	0.9	22.3	n	0.9	0.4	4.1	15.6	n	n	0.1	0.5	0.5	0.4	n	n	a	0.2	1.2
	New Zealand	75.5	0.1	n	n	0.2	0.1	0.5	0.8	n	n	n	0.2	n	1.2	0.1	n	0.1	a	0.1
	Norway	24.4	0.4	0.2	0.4	9.1	0.4	1.9	5.5	n	3.5	0.2	1.0	0.2	0.1	n	n	0.6	1.1	a
	Poland	1.0	4.4	1.3	0.4	1.3	0.4	10.2	53.0	0.1	0.6	0.1	0.2	2.4	0.4	n	n	1.1	n	0.4
	Portugal	0.7	0.3	6.0	0.1	0.2	0.2	23.9	16.9	n	n	n	0.1	0.3	0.2	n	n	1.3	0.1	0.2
	Slovak Republic	1.0	10.8	0.5	43.6	0.1	0.2	2.5	11.6	n	18.4	n	n	0.8	0.2	n	n	0.2	n	0.1
	Spain	0.6	1.2	4.9	n	0.4	0.4	12.5	22.3	n	0.1	0.1	0.9	0.6	0.2	n	n	3.9	n	0.2
	Sweden	10.9	1.2	0.4	0.3	4.8	3.8	4.8	5.5	n	0.6	0.2	0.5	0.6	0.3	n	n	0.7	1.0	6.7
	Switzerland	3.0	2.8	1.3	n	0.5	0.5	13.5	24.3	n	0.2	0.1	0.2	9.8	0.3	n	n	0.9	0.3	0.6
	Turkey	0.6	3.2	0.9	n	0.3	0.1	4.6	57.3	0.1	0.1	n	n	0.2	0.2	n	n	1.9	n	0.1
	United Kingdom	21.5	0.6	0.8	0.8	1.4	0.5	9.2	8.1	n	0.1	n	7.1	0.4	1.3	n	n	2.3	0.7	1.3
	United States	23.4	0.8	0.5	0.2	0.5	0.4	6.4	8.8	0.1	0.6	0.1	4.6	0.5	3.0	0.5	2.1	0.6	1.9	0.8
PARTNER COUNTRIES	Argentina	1.9	0.2	0.5	n	0.1	0.2	8.3	6.4	n	n	n	0.1	2.1	1.2	0.1	n	0.3	0.2	n
	Brazil	2.5	0.3	1.0	n	0.3	0.1	8.8	9.5	n	n	n	n	1.6	2.3	n	n	0.4	0.1	0.2
	Chile	4.3	0.4	2.1	n	0.3	0.2	7.4	9.1	n	n	n	0.1	1.5	0.7	0.1	n	0.6	0.6	1.1
	China	9.5	0.2	0.4	n	0.2	0.6	3.0	7.7	n	n	n	0.1	0.1	22.7	1.3	n	0.4	4.7	0.1
	Egypt	1.8	2.1	1.0	0.1	0.2	0.2	12.7	20.7	0.5	0.2	n	0.2	1.2	3.8	n	n	0.4	n	0.2
	India	10.8	0.1	0.2	n	n	0.1	0.4	2.5	n	0.1	n	0.1	0.2	0.2	0.1	n	0.1	1.1	0.1
	Indonesia	37.8	0.1	0.2	n	n	0.1	0.6	6.2	n	n	n	n	n	3.6	0.1	n	1.6	1.0	n
	Israel	3.1	0.4	0.5	0.7	0.5	0.2	2.9	10.3	0.3	7.5	n	n	8.0	0.4	n	n	1.1	0.1	0.2
	Jamaica	0.4	n	n	n	n	n	0.2	0.2	n	n	n	n	n	0.1	n	n	n	0.1	0.1
	Jordan	5.0	0.9	0.2	0.6	0.1	0.2	3.4	18.4	1.0	0.5	n	0.3	2.2	0.4	n	n	0.1	n	0.1
	Malaysia	46.5	n	n	n	n	n	0.6	0.6	n	n	n	1.4	n	4.3	0.1	n	0.1	2.4	n
	Paraguay	0.3	0.2	0.8	0.7	n	n	2.8	3.1	n	n	n	n	1.2	4.0	1.5	n	n	0.6	0.1
	Peru	0.9	0.7	1.2	0.1	0.2	0.2	4.3	10.7	n	n	n	0.1	4.3	1.7	n	n	0.3	0.1	0.3
	Philippines	16.3	0.2	1.0	n	0.4	0.5	0.8	3.9	n	n	0.1	n	0.6	7.7	0.9	n	0.6	1.0	0.3
	Russian Federation	2.3	1.0	1.1	0.8	0.7	3.5	7.5	34.7	0.3	0.8	n	0.2	0.9	1.2	0.4	n	1.0	0.2	1.8
	Sri Lanka	32.3	0.1	0.2	0.1	0.2	0.1	2.1	2.2	n	n	n	0.1	0.2	4.2	0.1	n	0.1	1.2	0.9
	Thailand	22.3	0.1	0.1	n	0.2	0.1	1.7	2.8	n	n	n	n	n	5.6	n	n	0.1	1.5	0.1
	Tunisia	n	0.3	2.6	n	n	0.1	74.1	13.9	n	n	n	n	1.1	0.4	n	n	0.1	n	0.1
	Uruguay	1.6	0.2	0.5	0.1	0.1	0.1	3.6	2.9	n	0.1	n	0.1	1.0	0.6	n	n	0.2	0.8	0.2
	Zimbabwe	14.1	0.1	0.2	0.1	0.1	n	0.1	0.8	n	n	n	0.1	0.1	0.2	n	n	0.1	0.5	0.4

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD. The resulting proportions are therefore overestimated, especially so for countries sending large number of students to countries that do not report to the OECD.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.3. (*continued*) Citizens studying abroad in tertiary education, by country of destination (2002)

Number of students enrolled in tertiary education in a given country of destination as a percentage of all students enrolled abroad, based on head counts

The table shows for each country the proportion of tertiary students enrolled abroad, by country of destination.
Reading the second column: 6.6% of Czech tertiary students enrolled abroad study in Austria, 9.1% of German tertiary students enrolled abroad study in Austria, etc.
Reading the first row: 3% of Australian tertiary students enrolled abroad study in France, 24% of Australian tertiary students enrolled abroad study in the United Kingdom, etc.

		Countries of destination																		
	Countries of origin	Poland	Slovak Republic	Spain	Sweden	Switzerland	Turkey	United Kingdom	United States	*OECD total*	Argentina[1]	Chile	India[1]	Indonesia	Jordan[1]	Malaysia[1]	Philippines	Thailand	*Total partner countries*	*Total, all reporting countries*
OECD COUNTRIES	Australia	0.1	n	0.5	3.9	1.0	0.4	24.0	50.2	*98.2*	n	0.4	0.3	0.4	n	0.3	0.2	0.1	*1.8*	*100*
	Austria	0.1	n	5.1	3.0	6.8	0.1	10.3	8.8	*99.9*	n	0.1	n	n	n	n	n	n	*0.1*	*100*
	Belgium	n	n	12.5	2.0	2.6	n	21.6	8.5	*99.8*	n	0.1	n	n	n	n	n	n	*0.2*	*100*
	Canada	0.3	n	0.2	0.9	0.5	n	8.7	74.0	*99.5*	n	0.1	0.2	n	n	n	0.1	n	*0.5*	*100*
	Czech Republic	3.8	5.1	3.7	2.3	2.3	n	6.6	19.3	*99.9*	n	0.1	n	n	n	n	n	n	*0.1*	*100*
	Denmark	0.2	n	4.7	14.1	1.4	n	25.8	14.2	*99.5*	n	0.2	n	n	n	n	n	0.2	*0.5*	*100*
	Finland	0.1	n	3.8	36.4	0.9	n	23.7	8.3	*99.8*	n	0.1	n	n	n	n	n	n	*0.2*	*100*
	France	n	n	10.6	2.3	6.1	n	24.0	14.6	*99.6*	n	0.3	n	n	n	n	n	n	*0.4*	*100*
	Germany	0.2	n	7.9	4.0	10.7	0.2	22.1	17.0	*99.6*	n	0.3	n	n	n	n	n	n	*0.4*	*100*
	Greece	0.1	0.4	0.8	0.5	0.5	2.6	50.4	5.2	*100.0*	n	n	n	n	n	n	n	n	*n*	*100*
	Hungary	0.9	0.2	2.3	2.4	2.4	n	5.2	16.1	*99.9*	n	n	n	n	n	n	n	n	*0.1*	*100*
	Iceland	n	n	0.8	12.7	0.3	n	7.8	30.2	*100.0*	n	n	n	n	n	n	n	n	*n*	*100*
	Ireland	n	n	2.3	0.9	0.3	n	78.0	6.9	*99.9*	n	n	n	n	n	n	n	n	*0.1*	*100*
	Italy	n	n	13.9	1.6	10.4	n	13.6	8.1	*99.9*	n	0.1	n	n	n	n	n	n	*0.1*	*100*
	Japan	n	n	0.2	0.3	0.4	n	9.1	74.6	*99.2*	n	n	0.1	0.2	n	0.3	n	0.1	*0.8*	*100*
	Korea	n	n	0.1	0.1	0.2	n	2.8	58.4	*98.5*	n	n	0.1	0.1	n	0.4	0.7	0.1	*1.5*	*100*
	Luxembourg	n	n	0.2	0.1	3.8	n	11.3	1.0	*100.0*	n	n	n	n	n	n	n	n	*n*	*100*
	Mexico	n	n	8.6	0.6	0.5	n	8.0	68.3	*99.5*	n	0.5	n	n	n	n	n	n	*0.5*	*100*
	Netherlands	0.1	n	7.9	4.9	2.3	0.1	18.5	15.1	*99.7*	n	0.1	n	0.1	n	n	n	0.1	*0.3*	*100*
	New Zealand	n	n	0.1	0.3	0.2	n	5.8	14.4	*99.6*	n	n	0.1	0.1	n	0.1	n	0.1	*0.4*	*100*
	Norway	2.4	0.1	1.8	8.3	0.7	n	22.8	14.7	*99.7*	n	0.1	n	n	0.1	n	n	0.1	*0.3*	*100*
	Poland	a	0.1	2.4	3.6	1.7	n	3.3	11.7	*99.9*	n	n	0.1	n	n	n	n	n	*0.1*	*100*
	Portugal	0.1	n	16.0	1.1	4.2	n	19.4	8.4	*99.9*	n	n	n	n	n	n	n	n	*0.1*	*100*
	Slovak Republic	1.0	a	0.8	0.3	1.1	n	1.2	5.6	*100.0*	n	n	n	n	n	n	n	n	*n*	*100*
	Spain	0.1	n	a	3.1	5.6	n	27.4	15.2	*99.6*	n	0.3	n	n	n	n	n	n	*0.4*	*100*
	Sweden	0.6	n	3.0	a	1.5	n	25.1	26.5	*99.2*	n	0.6	n	n	0.1	n	n	0.1	*0.8*	*100*
	Switzerland	n	n	3.0	2.2	a	n	15.7	20.5	*99.7*	n	0.2	0.1	n	n	n	n	n	*0.3*	*100*
	Turkey	n	n	n	0.3	1.3	a	3.0	25.5	*99.9*	n	n	n	n	n	n	n	0.1	*0.1*	*100*
	United Kingdom	0.1	n	8.1	2.9	1.1	0.4	a	30.4	*99.3*	n	0.1	0.2	n	0.1	0.1	0.1	0.1	*0.7*	*100*
	United States	1.1	n	1.4	2.4	0.9	0.1	31.8	a	*93.6*	n	2.2	0.6	0.1	0.1	1.9	1.1	0.4	*6.4*	*100*
PARTNER COUNTRIES	Argentina	n	n	18.0	0.6	1.3	n	5.5	47.1	*93.9*	a	6.1	n	n	n	n	n	n	*6.1*	*100*
	Brazil	0.2	n	7.3	0.6	1.3	n	6.2	54.8	*97.6*	1.2	1.2	n	n	n	n	n	n	*2.4*	*100*
	Chile	n	n	15.6	5.0	1.5	n	4.7	31.0	*86.5*	13.5	a	n	n	n	n	n	n	*13.5*	*100*
	China	n	n	0.1	0.4	0.3	n	9.6	34.8	*96.4*	n	n	n	n	n	2.7	0.4	0.5	*3.6*	*100*
	Egypt	n	0.3	0.6	0.4	1.1	0.7	11.8	38.8	*99.0*	n	n	0.1	n	0.6	0.3	n	n	*1.0*	*100*
	India	n	n	0.1	0.1	0.2	n	6.8	76.0	*99.2*	n	n	a	n	n	0.6	0.1	0.1	*0.8*	*100*
	Indonesia	n	n	n	0.1	0.1	n	2.5	32.2	*86.4*	n	n	0.3	a	n	13.0	0.3	0.1	*13.6*	*100*
	Israel	0.6	1.2	0.9	0.3	0.5	0.5	18.9	40.5	*99.7*	n	0.1	0.1	n	n	n	n	n	*0.3*	*100*
	Jamaica	n	n	n	n	n	n	10.2	88.5	*99.9*	n	0.1	n	n	n	n	n	n	*0.1*	*100*
	Jordan	0.8	0.2	1.1	0.4	0.4	3.4	14.0	42.8	*96.4*	n	n	1.0	n	a	2.5	n	n	*3.6*	*100*
	Malaysia	n	n	n	0.1	n	n	23.8	19.6	*99.4*	n	n	0.4	n	n	a	n	0.2	*0.6*	*100*
	Paraguay	0.2	n	5.3	0.3	0.2	0.1	1.9	36.2	*59.3*	36.0	4.5	n	n	n	n	0.2	n	*40.7*	*100*
	Peru	0.1	n	14.1	0.8	2.1	n	2.2	41.2	*85.7*	4.4	9.8	n	n	n	n	n	n	*14.3*	*100*
	Philippines	0.1	n	0.6	0.4	0.3	n	4.9	57.7	*98.5*	n	n	0.1	n	0.3	0.5	a	0.6	*1.5*	*100*
	Russian Federation	1.1	0.2	0.6	2.3	1.8	3.3	5.7	26.2	*99.8*	n	n	n	n	n	n	n	0.1	*0.2*	*100*
	Sri Lanka	n	n	n	0.4	0.3	n	17.5	24.2	*86.6*	n	n	4.5	n	8.1	0.6	0.1	0.2	*13.4*	*100*
	Thailand	n	n	0.1	0.3	0.1	n	10.8	51.6	*97.6*	n	n	1.2	n	n	0.8	0.4	a	*2.4*	*100*
	Tunisia	0.1	n	0.2	0.1	2.1	0.1	0.4	4.3	*99.9*	n	n	n	n	0.1	n	n	n	*0.1*	*100*
	Uruguay	n	n	12.0	1.0	1.2	n	3.3	31.8	*61.4*	34.0	4.3	n	n	0.3	n	n	n	*38.6*	*100*
	Zimbabwe	0.1	n	0.1	0.2	0.1	0.1	47.0	35.6	*99.9*	n	n	0.1	n	n	n	n	n	*0.1*	*100*

Note: The proportion of students abroad is based only on the total of students enrolled in countries reporting data to the OECD. The resulting proportions are therefore overestimated, especially so for countries sending large number of students to countries that do not report to the OECD.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

C3

Table C3.4. Distribution of foreign students, by level and type of tertiary education (2002)

		Tertiary-type B	Tertiary-type A	Advanced research programmes	Tertiary-type A and advanced research programmes	Total tertiary
		(1)	(2)	(3)	(4)	(5)
OECD COUNTRIES	Australia	6.2	89.3	4.5	93.8	100
	Austria[1]	2.4	88.1	9.5	97.6	100
	Belgium	44.9	50.2	4.9	55.1	100
	Czech Republic	3.3	82.7	14.0	96.7	100
	Denmark	11.5	82.5	6.0	88.5	100
	Finland	0.6	79.4	20.0	99.4	100
	France[2]	8.7	x(4)	x(4)	91.3	100
	Germany[3]	5.9	94.1	m	m	100
	Hungary	0.2	95.6	4.2	99.8	100
	Iceland	3.2	96.4	0.4	96.8	100
	Italy	5.9	93.3	0.8	94.1	100
	Japan	6.9	x(4)	x(4)	93.1	100
	Korea	19.3	67.6	13.1	80.7	100
	Netherlands[3]	0.7	99.3	m	m	100
	New Zealand	28.5	69.6	1.9	71.5	100
	Norway[2]	3.4	87.1	9.5	96.6	100
	Poland[3]	0.3	99.7	m	m	100
	Slovak Republic	0.5	92.8	6.7	99.5	100
	Spain	5.7	74.9	19.3	94.3	100
	Sweden	2.1	83.4	14.5	97.9	100
	Switzerland	15.0	66.7	18.3	85.0	100
	Turkey[3]	6.6	93.4	m	m	100
	United Kingdom	15.5	74.4	10.0	84.5	100
PARTNER COUNTRIES	Chile	9.2	x(4)	x(4)	90.8	100
	India[4]	n	x(4)	x(4)	100.0	100
	Indonesia	a	x(4)	x(4)	100.0	100
	Malaysia[4]	63.9	x(4)	x(4)	36.1	100
	Russian Federation[3]	8.8	91.2	m	m	100

Note: x indicates that data are included in another column. The column reference is shown in brackets after "x", *e.g.* x(4) means that data are included in column 4.
1. Based on the number of registrations, not head counts.
2. Based on partial data covering 81% of foreign students.
3. Excluding advanced research programmes.
4. Year of reference 2001.
Source: OECD. See Annex 3 for notes (*www.oecd.org/edu/eag2004*).

Table C3.5. Distribution of tertiary foreign students, by field of study (2002)

OECD COUNTRIES	Agriculture	Education	Engineering, manufac-turing and construction	Health and welfare	Humanities and arts	Sciences	Services	Social sciences, business and law	Not known or unspecified	Total, all fields of study
Australia	0.7	3.4	10.9	6.8	8.1	22.1	1.7	40.6	5.9	100
Austria[1]	1.6	5.6	13.5	9.4	24.4	10.7	1.0	33.6	0.1	100
Belgium	5.2	3.8	6.7	25.6	11.2	8.2	2.2	19.7	17.4	100
Czech Republic	3.0	1.5	14.9	27.7	11.3	11.2	1.4	28.9	n	100
Denmark	2.6	3.8	15.4	19.7	18.5	10.5	0.7	28.8	n	100
Finland	2.0	2.4	28.4	10.4	18.5	10.3	3.1	24.9	n	100
Germany[2]	1.1	4.3	16.9	6.2	22.5	14.9	1.0	26.8	6.2	100
Hungary	10.7	10.2	14.3	22.1	16.0	4.2	3.1	19.6	n	100
Iceland	1.3	10.4	4.0	4.7	44.3	13.6	1.9	19.9	n	100
Italy	1.8	1.4	13.5	27.1	19.5	5.4	0.8	27.7	2.7	100
Japan	3.2	3.6	14.6	5.1	24.2	1.9	1.7	35.8	10.0	100
Netherlands[2]	0.8	6.2	11.6	14.2	11.0	6.5	2.3	46.9	0.7	100
New Zealand	0.6	1.4	5.2	3.2	9.6	15.5	3.4	52.7	8.4	100
Norway	2.2	8.6	6.1	16.0	14.5	14.7	3.2	25.5	9.1	100
Poland[2]	0.8	8.5	6.2	19.7	26.5	2.0	1.6	34.8	n	100
Slovak Republic	9.3	5.4	12.1	33.9	13.3	4.3	3.5	18.2	n	100
Sweden	1.0	7.2	18.1	14.6	16.0	13.1	1.1	28.5	0.2	100
Switzerland	0.8	3.9	15.5	6.0	16.7	14.5	6.6	34.6	1.4	100
Turkey[2]	2.7	7.1	14.2	12.7	6.8	7.3	7.2	42.0	n	100
United Kingdom	1.1	4.3	16.1	11.6	16.7	15.3	0.9	34.0	n	100

1. Based on the number of registrations, not head counts.
2. Excluding advanced research programmes.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

C3

Table C3.6. Trends in the number of foreign students enrolled outside their country of origin (1998, 2000, 2001, 2002)

Number of foreign students enrolled in tertiary education outside their country of origin, based on head counts

	Number of foreign students				Index of change (2002)	
	2002	2001	2000	1998	2001 = 100	1998 = 100
Foreign students from throughout the world enrolled in reporting OECD and partner countries	1 898 250	1 645 425	1 620 810	m	115.4	m
Foreign students from throughout the world enrolled in reporting OECD countries	1 781 090	1 538 867	1 522 719	1 327 154	115.7	134.2

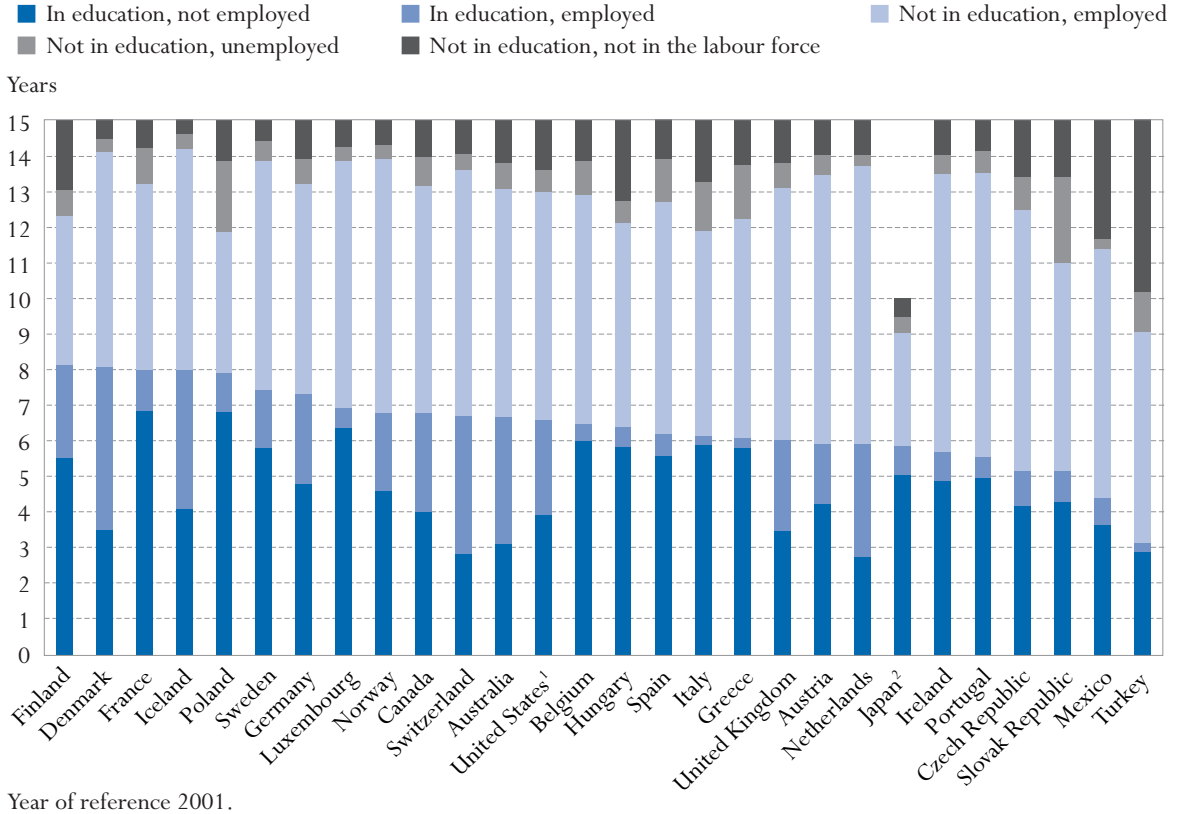
Note: Figures are based on the number of foreign students enrolled in OECD and partner countries reporting data. The coverage of these reporting countries has evolved over time, therefore the figures are not strictly comparable and caution should be taken in interpreting trends.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

INDICATOR C4: EDUCATION AND WORK STATUS OF THE YOUTH POPULATION

- On average among countries, a young person aged 15 in 2002 can expect to be in formal education for a little less than six and a half years. In 17 of the 28 countries studied, this period ranges from near six to seven and a half years.
- In addition to the expected number of years spent in education, a young person aged 15 can expect to hold a job for 6.4 of the 15 years to come, to be unemployed for a total of 0.8 years and to be out of the labour market for 1.3 years. Countries vary the most in the average duration of spells of unemployment; this factor primarily reflects differences in youth employment rates.
- In 23 out of 27 OECD countries, more female than male 20 to 24-year-olds are in education. Males in the 20 to 24-year-old age group are more likely to be employed. The percentage of 20 to 24-year-olds not in education ranges from 50 to 70% in most OECD countries.
- In some countries, education and work largely occur consecutively, while in other countries they are concurrent. Work-study programmes, relatively common in European countries, offer coherent vocational education routes to recognised occupational qualifications. In other countries, initial education and work are rarely associated.

Chart C4.1. Expected years in education and not in education for 15 to 29-year-olds (2002)

Number of years, by work status



1. Year of reference 2001.
2. Data refer to 15 to 24-year-olds.

Countries are ranked in descending order of the expected years in education of the youth population.

Source: OECD. Table C4.1a. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Policy context

During the past decade, young people have spent longer in initial education, with the result that they delay their entry into the world of work. Some of this additional time is spent combining work and education, a practice that is widespread in some countries. Once young people have completed their initial education, access to the labour market is often impeded by spells of unemployment or non-employment, although this situation affects males and females differently.

This indicator shows the expected years young people spend in education, employment and non-employment…

All OECD countries are experiencing rapid social and economic changes that are making the transition to working life more uncertain. In some OECD countries, education and work largely occur consecutively, while in other OECD countries they may be concurrent. The ways in which education and work are combined can significantly affect the transition process. Of particular interest, for example, is the extent to which working (beyond the usual "summer jobs" for students) while studying may facilitate entry into the labour force. It is also important to consider whether students who work many hours while studying may be more likely to drop out of education, and to examine if working and studying simultaneously contributes to a successful transition to the labour market.

…and examines the education and employment status of young males and females.

Evidence and explanations

On the basis of the current situation of persons between the ages of 15 and 29, this indicator gives a picture of the major trends affecting the transition from school to work.

C4

On average, a young person aged 15 in 2002 can expect to be in education for around six and a half years (Table C4.1a). In 17 of the 28 countries studied, a 15-year-old can expect to spend from 5.9 to 7.5 years in education. There is, however, a gap of around four years separating the two extreme groups: Denmark, Finland, France and Iceland (more than eight years on average) on the one hand and Mexico, the Czech and Slovak Republics and Turkey (four and half years on average) on the other.

On average, a 15-year-old can expect to be in the education system for about another six and a half years.

The figure for expected years of education covers some very different combinations of education and work. Employment combined with education includes both work-study programmes and part-time jobs. While such combinations are rare in half of the countries studied, in the other half they account for between one and four of the additional years that young people expect to spend in education.

The figure for expected years of education covers some very different combinations of education and work.

In addition to the average six and a half years spent in education, a young person aged 15 can expect to hold a job for 6.4 of the 15 years to come, to be unemployed for a total of 0.8 years and to be out of the labour market for 1.3 years, neither in education nor seeking work (Table C4.1a). It is worth noting that, in absolute terms, young people can expect to spend less time in unemployment after completion of initial education than they could ten years ago.

Today, a 15-year-old can expect to hold a job for 6.4 years, to be unemployed for almost one year and to be out of the labour force for 1.3 years until the age of 29.

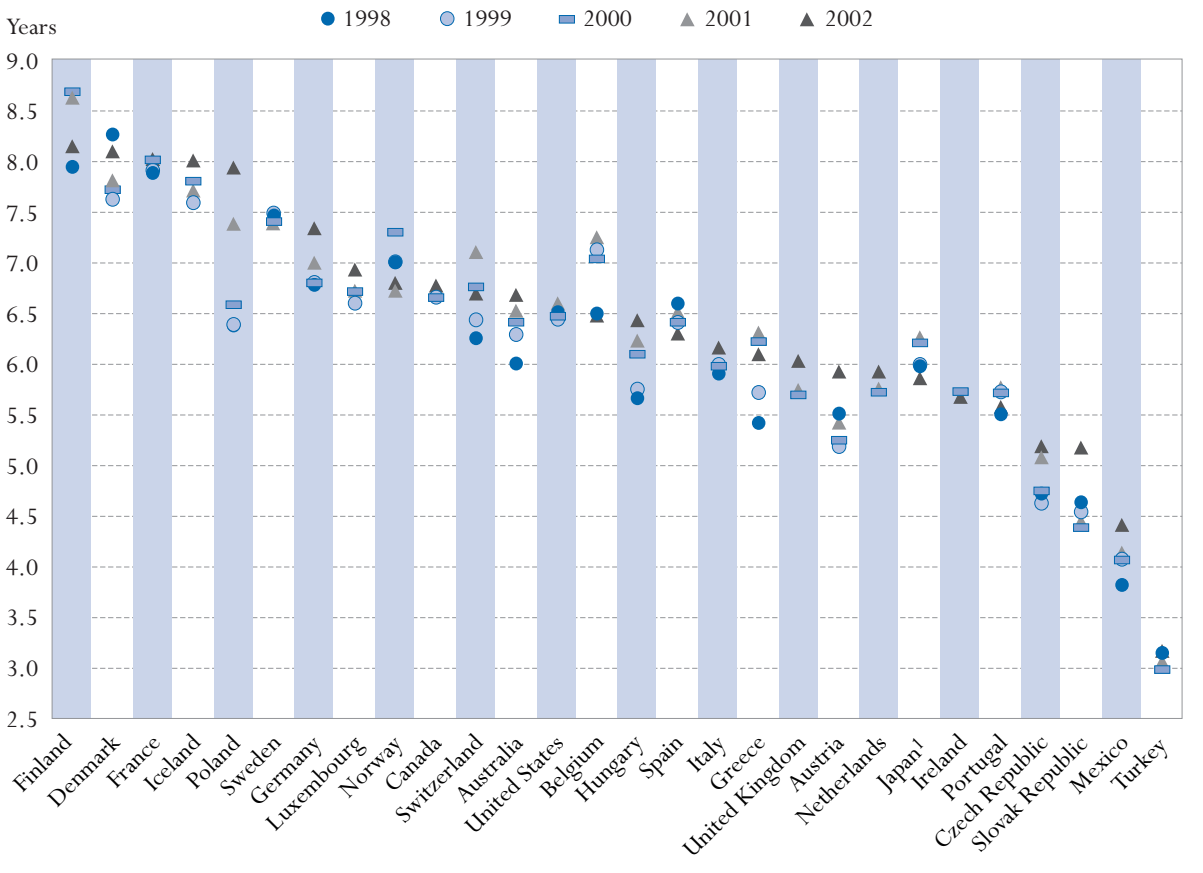
The average duration of unemployment varies significantly among countries; this mainly reflects differences in youth employment rates. The cumulative average duration of unemployment is less than five months in Denmark, Iceland, Luxembourg, Mexico, the Netherlands and Norway, but more than 18 months in Greece, Poland and the Slovak Republic.

A majority of countries have seen an increase in expected years of education over the past five years.

The trend observed in the last years is pursuing for the majority of countries. Few of them are stable: with a long duration in education already achieved for France and Sweden; with intermediate durations for Canada and the United States; and with short duration, which could be a concern in Ireland and moreover in Portugal and Turkey (Chart C4.2).

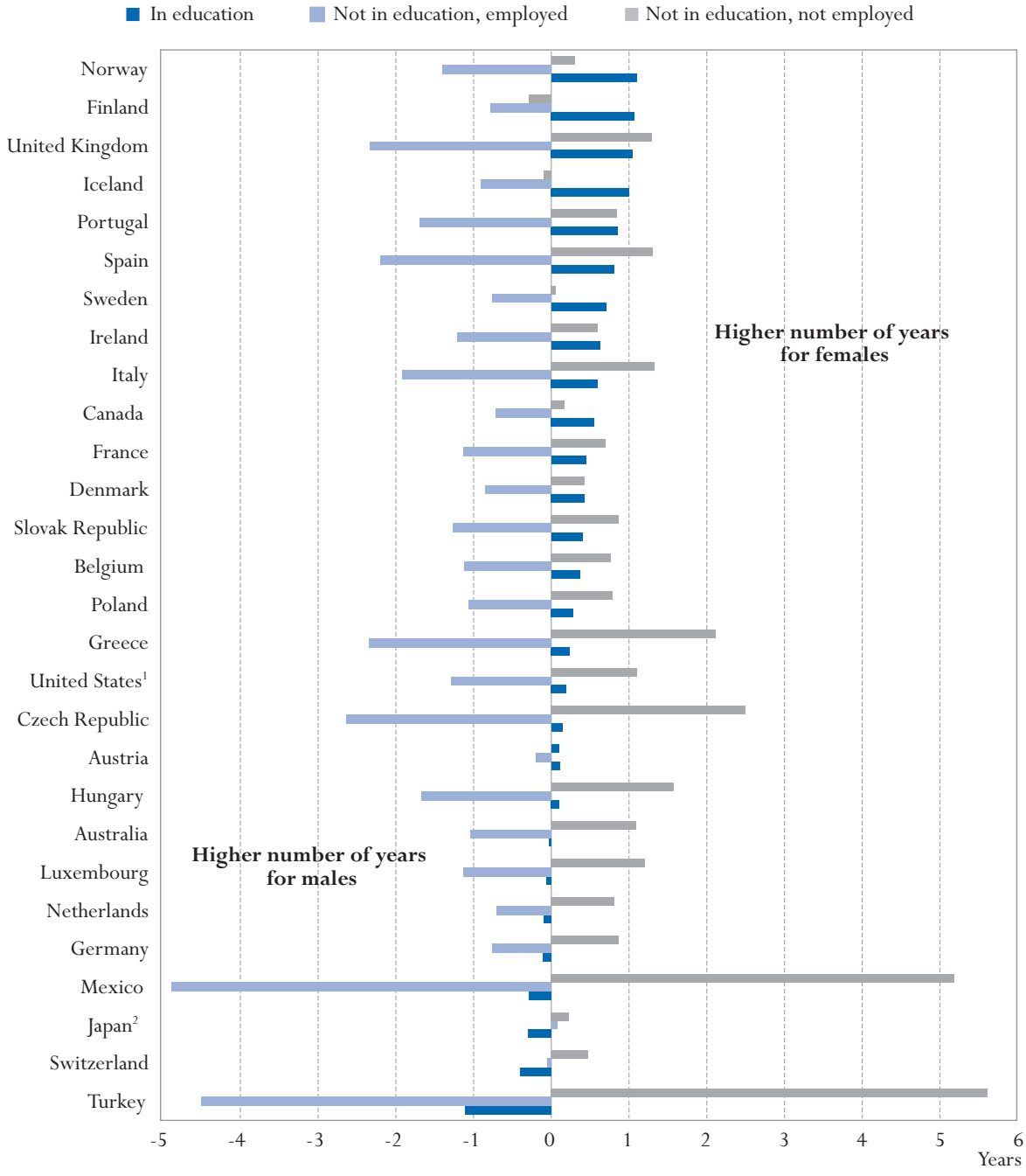
Only Norway and Spain show trends of diminishing duration in education. In all other countries the upward trend is still marked. Since 1998, Australia, Germany, Greece, Hungary, Mexico, Poland and the Slovak Republic showed an increase of more than six months in the number of expected years in education for 15-year-olds.

Chart C4.2. Change in expected years in education for 15 to 29-year-olds (1998-2002)



1. Data refer to 15 to 24-year-olds.
Countries are ranked in descending order of the expected years in education of the youth population in 2002.
Source: OECD. Table C4.1b. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Chart C4.3. Gender differences in expected years in education and not in education for 15 to 29-year-olds (2002)



1. Year of reference 2001.
2. Data refer to 15 to 24-year-olds.

Countries are ranked in descending order of the difference between females and males in expected years in education of the 15 to 29-year-olds.
Source: OECD. Table C4.1a. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

C4

The average overall number of expected years in education is higher for females (6.6 compared with 6.3 years). In all countries but seven (Germany, Japan, Luxembourg, Mexico, the Netherlands, Switzerland and Turkey), the figures are higher for the duration in education for females. In Turkey, however, female students can expect to receive one year less education than their male classmates. At the other end of the scale, males can expect the same educational disadvantage in Finland, Iceland, Norway and the United Kingdom (Chart C4.3).

By and large, males and females differ very little in terms of the expected number of years in unemployment, even though expected unemployment periods tend to be longer for males. While the situation is similar for both genders in many countries or with a slight disadvantage for males, females appear to be at a clear disadvantage in the Czech Republic, Italy, Greece, Portugal and Spain, and at a sensible advantage in Canada, Hungary, Poland, the Slovak Republic and Turkey (Table C4.1a). In some of these countries, and most notably in Turkey, the lower expectancy for females is largely influenced by the fact that many females leave the labour market, thereby reducing pressure on jobs.

Whereas young males can expect to spend little more than one year and seven months in neither education nor employment between the ages of 15 and 29, the average figure for females is more than two years and nine months. In the Czech Republic, Greece, Hungary, Mexico and Turkey, there is a much stronger tendency for young females to leave the labour market, and spend time out of the educational system and not working. In very few countries – Austria, Finland and Sweden – young males and young females do not differ much in this measure. In all other countries, females between the ages of 15 and 29 spend an average of about 10 months more than males not in education and not employed.

Conversely, females between the ages of 15 and 29 in all OECD countries can expect a reduced duration of employment after education; this is partially a consequence of the time spent in education, but is also attributable to other factors. In the Czech Republic, Greece, Mexico and Turkey, expected years not in education and not in employment are much higher for females than for males, whereas the expected years in education are similar or even lower. In Italy, Spain and the United Kingdom the higher expected years in education for females counterbalance, at least partly, the shorter duration in employment.

Combining work and education

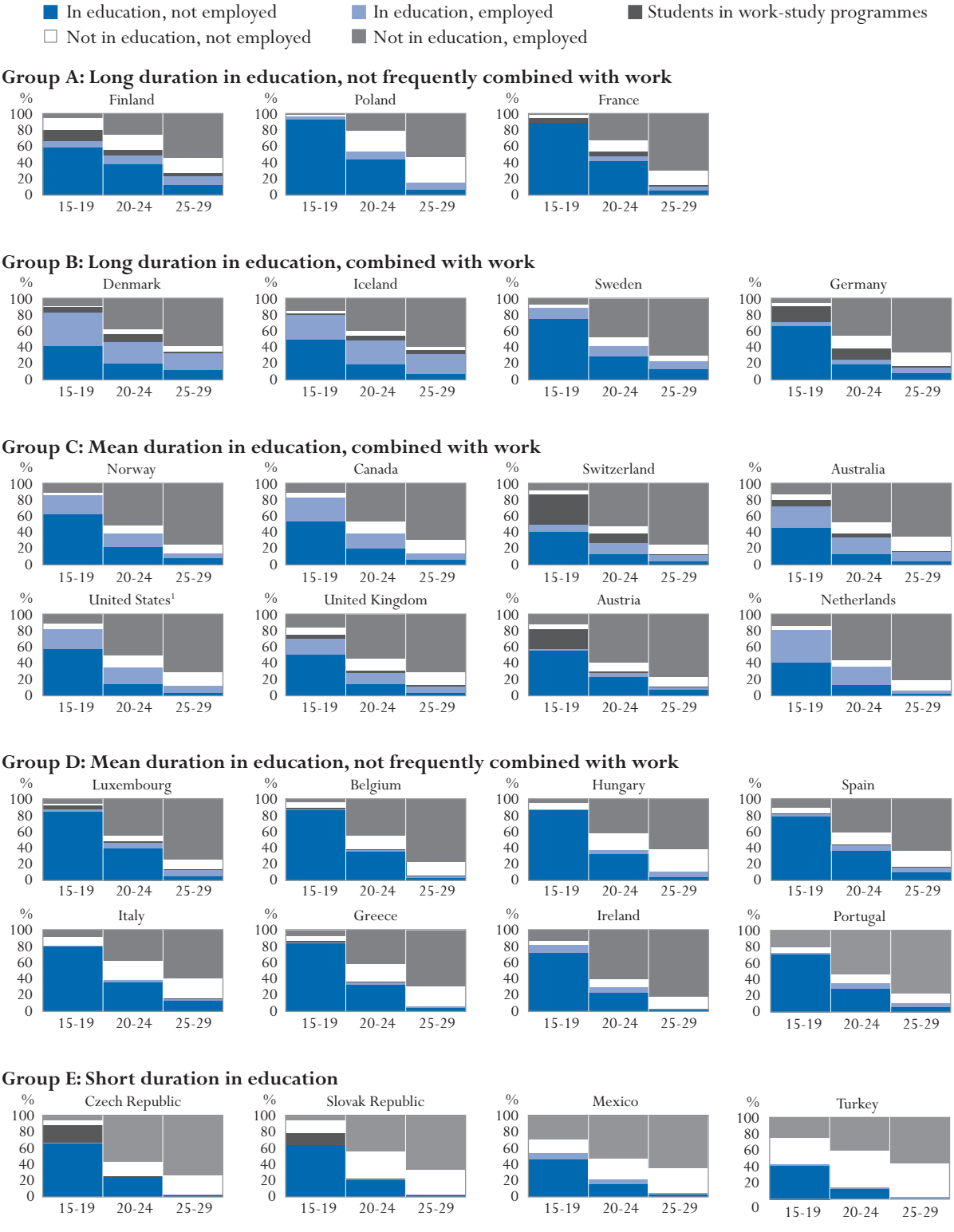
Countries differ not only in the duration of education but also how it is combined with work experiences.

The 27 OECD countries which provide data on youth transitions show differences in both the duration of education and how education is combined with work experiences in enterprise or by work study programmes (Chart C4.4).

The first group (Group A) is the smallest; only three countries present a long duration in education not frequently combined with work. The expected number of years in education between the ages of 15 and 29 is around eight years in Finland, France and Poland, with the oldest students most frequently enrolled in Finland. Work-study programmes and other forms of work experience during schooling exist but remain uncommon.

Chart C4.4. Country profiles on transition from education to work (2002)

Percentage of the 15 to 29-year-old population in education and not in education, by age group and work status



1. Year of reference 2001.

In each group, countries are ranked in descending order of the percentage of the 15 to 29-year-old population in education.

Source: OECD. Table C4.2. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

Work-study programmes and other ways of combining work and education are common in some OECD countries, but rare in others.

The second group (Group B) is slightly bigger: four countries. They combine a long duration of education with a significant participation in work during study. The Nordic countries – Denmark, Iceland and Sweden – are part of this group, with high participation in employment in combination with education for the three age groups. Germany shows a similar pattern thanks to its dual system organising the combination of work and school.

Groups C and D include the majority of countries with an average duration of education. They clearly differ on how education is combined with work experience. In Group C, working while studying can occur as part of work-study programmes or in the form of part-time jobs out of school hours. Work-study programmes are relatively common in European countries such as Austria and Switzerland, and offer coherent vocational education routes to recognised occupational qualifications. Many young people also combine paid work out of school hours with education. This form of initial contact with the labour market for students between the ages of 15 and 24 is a major feature of the transition from education to work in Australia, Canada, the Netherlands, the United Kingdom and the United States and, to a lesser extent, Norway.

For Group D – composed of Belgium, Hungary, Ireland, Luxembourg, and the Mediterranean countries – initial education and work are rarely associated, neither by paid work out of schools hours nor by participation in work-study programmes.

A short duration in education is the main feature of Group E. In the Czech and Slovak Republics, work-study programmes ensure a relatively high participation in education between the ages of 15 and 19 years. That is not the case in Mexico and Turkey. From the age of 20, participation in education becomes very low for all the countries of this group.

C4

During the years spent in education, the employment status of males and females is broadly similar in most OECD countries.

The employment status of males and females during the years spent in education is broadly similar, except in Austria, Germany and Switzerland, where noticeably more men participate in work-study programmes. In Australia, Canada, Denmark, Finland, Iceland, the Netherlands, Norway, Sweden and the United Kingdom, noticeably more females than males in the 15 to 24-year-old age group combine work outside school hours with education (Tables C4.2a and C4.2b).

Entry into the labour market after initial education

The transition from education to work occurs at different points of time in different OECD countries, depending on various educational and labour market factors.

As they grow older, young people participate decreasingly in education and increasingly in the labour force. The percentage of young people not in education in most OECD countries is between 10 and 30% for 15 to 19-year-olds, rises to between 50 and 70% for 20 to 24-year-olds and reaches 80 to 95% for 25 to 29-year-olds (Table C4.2). However, in many OECD countries young people begin their transition to work later, and in some cases over a longer period. This trend reflects not only the demand for education, but also the general state of the labour market, the length and orientation of educational programmes in relation to the labour market and the prevalence of part-time education.

The age at which people enter the labour market after completing initial education has consequences for employment. Overall, older non-students are more

likely to be employed than non-students aged 15 to 19, while a higher percentage of male than female non-students are working. In relative terms, more females than males are out of the labour force, particularly during the years associated with child-bearing and child-rearing, captured by the age group 25 to 29 years in this indicator (Tables C4.2a and C4.2b).

Employment(-to-population) ratios among young adults who are not in education provide information on the effectiveness of transition frameworks and thus help policy makers to evaluate transition policies. In 21 out of 27 OECD countries, fewer than 66 (and in some countries even fewer than 50%) of 15 to 19-year-olds not in education are working, which may suggest that because these young people have left school early, they are not viewed by employers as having the skills necessary for productive employment. Employment ratios for 20 to 24-year-olds generally exceed 65%, but ratios in some OECD countries such as Finland, Italy, Poland, the Slovak Republic and Turkey are still around or below 60%. For the 25 to 29 age group, most OECD countries have ratios of between 67 and 87%, with the exception of Poland and Turkey (Table C4.2). Employment ratios for young males tend to be higher than for young females after leaving education, probably for family-related reasons and because the social acceptability of being unemployed is still higher for females than for males in many OECD countries (Tables C4.2a and C4.2b).

Unemployment rate and ratio of unemployed non-students to the total youth population

Young people represent the principal source of new skills in OECD countries. In most OECD countries, education policy seeks to encourage young people to complete at least upper secondary education. Since many jobs in the current labour market require ever higher general skill levels and more flexible learning skills, persons with low attainment are often severely penalised. Differences in the ratio of unemployed non-students to the total youth population by level of educational attainment are an indicator of the degree to which further education improves the economic opportunities of any young person.

Traditional unemployment measures overestimate unemployment in the transition period and are insensitive to different systems of combining education and work in the transition period.

The youth unemployment rate by age group is the most common measure available for describing the labour market status of young people. However, unemployment rates do not take educational circumstances into account. Consequently, an unemployed young person counted in the numerator may, in some OECD countries, be enrolled in education. The denominator may include young people in vocational training, provided they are apprenticed, but not those in school-based vocational courses. Hence, if almost all young people in a particular age group are still in education, the unemployment rate will reflect only the few in the labour market and may therefore appear very high, particularly among the youngest cohort, who have usually left the education system with very low qualifications.

The ratio of unemployed non-students to the total age cohort is therefore a more appropriate way to reflect the likelihood of youth unemployment. This is because young people who are looking for a job while still in education are

usually seeking part-time or temporary work while studying, unlike those entering the labour market after leaving school.

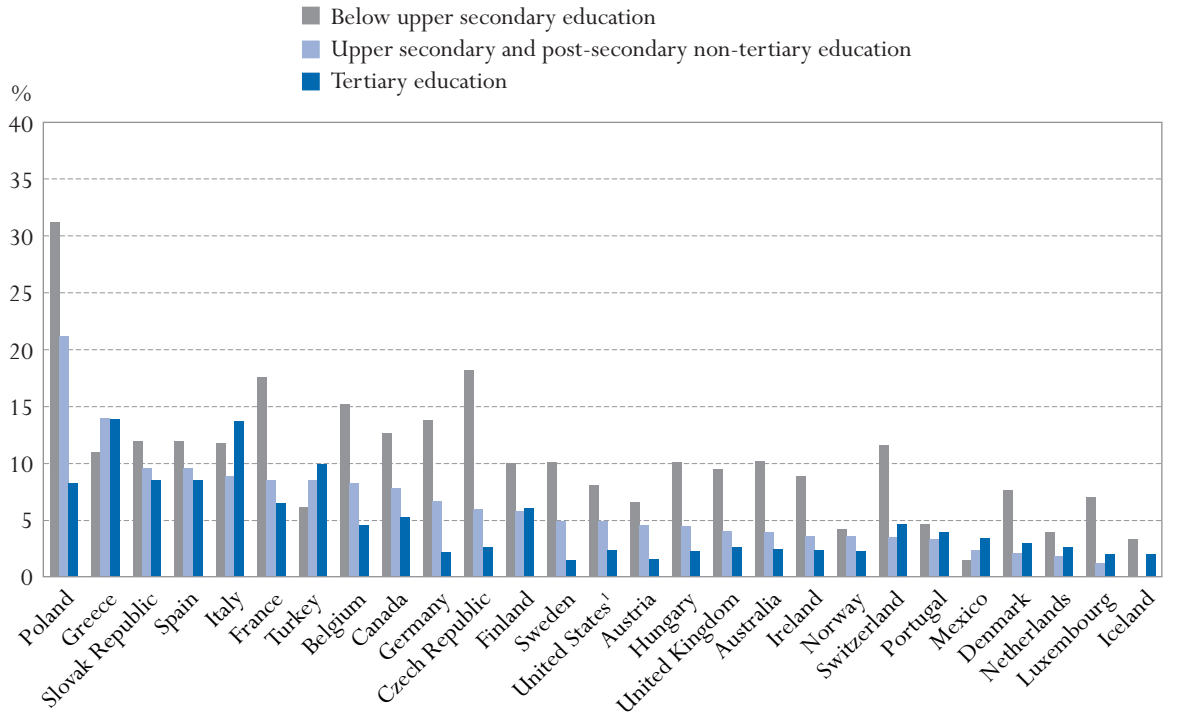
The ratio of unemployed people who have not completed upper secondary education to the total youth population is 1.5 times higher on average than for upper secondary graduates.

On average, completing upper secondary education reduces the unemployment-to-population ratio (*e.g.*, unemployment among non-students as a percentage of the entire age cohort) of 20 to 24-year-olds by about 6 percentage points, and that of 25 to 29-year-olds by about 4 percentage points (Table C4.3). In 20 out of 27 OECD countries, the unemployment ratio among 20 to 24-year-olds not in education is less than 8% for those with upper secondary or post-secondary non-tertiary education. This proportion remains below 8% for people without upper secondary education in only six OECD countries. Since it has become the norm in most OECD countries to complete upper secondary education, many young persons who do not are much more likely to have employment difficulties during their working lives.

Upper secondary education, and even tertiary-level education, significantly increases the chance of being employed.

At the end of the transition period, between the ages of 25 and 29, when most young people have finished studying, differences in access to employment are linked to the education level attained. Not attaining an upper secondary qualification is clearly a serious handicap. Conversely, tertiary education offers a premium for most job seekers (Chart C4.5).

Chart C4.5. Ratio of the population not in education and unemployed to the 25 to 29-year-old population, by level of education attained (2002)



1. Year of reference 2001.

Countries are ranked in descending order of the ratio of the population not in education and unemployed to the 25 to 29-year-old population having attained upper secondary and post-secondary non-tertiary education.

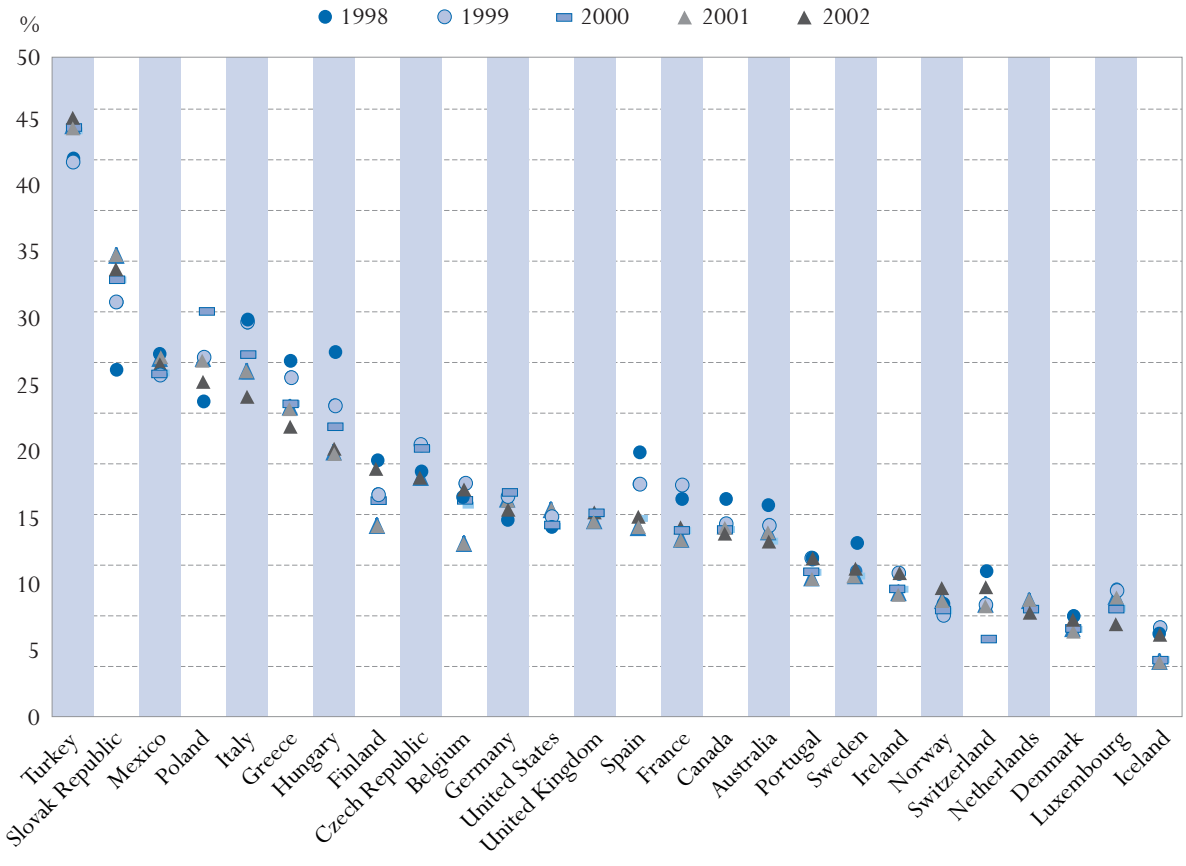
Source: OECD. Table C4.3. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

In 12 OECD countries, for upper secondary graduates aged 25 to 29, the ratio of unemployed non-students to the total youth population is above 5%. In a few OECD countries, even young people who have completed tertiary-level education are subject to considerable unemployment risk when they enter the labour market. The ratio of unemployed non-students to the total youth population among this age group is 8% or more in Greece, Italy, Poland, the Slovak Republic, Spain and Turkey (Table C4.3).

For 20 to 24-year-olds in most countries, "non-employment" has been declining since 1998.

Focusing on the key transition period (*i.e.* ages 20 to 24) illustrates the changes in the prevalence of unemployment and withdrawal from the labour force – both represent "non-employment" – among individuals who have left education. Over a period of four years, important changes are evident in several countries. In the Mediterranean countries (Greece, Italy and Spain), as well as in Finland, where the proportion of non-employment was rather high, the improvement is remarkable, even if the trend shows an inflexion for the most recent year. Turkey presents an exception with a negative evolution for the non-employment ratio already the highest of the OECD. Central and Eastern European

Chart C4.6. Change in the ratio of the 20 to 24-year-old population not in education and not employed (1998-2002)



Countries are ranked in descending order of the ratio of the 20 to 24-year-old population not in education and not employed in 2002.
Source: OECD. Table C4.4. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

countries have very different profiles: regular decrease of non-employment in Hungary, regular increase in the Slovak Republic, increase followed by a decrease in Poland after a peak in 2000.

However, the situation is remarkably stable over the five last years for several countries: at a high level of the non-employment ratio in Mexico, at a low level in Denmark and at an intermediate level in the United Kingdom and the United States. Other profiles are less pronounced, but a general picture appears. With the exception of Norway, which shows a slight but regularly growing trend in growth of the non-employment ratio, and Switzerland, with a pronounced "V" curve with a lower point in 2000, most countries show only slight variations and a regular fall of unemployment and withdrawal from the labour force from 1998 to 2001, followed by a stabilisation or even an increase of unemployment and withdrawal from the labour force in 2002.

Definitions and methodologies

Data are derived from National Labour Force Surveys.

The statistics presented here are calculated from labour force survey data on age-specific proportions of young people in each of the specified categories. These proportions are then totalled over the 15 to 29 age group to yield the expected number of years spent in various situations. For countries providing data from the age of 16 only, it is assumed that all 15-year-olds are in education and out of the labour force. This improvement in the calculation tends to increase the average number of expected years in education compared to the last edition of *Education at a Glance*. The calculation thus assumes that young persons currently aged 15 will show the same pattern of education and work between the ages of 15 and 29 as the population between those ages in the given reference year.

Persons in education include those attending part-time as well as full-time, where the coverage of education should be as close as possible to that of formal education in administrative sources on enrolment. Therefore, non-formal education or educational activities of very short duration (for example, at the work place) should be excluded.

Data for this indicator were obtained from a special OECD data collection on the first quarter of the year.

Data for this indicator, which were obtained from a special OECD data collection, usually refer to the first quarter or the average of the first three months of the calendar year, and therefore exclude summer employment. The labour force status categories shown in this section are defined according to ILO guidelines, with one exception. For the purposes of these indicators, persons in work-study programmes (see below) have been classified separately as *in education* and *employed*, without reference to their ILO labour force status during the survey reference week, since they may not necessarily be in the work component of their programmes during the reference week, and may therefore not be employed at the time. *"Other employed"* includes individuals employed according to the ILO definition, but excludes those attending work-study programmes who are already counted as employed. Finally, *"not in the labour force"* includes individuals who are not working and who are not unemployed, *i.e.* individuals who are not looking for a job.

Work-study programmes combine work and education as parts of an integrated, formal education or training activity, such as the dual system in Germany; *apprentissage* or *formation en alternance* in France and Belgium; internship or co-operative education in Canada; and apprenticeship in Ireland. Vocational education and training take place in school settings and working environments. Students or trainees can be paid or not, usually depending on the type of job and the course or training.

The enrolment counts are here estimated on the basis of self-reports collected during labour force surveys that often correspond only imprecisely with enrolments obtained from administrative sources shown elsewhere in this publication, for several reasons. First, age may not be measured in the same way. For example, in administrative data, both enrolment and age are measured on January 1st in OECD countries in the northern hemisphere, whereas in some labour force surveys, enrolment is measured in the reference week, while the age recorded is the age that will be attained at the end of the calendar year, even if the survey is conducted in the early part of the year. This means that recorded enrolment rates may occasionally reflect a population that is almost one year younger than the specified age range. At ages when movements out of education may be significant, this affects enrolment rates. Second, young people may be enrolled in several programmes and can sometimes be counted twice in administrative statistics but only once in a labour force survey. Moreover, not all enrolments may be captured in administrative statistics, particularly in profit-making institutions. Third, the programme classification used in the self-reports in labour force surveys does not always correspond to the qualification standards used for administrative data collections.

The unemployment ratio is the number of unemployed persons divided by the total number of persons in the population.

The employment ratio is the number of employed persons divided by the total number of persons in the population.

Table C4.1a. Expected years in education and not in education for 15 to 29-year-olds (2002)

By gender and work status

		Expected years in education			Expected years not in education			
		Not employed	Employed (including work-study programmes)	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total
OECD COUNTRIES								
Australia	Males	3.2	3.5	6.7	6.9	0.8	0.5	8.3
	Females	3.0	3.7	6.7	5.9	0.6	1.9	8.3
	M+F	3.1	3.6	6.7	6.4	0.7	1.2	8.3
Austria	Males	3.9	2.0	5.9	7.6	0.7	0.8	9.1
	Females	4.6	1.3	6.0	7.4	0.5	1.1	9.0
	M+F	4.2	1.7	5.9	7.5	0.6	1.0	9.1
Belgium	Males	5.8	0.5	6.3	7.0	0.9	0.8	8.7
	Females	6.2	0.5	6.7	5.9	1.0	1.5	8.3
	M+F	6.0	0.5	6.5	6.4	1.0	1.1	8.5
Canada	Males	4.1	2.4	6.5	6.7	1.1	0.7	8.5
	Females	4.0	3.1	7.1	6.0	0.6	1.4	7.9
	M+F	4.0	2.8	6.8	6.4	0.8	1.0	8.2
Czech Republic	Males	3.9	1.2	5.1	8.6	0.9	0.4	9.9
	Females	4.5	0.7	5.3	5.9	1.0	2.8	9.7
	M+F	4.2	1.0	5.2	7.3	1.0	1.6	9.8
Denmark	Males	3.4	4.5	7.9	6.4	0.4	0.3	7.1
	Females	3.6	4.7	8.3	5.6	0.3	0.8	6.7
	M+F	3.5	4.6	8.1	6.0	0.4	0.5	6.9
Finland	Males	5.1	2.5	7.6	4.6	0.8	2.0	7.4
	Females	6.0	2.7	8.7	3.8	0.7	1.9	6.3
	M+F	5.5	2.6	8.1	4.2	0.7	1.9	6.9
France	Males	6.6	1.2	7.8	5.8	1.1	0.4	7.2
	Females	7.1	1.1	8.2	4.6	1.0	1.2	6.8
	M+F	6.9	1.2	8.0	5.2	1.0	0.8	7.0
Germany	Males	4.7	2.6	7.4	6.3	0.8	0.5	7.6
	Females	4.8	2.4	7.3	5.5	0.6	1.7	7.7
	M+F	4.8	2.5	7.3	5.9	0.7	1.1	7.7
Greece	Males	5.7	0.3	6.0	7.3	1.2	0.5	9.0
	Females	6.0	0.3	6.2	5.0	1.9	2.0	8.8
	M+F	5.8	0.3	6.1	6.1	1.5	1.2	8.9
Hungary	Males	5.8	0.6	6.4	6.5	0.8	1.3	8.6
	Females	5.9	0.6	6.5	4.9	0.4	3.2	8.5
	M+F	5.8	0.6	6.4	5.7	0.6	2.3	8.6
Iceland	Males	3.9	3.6	7.5	6.6	0.7	c	7.5
	Females	4.3	4.2	8.5	5.7	c	0.7	6.5
	M+F	4.1	3.9	8.0	6.2	0.4	0.4	7.0
Ireland	Males	4.7	0.7	5.4	8.4	0.7	0.5	9.6
	Females	5.1	0.9	6.0	7.2	0.4	1.4	9.0
	M+F	4.9	0.8	5.7	7.8	0.5	1.0	9.3
Italy	Males	5.6	0.2	5.9	6.7	1.3	1.1	9.1
	Females	6.2	0.3	6.5	4.8	1.4	2.4	8.5
	M+F	5.9	0.2	6.2	5.7	1.4	1.7	8.8
Japan[1]	Males	5.2	0.8	6.0	3.2	0.5	0.4	4.0
	Females	4.9	0.8	5.7	3.2	0.4	0.7	4.3
	M+F	5.1	0.8	5.9	3.2	0.4	0.5	4.1

Note: c indicates that there are few observations to provide reliable estimates.
1. Data refer to 15 to 24-year-olds.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.1a. (*continued*) **Expected years in education and not in education for 15 to 29-year-olds (2002)**
By gender and work status

			Expected years in education			Expected years not in education			
			Not employed	Employed (including work-study programmes)	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total
OECD COUNTRIES	Luxembourg	Males	6.3	0.6	7.0	7.5	0.4	0.1	8.0
		Females	6.4	0.5	6.9	6.4	0.4	1.4	8.1
		M+F	6.4	0.6	6.9	6.9	0.4	0.7	8.1
	Mexico	Males	3.6	1.0	4.6	9.5	0.4	0.6	10.4
		Females	3.7	0.6	4.3	4.6	0.2	5.9	10.7
		M+F	3.6	0.8	4.4	7.0	0.3	3.3	10.6
	Netherlands	Males	2.8	3.2	6.0	8.1	0.3	0.5	9.0
		Females	2.7	3.1	5.9	7.4	0.3	1.4	9.1
		M+F	2.8	3.2	5.9	7.8	0.3	1.0	9.1
	Norway	Males	4.5	1.8	6.2	7.8	0.5	0.5	8.8
		Females	4.8	2.6	7.3	6.4	0.3	1.0	7.7
		M+F	4.6	2.2	6.8	7.1	0.4	0.7	8.2
	Poland	Males	6.6	1.2	7.8	4.5	2.2	0.5	7.2
		Females	7.0	1.0	8.1	3.4	1.8	1.7	6.9
		M+F	6.8	1.1	7.9	3.9	2.0	1.1	7.1
	Portugal	Males	4.5	0.6	5.1	8.8	0.6	0.5	9.9
		Females	5.4	0.6	6.0	7.1	0.7	1.2	9.0
		M+F	5.0	0.6	5.6	7.9	0.6	0.8	9.4
	Slovak Republic	Males	4.0	1.0	5.0	6.5	2.7	0.8	10.0
		Females	4.7	0.7	5.4	5.2	2.1	2.4	9.6
		M+F	4.3	0.9	5.2	5.8	2.4	1.6	9.8
	Spain	Males	5.3	0.6	5.9	7.5	1.1	0.6	9.1
		Females	6.0	0.7	6.7	5.3	1.4	1.6	8.3
		M+F	5.6	0.6	6.3	6.5	1.2	1.1	8.7
	Sweden	Males	5.8	1.3	7.1	6.8	0.7	0.5	7.9
		Females	5.8	2.0	7.8	6.0	0.5	0.7	7.2
		M+F	5.8	1.7	7.5	6.4	0.6	0.6	7.5
	Switzerland	Males	2.8	4.1	6.9	6.9	0.6	0.6	8.1
		Females	2.9	3.6	6.5	6.9	0.4	1.3	8.5
		M+F	2.8	3.9	6.7	6.9	0.5	0.9	8.3
	Turkey	Males	3.3	0.4	3.7	8.1	1.5	1.8	11.3
		Females	2.4	0.2	2.6	3.6	0.7	8.2	12.4
		M+F	2.9	0.3	3.2	5.9	1.1	4.8	11.8
	United Kingdom	Males	3.3	2.3	5.6	8.1	0.8	0.5	9.4
		Females	3.7	2.9	6.6	5.8	0.6	2.1	8.4
		M+F	3.5	2.5	6.0	7.1	0.7	1.2	9.0
	United States[2]	Males	4.1	2.4	6.5	7.1	0.7	0.8	8.5
		Females	3.8	2.9	6.7	5.8	0.5	2.0	8.3
		M+F	3.9	2.6	6.6	6.4	0.6	1.4	8.4
	Country mean	***Males***	***4.6***	***1.7***	***6.3***	***7.1***	***0.9***	***0.7***	***8.7***
		Females	***4.8***	***1.8***	***6.6***	***5.6***	***0.7***	***2.0***	***8.4***
		M+F	***4.7***	***1.7***	***6.4***	***6.4***	***0.8***	***1.3***	***8.6***
PARTNER COUNTRY	Israel	Males	4.5	1.2	5.8	4.4	1.0	3.8	9.2
		Females	4.6	1.4	6.0	4.3	0.8	3.8	9.0
		M+F	4.6	1.3	5.9	4.4	0.9	3.8	9.1

Note: c indicates that there are few observations to provide reliable estimates.
1. Data refer to 15 to 24-year-olds.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.1b. Change in expected years in education and not in education for 15 to 29-year-olds (1998-2002)

By gender and work status

		1998		1999		2000		2001		2002	
		In education	Not in education	In education	Not in education	In education	Not in education	In education	Not in education	In education	Not in education
OECD COUNTRIES											
Australia	Males	6.0	9.0	6.4	8.6	6.4	8.6	6.6	8.4	6.7	8.3
	Females	6.0	9.0	6.2	8.8	6.5	8.5	6.4	8.6	6.7	8.3
	M+F	6.0	9.0	6.3	8.7	6.4	8.6	6.5	8.5	6.7	8.3
Austria	Males	5.7	9.3	5.2	9.8	5.3	9.7	5.4	9.6	5.9	9.1
	Females	5.4	9.6	5.2	9.8	5.2	9.8	5.4	9.6	6.0	9.0
	M+F	5.5	9.5	5.2	9.8	5.2	9.8	5.4	9.6	5.9	9.1
Belgium	Males	6.4	8.6	7.2	7.8	6.9	8.1	7.3	7.7	6.3	8.7
	Females	6.5	8.5	7.4	7.6	7.2	7.8	7.2	7.8	6.7	8.3
	M+F	6.5	8.5	7.3	7.7	7.0	8.0	7.2	7.8	6.5	8.5
Canada	Males	6.6	8.4	6.5	8.5	6.5	8.5	6.5	8.5	6.5	8.5
	Females	6.8	8.2	6.9	8.1	6.9	8.1	7.0	8.0	7.1	7.9
	M+F	6.7	8.3	6.7	8.3	6.7	8.3	6.8	8.2	6.8	8.2
Czech Republic	Males	4.7	10.3	4.6	10.4	4.7	10.3	5.0	10.0	5.1	9.9
	Females	4.8	10.2	4.7	10.3	4.8	10.2	5.1	9.9	5.3	9.7
	M+F	4.7	10.3	4.6	10.4	4.8	10.2	5.1	9.9	5.2	9.8
Denmark	Males	8.1	6.9	7.3	7.7	7.1	7.9	7.6	7.4	7.9	7.1
	Females	8.4	6.6	8.0	7.0	8.2	6.8	8.1	6.9	8.3	6.7
	M+F	8.3	6.7	7.6	7.4	7.7	7.3	7.8	7.2	8.1	6.9
Finland	Males	7.4	7.6	7.7	7.3	8.1	6.9	8.1	6.9	7.6	7.4
	Females	8.5	6.5	8.6	6.4	9.3	5.7	9.1	5.9	8.7	6.3
	M+F	7.9	7.1	8.1	6.9	8.7	6.3	8.6	6.4	8.1	6.9
France	Males	7.8	7.2	7.8	7.2	7.9	7.1	7.8	7.2	7.8	7.2
	Females	8.0	7.0	8.0	7.0	8.1	6.9	8.1	6.9	8.2	6.8
	M+F	7.9	7.1	7.9	7.1	8.0	7.0	8.0	7.0	8.0	7.0
Germany	Males	6.9	8.1	6.8	8.2	6.8	8.2	7.0	8.0	7.4	7.6
	Females	6.8	8.2	6.8	8.2	6.8	8.2	7.0	8.0	7.3	7.7
	M+F	6.8	8.2	6.8	8.2	6.8	8.2	7.0	8.0	7.3	7.7
Greece	Males	5.5	9.5	5.8	9.2	6.1	8.9	6.2	8.8	6.0	9.0
	Females	5.4	9.6	5.7	9.3	6.3	8.7	6.3	8.7	6.2	8.8
	M+F	5.4	9.6	5.7	9.3	6.2	8.8	6.3	8.7	6.1	8.9
Hungary	Males	5.6	9.4	5.6	9.4	6.1	8.9	6.1	8.9	6.4	8.6
	Females	5.7	9.3	5.9	9.1	6.1	8.9	6.4	8.6	6.5	8.5
	M+F	5.7	9.3	5.7	9.3	6.1	8.9	6.2	8.8	6.4	8.6
Iceland	Males	m	m	7.5	7.5	7.9	7.1	7.2	7.8	7.5	7.5
	Females	m	m	7.6	7.4	7.7	7.3	8.3	6.7	8.5	6.5
	M+F	m	m	7.6	7.4	7.8	7.2	7.7	7.3	8.0	7.0
Ireland	Males	m	m	5.4	9.6	5.3	9.7	5.3	9.7	5.4	9.6
	Females	m	m	6.0	9.0	6.1	8.9	6.1	8.9	6.0	9.0
	M+F	m	m	5.7	9.3	5.7	9.3	5.7	9.3	5.7	9.3
Italy	Males	5.7	9.3	5.8	9.2	5.7	9.3	5.8	9.2	5.9	9.1
	Females	6.2	8.8	6.2	8.8	6.2	8.8	6.3	8.7	6.5	8.5
	M+F	5.9	9.1	6.0	9.0	6.0	9.0	6.0	9.0	6.2	8.8
Japan[1]	Males	6.2	3.8	6.2	3.8	6.5	3.5	6.6	3.4	6.0	4.0
	Females	5.7	4.3	5.8	4.2	5.9	4.1	5.9	4.1	5.7	4.3
	M+F	6.0	4.0	6.0	4.0	6.2	3.8	6.3	3.7	5.9	4.1

1. Data refer to 15 to 24-year-olds.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.1b. *(continued)* **Change in expected years in education and not in education for 15 to 29-year-olds (1998-2002)**

By gender and work status

OECD COUNTRIES		1998		1999		2000		2001		2002	
		In education	Not in education	In education	Not in education	In education	Not in education	In education	Not in education	In education	Not in education
Luxembourg	Males	m	m	7.0	8.0	6.8	8.2	6.9	8.1	7.0	8.0
	Females	m	m	6.2	8.8	6.6	8.4	6.5	8.5	6.9	8.1
	M+F	m	m	6.6	8.4	6.7	8.3	6.7	8.3	6.9	8.1
Mexico	Males	4.0	11.0	4.2	10.8	4.2	10.8	4.3	10.7	4.6	10.4
	Females	3.7	11.3	4.0	11.0	4.0	11.0	4.0	11.0	4.3	10.7
	M+F	3.8	11.2	4.1	10.9	4.1	10.9	4.1	10.9	4.4	10.6
Netherlands	Males	7.9	7.1	7.8	7.2	5.8	9.2	5.8	9.2	6.0	9.0
	Females	7.3	7.7	7.4	7.6	5.7	9.3	5.7	9.3	5.9	9.1
	M+F	7.6	7.4	7.6	7.4	5.7	9.3	5.7	9.3	5.9	9.1
Norway	Males	6.5	8.5	6.6	8.4	6.7	8.3	6.2	8.8	6.2	8.8
	Females	7.4	7.6	7.5	7.5	7.8	7.2	7.2	7.8	7.3	7.7
	M+F	7.0	8.0	7.0	8.0	7.3	7.7	6.7	8.3	6.8	8.2
Poland	Males	6.3	8.7	6.3	8.7	6.5	8.5	7.2	7.8	7.8	7.2
	Females	6.4	8.6	6.5	8.5	6.6	8.4	7.5	7.5	8.1	6.9
	M+F	6.4	8.6	6.4	8.6	6.6	8.4	7.4	7.6	7.9	7.1
Portugal	Males	5.2	9.8	5.5	9.5	5.4	9.6	5.4	9.6	5.1	9.9
	Females	5.8	9.2	6.0	9.0	6.0	9.0	6.1	8.9	6.0	9.0
	M+F	5.5	9.5	5.7	9.3	5.7	9.3	5.7	9.3	5.6	9.4
Slovak Republic	Males	4.5	10.5	4.5	10.5	4.4	10.6	4.3	10.7	5.0	10.0
	Females	4.8	10.2	4.6	10.4	4.4	10.6	4.5	10.5	5.4	9.6
	M+F	4.6	10.4	4.5	10.5	4.4	10.6	4.4	10.6	5.2	9.8
Spain	Males	6.1	8.9	5.9	9.1	6.1	8.9	6.0	9.0	5.9	9.1
	Females	7.1	7.9	6.9	8.1	6.8	8.2	6.9	8.1	6.7	8.3
	M+F	6.6	8.4	6.4	8.6	6.4	8.6	6.5	8.5	6.3	8.7
Sweden	Males	7.0	8.0	7.1	7.9	7.0	8.0	7.0	8.0	7.1	7.9
	Females	7.9	7.1	7.9	7.1	7.8	7.2	7.7	7.3	7.8	7.2
	M+F	7.4	7.6	7.5	7.5	7.4	7.6	7.4	7.6	7.5	7.5
Switzerland	Males	6.7	8.3	6.8	8.2	7.2	7.8	7.4	7.6	6.9	8.1
	Females	5.8	9.2	6.1	8.9	6.3	8.7	6.7	8.3	6.5	8.5
	M+F	6.3	8.7	6.4	8.6	6.8	8.2	7.1	7.9	6.7	8.3
Turkey	Males	3.8	11.2	3.7	11.3	3.5	11.5	3.6	11.4	3.7	11.3
	Females	2.5	12.5	2.6	12.4	2.5	12.5	2.5	12.5	2.6	12.4
	M+F	3.1	11.9	3.1	11.9	3.0	12.0	3.1	11.9	3.2	11.8
United Kingdom	Males	m	m	m	m	6.0	9.0	5.9	9.1	5.6	9.4
	Females	m	m	m	m	6.3	8.7	6.4	8.6	6.6	8.4
	M+F	m	m	m	m	6.1	8.9	6.1	8.9	6.0	9.0
United States	Males	6.4	8.6	6.5	8.5	6.4	8.6	6.5	8.5	m	m
	Females	6.6	8.4	6.4	8.6	6.6	8.4	6.7	8.3	m	m
	M+F	6.5	8.5	6.5	8.5	6.5	8.5	6.6	8.4	m	m
Country mean	***Males***	***6.1***	***8.9***	***6.2***	***8.8***	***6.2***	***8.8***	***6.2***	***8.8***	***6.3***	***8.7***
	Females	***6.2***	***8.8***	***6.3***	***8.7***	***6.4***	***8.6***	***6.5***	***8.5***	***6.6***	***8.4***
	M+F	***6.2***	***8.8***	***6.3***	***8.7***	***6.3***	***8.7***	***6.4***	***8.6***	***6.4***	***8.6***

1. Data refer to 15 to 24-year-olds.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.2. Percentage of the youth population in education and not in education (2002)

By age group and work status

		In education					Not in education				Total in education and not in education
	Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES											
Australia	15-19	7.1	27.6	5.6	39.5	79.7	13.3	4.2	2.9	20.3	100
	20-24	4.9	20.5	2.0	11.2	38.7	48.1	5.4	7.8	61.3	100
	25-29	0.9	10.9	1.2	3.6	16.5	65.7	4.7	13.1	83.5	100
Austria	15-19	24.3	1.1	0.4	55.7	81.5	12.1	2.3	4.0	18.5	100
	20-24	1.9	3.9	0.2	23.5	29.4	58.9	4.8	6.9	70.6	100
	25-29	0.1	3.0	0.2	7.0	10.3	77.3	4.2	8.2	89.7	100
Belgium	15-19	1.9	1.0	0.3	86.4	89.6	3.6	1.9	4.9	10.4	100
	20-24	0.7	2.6	0.6	34.4	38.2	44.4	8.9	8.6	61.8	100
	25-29	0.5	2.6	0.4	2.3	5.8	77.0	7.9	9.3	94.2	100
Canada	15-19	a	28.9	6.1	47.8	82.7	10.8	2.8	3.6	17.3	100
	20-24	a	18.7	1.9	18.7	39.3	46.8	7.0	6.9	60.7	100
	25-29	a	7.7	0.6	5.9	14.2	69.0	7.0	9.7	85.8	100
Czech Republic	15-19	21.6	0.2	n	66.5	88.3	5.7	3.5	2.5	11.7	100
	20-24	0.3	0.5	0.1	24.8	25.7	56.2	8.8	9.3	74.3	100
	25-29	n	0.3	n	2.6	2.9	73.3	6.3	17.5	97.1	100
Denmark	15-19	5.9	41.0	3.5	38.4	88.7	8.9	0.4	2.0	11.3	100
	20-24	8.8	25.9	2.4	18.2	55.3	37.4	3.5	3.9	44.7	100
	25-29	1.7	21.2	1.2	11.0	35.0	58.3	2.8	3.9	65.0	100
Finland	15-19	13.0	7.7	4.2	55.5	80.4	4.7	2.6	12.3	19.6	100
	20-24	6.7	10.8	2.5	36.0	56.1	25.1	5.8	13.0	43.9	100
	25-29	3.1	10.9	0.9	11.8	26.7	53.6	6.3	13.5	73.3	100
France	15-19	5.3	0.9	0.1	88.3	94.6	1.9	1.7	1.7	5.4	100
	20-24	5.5	5.2	0.9	41.5	53.2	32.5	9.2	5.1	46.8	100
	25-29	1.7	4.6	0.4	5.0	11.7	70.1	9.4	8.9	88.3	100
Germany	15-19	19.5	4.1	0.7	65.9	90.1	5.2	1.7	3.0	9.9	100
	20-24	12.9	5.9	0.3	18.9	38.1	46.0	7.0	8.9	61.9	100
	25-29	1.6	6.1	0.3	8.3	16.3	66.3	6.5	11.0	83.7	100
Greece	15-19	1.5	1.0	0.5	83.9	86.8	6.9	3.0	3.2	13.2	100
	20-24	0.7	2.1	1.0	32.5	36.3	41.7	13.4	8.6	63.7	100
	25-29	n	1.3	0.3	4.4	6.1	68.7	13.1	12.1	93.9	100
Hungary	15-19	a	0.4	0.1	86.9	87.5	4.5	1.7	6.3	12.5	100
	20-24	a	4.9	0.3	32.5	37.7	42.0	5.4	14.9	62.3	100
	25-29	a	5.9	0.3	4.4	10.6	61.8	5.1	22.5	89.4	100
Iceland	15-19	c	29.5	c	49.1	80.9	14.8	c	c	19.1	100
	20-24	5.4	29.4	c	18.2	53.8	40.1	c	c	46.2	100
	25-29	c	23.8	c	7.4	36.5	58.8	c	c	63.5	100
Ireland	15-19	a	9.2	0.6	71.8	81.6	13.6	2.4	2.4	18.4	100
	20-24	a	5.7	0.4	22.8	29.0	60.2	4.1	6.7	71.0	100
	25-29	a	0.6	0.1	2.8	3.5	81.8	4.0	10.7	96.5	100
Italy	15-19	n	0.5	0.7	79.6	80.8	8.7	4.3	6.2	19.2	100
	20-24	0.1	1.8	1.6	34.7	38.2	37.5	11.8	12.5	61.8	100
	25-29	0.1	2.2	1.1	12.3	15.6	59.5	10.4	14.5	84.4	100

Note: c indicates that there are few observations to provide reliable estimates.

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.2. (*continued*) **Percentage of the youth population in education and not in education (2002)**
By age group and work status

			In education					Not in education				Total in education and not in education
		Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES	Luxembourg	15-19	4.4	2.3	0.4	84.2	91.3	5.7	1.6	1.4	8.7	100
		20-24	1.8	6.9	n	39.2	47.8	45.2	2.8	4.2	52.2	100
		25-29	0.5	8.3	0.2	5.0	13.9	74.5	3.2	8.4	86.1	100
	Mexico	15-19	a	7.5	0.3	45.7	53.4	29.0	1.7	15.8	46.6	100
		20-24	a	5.0	0.3	15.4	20.8	52.6	2.5	24.1	79.2	100
		25-29	a	1.6	0.1	2.8	4.6	64.8	1.9	28.8	95.4	100
	Netherlands	15-19	m	39.8	3.8	37.2	80.7	14.7	1.7	2.9	19.3	100
		20-24	m	21.9	0.9	12.5	35.3	56.8	2.1	5.8	64.7	100
		25-29	m	3.5	0.2	2.4	6.2	80.9	2.5	10.4	93.8	100
	Norway	15-19	a	22.8	5.4	57.1	85.3	11.5	1.4	1.8	14.7	100
		20-24	a	16.1	2.6	19.8	38.5	51.8	3.7	6.0	61.5	100
		25-29	a	4.9	0.8	8.5	14.2	75.0	3.2	7.5	85.8	100
	Poland	15-19	a	3.0	0.8	92.2	95.9	1.0	1.8	1.3	4.1	100
		20-24	a	9.9	8.3	35.7	53.8	20.8	18.0	7.4	46.2	100
		25-29	a	8.6	2.2	4.0	14.9	53.3	18.7	13.2	85.1	100
	Portugal	15-19	a	2.0	0.5	70.0	72.4	20.3	3.0	4.2	27.6	100
		20-24	a	5.9	0.8	28.1	34.7	53.3	5.4	6.6	65.3	100
		25-29	a	4.6	0.4	5.6	10.7	77.1	4.1	8.1	89.3	100
	Slovak Republic	15-19	14.4	0.1	0.1	64.0	78.6	5.8	9.4	6.2	21.4	100
		20-24	0.3	1.6	0.8	19.4	22.1	44.0	22.4	11.5	77.9	100
		25-29	0.2	0.8	0.2	1.8	2.9	66.6	16.0	14.5	97.1	100
	Spain	15-19	0.5	2.6	1.4	77.4	81.9	11.0	3.9	3.2	18.1	100
		20-24	0.6	6.2	3.0	33.6	43.4	41.5	9.3	5.8	56.6	100
		25-29	0.3	5.9	2.3	7.6	16.1	64.2	9.5	10.2	83.9	100
	Sweden	15-19	a	12.8	3.9	71.7	88.4	7.0	1.8	2.8	11.6	100
		20-24	a	12.2	2.4	27.1	41.7	47.0	6.0	5.2	58.3	100
		25-29	a	9.5	1.2	11.8	22.4	69.5	4.0	4.1	77.6	100
	Switzerland	15-19	36.7	9.2	c	38.1	86.2	8.0	c	4.4	13.8	100
		20-24	11.4	12.9	c	12.7	38.0	52.3	3.4	6.3	62.0	100
		25-29	c	7.9	c	4.1	12.7	74.7	4.7	7.9	87.3	100
	Turkey	15-19	a	1.8	0.3	41.0	43.0	24.2	5.1	27.7	57.0	100
		20-24	a	2.1	0.9	11.5	14.5	40.1	9.8	35.6	85.5	100
		25-29	a	1.6	0.2	1.2	3.1	56.1	7.2	33.7	96.9	100
	United Kingdom	15-19	4.3	20.1	2.4	48.5	75.3	16.2	4.5	4.0	24.7	100
		20-24	2.7	13.3	1.0	14.0	31.0	53.7	5.6	9.7	69.0	100
		25-29	1.0	8.9	0.6	2.8	13.3	70.7	4.2	11.8	86.7	100
	United States[2]	15-19	a	23.9	3.5	53.7	81.2	11.4	2.8	4.7	18.8	100
		20-24	a	19.5	1.3	13.1	33.9	50.5	5.4	10.2	66.1	100
		25-29	a	8.4	0.5	2.9	11.8	70.5	4.1	13.5	88.2	100
	Country mean	***15-19***	***6.0***	***11.1***	***1.8***	***62.8***	***81.7***	***10.4***	***2.8***	***5.1***	***18.3***	***100***
		20-24	***2.4***	***10.1***	***1.4***	***24.1***	***37.9***	***45.4***	***7.2***	***9.4***	***62.1***	***100***
		25-29	***0.6***	***6.5***	***0.6***	***5.5***	***13.3***	***68.1***	***6.4***	***12.2***	***86.7***	***100***
PARTNER COUNTRY	Israel	15-19	a	4.1	0.8	64.5	69.4	6.0	1.7	22.9	30.6	100
		20-24	a	9.5	1.6	15.7	26.8	31.7	8.2	33.4	73.2	100
		25-29	a	13.1	1.0	5.1	19.1	52.2	8.7	20.0	80.9	100

Note: c indicates that there are few observations to provide reliable estimates.
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.2a. Percentage of young males in education and not in education (2002)

By age group and work status

		In education					Not in education				Total in education and not in education
	Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES											
Australia	15-19	10.0	22.2	5.8	41.2	79.3	13.8	4.3	2.6	20.7	100
	20-24	7.9	17.0	2.2	11.3	38.4	51.3	6.9	3.4	61.6	100
	25-29	1.1	11.1	1.6	3.0	16.8	72.9	5.4	4.9	83.2	100
Austria	15-19	30.8	0.7	0.3	49.0	80.8	11.0	2.4	5.8	19.2	100
	20-24	2.3	3.3	0.1	21.1	26.9	59.7	6.1	7.3	73.1	100
	25-29	0.1	3.1	0.2	7.7	11.1	80.7	4.9	3.3	88.9	100
Belgium	15-19	2.6	1.3	0.4	83.7	88.0	4.7	2.6	4.7	12.0	100
	20-24	0.9	2.1	0.4	32.8	36.2	48.0	8.5	7.3	63.8	100
	25-29	0.2	2.3	0.4	2.3	5.2	83.5	7.6	3.6	94.8	100
Canada	15-19	a	25.9	7.0	48.0	80.8	12.0	3.6	3.6	19.2	100
	20-24	a	16.0	2.0	17.7	35.8	50.2	9.1	4.9	64.2	100
	25-29	a	6.7	0.9	6.0	13.6	72.0	9.2	5.2	86.4	100
Czech Republic	15-19	27.5	0.3	n	59.6	87.4	6.8	3.4	2.4	12.6	100
	20-24	0.4	0.6	0.1	23.7	24.7	62.9	9.5	2.8	75.3	100
	25-29	n	0.3	n	2.7	3.0	89.2	5.3	2.5	97.0	100
Denmark	15-19	9.3	36.1	4.4	39.1	88.9	8.7	0.7	1.6	11.1	100
	20-24	12.4	21.8	2.6	15.2	52.0	41.1	4.8	2.2	48.0	100
	25-29	1.9	21.8	1.2	7.1	32.0	64.3	2.2	1.5	68.0	100
Finland	15-19	16.1	5.1	2.9	51.6	75.7	3.3	2.9	18.2	24.3	100
	20-24	5.8	9.3	2.1	33.6	50.8	28.5	7.1	13.6	49.2	100
	25-29	3.7	10.7	1.1	10.2	25.7	59.9	6.0	8.4	74.3	100
France	15-19	7.7	0.9	n	85.0	93.7	2.7	1.9	1.7	6.3	100
	20-24	5.8	4.3	0.8	38.9	49.8	37.6	9.3	3.3	50.2	100
	25-29	1.7	3.6	0.4	4.9	10.6	76.4	10.0	3.0	89.4	100
Germany	15-19	21.5	4.0	0.7	63.6	89.8	5.9	1.9	2.4	10.2	100
	20-24	12.2	5.2	0.3	18.4	36.1	49.6	8.9	5.4	63.9	100
	25-29	2.1	6.8	0.3	10.2	19.4	69.1	7.9	3.6	80.6	100
Greece	15-19	2.1	1.4	0.4	82.2	86.1	8.8	2.5	2.7	13.9	100
	20-24	0.7	1.7	0.7	31.2	34.3	50.2	10.8	4.7	65.7	100
	25-29	0.1	1.2	0.4	4.4	6.1	81.0	9.8	3.1	93.9	100
Hungary	15-19	a	0.5	0.1	86.2	86.8	5.0	1.8	6.4	13.2	100
	20-24	a	4.4	0.3	32.0	36.7	46.4	7.4	9.6	63.3	100
	25-29	a	6.3	0.3	3.7	10.3	73.7	6.7	9.3	89.7	100
Iceland	15-19	c	23.2	c	51.6	77.3	16.5	c	c	22.7	100
	20-24	c	27.2	c	16.4	51.8	42.1	c	c	48.2	100
	25-29	c	25.0	c	c	33.5	63.3	c	c	66.5	100
Ireland	15-19	a	8.0	0.5	68.7	77.2	17.6	3.0	2.1	22.8	100
	20-24	a	5.2	0.4	20.4	26.0	64.8	5.3	3.9	74.0	100
	25-29	a	0.5	0.1	3.3	3.9	85.8	5.1	5.2	96.1	100
Italy	15-19	n	0.7	0.5	77.3	78.5	10.7	4.5	6.2	21.5	100
	20-24	0.1	1.5	1.1	31.7	34.4	43.8	11.6	10.2	65.6	100
	25-29	n	2.0	0.8	12.1	15.0	69.2	9.7	6.1	85.0	100

Note: c indicates that there are few observations to provide reliable estimates.

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.2a. (*continued*) **Percentage of young males in education and not in education (2002)**
By age group and work status

			In education					Not in education				Total in education and not in education
		Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES	Luxembourg	15-19	5.9	1.7	0.6	83.3	91.6	6.7	1.4	0.3	8.4	100
		20-24	2.5	8.3	n	37.2	48.1	49.4	2.1	0.5	51.9	100
		25-29	0.1	7.9	n	6.0	14.0	80.3	3.9	1.8	86.0	100
	Mexico	15-19	a	9.7	0.3	43.3	53.3	39.2	2.1	5.3	46.7	100
		20-24	a	6.2	0.4	15.7	22.2	71.4	3.1	3.3	77.8	100
		25-29	a	2.2	0.1	3.4	5.7	89.5	2.5	2.3	94.3	100
	Netherlands	15-19	m	39.6	3.8	36.5	79.9	15.4	1.9	2.8	20.1	100
		20-24	m	21.3	1.1	12.8	35.3	58.3	2.4	4.0	64.7	100
		25-29	m	4.4	0.2	2.7	7.2	86.2	2.6	4.0	92.8	100
	Norway	15-19	a	18.9	5.5	57.3	81.8	14.5	1.9	1.8	18.2	100
		20-24	a	12.4	2.3	18.9	33.6	57.5	4.8	4.1	66.4	100
		25-29	a	4.9	0.9	7.1	12.9	79.1	3.6	4.4	87.1	100
	Poland	15-19	a	3.9	0.8	90.4	95.1	1.4	2.2	1.3	4.9	100
		20-24	a	9.6	8.4	33.5	51.5	23.3	20.7	4.5	48.5	100
		25-29	a	9.3	2.2	3.5	15.0	60.6	19.9	4.6	85.0	100
	Portugal	15-19	a	2.0	0.3	65.1	67.4	24.9	3.5	4.2	32.6	100
		20-24	a	6.2	0.7	24.3	31.2	60.1	4.8	3.8	68.8	100
		25-29	a	4.6	0.4	4.9	9.9	82.3	3.0	4.7	90.1	100
	Slovak Republic	15-19	17.9	n	n	59.9	77.8	4.5	10.6	7.1	22.2	100
		20-24	0.4	1.2	0.5	17.1	19.2	47.2	26.8	6.8	80.8	100
		25-29	0.1	0.7	0.1	1.9	2.8	77.4	16.6	3.3	97.2	100
	Spain	15-19	0.6	2.4	1.2	74.2	78.4	14.7	4.2	2.7	21.6	100
		20-24	0.5	5.6	2.4	30.1	38.6	49.0	8.8	3.6	61.4	100
		25-29	0.3	5.2	1.6	7.5	14.6	73.3	7.8	4.3	85.4	100
	Sweden	15-19	a	10.3	3.0	74.2	87.5	6.6	2.0	3.9	12.5	100
		20-24	a	9.2	2.8	25.3	37.3	50.9	7.4	4.5	62.7	100
		25-29	a	8.6	1.2	10.8	20.7	73.5	4.2	1.6	79.3	100
	Switzerland	15-19	41.7	8.0	c	35.8	88.3	5.9	c	c	11.7	100
		20-24	13.6	9.8	c	12.6	37.2	52.1	c	6.6	62.8	100
		25-29	c	9.5	c	4.6	14.5	78.3	5.5	c	85.5	100
	Turkey	15-19	a	2.6	0.4	45.8	48.8	29.7	6.5	15.0	51.2	100
		20-24	a	2.5	1.1	14.9	18.5	54.3	13.8	13.3	81.5	100
		25-29	a	2.2	0.2	1.3	3.7	79.9	9.7	6.7	96.3	100
	United Kingdom	15-19	6.0	16.8	2.5	48.2	73.5	18.3	5.4	2.8	26.5	100
		20-24	2.9	11.5	0.9	12.8	28.1	60.6	7.0	4.3	71.9	100
		25-29	0.6	7.1	0.5	2.2	10.5	81.0	4.4	4.2	89.5	100
	United States[2]	15-19	a	21.9	3.8	54.6	80.3	12.7	3.0	4.0	19.7	100
		20-24	a	17.7	1.2	13.5	32.5	55.3	6.3	5.8	67.5	100
		25-29	a	7.8	0.5	2.2	10.5	79.3	4.4	5.8	89.5	100
	Country mean	***15-19***	***7.4***	***9.9***	***1.8***	***61.3***	***80.5***	***11.9***	***3.2***	***4.3***	***19.5***	***100***
		20-24	***2.8***	***8.9***	***1.4***	***22.7***	***35.8***	***50.6***	***8.2***	***5.3***	***64.2***	***100***
		25-29	***0.6***	***6.5***	***0.6***	***5.2***	***12.9***	***76.4***	***6.7***	***4.1***	***87.1***	***100***
PARTNER COUNTRY	Israel	15-19	a	4.6	0.6	63.4	68.7	5.6	2.0	23.7	31.3	100
		20-24	a	7.3	0.8	14.7	22.8	31.0	8.0	38.1	77.2	100
		25-29	a	13.3	1.2	6.2	20.7	54.9	10.5	14.0	79.3	100

Note: c indicates that there are few observations to provide reliable estimates.
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

C4

Table C4.2b. Percentage of young females in education and not in education (2002)

By age group and work status

		In education					Not in education				Total in education and not in education
	Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES											
Australia	15-19	3.9	33.1	5.3	37.6	80.0	12.8	4.0	3.1	20.0	100
	20-24	1.8	24.1	1.9	11.1	38.9	44.9	3.9	12.3	61.1	100
	25-29	0.6	10.7	0.8	4.2	16.2	58.5	4.0	21.3	83.8	100
Austria	15-19	17.5	1.5	0.6	62.7	82.2	13.3	2.3	2.1	17.8	100
	20-24	1.4	4.4	0.2	26.0	32.1	58.1	3.3	6.5	67.9	100
	25-29	0.2	2.8	0.2	6.4	9.6	74.0	3.4	13.0	90.4	100
Belgium	15-19	1.2	0.6	0.2	89.1	91.2	2.4	1.2	5.2	8.8	100
	20-24	0.5	3.0	0.7	36.1	40.3	40.6	9.3	9.9	59.7	100
	25-29	0.7	3.0	0.4	2.3	6.4	70.3	8.3	15.0	93.6	100
Canada	15-19	a	32.1	5.1	47.5	84.7	9.6	2.0	3.7	15.3	100
	20-24	a	21.4	1.7	19.8	42.8	43.2	4.8	9.1	57.2	100
	25-29	a	8.8	0.3	5.8	14.9	66.0	4.8	14.3	85.1	100
Czech Republic	15-19	15.5	0.1	n	73.6	89.2	4.5	3.7	2.6	10.8	100
	20-24	0.2	0.5	0.1	25.9	26.6	49.2	8.0	16.1	73.4	100
	25-29	n	0.4	n	2.4	2.8	56.8	7.3	33.0	97.2	100
Denmark	15-19	2.2	46.2	2.6	37.5	88.5	9.0	n	2.4	11.5	100
	20-24	5.4	29.8	2.1	21.0	58.3	34.0	2.2	5.4	41.7	100
	25-29	1.4	20.6	1.1	14.7	37.9	52.6	3.4	6.1	62.1	100
Finland	15-19	9.6	10.7	5.7	59.8	85.8	6.3	2.2	5.6	14.2	100
	20-24	7.6	12.3	2.9	38.4	61.3	21.8	4.5	12.5	38.7	100
	25-29	2.5	11.0	0.7	13.5	27.7	47.0	6.6	18.7	72.3	100
France	15-19	2.7	0.9	0.2	91.8	95.6	1.2	1.5	1.7	4.4	100
	20-24	5.2	6.1	1.0	44.2	56.6	27.2	9.1	7.0	43.4	100
	25-29	1.7	5.6	0.4	5.1	12.8	63.8	8.7	14.7	87.2	100
Germany	15-19	17.4	4.3	0.6	68.2	90.5	4.4	1.5	3.7	9.5	100
	20-24	13.8	6.6	0.3	19.4	40.1	42.3	5.0	12.7	59.9	100
	25-29	1.2	5.4	0.3	6.3	13.2	63.4	5.0	18.5	86.8	100
Greece	15-19	0.9	0.5	0.6	85.6	87.6	5.1	3.5	3.8	12.4	100
	20-24	0.7	2.4	1.3	33.7	38.1	33.7	15.9	12.3	61.9	100
	25-29	0.1	1.3	0.2	4.4	6.1	55.9	16.5	21.5	93.9	100
Hungary	15-19	a	0.4	0.1	87.6	88.2	4.0	1.7	6.1	11.8	100
	20-24	a	5.3	0.4	33.0	38.7	37.8	3.4	20.1	61.3	100
	25-29	a	5.6	0.3	5.0	10.9	50.4	3.5	35.2	89.1	100
Iceland	15-19	c	35.9	c	46.5	84.6	13.0	c	c	15.4	100
	20-24	c	31.8	c	20.0	55.9	37.9	c	c	44.1	100
	25-29	c	22.6	c	11.3	39.6	54.1	c	c	60.4	100
Ireland	15-19	a	10.5	0.7	75.1	86.3	9.3	1.7	2.8	13.7	100
	20-24	a	6.3	0.4	25.2	31.9	55.6	3.0	9.5	68.1	100
	25-29	a	0.7	0.2	2.2	3.1	77.6	3.0	16.3	96.9	100
Italy	15-19	n	0.2	0.8	82.1	83.1	6.6	4.0	6.3	16.9	100
	20-24	0.1	2.2	2.1	37.8	42.2	31.1	11.9	14.9	57.8	100
	25-29	0.1	2.4	1.4	12.4	16.3	49.7	11.0	23.0	83.7	100

Note: c indicates that there are few observations to provide reliable estimates.

1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.2b. (*continued*) **Percentage of young females in education and not in education (2002)**
By age group and work status

			In education					Not in education				Total in education and not in education
		Age group	Students in work-study programmes[1]	Other employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	
OECD COUNTRIES	Luxembourg	15-19	2.8	3.0	0.1	85.2	91.1	4.7	1.8	2.4	8.9	100
		20-24	1.0	5.4	n	41.1	47.5	40.9	3.6	7.9	52.5	100
		25-29	0.9	8.6	0.4	4.0	13.9	68.8	2.4	14.9	86.1	100
	Mexico	15-19	a	5.3	0.2	48.0	53.5	19.0	1.3	26.1	46.5	100
		20-24	a	4.0	0.2	15.2	19.4	35.7	2.0	42.8	80.6	100
		25-29	a	1.2	0.2	2.3	3.7	43.7	1.3	51.3	96.3	100
	Netherlands	15-19	m	40.0	3.7	37.8	81.6	14.0	1.6	2.9	18.4	100
		20-24	m	22.4	0.8	12.1	35.2	55.3	1.8	7.7	64.8	100
		25-29	m	2.7	0.3	2.2	5.2	75.6	2.4	16.7	94.8	100
	Norway	15-19	a	26.6	5.3	56.9	88.8	8.5	1.0	1.7	11.2	100
		20-24	a	20.0	2.8	20.6	43.5	45.9	2.6	8.0	56.5	100
		25-29	a	5.0	0.7	9.9	15.6	70.8	2.7	10.8	84.4	100
	Poland	15-19	a	2.0	0.7	94.1	96.8	0.6	1.3	1.3	3.2	100
		20-24	a	10.1	8.2	37.7	56.1	18.4	15.4	10.2	43.9	100
		25-29	a	7.9	2.3	4.5	14.7	45.9	17.4	21.9	85.3	100
	Portugal	15-19	a	1.9	0.7	75.0	77.6	15.6	2.5	4.3	22.4	100
		20-24	a	5.7	0.8	31.8	38.3	46.4	6.0	9.3	61.7	100
		25-29	a	4.6	0.5	6.3	11.4	71.9	5.1	11.6	88.6	100
	Slovak Republic	15-19	10.7	0.2	0.2	68.3	79.4	7.1	8.2	5.3	20.6	100
		20-24	0.2	2.0	1.1	21.9	25.1	40.7	17.8	16.4	74.9	100
		25-29	0.3	0.8	0.3	1.7	3.1	55.5	15.4	26.0	96.9	100
	Spain	15-19	0.4	2.7	1.6	80.8	85.5	7.0	3.6	3.8	14.5	100
		20-24	0.7	6.8	3.7	37.3	48.4	33.6	9.8	8.1	51.6	100
		25-29	0.3	6.6	3.1	7.6	17.6	54.6	11.4	16.4	82.4	100
	Sweden	15-19	a	15.5	4.7	69.1	89.4	7.3	1.6	1.7	10.6	100
		20-24	a	15.3	2.0	29.1	46.4	43.0	4.7	5.9	53.6	100
		25-29	a	10.4	1.1	12.7	24.3	65.3	3.8	6.7	75.7	100
	Switzerland	15-19	31.6	10.5	c	40.6	83.9	10.2	c	5.0	16.1	100
		20-24	9.2	16.2	c	12.9	38.9	52.5	c	6.0	61.1	100
		25-29	c	6.4	c	c	11.0	71.3	c	13.9	89.0	100
	Turkey	15-19	a	0.9	0.2	35.4	36.5	18.0	3.4	42.0	63.5	100
		20-24	a	1.7	0.7	8.3	10.7	26.5	5.9	56.9	89.3	100
		25-29	a	1.0	0.2	1.1	2.4	27.6	4.1	65.9	97.6	100
	United Kingdom	15-19	2.3	23.9	2.3	48.8	77.3	13.8	3.5	5.4	22.7	100
		20-24	2.3	15.4	1.2	15.5	34.4	45.5	3.8	16.3	65.6	100
		25-29	1.4	11.2	0.8	3.7	17.1	56.8	3.9	22.2	82.9	100
	United States[2]	15-19	a	26.0	3.2	52.8	82.0	9.9	2.6	5.4	18.0	100
		20-24	a	21.2	1.3	12.8	35.3	45.7	4.5	14.4	64.7	100
		25-29	a	9.0	0.6	3.5	13.0	62.2	3.9	20.9	87.0	100
	Country mean	***15-19***	***4.4***	***12.4***	***1.8***	***64.4***	***83.0***	***8.8***	***2.3***	***5.9***	***17.0***	***100***
		20-24	***2.0***	***11.2***	***1.5***	***25.5***	***40.1***	***40.3***	***6.1***	***13.5***	***59.9***	***100***
		25-29	***0.6***	***6.5***	***0.6***	***5.9***	***13.7***	***59.6***	***6.0***	***20.6***	***86.3***	***100***
PARTNER COUNTRY	Israel	15-19	a	3.5	1.0	65.7	70.2	6.5	1.3	22.0	29.8	100
		20-24	a	11.8	2.4	16.7	30.9	32.4	8.3	28.5	69.1	100
		25-29	a	12.9	0.7	3.9	17.6	49.4	7.0	26.0	82.4	100

Note: c indicates that there are few observations to provide reliable estimates.
1. Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
2. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.3. Percentage of the population not in education and unemployed in the total population (2002)

By level of educational attainment, age group and gender

		Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education		All levels of education			
		15-19	20-24	25-29	15-19	20-24	25-29	20-24	25-29	15-19	20-24	25-29	15-29
OECD COUNTRIES													
Australia	Males	9.3	17.6	13.1	2.2	6.1	3.4	1.6	3.1	5.0	6.9	5.4	5.8
	Females	8.7	8.6	7.4	2.9	5.3	4.6	1.3	1.8	5.0	3.9	4.0	4.2
	M+F	9.0	13.3	10.1	2.6	5.8	3.9	1.4	2.4	5.0	5.4	4.7	5.0
Austria	Males	8.3	16.3	10.5	1.6	6.6	5.2	0.4	1.1	2.5	6.1	4.9	4.5
	Females	16.6	7.4	4.1	0.3	3.9	3.7	0.8	1.9	2.4	3.3	3.4	3.1
	M+F	12.2	11.9	6.5	1.0	5.3	4.5	0.6	1.5	2.5	4.8	4.2	3.8
Belgium	Males	2.5	15.0	13.6	3.1	6.1	6.7	8.4	5.3	2.6	8.5	7.6	6.3
	Females	0.4	22.3	17.1	3.8	8.0	9.9	3.5	3.9	1.2	9.3	8.3	6.4
	M+F	1.5	18.0	15.1	3.5	7.0	8.2	5.3	4.5	1.9	8.9	7.9	6.3
Canada	Males	2.9	17.5	16.3	5.6	8.0	9.6	6.5	6.8	3.7	9.1	9.2	7.4
	Females	1.5	9.9	7.8	3.3	4.7	5.4	3.5	4.0	2.0	4.8	4.8	3.9
	M+F	2.2	14.6	12.6	4.4	6.5	7.8	4.7	5.2	2.9	7.0	7.0	5.7
Czech Republic	Males	8.4	29.2	22.0	2.3	10.9	4.4	0.5	3.1	3.5	9.6	5.3	6.2
	Females	7.6	15.3	14.6	3.1	9.7	7.5	1.8	2.1	3.9	8.0	7.3	6.6
	M+F	8.0	21.9	18.1	2.7	10.3	6.0	1.2	2.6	3.7	8.8	6.3	6.4
Denmark	Males	1.5	10.7	2.7	a	5.4	1.8	1.7	3.2	0.8	5.1	2.5	2.7
	Females	n	6.3	12.7	a	1.7	2.4	1.2	2.7	n	2.4	3.8	2.3
	M+F	0.8	8.2	7.6	a	3.7	2.0	1.4	2.9	0.4	3.7	3.1	2.5
Finland	Males	2.1	9.1	8.8	5.9	6.7	5.9	7.2	4.7	2.9	7.1	6.0	5.4
	Females	0.9	5.1	12.4	10.1	3.9	5.5	8.9	6.9	2.2	4.5	6.6	4.5
	M+F	1.5	7.4	10.0	7.6	5.3	5.7	8.4	6.0	2.6	5.8	6.3	5.0
France	Males	1.7	20.1	19.6	3.6	6.8	8.1	4.8	7.4	1.9	9.3	10.0	7.0
	Females	1.2	17.2	15.3	3.6	8.6	9.0	4.2	5.7	1.5	9.1	8.7	6.5
	M+F	1.4	18.8	17.5	3.6	7.6	8.5	4.5	6.4	1.7	9.2	9.4	6.8
Germany	Males	3.1	22.7	18.4	0.7	8.3	8.4	0.8	2.2	1.9	8.9	7.9	6.2
	Females	2.4	13.5	9.8	0.8	4.8	4.9	0.6	2.2	1.5	5.0	5.0	3.8
	M+F	2.8	18.1	13.7	0.7	6.7	6.6	0.7	2.2	1.7	7.0	6.5	5.0
Greece	Males	9.3	13.4	9.6	1.4	16.3	9.6	1.0	10.6	2.9	10.8	9.8	8.3
	Females	13.8	19.7	13.1	2.5	24.4	18.3	4.4	16.2	4.3	16.1	16.7	13.2
	M+F	11.2	15.9	11.0	2.0	20.5	13.8	2.9	13.8	3.6	13.6	13.2	10.7
Hungary	Males	1.2	17.9	15.0	4.9	5.8	5.6	3.7	0.9	1.8	7.4	6.7	5.5
	Females	0.8	5.1	5.2	5.6	3.0	3.1	5.5	3.2	1.7	3.4	3.5	2.9
	M+F	1.0	11.2	10.0	5.3	4.4	4.4	4.8	2.2	1.7	5.4	5.1	4.2
Iceland	Males	c	c	c	a	a	a	a	c	c	c	c	4.6
	Females	c	c	a	a	c	a	a	a	c	c	a	c
	M+F	c	c	c	a	c	a	a	c	c	c	c	c
Ireland	Males	2.9	12.3	11.5	3.6	3.2	3.6	4.7	3.0	3.0	5.3	5.1	4.5
	Females	1.2	6.0	5.2	3.0	2.9	3.6	2.0	1.8	1.7	3.0	3.1	2.6
	M+F	2.1	10.0	8.8	3.3	3.0	3.6	3.1	2.4	2.4	4.2	4.1	3.6
Italy	Males	3.9	16.9	11.8	9.3	9.0	7.7	9.7	13.0	4.5	11.6	9.7	8.9
	Females	3.4	15.5	11.7	8.5	10.4	9.9	23.4	14.1	4.0	11.9	11.0	9.4
	M+F	3.7	16.3	11.8	8.9	9.7	8.8	17.7	13.6	4.3	11.8	10.4	9.1

Note: c indicates that there are few observations to provide reliable estimates.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.3. (*continued*) **Percentage of the population not in education and unemployed in the total population (2002)**
By level of educational attainment, age group and gender

			Below upper secondary education			Upper secondary and post-secondary non-tertiary education			Tertiary education		All levels of education			
			15-19	20-24	25-29	15-19	20-24	25-29	20-24	25-29	15-19	20-24	25-29	15-29
OECD COUNTRIES	Luxembourg	Males	4.0	5.9	7.1	n	2.1	2.5	n	2.5	1.5	2.2	4.2	2.7
		Females	4.1	7.6	6.8	0.3	4.7	n	n	1.4	1.6	3.9	2.5	2.7
		M+F	4.0	6.9	7.0	0.1	3.2	1.2	n	2.0	1.5	3.0	3.4	2.7
	Mexico	Males	2.1	3.1	2.2	6.2	4.1	2.2	2.0	3.6	2.2	2.9	2.4	2.5
		Females	1.3	1.7	0.8	2.9	3.7	2.4	2.5	3.2	1.3	2.0	1.3	1.5
		M+F	1.7	2.4	1.5	4.4	3.9	2.3	2.3	3.4	1.7	2.4	1.8	2.0
	Netherlands	Males	1.8	3.2	4.4	2.3	1.7	1.6	5.8	3.0	1.9	2.4	2.6	2.3
		Females	1.4	3.0	3.5	2.3	1.4	2.0	1.3	2.4	1.6	1.8	2.4	2.0
		M+F	1.6	3.1	4.0	2.3	1.6	1.8	2.9	2.6	1.7	2.1	2.5	2.1
	Norway	Males	1.3	23.8	2.7	2.3	4.4	4.5	0.7	1.3	1.9	4.6	3.4	3.3
		Females	0.5	7.4	5.8	1.5	2.9	2.3	1.1	2.9	1.0	2.6	2.7	2.1
		M+F	0.9	17.4	4.2	1.9	3.7	3.6	1.0	2.2	1.4	3.6	3.1	2.7
	Poland	Males	2.8	46.4	37.3	1.9	26.9	21.5	0.5	6.4	2.2	20.7	19.9	14.8
		Females	1.5	32.9	23.0	1.3	25.1	20.5	0.7	9.5	1.3	15.4	17.4	12.0
		M+F	2.2	41.0	31.1	1.6	26.1	21.0	0.6	8.2	1.8	18.0	18.7	13.4
	Portugal	Males	5.8	6.7	3.6	0.9	4.8	1.7	1.2	2.9	3.8	4.9	3.1	4.0
		Females	5.8	9.8	5.8	0.6	4.7	4.6	3.1	4.6	2.9	6.2	5.2	4.9
		M+F	5.8	8.0	4.6	0.7	4.7	3.3	2.3	3.9	3.3	5.6	4.2	4.4
	Slovak Republic	Males	11.5	13.9	10.1	1.3	10.8	7.2	4.0	6.2	6.6	9.1	8.1	8.1
		Females	11.8	16.6	14.3	1.8	15.5	12.1	5.4	10.4	5.9	10.3	12.0	10.2
		M+F	11.6	14.9	11.9	1.6	13.2	9.6	4.8	8.5	6.3	9.7	10.0	9.1
	Spain	Males	6.7	13.9	10.1	1.3	10.8	7.2	4.0	6.2	4.8	9.1	8.1	7.6
		Females	6.0	16.6	14.3	1.8	15.5	12.1	5.4	10.4	4.2	10.3	12.0	9.4
		M+F	6.4	14.9	11.9	1.6	13.2	9.6	4.8	8.5	4.5	9.7	10.0	8.5
	Sweden	Males	3.7	18.4	13.0	1.3	8.6	4.4	0.2	2.0	1.9	7.3	4.3	4.5
		Females	3.1	14.5	6.7	0.9	6.0	5.5	0.5	1.1	1.5	4.6	3.9	3.3
		M+F	3.4	16.7	10.0	1.1	7.4	4.9	0.4	1.5	1.7	6.0	4.1	3.9
	Switzerland	Males	5.8	7.7	16.3	0.3	4.4	3.2	2.3	5.5	2.0	4.1	5.5	3.9
		Females	0.5	8.9	6.4	1.0	2.6	3.7	0.4	3.4	0.8	2.6	3.9	2.5
		M+F	3.1	8.3	11.6	0.6	3.5	3.5	1.3	4.6	1.4	3.4	4.7	3.2
	Turkey	Males	5.7	14.3	10.4	9.2	11.6	9.1	25.7	8.6	6.5	13.8	9.7	9.8
		Females	2.2	2.2	2.2	9.0	9.0	7.3	26.0	12.6	3.4	5.9	4.1	4.5
		M+F	4.0	7.5	6.1	9.1	10.5	8.4	25.9	9.8	5.0	9.8	7.2	7.3
	United Kingdom	Males	3.8	16.8	11.5	6.3	6.1	3.7	5.2	2.6	5.3	6.9	4.1	5.4
		Females	2.0	5.3	6.8	4.2	4.0	4.4	2.9	2.5	3.4	3.9	3.9	3.7
		M+F	3.0	11.8	9.4	5.3	5.2	4.0	4.1	2.6	4.4	5.5	4.0	4.6
	United States[1]	Males	9.7	12.5	7.1	1.8	7.7	4.4	2.3	3.5	3.2	6.3	4.4	4.6
		Females	9.0	12.0	9.0	1.9	6.1	5.3	1.1	1.3	2.8	4.5	3.9	3.8
		M+F	9.4	12.3	8.0	1.8	6.9	4.8	1.7	2.3	3.0	5.4	4.1	4.2
	Country mean	***Males***	***4.9***	***15.6***	***11.7***	***2.9***	***7.5***	***5.7***	***3.9***	***4.6***	***3.2***	***7.6***	***6.4***	***5.8***
		Females	***4.0***	***10.8***	***8.9***	***2.9***	***7.2***	***6.3***	***4.1***	***4.9***	***2.4***	***5.9***	***6.0***	***4.9***
		M+F	***4.5***	***13.4***	***10.3***	***2.9***	***7.4***	***6.0***	***4.0***	***4.7***	***2.8***	***6.8***	***6.2***	***5.4***
PARTNER COUNTRY	Israel	Males	8.3	11.2	15.9	0.8	9.4	10.1	2.6	9.0	2.0	8.0	10.5	6.7
		Females	5.5	6.7	1.5	0.8	12.6	9.0	2.6	6.7	1.3	8.3	7.0	5.4
		M+F	7.2	9.6	9.6	0.8	10.9	9.6	2.6	7.8	1.7	8.2	8.7	6.1

Note: c indicates that there are few observations to provide reliable estimates.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4. Change in the percentage of the youth population in education and not in education (1995-2002)

By age group and work status

OECD COUNTRIES	Age group	1995			1998			1999			2000			2001			2002		
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
		Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
Australia	15-19	73.4	16.7	9.9	77.3	13.8	8.8	78.2	14.4	7.4	79.5	13.7	6.8	79.5	13.0	7.6	79.7	13.3	7.0
	20-24	27.0	56.1	16.9	32.7	51.3	16.0	34.9	50.6	14.5	35.9	50.9	13.3	36.5	49.6	13.9	38.7	48.1	13.2
	25-29	11.4	67.1	21.5	13.7	67.1	19.2	15.0	66.5	18.5	15.5	65.5	19.0	15.8	67.0	17.2	16.5	65.7	17.8
Austria	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	81.5	12.1	6.3
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	29.4	58.9	11.7
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	10.3	77.3	12.4
Belgium	15-19	86.1	3.3	10.5	85.3	3.9	10.8	89.4	3.7	6.8	89.9	3.6	6.5	89.7	4.1	6.2	89.6	3.6	6.8
	20-24	37.5	43.6	19.0	40.6	42.5	16.9	43.7	38.6	17.7	43.8	40.2	16.0	44.2	42.8	13.0	38.2	44.4	17.4
	25-29	6.8	74.2	19.0	9.3	72.4	18.2	14.4	67.7	17.9	11.8	72.5	15.7	15.0	69.5	15.5	5.8	77.0	17.2
Canada	15-19	83.6	9.1	7.3	83.2	9.4	7.4	82.7	10.3	7.1	82.6	10.4	7.0	83.4	10.5	6.1	82.7	10.8	6.5
	20-24	36.8	46.0	17.2	39.5	44.1	16.5	39.6	45.8	14.6	38.7	47.1	14.2	39.2	46.4	14.4	39.3	46.8	14.0
	25-29	11.7	67.2	21.1	12.5	69.2	18.3	12.3	70.4	17.3	12.4	71.3	16.3	13.1	71.1	15.7	14.2	69.0	16.7
Czech Republic	15-19	69.8	23.7	6.5	77.1	15.8	7.2	75.6	14.8	9.7	82.1	10.0	7.9	87.0	6.2	6.8	88.3	5.7	6.0
	20-24	13.1	67.1	19.8	17.1	64.3	18.5	19.6	59.8	20.6	19.7	60.0	20.3	23.1	58.9	18.1	25.7	56.2	18.1
	25-29	1.1	76.1	22.9	1.8	75.1	23.1	2.4	71.7	25.9	2.4	72.1	25.6	3.0	72.1	25.0	2.9	73.3	23.8
Denmark	15-19	88.4	8.7	3.0	90.3	7.9	1.8	85.8	10.8	3.4	89.9	7.4	2.7	86.8	9.4	3.8	88.7	8.9	2.4
	20-24	50.0	39.3	10.7	55.0	38.0	7.0	55.8	36.6	7.6	54.8	38.6	6.6	55.3	38.1	6.6	55.3	37.4	7.3
	25-29	29.6	59.0	11.4	34.5	57.8	7.7	35.5	56.7	7.8	36.1	56.4	7.5	32.4	60.0	7.6	35.0	58.3	6.7
Finland	15-19	m	m	m	86.1	4.3	9.6	86.6	4.7	8.7	86.0	4.7	9.3	86.3	5.7	8.0	80.4	4.7	14.8
	20-24	m	m	m	47.8	32.7	19.5	50.2	32.9	16.9	52.7	30.8	16.5	53.9	31.7	14.4	56.1	25.1	18.8
	25-29	m	m	m	24.0	57.0	19.0	23.4	57.0	19.6	32.5	50.7	16.8	29.8	54.5	15.8	26.7	53.6	19.7
France	15-19	96.2	1.3	2.5	95.6	1.3	3.1	95.7	1.0	3.3	95.3	1.5	3.3	94.9	1.7	3.4	94.6	1.9	3.4
	20-24	51.2	31.3	17.5	53.5	30.0	16.5	53.1	29.4	17.5	54.2	31.7	14.1	53.6	33.1	13.4	53.2	32.5	14.4
	25-29	11.4	67.5	21.0	11.4	66.5	22.1	11.9	66.6	21.4	12.2	69.2	18.6	11.4	70.3	18.3	11.7	70.1	18.2
Germany	15-19	m	m	m	91.6	5.0	3.4	89.5	6.0	4.5	87.4	6.8	5.7	88.5	6.4	5.1	90.1	5.2	4.7
	20-24	m	m	m	36.3	48.8	15.0	34.3	49.0	16.7	34.1	49.0	16.9	35.0	48.7	16.4	38.1	46.0	15.9
	25-29	m	m	m	13.9	68.4	17.7	13.6	68.2	18.1	12.7	69.8	17.5	13.5	68.5	18.0	16.3	66.3	17.4
Greece	15-19	80.0	9.6	10.5	80.5	9.9	9.6	82.4	7.5	10.1	83.5	7.9	8.6	85.7	6.8	7.5	86.8	6.9	6.2
	20-24	29.2	43.0	27.8	29.3	43.8	26.9	31.4	42.8	25.7	34.8	41.5	23.7	36.5	40.2	23.4	36.3	41.7	22.0
	25-29	4.7	65.2	30.2	4.4	66.4	29.1	5.2	67.3	27.6	6.8	65.7	27.5	6.7	67.4	25.9	6.1	68.7	25.2
Hungary	15-19	82.5	6.7	10.8	78.2	10.0	11.8	79.3	9.2	11.6	83.7	7.7	8.6	85.0	6.7	8.3	87.5	4.5	8.0
	20-24	22.5	44.4	33.1	26.5	45.9	27.6	28.6	47.7	23.6	32.3	45.7	22.0	35.0	45.1	20.0	37.7	42.0	20.3
	25-29	7.3	56.8	35.9	7.4	58.9	33.7	8.7	60.1	31.3	9.4	61.4	29.2	9.4	63.4	27.1	10.6	61.8	27.6
Iceland	15-19	59.5	25.7	14.8	82.2	15.1	c	81.6	17.0	c	83.1	14.8	c	79.5	19.0	c	80.9	14.8	c
	20-24	33.3	52.6	14.0	47.8	45.9	6.3	44.8	48.4	6.8	48.0	47.7	c	50.3	45.6	c	53.8	40.1	6.2
	25-29	24.1	64.7	11.1	32.8	57.4	9.8	34.7	58.8	6.5	34.9	59.2	5.9	33.8	61.5	c	36.5	58.8	c
Ireland	15-19	m	m	m	m	m	m	79.4	15.4	5.2	80.0	15.6	4.4	80.3	15.5	4.1	81.6	13.6	4.8
	20-24	m	m	m	m	m	m	24.6	64.6	10.8	26.7	63.6	9.7	28.3	62.4	9.3	29.0	60.2	10.8
	25-29	m	m	m	m	m	m	3.1	82.4	14.5	3.3	83.4	13.3	3.3	83.1	13.5	3.5	81.8	14.7
Italy	15-19	m	m	m	75.4	9.5	15.2	76.9	8.3	14.8	77.1	9.8	13.1	77.6	9.8	12.6	80.8	8.7	10.5
	20-24	m	m	m	35.8	34.1	30.1	35.6	34.5	29.9	36.0	36.5	27.5	37.0	36.9	26.1	38.2	37.5	24.3
	25-29	m	m	m	16.5	54.1	29.4	17.7	53.4	28.9	17.0	56.1	26.9	16.4	58.0	25.6	15.6	59.5	24.8

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4. (*continued*) **Change in the percentage of the youth population in education and not in education (1995-2002)**
By age group and work status

			1995			1998			1999			2000			2001			2002		
			In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
		Age group	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
OECD COUNTRIES	Luxembourg	15-19	82.7	9.3	8.0	88.6	5.3	6.1	89.2	5.8	5.0	92.2	6.1	1.7	91.2	7.0	1.8	91.3	5.7	3.0
		20-24	36.5	52.7	10.8	40.4	50.1	9.5	47.2	43.2	9.6	42.8	48.9	8.2	46.7	44.2	9.0	47.8	45.2	7.0
		25-29	8.3	71.6	20.1	11.9	74.0	14.1	11.3	74.1	14.6	11.6	75.5	12.9	11.6	75.9	12.5	13.9	74.5	11.6
	Mexico	15-19	45.0	31.8	23.2	46.9	33.8	19.3	49.6	32.7	17.7	49.6	32.7	17.7	50.3	31.9	17.8	53.4	29.0	17.5
		20-24	15.9	53.4	30.7	17.1	55.4	27.4	19.1	54.8	26.1	19.1	54.8	26.1	19.1	53.8	27.1	20.8	52.6	26.6
		25-29	4.6	62.0	33.4	4.2	65.2	30.6	4.9	65.0	30.1	4.9	65.0	30.1	4.1	64.9	31.0	4.6	64.8	30.6
	Netherlands	15-19	m	m	m	89.7	7.6	2.7	88.2	8.9	3.0	80.6	15.7	3.7	79.6	16.3	4.2	80.7	14.7	4.6
		20-24	m	m	m	50.5	42.0	7.5	50.7	42.5	6.7	36.5	55.2	8.2	34.4	56.9	8.7	35.3	56.8	7.9
		25-29	m	m	m	24.4	64.9	10.7	25.0	65.2	9.8	5.0	83.0	12.1	6.4	82.3	11.3	6.2	80.9	12.9
	Norway	15-19	m	m	m	92.1	6.0	1.9	91.9	6.4	1.7	92.4	5.9	1.7	85.8	11.1	3.0	85.3	11.5	3.2
		20-24	m	m	m	40.2	51.4	8.4	38.4	53.8	7.8	41.7	50.3	8.0	39.6	51.7	8.7	38.5	51.8	9.7
		25-29	m	m	m	14.4	76.1	9.6	17.2	74.4	8.3	17.5	72.1	10.4	13.9	75.9	10.2	14.2	75.0	10.7
	Poland	15-19	89.6	4.2	6.2	91.0	4.2	4.8	93.2	2.3	4.6	92.8	2.6	4.5	91.8	2.4	5.8	95.9	1.0	3.1
		20-24	23.7	42.5	33.8	30.8	45.3	23.9	33.1	39.7	27.2	34.9	34.3	30.8	45.2	27.7	27.1	53.8	20.8	25.4
		25-29	3.1	67.5	29.4	5.7	70.5	23.8	5.4	68.0	26.6	8.0	62.9	29.1	11.4	59.9	28.7	14.9	53.3	31.8
	Portugal	15-19	72.4	18.5	9.1	71.6	20.1	8.3	72.3	19.6	8.1	72.6	19.7	7.7	72.8	19.8	7.4	72.4	20.3	7.3
		20-24	37.8	46.6	15.6	32.4	55.7	12.0	34.9	53.2	11.9	36.5	52.6	11.0	36.3	53.3	10.4	34.7	53.3	12.0
		25-29	11.6	70.9	17.4	9.5	74.8	15.8	11.5	75.1	13.4	11.0	76.6	12.5	11.2	77.3	11.6	10.7	77.1	12.2
	Slovak Republic	15-19	70.1	14.0	15.9	69.4	12.3	18.3	69.6	10.1	20.4	67.3	6.4	26.3	67.3	6.3	26.4	78.6	5.8	15.6
		20-24	14.8	54.9	30.3	17.4	56.3	26.3	17.4	51.2	31.4	18.1	48.8	33.1	19.4	45.7	34.9	22.1	44.0	33.9
		25-29	1.6	65.5	32.9	1.1	71.6	27.2	1.6	70.2	28.2	1.3	66.9	31.8	2.3	65.0	32.7	2.9	66.6	30.5
	Spain	15-19	77.3	11.2	11.5	80.2	9.9	9.8	79.3	11.3	9.4	80.6	11.4	8.0	81.4	11.6	6.9	81.9	11.0	7.2
		20-24	40.0	34.2	25.8	44.3	35.7	20.1	43.6	38.8	17.6	44.6	40.3	15.0	45.0	40.7	14.2	43.4	41.5	15.1
		25-29	14.6	51.5	33.9	15.3	57.3	27.5	15.2	59.6	25.1	16.2	62.4	21.4	17.0	63.1	19.8	16.1	64.2	19.8
	Sweden	15-19	87.4	6.9	5.6	90.9	4.3	4.7	91.5	4.9	3.7	90.6	5.8	3.6	88.4	7.3	4.3	88.4	7.0	4.6
		20-24	38.8	43.7	17.5	42.6	44.3	13.1	43.8	45.2	11.0	42.1	47.2	10.7	41.2	48.2	10.6	41.7	47.0	11.2
		25-29	19.9	67.0	13.2	24.9	65.0	10.0	22.5	68.1	9.5	21.9	68.9	9.2	22.7	70.0	7.2	22.4	69.5	8.1
	Switzerland	15-19	65.6	10.2	24.2	85.5	9.6	4.8	84.4	8.0	7.6	84.6	7.5	7.9	85.7	7.5	6.8	86.2	8.0	5.8
		20-24	29.5	59.2	11.3	34.8	54.2	11.0	35.8	55.8	8.4	37.4	56.7	5.9	39.3	52.3	8.4	38.0	52.3	9.7
		25-29	10.6	76.2	13.2	10.1	77.9	12.1	10.4	79.3	10.3	15.0	73.9	11.1	13.5	75.1	11.4	12.7	74.7	12.6
	Turkey	15-19	39.0	33.6	27.3	41.4	31.4	27.3	40.9	31.3	27.9	40.4	28.6	31.0	42.2	25.7	32.1	43.0	24.2	32.8
		20-24	10.4	46.2	43.4	13.5	44.3	42.2	13.3	44.7	42.1	13.0	42.5	44.4	13.2	42.1	44.7	14.5	40.1	45.4
		25-29	2.7	59.7	37.5	3.0	60.3	36.7	3.4	57.7	38.9	3.0	58.5	38.6	2.6	56.9	40.5	3.1	56.1	40.8
	United Kingdom	15-19	m	m	m	m	m	m	m	m	m	77.0	15.0	8.0	76.1	15.7	8.2	75.3	16.2	8.6
		20-24	m	m	m	m	m	m	m	m	m	32.4	52.2	15.4	33.5	51.7	14.8	31.0	53.7	15.3
		25-29	m	m	m	m	m	m	m	m	m	13.3	70.3	16.3	13.3	70.6	16.0	13.3	70.7	16.0
	United States	15-19	81.5	10.7	7.8	82.2	10.5	7.3	81.3	11.3	7.4	81.3	11.7	7.0	81.2	11.4	7.5	m	m	m
		20-24	31.5	50.7	17.8	33.0	52.6	14.4	32.8	52.1	15.1	32.5	53.1	14.4	33.9	50.5	15.6	m	m	m
		25-29	11.6	71.4	17.0	11.9	72.7	15.4	11.1	73.2	15.7	11.4	72.8	15.8	11.8	70.5	17.7	m	m	m
	Country mean	***15-19***	***75.3***	***13.4***	***11.3***	***80.0***	***11.1***	***8.8***	***80.6***	***11.0***	***8.4***	***80.9***	***10.9***	***8.3***	***80.7***	***11.1***	***8.2***	***81.8***	***10.4***	***7.9***
		20-24	***30.5***	***47.8***	***21.7***	***35.8***	***46.1***	***18.2***	***36.3***	***46.2***	***17.5***	***36.3***	***46.9***	***16.8***	***37.5***	***46.1***	***16.4***	***38.1***	***45.2***	***16.7***
		25-29	***10.4***	***66.4***	***23.3***	***13.3***	***66.6***	***20.1***	***13.5***	***67.1***	***19.4***	***13.3***	***67.8***	***18.9***	***13.3***	***68.2***	***18.5***	***13.3***	***68.0***	***18.6***

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4a. Change in the percentage of the young male population in education and not in education (1995-2002)

By age group and work status

		1995			1998			1999			2000			2001			2002		
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Age group	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
OECD COUNTRIES																			
Australia	15-19	74.4	16.3	9.2	76.6	14.4	9.0	78.6	14.1	7.3	79.8	13.8	6.4	79.4	12.8	7.9	79.3	13.8	6.9
	20-24	28.6	58.8	12.6	33.5	53.9	12.5	34.8	54.3	10.9	34.9	54.6	10.5	38.1	50.5	11.4	38.4	51.3	10.3
	25-29	12.3	76.1	11.5	13.3	75.5	11.2	15.3	73.9	10.8	14.9	75.4	9.7	15.8	74.7	9.5	16.8	72.9	10.3
Austria	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	80.8	11.0	8.1
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	26.9	59.7	13.4
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	11.1	80.7	8.3
Belgium	15-19	85.9	4.2	9.9	84.3	4.9	10.8	88.5	5.2	6.3	88.7	4.6	6.7	88.2	5.7	6.0	88.0	4.7	7.3
	20-24	38.4	46.4	15.2	39.0	47.3	13.7	41.4	43.1	15.5	42.1	44.7	13.2	43.3	45.8	10.9	36.2	48.0	15.8
	25-29	7.7	81.1	11.2	10.2	78.1	11.7	14.6	72.2	13.2	11.7	76.5	11.7	17.2	73.4	9.4	5.2	83.5	11.3
Canada	15-19	82.5	10.2	7.3	81.6	10.4	8.0	81.3	10.9	7.8	80.7	11.7	7.6	81.4	11.8	6.8	80.8	12.0	7.2
	20-24	36.1	47.6	16.3	37.8	47.3	14.9	36.7	48.7	14.7	35.8	50.8	13.5	36.7	48.8	14.5	35.8	50.2	14.0
	25-29	11.9	70.9	17.2	12.4	72.3	15.2	12.3	74.4	13.4	12.5	75.1	12.4	11.7	76.1	12.2	13.6	72.0	14.4
Czech Republic	15-19	68.2	25.8	6.0	75.1	18.2	6.7	72.9	16.9	10.2	81.5	11.2	7.3	86.3	7.3	6.4	87.4	6.8	5.8
	20-24	13.0	79.6	7.4	17.5	74.6	7.9	20.0	67.5	12.5	18.7	67.2	14.1	21.6	65.8	12.7	24.7	62.9	12.4
	25-29	1.4	92.9	5.7	1.9	91.5	6.6	2.7	88.6	8.7	2.9	87.6	9.5	3.3	88.5	8.3	3.0	89.2	7.9
Denmark	15-19	91.1	7.0	1.9	89.1	9.5	1.5	84.0	11.8	4.2	90.5	7.6	1.9	87.4	7.9	4.7	88.9	8.7	2.4
	20-24	49.3	44.8	6.0	54.6	39.5	6.0	53.2	40.8	6.1	50.8	44.1	5.2	50.5	45.7	3.8	52.0	41.1	6.9
	25-29	27.9	66.2	5.8	33.4	62.7	3.9	31.5	64.0	4.5	31.7	63.6	4.7	32.8	62.8	4.4	32.0	64.3	3.7
Finland	15-19	m	m	m	82.5	3.9	13.6	83.7	4.1	12.2	82.1	4.0	13.9	82.7	5.3	12.0	75.7	3.3	21.0
	20-24	m	m	m	43.2	36.4	20.4	45.4	36.8	17.8	46.8	34.7	18.5	48.5	35.6	15.9	50.8	28.5	20.7
	25-29	m	m	m	23.2	62.9	14.0	23.7	63.2	13.1	30.9	57.1	12.0	29.3	61.6	9.1	25.7	59.9	14.5
France	15-19	95.8	1.9	2.3	94.8	1.7	3.5	95.2	1.2	3.5	94.7	1.9	3.4	94.5	2.1	3.4	93.7	2.7	3.7
	20-24	48.6	36.9	14.5	51.9	34.3	13.7	50.4	33.7	15.9	51.5	36.6	11.9	50.5	38.5	10.9	49.8	37.6	12.6
	25-29	11.1	75.5	13.5	11.0	73.5	15.5	11.6	73.9	14.6	11.5	76.5	12.0	10.5	78.4	11.1	10.6	76.4	13.0
Germany	15-19	m	m	m	91.1	5.8	3.1	88.7	7.1	4.2	86.9	7.9	5.2	87.6	7.5	4.9	89.8	5.9	4.3
	20-24	m	m	m	34.7	52.7	12.6	32.4	53.1	14.5	32.5	52.8	14.6	32.9	52.8	14.3	36.1	49.6	14.2
	25-29	m	m	m	17.0	72.0	11.0	16.1	72.0	11.9	14.8	74.4	10.8	16.1	72.3	11.6	19.4	69.1	11.6
Greece	15-19	81.0	12.3	6.7	80.4	12.8	6.8	82.1	9.8	8.0	83.4	10.0	6.7	85.8	8.6	5.6	86.1	8.8	5.2
	20-24	28.1	55.2	16.7	28.4	53.9	17.7	31.0	51.9	17.1	31.8	50.4	17.8	34.2	48.2	17.7	34.3	50.2	15.4
	25-29	5.0	82.1	12.9	4.5	82.0	13.6	5.5	80.3	14.2	6.6	79.0	14.4	7.2	79.4	13.3	6.1	81.0	12.9
Hungary	15-19	81.9	6.3	11.8	77.6	10.0	12.4	78.6	9.6	11.8	83.9	7.5	8.6	84.1	7.1	8.8	86.8	5.0	8.2
	20-24	23.0	50.6	26.4	25.0	52.3	22.7	26.5	54.1	19.4	31.4	50.5	18.1	32.7	51.7	15.6	36.7	46.4	16.9
	25-29	7.7	72.2	20.1	7.1	72.9	20.0	8.2	73.9	18.0	8.7	74.7	16.6	8.2	75.9	15.8	10.3	73.7	16.0
Iceland	15-19	58.4	26.9	14.8	77.2	20.0	c	82.4	17.1	c	82.5	16.5	c	75.3	22.7	c	77.3	16.5	c
	20-24	28.2	58.1	13.7	51.0	47.4	c	45.3	51.1	c	48.9	48.4	c	48.3	48.3	c	51.8	42.1	c
	25-29	23.2	69.5	7.4	31.3	65.0	c	35.2	64.3	c	35.1	64.9	c	28.2	70.3	c	33.5	63.3	c
Ireland	15-19	m	m	m	m	m	m	75.3	19.7	5.0	75.0	20.5	4.5	75.4	20.3	4.3	77.2	17.6	5.2
	20-24	m	m	m	m	m	m	22.7	68.4	8.9	23.4	69.9	6.7	24.8	68.5	6.7	26.0	64.8	9.1
	25-29	m	m	m	m	m	m	3.1	87.8	9.1	3.4	88.0	8.7	3.2	89.0	7.8	3.9	85.8	10.3
Italy	15-19	m	m	m	73.3	12.2	14.5	75.5	10.5	14.0	75.8	12.0	12.2	76.3	11.6	12.1	78.5	10.7	10.8
	20-24	m	m	m	31.9	39.8	28.2	32.4	40.2	27.4	32.5	41.5	26.0	33.3	42.3	24.4	34.4	43.8	21.8
	25-29	m	m	m	16.6	64.0	19.4	17.8	63.4	18.7	16.5	65.7	17.8	15.8	67.4	16.8	15.0	69.2	15.8

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4a. (*continued*) **Change in the percentage of the young male population in education and not in education (1995-2002)**

By age group and work status

			1995			1998			1999			2000			2001			2002		
			In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
		Age group	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
OECD COUNTRIES	Luxembourg	15-19	83.1	9.6	7.3	87.4	6.2	6.4	89.9	6.5	3.6	90.3	8.1	1.6	91.3	7.1	1.6	91.6	6.7	1.7
		20-24	39.8	54.0	6.2	44.2	50.8	4.9	50.9	42.2	6.9	43.6	52.6	3.8	46.1	46.7	7.2	48.1	49.4	2.5
		25-29	11.1	82.7	6.2	12.6	84.9	2.6	14.9	80.9	4.2	13.9	81.7	4.3	14.1	80.5	5.4	14.0	80.3	5.8
	Mexico	15-19	45.5	42.5	12.0	47.6	44.9	7.5	50.0	43.7	6.3	50.0	43.7	6.3	50.2	42.6	7.2	53.3	39.2	7.4
		20-24	17.4	72.8	9.8	18.5	75.2	6.4	20.6	74.3	5.1	20.6	74.3	5.1	20.9	73.6	5.6	22.2	71.4	6.4
		25-29	5.0	86.7	8.3	5.2	89.6	5.2	5.4	90.3	4.3	5.4	90.3	4.3	4.9	90.4	4.7	5.7	89.5	4.8
	Netherlands	15-19	m	m	m	89.4	8.4	2.2	89.8	7.6	2.6	78.6	17.5	3.8	76.6	19.6	3.8	79.9	15.4	4.7
		20-24	m	m	m	54.2	40.9	5.0	53.6	40.6	5.8	37.4	57.3	5.3	36.3	58.1	5.6	35.3	58.3	6.4
		25-29	m	m	m	27.4	65.9	6.6	27.4	67.3	5.3	6.0	88.4	5.6	7.9	86.6	5.5	7.2	86.2	6.6
	Norway	15-19	m	m	m	90.2	8.4	1.5	90.9	7.5	1.5	90.6	7.1	2.3	83.8	12.9	3.3	81.8	14.5	3.7
		20-24	m	m	m	33.3	60.1	6.7	31.8	62.2	6.0	32.7	60.2	7.1	33.3	58.7	8.0	33.6	57.5	8.9
		25-29	m	m	m	13.7	81.0	5.3	15.9	79.1	5.0	16.4	75.3	8.3	11.7	80.7	7.6	12.9	79.1	8.0
	Poland	15-19	87.2	5.5	7.3	89.6	5.7	4.7	91.9	2.9	5.2	91.7	3.3	5.0	90.9	2.9	6.2	95.1	1.4	3.5
		20-24	24.6	48.4	27.1	30.1	50.5	19.3	32.0	44.7	23.4	34.5	38.4	27.2	43.0	31.4	25.6	51.5	23.3	25.2
		25-29	3.0	79.0	18.0	6.3	81.3	12.4	5.9	76.4	17.8	8.3	72.6	19.1	11.0	69.9	19.1	15.0	60.6	24.5
	Portugal	15-19	70.4	20.9	8.7	69.1	23.9	6.9	70.3	23.0	6.7	69.7	24.1	6.2	70.3	24.3	5.4	67.4	24.9	7.7
		20-24	32.7	53.0	14.3	28.3	62.0	9.7	32.0	59.0	9.0	32.5	59.2	8.3	30.6	61.3	8.1	31.2	60.1	8.6
		25-29	11.0	78.5	10.5	10.3	79.4	10.4	10.7	81.7	7.6	11.4	81.9	6.7	11.5	81.8	6.7	9.9	82.3	7.7
	Slovak Republic	15-19	69.2	13.4	17.4	68.1	10.2	21.7	69.4	8.1	22.5	67.4	4.8	27.8	68.0	4.1	27.9	77.8	4.5	17.7
		20-24	15.0	64.4	20.6	15.6	62.6	21.8	15.6	55.7	28.7	17.1	50.5	32.4	16.5	47.6	35.9	19.2	47.2	33.6
		25-29	2.5	79.4	18.1	1.7	83.3	14.9	1.8	79.4	18.8	1.3	75.0	23.8	2.4	72.7	24.9	2.8	77.4	19.8
	Spain	15-19	73.6	15.2	11.2	75.9	14.0	10.1	75.3	15.3	9.4	76.9	15.4	7.7	77.1	16.3	6.6	78.4	14.7	6.9
		20-24	35.6	41.7	22.7	39.1	43.6	17.3	38.2	47.4	14.5	39.9	48.3	11.7	40.9	48.3	10.8	38.6	49.0	12.4
		25-29	13.2	63.6	23.2	13.8	67.5	18.7	14.1	70.5	15.3	15.5	71.8	12.7	15.8	72.1	12.1	14.6	73.3	12.1
	Sweden	15-19	85.2	6.9	8.0	89.4	4.2	6.4	90.5	4.7	4.8	89.5	5.7	4.7	87.9	6.7	5.4	87.5	6.6	5.9
		20-24	37.0	43.9	19.1	38.5	47.1	14.4	39.2	49.5	11.4	37.2	51.4	11.4	36.9	52.6	10.6	37.3	50.9	11.8
		25-29	20.2	68.8	11.0	22.1	70.1	7.8	20.5	72.1	7.4	19.9	73.1	6.9	20.8	74.0	5.2	20.7	73.5	5.8
	Switzerland	15-19	68.6	8.4	22.9	87.7	8.3	4.0	86.0	6.0	8.0	85.9	6.7	7.3	86.8	6.8	6.4	88.3	5.9	5.8
		20-24	32.4	58.2	9.4	37.3	54.9	7.9	38.2	54.4	7.4	38.8	56.0	5.2	42.2	48.5	9.3	37.2	52.1	10.7
		25-29	13.4	81.9	4.7	13.1	80.0	6.9	11.1	84.8	4.0	21.0	74.5	4.5	16.4	79.2	4.4	14.5	78.3	7.2
	Turkey	15-19	46.4	39.1	14.5	47.0	39.0	14.0	46.3	38.5	15.3	46.0	36.3	17.7	48.1	33.0	19.0	48.8	29.7	21.5
		20-24	14.7	64.7	20.6	18.6	61.7	19.6	16.6	60.1	23.3	16.0	60.5	23.5	16.6	58.3	25.1	18.5	54.3	27.1
		25-29	3.3	86.5	10.3	3.5	87.3	9.2	3.9	84.2	11.9	3.1	84.2	12.6	3.2	82.2	14.6	3.7	79.9	16.4
	United Kingdom	15-19	m	m	m	m	m	m	m	m	m	76.1	15.7	8.2	75.0	16.7	8.3	73.5	18.3	8.2
		20-24	m	m	m	m	m	m	m	m	m	32.2	56.7	11.1	33.1	56.4	10.5	28.1	60.6	11.3
		25-29	m	m	m	m	m	m	m	m	m	11.4	79.3	9.3	10.9	79.6	9.5	10.5	81.0	8.5
	United States	15-19	82.1	11.5	6.4	81.3	12.2	6.5	81.5	12.4	6.1	80.2	13.0	6.8	80.3	12.7	6.9	m	m	m
		20-24	31.0	57.0	12.0	32.3	58.0	9.7	32.1	57.6	10.3	30.8	58.6	10.5	32.5	55.3	12.2	m	m	m
		25-29	11.0	79.6	9.4	10.9	80.3	8.8	10.7	80.9	8.4	10.0	81.0	8.9	10.5	79.3	10.2	m	m	m
	Country mean	***15-19***	***75.3***	***14.9***	***9.8***	***78.9***	***13.2***	***7.9***	***79.9***	***12.6***	***7.5***	***79.9***	***12.7***	***7.3***	***79.6***	***12.9***	***7.4***	***80.5***	***11.9***	***7.6***
		20-24	***30.2***	***54.5***	***15.3***	***35.0***	***51.9***	***13.1***	***34.9***	***51.6***	***13.4***	***34.4***	***52.7***	***12.9***	***35.5***	***51.5***	***12.9***	***36.0***	***50.4***	***13.6***
		25-29	***10.6***	***77.5***	***11.8***	***13.3***	***76.1***	***10.6***	***13.6***	***76.0***	***10.4***	***13.3***	***76.4***	***10.3***	***13.1***	***76.9***	***10.0***	***13.0***	***76.3***	***10.8***

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4b. Change in the percentage of the young female population in education and not in education (1995-2002)

By age group and work status

		1995			1998			1999			2000			2001			2002		
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Age group	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
OECD COUNTRIES																			
Australia	15-19	72.2	17.1	10.6	78.1	13.2	8.7	77.8	14.7	7.5	79.2	13.5	7.3	79.7	13.2	7.2	80.0	12.8	7.2
	20-24	25.4	53.3	21.3	31.8	48.7	19.5	34.9	46.8	18.3	36.8	47.0	16.2	34.9	48.6	16.5	38.9	44.9	16.2
	25-29	10.5	58.1	31.4	14.0	58.7	27.3	14.7	59.1	26.1	16.1	55.6	28.2	15.7	59.3	25.0	16.2	58.5	25.3
Austria	15-19	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	82.2	13.3	4.4
	20-24	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	32.1	58.1	9.9
	25-29	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	9.6	74.0	16.4
Belgium	15-19	86.3	2.4	11.2	86.4	2.9	10.8	90.4	2.2	7.3	91.1	2.6	6.3	91.1	2.4	6.4	91.2	2.4	6.4
	20-24	36.5	40.7	22.8	42.3	37.5	20.2	46.0	34.1	20.0	45.6	35.5	18.9	45.1	39.7	15.2	40.3	40.6	19.1
	25-29	5.8	67.1	27.1	8.4	66.6	24.9	14.2	63.2	22.6	11.9	68.3	19.9	12.9	65.5	21.6	6.4	70.3	23.3
Canada	15-19	84.9	7.9	7.2	84.9	8.3	6.7	84.1	9.6	6.3	84.6	9.1	6.3	85.5	9.1	5.4	84.7	9.6	5.7
	20-24	37.6	44.3	18.1	41.2	40.8	18.0	42.7	42.7	14.5	41.7	43.3	15.0	41.8	43.9	14.2	42.8	43.2	13.9
	25-29	11.5	63.6	25.0	12.6	66.0	21.3	12.4	66.4	21.3	12.3	67.4	20.3	14.6	66.1	19.3	14.9	66.0	19.1
Czech Republic	15-19	71.6	21.5	6.9	79.1	13.2	7.7	78.3	12.6	9.1	82.8	8.7	8.5	87.7	5.0	7.3	89.2	4.5	6.3
	20-24	13.2	54.1	32.7	16.8	53.6	29.6	19.2	51.8	29.0	20.7	52.4	26.9	24.6	51.7	23.7	26.6	49.2	24.1
	25-29	0.8	58.5	40.8	1.7	58.0	40.3	2.0	54.1	43.9	1.8	55.9	42.3	2.6	55.1	42.3	2.8	56.8	40.3
Denmark	15-19	85.4	10.5	4.1	91.6	6.3	2.1	87.7	9.7	2.6	89.2	7.2	3.6	86.3	11.0	2.7	88.5	9.0	2.4
	20-24	50.6	34.2	15.3	55.4	36.7	7.9	58.0	33.1	8.9	58.5	33.5	7.9	59.9	30.8	9.3	58.3	34.0	7.7
	25-29	31.5	51.1	17.4	35.7	52.6	11.7	39.2	49.7	11.1	40.2	49.6	10.2	32.0	57.0	11.0	37.9	52.6	9.5
Finland	15-19	m	m	m	89.8	4.6	5.5	89.5	5.3	5.2	90.1	5.4	4.6	90.2	6.0	3.8	85.8	6.3	7.8
	20-24	m	m	m	52.7	28.7	18.5	55.2	28.8	15.9	58.9	26.7	14.4	59.2	27.9	12.9	61.3	21.8	16.9
	25-29	m	m	m	24.9	50.8	24.4	23.1	50.3	26.5	34.2	43.8	21.9	30.3	46.6	23.2	27.7	47.0	25.3
France	15-19	96.7	0.6	2.7	96.5	0.9	2.6	96.2	0.8	3.0	95.9	1.0	3.2	95.3	1.2	3.5	95.6	1.2	3.2
	20-24	53.8	25.7	20.5	55.2	25.7	19.2	55.9	25.0	19.1	56.8	26.8	16.4	56.6	27.6	15.8	56.6	27.2	16.2
	25-29	11.8	59.8	28.5	11.9	59.5	28.6	12.3	59.5	28.2	12.9	61.9	25.2	12.3	62.3	25.3	12.8	63.8	23.4
Germany	15-19	m	m	m	92.1	4.2	3.7	90.2	4.9	4.9	88.0	5.7	6.3	89.3	5.3	5.3	90.5	4.4	5.1
	20-24	m	m	m	38.0	44.5	17.5	36.2	44.7	19.0	35.8	44.8	19.4	37.2	44.1	18.7	40.1	42.3	17.6
	25-29	m	m	m	10.6	64.5	24.9	11.1	64.2	24.7	10.5	65.1	24.4	10.7	64.6	24.7	13.2	63.4	23.4
Greece	15-19	79.0	7.0	14.1	80.7	6.9	12.4	82.8	5.1	12.1	83.6	5.7	10.7	85.6	4.8	9.5	87.6	5.1	7.3
	20-24	30.2	32.2	37.6	30.2	34.4	35.4	31.8	34.7	33.5	37.4	33.5	29.1	38.5	33.1	28.4	38.1	33.7	28.2
	25-29	4.4	50.0	45.6	4.4	51.5	44.0	4.8	54.4	40.8	6.9	52.3	40.8	6.3	55.0	38.8	6.1	55.9	38.0
Hungary	15-19	83.2	7.1	9.7	78.9	10.0	11.1	79.9	8.7	11.3	83.5	7.9	8.6	85.9	6.3	7.8	88.2	4.0	7.8
	20-24	22.0	38.5	39.5	27.9	39.6	32.5	30.7	41.5	27.8	33.1	41.1	25.7	37.2	38.6	24.2	38.7	37.8	23.5
	25-29	7.0	42.6	50.4	7.8	45.2	47.1	9.1	46.8	44.1	10.1	48.9	41.0	10.6	51.6	37.8	10.9	50.4	38.8
Iceland	15-19	60.6	24.5	14.8	87.7	c	c	80.7	16.8	c	83.7	13.0	c	83.8	15.1	c	84.6	13.0	c
	20-24	38.7	46.8	14.4	44.3	44.3	11.4	44.4	45.5	c	47.0	47.0	c	52.4	42.6	c	55.9	37.9	c
	25-29	25.1	60.1	14.8	34.4	49.7	15.9	34.1	52.9	12.9	34.7	53.2	c	39.8	52.0	c	39.6	54.1	c
Ireland	15-19	m	m	m	m	m	m	83.7	10.9	5.5	85.4	10.4	4.3	85.6	10.5	3.9	86.3	9.3	4.5
	20-24	m	m	m	m	m	m	26.5	60.7	12.8	30.0	57.3	12.7	31.8	56.2	11.9	31.9	55.6	12.5
	25-29	m	m	m	m	m	m	3.0	76.9	20.0	3.2	78.7	18.1	3.4	77.1	19.4	3.1	77.6	19.3
Italy	15-19	m	m	m	77.6	6.6	15.9	78.5	6.0	15.6	78.5	7.4	14.1	79.0	8.0	13.0	83.1	6.6	10.3
	20-24	m	m	m	39.8	28.2	32.1	38.9	28.8	32.4	39.5	31.5	29.0	40.7	31.4	27.8	42.2	31.1	26.8
	25-29	m	m	m	16.5	44.0	39.5	17.5	43.2	39.3	17.6	46.2	36.1	17.0	48.4	34.5	16.3	49.7	34.0

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C4.4b. (*continued*) **Change in the percentage of the young female population in education and not in education (1995-2002)**

By age group and work status

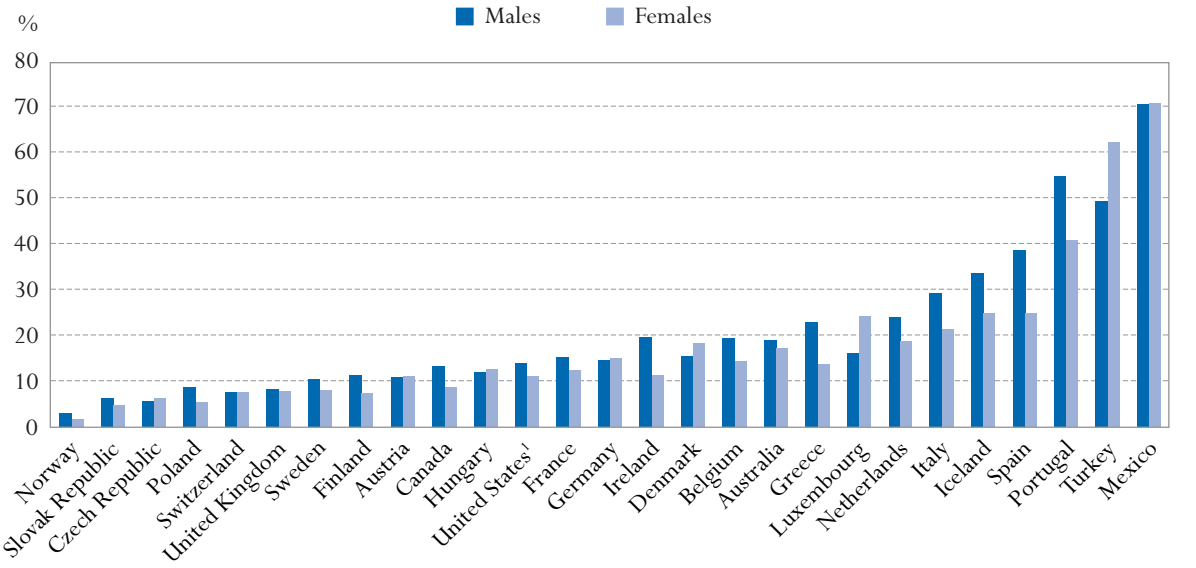
		1995			1998			1999			2000			2001			2002		
		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education		In education	Not in education	
	Age group	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed	Total	Employed	Not employed
OECD COUNTRIES																			
Luxembourg	15-19	82.2	9.1	8.8	89.7	4.5	5.8	88.6	5.2	6.3	94.3	4.0	1.7	91.1	6.8	2.0	91.1	4.7	4.3
	20-24	33.1	51.3	15.6	36.3	49.4	14.3	43.3	44.2	12.5	42.1	45.2	12.7	47.3	41.8	10.9	47.5	40.9	11.5
	25-29	5.3	60.1	34.6	11.1	62.7	26.2	7.6	67.1	25.2	9.2	69.2	21.6	9.2	71.3	19.5	13.9	68.8	17.3
Mexico	15-19	44.5	21.1	34.4	46.2	23.0	30.8	49.2	21.9	28.9	49.2	21.9	28.9	50.4	21.4	28.2	53.5	19.0	27.4
	20-24	14.4	35.0	50.6	15.9	37.4	46.7	17.8	37.1	45.1	17.8	37.1	45.1	17.6	36.4	46.0	19.4	35.7	44.8
	25-29	4.2	40.4	55.3	3.4	43.2	53.5	4.5	42.0	53.5	4.5	42.0	53.5	3.5	42.3	54.1	3.7	43.7	52.6
Netherlands	15-19	m	m	m	88.4	8.0	3.6	89.6	7.6	2.9	82.6	13.8	3.6	82.7	12.8	4.5	81.6	14.0	4.4
	20-24	m	m	m	47.7	43.0	9.4	47.4	43.4	9.2	35.6	53.1	11.2	32.6	55.6	11.8	35.2	55.3	9.5
	25-29	m	m	m	19.7	62.6	17.7	21.3	62.5	16.2	3.9	77.5	18.6	4.9	78.0	17.2	5.2	75.6	19.2
Norway	15-19	m	m	m	94.2	3.6	2.3	93.0	5.1	1.9	94.2	4.6	1.2	87.9	9.3	2.7	88.8	8.5	2.8
	20-24	m	m	m	47.4	42.4	10.1	45.3	45.2	9.6	51.1	39.9	9.0	46.1	44.5	9.4	43.5	45.9	10.6
	25-29	m	m	m	15.1	70.9	14.0	18.6	69.7	11.7	18.7	68.7	12.6	16.1	70.9	13.0	15.6	70.8	13.5
Poland	15-19	92.1	2.8	5.1	92.5	2.7	4.9	94.5	1.6	3.9	94.0	2.0	4.0	92.8	1.8	5.4	96.8	0.6	2.6
	20-24	22.9	37.1	40.0	31.4	40.3	28.3	34.2	35.0	30.8	35.4	30.4	34.2	47.4	24.1	28.5	56.1	18.4	25.5
	25-29	3.1	55.8	41.1	5.0	59.4	35.6	5.0	59.3	35.7	7.7	53.0	39.3	11.9	49.6	38.5	14.7	45.9	39.4
Portugal	15-19	74.5	15.9	9.6	74.1	16.3	9.7	74.4	16.0	9.6	75.6	15.1	9.2	75.4	15.1	9.5	77.6	15.6	6.8
	20-24	42.9	40.2	16.9	36.4	49.4	14.2	37.9	47.3	14.8	40.4	46.0	13.5	41.9	45.3	12.7	38.3	46.4	15.4
	25-29	12.2	63.7	24.1	8.7	70.1	21.2	12.3	68.4	19.3	10.5	71.2	18.3	10.8	72.8	16.4	11.4	71.9	16.7
Slovak Republic	15-19	71.1	14.6	14.3	70.7	14.4	14.9	69.8	12.1	18.1	67.2	8.1	24.7	66.5	8.6	24.9	79.4	7.1	13.5
	20-24	14.5	45.0	40.5	19.2	49.9	31.0	19.3	46.4	34.3	19.1	47.1	33.8	22.4	43.8	33.8	25.1	40.7	34.2
	25-29	0.7	51.2	48.1	0.5	59.6	39.9	1.4	60.6	38.0	1.3	58.7	40.0	2.2	57.2	40.6	3.1	55.5	41.4
Spain	15-19	81.2	6.9	11.9	84.7	5.7	9.6	83.5	7.1	9.3	84.5	7.3	8.2	86.0	6.7	7.3	85.5	7.0	7.5
	20-24	44.6	26.3	29.0	49.6	27.4	23.0	49.3	29.8	20.9	49.5	32.0	18.5	49.3	32.8	17.9	48.4	33.6	18.0
	25-29	16.1	39.0	45.0	16.8	46.6	36.5	16.3	48.3	35.3	16.8	52.7	30.5	18.4	53.8	27.9	17.6	54.6	27.8
Sweden	15-19	89.8	7.0	3.2	92.6	4.5	2.9	92.5	5.0	2.5	91.8	5.8	2.4	88.9	8.0	3.1	89.4	7.3	3.3
	20-24	40.7	43.5	15.8	47.0	41.3	11.7	48.7	40.6	10.7	47.3	42.8	9.9	45.7	43.6	10.6	46.4	43.0	10.6
	25-29	19.5	65.1	15.4	27.8	59.8	12.4	24.5	63.9	11.6	24.0	64.5	11.6	24.8	65.9	9.3	24.3	65.3	10.5
Switzerland	15-19	62.4	12.1	25.5	83.3	11.0	5.7	82.8	10.1	7.1	83.3	8.3	8.5	84.5	8.3	7.2	83.9	10.2	5.8
	20-24	26.7	60.1	13.2	32.2	53.5	14.3	33.3	57.3	9.4	35.9	57.4	6.6	36.2	56.3	7.5	38.9	52.5	8.6
	25-29	7.8	70.3	22.0	7.3	75.8	16.9	9.7	74.4	15.9	9.0	73.3	17.7	10.5	71.0	18.5	11.0	71.3	17.8
Turkey	15-19	30.9	27.5	41.6	35.1	22.9	41.9	34.9	23.3	41.8	34.0	19.6	46.3	35.5	17.5	47.0	36.5	18.0	45.5
	20-24	6.5	29.7	63.8	9.0	29.3	61.7	10.3	31.0	58.7	10.2	25.5	64.4	10.0	26.5	63.5	10.7	26.5	62.8
	25-29	2.1	29.7	68.2	2.4	29.9	67.7	2.8	28.5	68.7	2.8	28.2	69.0	2.0	27.0	71.1	2.4	27.6	70.0
United Kingdom	15-19	m	m	m	m	m	m	m	m	m	78.0	14.2	7.9	77.3	14.7	8.0	77.3	13.8	8.9
	20-24	m	m	m	m	m	m	m	m	m	32.7	47.6	19.8	33.9	46.9	19.2	34.4	45.5	20.2
	25-29	m	m	m	m	m	m	m	m	m	15.3	61.1	23.6	15.8	61.4	22.8	17.1	56.8	26.1
United States	15-19	80.8	9.9	9.3	83.1	8.8	8.2	81.1	10.2	8.7	82.3	10.4	7.3	82.0	9.9	8.0	m	m	m
	20-24	31.9	44.6	23.5	33.6	47.4	19.0	33.4	46.8	19.8	34.1	47.5	18.3	35.3	45.7	19.0	m	m	m
	25-29	12.2	63.5	24.3	12.9	65.4	21.7	11.4	66.0	22.6	12.7	65.1	22.2	13.0	62.2	24.8	m	m	m
Country mean	***15-19***	***75.2***	***11.9***	***12.9***	***81.1***	***9.0***	***9.8***	***81.3***	***9.3***	***9.4***	***81.8***	***8.9***	***9.3***	***81.8***	***9.2***	***9.0***	***83.0***	***8.7***	***8.2***
	20-24	***30.9***	***41.2***	***28.0***	***36.7***	***40.4***	***23.0***	***37.6***	***40.9***	***21.5***	***38.2***	***41.2***	***20.6***	***39.5***	***40.8***	***19.8***	***40.3***	***40.1***	***19.6***
	25-29	***10.1***	***55.2***	***34.7***	***13.2***	***56.9***	***29.9***	***13.3***	***58.1***	***28.6***	***13.4***	***58.9***	***27.7***	***13.5***	***59.4***	***27.1***	***13.7***	***59.5***	***26.7***

Note: c indicates that there are few observations to provide reliable estimates.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

INDICATOR C5: THE SITUATION OF THE YOUTH POPULATION WITH LOW LEVELS OF EDUCATION

- In eight OECD countries the proportion of young people not in education without upper secondary education in the 20 to 24-year-old age group remains under 10%.
- In 11 out of 27 OECD countries, this potentially "at risk" group represents between 10 and 18% of the age group. For the remaining eight OECD countries, more than 20% of the age group falls under this category.
- The problem affects more young males than females in 19 out of 27 countries including Greece, Iceland, Ireland, Italy, Portugal and Spain. The reverse is true in Denmark, Luxembourg and Turkey.

Chart C5.1. Percentage of 20 to 24-year-olds who are not in education and have not attained upper secondary education, by gender (2002)



1. Year of reference 2001.

Countries are ranked in ascending order of the percentage of 20 to 24-year-olds who are not in education and who have not attained upper secondary education.

Source: OECD. Table C5.1. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Policy context

This indicator reflects the situation of young people who are neither in education nor in employment.

Entering the labour market is often a difficult period of transition. While the length of time spent in education has increased, a significant proportion of young people remain neither in education nor working (*i.e.*, they are either unemployed or in non-employment). This situation gives particular cause for concern for younger age groups, many of whom have no unemployment status or welfare coverage.

As the inter-relationships among education, the economy and the well-being of nations become ever closer, providing effective educational careers for young people and ensuring successful transitions from initial education to working life become major policy concerns. Rising skill demands in OECD countries have made upper secondary diplomas a minimum requirement for successful entry into the labour market and a basis for further participation in lifelong learning. Young people with lower qualifications run a higher risk of long-term unemployment or unstable or unfulfilling employment, which can have additional consequences, such as social exclusion.

Evidence and explanations

Young people not in education or work

Most 15 to 19-year-olds are still in school. In many OECD countries, a high percentage of those who are not are either unemployed or not in the labour force.

Over 80% of persons between the ages of 15 and 19 are in education in most OECD countries. A small proportion of this age group is employed after having left school, although this figure is as high as 10% for 10 OECD countries and even more than 20% in three others (Table C4.2).

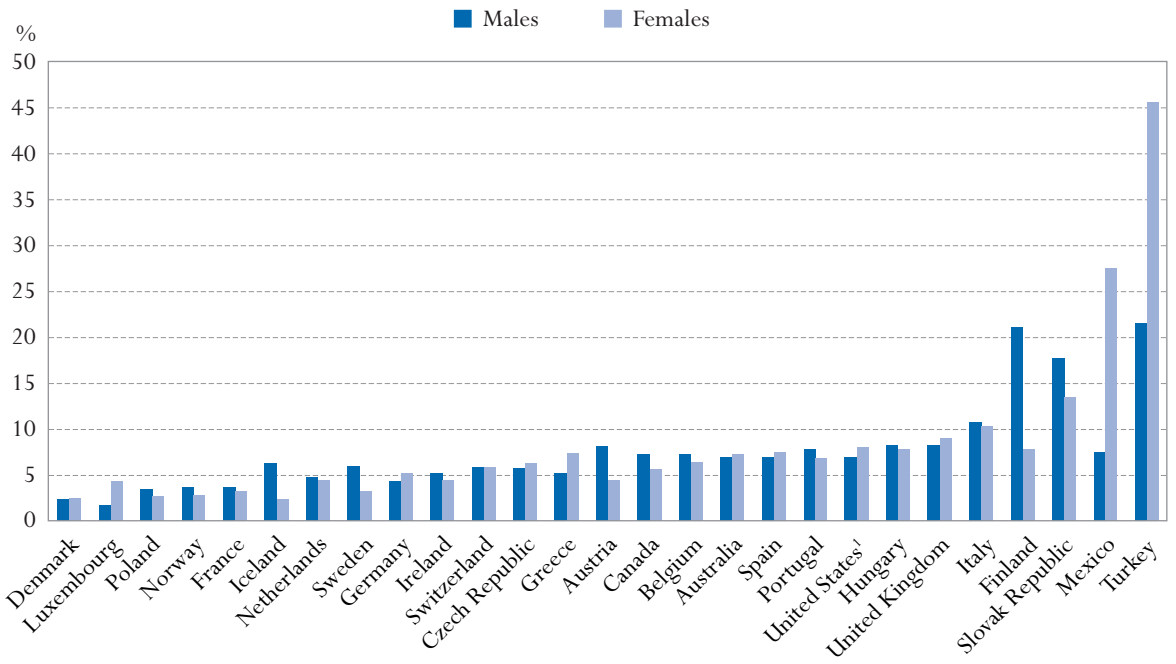
There is, however, a group of young people who are neither in education nor at work. Some are officially unemployed, if they are actively seeking work, while those who are not doing so are considered to be in non-employment. Their reasons may be many and varied, such as discouragement due to the difficulty of finding work or voluntary withdrawal because of family circumstances. In 19 out of 27 OECD countries, the proportion of these young people is higher than the proportion of those with unemployment status.

To be out of education and out of employment is very uncommon in Denmark, France, Luxembourg, Norway and Poland; it is common in Finland, Italy, Mexico, the Slovak Republic and Turkey. In these countries, more than 10% of young people aged 15 to 19 are neither at school nor in work (Table C4.2). In other OECD countries, the proportion is lower but not insignificant, ranging from 4 to 9%. The problem affects more young males than females in Austria, Finland, Iceland, the Slovak Republic and Sweden, and the reverse is true in Mexico and Turkey (Chart C5.2). Differences according to gender remain small in the other countries, even if young males are generally more affected.

Between the ages of 20 and 24, the scale of the problem grows and changes since most young people enter the labour market at that age.

Young people with low qualifications may run an increased risk of long-term unemployment or of unstable, unfulfilling employment, which can have other negative consequences such as social exclusion. Early drop-out has become one of the most important educational policy problems. For students aged between 20 and 24 years, compared with those aged 15 to 19, the scale of the problem grows and changes, since most 20 to 24-year-olds are entering the labour market for the first time after

Chart C5.2. Percentage of 15 to 19-year-olds who are neither in education nor at work, by gender (2002)



1. Year of reference 2001.
Countries are ranked in ascending order of 15 to 19-year-olds who are neither in education nor at work.
Source: OECD. Tables C4.2a and C4.2b. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

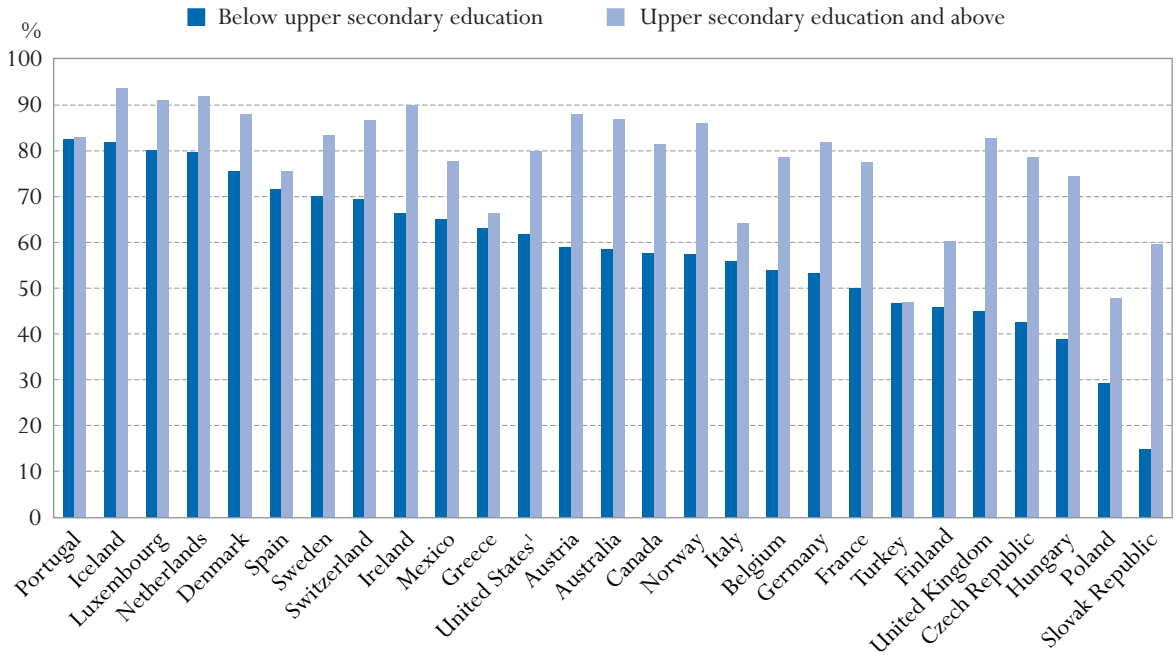
C5

having completed initial education. Individuals often experience a period of unemployment and adjustment before finding a secure and satisfying job.

In eight OECD countries, including the Nordic and Eastern European countries as well as Switzerland and the United Kingdom, the proportion of young people (aged 20 to 24) no longer in education without upper secondary education remains under 10%. This is a small group, but one that is certainly in a difficult position. In 11 out of 27 OECD countries, this potentially "at risk" group represents between 10 and 18% of the age group. The challenge in terms of increasing upper secondary graduation rates is significant here. For the remaining eight OECD countries, more than 20% of the age group falls into this category. The problem affects more young males than females in 19 out of 27 countries including Greece, Iceland, Ireland, Italy, Portugal and Spain. The reverse is true in Denmark, Luxembourg and Turkey (Chart C5.1). Differences according to gender remain small in the other countries.

The consequences of leaving school without an upper secondary qualification can be observed by comparing the work status of those with and those without an upper secondary qualification. In all OECD countries, higher educational attainment is associated with an increase in the employment rate, on average 19 percentage points (Chart C5.3). The comparison also reveals some patterns related to the specific organisation of the labour market. The gap in employment rates between those with upper secondary qualifications and those without is

Chart C5.3. Employment rates for 20 to 24-year-olds who are not in education, by level of educational attainment (2002)



1. Year of reference 2001.
Countries are ranked in descending order of the employment rates of 20 to 24-year-olds who are not in education and who have not attained upper secondary education.
Source: OECD. Table C5.1. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

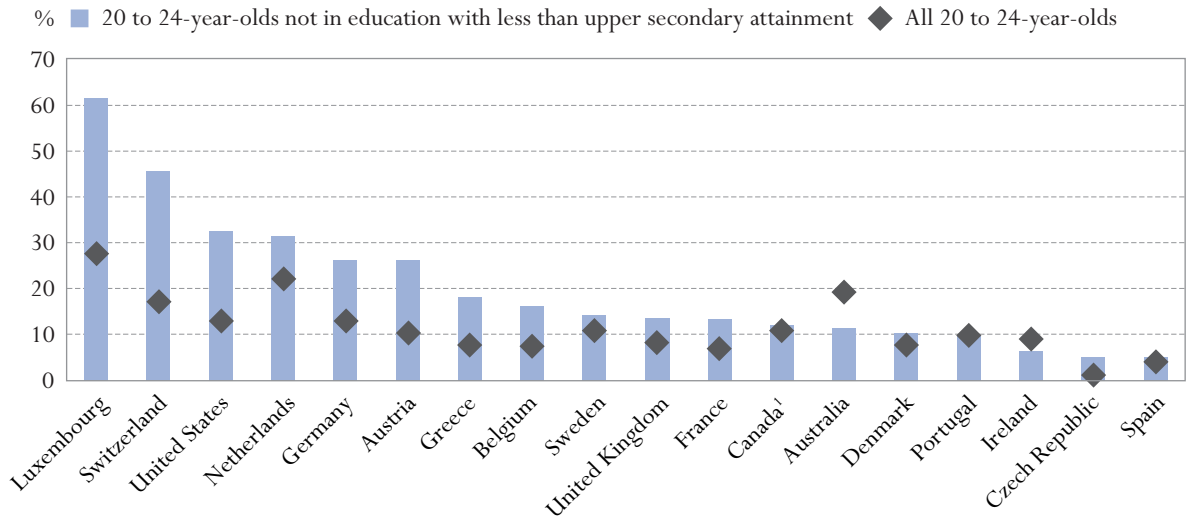
C5

remarkably small in all Mediterranean countries, which suggests a good match between qualifications – even if these are low – and employment. The United Kingdom is an interesting case; the prevalence of low qualifications is one of the lowest among OECD countries, but the unemployment differentials are particularly high, suggesting that the few persons who have not obtained an upper secondary qualification are particularly disadvantaged. In a different economic context, this is also the case in Eastern European countries: Hungary and the Czech and Slovak Republics.

Non-native individuals are very often associated with a low level of educational attainment.

Young persons with a low level of qualifications are more likely to have been born outside of the country in wich they live. In some countries, a sizeable proportion of the youth population has come to the country as immigrants. In 10 out of 18 countries reporting data, immigrants represent more than 10% of the 20 to 24-year-old population. In order of increasing proportion, these countries are: Portugal (10%), Austria, Sweden, Canada, Germany (13 %), the United States, Switzerland, Australia (19%), Netherlands and Luxembourg (28%). The proportion of 20 to-24 year-olds not born in the country is much higher among those who are not in education and have not completed upper secondary education (Chart C5.4). Being born out of the country is a clear disadvantage in all but five countries: Australia, Canada, Ireland, Portugal and Spain. In other countries the proportion of non-native young persons is remarkably high among low-qualified individuals, on average twice as high

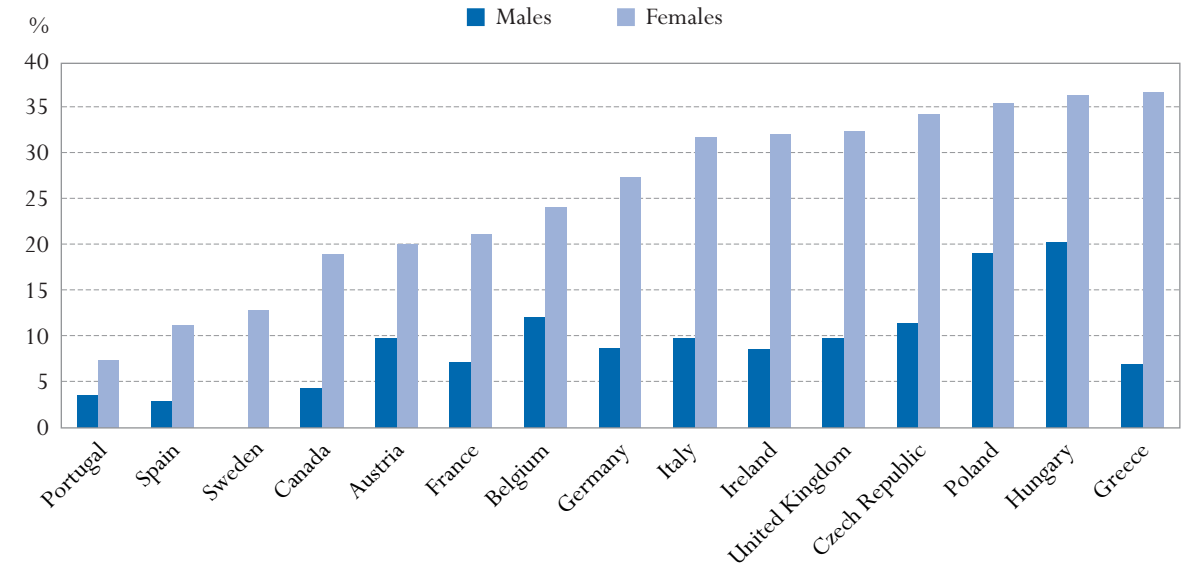
Chart C5.4. Percentage of 20 to 24-year-olds not born in the country (2002)



1. Year of reference 2001.
Countries are ranked in descending order of the percentage of 20 to 24-year-olds not in education with less than upper secondary attainment not born in the country.
Source: OECD. Table C5.2. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

C5

Chart C5.5. Percentage of 20 to 24-year-olds with less than upper secondary attainment, who are not in the labour force and have never had a job, by gender (2002)



Countries are ranked in ascending order of the percentage for the female population.
Source: OECD. Table C5.3. See Annex 3 for notes *(www.oecd.org/edu/eag2004).*

as for persons born in the country, and much more in Austria, the Czech Republic, Switzerland and the United States.

A significant proportion of under-qualified young people is continuously left out of the labour market (Chart C5.5). Focusing on those not in the labour force (*i.e.* who are not actively seeking a job) one in 10 males and one in 4 females, on average, has never had a job. The percentage remains low in Portugal, Spain and Sweden, but increases dramatically in Eastern European countries and in Greece. Females are very frequently left out of the labour market, not only in these countries, but also in Italy, Ireland and the United Kingdom.

Definitions and methodologies

Data for this indicator were calculated from the special OECD data collection on transition from education to work.

The indicator is based on labour force survey data on age-specific proportions of young people in each of the specified categories. The definitions of the labour force statuses of those not in education (and not enrolled in work-study programmes) are based on ILO guidelines. Data for this indicator were calculated from the special OECD data collection on transition from education to work (see Indicator C4). In 2003, the OECD Network B carried out a specific and enriched data collection for which requirements coincide with the requirements for the transition data collection. In the absence of data submission from the country itself Network B obtained data from the Eurostat Labour Force Survey. As different definitions are used for people "in education", inconsistencies might occur between the regular OECD transition data collection and the specific data collection; this is partly addressed by Eurostat data regarding the indicator "percentage of 20 to 24-year-olds who are not in education and who have not attained upper secondary education". As a result, percentages for early school leavers published in *Education at a Glance 2004* will not necessarily be reproduced in the planned separate publication of detailed results on the young adults with low levels of education.

An "early school leaver" could broadly be defined as "a young person who has not attained upper secondary education and is not in education, or in a work-study programme leading to an upper secondary qualification or higher". However, such a definition must include the specification of an age group within which very few people can still be attending school at the primary or secondary level. Young people aged 18 and 19, in a significant number of OECD countries, are still enrolled in upper secondary education. Very early leavers may eventually return to school. Moreover, labour market outcomes at early ages may not be representative of outcomes at later ages. The OECD therefore defines a young adult with low level of education as "a person aged 20 to 24 years who has not attained upper secondary education and who is not enrolled in education nor in a work-study programme".

Table C5.1. Percentage of 20 to 24-year-olds, by level of educational attainment, work status and gender (2002)

OECD COUNTRIES		Not in education								In education	Total 20 to 24-year-olds
		Below upper secondary attainment				At least upper secondary attainment					
		Employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total		
Australia	Males	13.0	3.8	2.0	18.9	38.3	3.1	1.4	42.7	38.4	100
	Females	7.9	1.7	7.3	17.0	37.0	2.1	4.9	44.0	38.9	100
	M+F	10.5	2.8	4.7	17.9	37.6	2.6	3.1	43.4	38.7	100
Austria	Males	6.4	1.8	2.6	10.7	53.3	4.4	4.7	62.4	26.9	100
	Females	6.3	0.8	3.7	10.9	51.8	2.5	2.8	57.1	32.1	100
	M+F	6.4	1.3	3.2	10.8	52.6	3.5	3.7	59.8	29.4	100
Belgium	Males	12.1	3.5	3.7	19.3	35.9	5.0	3.6	44.5	36.2	100
	Females	5.9	3.7	4.6	14.2	34.7	5.6	5.2	45.5	40.3	100
	M+F	9.0	3.6	4.2	16.8	35.3	5.3	4.4	45.0	38.2	100
Canada	Males	8.6	2.7	1.8	13.1	41.6	6.4	3.1	51.1	35.8	100
	Females	3.9	1.0	3.7	8.7	39.3	3.8	5.3	48.5	42.8	100
	M+F	6.3	1.9	2.8	10.9	40.5	5.2	4.2	49.8	39.3	100
Czech Republic	Males	3.1	1.6	0.8	5.5	59.9	7.9	1.9	69.7	24.8	100
	Females	1.9	1.0	3.4	6.2	47.4	7.0	12.7	67.1	26.7	100
	M+F	2.5	1.3	2.1	5.9	53.8	7.5	7.2	68.4	25.7	100
Denmark	Males	12.3	1.8	1.1	15.2	31.6	3.3	1.2	36.1	48.6	100
	Females	13.0	1.3	4.0	18.2	23.7	1.2	1.9	26.7	55.0	100
	M+F	12.6	1.5	2.6	16.8	27.5	2.2	1.6	31.3	51.9	100
Finland	Males	5.6	1.4	4.0	11.1	22.9	5.6	9.6	38.1	50.8	100
	Females	2.8	0.6	3.9	7.3	19.0	3.9	8.6	31.4	61.3	100
	M+F	4.2	1.0	3.9	9.2	20.9	4.7	9.1	34.8	56.1	100
France	Males	8.7	4.4	2.0	15.1	28.9	5.0	1.2	35.1	49.8	100
	Females	5.0	3.2	4.2	12.4	22.3	5.9	2.8	31.0	56.6	100
	M+F	6.9	3.8	3.1	13.8	25.6	5.4	2.0	33.1	53.2	100
Germany	Males	9.0	3.5	2.0	14.4	40.9	5.5	3.1	49.4	36.1	100
	Females	6.5	2.1	6.2	14.9	36.3	2.9	5.8	45.1	40.0	100
	M+F	7.8	2.8	4.1	14.7	38.7	4.2	4.4	47.3	38.0	100
Greece	Males	17.9	3.1	1.7	22.7	32.6	7.8	3.0	43.4	33.9	100
	Females	5.1	2.7	5.7	13.5	29.1	13.4	6.7	49.2	37.3	100
	M+F	11.3	2.9	3.8	18.0	30.8	10.7	4.9	46.4	35.6	100
Hungary	Males	5.4	2.4	3.9	11.7	40.9	5.0	5.7	51.6	36.7	100
	Females	4.0	0.7	7.8	12.5	33.8	2.7	12.3	48.7	38.7	100
	M+F	4.7	1.6	5.8	12.1	37.3	3.8	9.0	50.2	37.7	100
Iceland	Males	26.7	c	c	33.3	18.9	c	c	18.9	47.8	100
	Females	20.8	c	c	24.7	20.8	c	c	23.6	51.7	100
	M+F	23.8	c	c	29.2	19.8	c	c	21.2	49.7	100
Ireland	Males	14.7	2.5	2.3	19.5	50.0	2.8	1.5	54.3	26.2	100
	Females	5.6	0.7	4.9	11.3	49.9	2.3	4.6	56.8	32.0	100
	M+F	10.2	1.6	3.6	15.4	49.9	2.6	3.0	55.5	29.1	100
Italy	Males	19.0	5.7	4.3	29.0	24.8	5.9	5.8	36.6	34.4	100
	Females	9.0	3.8	8.4	21.3	22.0	8.1	6.4	36.6	42.2	100
	M+F	14.1	4.8	6.4	25.2	23.4	7.0	6.1	36.6	38.2	100

Note: c indicates that there are few observations to provide reliable estimates.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C5.1. (*continued*) **Percentage of 20 to 24-year-olds , by level of educational attainment, work status and gender (2002)**

			Not in education									
			Below upper secondary attainment				At least upper secondary attainment					
			Employed	Unemployed	Not in the labour force	Sub-total	Employed	Unemployed	Not in the labour force	Sub-total	In education	Total 20 to 24-year-olds
OECD COUNTRIES	Luxembourg	Males	14.5	1.0	0.4	15.9	38.0	1.1	0.1	39.2	44.8	100
		Females	17.5	1.9	4.7	24.1	24.9	2.0	3.1	29.9	46.0	100
		M+F	16.0	1.5	2.5	20.0	31.5	1.6	1.6	34.6	45.4	100
	Mexico	Males	64.7	2.4	3.1	70.1	6.7	0.5	0.3	7.5	22.3	100
		Females	27.8	1.3	41.2	70.4	6.7	0.6	2.3	9.6	20.0	100
		M+F	45.6	1.9	22.8	70.3	6.7	0.6	1.3	8.6	21.1	100
	Netherlands	Males	20.9	1.0	2.1	23.9	37.5	1.4	2.0	40.8	35.3	100
		Females	12.9	0.7	4.9	18.5	42.4	1.1	2.8	46.3	35.2	100
		M+F	16.9	0.9	3.4	21.2	39.9	1.2	2.4	43.5	35.3	100
	Norway	Males	1.7	0.7	0.4	2.9	55.9	3.9	3.5	63.3	33.8	100
		Females	0.9	0.2	0.6	1.7	45.0	2.4	6.8	54.2	44.1	100
		M+F	1.3	0.4	0.5	2.3	50.5	3.2	5.1	58.8	38.9	100
	Poland	Males	2.8	4.0	1.7	8.6	20.4	16.7	2.8	40.0	51.5	100
		Females	1.2	1.8	2.3	5.3	17.2	13.6	7.9	38.7	56.1	100
		M+F	2.0	2.9	2.0	6.9	18.8	15.1	5.4	39.3	53.8	100
	Portugal	Males	48.6	3.7	2.2	54.4	12.8	1.3	0.8	14.9	30.7	100
		Females	29.7	4.0	6.8	40.4	17.9	2.2	2.1	22.2	37.4	100
		M+F	39.1	3.8	4.5	47.4	15.4	1.7	1.4	18.5	34.0	100
	Slovak Republic	Males	1.2	3.6	1.3	6.1	46.0	23.2	5.5	74.7	19.2	100
		Females	0.4	1.3	3.0	4.7	40.3	16.5	13.5	70.2	25.1	100
		M+F	0.8	2.5	2.1	5.4	43.2	19.9	9.4	72.5	22.1	100
	Spain	Males	30.1	5.4	2.8	38.3	20.7	3.6	0.9	25.2	36.5	100
		Females	14.8	4.2	5.6	24.6	20.3	6.1	2.9	29.2	46.1	100
		M+F	22.6	4.8	4.2	31.7	20.5	4.8	1.8	27.2	41.2	100
	Sweden	Males	7.8	2.0	0.6	10.4	43.9	5.3	3.8	53.0	36.5	100
		Females	5.0	1.2	1.7	7.9	38.7	3.4	4.1	46.2	45.9	100
		M+F	6.4	1.6	1.2	9.2	41.3	4.4	3.9	49.7	41.1	100
	Switzerland	Males	5.8	c	c	7.6	46.2	c	5.4	55.2	37.2	100
		Females	4.6	c	c	7.5	47.7	c	c	53.4	39.1	100
		M+F	5.2	c	c	7.5	46.9	2.8	4.6	54.3	38.2	100
	Turkey	Males	35.9	7.2	6.0	49.1	18.4	6.7	7.3	32.3	18.5	100
		Females	16.7	1.4	43.8	61.9	9.8	4.5	13.0	27.4	10.7	100
		M+F	26.1	4.2	25.4	55.7	14.0	5.6	10.2	29.8	14.5	100
	United Kingdom	Males	5.2	1.5	1.5	8.2	55.7	5.4	2.6	63.7	28.0	100
		Females	1.6	0.4	5.6	7.7	44.5	3.4	10.3	58.3	34.1	100
		M+F	3.6	1.0	3.4	8.0	50.6	4.5	6.1	61.2	30.8	100
	United States[1]	Males	10.3	1.8	1.8	13.9	45.0	4.6	4.1	53.6	32.5	100
		Females	5.0	1.3	4.6	10.8	40.8	3.2	9.9	53.9	35.3	100
		M+F	7.6	1.5	3.2	12.3	42.8	3.9	7.0	53.7	33.9	100
	Country mean	***Males***	***15.3***	***2.9***	***2.2***	***20.3***	***35.8***	***5.4***	***3.1***	***44.4***	***35.3***	***100***
		Females	***8.7***	***1.6***	***7.3***	***17.7***	***32.0***	***4.6***	***6.1***	***42.6***	***39.7***	***100***
		M+F	***12.0***	***2.3***	***4.8***	***19.0***	***33.9***	***5.0***	***4.6***	***43.5***	***37.5***	***100***
PARTNER COUNTRY	Israel	Males	8.3	1.5	3.5	13.3	22.7	6.5	34.7	63.9	22.8	100
		Females	1.5	0.5	5.8	7.9	30.8	7.7	22.6	61.2	30.9	100
		M+F	5.0	1.0	4.6	10.6	26.7	7.1	28.8	62.6	26.8	100

Note: c indicates that there are few observations to provide reliable estimates.
1. Year of reference 2001.
Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

Table C5.2. Percentage of 20 to 24-year-olds by place of birth (2002)

Total population and population not in education, below upper secondary attainment

OECD COUNTRIES	All 20 to 24-year-olds				20 to 24-year-olds not in education, below upper secondary attainment			
	Born in the country	Born in another country	No information about country of birth	Total	Born in the country	Born in another country	No information about country of birth	Total
Australia	81	19	n	100	89	11	n	100
Austria	90	10	n	100	74	26	n	100
Belgium	93	7	n	100	84	16	n	100
Canada[1]	78	11	11	100	88	12*	n	100
Czech Republic	99	1	n	100	95	5	n	100
Denmark	92	8	n	100	89	10*	n	100
France	93	7	n	100	87	13	n	100
Germany	80	13	7	100	65	26	9	100
Greece	92	8	n	100	82	18*	n	100
Ireland	91	9	n	100	93	7	n	100
Luxembourg	72	28	n	100	38	62	n	100
Netherlands	78	22	n	100	69	31	n	100
Portugal	90	10	n	100	90	10	n	100
Spain	96	4	n	100	95	5	n	100
Sweden	88	11	1	100	84	14	2	100
Switzerland	83	17	n	100	54	46	n	100
United Kingdom	92	8	n	100	86	14	n	100
United States	87	13	n	100	67	33	n	100
Country mean	***87***	***11***	***1***	***100***	***79***	***20***	***1***	***100***

* Data to be considered with caution due to small sample size.
1. Year of reference 2001.
Source: OECD and EULFS. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

C5

Table C5.3. Percentage of 20 to 24-year-old non-students with low level of educational attainment, who are not in the labour force and have never had a job, by gender (2002)

OECD COUNTRIES	Males	Females
Austria	10	20
Belgium	12	24
Canada	4	19
Czech Republic	11	34
France	7*	21
Germany	9	27
Greece	7	37
Hungary	20	36
Ireland	9*	32
Italy	10	32
Poland	19	35
Portugal	4*	7*
Spain	3	11
Sweden	m	13
United Kingdom	10	32
Country mean	***10***	**25**

* Data to be considered with caution due to small sample size.
Note: Students in work-study programmes are considered to be both in education and employed, irrespective of their labour market status according to the ILO definition.
Source: OECD and EULFS. See Annex 3 for notes *(www.oecd.org/edu/eag2004)*.

CONTRIBUTORS TO THIS PUBLICATION

Many people have contributed to the development of this publication. The following lists the names of the country representatives, researchers and experts who have actively taken part in the preparatory work leading to the publication of this edition of *Education at a Glance – OECD Indicators*. The OECD wishes to thank them all for their valuable efforts.

National Co-ordinators

Mr. Dan ANDERSSON (Sweden)
Mr. Jorge BARATA (Portugal)
Mr. Dominique BARTHÉLÉMY (Belgium)
Mr. Eric DALMIJN (Netherlands)
Mr. Michal FEDEROWICZ (Poland)
Mr. Guillermo GIL (Spain)
Mr. Heinz GILOMEN (Switzerland)
Ms. Margrét HARÐARDÓTTIR (Iceland)
Mr. G. Douglas HODGKINSON (Canada)
Ms. Judit KADAR-FULOP (Hungary)
Mr. Gregory KAFETZOPOULOS (Greece)
Mr. I.Z. KARABIYIK (Turkey)
Mr. Kwan-Bok KIM (Korea)
Mr. Matti KYRÖ (Finland)
Mr. Antonio Giunta LA SPADA (Italy)
Mr. David LAMBIE (New Zealand)
Mr. Jérôme LEVY (Luxembourg)
Mr. Dietrich MAGERKURTH (Germany)
Mr. Victor MANUEL VELÁZQUEZ CASTAÑEDA (Mexico)
Mr. Lubomir MARTINEC (Czech Republic)
Mr. Gerardo MUÑOZ SANCHEZ-BRUNETE (Spain)
Mr. Mark NEMET (Austria)
Mr. Torlach O'CONNOR (Ireland)
Mr. Laurence OGLE (United States)
Mr. Brendan O'REILLY (Australia)
Mr. Vladimir POKOJNY (Slovak Republic)
Ms. Janice ROSS (United Kingdom)
Mr. Ingo RUSS (Germany)
Mr. Claude SAUVAGEOT (France)
Mr. Ole-Jacob SKODVIN (Norway)
Mr. Ken THOMASSEN (Denmark)
Ms. Ann VAN DRIESSCHE (Belgium)
Mr. Jerzy WISNIEWSKI (Poland)
Mr. Michio YAMADA (Japan)

Technical Group on Education Statistics and Indicators

Mr. Ruud ABELN (Netherlands)
Mr. Paul AMACHER (Switzerland)
Ms. Birgitta ANDRÉN (EUROSTAT)
Ms. Marie ARNEBERG (Norway)
Ms. Karin ARVEMO-NOTSTRAND (Sweden)
Ms. Alina BARAN (Poland)
Ms. Eva BOLIN (Sweden)
Mr. Fernando CELESTINO REY (Spain)
Mr. Eduardo DE LA FUENTE (Spain)
Ms. Gemma DE SANCTIS (Italy)
Mr. Philippe DIEU (Belgium)
Mr. Kjetil DIGRE (Norway)
Ms. Maria DOKOU (Greece)
Ms. Mary DUNNE (Ireland)
Ms. Nilgün DURAN (Turkey)
Mr. Timo ERTOLA (Finland)
Mr. Pierre FALLOURD (France)
Ms. Judit LUKÁCS (Hungary)
Mr. Dietrich MAGERKURTH (Germany)
Mr. Robert MAHEU (Canada)
Ms. Sabine MARTINSCHITZ (Austria)
Ms. Giuliana MATTEOCCI (Italy)
Ms. Midori MIYATA (Japan)
Mr. Yoshiro NAKAYA (Japan)
Ms. Anna NOWOZYNSKA (Poland)
Mr. Geir NYGARD (Norway)
Mr. Muiris O'CONNOR (Ireland)
Mr. Brendan O'REILLY (Australia)
Mr. Miikka PAAJAVUORI (Finland)
Mr. Jose PAREDES (Portugal)
Mr. Wolfgang PAULI (Austria)
Mr. Adrian PAWSEY (Australia)
Mr. João PEREIRA DE MATOS (Portugal)
Mr. Jose PESSOA (Canada)

Ms. Alzbeta FERENCICOVÀ (Slovak Republic)
Ms. Catherine FREEMAN (United States)
Mr. Yosef GIDANIAN (Israel)
Mr. Paul GINI (New Zealand)
Mr. Bengt GREF (Sweden)
Mr. Heinz-WERNER HETMEIER (Germany)
Mr. Steve HEWITT (United Kingdom)
Ms. Maria HRABINSKA (Slovak Republic)
Mr. Jesus IBANEZ MILLA (Spain)
Mr. Klaus JACOBSEN (Denmark)
Ms. Michèle JACQUOT (France)
Ms. Nathalie JAUNIAUX (Belgium)
Ms. Alison KENNEDY (UNESCO)
Ms. Michaela KLENHOVÁ (Czech Republic)
Mr. Felix KOSCHIN (Czech Republic)
Ms. Natalia KOVALEVA (Russia)
Mr. Steve LEMAN (United Kingdom)
Mr. Jérôme LEVY (Luxembourg)
Mr. László LIMBACHER (Hungary)
Mr. Spyridon PILOS (EUROSTAT)
Ms. Elena REBROSOVA (Slovak Republic)
Mr. Alexander RENNER (Germany)
Mr. Ingo RUSS (Germany)
Mr. Pascal SCHMIDT (EUROSTAT)
Mr. Thomas SNYDER (United States)
Ms. Maria Pia SORVILLO (Italy)
Ms. Dalia SPRINZAK (Israel)
Mr. Konstantinos STOUKAS (Greece)
Mr. Dick TAKKENBERG (Netherlands)
Mr. Ken THOMASSEN (Denmark)
Mr. Mika TUONONEN (Finland)
Mr. Shuichi UEHARA (Japan)
Ms. Manon UNSEN (Luxembourg)
Ms. Ásta URBANCIC (Iceland)
Mr. Matti VAISANEN (Finland)
Ms. Erika VALLE BUTZE (Mexico)
Ms. Ann VAN DRIESSCHE (Belgium)
Mr. Rik VERSTRAETE (Belgium)

Network A on Educational Outcomes

Lead Country: United States

Network Leader: Mr. Eugene OWEN

Mr. Helmut BACHMANN (Austria)
Ms. Anna BARKLUND (Sweden)
Mr. Giray BERBEROGLU (Turkey)
Ms. Iris BLANKE (Luxembourg)
Ms. Christiane BLONDIN (Belgium)
Mr. Fernando CORDOVA CALDERON (Mexico)
Ms. Chiara CROCE (Italy)
Mr. Guillermo GIL (Spain)
Ms. Zsuzsa HAMORI-VACZY (Hungary)
Mr. Jürgen HORSCHINEGG (Austria)
Ms. Anne-Berit KAVLI (Norway)
Mr. Jorma KUUSELA (Finland)
Ms. Mariann LEMKE (United States)
Mr. Felipe MARTINEZ RIZO (Mexico)
Mr. Jay MOSKOWITZ (United States)
Mr. Jerry MUSSIO (Canada)
Mr. Michael O'GORMAN (Canada)
Mr. Jules PESCHAR (Netherlands)
Ms. Glória RAMALHO (Portugal)
Mr. Erich RAMSEIER (Switzerland)
Mr. Thierry ROCHER (France)
Mr. Vladislav ROSA (Slovak Republic)
Mr. Jochen SCHWEITZER (Germany)
Ms. Elois SCOTT (United States)
Mr. Gerry SHIEL (Ireland)
Mr. Joern SKOVSGAARD (Denmark)
Ms. Maria STEPHENS (United States)
Mr. Jason TARSH (United Kingdom)
Mr. Luc VAN DE POELE (Belgium)
Mr. Paul VAN OIJEN (Netherlands)
Ms. Evangelia VARNAVA-SKOURA (Greece)
Mr. Ryo WATANABE (Japan)
Ms. Anita WESTER (Sweden)
Ms. Wendy WHITHAM (Australia)
Ms. Lynne WHITNEY (New Zealand)
Ms. Pavla ZIELENCIOVA (Czech Republic)

Network B on Education and Socio-economic Outcomes

Lead country: Sweden

Network Leader: Mr. Dan ANDERSSON

Ms. Yupin BAE (United States)
Ms. Ariane BAYE (Belgium)
Ms. Irja BLOMQVIST (Finland)
Ms. Anna BORKOWSKY (Switzerland)
Mr. Fernando CELESTINO REY (Spain)
Ms. Jihee CHOI (Korea)
Mr. Erik DAHL (Norway)
Mr. Eric DALMIJN (Netherlands)
Mr. Patrice DE BROUCKER (Canada)
Mr. Kjetil DIGRE (Norway)
Ms. Isabelle ERAUW (Belgium)
Ms. Lisa HUDSON (United States)
Mr. Evangelos INTZIDIS (Greece)
Ms. Anna JÖNSSON (Sweden)
Mr. Olof JOS (Sweden)
Mr. Jens KROGSTRUP (Denmark)
Ms. Christiane KRÜGER-HEMMER (Germany)
Mr. Jérôme LEVY (Luxembourg)
Ms. Anne-France MOSSOUX (European Commission)
Mr. Philip O'CONNELL (Ireland)
Mr. Brendan O'REILLY (Australia)
Mr. Ali PANAL (Turkey)
Mr. Kenny PETERSSON (Sweden)
Ms. Simona PIKALKOVA (Czech Republic)
Mr. Spyridon PILOS (EUROSTAT)
Ms. Pascale POULET-COULIBANDO (France)
Ms. Cheryl REMINGTON (New Zealand)
Ms. Aila REPO (Finland)
Ms. Emilia SAO PEDRO (Portugal)
Ms. Astrid SCHORN-BUCHNER (Luxembourg)
Mr. Peter SCRIMGEOUR (United Kingdom)
Mr. Dan SHERMAN (United States)
Ms. Irena SKRZYPCZAK (Poland)
Ms Maria-Pia SORVILLO (Italy)
Mr. Stig FORNENG (Sweden)
Ms. Pauline THOOLEN (Netherlands)
Ms. Mariá THURZOVÁ (Slovak Republic)
Ms. Éva TÓT (Hungary)
Mr. Johan VAN DER VALK (Netherlands)

Network C on School Features and Processes

Lead Country: Netherlands

Network Leader: Mr. Jaap SCHEERENS

Ms. Dominique ALLAIN (France)
Ms. Bodhild BAASLAND (Norway)
Mr. Vassilios CHARISMIADIS (Greece)
Mr. Jerzy CHODNICKI (Poland)
Ms. Maria DO CARMO CLÍMACO (Portugal)
Mr. Eric DALMIJN (Netherlands)
Mr. Philippe DELOOZ (Belgium)
Ms. Alexia DENEIRE (Belgium)
Ms. Nilgün DURAN (Turkey)
Ms. Flora GIL TRAVER (Spain)
Mr. Paul GINI (New Zealand)
Mr. Sean GLENNANE (Ireland)
Ms. Kerry GRUBER (United States)
Mr. Helder GUERREIRO (Portugal)
Ms. Annika HAGLUND (Sweden)
Ms. Maria HENDRIKS (Netherlands)
Ms. Alison Kennedy (UNESCO)
Ms. Michaela KLENHOVÁ (Czech Republic)
Mr. Christian KRENTHALLER (Austria)
Mr. Hannu-Pekka LAPPALAINEN (Finland)
Ms. Ulla LINDQVIST (Sweden)
Ms. Nelly MCEWEN (Canada)
Mr. Gerd MÖLLER (Germany)
Ms. Hyun-Jeong PARK (Korea)
Mr. Jørgen Balling RASMUSSEN (Denmark)
Ms. Astrid SCHORN (Luxembourg)
Mr. Joel SHERMAN (United States)
Ms. Pavlina STASTNOVA (Czech Republic)
Mr. Eugene STOCKER (Switzerland)
Mr. Jason TARSH (United Kingdom)
Ms. Erika VALLE BUTZE (Mexico)
Mr. Peter VAN PETEGEM (Belgium)

Ms. Maria HRABINSKA (Slovak Republic)
Ms. Anna IMRE (Hungary)
Ms. Caterina VEGLIONE (Italy)

World Education Indicators

Mr. Mark AGRANOVITCH (Russian Federation)
Mr. Peter AMARASINGHE (Sri Lanka)
Mr. Ramon BACANI (Philippines)
Mr. C. BALAKRISHNAN (India)
Ms. Barbara ALLEN (Jamaica)
Mr. Ade CAHYANA (Indonesia)
Mr. Farai CHOGA (Zimbabwe)
Ms. Jehad Jamil Abu EL-SHAAR (Jordan)
Ms. Vivian HEYL (Chile)
Mr. Mohsen KTARI (Tunisia)
Ms. Zhi hua LIN (China)
Ms. Khalijah MOHAMMAD (Malaysia)
Mr. Eliezer MOREIRA PACHECO (Brazil)
Ms. Irene Beatriz OIBERMAN (Argentina)
Ms. Mara PEREZ TORRANO (Uruguay)
Mr. Mohammed RAGHEB (Egypt)
Ms. Sirivarn SVASTIWAT (Thailand)
Ms. Patricia VALDIVIA (Peru)
Ms. Dalila ZARZA PAREDES (Paraguay)

Others contributors to this publication

Mr. Kai v. AHLEFELD (Layout)
Mr. Gilles BURST (Layout)
Ms. Delphine GRANDRIEUX (OECD)
Ms. Katja HETTLER (Layout)
Mr. Thomas KRÄHENBÜHL (Layout)
Ms. Melissa PEERLESS (Editor)
Mr. Ingo RUSS (German Ministry of Education)
Mr. Stephan VINCENT-LANCRIN (OECD)

RELATED OECD PUBLICATIONS

Classifying Educational Programmes: Manual for ISCED-97 Implementation in OECD Countries (1999)				
ISBN 92-64-17037-5	EUR 41	US$ 43	£ 26	¥ 5 050
From Initial Education to Working Life: Making Transitions Work (2000)				
ISBN 92-64-17631-4	EUR 39	US$ 37	£ 23	¥ 3 900
Knowledge and Skills for Life: First Results from PISA 2000 (2001)				
ISBN 92-64-19671-4	EUR 21	US$ 19	£ 13	¥ 2 110
Teachers for Tomorrow's Schools: Analysis of the 2000 World Education Indicators (2001)				
ISBN 92-64-18699-9	EUR 22	US$ 20	£ 14	¥ 2 200
Financing Education: Investments and Returns - Analysis of the World Education Indicators (2002)				
ISBN 92-64-19971-3	EUR 25	US$ 25	£ 16	¥ 3 050
PISA 2000 Technical Report (2002)				
ISBN 92-64-19951-9	EUR 30	US$ 30	£ 19	¥ 3 500
Manual for the PISA 2000 Database (2002)				
ISBN 92-64-19822-9	EUR 20	US$ 19	£ 12	¥ 2 300
Sample Tasks from the PISA 2000 Assessment: Reading, Mathematical and Scientific Literacy (2002)				
ISBN 92-64-19765-6	EUR 20	US$ 19	£ 12	¥ 2 300
Reading for Change: Performance and Engagement across Countries (2003)				
ISBN 92-64-09926-3	EUR 24	US$ 24	£ 15	¥ 2 800
Literacy Skills for the World of Tomorrow: Further Results from PISA 2000 (2003)				
ISBN 92-64-10286-8	EUR 21	US$ 24	£ 14	¥ 2 700
The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills (2003)				
ISBN 92-64-10172-1	EUR 24	US$ 28	£ 16	¥ 3 100
Learners for Life: Student Approaches to Learning: Results from PISA 2000 (2003)				
ISBN 92-64-10390-2	EUR 21	US$ 24	£ 14	¥ 2 700
Student Engagement at School: A Sense of Belonging and Participation: Results from PISA 2000 (2003)				
ISBN 92-64-01892-1	EUR 21	US$ 24	£ 14	¥ 2 700
OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (2004)				
ISBN 92-64-10410-0	EUR 45	US$ 56	£ 31	¥ 5 800
Completing the Foundation for Lifelong Learning: An OECD Survey of Upper Secondary Schools (2004)				
ISBN 92-64-10372-4	EUR 28	US$ 32	£ 20	¥ 3 800
OECD Survey of Upper Secondary Schools: Technical Report (2004)				
ISBN 92-64-10572-7	EUR 32	US$ 37	£ 22	¥ 4 400
Internationalisation and Trade in Higher Education: Opportunities and Challenges (2004)				
ISBN 96-64-01504-3	EUR 50	US$ 63	£ 35	¥ 6 400
Education Policy Analysis 2004 (to be published in the fourth quarter of 2004)				
First Results from PISA 2003 (to be published on 7 December 2004)				
PISA 2003 report on problem solving (to be published on 7 December 2004)				

These titles are available at the OECD Online Bookshop: *www.oecd.org/bookshop*

TABLE OF CONTENTS

Name of the indicator in the 2003 edition