

PARTICIPATION IN SECONDARY AND TERTIARY EDUCATION

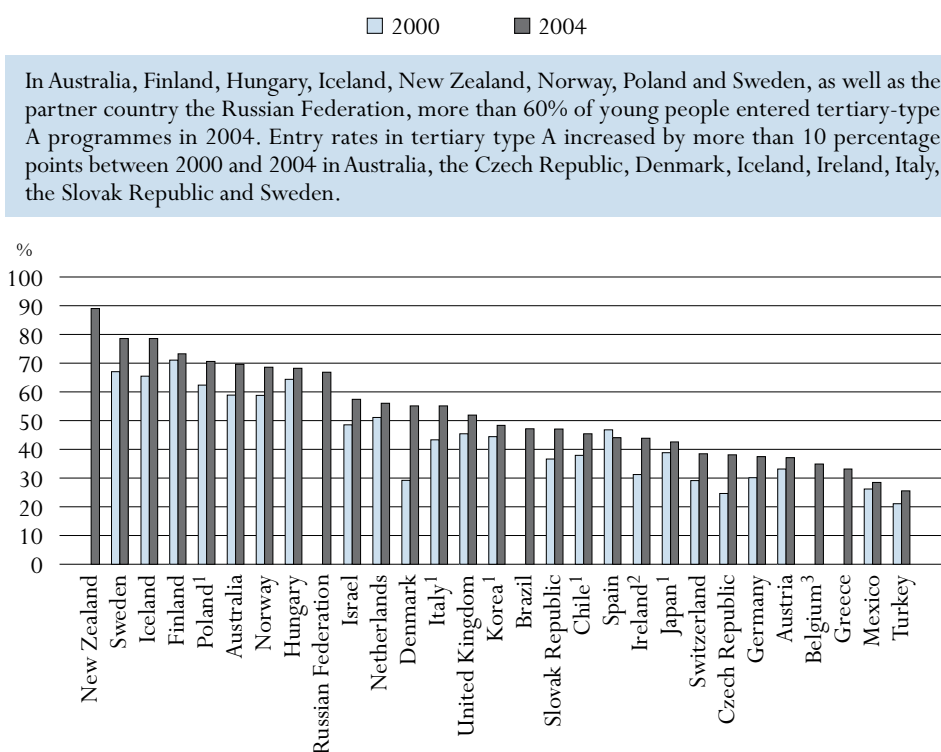
This indicator shows patterns of participation at the secondary level of education and the percentage of the youth cohort that will enter different types of tertiary education during their lives. Entry and participation rates reflect both the accessibility of tertiary education and the perceived value of attending tertiary programmes. This indicator also focuses on the comparative role played by public and private providers of education across OECD and partner countries.

Key points

Chart C2.1a. Entry rates into tertiary-type A education (2000, 2004)

Sum of net entry rates for each year of age

The chart shows the proportion of people who enter into tertiary-type A education for the first time, and the change between 2000 and 2004. Entry rates measure the inflow to education at a particular time rather than the stock of students who are already enrolled. They have the advantage over enrolment rates in that the comparability between countries is not distorted by different course lengths.



In Australia, Finland, Hungary, Iceland, New Zealand, Norway, Poland and Sweden, as well as the partner country the Russian Federation, more than 60% of young people entered tertiary-type A programmes in 2004. Entry rates in tertiary type A increased by more than 10 percentage points between 2000 and 2004 in Australia, the Czech Republic, Denmark, Iceland, Ireland, Italy, the Slovak Republic and Sweden.

1. Entry rate for tertiary-type A programmes calculated as gross entry rate. This applies to Italy and Poland only in 2000.

2. Full-time entrants only.

3. Excludes the German-speaking Community of Belgium.

Countries are ranked in descending order of the entry rates for tertiary-type A education in 2004.

Source: OECD. Table C2.1. See Annex 3 for notes (www.oecd.org/edu/eqg2006).

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Other highlights of this indicator

- Today, 53% of young people in OECD countries will enter tertiary-type A programmes during their lifetime whereas 2% of young people in the 17 OECD countries for which data are comparable, will enter advanced and research programmes during their lifetime.
- The proportion of students who enter tertiary-type B programmes is generally smaller than for tertiary-type A programmes. In OECD countries with available data, 16% of young people, on average, will enter tertiary-type B programmes. The figures range from 4% or less in Italy, Mexico, Norway, Poland and the Slovak Republic to more than 30% in Belgium, Japan, Korea and New Zealand. Changes from 2000 to 2004 are rather contrasted between countries.
- In Belgium, and to a lesser extent in Japan and Korea, wide access to tertiary-type B programmes counterbalances comparatively low rates of entry into tertiary-type A programmes. By contrast, Iceland, Norway, Poland and Sweden have entry rates above the OECD average for tertiary-type A programmes and comparatively very low rates of entry into tertiary-type B programmes. New Zealand stands out as a country with entry rates at both levels that are the highest among OECD countries.
- Traditionally, students typically enter tertiary-type A programmes immediately after having completed upper secondary education. This remains true in many OECD countries.
- In 14 OECD countries, the majority of upper secondary students attend vocational or apprenticeship programmes. Vocational education is school based in most OECD countries.
- Across OECD countries, education at all levels is still predominantly a publicly provided service – 89% of students in primary education are in public institutions – though the private sector is becoming more prominent beyond compulsory education. Privately managed schools now enrol, on average, 11% of primary students, 15% of lower secondary students and 20% of upper secondary students.
- On average among OECD countries, 12% of students enrolled at tertiary-type A education (including advanced research programmes) will follow their studies in independent private institutions. This proportion is two times higher than the EU19 country average.

Policy context

A range of factors, including an increased risk of unemployment and other forms of exclusion for young people with insufficient education, has strengthened the incentive for young people to stay enrolled beyond the end of compulsory education and to graduate from upper secondary education. Graduation from upper secondary education is also becoming the norm in most OECD countries. Most of these upper secondary programmes are primarily designed to prepare students for tertiary studies (see Indicator A2).

High tertiary entry and participation rates help to ensure the development and maintenance of a highly educated population and labour force. Moreover, tertiary education programmes are generally associated with better access to employment (see Indicator A8) and higher earnings (see Indicator A9). Rates of entry into tertiary education are a partial indication of the degree to which a population is acquiring high-level skills and knowledge valued by the labour market in today's knowledge society.

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 (see Indicator A3). Tertiary-type A programmes dominate the stock of tertiary enrolments and therefore the volume of resources required as they tend to be longer than other tertiary programmes (see Indicator B1, Table B1.3).

The continued growth in participation and a widening diversity of the backgrounds and interests of those aspiring to tertiary studies means that tertiary institutions will need to expand admissions and adapt their programmes and teaching to the diverse needs of new generations of students.

Evidence and explanations

The curricular content in upper secondary programmes varies, depending on the type of education or occupation for which the programmes are designed. Students can also choose from a wide range of post-secondary programmes as well (see Indicator C1).

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 (www.oecd.org/edu/eqq2006).

Today, 53% of young people in OECD countries (52% in the EU19 countries) will enter tertiary-type A programmes during their lifetime, assuming that current entry rates continue. In fact, in Australia, Finland, Hungary, Iceland, New Zealand, Norway, Poland and Sweden, as well as in the partner country the Russian Federation, more than 60% of young people enter tertiary-type A programmes. The United States has an entry rate of 63%, but both type A and type B programmes are included in the type A columns as noted in Table C2.1.

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, Germany, Greece and Switzerland are around 35%. The first-time entry rates are particularly low in Mexico and Turkey with respectively 29% and 26%.

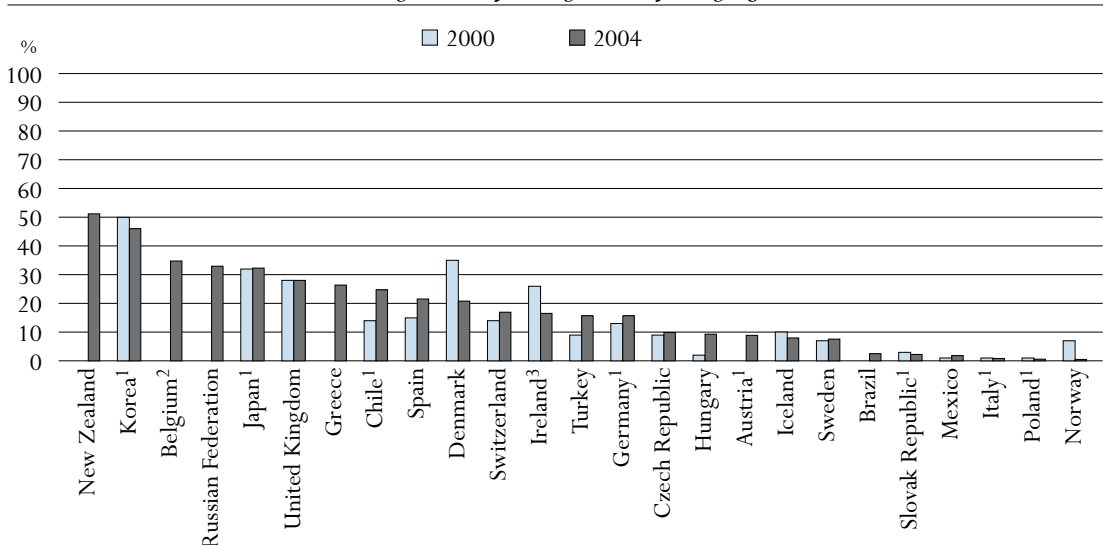
The proportion of people who enter tertiary-type B programmes is generally smaller than the proportion entering tertiary-type A programmes. In OECD countries with available data, 16% of young people, on average, will enter tertiary-type B programmes. The OECD country average does not differ significantly from the EU19 country average (13%). The figures range from 4% or less in Italy, Mexico, Norway, Poland and the Slovak Republic, and the partner country Brazil, to more than 30% in Belgium and Japan, and the partner country the Russian Federation, and more than 45% in Korea and New Zealand (Table C2.1. and Chart C2.1b).

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

On average, in all OECD countries with comparable data, 20% more of today's young people enter into tertiary-type A programmes compared to 2000. Entry rates in tertiary-type A education increased by more than 10 percentage points between 2000 and 2004 in Australia, the Czech Republic, Denmark, Iceland, Ireland, Italy, the Slovak Republic and Sweden. Spain is the only OECD country that shows a slight decrease of entry rates to tertiary-type A programmes, although this decrease is counterbalanced by a significant increase of entry rates in tertiary-type B programmes between 2000 and 2004 (Table C2.1. and Chart C2.1a).

Chart C2.1b. Entry rates into tertiary-type B education (2000, 2004)

Sum of net entry rates for each year of age



1. Entry rate for tertiary-type B programmes calculated as gross entry rate. This applies to Italy, Poland and the Slovak Republic only in 2000.

2. Excludes the German-speaking Community of Belgium.

3. Full-time entrants only.

Countries are ranked in descending order of the entry rates for tertiary-type B education in 2004.

Source: OECD. Table C2.1. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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Changes of net entry rates into tertiary-type B programmes between 2000 and 2004 vary among OECD countries, with an increase on average of only two percentage points over this period. This entry rate has slightly increased in most countries, except Denmark, Iceland, Ireland, Korea, Norway and the Slovak Republic, where it has decreased, and in Italy, Japan and Poland where it has been stable (Chart C2.1b). The reclassification of tertiary-type B to tertiary-type A programmes in Denmark after 2000 partly explained the changes observed between 2000 and 2004 (Charts C2.1a and C2.1b).

Almost 2% of today's young people in the 17 OECD countries with comparable data will enter advanced and research programmes during their lifetime. The figures range from less than 1% in Australia, Austria, Iceland, Mexico, Norway and in the partner country Chile, to 3% or more in the Slovak Republic, Sweden and Switzerland (Table C2.1).

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 (see Indicator C1).

Age of new entrants into tertiary education

The age structure of entrants into tertiary education varies among OECD countries. Upper secondary graduates may have gone directly to the labour market before enrolling in a tertiary education programme. 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 counted twice.

Traditionally, students enter tertiary-type A programmes immediately after having completed upper secondary education, and this remains true in many OECD countries. For example, in Belgium, the Czech Republic, Greece, Ireland, Italy, the Netherlands, Poland and Spain, more than 80% of all first-time entrants into tertiary-type A programmes are under 23 years of age (Table C2.1).

In other OECD and partner 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 into tertiary-type A programmes are typically older and show a much wider range of age at entry. In Denmark, Iceland, Sweden, the United Kingdom and the partner countries Brazil and Israel, more than half the students enter this level for the first time at the age of 22 or older (Table C2.1). The proportion of older first-time entrants to tertiary-type A programmes may reflect, among other factors, 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, the Czech Republic, Hungary, New Zealand and Switzerland, where a sizeable proportion of new entrants is much older than the typical age of entry. In Australia, Hungary, Iceland, New Zealand and the Nordic countries, more than 20% of first-time entrants are aged 27 or older.

Participation in upper secondary vocational education

In most OECD countries, students do not follow a 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:

- 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. Less than 25% of the programme content is vocational or technical.
- 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.
- 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 14 OECD countries, the majority of upper secondary 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, Finland, Italy, Norway, the Slovak Republic and the United Kingdom, 60% or more of upper secondary students are enrolled in pre-vocational or vocational programmes. The exceptions are Hungary, Iceland, Spain and Turkey 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, with the exception of the United Kingdom, where many vocational programmes correspond to further education programmes. 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, around 80% or more of students enrolled in vocational programmes have both school-based and work-based elements.

Beyond the secondary level, a number of options exist for further education. One avenue is relatively short, vocationally oriented programmes at the tertiary level. Another is theoretically based programmes, designed to provide sufficient qualifications for entry into advanced research programmes and professions with high skill requirements. These are mainly, but not exclusively, taught at universities.

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 both tertiary-type A and tertiary-type B programmes, can be added together.

On average in OECD countries, a 17-year-old can expect to receive three years of tertiary education of which 2.3 years will be full-time. In Finland, Korea, New Zealand and the United States, a student can expect to receive at least four years of tertiary education (full-time and part-time). By contrast, the expectancy of tertiary education is less than two years in Mexico, the Slovak Republic and Turkey, and the partner country Brazil (Table C2.2).

On average in OECD countries, expectancy of enrolment in tertiary-type A programmes (2.4 years) is far higher than that in tertiary-type B programmes (0.5 years), partly because of the shorter duration of tertiary-type B programmes.

Trends in participation

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.

Participation in tertiary education grew in absolute terms in all OECD countries between 1995 and 2004, on average by 50%. In half of the OECD countries with available data, the number of students enrolled in tertiary education increased by over 30%, and more than doubled in Greece, Hungary, Iceland and Poland (Table C2.2).

Growing demand, reflected in higher enrolment rates, is the main factor driving expansion in tertiary enrolments. Australia, Canada, Iceland, Mexico and Turkey are the only OECD countries where population increases have significantly contributed to higher tertiary enrolments. The actual increase in tertiary students would have been significantly higher in many OECD countries (in particular Denmark, Germany, Hungary and Korea) had the population not decreased.

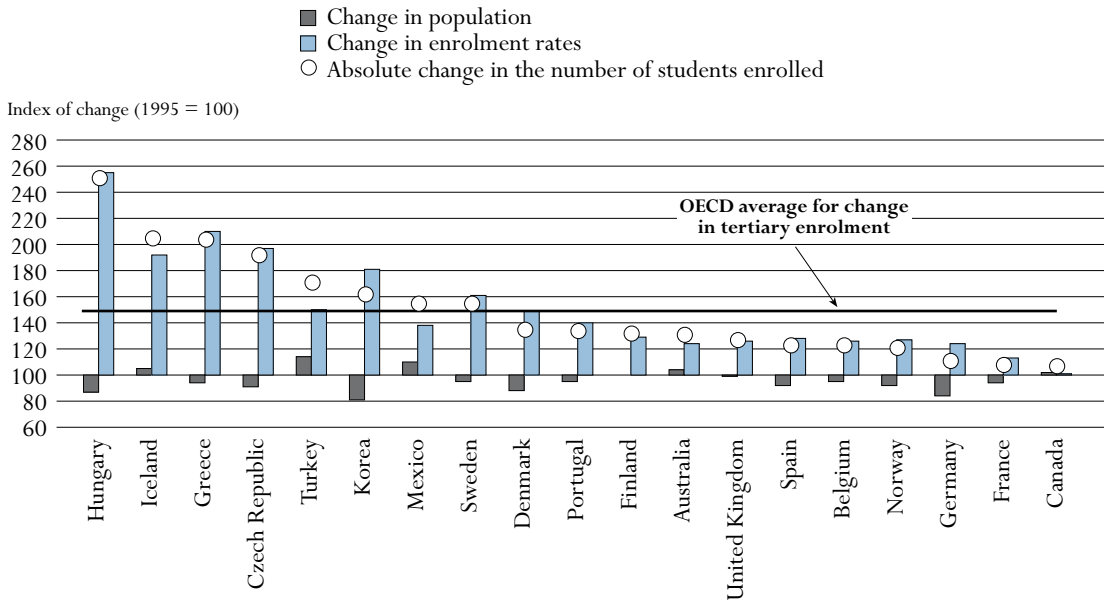
The relative size of the public and the private sector

In OECD and partner countries, education at all levels is still predominantly publicly provided. On average, 89% of primary education students are enrolled in public institutions in the OECD countries, while the figures decline a bit in secondary education, with 83% of lower secondary students and 80% of upper secondary students being taught in public institutions. Private providers generally play a more significant role in tertiary education, with 33% of students of tertiary-type B programmes and 23% of students in tertiary-type A and advanced research programmes studying in private institutions. Moreover, only in tertiary education do independent private providers cater to a significant share of the student population (Tables C2.3 and C2.4).

The pattern varies for individual countries. Belgium and the Netherlands stand out as the only countries where private providers dominate primary and secondary education, with over 50% of students enrolled in the private sector. In both countries (as is generally the case across all countries at primary and secondary level), the private providers are institutions that receive more than 50% of their funding from public sources but have autonomy in their governance. Australia, and Spain comprise a group where similar institutions enrol about 20% or more

Chart C2.2. Change in tertiary enrolment relative to changing participation rates and demography (1995–2004)

Index of change in the number of students enrolled at the tertiary level between 1995 and 2004 and the relative contribution of demographic changes and changing enrolment rates (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/eaq2006).

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of primary and secondary students. Such government-dependent providers also become dominant at the upper secondary level in Korea (50% of students) and the United Kingdom (72% of students). In the partner country Chile, the ratio is about 40% for the three levels of education.

At primary and secondary levels, independent private providers (those who receive less than 50% of their funds from government sources) take on a sizeable role only in Japan and Mexico with respectively 30% and 21 % of upper secondary students.

At the tertiary level, the pattern is quite different. The extent of private provision at the tertiary level is greater than it is at the primary and secondary levels, especially for tertiary-type B provision, where private sector enrolments account for around one-third of the total. In both the Netherlands and the United Kingdom, all tertiary education is provided through government-dependent private institutions and such providers also receive more than half of tertiary students in Belgium and the partner country Israel. Independent private providers are more prominent at the tertiary level than at the pre-tertiary levels (an average of 12% of tertiary-types A and B students attend such institutions). This is particularly the case in Japan and Korea, where around three-quarters or more of students are enrolled in such institutions. Independent private providers also have a significant share of the provision amongst tertiary-type B programmes in Switzerland. Although the share is also high in Poland and Portugal, the total numbers enrolled in these programmes are relatively small.

Definitions and methodologies

Data for the school year 2003-2004 are based on the UOE data collection on education statistics administered annually by the OECD.

C2

Table C2.1 shows the sum of net entry rates for all ages. The net entry rate for 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. 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 also shows 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 enrol 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 a total tertiary-level entrance rate because it would result in counting entrants twice.

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.

Table C2.5 shows the distribution of enrolled students in upper secondary education by programme orientation. 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 for 1994-1995 are based on a special survey carried out in OECD countries in 2000. OECD countries were asked to report according to the ISCED-97 classification.

Table C2.1.
Entry rates into tertiary education and age distribution of new entrants (2004)
Sum of net entry rates for each year of age, by gender and programme destination

	Tertiary-type B			Tertiary-type A						Advanced research programmes			Net entry rates (2000)				
	Net entry rates			Net entry rates			Age at:			Net entry rates			Tertiary-type B		Tertiary-type A		
	M+F	Males	Females	M+F	Males	Females	20 th percentile ¹	50 th percentile ¹	80 th percentile ¹	M+F	Males	Females	M+F	M+F	Males	Females	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
OECD countries	Australia	m	m	m	70	65	74	18.6	20.9	27.4	0.9	1.1	0.8	m	59	52	66
	Austria ²	9	8	10	37	33	41	19.3	20.6	23.3	0.6	0.8	n	m	33	30	37
	Belgium ³	35	28	42	34	33	35	18.3	18.9	22.4	m	m	m	m	m	m	m
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	10	7	13	38	36	41	19.5	20.4	22.6	2.6	3.2	1.9	9	25	26	24
	Denmark	21	20	21	55	43	68	20.9	22.6	27.1	2.0	2.2	1.7	35	29	27	32
	Finland	a	a	a	73	65	82	19.8	21.5	27.3	m	m	m	a	71	62	81
	France	m	m	m	m	m	m	m	m	m	m	m	m	21	37	30	44
	Germany ²	16	13	19	37	38	37	20.1	21.4	24.1	m	m	m	13	30	30	30
	Greece	26	26	27	33	30	37	18.1	18.6	19.3	2.2	2.5	1.9	m	m	m	m
	Hungary	9	7	11	68	61	76	19.2	20.9	27.6	1.8	1.9	1.6	2	65	60	70
	Iceland	8	8	8	79	56	102	20.9	23.5	<40	0.6	n	0.8	10	66	48	84
	Ireland ⁴	17	18	15	44	39	50	18.3	19.1	20.0	m	m	m	26	31	29	34
	Italy ^{2, 5}	1	1	1	55	49	62	19.2	19.8	22.1	2.0	1.9	2.0	1	43	38	49
	Japan ^{2, 5}	32	24	41	43	49	36	m	m	m	1.3	1.8	0.7	32	39	47	30
	Korea ^{2, 5}	46	44	48	48	52	45	m	m	m	1.8	2.3	1.3	50	45	48	41
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	2	2	1	29	28	29	18.4	19.6	23.7	0.2	0.2	0.1	1	26	27	26
	Netherlands	a	a	a	56	52	61	18.4	19.8	22.7	m	m	m	1	51	48	54
	New Zealand	51	45	57	89	74	104	18.9	21.9	<40	1.9	1.8	1.9	m	m	m	m
	Norway	1	1	1	69	58	80	20.0	21.2	29.0	0.1	0.2	0.1	7	59	45	74
	Poland ⁵	1	n	1	71	66	76	19.5	20.4	22.9	m	m	m	1	62	x(14)	x(14)
	Portugal	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovak Republic ²	2	1	4	47	42	52	19.5	20.9	26.9	3.0	3.5	2.5	3	37	38	36
	Spain	22	20	23	44	37	52	18.4	19.1	22.4	m	m	m	15	47	41	53
	Sweden	8	8	8	79	64	94	20.3	22.8	<40	3.0	3.1	2.9	7	67	54	81
	Switzerland	17	20	14	38	39	38	20.0	21.6	26.1	4.4	5.2	3.5	14	29	32	26
Turkey	16	19	13	26	29	22	18.6	20.0	23.6	n	0.6	n	9	21	26	17	
United Kingdom	28	m	m	52	m	m	18.8	22.4	25.6	2.2	2.5	2.0	28	46	42	49	
United States	x(4)	x(5)	x(6)	63	56	71	19.4	21.2	24.0	m	m	m	14	43	37	49	
<i>OECD average</i>	<i>16</i>	<i>14</i>	<i>16</i>	<i>53</i>	<i>48</i>	<i>59</i>				<i>1.7</i>	<i>1.9</i>	<i>1.4</i>	<i>14</i>	<i>44</i>	<i>40</i>	<i>47</i>	
<i>EU19 average</i>	<i>13</i>	<i>10</i>	<i>13</i>	<i>52</i>	<i>46</i>	<i>58</i>				<i>2.2</i>	<i>2.4</i>	<i>1.8</i>	<i>12</i>	<i>45</i>	<i>40</i>	<i>48</i>	
Partner countries	Brazil	2	3	2	47	42	53	19.7	23.7	<40	1.3	x(10)	x(10)	m	m	m	m
	Chile ^{2, 5, 6}	25	28	21	46	44	47	m	m	m	0.2	0.2	0.2	14	38	40	35
	Israel	m	m	m	58	52	64	21.4	23.7	27.8	m	m	m	31	49	44	54
	Russian Federation	33	x(1)	x(1)	67	x(4)	x(4)	m	m	m	2.0	x(10)	x(10)	m	m	m	m

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

1. Respectively 20%, 50% and 80% of new entrants are below this age.

2. Entry rate for tertiary-type B programmes calculated as gross entry rate. This applies to the Slovak Republic only in 2000.

3. Excludes the German-speaking Community of Belgium.

4. Full-time entrants only.

5. Entry rate for tertiary-type A programmes calculated as gross entry rate. This applies to Italy and Poland only in 2000.

6. Year of reference: 1999.

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

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

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Table C2.2.
Expected years in tertiary education and changes in tertiary enrolment (2004)
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	Total tertiary education	Attributable to:	
	M + W	Women	M + W	M + W	Women	M + W	M + W	Women	M + W		Change in population	Change in enrolment rates
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)			
OECD countries												
Australia	0.6	0.6	0.2	2.8	3.2	1.9	3.6	3.9	2.2	128	104	124
Austria	0.3	0.3	x(1)	1.9	2.0	1.9	2.3	2.5	x(7)	100	m	m
Belgium ¹	1.6	1.8	1.1	1.4	1.4	1.4	3.0	3.3	2.5	120	95	126
Canada ²	0.7	0.8	0.6	2.1	2.5	1.5	2.9	3.3	2.1	104	102	101
Czech Republic	0.2	0.3	0.2	1.8	1.8	1.7	2.1	2.2	2.1	189	91	197
Denmark	0.4	0.4	0.3	2.7	3.3	2.7	3.2	3.7	3.0	132	88	149
Finland	n	n	n	4.2	4.6	2.6	4.5	4.9	2.6	129	100	129
France	0.7	0.7	0.7	2.0	2.2	2.0	2.8	3.1	2.8	105	94	113
Germany	0.3	0.4	0.3	2.0	1.9	2.0	2.3	2.3	2.3	108	84	124
Greece	1.4	1.4	1.4	2.4	2.8	2.4	3.9	4.3	3.9	201	94	210
Hungary	0.2	0.2	0.1	2.7	3.2	1.5	2.9	3.4	1.6	248	87	255
Iceland	0.2	0.2	0.1	3.3	4.3	2.4	3.5	4.5	2.5	202	105	192
Ireland	x(7)	x(8)	x(9)	x(7)	x(8)	x(9)	2.9	3.3	2.2	147	m	m
Italy	n	n	n	2.8	3.2	2.8	2.9	3.3	2.9	116	m	m
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	1.7	1.3	1.7	2.6	2.0	2.6	4.3	3.4	4.3	159	81	181
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	n	n	n	1.1	1.1	1.1	1.2	1.2	1.2	152	110	138
Netherlands	a	a	a	2.7	2.8	2.3	2.7	2.8	2.3	m	m	m
New Zealand	1.0	1.2	0.4	3.1	3.7	1.6	4.2	4.9	2.0	m	m	m
Norway	0.1	0.1	0.1	3.4	4.2	2.5	3.6	4.3	2.6	118	92	127
Poland	n	n	n	3.2	3.8	1.9	3.3	3.9	2.0	269	m	m
Portugal	n	n	n	2.5	2.9	2.5	2.6	3.0	2.6	131	95	140
Slovak Republic	0.1	0.1	n	1.7	1.9	1.1	1.9	2.0	1.2	m	m	m
Spain	0.4	0.5	0.4	2.5	2.8	2.2	3.0	3.4	2.8	120	92	128
Sweden	0.1	0.1	0.1	3.5	4.2	1.8	3.8	4.6	2.1	152	95	161
Switzerland	0.4	0.3	0.1	1.5	1.4	1.4	2.1	1.9	1.6	m	m	m
Turkey	0.4	0.3	0.4	1.1	0.9	1.1	1.5	1.3	1.5	168	114	150
United Kingdom	0.6	0.8	0.2	2.1	2.3	1.5	2.8	3.2	1.8	124	99	126
United States	0.9	1.1	0.4	3.2	3.6	2.0	4.1	4.8	2.5	m	m	m
OECD average	0.5	0.5	0.3	2.4	2.7	1.9	3.0	3.3	2.3	149	96	151
EU19 average	0.4	0.4	0.3	2.5	2.8	2.0	2.9	3.3	2.4	~	~	~
Partner countries												
Brazil	m	m	m	1.3	1.4	x(4)	1.3	1.5	1.3	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m
Israel	0.5	0.5	0.5	2.3	2.7	1.9	2.9	3.3	2.5	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m

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

1. Excludes the German-speaking Community of Belgium.

2. Year of reference 2002.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eaq2006).

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

StatLink: <http://dx.doi.org/10.1787/230327441661>

Table C2.3
Students in tertiary education by type of institution or mode of study (2004)
Distribution of students, by mode of enrolment, type of institution and programme destination

	Type of institution						Mode of study				
	Tertiary-type B education			Tertiary-type A and advanced research programmes			Tertiary-type B education		Tertiary-type A and advanced research programmes		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	Full-time	Part-time	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
OECD countries	Australia	97.1	2.9	n	99.6	n	0.4	35.8	64.2	67.5	32.5
	Austria	69.4	30.6	n	90.3	9.7	n	m	m	100.0	n
	Belgium	47.6	52.4	n	41.4	58.6	n	68.8	31.2	93.4	6.6
	Canada ¹	m	m	m	m	m	m	87.5	12.5	70.1	29.9
	Czech Republic	67.9	31.3	0.8	95.3	a	4.7	95.9	4.1	95.9	4.1
	Denmark	99.1	0.9	a	98.9	1.1	a	63.3	36.7	98.4	1.6
	Finland	70.4	29.6	a	89.4	10.6	a	100.0	a	56.8	43.2
	France	72.0	8.5	19.6	87.3	0.8	11.9	100.0	a	100.0	a
	Germany	63.9	36.1	x(2)	100.0	a	a	83.2	16.8	100.0	a
	Greece	100.0	a	a	100.0	a	a	100.0	a	100.0	a
	Hungary	60.4	39.6	a	85.8	14.2	a	78.9	21.1	52.4	47.6
	Iceland	60.5	39.5	n	87.9	12.1	n	53.4	46.6	75.1	24.9
	Ireland	92.8	a	7.2	92.8	a	7.2	60.0	40.0	84.2	15.8
	Italy	85.2	a	14.8	93.7	a	6.3	100.0	n	100.0	n
	Japan	8.8	a	91.2	27.6	a	72.4	97.2	2.8	89.9	10.1
	Korea	15.0	a	85.0	22.5	a	77.5	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m
	Mexico	96.3	a	3.7	66.1	a	33.9	100.0	a	100.0	a
	Netherlands	a	a	a	n	100.0	a	a	a	81.4	18.6
	New Zealand	73.8	26.2	n	97.9	2.1	n	36.2	63.8	50.8	49.2
	Norway	64.2	35.8	x(2)	86.2	13.8	x(5)	79.6	20.4	71.7	28.3
	Poland	79.2	n	20.8	71.4	a	28.6	100.0	a	59.3	40.7
	Portugal	50.0	a	50.0	73.3	a	26.7	m	m	m	m
	Slovak Republic	87.3	12.7	n	99.1	n	0.9	48.2	51.8	65.1	34.9
	Spain	77.5	15.8	6.7	87.8	n	12.2	99.1	0.9	88.6	11.4
	Sweden	65.1	34.9	a	93.8	6.2	a	93.5	6.5	51.4	48.6
	Switzerland	30.0	38.7	31.3	90.8	7.5	1.7	21.9	78.1	90.3	9.7
Turkey	98.0	a	2.0	95.3	a	4.7	100.0	a	100.0	a	
United Kingdom	a	100.0	n	a	100.0	n	24.9	75.1	71.2	28.8	
United States	85.4	a	14.6	73.6	a	26.4	48.2	51.8	64.4	35.6	
	<i>OECD average</i>	<i>64.9</i>	<i>19.1</i>	<i>13.4</i>	<i>76.7</i>	<i>12.0</i>	<i>11.7</i>	<i>72.1</i>	<i>24.0</i>	<i>80.7</i>	<i>19.3</i>
	<i>EU19 average</i>	<i>66.0</i>	<i>21.8</i>	<i>7.1</i>	<i>77.8</i>	<i>16.7</i>	<i>5.5</i>	<i>76.0</i>	<i>17.8</i>	<i>82.2</i>	<i>17.8</i>
Partner countries	Brazil	33.9	a	66.1	30.6	a	69.4	m	m	m	m
	Chile	9.4	5.6	85.0	30.1	21.3	48.6	100.0	a	100.0	a
	Israel	35.3	64.7	n	11.2	78.1	10.7	m	m	82.3	17.7
	Russian Federation	95.5	a	4.5	87.0	a	13.0	69.2	30.8	55.0	45.0

1. Year of reference 2002.

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

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

StatLink: <http://dx.doi.org/10.1787/230327441661>

Table C2.4
Students in primary and secondary education by type of institution or mode of study (2004)
Distribution of students, by mode of enrolment and type of institution

	Type of institution									Mode of study		
	Primary			Lower secondary			Upper secondary			Primary and secondary		
	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Public	Government-dependent private	Independent private	Full-time	Part-time	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
OECD countries	Australia	71.3	28.7	a	64.6	35.4	a	74.5	25.5	a	77.2	22.8
	Austria	95.5	4.5	x(2)	92.2	7.8	x(5)	89.2	10.8	x(8)	m	m
	Belgium	45.3	54.7	n	43.4	56.6	n	41.5	58.5	n	82.1	17.9
	Canada ¹	m	m	m	m	m	m	m	m	m	100.0	a
	Czech Republic	98.9	1.1	a	98.2	1.8	a	87.1	12.9	a	99.9	0.1
	Denmark	88.3	11.7	a	76.6	23.4	a	97.7	2.3	a	95.6	4.4
	Finland	98.8	1.2	a	95.9	4.1	a	89.1	10.9	a	100.0	a
	France	85.3	14.7	a	78.6	21.2	0.2	69.4	29.8	0.8	100.0	a
	Germany	97.1	2.9	x(2)	92.7	7.3	x(5)	92.1	7.9	x(8)	99.8	0.2
	Greece	92.5	a	7.5	94.6	a	5.4	93.8	a	6.2	97.4	2.6
	Hungary	94.1	5.9	a	93.3	6.7	a	85.0	15.0	a	94.7	5.3
	Iceland	98.9	1.1	n	99.2	0.8	n	94.1	5.5	0.4	92.5	7.5
	Ireland	99.0	a	1.0	100.0	a	n	98.6	a	1.4	99.9	0.1
	Italy	93.1	a	6.9	96.5	a	3.5	94.6	0.6	4.8	99.1	0.9
	Japan	99.1	a	0.9	93.8	a	6.2	69.7	a	30.3	98.7	1.3
	Korea	98.7	a	1.3	80.2	19.8	a	49.6	50.4	a	m	m
	Luxembourg	93.1	0.7	6.2	80.1	12.4	7.5	84.3	8.2	7.5	100.0	n
	Mexico	91.9	a	8.1	87.4	a	12.6	78.9	a	21.1	100.0	a
	Netherlands	31.1	68.9	a	24.1	75.9	a	7.9	92.1	a	98.7	1.3
	New Zealand	88.1	9.8	2.1	84.0	11.3	4.7	76.1	20.0	3.9	91.9	8.1
	Norway	98.1	1.9	x(2)	97.7	2.3	x(5)	89.8	10.2	x(8)	99.0	1.0
	Poland	98.6	0.3	1.1	97.9	0.6	1.6	91.2	0.6	8.3	94.3	5.7
	Portugal	89.8	2.5	7.8	88.5	6.4	5.1	82.4	4.4	13.1	100.0	a
	Slovak Republic	95.5	4.5	n	94.7	5.3	n	91.3	8.7	n	99.0	1.0
	Spain	68.0	28.7	3.3	67.6	29.3	3.1	77.1	12.1	10.8	93.8	6.2
	Sweden	94.4	5.6	a	93.7	6.3	a	93.4	6.5	a	89.7	10.3
	Switzerland	96.2	1.3	2.4	92.9	2.4	4.7	93.2	3.1	3.8	99.8	0.2
	Turkey	98.5	a	1.5	a	a	a	98.2	a	1.8	100.0	a
United Kingdom	95.0	a	5.0	93.6	0.6	5.8	25.7	71.5	2.8	73.2	26.8	
United States	89.7	a	10.3	91.2	a	8.8	91.2	a	8.8	100.0	a	
<i>OECD average</i>	<i>89.1</i>	<i>8.6</i>	<i>2.5</i>	<i>82.5</i>	<i>11.6</i>	<i>2.7</i>	<i>79.5</i>	<i>16.1</i>	<i>4.8</i>	<i>95.6</i>	<i>4.4</i>	
<i>EU19 average</i>	<i>87.0</i>	<i>10.9</i>	<i>2.3</i>	<i>84.3</i>	<i>14.0</i>	<i>1.9</i>	<i>78.5</i>	<i>18.6</i>	<i>3.3</i>	<i>95.4</i>	<i>4.6</i>	
Partner countries	Brazil	91.5	a	8.5	90.7	a	9.3	86.8	a	13.2	m	m
	Chile	50.0	43.1	6.9	54.3	38.9	6.8	47.1	45.1	7.7	100.0	a
	Israel	100.0	a	a	100.0	a	a	100.0	a	a	100.0	a
	Russian Federation	99.5	a	0.5	99.7	a	0.3	99.3	a	0.7	100.0	n

1. Year of reference 2002.

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

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

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Table C2.5
Upper secondary enrolment patterns (2004)
Enrolment in public and private institutions by programme destination and type of programme

	Distribution of enrolment by programme destination			Distribution of enrolment by type of programme				
	ISCED 3A	ISCED 3B	ISCED 3C	General	Pre-vocational	Vocational	Of which: combined school and work-based	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	
OECD countries	Australia	37.5	a	62.5	37.5	a	62.5	m
	Austria	44.2	47.3	8.5	21.4	6.2	72.4	33.6
	Belgium	51.8	a	48.2	31.8	a	68.2	2.6
	Canada	m	m	m	m	m	m	m
	Czech Republic	69.1	0.4	30.4	20.6	0.2	79.3	36.2
	Denmark	53.2	a	46.8	53.2	a	46.8	46.1
	Finland	100.0	a	a	39.9	a	60.1	11.2
	France	67.9	a	32.1	43.5	a	56.5	11.4
	Germany	38.8	60.6	0.7	38.8	a	61.2	47.0
	Greece	66.0	a	34.0	66.0	a	34.0	a
	Hungary	77.1	a	22.9	76.3	11.6	12.1	12.1
	Iceland	49.1	0.4	50.5	61.5	1.2	37.2	17.0
	Ireland	72.8	a	27.2	66.5	33.5	a	a
	Italy	80.4	3.3	16.4	37.2	37.3	25.5	a
	Japan	75.4	0.8	23.8	75.4	0.8	23.8	a
	Korea	70.5	a	29.5	70.5	a	29.5	a
	Luxembourg	59.3	15.7	24.9	36.1	a	63.9	13.9
	Mexico	89.5	a	10.5	89.5	a	10.5	m
	Netherlands	60.1	a	39.9	30.9	a	69.1	22.9
	New Zealand	m	m	m	m	m	m	m
	Norway	39.5	a	60.5	39.5	a	60.5	m
	Poland	90.2	a	9.8	50.5	a	49.5	a
	Portugal	100.0	a	a	71.5	19.4	9.1	m
	Slovak Republic	79.8	a	20.2	25.9	a	74.1	37.2
	Spain	61.3	n	38.7	61.3	n	38.7	3.8
	Sweden	92.6	a	7.4	46.6	a	53.4	a
	Switzerland	30.7	62.1	7.2	35.2	a	64.8	58.7
	Turkey	91.5	a	8.5	62.7	a	37.3	8.5
United Kingdom	46.0	x(1)	54.0	28.5	x(6)	71.5	m	
United States	100.0	a	a	100.0	a	a	a	
<i>OECD average</i>	<i>67.7</i>	<i>7.1</i>	<i>25.5</i>	<i>50.7</i>	<i>4.1</i>	<i>45.4</i>	<i>15.8</i>	
<i>EU19 average</i>	<i>70.4</i>	<i>4.7</i>	<i>25.2</i>	<i>45.8</i>	<i>6.0</i>	<i>48.5</i>	<i>15.3</i>	
Partner countries	Brazil	100.0	a	a	95.5	a	4.5	a
	Chile	100.0	a	a	63.9	a	36.1	a
	Israel	96.4	a	3.6	64.8	a	35.2	3.6
	Russian Federation	58.5	12.4	29.1	58.5	12.4	29.1	m

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

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

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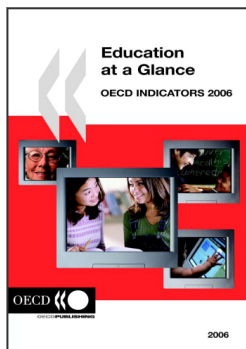
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