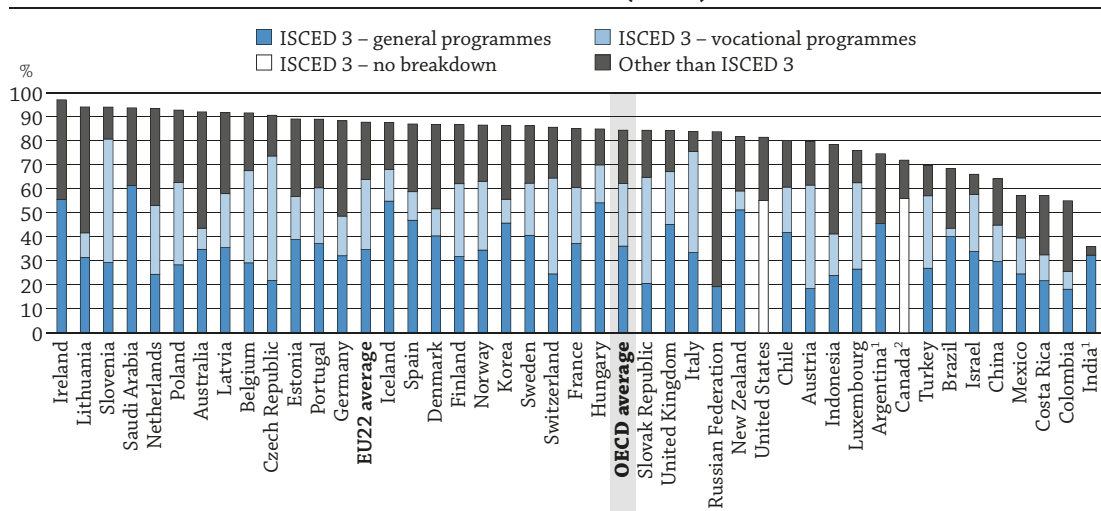


## WHO PARTICIPATES IN EDUCATION?

- Across the OECD, at least 90% of students can expect to be in education for an average duration of 14 years, although this ranges from 10 years in Mexico and Turkey to 17 years in Norway.
- Young adults spend more time studying: between 2005 and 2015, the enrolment of 20-year-olds in education increased by 7 percentage points on average across OECD countries with available data for both years.
- In 2015, 85% of 15-19 year-olds were still in education on average across OECD countries: 37% of them were enrolled in general upper secondary education programmes, 25% in vocational upper secondary education programmes and 23% in a level other than upper secondary (Figure C1.1).

**Figure C1.1. Enrolment rates of 15-19 year-olds, by programme level and orientation (2015)**



1. Year of reference 2014.

2. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of total enrolment.

Source: OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

Paths through the education system can be diverse, both across countries and for different individuals within the same country. Experiences in primary and lower secondary are probably the most similar across countries. At this stage, education is usually compulsory and not very differentiated as pupils progress through primary and lower secondary education. But as people have different abilities, needs and preferences, most education systems try to offer different types of education programmes and modes of participation, especially at the more advanced levels of education (upper secondary and beyond) and for adults.

Ensuring that people have suitable opportunities to attain adequate levels of education is a critical challenge and depends on their capacity to progress through the different levels of an educational system. Successful completion of upper secondary programmes is vital to address equity issues (see Indicator A9), but graduation rates still vary widely among OECD countries (see Indicator A2). Developing and strengthening both general and vocational education (see *Definitions* section) at upper secondary level can make education more inclusive and appealing to individuals with different preferences and inclinations. In many education systems, vocational education and training (VET) enables some adults to reintegrate into a learning environment and develop skills that will increase their employability. In addition, VET programmes are often chosen by students who found it difficult

to progress through earlier levels of education and are thus more at risk of not completing upper secondary education. A strong upper secondary system therefore ensures flexible pathways for students to either pursue higher education or enter directly into the labour market.

### ■ Other findings

- In the large majority of OECD and partner countries, enrolment rates for children aged 5 to 14 were at least 97% in 2015. This pattern is broadly consistent with typical regulatory requirements where students begin compulsory education at the age of 6 and finish around the age of 16 or 17.
- Public institutions continue to dominate the overall share of enrolments in tertiary education in OECD countries, accounting for an average of 68% of tertiary students across OECD countries.
- The share of upper secondary students enrolled in vocational programmes varies significantly among countries. It is 60% or above in Austria, Belgium, the Czech Republic, Finland, Luxembourg, the Netherlands, the Slovak Republic, Slovenia and Switzerland, but less than 10% in Brazil, Canada and India. In some countries, combined school- and work-based programmes (see *Definitions* section) are a prominent type of vocational education, particularly in Denmark, Germany, Hungary, Latvia and Switzerland, where they represent more than 85% of such programmes.
- On average across OECD countries, almost three-quarters (71%) of older-than-average upper secondary students (i.e. older than 24) are enrolled in vocational programmes. In Finland, France, Germany, the Netherlands and Slovenia, virtually all adults over 24 who are enrolled at this level of education are in vocational programmes.

## Analysis

### Enrolment in education at early ages

In about half of OECD countries with available data, the enrolment rate in 2015 exceeds 90% for 3- and 4-year-olds, a situation defined in this chapter as full enrolment. Enrolment at even earlier ages is relatively common in some countries, with Denmark, Iceland and Norway achieving full enrolment for two-year-olds (see Indicator C2). In other countries, full enrolment is achieved for children between the ages of 5 and 6, except in the Russian Federation (7) and Estonia (8). Across most OECD countries, full enrolment ends when students are around 17 or 18 years old, but it ends substantially earlier in Mexico (14) and Turkey (14). There is no country in which more than 90% of 19-year-olds are enrolled in education.

To some extent, this pattern follows countries' regulatory requirements. In most OECD countries, compulsory education starts at the age of 6 and ends at the age of 16 or 17. The typical starting age for compulsory education ranges from 4 in Brazil, Luxembourg and Mexico to 7 in Estonia, Finland, Indonesia, the Russian Federation, South Africa and Sweden. In the United Kingdom, the starting age ranges between 4 and 5, and in the United States between 4 and 6.

In all OECD countries compulsory education comprises primary and lower secondary programmes; upper secondary education is also included in most of them, depending on the theoretical age ranges associated with the different levels of education in each country. Enrolment rates among 5-14 year-olds are higher than 95% (i.e. there is universal coverage of basic education) in nearly all OECD countries with available data, with the exception of Estonia and the Slovak Republic.

### Participation of 15-19 year-olds in education

In recent years, countries have increased the diversity of their upper secondary programmes. This diversification is both a response to the growing demand for upper secondary education and a result of changes in curricula and labour market needs. Curricula have gradually evolved from separating general and vocational programmes to offering more comprehensive programmes that include both types of learning, leading to more flexible pathways into further education or the labour market.

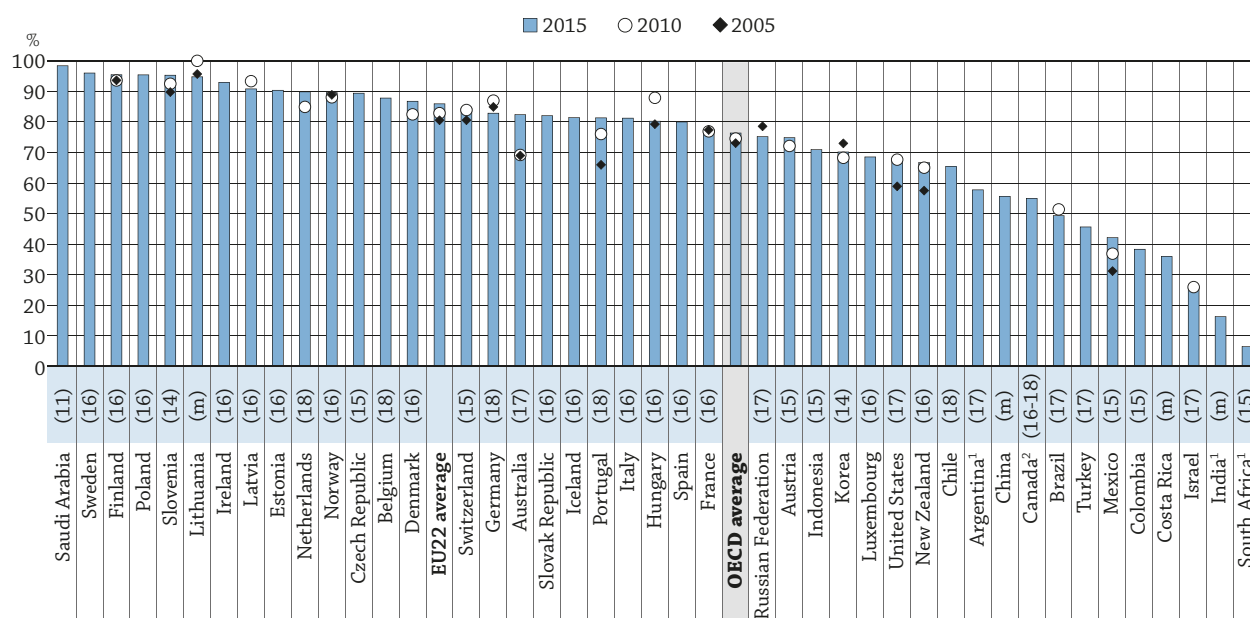
Based on 2015 data, enrolment rates among 15-16 year-olds (i.e. those typically in upper secondary programmes) reached at least 95% on average across OECD countries with available data. At 17, 92% of individuals are enrolled in education on average across the OECD, reaching 100% in Ireland, Slovenia and the United Kingdom. In contrast, fewer than 80% of 17-year-olds are enrolled in education in Canada and Turkey, with the lowest rate in Mexico (59%).

Enrolment patterns start dropping significantly at 18: 75% of 18-year-olds are enrolled in secondary, post-secondary non-tertiary, or tertiary education on average across OECD countries. Declines in enrolment for this age group coincide with the end of upper secondary education. The drop in enrolment between the ages of 17 and 18 is at least 25 percentage points in Canada, Chile, Korea, Turkey and the United Kingdom. Israel sees the sharpest fall, with enrolment rates declining by 65 percentage points, largely due to conscription. By the time students reach the age of 19, enrolment rates decrease to 63% on average across OECD countries (Table C1.2).

The share of students enrolled in each education level and at each age is illustrative of the different educational systems and pathways in countries. As they get older, students move on to higher educational levels or types of programmes, and the enrolment rate in upper secondary education (combined general and vocational) decreases. Depending on the structure of the educational system, students across the OECD may start enrolling in post-secondary non-tertiary or tertiary education from the age of 17. However this is still the exception for this age group, with 90% of 17 year-olds still enrolled in secondary education on average across OECD countries. Students start diversifying their pathways significantly from 18, although the age of transition between upper secondary and tertiary education varies substantially among countries. While more than 90% of 18-year-olds are still enrolled in upper secondary in Finland, Poland, Slovenia and Sweden, 61% of Koreans are already starting their tertiary education at that age. On average across OECD countries, 26% of 19-year-olds are still enrolled in secondary education; however, in the Czech Republic, Denmark, Iceland, Luxembourg, the Netherlands, Poland and Switzerland more than 40% of 19-year-olds are still enrolled. These high shares may partly be explained by the strength of the labour opportunities offered by vocational upper secondary programmes in these countries, making them more attractive than tertiary education. Enrolment of 19-year-olds in tertiary education averages 33% across OECD countries, ranging from 3% in Luxembourg (the low share in large part due to the high number of students studying abroad) and Iceland, to 73% in Korea.

Enrolment of 18-, 19- and 20-year-olds has been increasing since 2005, although the extent of the increase for each age varies across countries. Among OECD and partner countries with available data, Portugal has had the most striking increases in the enrolment of 18-year-olds since 2005 with a rise of 15 percentage points. Other countries have seen a more moderate increase: while enrolment of 18-year-olds has increased by about 10 percentage points in New Zealand and the United States in the past decade, the current enrolment rate of 67% in both countries in 2015 is still below the OECD average of 75%. While most countries with available data have seen enrolment levels of 18-year-olds rise since 2010, some countries have witnessed a decline: by 8 percentage points in Hungary, 5 percentage points in Lithuania, 4 percentage points in Germany, 3 percentage points in Latvia and 2 percentage points in Brazil (Figure C1.2).

**Figure C1.2. Enrolment rate at age 18 (2005, 2010 and 2015)**  
Secondary, post-secondary non-tertiary and tertiary programmes




**Note:** The number in parentheses corresponds to the ending age of compulsory education.

1. Year of reference 2014.

2. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of the enrolment rate at age 18 in 2015.

**Source:** OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933558211>

Post-secondary non-tertiary education programmes (see *Reader's Guide*) play a smaller role in most OECD countries. In Chile, Denmark, Korea, Mexico, the Netherlands, Slovenia, Turkey and the United Kingdom, these types of programmes are not offered at all. On average across OECD countries, 1% to 4% of young adults between the age of 17 and 19 are enrolled in either general or vocational programmes at this level. However, in some countries enrolment at this level is more substantial. The proportion of 19-year-olds enrolled in post-secondary non-tertiary programmes is 16% in Germany, 18% in Hungary and 19% in Ireland (Table C1.2).

### Participation of 20-29 year-olds in education

For 20-year-olds, enrolment rates drop to 55% on average across OECD countries, as students start to enter the labour market. Rates vary from 26% in Israel to 70% or higher in Australia, Ireland, the Netherlands and Slovenia. Levels of enrolment at this age depend on the structure of the education system, and the labour market outcomes expected from the programmes. More than half of enrolled 20-year-olds are in secondary or post-secondary non-tertiary programmes in Denmark, Germany, Iceland, Luxembourg and Switzerland, while tertiary education constitutes the typical level of enrolment of most 20-year-olds in other OECD countries, even exceeding 90% in Chile, Ireland, Israel, Korea and the United States.

Young adults in 2015 are enrolled in education longer than they were ten years ago, mostly due to the greater participation in tertiary education, which tends to keep students in education longer. On average across countries with available data for both years, enrolment of 20-year-olds increased by 7 percentage points between 2005 and 2015.

C1

The enrolment rate of 20-24 year-olds in education follows the same patterns of increase as for other age groups. Among the countries with available data, the largest increase between 2005 and 2015 was in Australia (15 percentage points). Other countries, however, witnessed a decrease in enrolment rates over this ten-year span of up to 3 percentage points: Finland, Hungary, Lithuania, New Zealand, Norway and the Russian Federation (Table C1.1).

The sharpest decline in enrolment across age groups occurs between the age groups 20-24 and 25-29 on average across OECD and partner countries. In OECD countries in 2015, an average of 42% of 20-24 year-olds, but only 16% of 25-29 year-olds, were enrolled in upper secondary, post-secondary non-tertiary education or tertiary education programmes. The largest proportions of 25-29 year-olds enrolled in education (more than 30%) were found in Australia, Denmark and Finland. Meanwhile, in France, Luxembourg, Mexico, the Slovak Republic and some of partner countries, fewer than 10% of young adults in this age group were enrolled (Table C1.1).

### Participation of adults over 30 years of age

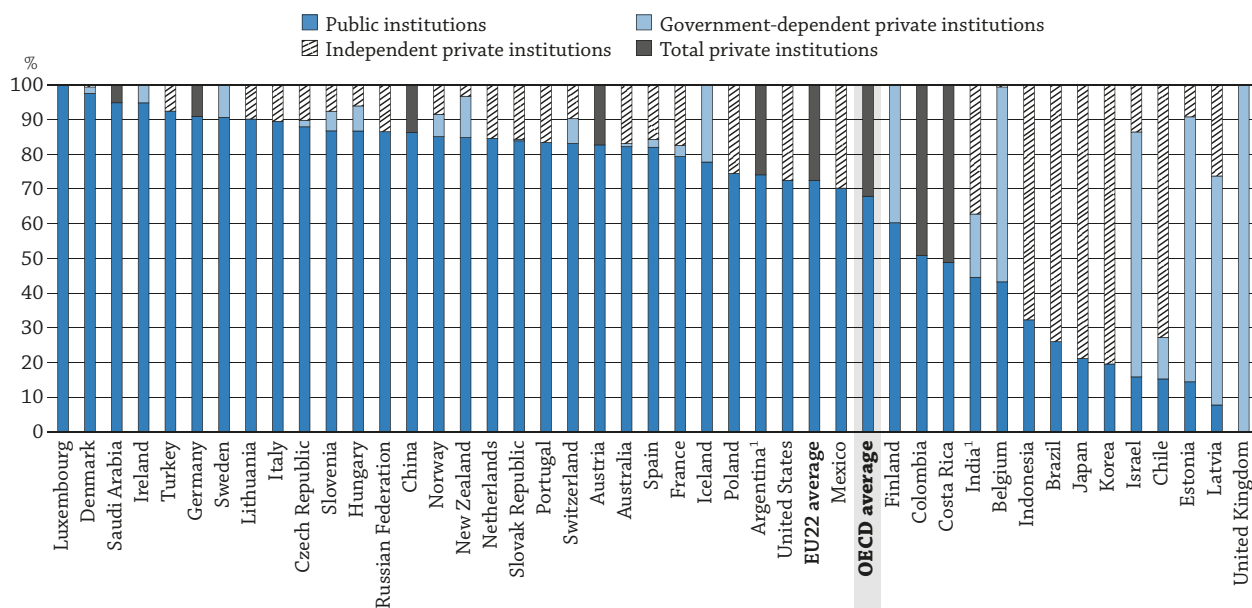
It is crucial to ensure that adults have access to organised learning opportunities beyond initial formal education. Such opportunities can help adults who need to adapt to changes throughout their working careers, those who want to enter the labour force but feel that they lack the necessary qualifications, or those who feel they need to improve their skills and knowledge to participate more actively in social life. Adult education aims to improve people's technical or professional qualifications, develop their abilities and enrich their knowledge. Participants in adult education may or may not complete a level of formal education, but they stand to gain from acquiring or updating knowledge, skills and competencies. Adult learning takes many forms, including formal and non-formal education, on-the-job training and informal education. This section deals with formal educational programmes (i.e. institutional, intentional and planned education provided by public organisations and recognised private bodies). A broader view of adult education, including non-formal education, is found in Indicator C6.

For adults older than 30, enrolment in formal educational programmes can be still considerable. While on average across OECD countries, only 6% of adults between 30 and 39 are enrolled in education, it can be as high as 20% in Australia and 16% in Finland. Since 2005, enrolment rates for this age group have also been increasing on average across OECD countries, with a maximum increase of 7 percentage points in Australia. In other countries, however, enrolment has been decreasing – for example Slovenia (-4 percentage points) and New Zealand (-3 percentage points).

The enrolment rate of adults over the age of 40 was 2% on average across the OECD countries with available data in 2015. However they are still relatively high in Australia (10%) and Finland (5%), as well as New Zealand (also 5%). The higher enrolment rates for these age groups in certain countries may be explained by more part-time enrolments or the prevalence of lifelong learning programmes. For instance, credit-based systems in Sweden allow adults to study selected parts of a programme in formal education as a way to upgrade their skills in a specific area.

### Participation by type of institution

Public institutions continue to dominate the overall share of enrolments across education levels, although their share tends to decrease with increasing levels of education. This is most apparent at tertiary level, where the type of institutions selected by students depends on their course-level emphasis, the fees and the perceived student profiles they cater to. On average across OECD countries in 2015, around 68% of tertiary students were enrolled in public institutions. Among all OECD and partner countries, only Brazil, Chile, Indonesia, Japan and Korea have more than 50% of all tertiary students enrolled in independent private institutions. This is due to a combination of rising education costs and limited government resources, leaving the private sector to support the rapid expansion of tertiary education (Kim, Seung-Bo and Sunwoong Kim, 2004; Knobel and Verhine, 2017). Government-dependent private institutions are mostly prevalent in Belgium, Estonia, Israel, Latvia and the United Kingdom, where they represent more than 50% of enrolled tertiary students.

**Figure C1.3. Share of students enrolled in tertiary education, by type of institution (2015)**

1. Year of reference 2014.

Countries are ranked in descending order of the share of students enrolled in public institutions in tertiary education.

Source: OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## Vocational education and training programmes

Many countries have recently renewed their interest in vocational education and training programmes, as these programmes are seen to be effective for developing skills among those who would otherwise lack the qualifications to ensure a smooth and successful transition into the labour market (OECD, 2010). Countries with well-established VET and apprenticeship programmes have been more effective in holding the line on youth unemployment (see Indicator C5). At the same time, some countries consider vocational education a less attractive option than academic education, and some research suggests that participation in vocational education increases the risk of unemployment at later ages (Hanushek, Woessmann and Zhang, 2011).

Vocational programmes in OECD countries offer different combinations of vocational studies along with apprenticeship programmes. Upper secondary students in many education systems can enrol in vocational programmes, but some OECD countries delay vocational training until students graduate from upper secondary education. For instance, while vocational programmes are offered as upper secondary education in Austria, Hungary and Spain, similar programmes are typically offered as post-secondary education in Canada (see Indicator A2).

On average across OECD countries, 37% of 15-19 year-olds were enrolled in general upper secondary education programmes in 2015, while 25% were enrolled in vocational upper secondary education programmes (Table C1.3). Among all 15-19 year-olds enrolled in upper secondary education, 43% were in a vocational programme on average across OECD countries (Table C1.3). The distribution of secondary students enrolled in vocational versus general programmes largely depends on the education programmes available, as well as the labour market outcomes of these programmes. In about one-third of the countries with available data, a larger share of upper secondary students is enrolled in vocational programmes than general programmes: at least 70% in Austria, the Czech Republic and Finland. In contrast, in Argentina, Brazil, Canada, India, Ireland, more than 90% of upper secondary students are enrolled in general programmes (Table C1.3).

In combined school- and work-based programmes, between 10% and 75% of the curriculum is presented in the school environment or through distance education (see *Definitions* section). On average across the 21 OECD countries that offer these types of programmes and for which data are available, about one-third of the students enrolled in vocational programmes in upper secondary education are in school- and work-based programmes. In Denmark, Hungary and Latvia, all vocational programmes are combined school- and work-based programmes.

Almost three-quarters (71%) of 25-64 year-old upper secondary students are enrolled in vocational programmes on average across OECD countries. This share is similar to that of 20-24 year-olds (68%), but much larger than among 15-19 year-olds (43%) (Table C1.3). In one-third of countries with data, more than 90% of adults over 24 years of age and enrolled in upper secondary education follow vocational programmes; in France and the Netherlands the figure is 100% (Table C1.3).

The high rate of adult enrolment in vocational programmes in some countries can be explained by the fact that, in many education systems, VET is a way for some adults to reintegrate into a learning environment and develop skills that will increase their employability. In many countries, VET is flexible enough to satisfy different needs at different stages of people's lives, whether they are preparing for a first career, seeking additional skills to assist in their work or catching up on educational attainment. The larger share of older students enrolled in vocational programmes is also partially explained by the tendency of VET programmes to cater to students who had difficulty completing earlier levels of education and graduating from them at a later age.

### Subnational variations in enrolment

Subnational variation in enrolment patterns reveals the equality of access to education across a country, as well as labour market opportunities and perceptions on lifelong learning for levels beyond compulsory education. On average across all countries with subnational data and across all age groups, the largest variation in enrolment at subnational level can be observed for early childhood education before the age of 5. While there is almost no regional difference in enrolment levels in this age group in countries such as Belgium, countries such as Brazil or the United States have a ratio of more than two between the highest and lowest enrolment levels in their regions.

Between the ages of 5 and 14 – corresponding to compulsory education in many countries – subnational differences recede significantly, varying only between 94% and 100% across all regions in all countries. Subnational variations in enrolment increase again between the ages of 15-19 as students start selecting alternate pathways for study or choose to enter the labour market. At least 80% of students are still enrolled in this age group in all subnational entities in Belgium, Germany and the United States, but the highest disparities are observed in Brazil, reaching an 18 percentage-point difference between the subnational regions with the highest and lowest values (OECD/NCES, 2017).

### Definitions

The data in this chapter cover formal education programmes that represent at least the equivalent of one semester (or one-half of a school/academic year) of full-time study, and that take place entirely in educational institutions or are delivered as a combined school- and work-based programme.

**General education programmes** are designed to develop learners' general knowledge, skills and competencies, often to prepare them for other general or vocational education programmes at the same or a higher education level. General education does not prepare people for employment in a particular occupation, trade or class of occupations or trades.

**Vocational education and training (VET) programmes** prepare participants for direct entry into specific occupations without further training. Successful completion of such programmes leads to a vocational or technical qualification that is relevant to the labour market. Vocational programmes are further divided into two categories (school-based programmes and combined school- and work-based programmes), determined by the amount of training provided in school as opposed to the workplace. The degree to which a programme has a vocational or general orientation does not necessarily determine whether participants have access to tertiary education. In several OECD countries, vocationally-oriented programmes are designed to prepare students for further study at the tertiary level, and in some countries general programmes do not always provide direct access to further education.

In **combined school- and work-based programmes**, between 10% and 75% of the curriculum is presented in the school environment or through distance education. Therefore, the work-based component of a school- and work-based programme would be a minimum of 25% and a maximum of 90%. These programmes can be organised in conjunction with education authorities or institutions. They include apprenticeship programmes that involve concurrent school-based and work-based training, as well as programmes that involve alternating periods of attendance at educational institutions and participation in work-based training (sometimes referred to as "sandwich" programmes).

**Government-dependent private institutions** are institutions that receive more than 50% of their core funding from government agencies. The term "government-dependent" refers only to the degree of a private institution's dependence on funding from government sources; it does not refer to the degree of government direction or regulation.

**Independent private institutions** are classified as private if they are controlled and managed by a non-governmental organisation (e.g. a church, trade union or business enterprise), or if their governing board consists mostly of members not selected by a public agency.

## Methodology

Except where otherwise noted, figures are based on head counts, because of the difficulty for some countries to quantify part-time study. Net enrolment rates 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. While enrolment and population figures refer to the same period in most cases, mismatches may occur due to data availability in some countries resulting in enrolment rates exceeding 100%.

For more information, please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

## Source

Data on enrolments are for the school year 2014/15 (unless otherwise specified) and are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Data on subnational regions for selected indicators have been released by the OECD, with support from the US National Centre for Education Statistics (NCES) and are currently available for four countries: Belgium, Brazil, Germany and the United States. Subnational estimates were provided by countries using national data sources.


### Note regarding data from Israel

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

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## Indicator C1 Tables

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**Table C1.1** Enrolment rates by age group (2015)

**Table C1.2** Students enrolled as a percentage of the population between the ages of 15 and 20 (2005 and 2015)

**Table C1.3** Enrolment in upper secondary education, by programme orientation and age group (2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.



**Table C1.1. Enrolment rates by age group (2005 and 2015)**  
*Students in full-time and part-time programmes in both public and private institutions*

	Number of years for which at least 90% of the population of school age are enrolled	Age range at which at least 90% of the population of school age are enrolled	Students as a percentage of the population of a specific age group								
									2005		
			Ages 5 to 14	Ages 15 to 19	Ages 20 to 24	Ages 25 to 29	Ages 30 to 39	Ages 40 to 65	Ages 20 to 24	Ages 25 to 29	Ages 30 to 39
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
<b>OECD</b>											
Australia	14	4-17	100	92	59	31	20	10	44	21	13
Austria	13	4-16	99	80	34	18	6	1	m	m	m
Belgium	15	3-17	98	92	46	14	7	4	m	m	m
Canada <sup>1</sup>	12	5-16	100	72	34	11	5	1	m	m	m
Chile	13	5-17	98	80	43	16	6	1	m	m	m
Czech Republic	13	5-17	98	91	42	10	3	1	m	m	m
Denmark	16	2-17	99	87	57	33	9	2	m	m	m
Estonia	11	8-18	73	89	42	17	7	1	m	m	m
Finland	13	6-18	96	87	52	31	16	5	55	30	13
France	15	3-17	99	85	36	7	2	0	32	7	1
Germany	15	3-17	99	88	49	21	5	0	41	18	2
Greece	m	m	m	m	m	m	m	m	m	m	m
Hungary	14	4-16	96	85	37	10	3	1	38	13	6
Iceland	16	2-16	99	88	48	27	13	4	m	m	m
Ireland	14	5-18	100	97	52	12	6	2	m	m	m
Israel	15	3-17	97	66	22	21	6	2	m	m	m
Italy	15	3-17	98	84	34	11	2	0	m	m	m
Japan <sup>2</sup>	14	4-17	100	m	m	m	m	m	m	m	m
Korea	14	3-17	98	86	51	10	2	1	46	9	2
Latvia	15	4-18	98	92	43	14	5	1	m	m	m
Luxembourg	12	4-15	97	76	21	7	2	0	m	m	m
Mexico	10	5-14	100	57	22	7	3	2	17	5	2
Netherlands	15	4-17	100	94	53	18	5	2	m	m	m
New Zealand	14	4-16	99	82	39	18	10	5	41	21	14
Norway	17	2-17	99	87	44	18	7	2	46	20	7
Poland	14	5-18	95	93	51	10	4	1	m	m	m
Portugal	14	4-17	99	89	37	10	4	1	34	11	4
Slovak Republic	11	6-16	93	84	34	7	2	1	m	m	m
Slovenia	14	5-18	97	94	55	13	2	0	50	17	6
Spain	15	3-16	97	87	49	16	5	2	m	m	m
Sweden	16	3-18	98	86	42	27	15	4	m	m	m
Switzerland	13	5-17	100	86	39	16	4	1	31	13	4
Turkey	10	6-14	96	70	50	26	11	2	m	m	m
United Kingdom	15	3-17	98	84	32	10	5	2	m	m	m
United States	13	5-17	98	82	35	15	7	2	32	13	6
OECD average	14	~	97	85	42	16	6	2	m	m	m
EU22 average	14	~	97	88	43	15	6	2	m	m	m
<b>Partners</b>											
Argentina <sup>3</sup>	11	5-15	100	75	39	20	6	1	m	m	m
Brazil	10	5-13	95	68	29	15	8	2	m	m	m
China	2	m	m	64	18	1	0	0	m	m	m
Colombia	7	5-12	90	55	25	12	6	2	m	m	m
Costa Rica	m	5-15	95	57	m	m	m	m	m	m	m
India <sup>3</sup>	5	m	83	m	m	m	m	m	m	m	m
Indonesia	8	8-15	96	78	16	1	0	0	m	m	m
Lithuania	13	6-18	99	94	47	13	5	1	49	18	6
Russian Federation	11	7-17	95	84	32	8	3	0	35	14	1
Saudi Arabia	10	6-17	93	94	39	10	2	1	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m
G20 average	12	~	97	80	37	13	5	2	m	m	m


1. Excludes post-secondary non-tertiary education.

2. Breakdown by age not available after 15 years old.

3. Year of reference 2014.

Source: OECD/UIIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes (<http://www.oecd.org/education/education-at-a-glance-19991487.htm>).

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

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A corrigendum has been issued for this page. See: <http://www.oecd.org/about/publishing/Corrigendum-Education-at-a-Glance2017.pdf>Table C1.2. **Students enrolled as a percentage of the population between the ages of 15 and 20 (2005 and 2015)**

Percentage of the population enrolled in full-time and part-time programmes by age and level of education

	2015														2005				
	Age 15		Age 16		Age 17			Age 18			Age 19			Age 20			Age 18	Age 19	Age 20
	Secondary	Secondary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary	Secondary	Post-secondary non-tertiary	Tertiary	All levels of education	All levels of education	All levels of education		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)			
<b>OECD</b>																			
Australia	100	100	89	1	6	39	4	39	23	5	50	19	5	51	69	63	59		
Austria	95	91	75	1	14	44	1	29	20	2	32	9	2	31	m	m	m		
Belgium	98	97	95	0	1	49	2	37	26	3	50	13	3	53	m	m	m		
Canada	92	92	77	m	3	22	m	32	8	m	40	6	m	41	m	m	m		
Chile	93	94	90	a	0	36	a	30	11	a	46	4	a	50	m	m	m		
Czech Republic	99	98	95	x(3)	0	88	x(6)	2	49	x(9)	24	15	x(12)	41	m	m	m		
Denmark	99	95	91	a	0	86	a	1	57	a	8	30	a	23	m	m	m		
Estonia	99	97	94	0	0	89	0	1	36	5	26	13	8	36	m	m	42		
Finland	98	96	96	0	0	95	0	1	36	0	16	20	0	28	94	53	50		
France	97	93	88	0	3	36	1	40	13	1	50	6	0	47	77	64	51		
Germany	99	96	89	4	0	71	5	7	36	16	19	22	15	28	85	70	54		
Greece	93	93	95	0	m	16	9	m	10	9	m	8	8	m	m	m	m		
Hungary	97	93	89	0	0	69	6	5	30	18	20	12	16	29	79	68	59		
Iceland	99	96	90	0	0	81	0	0	70	0	3	32	0	18	m	m	m		
Ireland	100	100	91	6	4	46	16	31	3	19	61	1	15	65	m	m	m		
Israel	97	96	90	0	1	17	0	8	2	1	13	1	1	15	m	m	m		
Italy	98	95	92	0	0	79	0	2	21	0	32	7	0	37	m	m	m		
Japan	100	96	96	0	0	3	m	m	1	0 <sup>d</sup>	m	m	m	m	m	m	m		
Korea	97	98	95	a	1	9	a	61	0	a	73	0	a	69	73	75	66		
Latvia	98	98	95	0	1	87	0	4	38	3	37	14	3	45	m	m	m		
Luxembourg	95	89	84	0	0	68	0	0	42	0	3	25	0	7	m	m	m		
Mexico	77	71	56	a	3	24	a	19	11	a	25	6	a	25	31	42	24		
Netherlands	100	99	90	a	8	64	a	26	43	a	39	28	a	45	m	m	m		
New Zealand	97	98	85	2	2	28	7	32	10	6	42	6	5	44	58	52	52		
Norway	100	95	93	0	0	89	0	0	38	1	18	19	1	35	89	59	55		
Poland	95	96	95	0	1	93	0	2	42	4	36	11	8	46	92	46	26		
Portugal	97	98	98	0	0	54	1	26	28	2	35	15	2	39	66	53	46		
Slovak Republic	97	93	89	0	0	76	3	3	33	5	24	5	3	35	m	m	m		
Slovenia	97	98	100	a	0	92	a	3	28	a	53	12	a	59	90	79	58		
Spain	96	95	90	0	0	43	0	36	27	0	46	17	0	49	m	m	m		
Sweden	99	99	98	0	0	95	0	1	26	1	16	15	1	24	m	m	m		
Switzerland	98	93	91	1	0	80	1	4	50	1	12	25	1	21	81	57	39		
Turkey	90	84	74	a	1	28	a	18	14	a	39	10	a	47	m	m	m		
United Kingdom	99	100	98	a	1	39	a	21	19	a	38	12	a	41	m	m	m		
United States	100	90	89	0	1	28	1	38	6	2	52	0	2	47	59	54	45		
OECD average	97	95	90	1	2	56	2	17	26	4	33	13	4	38	m	m	m		
EU22 average	97	96	92	1	2	67	3	13	30	5	32	14	5	38	m	m	m		
<b>Partners</b>																			
Argentina <sup>1</sup>	93	87	78	a	0	38	a	18	18	a	31	9	a	34	m	m	m		
Brazil <sup>2</sup>	88	86	66	1	5	32	2	14	18	2	19	10	2	21	m	m	m		
China	77	77	71	m	3	36	m	19	10	m	32	3	m	32	m	m	m		
Colombia	83	67	38	0	7	19	0	19	9	0	25	5	0	27	m	m	m		
Costa Rica	90	80	58	a	m	35	a	m	21	a	m	15	a	m	m	m	m		
India <sup>1</sup>	62	52	34	m	m	16	m	m	7	m	m	3	m	m	m	m	m		
Indonesia	96	87	74	a	0	50	a	21	38	a	21	10	a	19	m	m	m		
Lithuania	100	100	98	0	0	86	1	8	23	7	50	6	8	54	96	81	68		
Russian Federation	86	56	40	13	41	3	12	61	0	5	60	0	2	53	79	62	56		
Saudi Arabia	100	99	100	a	0	36	a	50	20	a	49	17	a	36	m	m	m		
South Africa <sup>1</sup>	m	m	m	m	1	m	m	7	m	m	10	m	m	10	m	m	m		
G20 average	92	87	79	m	4	33	m	27	15	m	38	9	m	38	m	m	m		

1. Year of reference 2014.

2. Enrolments in upper secondary vocational programmes (ISCED 3-Vocational) are partially included in indicators for post-secondary non-tertiary and tertiary education.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes (<http://www.oecd.org/education/education-at-a-glance-19991487.htm>).

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Table C1.3. **Enrolment in upper secondary education, by programme orientation and age group (2015)***Enrolment rate and share of students by programme orientation, for selected age groups*

	Enrolment rate of 15-19 year-olds		Enrolment rate of 20-24 year-olds		Share of students by programme orientation, all ages			Share of students in vocational programmes, by age group		
	General	Vocational	General	Vocational	General	Vocational	Combined school- and work-based programmes	15-19 year-olds	20-24 year-olds	25 years and older
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>										
Australia	35	9	1.3	9.8	42	58	x(6)	20	88	97
Austria	18	43	0.4	3.5	30	70	33	70	89	88
Belgium	29	38	1.4	3.4	40	60	3	57	71	59
Canada	56 <sup>d</sup>	x(1)	3.9 <sup>d</sup>	x(3)	92	8	m	m	m	m
Chile	42	19	1.7	0.3	71	29	2	31	17	18
Czech Republic	22	52	0.2	5.3	27	73	6	70	96	
Denmark	40	11	5.9	13.1	58	42	42	22	69	75
Estonia	39	18	1.8	2.9	64	36	0	32	62	49
Finland	32	30	1.1	15.3	29	71	10	49	93	98
France	37	23	0.1	2.7	59	41	10	38	96	100
Germany	32	17	1.2	9.4	53	47	40	34	89	98
Greece	44	14	1	3	70	30	a	m	m	m
Hungary	54	16	2.7	1.7	77	23	23	23	38	23
Iceland	55	13	9.6	8.4	67	33	14	m	m	m
Ireland	56	a	1.3	a	100	a	a	a	a	a
Israel	34	24	0.1	0.0	59	41	3	41	12	
Italy	33	42	0.3	2.4	44	56	a	56	80	93
Japan	46 <sup>d</sup>	13 <sup>d</sup>	x(1)	x(2)	77	23	a	m	m	m
Korea	46	10	0.0	0.0	82	18	a	18	17	m
Latvia	35	23	2.2	3.0	60	40	40	39	58	27
Luxembourg	27	36	0.8	9.3	39	61	14	58	92	88
Mexico	25	15	0.9	0.7	62	38	a	38	46	48
Netherlands	24	29	0.3	13.6	31	69	m	54	98	100
New Zealand	51	8	0.4	3.8	68	32	m	13	91	95
Norway	34	29	2.1	6.3	50	50	16	45	75	68
Poland	28	34	3.2	0.9	50	50	8 <sup>d</sup>	55	22	4
Portugal	37	23	1.1	5.6	55	45	a	38	83	79
Slovak Republic	21	44	0.2	1.4	31	69	6	68	90	92
Slovenia	29	52	0.8	6.0	33	67	a	64	88	99
Spain	47	12	2.6	5.6	65	35	0	20	69	90
Sweden	41	22	6.9	4.1	62	38	1	35	37	49
Switzerland	25	40	2.4	8.4	35	65	59	62	78	88
Turkey	27	30	5.0	1.8	51	49	a	53	27	16
United Kingdom	45	22	0.3	7.0	60	40	22	33	95	96
United States	m	m	m	m	m	m	m	m	m	m
OECD average	36	25	1.9	5.1	56	46	17	43	68	71
EU22 average	35	29	1.6	5.7	52	51	17	46	76	74
<b>Partners</b>										
Argentina	46	a	3.0	a	100	a	m	m	m	m
Brazil	40	3	4.4	0.5	91	9	a	8	9	14
China	30	15	0.2	1.8	58	42	m	m	m	m
Colombia	18	7	1.4	0.1	73	27	m	m	m	m
Costa Rica	22	11	3.8	1.8	67	33	m	m	m	m
India <sup>1</sup>	32	m	0.8	m	97	3	m	m	m	m
Indonesia	24	17	1.5	1.1	58	42	0	m	m	m
Lithuania	31	10	0.9	1.2	73	27	a	24	56	33
Russian Federation	19	m	0.0	m	46	54	m	m	m	m
Saudi Arabia	61	m	6.0	m	m	m	m	m	m	m
South Africa <sup>1</sup>	m	m	m	m	88	12	m	m	m	m
G20 average	37	18	1.7	3.6	68	34	m	m	m	m

1. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes (<http://www.oecd.org/education/education-at-a-glance-19991487.htm>).

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