Education at a Glance

OECD INDICATORS 2013

Annex 3: SOURCES, METHODS AND TECHNICAL NOTES

Chapter C: Access to Education, Participation and Progression

Table: Specific notes by country in the different indicators

	C1							C2		C3
	C1.1a-C1.2	C1.1b	C1.3	C1.4, C1.5	C1.6a	C1.6b	C1.6c	C2.1	C2.2	
				Methodology	Methodology	Methodology		Methodology		Methodology
Australia	AUS	AUS	AUS	AUS		AUS		AUS		AUS
Austria	AUT	AUT	AUT	AUT		AUT				AUT
Belgium	BEL	BEL	BEL			BEL				BEL
Canada	CAN	CAN		CAN						
Chile	CHL	CHL	CHL	CHL		CHL	CHL		CHL	CHL
Czech Republic										
Denmark	DNK									DNK
England										
Estonia	EST									EST
Finland	FIN	FIN				FIN		FIN		FIN
France		FRA	FRA			FRA				FRA
Germany	DEU			DEU		DEU	DEU			DEU
Greece										
Hungary										
Iceland										
Ireland	IRL					IRL		IRL		IRL
Israel	ISR	ISR								ISR
Italy	ITA		ITA			ITA				
Japan										
Korea	KOR									
Luxembourg	LUX	LUX				LUX	LUX		LUX	LUX
Mexico	MEX									
Netherlands	NLD	NLD		NLD				NLD		NLD
New Zealand	NZL	NZL	NZL							
Norway										
Poland	POL									POL
Portugal										PRT
Scotland										
Slovak Republic										
Slovenia										SVN
Spain										ESP
Sweden		SWE	SWE	SWE						SWE
Switzerland	CHE			CHE						CHE
Turkey	TUR					TUR				TUR
United Kingdom	UKM	UKM	UKM	UKM						UKM
United States	USA					USA				USA
Brazil	BRA	BRA	BRA							
Russian Federation										RUS
Saudi Arabia				SAU						SAU

Table (continuing): Specific notes by country in the different indicators

	C4									C5	
	C4.1			C4.2	C4.3		C4.4	C4.5	C4.6 and C4.7		
	Definition	Coverage	Distribution by level/programme	Coverage	Definition	Coverage	Definition	Coverage	Coverage	Methodology	Standard errors
Australia	AUS		AUS	AUS	AUS	AUS	AUS			AUS	
Austria	AUT	AUT	AUT	AUT		AUT				AUT	
Belgium	BEL	BEL	BEL		BEL	BEL					
Canada	CAN				CAN					CAN	
Chile					CHL						
Czech Republic	CZE		CZE			CZE					
Denmark	DNK				DNK						
Estonia	EST				EST						
Finland	FIN	FIN	FIN			FIN				FIN	
France	FRA	FRA		FIN		FRA			FRA	FRA	
Germany	DEU	DEU	DEU	FRA	DEU	DEU					
Greece	GRE		GRE	DEU		GRE					
Hungary	HUN	HUN				HUN					
Iceland	ISL	ISL		ISL		ISL				ISL	
Ireland	IRL	IRL			IRL		IRL				
Israel										ISR	
Italy	ITA		ITA	ITA		ITA					
Japan	JPN					JPN				JPN	
Korea	KOR					KOR				KOR	
Luxembourg	LUX										
Mexico											
Netherlands	NLD	NLD	NLD	NLD	NLD	NLD	NLD			NLD	
New Zealand	NZL			NZL	NZL					NZL	
Norway	NOR	NOR	NOR			NOR				NOR	
Poland	POL		POL	POL		POL					
Portugal	PRT		Portugal :	PRT		PRT					
Scotland											
Slovak Republic	SVK			SVK	SVK						
Slovenia	SVN				SVN						
Spain	ESP	ESP		ESP	ESP	ESP				ESP	
Sweden	SWE				SWE	SWE				SWE	
Switzerland	CHE	CHE	CHE	CHE	CHE	CHE					
Turkey	TUR		TUR	TUR		TUR				TUR	
United Kingdom	UKM				UKM		UKM			UKM , UKM2	
United States	USA				USA		USA				
Brazil											
Russian Federation	RUS	RUS	RUS			RUS					

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CHAPTER C: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

INDICATOR C1: Who participates in education?

General notes

Methodology

Reference dates

Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For **Australia**, 30 June is used as the reference date for both enrolments and population data. For **Japan**, 1 October is used as the reference date for population data and 1 May is used as the reference date for enrolments.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates.

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Sources: For OECD countries, see Indicator B1: Sources.

Table C1.1a. Enrolment rates, by age (2011) and Table C1.2. Trends in enrolment rates (1995-2011)

Notes on specific countries

Australia: A classification review in Australia resulted in a decrease in the number of reported enrolments at the ISCED 3C level, causing a break in the series for 2009 data. Comparisons with previous years are inadvisable. There is a new ISCED 0 data source and coverage as of the UOE data collection 2012: Previously data was sourced from the National Preschool Census and did not include preschool programs in long day care settings. The new data source, the National Early Childhood Education and Care Collection includes this information. It must be noted that for the reference year 2011, however, not all jurisdictions were able to provide unique child records and in these instances episode (enrolment) counts have been provided. Therefore, there may be a small degree of double counting in the estimates if children are enrolled in more than one institution. This issue is expected to be resolved for future data collections.

Similarly there were changes in the Vocational Training Sector: It has been observed from national data that there has been a general increase in enrolments in government-dependent private institutions. Also, one subset of the data has now been classified as government-dependent private when it was previously counted as public.

Also, as of UOE data collection 2012 (and all future collections) a disclosure control technique called "input perturbation" has been applied to the University data. To avoid any risk of disseminating identifiable data, small random adjustments have been made to cell counts. Under the Higher

Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual. This change in methodology has only a very minor, and insignificant, impact on the data.Back_to_Table

Austria: There was a change of the pro-rating procedure in the UOE data collection 2012, now taking into account enrolment in all levels of education simultaneously. There was also a fine-tuning with respect to the public/private distinction in primary and secondary education.

Data excludes students in tertiary exchange programmes and participants in short courses for sports instructors. Back_to_Table

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2012. Data on independent private institutions are not available. The population data refer to Belgium (and therefore includes the German-speaking Community).

Flemish community: As of UOE data collection 2012 the number of foreign students who participate in vocational adult education (ISCED 3) is included. Any comparisons between this year and previous years will result in significantly higher numbers. Comparisons with previous years are not advised.

The preparatory division of the Royal Military School has been excluded from the UOE's since this division only prepares students for entrance in the Royal Military School and does not lead to an official recognized degree. The impact of this is very marginal. Back_to_Table

Canada: The ending age of compulsory education is 16 except in Ontario and New Brunswick where it is 18. In the total all levels column, enrolment data come from the Labour Force Survey and have been rescaled using the demographic file. Back_to_Table

Chile: Data exclude participation in tertiary education so that the enrolment rates of 15-19 year-olds and 20-29 year-olds are underestimated.

There is a policy focused on promoting a growth in tertiary 5B enrolment (and new entrants), by strengthening the financial supporting scheme (*e.g.*: creating the New Millennium Scholarship (Beca Nuevo Milenio) for students who decide to enrol in that specific type of education (mainly technical careers). Back_to_Table

Denmark: In the UOE data collection 2012 the data reported in ISCED 1 has been expanded one year downwards as compulsory education now normally starts from age 6. Back_to_Table

Estonia: Only children 3 years old and older in kindergarten groups and mixed groups are counted under ISCED 0. Back_to_Table

Finland: Data on 5-year-old and 6-year-old children in pre-primary education is available separately for the first time in the UOE data collection 2012, based on specific data collection by Statistics Finland. This decreases slightly the number of 6-year-old children in pre-primary education and increases slightly the number of 5-year-old children in pre-primary education compared to previous reporting methodology. Back_to_Table

Germany: Full-time education is compulsory until age 16; for 16-18 year-olds, part-time education is compulsory. Back_to_Table

Ireland: In 2002, the end age of compulsory schooling was increased to 16 or until students have completed three years of second level (post-primary) education. Further improvement to the coverage of ISCED 0 programmes in the UOE data collection 2011. Back_to_Table

Israel: Data excludes programmes for children younger than 3 years old, resulting in substantially lower figures in the enrolment rates of 4 and under than in previous years.

Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. This postpones the age of enrolment in post-secondary and tertiary education. Back_to_Table

Italy: The increase in participation and school expectancy is largely due to the fact that compulsory schooling was extended to the age of 15 in 1999/2000. Legislation on compulsory schooling has progressively changed since then. Italy has moved away from the concept of compulsory school attendance until a required age to the principle of the right and obligation to receive education or training until the age of 18. This principle has been fully enforced since 2003. Back_to_Table

Korea: Children enrolled in children's centres under the authority of Ministry of Health and Welfare, which cover many children under the age of 6 and provide educational services besides care, have been excluded before due to the data source but in EAG 2012, they are included for the first time. Back_to_Table

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries. Nearly all students in tertiary education have to study outside the country. The data for tertiary education (ISCED 5 and 6) is underestimated as it does not cover all ISCED 5A and ISCED 5B programmes.

Starting from scholar year 2009/2010, early childhood education, preprimary and primary education are grouped in a coherent and continuous programme called « enseignement fondamental ». This programme is divided into four cycles. The first cycle, corresponding to preprimary education spans for 3 years. The first year, early childhood education, is not compulsory, the second and third years, for pupils aged 4 and 5, are compulsory. The second cycle is conceived for children aged 6 to 7 (previously first and second year of primary school). The third cycle is conceived for children aged 8 and 9 and the fourth cycle to children aged 10 and 11. Each cycle has a theoretical duration of two years but achieving them in one or three years is possible to attain the required level. This new structure implies having no more repeaters at the primary level. In the UOE data collection 2012 a new cross-border secondary school (lycée) has been added to the data on public schools. Students at this school follow the German school rhythm, i.e., after the fifth school year they pass to the post-primary education, at a younger age than students in Luxembourg. Back_to_Table

Mexico: Enrolment rates by age above 100% are due to the construction of the indicator, since two different data sources are used: enrolment records of the Secretariat of Public Education (SEP), and the estimates of school aged population calculated by the National Population Council (CONAPO). Back_to_Table

The Netherlands: The lower enrolment rate for 3-4 year-olds than in 2002 is due to a change of reference date. In the Netherlands, children can enrol in group 1 of pre-primary education from the moment when they are 4 years of age, on every day of the school year. From 2003, the reference date for the number of pupils changed from 31 December to 1 October of the school year. This led to a decrease in the number of 4-year-olds counted in pre-primary education, because the number of children enrolling between 1 October and 31 December (about a quarter of the total) was not counted anymore. From Education at a Glance 2009 onwards, the number of children enrolling pre-primary education between 1 October and 31 December is being estimated to correct for this omission. The number of 3-year old children enrolled in pre-primary (private) institutions and pupils/students in private education in all ISCED levels (except ISCED 4) are reported for the first time in the UOE data collection 2012. Back_to_Table

New Zealand: Post-secondary enrolments at levels 3 and 4, in particular at older ages (25 and over) have steadily decreased. This has largely been in response to policies aimed at increasing the number of young people (under 25) studying at higher levels; Enrolments at ISCED 4C for ages 15-19 and 20-24 have risen. Enrolments for a group of post-school programmes providing targeted low level

vocational skills training at ISCED 3C level were mistakenly excluded in the UOE data collection 2011, but are included in the 2012 collection. Back_to_Table

Poland: Full-time compulsory education normally continues until pupils are 16 years old (*i.e.* the age for completion of the lower secondary level (gymnasium). Part-time compulsory education, however, in schools or out of school, lasts until 18 years of age (based on the constitution of the Republic of Poland adopted in 1997). A child aged 3 to 5 may receive not compulsory pre-primary education, but all six year-old children have to participate in pre-primary education organized either in kindergartens (przedszkola) or in primary schools as pre-primary classes (oddziały przedszkolne).

In the school year 2004/2005 one year of obligatory pre-school education was introduced by the Ministry of National Education and Sport and, therefore, the age of commencement of compulsory education has been lowered from 7 to 6. In September 2009 all 5-year olds received a statutory right to one year of pre-primary education in kindergarten or in a different type of pre-school institution, which became an obligation starting from the 1st of September 2011. At the same time, according to the amendment to the School Education Act the age of commencement of compulsory education in primary school was lowered from the age of 7 to 6, however, with gradual implementation over a few years. In the transition period, the 6-year-old children who wanted to go to school but had not completed one year of compulsory pre-primary education, were admitted to primary school according to the opinion issued by a guidance and counseling centre. The number of 6-year old children in primary school will increase until 2014 when all children at this age will attend compulsory primary education. Back_to_Table

Switzerland: Entrance age and enrolments in early childhood education vary considerably among Swiss cantons. In more than half of the cantons at least one year of early childhood education is mandatory. In most of the cantons an offer in early childhood education has been provided by law. Back_to_Table

Turkey: In 1997/98 a law was passed to extend the duration of primary education to eight years and the end of compulsory education was set at age 14. Back_to_Table

United Kingdom: The figures can be misleading because of differing definitions of the end of compulsory schooling. For example, compulsory education in England and Wales finishes at the end of the academic year in which a pupil's sixteenth birthday occurs. Pupils in the final year of compulsory education in England and Wales are aged 15 on 1 September and turn 16 during the academic year. Those in the first post-compulsory year are aged 16 on 1 September. Those among this group of post-compulsory 16-year-olds who are not participating are being reported as not enrolled, but they are not part of the relevant population. In Scotland if a pupil's sixteenth birthday occurs between 1 March and 30 September compulsory education ends on 31 May between those two dates. If a pupil's sixteenth birthday occurs between 1 October and 29 February, compulsory education ends the day before the Christmas holidays before those two dates.
Data cover enrolments in schools only. Therefore enrolments for 3-4 year-olds are underestimated.

Since 2006, the United Kingdom has refined its methodology so that the data for this year are not strictly comparable with that supplied prior to 2006. In particular:

- The new treatment of younger children allocated to ISCED level 1 (the 4-year-olds and rising 5-year-olds referred to above).
- The more accurate allocation of children outside the typical age range to the correct ISCED category.
- The inclusion for the first time of students on apprenticeship courses. Back_to_Table

United States: There is no standard, federally determined age at which one can leave school. Every state determines the age at which compulsory school attendance ends, and it generally ranges from 16 to 18. Back_to_Table

Brazil: Distance learning programmes, youth and adult programmes and Higher education programmes are included. The Higher Education Census (ISCED 5) did not collect data on graduates by age and sex until 2008. Thus, Household Survey 2008 was used to distribute the graduates by age and sex. In 2009, Higher Education Census changed its basic unit of data collection from 'course' to 'individual' requiring specific information for each student. Therefore, the former source of individual information for ISCED 5 and 6 (National Household Sample Survey) was replaced by the Higher Education Census.

The current Brazilian legislation regarding the fundamental education states a change in entrance age (6 years old instead of 7) and an increase in duration towards 9 grades: 5 in Primary and 4 in Lower secondary (http://www.planalto.gov.br/ccivil_03/_Ato2004-2006/2006/Lei/L11274.htm). Due to ongoing adjustments in the Brazilian data collection methodology, these two changes are expected be reported in the UOE data collection 2013. Back_to_Table

Table C1.1b. (Web only) Transition characteristics from age 15 to 20, by level of education (2011)

Notes on specific countries

Australia: A classification review in Australia resulted in a decrease in the number of reported enrolments at the ISCED 3C level, causing a break in the series for 2009 data. Comparisons with previous years are inadvisable.

There were changes in the Vocational Training Sector: It has been observed from national data that there has been a general increase in enrolments in government-dependent private institutions. Also, one subset of the data has now been classified as government-dependent private when it was previously counted as public.

Also, as of UOE data collection 2012 (and all future collections) a disclosure control technique called "input perturbation" has been applied to the University data. To avoid any risk of disseminating identifiable data, small random adjustments have been made to cell counts. Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual. This change in methodology has only a very minor, and insignificant, impact on the data. Back_to_Table

Austria: There was a change of the pro-rating procedure in the UOE data collection 2012, now taking into account enrolment in all levels of education simultaneously. There was also a fine-tuning with respect to the public/private distinction in primary and secondary education.

Data excludes students in tertiary exchange programmes and participants in short courses for sports instructors. Back_to_Table

Belgium: Flemish community: The preparatory division of the Royal Military School has been excluded from the UOE's since this division only prepares students for entrance in the Royal Military School and does not lead to an official recognized degree. The impact of this is very marginal. Back_to_Table

Canada: In the total all levels column, enrolment data come from the Labour Force Survey and have been rescaled using the demographic file. Back_to_Table

Chile: As of UOE data collection 2012, tertiary students enrolled in two or more programs are counted only once. The criterion used to allocate an upper secondary student in vocational or general programme, is according to the programme orientation he will graduate from (it does not matter the grade he is in), although strictly speaking a student can be in vocational only in 3rd or 4th grade. This methodology has not been changed to allow comparability with previous years. Back_to_Table

Finland: Students enrolled in the National Defence University have been added to the tertiary enrolment data in the UOE data collection 2012. Back_to_Table

France: ISCED3 vocational training reform included in the UOE data collection 2012: the ISCED3 vocational four years curriculum (BEP in two years after lower secondary school + baccalauréat professionnel in two years) is replaced by a three years curriculum with a direct access to the baccalauréat professionnel after lower secondary school, thus complying with the general organisation of the baccalauréat. This reform is still being implemented in upper secondary schools and apprenticeship training centers. It started in 2008-2009 and won't be completed before two or three years. It impacts the split between ISCED 3B (baccalauréat professionnel) and ISCED 3C (BEP). Between UOE 2011 and UOE 2012 data collections, the evolution of number of Isced3 students shows a 5 points decrease of ISCED 3C compenseted by a 5 points increase of ISCED 3B students. Back_to_Table

Israel: Owing to compulsory military service, enrolment rates are significantly low at ages 18 to 21 for men and 18 to 20 for women. Back_to_Table

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED 3, 4, 5 and 6 levels. The data for tertiary education (ISCED 5 and 6) are underestimated as they do not cover all ISCED 5A and 5B programmes. Back_to_Table

The Netherlands: The number of 3-year old children enrolled in pre-primary (private) institutions and pupils/students in private education in all ISCED levels (except ISCED 4) are reported for the first time in the UOE data collection 2012. There is also a new data-source for ISCED 6. Until UOE data collection 2011 there was reported a rough total of men and women in ISCED 6 from universities. This is the first year a new registration is being used, which is nevertheless still in development. The published number of PhD-students is about 37% higher than last year; this is considered a better estimation of the actual number of PhD-students. Back_to_Table

New Zealand: Post-secondary enrolments at levels 3 and 4, in particular at older ages (25 and over) have steadily decreased. This has largely been in response to policies aimed at increasing the number of young people (under 25) studying at higher levels; Enrolments at ISCED 4C for ages 15-19 and 20-24 have risen. Enrolments for a group of post-school programmes providing targeted low level vocational skills training at ISCED 3C level were mistakenly excluded in the UOE data collection 2011, but are included in the 2012 collection. Back_to_Table

Sweden: A short post-secondary education program for adults has been discontinued. Even if the programme was small it was a significant part of the general education at ISCED level 4. This is already reflected in the UOE data collection 2012. Back_to_Table

United Kingdom: Break in time series following methodological change from 2006. Back_to_Table

Brazil: People in military career were excluded. Back_to_Table

Table C1.3. Upper secondary and post-secondary non-tertiary enrolment patterns (2011)

Notes on specific countries

Australia: A classification review in Australia resulted in a decrease in the number of reported enrolments at the ISCED 3C level, causing a break in the series for 2009 data. Comparisons with previous years are inadvisable.

There were changes in the Vocational Training Sector: It has been observed from national data that there has been a general increase in enrolments in government-dependent private institutions. Also, one subset of the data has now been classified as government-dependent private when it was previously counted as public. Back_to_Table

Austria: There was a change of the pro-rating procedure in the UOE data collection 2012, now taking into account enrolment in all levels of education simultaneously. There was also a fine-tuning with respect to the public/private distinction in primary and secondary education.

Data excludes students in tertiary exchange programmes and participants in short courses for sports instructors. Back_to_Table

Belgium: Flemish community: the preparatory division of the Royal Military School has been excluded from the UOE's since this division only prepares students for entrance in the Royal Military School and does not lead to an official recognized degree. The impact of this is very marginal.On 1 September 2009 2 new training forms have been introduced in the Flemish educational system: the associate degree ('HBO5') and advanced secondary education ('Se-n-Se'). Legally advanced secondary education is allocated at the level of secondary education; the associate degree is allocated at the level of higher education. In ISCED 1997 advanced secondary education is allocated at ISCED 4; the associate degree is allocated at ISCED 5B.

Back_to_Table.

Chile: The criterion used to allocate an upper secondary student in vocational or general programme, is according to the programme orientation he will graduate from (it does not matter the grade he is in), although strictly speaking a student can be in vocational education only in 3rd or 4th grade. This methodology has not been changed in the UOE data collection 2012 to allow comparability with previous years. Back_to_Table

France: ISCED3 vocational training reform included in the UOE data collection 2012: the ISCED3 vocational four years curriculum (BEP in two years after lower secondary school + baccalauréat professionnel in two years) is replaced by a three years curriculum with a direct access to the baccalauréat professionnel after lower secondary school, thus complying with the general organisation of the baccalauréat. This reform is still being implemented in upper secondary schools and apprenticeship training centers. It started in 2008-2009 and won't be completed before two or three years. It impacts the split between ISCED 3B (baccalauréat professionnel) and ISCED 3C (BEP). Between UOE 2011 and UOE 2012 data collections, the evolution of number of Isced3 students shows a 5 points decrease of ISCED 3C compenseted by a 5 points increase of ISCED 3B students.. Back_to_Table

Italy: Since 2007, students of the first four years of art school have been moved from ISCED 3B to ISCED 3A programme destination and from pre-vocational to vocational programmes. Therefore the data for this year are not strictly comparable with that supplied prior to 2007. Back_to_Table

New Zealand: Post-secondary enrolments at levels 3 and 4, in particular at older ages (25 and over) have steadily decreased. This has largely been in response to policies aimed at increasing the number

of young people (under 25) studying at higher levels; Enrolments at ISCED 4C for ages 15-19 and 20-24 have risen. Enrolments for a group of post-school programmes providing targeted low level vocational skills training at ISCED 3C level were mistakenly excluded in the UOE data collection 2011, but are included in the 2012 collection. Back_to_Table

Sweden: A short post-secondary education program for adults has been discontinued. Even if the programme was small it was a significant part of the general education at ISCED level 4. This is already reflected in the UOE data collection 2012. Back_to_Table

United Kingdom: In the United Kingdom, around 60% of upper secondary students are enrolled in vocational programmes. This includes enrolments in ISCED 3 provision at any age, not only at the typical age of full-time upper secondary education (14-18 year-olds). ISCED 4 programmes are no longer applicable as of UOE data collection 2012. They have been reallocated to either ISCED3A or to ISCED5B. Back_to_Table

Brazil: Special education programmes are included. Back_to_Table

Tables C1.4 and C1.5: Students in primary, secondary and tertiary education by percent share in type of institution or mode of enrolment (2011)

Classification

Educational institutions are classified as either public or private according to whether a public agency or a private entity ultimately has the power to make decisions concerning the institution's affairs. The extent to which an institution receives its funding from public or private sources does not determine the classification of the institution. An institution is classified as private if it is controlled and managed by a non-governmental organisation (*e.g.* a church, a trade union or a business enterprise), or if its governing board consists mostly of members not selected by a public agency. The terms "government-dependent" and "independent" refer only to a private institution's degree of dependence on funding from government sources; they do not refer to the degree of government direction or regulation. A government-dependent private institution is one that receives more than 50% of its core funding from government agencies. An independent private institution is one that receives less than 50% of its core funding from government agencies. Back_to_Table

Notes on specific countries

Australia: A classification review in Australia resulted in a decrease in the number of reported enrolments at the ISCED 3C level, causing a break in the series for 2009 data. Comparisons with previous years are inadvisable.

There were changes in the Vocational Training Sector: It has been observed from national data that there has been a general increase in enrolments in government-dependent private institutions. Also, one subset of the data has now been classified as government-dependent private when it was previously counted as public.

Also, as of UOE data collection 2012 (and all future collections) a disclosure control technique called "input perturbation" has been applied to the University data. To avoid any risk of disseminating identifiable data, small random adjustments have been made to cell counts. Under the Higher Education Support Act 2003, sections 179-5, 10, 15, 20(c) and the Privacy Act 1988, section 14 (IPP11), it is an offence to release any information that is likely to enable identification of any particular individual. This change in methodology has only a very minor, and insignificant, impact on the data. Back_to_Table

Austria: In 2008, post-secondary colleges for teacher training (ISCED 5B) were transformed into ISCED 5A programmes offered at University Colleges of Teacher Education; post-secondary colleges for medical services were transformed into programmes at Fachhochschulen. In the UOE data collection 2012 there was a change of the pro-rating procedure, now taking into account enrolment in all levels of education simultaneously. There was also a fine-tuning with respect to the public/private distinction in primary and secondary education.

Data excludes students in tertiary exchange programmes and participants in short courses for sports instructors. Back_to_Table

Canada: Post-secondary private enrolments are excluded from public/private totals. As of UOE data collection 2012, enrolments in ISCED4, which were included in ISCED5b in previous years, will be reported separately. Back_to_Table

Chile: As of UOE data collection 2012, tertiary students enrolled in two or more programs are counted only once. Data on full-time and part-time enrolments at all levels of education is reported for the first time in the UOE data collection 2012. Primary and secondary level students in full or partial school day are all considered full time, because partial school day is always more than 75% of a full school day. In tertiary education all students are classified as full time because there is no information available to make this classification. Back_to_Table

Germany: Data on students and entrants in ISCED 6 are reported for the first time ever in the UOE data collection 2012. These data were collected through a pilot data collection (sample survey) in 2011. However, due to the sample size of this survey data is not available for all breakdowns requested for ISCED 6 in the UOE data collection. All data provided in the UOE tables are rounded to full hundreds which may lead to small deviations in sums. In regards to intensity of participation it is assumed that students in structural doctoral programmes are full-time students. The remaining students in ISCED 6 are regarded as part-time students with an FTE conversion factor of 2. It is assumed that all ISCED 6 students are enrolled in public institutions because hardly any private institution has the right to award doctoral degrees in Germany. Back_to_Table

The Netherlands: The number of 3-year old children enrolled in pre-primary (private) institutions and pupils/students in private education in all ISCED levels (except ISCED-4) are reported for the first time in the UOE data collection 2012. There is also a new data-source for ISCED-6. Until UOE data collection 2011 there was reported a rough total of men and women in ISCED-6 from universities. This is the first year a new registration is being used, which is nevertheless still in development. The published number of PhD-students is about 37% higher than last year; this is considered a better estimation of the actual number of PhD-students. Back_to_Table

Sweden: A short post-secondary education program for adults has been discontinued. Even if the programme was small it was a significant part of the general education at ISCED level 4. This is already reflected in the UOE data collection 2012. Back_to_Table

Switzerland: Due to the introduction of a new data collection system, the differentiation between public, government dependent private and private institutions has changed for the UOE data collection 2012. Data providers on the subnational level were asked to strictly apply the guidelines in the UOE -Manual Volume 1 page 35. As a consequence there are some shifts in the numbers of students between institutional types. On the aggregated level this mainly shows on the ISCED level 3. Back_to_Table

United Kingdom: In the United Kingdom, around 60% of upper secondary students are enrolled in vocational programmes. This includes enrolments in ISCED 3 provision at any age, not only at the typical age of full-time upper secondary education (14-18 year-olds). ISCED 4 programmes are no

longer applicable as of UOE data collection 2012. They have been reallocated to either ISCED3A or to ISCED5B. Back_to_Table

Saudi Arabia: In 2010 4.4 percent of total tertiary students were enrolled in institutions that received exactly 50 percent of its core funding from the Ministry of Higher Education (MOHE), compared with 30 percent in 2009, when only 4.1 percent of total tertiary students were enrolled in the same institutions. Based on OECD web-glossary which states that government-dependent private institution (GDPI) is an institution that receives more than 50 percent of its core funding from government agencies, the percent of students enrolled in (GDPI) is zero, however, according to UNESCO definition (institution clasified as GDPI if it receives at least 50 percent of its core funding from government agencies), the value would be 4.4 percent in 2010 and 4.1 percent in 2009. Back_to_Table

Table C1.6a. Education expectancy (2011)

The estimation of expected years in education comprises all enrolment in education including non-continuous and incomplete participation. Thus, under 2011 enrolment conditions a 5-year-old in an OECD country can expect to participate in education more than 17 years, on average, before reaching the age 40. More specifically, this person can expect to be enrolled in full-time studies for 16.5 years: 9.4 years in primary and lower secondary education, 3.4 years in upper secondary education, and 2.7 years in tertiary education. This same student can also expect to participate in an additional 1.2 years of part-time studies, mainly at the tertiary level of education. Women can expect to be enrolled in full-time education for 16.7 years while men can expect to be enrolled for 16.3 years, on average).

Expected years in education is only an estimate of the potential number of years an individual may expect to be in education. This estimation is not comparable to educational attainment, and may also differ from projections of future attainment, because the time spent in a given programme may change within the population. Back_to_Table

Table C1.6b. Education expectancy (2011)

Methodology

School expectancy (in years) under current conditions excludes all education for children under five. It includes adult persons of all ages who are enrolled in formal education. School expectancy is calculated by adding the net enrolment rates for each single year of age. Data by single year of age are not available for ages 30 and above. For 30-39 year-olds, enrolment rates were estimated on the basis of five-year age bands, and for persons 40 and over, enrolment rates were estimated on the basis of the cohort size of 35-39 year-olds. Back_to_Table

Notes on specific countries

Australia: Students participating in Open Learning Courses are excluded from tertiary enrolments. University enrolments exclude all students in overseas campuses. There are breaks in series in ISCED 2, 3, 4 and 5B enrolments in the Vocational Education and Training sector; from 1999, data are based on the Australian Qualification Framework (AQF) rather than the stream classification. At the ISCED 0 level, all pupils are reported as part-time. A classification review in Australia resulted in a decrease in the number of reported enrolments at the ISCED 3C level, causing a break in the series for 2009 data. Comparisons with previous years are inadvisable. Back_to_Table

Austria: The part-time/full-time breakdown is not available. Back_to_Table

Belgium: Flemish community: As of UOE data collection 2012 the number of foreign students who participate in vocational adult education (ISCED 3) is included. Any comparisons between this year and previous years will result in significantly higher numbers. Comparisons with previous years are not advised.

The preparatory division of the Royal Military School has been excluded from the UOE's since this division only prepares students for entrance in the Royal Military School and does not lead to an official recognized degree. The impact of this is very marginal.Back_to_Table

Chile: As of UOE data collection 2012, tertiary students enrolled in two or more programs are counted only once. Back_to_Table

Finland: The full-time/part-time division of students is done only for ISCED levels 5A and 6. At other ISCED levels all students are classified as full-time students. The division into full-time and part-time students is made based on the study credits students have taken during the academic year. Age and gender distribution for enrolment at ISCED 0 non-school establishments (children's day care centres and kindergartens) is partially estimated. The estimate is based on information supplied by individual municipalities to Statistics Finland and information from the National Institute for Health and Welfare.

In primary education and in lower secondary education, age is partially estimated. Back_to_Table

France: The part-time/full-time breakdown is not available but will be in the near future. Back_to_Table

Germany: Regular vocational education in Germany (dual system) is a 3B programme. Some graduates from 3A programmes tend to transfer to 3B programmes at the age of 18 or 19. This leads to a longer education and the students are counted as attaining an ISCED 4A qualification. Further vocational education programmes (Meister, Techniker) at ISCED level 5B are mostly attended after some years at work.

Data on students and entrants in ISCED 6 are reported for the first time ever in the UOE data collection 2012. These data were collected through a pilot data collection (sample survey) in 2011. However, due to the sample size of this survey data is not available for all breakdowns requested for ISCED 6 in the UOE data collection. All data provided in the UOE tables are rounded to full hundreds which may lead to small deviations in sums. In regards to intensity of participation it is assumed that students in structural doctoral programmes are full-time students. The remaining students in ISCED 6 are regarded as part-time students with an FTE conversion factor of 2. Back_to_Table

Ireland: Most but not all adult education is excluded. Adult education includes part-time studies at ISCED 3 and 5 undertaken by persons returning to education after an interruption of some years. Coverage of part-time enrolment data is uneven. Only full-session part-time students (with courses lasting approximately the full year) have been included in the data. Many part-time students in independent private colleges at ISCED levels 3 and 5 are excluded. Back_to_Table

Italy: Age distribution is not available for advanced research programmes and for adult literacy courses (this affects ISCED level 1 and 2). Back_to_Table

Luxembourg: A significant proportion of students in ISCED levels 2 and 3 go to school in neighbouring countries and are therefore not included in the UOE data collection so that the enrolment rates in these categories are under-estimated. The data for tertiary education (ISCED 5 and 6) are underestimated as they do not cover all ISCED 5A and 5B programmes.

Tertiary students do only one year in Luxembourg but three to four years more in neighbouring countries. Therefore, schooling expectancy is underestimated at that level. Back_to_Table

Turkey: Data for children under 5 years of age are included in pre-primary education. Back_to_Table

United States: There is no standard, federally determined age at which one can leave school. Every state can choose the age, and it generally ranges from 16 to 18. Back_to_Table

Table C1.6c. Expected years in tertiary education (2011)

Notes on specific countries

Chile: As of UOE data collection 2012, tertiary students enrolled in two or more programs are counted only once. Back_to_Table

Germany: Data on students and entrants in ISCED 6 are reported for the first time ever in the UOE data collection 2012. These data were collected through a pilot data collection (sample survey) in 2011. However, due to the sample size of this survey data is not available for all breakdowns requested for ISCED 6 in the UOE data collection. All data provided in the UOE tables are rounded to full hundreds which may lead to small deviations in sums. In regards to intensity of participation it is assumed that students in structural doctoral programmes are full-time students. The remaining students in ISCED 6 are regarded as part-time students with an FTE conversion factor of 2. Back_to_Table

Luxembourg: The data for tertiary education (ISCED 5 and 6) are underestimated as they do not cover all ISCED 5A and 5B programmes.

A significant proportion of the youth cohort studies in neighbouring countries at the ISCED 5 and 6 levels. Back_to_Table

INDICATOR C2: How do early childhood education systems differ around the world?

General notes

A new indicator on Early Childhood Education (ECE) was published for the first time in the 2012 edition of Education at a Glance. During the development and review of the new ECE indicator, the issue of defining the boundary between childcare and education was discussed at length. During late 2012, the informal ISCED 0 working group of the INES working party, conducted a survey on the boundary between education and care. The primary aim of this survey was to gather more contextual information about how countries distinguish between child care and education both in theory and in practice. Further aims of the survey were to update ECE metadata for Education at a Glance to increase the interpretability of the indicator. The outcomes of this work are published in this edition of Education at a Glance. *Back_to_Table*

Methodology

Reference dates

Statistics that relate participation data to population data are published for the reference date that was used by national authorities for these statistics. It is assumed that age references in the enrolment data refer to 1 January of the reference year. For **Australia**, 30 June is used as the reference date for both enrolments and population data. For **Japan**, 1 October is used as the reference date for population

data and 1 May is used as the reference date for enrolments. For the **United States**, 1 October is used as the reference date for both enrolments and population data.

The dates or periods at which students, educational staff and educational institutions were counted were not provided by all countries. Some countries collect these statistics through surveys or administrative records at the beginning of the school year while others collect them during the school year, and yet others at the end of the school year or at multiple points during the school year. It should be noted that differences in the reference dates between, for example, enrolment data and population data can lead to overestimated or underestimated figures (for instance, net enrolment rates exceeding 100%) when there is a significant decrease or increase over time in any of the variables involved. If the reference date for students' ages used in the enrolment data differs from the reference date for the population data (usually 1 January of the reference year), this can be a further source of error in enrolment rates. *Back_to_Table*

Table C2.1 Enrolment Rates in early childhood and primary education, by age (2005, 2011)

Notes on specific countries

Australia: There is a new ISCED 0 data source and coverage as of the UOE data collection 2012: Previously data was sourced from the National Preschool Census and did not include preschool programs in long day care settings. The new data source, the National Early Childhood Education and Care Collection includes this information. It must be noted that for the reference year 2011, however, not all jurisdictions were able to provide unique child records and in these instances episode (enrolment) counts have been provided. Therefore, there may be a small degree of double counting in the estimates if children are enrolled in more than one institution. This issue is expected to be resolved for future data collections. Back_to_Table

Finland: Data on 5-year-old and 6-year-old children in pre-primary education is available separately for the first time in the UOE data collection 2012, based on specific data collection by Statistics Finland. This decreases slightly the number of 6-year-old children in pre-primary education and increases slightly the number of 5-year-old children in pre-primary education compared to previous reporting methodology. Back_to_Table

Ireland: Further improvement to the coverage of ISCED 0 programmes in the UOE data collection 2011. Back_to_Table

The Netherlands: The number of 3-year old children enrolled in pre-primary (private) institutions is reported for the first time in the UOE data collection 2012. Back_to_Table

Table C2.2 Characteristics of Early Childhood Education Programmes (2010, 2011)

Chile: Ratio of student to teaching staff: Compared to data published in Education at a Glance 2012, the there has been a change in the methodology to calculate the number of teachers and the number of pupils enrolled in pre-primary education. The change led to the exclusion of information of enrollment and personnel of some institutions with missing or low quality personnel data (aprox 20% of enrollment, mainly 3 year-old students in public and private institutions that attend 0 to 3 year-old students). Moreoever, some pre-primary classroom teachers have been re-classified with teacher aides.

In the UOE data collection 2012, pre-primary education programmes for 2 year-olds or younger are now included. Back_to_Table

Luxembourg: Starting from scholar year 2009/2010, early childhood education, preprimary and primary education are grouped in a coherent and continuous programme called « enseignement fondamentale ». This programme is divided into four cycles. The first cycle, corresponding to preprimary education spans for 3 years. The first year, early childhood education, is not compulsory, the second and third years, for pupils aged 4 and 5, are compulsory. Back_to_Table

Table C2.3 Characteristics of Education Only and Integrated Early Childhood Education Programmes (2011)

INDICATOR C3: How many students are expected to enter tertiary education?

Entry rates to tertiary education - Tables C3.1a, C3.1b, C3.2a, C3.3a

Methodology

Calculation of net entry rates

The net entry rates represent the proportion of persons of a synthetic age cohort who enter a certain level of tertiary education at one point during their lives. The net entry rate is defined as the sum of net entry rates for single ages. The total net entry rate is therefore the sum of the proportions of new entrants to tertiary-type A and B aged *i* to the total population aged *i*, at all ages. Since data by single year are only available for ages 15 to 29, the net entry rates for older students are estimated from data for five-year age bands.

Calculation of gross entry rates

When no data on new entrants by age were provided, gross entry rates are calculated. Gross entry rates are the ratio of all entrants, regardless of their age, to the size of the population at the typical age of entry. Gross entry rates are more easily influenced by differences in the size of population by single year of age. Taking into account the effect of changing cohort sizes, all gross rates presented here were tested for possible error. The error is well below five percentage points. Typical ages of entry are included in the table X1.1d of the publication.

Calculation of average age

The ***average weighted age*** is calculated by assigning higher weight to those ages at which more students graduate. In the cohorts 30-35, 35-39 and +40, the ages used in the calculation are 32, 37 and 50 respectively. This variable provides the reader an accurate idea of the average age at graduation. The presence of high average ages in some of the countries indicates a widespread existence of programmes for adults. This variable appears for the first time in this edition of EAG as an attempt to improve the understanding of the indicator.

Distribution of tertiary new entrants, by field of education

Classification

The 25 fields of education used in the UOE data collection instruments follow the revised ISCED classification by field of education. The same classification by field of education is used for all levels of education. For definitions and instructions refer to the ISCED Classification (UNESCO, 1997). The classification is in accordance with the fields of training defined in the Fields of Training – Manual (EUROSTAT, 1999).

Notes on specific countries

Australia: For Australia, international students are excluded from the numerator but not the denominator when calculating entry rates and this has the effect of understating the adjusted rate. It should also be noted that many international student may reside in Australia for some time after the completion of their studies and that this should be kept in mind when interpreting these data. Data are not available for ISCED 5B programmes corresponding to VET institutions. Back_to_Table

Austria: Since 2005 the Austrian higher education system underwent changes which led to a different composition of ISCED 5A. Firstly, in the beginning of the academic year 2007/08 (2008) the post-secondary colleges for teacher training (ISCED 5B) were transformed into ISCED 5A institutions (university colleges of teacher education). This resulted in increasing numbers of new entrants to

ISCED 5A and boosted especially the share of women in 2008 (four fifths of new entrants were female students). Secondly, post-secondary colleges on medical services (ISCED 5B) were undergoing a transformation into *Fachhochschul*-studies (ISCED 5A institutions), which is almost completed now. In 2005 approx. 1 500 new entrants (of which 1 300 women) were reported from post-secondary colleges on medical services at ISCED 5B; in 2011 the numbers were close to nil.

With summer term 2009 for the majority of students of public universities tuition fees were abolished. This appears as rationale behind the extraordinary increase of new entrants to ISCED 5A in 2010.

Other known factors with an impact on the entry rate to ISCED 5A are an increased inflow of foreign students (e.g. approx. a plus of 1 percentage point between 2006 and 2007) as well as increasing numbers of domestic new entrants, partly due to a growing share of students fulfilling the entrance requirements of higher education (expressed as students having completed ISCED 3A or ISCED 4A programmes).

In summer term 2009 was the last opportunity to start doctoral programmes of shorter duration than 3 years. This apparently caused a run, documented in the figures on 2010. In the subsequent year the number of new entrants to ISCED 6 decreased to the former level.

Furthermore there were changes in the reporting practice: private universities and university courses were included since 2008, courses offered by teacher-training institutions. In addition, the re-classification of two programmes (*Aufbaulehrgänge*, *berufsbildende höhere Schulen für Berufstätige*) to ISCED 5B also affected the number of new entrants in 2008.

Due to the use of longitudinal data multiple counting over time was eliminated when calculating new entrants. Data were corrected backwards as far as considerable effects were observed; eventually the refined methodology was applied on the years 2008 to 2011.
Back_to_Table

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection. The figures for social advancement education, higher vocational adult education and entrepreneurial training courses, which were organised by SYNTRA, are not available. On 1 September 2009, 2 new training forms have been introduced in the Flemish educational system: the associate degree ('HBO') and advanced secondary education ('Se-n-Se'). Legally advanced secondary education is allocated at the level of secondary education; the associate degree is allocated at the level of higher education. In ISCED 1997 advanced secondary education is allocated at ISCED 4; the associate degree is allocated at ISCED 5B. New entrants in the associate degree ('HBO') are not reported in the ENTR-tables. Back_to_Table

Chile: Break in series between 2004 and 2005 due to some reclassification of ISCED 5A and 5B programmes. Entry rate may be overestimated as it includes some re-entrant and continuing students. From the 2013 edition of *Education at a Glance*, the methodology to calculate new entrants in secondary education has changed: the distinction between new entrants and re-entrants according to the student's history (until 2003) is available. A similar change occurred last year in tertiary education, although student's history is reduced (until 2007). Back_to_Table

Denmark: Data concerning the spring semester 2010 are missing for adult education in ISCED 5B. Data has been estimated for this period by assuming that both the number and the distribution were the same as it was in the spring semester 2009. Back_to_Table

Estonia: Entry rate may be overestimated as it includes some re-entrants. Tertiary-type A doesn't include data for "ISCED 5A second degree". Back_to_Table

Finland: From the 2013 edition of *Education at a Glance*, entry rate at ISCED 6 is reported based on new data collected from the universities by Statistics Finland on the year when ISCED 6 students

have obtained the study right for ISCED 6 studies. This makes possible to report new entrants data at ISCED 6. Previously the national data system registered ISCED 6 entrants as new entrants only if the student changed university when entering into advanced research studies after graduating from a Master's degree programme. This number clearly underestimated new entrants to ISCED 6 so it was not reported in the UOE data collection. Back_to_Table

France: From the 2013 edition of *Education at a Glance*, new entrants data are reported. They have been identified as those who study in year T at a given level L and studied in year T-1 at level L-1 or did not study at all (interruption of one year or more). As a consequence, the data tend to underestimate the number of ("real") new entrants. It's covered 90% of the population in ISCED 5A and 6. Back_to_Table

Germany: Until 2008, programmes at *Berufsfachschulen* aimed at qualifying Kindergarten teachers and school-based vocational education for medical assistants, nurses, midwives or social assistants had been allocated to ISCED 3B, while the respective programmes at health-sector schools, or *Fachschulen*, had been allocated to ISCED 5B. Now all these programmes, regardless of the type of school, are allocated to ISCED 5B. This leads to a significant rise of ISCED 5B entry rates. From the 2013 edition of *Education at a Glance*, data on students and entrants in ISCED 6 are provided, due to a pilot data collection (sample survey) in 2011.Back_to_Table

Ireland: Re-entrants are included with new entrants, which may overestimate the entry rate. For UOE data collections up to and including UOE 2009 New Entrants at ISCED levels 5A and 5B only related to Full Time New Entrants. For UOE 2010 onwards New Entrants at these ISCED levels now also include Part Time New Entrants. Data on Part Time new entrants by field of education are for the most part not available. Back_to_Table

Israel: From the 2013 edition of *Education at a Glance*, ISCED3 re-entrant counts are provided. These were assumed to be negligible up till now, and were previously counted with the New Entrants. Now they are identified separately and not included in the new entrants population. Back_to_Table

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED 5 and 6 levels. Back_to_Table

Netherlands: Entrance data only include publicly financed institutions, referred to as "public institutions" in the Dutch national statistical and educational environment. Back_to_Table

Poland: Entry rate for tertiary-type A programmes are calculated as gross entry rates for 1995, 2000-03. Back_to_Table

Portugal: The observed increase of entry rate between 2006 and 2007 is due to the entry in force of the Law 64/2006, in the scholar year 2006/2007, allowing the admission to tertiary education of individuals that, having not secondary education or equivalent (ISCED 3), prove their ability to attend higher education by doing a specially appropriate proof/exam. Back_to_Table

Saudi Arabia: Higher education in Saudi Arabia is experiencing massive expansion, which leads to more educational institutions, the developments of new programmes at different tertiary levels, and accompanied with higher demand on education, produced pronounced increments in enrolment, annually, and should explain the "up normal" increase in ISCED 5A-entry rates. Back_to_Table

Slovenia: Until year 2008 graduation age referred to the age of graduate in the year of graduation. Since year 2009 graduation age refer to the age of graduate at the entry to the final year of educational programme (any ISCED level). The entry rate into ISCED 6 programmes is quite elevated as a consequence of the Bologna process implementation, which allowed completing study programmes accepted by the previous regulations at higher professional institutions in Slovenia until the end of the 2015/16 academic year. This is also the case with study programmes conferring the title of Master of

Science (*magisterij znanosti*) or Specialization (*specializacije*), which is in accordance with the change of provisions of the Higher Education Act classifying them among third cycle programmes. Back_to_Table

Spain: In the last years there has been a significant increase of the number of students entering '*Formación Ocupacional*' programmes, ISCED 3C level short programmes. They are especially designed for people unemployed and the number of this collective has had a sharp rise.. Back_to_Table

Sweden: Before 2008, Sweden included foreign students with residence permits. Since 2008, Sweden has applied the national definition of mobile students and excluded all foreign students who immigrated less than 6 months before enrolling in higher education for the first time. Sweden reports those students who immigrated to Sweden shortly before starting their studies as "foreign" students. Most of them have a residence permit for the time they study in Sweden. The data are therefore not comparable with data from earlier years, when non-resident students were requested. Most of the non-resident students reported for earlier years were exchange students. Change of reference period for adult education to calendar year. As a smaller number of courses start in January than in August, the number of new entrants has decreased. Back_to_Table

Switzerland: Re-entrants at ISCED 3, 4 and 5B levels are included with new entrants, which may overestimate the entry rates. Back_to_Table

Russian Federation: Data on new entrants at ISCED 5B level include ISCED 3B programmes. Back_to_Table

Turkey: Re-entrants are included with new entrants, which may result in an overestimation of entry rates. Back_to_Table

United Kingdom: A problem with data submitted by the Open University (an institution providing distance learning, mainly for part-time learners) in 2004/05 meant that some of their students were not reported as first year, although they were included in the all years figure. The error affected data only for the 2004/05 academic year and was corrected for 2005/06. However as a result, the increase in first year enrolments between 2004/05 and 2005/06 appears greater than in reality, particularly in respect of ISCED 5A, and to a lesser extent ISCED 5B. ISCED 6 was not affected. Re-entrants at ISCED 6 are included with new entrants, which may slightly overestimate the entry rate. From the 2013 edition of *Education at a Glance*, programmes previously coded as ISCED4 have been reclassified as ISCED3. The United Kingdom now has no programmes classified as being at ISCED level 4

Back_to_Table

United States: US data for new entrants by age are calculated by applying totals by ISCED level from universe data to age distributions by ISCED level which are drawn from a nationally representative sample of households in the United States. These age distributions fluctuate from year to year, resulting in estimates at some ages increasing and at other ages decreasing. These fluctuations become particularly notable for population bands on the fringe of an ISCED level which have relatively few people entering. Back_to_Table

INDICATOR C4: Who studies abroad and where?

General notes

Methodology

Prior to 2006, this indicator focused on foreign students in tertiary education, defined as non-citizens of the country for which the data are collected. Although practical, this concept of foreign students is inappropriate to measure student mobility to the extent that foreign students who are permanent residents in their country of study as a result of immigration – by themselves or by their parents – are included in the total.

In an effort to improve the measurement of student mobility and the comparability of internationalisation data, the OECD now gathers data on student mobility and internationally mobile students. The term "international students" refers to students who have crossed borders expressly in order to study. The measurement of student mobility depends to a large extent on country-specific immigration legislation and data availability constraints. Hence countries are free to define international students as those who are not residents of their country of study or alternatively as students who received their prior education in another country, depending on which operational definition is most appropriate in their national context.

The number of students studying abroad (Table C4.3) is obtained from the report of the countries of destination. Students studying in countries which did not report to the OECD or the UNESCO Institute for Statistics are not included in this indicator.

Time series and trend analyses (Tables C4.1, C4.6 and C4.7) are based on numbers of foreign student*s* (not international students, unless data on foreign students are not available) at different points in time since no time series on student mobility are yet available. Back_to_Table

Sources: Data on foreign enrolment worldwide comes from both the OECD (2011 figures) and the UNESCO Institute for Statistics - UIS (2010 figures). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries for 2000, 2005 and 2010. The OECD provided the data on OECD countries and the other non-OECD economies in 2000 and 2011. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series. The year of reference of data for countries other than OECD and G20 is 2010 (instead of 2011), unless specified otherwise. Back_to_Table

Notes on specific countries

Table C4.1 International student mobility and foreign students in tertiary education (2005, 2011)

Definition

Australia: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. For Australia, international students are excluded from the numerator but not the denominator when calculating entry rates and this has the effect of understating the adjusted rate. It should also be noted that many international student may reside in Australia for some time after the completion of their studies and that this should be kept in mind when interpreting these data. Back_to_Table

Austria: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. Homecoming students are no longer classified as international in the UOE data collection 2012. Back_to_Table

Belgium: International students are defined by their country of prior education. Foreign students, on the other hand, are defined by citizenship. Back_to_Table

Canada: International students are defined by residence, *i.e.* non-Canadian citizens excluding landed immigrants (permanent residents). Foreign students, on the other hand, are defined by citizenship. Back_to_Table

Czech Republic: International students are defined by residence. Foreign students are defined by citizenship hence data on foreign students include children of permanent residents in the country. Back_to_Table

Denmark: International students are defined by residence, *i.e.* foreign citizens who have lived in Denmark less than one year prior to starting an educational programme. Students who have completed a bachelor's degree as international students and subsequently enrol in a second programme (*e.g.* master's programme) are not counted as international students. This underestimates the number of tertiary students who come to Denmark for the purpose of study. Foreign students, however, are defined by citizenship. Back_to_Table

Finland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. Back_to_Table

France: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to France for the purpose of study. Back_to_Table

Germany: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. Back_to_Table

Greece: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Greece for the purpose of study. Back_to_Table

Hungary: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. Back_to_Table

Iceland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. Back_to_Table

Ireland: Students at the tertiary level of education are classified by domiciliary address. At the secondary and post-secondary non-tertiary levels, however, international students are defined by nationality. Back_to_Table

Italy: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Italy for the purpose of study. Back_to_Table

Japan: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. Back_to_Table

Korea: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are

an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Korea for the purpose of study. Back_to_Table

Luxembourg: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Luxembourg for the purpose of study. Back_to_Table

The Netherlands: Student mobility is defined by country of prior education. The data only reveal whether the students participated their prior education abroad (not in the reporting country) or not. To determine their country of origin citizenship is used. Foreign students, however, are defined by citizenship. Back_to_Table

New Zealand: International students are defined by residence, but then disaggregated where required by country of citizenship. Foreign students are defined by citizenship. Back_to_Table

Norway: International students are defined by residence. The number of international students by foreign residency is underestimated as some international students are granted residency during their studies. Foreign students, however, are defined by citizenship. Back_to_Table

Poland: Foreign students are defined by citizenship, hence they also include children of permanent residents in the country. Back_to_Table

Portugal: Foreign students are defined by citizenship (students who do not have Portuguese citizenship), hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Portugal for the purpose of study. Back_to_Table

Slovak Republic: International students are defined by residence. Foreign students are defined by citizenship. Back_to_Table

Spain: International students are defined by residence (tertiary-type A programmes and advanced research programmes), *i.e.* students with a foreign domiciliary address. Foreign students, however, are defined by citizenship. Back_to_Table

Sweden: International students are defined as students who are not exchange students and are either non-residents or have moved to Sweden a year or less before starting their studies. For post-graduate students and other students with student visa, the time limit is 12 months and for other students the limit is 6 months. Students with student visa are reported by country of citizenship while other students are reported by country of birth. Foreign students are defined by country of citizenship. Back_to_Table

Switzerland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. Back_to_Table

Turkey: Foreign students are defined by citizenship, hence they include children of permanent residents in the country. In the absence of data on international students, data on foreign students are an imperfect proxy of student mobility. They overestimate the number of tertiary students who come to Turkey for the purpose of study. Back_to_Table

United Kingdom: International students are defined by residence, *i.e.* students reporting a foreign home address. Foreign students, however, are defined by citizenship. Back_to_Table

United States: International students are defined by residence, *i.e.* foreign citizens excluding immigrants (permanent residents) and refugees because data by citizenship are not available. Back_to_Table

Estonia: International students are defined by residence. Foreign students, however, are defined by citizenship. Back_to_Table

Russian Federation: Foreign students are defined by citizenship. Back_to_Table

Slovenia: International students are defined by residence, foreign students, however, are defined by citizenship. Back_to_Table

Coverage

Austria: In 2000, data on international and foreign students do not include those enrolled at tertiary-type B level.

The increase in the share of mobile and foreign students is partly due to the inclusion of additional tertiary programmes. Other factors as the increasing inflow in students from Germany due to university admission policies may have also a positive impact on the trends of student mobility. Back_to_Table

Belgium: Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University and higher vocational adult education , the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different and the data cannot be compared.

Back_to_Table

Finland: Data on international students do not include those enrolled at tertiary-type B level. However, tertiary-type B programmes are being phased out in Finland. Thus the number of students in tertiary-type B education is at the moment negligible. Back_to_Table

France: There is a break in series between 2002 and 2003 for data on foreign students. Until 2002, data were partial with coverage of about 81% of all foreign students. This break in times series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2008. Back_to_Table

Germany: Data on students and entrants in ISCED 6 are reported for the first time ever in the UOE data collection 2012. These data were collected through a pilot data collection (sample survey) in 2011. However, due to the sample size of this survey data is not available for all breakdowns requested for ISCED 6 in the UOE data collection. All data provided in the UOE tables are rounded to full hundreds which may lead to small deviations in sums. In regards to intensity of participation it is assumed that students in structural doctoral programmes are full-time students. The remaining students in ISCED 6 are regarded as part-time students with an FTE conversion factor of 2. It is assumed that all ISCED 6 students are enrolled in public institutions because hardly any private institution has the right to award doctoral degrees in Germany. Data on international students do not include those enrolled in tertiary-type B programmes. Data on foreign students by country of citizenship/country of prior education are only available for continents. Data on foreign/mobile students by field are only available on the 1-digit level. Back_to_Table

Hungary: Data on international and foreign students in tertiary-type B programmes include only those enrolled in colleges and universities. Back_to_Table

Iceland: Foreign exchange students in Iceland are excluded from the data when information on their exchange student status is available starting in 2004. Back_to_Table

Ireland: Up to EAG 2011 data on international students included only full-time enrolments. For EAG 2012 onwards both full and part-time enrolments are included. Back_to_Table

The Netherlands: Data on international and foreign students do not include those enrolled at the Open University or in advanced research programmes. Starting from 2009, "homecoming nationals" are not included to meet the UOE definition. This fully explains the drop in the number of mobile students. Back_to_Table

Norway: Since 2007, enrolment data in ISCED 5B programmes have decreased to a very small sample. This is due to the fact that most previous ISCED 5B programmes are now classified as ISCED 5A programmes as the educational content and duration of these programmes changed as part of the BaMa structure. There is therefore a huge drop in the figures presented in ISCED 5B programmes compared with that presented prior to 2007. Back_to_Table

Spain: Foreign students at tertiary-type B level have been considered as international students. ISCED 5A and ISCED 6 data refer to international students (permanent residence in a foreign country) and ISCED 5B data correspond to foreign students (according to their citizenship). Back_to_Table

Switzerland: Data on international students do not include those enrolled at tertiary-type B level. Back_to_Table

Russian Federation: Data on foreign students do not include those enrolled in advanced research programmes or private institutions. Back_to_Table

Distribution of international and foreign students in tertiary education, by level and type of tertiary education

Coverage

Australia: The numbers of international students comprises only the higher education sector, *i.e.* ISCED 5A/6 and the higher education component of tertiary-type B level. Therefore, their distribution by level and type of tertiary education corresponds to this partial coverage. Back_to_Table

Austria: Data on international students by level and type of tertiary education are based on aliquot head counts, calculated on individual level. Back_to_Table

Belgium: Data on international tertiary students do not include those enrolled in the German-speaking Community or those enrolled in independent private institutions of the French and Flemish Communities. In both cases, the corresponding international enrolments are thought to be marginal.

In addition, data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University and higher vocational adult education, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. Back_to_Table

Czech Republic: Data on foreign students include resident foreign students. Back_to_Table

Finland: Data on international students do not include those enrolled at tertiary-type B level. However tertiary-type B programmes are being phased out in Finland. Thus the number of students in tertiary-type B education is at the moment negligible. Back_to_Table

Germany: Data on foreign students do not include those enrolled in vocational academies (ISCED 5B)... Back_to_Table

Greece: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. Back_to_Table

Italy: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. Back_to_Table

The Netherlands: Data on international students do not include those enrolled at the Open University or in advanced research programmes. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. Back_to_Table

Norway: Since 2007, enrolment data in ISCED 5B programmes have decreased to a very small sample. This is due to the fact that most previous ISCED 5B programmes are now classified as ISCED 5A programmes as the educational content and duration of these programmes changed as part of the BaMa structure. There is therefore a huge drop in the figures presented in ISCED 5B programmes compared with that presented prior to 2007. Back_to_Table

Poland: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. Back_to_Table

Portugal: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. Back_to_Table

Switzerland: Data on international students do not include those enrolled at tertiary-type B level. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. Back_to_Table

Turkey: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the non-citizen population, including the resident immigrant population. Back_to_Table

Russian Federation: Data on foreign students do not include those enrolled in advanced research programmes, but include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects this partial coverage as well as the participation patterns of the resident immigrant population. Back_to_Table

Table C4.2. Distribution of international and foreign students enrolled in tertiary programmes, by field of education (2011)

Coverage

Australia: The number of international students comprises only the higher education sector, *i.e.* ISCED 5A/6 and the higher education component of tertiary-type B level. Therefore, their distribution by field of education corresponds to this partial coverage. Back_to_Table

Austria: Data on international students are based on aliquot head counts, calculated on individual level. Back_to_Table

Belgium: Data on international students do not include students of social promotion education in the French Community, and students of the Open University and higher vocational adult education in the Flemish Community. Therefore, their distribution by field of education reflects this partial coverage. Back_to_Table

Finland: Data on international students do not include those enrolled at tertiary-type B level. However tertiary-type B programmes are being phased out in Finland. Thus the number of students in tertiary-type B education is at the moment negligible. Back_to_Table

France: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

Germany: Data on international students do not include those enrolled at tertiary-type B level.. Therefore, their distribution by field of education reflects this partial coverage. Back_to_Table

Iceland: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

Italy: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

The Netherlands: Data on international students do not include those enrolled at the Open University or in advanced research programmes. Therefore, their distribution by field of education reflects this partial coverage.

Starting from 2009 "homecoming nationals" are not included in the number of mobile students. This explains the drop in the number of mobile students compared to previous years. Back_to_Table

New Zealand: For editions of *Education at a Glance* since 2008, breakdowns of students by ISCED field of study are more precise than for previous editions. For example, previously all Bachelor of Science students were allocated to life sciences, but are now classified according to the proportion of study load spent on each subject – mathematics, computing, etc. Hence there will be some noticeable shifts in distributions when compared with previous editions.

Foreign or mobile students in independent private institutions are included since 2009. Back_to_Table

Poland: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

Portugal: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

Slovak Republic: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. Back_to_Table

Spain: Data on international students do not include those enrolled at tertiary-type B level and in advanced research programmes. Therefore, their distribution by field of education reflects this partial coverage. Back_to_Table

Switzerland: Data on international students do not include those enrolled at tertiary-type B level. Therefore, their distribution by field of education reflects this partial coverage. Back_to_Table

Turkey: Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the non-citizen population, including the resident immigrant population. There has been a revision in the classification of tertiary programmes according to fields of education and training (FOET), which has led to some changes in the allocation of programmes by fields of education. These changes have been reflected in the UOE data collection 2012. Back_to_Table

Table C4.3 Distribution of international and foreign students in tertiary education by country of origin (2011)

Definition

Australia: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. International students are not eligible for government subsidised places in Australia and therefore are full-fee paying. Whilst this typically results in international students having higher tuition fees than domestic students (who usually attend subsidised places), it should be noted that some domestic students in public universities and all students in independent-private universities are full-fee paying and pay the same tuition fees as international students. Back_to_Table

Belgium: International students are defined by their country of prior education. Back_to_Table

Canada: International students are defined by residence, *i.e.* non-Canadian citizens excluding landed immigrants (permanent residents). Back_to_Table

Denmark: International students are defined by residence, *i.e.* foreign citizens who have lived in Denmark less than one year prior to starting an educational programme. Students who have completed a bachelor's degree as international students and subsequently enrol in a second programme (*e.g.* master's programme) are not counted as international students. This underestimates the number of tertiary students who come to Denmark for the purpose of study. Back_to_Table

Germany: International students are defined by their country of prior education. Back_to_Table

Ireland: Up to EAG 2011 data international students were defined by their country of prior education which is approximated as domiciliary origin. For EAG 2012 onwards international students are defined by nationality. Back_to_Table

Netherlands: Student mobility is defined by country of prior education. The data only reveal whether the students participated their prior education abroad (not in the reporting country) or not. To determine their country of origin citizenship is used.Back_to_Table

New Zealand: International students are defined by residence. Foreign students are defined by citizenship. However, while it is possible to count the number of non-resident students, and hence the number of international students, it is not possible to categorise these by country of residence. Hence, country of citizenship is used as a proxy to classify international students by country by residence. Back_to_Table

Slovak Republic: International students are defined by residence. Back_to_Table

Spain: International students are defined by residence, *i.e.* students with a foreign domiciliary address. Back_to_Table

Sweden: International students are defined as students who are not exchange students and are either non-residents or have moved to Sweden a year or less before starting their studies. For post-graduate students and other students with student visa, the time limit is 12 months and for other students the limit is 6 months. Students with student visa are reported by country of citizenship while other students are reported by country of birth. Back_to_Table

Switzerland: International students are defined by their country of prior education. Back_to_Table

United Kingdom: International students are defined by residence, *i.e.* students reporting a foreign home address. Back_to_Table

United States: International students are defined by residence, *i.e.* foreign citizens excluding immigrants (permanent residents) and refugees because data by citizenship are not available. Back_to_Table

Chile: International students are defined by residence. Back_to_Table

Estonia: International students are defined by residence. Back_to_Table

Slovenia: International students are defined by residence. Back_to_Table

Coverage

Australia: The number of international students comprises only the higher education sector, *i.e.* ISCED 5A and 6 and the higher education component of tertiary-type B level. Therefore, their distribution by country of origin corresponds to this partial coverage. Back_to_Table

Austria: Foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore their distribution by country of origin reflects this partial coverage as well as the geographic composition of the resident immigrant population. Back_to_Table

Belgium: Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University and higher vocational adult education, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore the coverage of international and foreign students is different and the data cannot be compared.

The country of origin of more than 20% of international students is unknown. Back_to_Table

Czech Republic: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Back_to_Table

Finland: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

France: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Germany: Data on international students do not include those enrolled in tertiary-type B and advanced research programmes. Their distribution by country of origin corresponds to this partial coverage. Back_to_Table

Greece: Data on foreign students do not include at the tertiary-type B level 24 master's programmes operating in co-operation with tertiary institutions overseas. Their distribution by country of origin corresponds to this partial coverage. In addition, foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Hungary: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Iceland: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Italy: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Japan: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Korea: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. Back_to_Table

Netherlands: Data on international students do not include those enrolled at the Open University or in advanced research programmes. Their distribution by country of origin corresponds to this partial coverage. Back_to_Table

Norway: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. The country of origin of more than 20% of foreign students is unknown. Back_to_Table

Poland: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects this partial coverage as well as the geographic composition of the resident immigrant population. Back_to_Table

Portugal: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects this partial coverage as well as the geographic composition of the resident immigrant population. Back_to_Table

Spain: Excludes tertiary-type B programmes. Back_to_Table

Sweden: The country of origin of more than 20% of international students is unknown. Back_to_Table

Switzerland: Data on international students do not include those enrolled in tertiary-type B programmes. Their distribution by country of origin corresponds to this partial coverage. Back_to_Table

Turkey: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the non-citizen population, including the resident immigrant population. Back_to_Table

Russian Federation: Data on foreign students do not include those enrolled in advanced research programmes and those in private institutions. In addition, foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. The country of origin of around 5% of foreign students is unknown. Back_to_Table

Table C4.4 Citizens studying abroad in tertiary education, by country of destination (2011)

Definition

Australia: Students are defined by residence because data by citizenship are not available. Back_to_Table

Ireland: Up to EAG 2011 data students were defined by their country of prior education (approx. domiciliary origin) because data by citizenship are not available. For EAG 2012 onwards international students are defined by nationality. Back_to_Table

Netherlands: Students are defined by country of prior education because data by citizenship are not available. The data only reveal whether the students participated their prior education abroad (not in the reporting country) or not. To determine their country of origin citizenship is used. Back_to_Table

United Kingdom: Students are defined by residence, *i.e*. students reporting a foreign home address, in order to preserve the time series and trend analyses for the United Kingdom. Back_to_Table

United States: International students are defined by residence, *i.e*. foreign citizens excluding naturalized immigrants (permanent residents) and refugees because data by citizenship are not available. Back_to_Table

Table C4.5 Mobility patterns of foreign and international students (2011)

Definition

Students coming from neighbouring countries are calculated using the list displayed below and are based on the UOE data collection and UNESCO data for countries not member of OECD and Brazil and the Russian Federation.

Figures on the number of students coming from countries with the same language include countries with the same official language as the host country and with the language of the host country used as *lingua franca*. Back_to_Table

Country	Neighbouring countries
Australia	Indonesia (M), New Zealand (M), Papua New Guinea (M), Solomon Islands (M), Timor-Leste (M)
Austria	Czech Republic, Germany, Hungary, Italy, Liechtenstein, Slovakia, Slovenia, Switzerland
Belgium	France, Germany (L), Luxembourg (L), Netherlands, United Kingdom (M)
Brazil	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

Canada	United States
Chile	Argentina, Bolivia, Peru
Czech Republic	Austria, Germany, Poland, Slovakia
Denmark	Germany, Netherlands, Norway, Poland, Sweden, United Kingdom
Estonia	Finland, Latvia, Russian Federation, Sweden
Finland	Estonia, Norway, Russian Federation, Sweden
France	Andorra, Antigua and Barbuda (M), Barbados (M), Belgium, Brazil, Comoros (M), Dominica (M), Germany, Italy, Luxembourg, Madagascar (M), Mauritius (M), Mozambique (M), Monaco, Saint Lucia (M), Spain, Switzerland, Suriname, United Kingdom (M), Venezuela (M), Montserrat (M), Netherlands Antilles (M)
Germany	Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, Netherlands, Poland, Sweden (M), Switzerland, United Kingdom (M)
Greece	Albania, Bulgaria, Cyprus[1,2] (M), Egypt (M), Italy (M), Libya (M), TFYR of Macedonia, Turkey
Hungary	Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, Ukraine
Iceland	Denmark (M), Norway (M)
Ireland	United Kingdom
Israel	Cyprus[1,2] (M), Egypt, Jordan, Lebanon, Syria, Palestinian Autonomous Territories
Italy	Albania (M), Algeria (M), Austria, Croatia (M), France, Greece (M), Libya (M), Malta (M), Montenegro (M), San Marino, Slovenia, Spain (M), Switzerland, Tunisia (M)
Japan	China (M), North Korea (M), South Korea (M), Philippines (M), Russia (M)
Korea	China (M), Japan (M), North Korea
Luxembourg	Belgium, France, Germany
Netherlands	Belgium, Denmark (M), Germany, United Kingdom (M)
New Zealand	Australia (M), Fiji (M), Tonga (M), Kiribati (M), Samoa (M)
Norway	Denmark (M), Finland, Iceland (M), Russia, Sweden, United Kingdom (M)
Poland	Belarus, Czech Republic, Denmark (M), Germany, Lithuania, Russia, Slovakia, Sweden (M), Ukraine
Portugal	Morocco (M), Spain
Russian Federation	Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Japan (M), Kazakhstan, Latvia, Lithuania, Mongolia, North Korea, Norway, Poland, Sweden (M), Turkey (M), Ukraine, United States (M)
Slovak Republic	Austria, Czech Republic, Hungary, Poland, Ukraine
Slovenia	Austria, Croatia, Italy, Hungary
Spain	Algeria (M), Andorra, France, Italy (M), Morocco, Portugal, Gibraltar
Sweden	Denmark (M), Estonia (M), Finland, Germany (M), Latvia (M), Lithuania (M), Norway, Poland (M), Russia (M)
Switzerland	Austria, France, Germany, Italy, Liechtenstein

Turkey	Armenia, Azerbaijan, Bulgaria, Cyprus[1,2] (M), Egypt (M), Georgia, Greece, Iran, Iraq, Romania (M), Russia (M), Syria, Ukraine (M)
United Kingdom	Belgium (M), Denmark (M), France (M), Germany (M), Ireland, Netherlands (M), Norway (M)
United States	Bahamas (M), Canada, Cuba (M), Kiribati (M), Mexico, Russia (M)
Argentina	Bolivia, Brazil, Chile, Paraguay, Uruguay
Indonesia	Australia (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M), Vietnam (M)
South Africa	Botswana (L), Lesotho (L), Mozambique, Namibia, Swaziland (L), Zimbabwe (L)
Saudi Arabia	Bahrain (M), Egypt (M), Eritrea (M), Iran (M), Iraq (L), Jordan, Kuwait, Oman (L), Qatar, Sudan (M), United Arab Emirates, Yemen

Notes: (M) Maritime border; (L) Land border

1. Footnote by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognizes the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

2. Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognized by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Table C4.6. Trends in the number of foreign students enrolled in tertiary education, by region of destination and origin (2000 to 2011) and Table C4.7. (Web only) Number of foreign students in tertiary education, by country of origin and destination (2011), and market shares in international education (2000, 2011).

Coverage

France: There is a break in the time series between 2002 and 2003 for data on foreign students. Until 2002, data were partial with coverage of about 81% of all foreign students. Hence this break in series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2009. Back_to_Table

Additional data

Please see http://dx.doi.org/xxxxxxxxxxxxxx for additional web tables for Indicator C4.

INDICATOR C5: Transition from school to work: Where are the 15-29 year-olds?

General notes

Data on population and educational attainment are taken from OECD and Eurostat databases, which are compiled from National Labour Force Surveys. Tables by gender are available on the web.

Tables C5.1a, C5.1b (web), C5.2a, C5.2b (web), C5.2c (web), C5.2d, C5.3 (web), C5.4a, C5.4b (web) and C5.4c (web)

Methods and definitions

This request for data expands the request on labour force status by completed level of education (ISCED-97) and aims at describing the transition process of 15-29 year-olds from school to work.

Data refer to the first quarter of each year: January, February, and March. In case of seasonal quarters, data refer to spring quarters: March, April, May.

The work status refers to the International Labour Organisation definition of employment, unemployment and not in the labour force. The type of employment refers to full-time or part-time employment based on a threshold definition of 30-usual-hours cut-off on the main job. Full-time workers are those who usually work 30 hours or more on their main job.

The school status is understood in terms of education and/or training currently being received in the regular educational system, which can be during the previous four weeks (including the survey reference week) or a shorter period. If such a question does not exist in the national labour force survey, the "Main activity question" has been used to fill the schooling status.

Work study programmes are combinations of work and study periods in which both aspects are part of an integrated, formal education/training activity (examples are the dual system in Germany, *apprentissage* or *formation en alternance* in France and Belgium, internship or co-operative education in Canada, apprenticeship in Ireland, or youth training in the United Kingdom). Vocational education and training occurs not only in school settings but also in a working environment. Sometimes students or trainees are paid, sometimes not. There is a strong relationship between the job and the courses/training. Work study programmes are considered "in education" and "in employment".

The ISCED level refers to the ISCED mapping used to code the LFS. For those "in education", as well as for those "not in education", this refers to the completed level of education. This difference has led to a change in the calculation of Table C4.3, since EAG2008, as this indicator is derived for the second year from the transition questionnaire. Table C4.3 is therefore not comparable with issues of *Education at a Glance* previous to EAG2008.

Sources of transition data are the same as in Table A1.1 except for the United States where the source is the October Current Population Survey (CPS). The reference period is generally the first quarter of the year except for Greece and Switzerland (second quarter for years prior to 2010) and Japan and the Slovak Republic (annual average). Back_to_Table

Notes on specific countries

Raw data for **Iceland, Spain, and** the **United Kingdom** concern 16-19 year-olds. Those aged 15 are estimated as the fraction of 1/14 of the total 16-29 year-old population. They are considered in education, with lower secondary level of education and out of labour force. Back_to_Table

Australia: Australian data at the detailed level may be unreliable due to the suppression of small values. The data is indicative only and should be used with caution. Back_to_Table

Austria: Break in time series between 2003 and 2004 due to changes in methodology. Back_to_Table

Canada: Students attending all schools includes primary, secondary, college, CEGEP, university. Students attending other schools are not considered as students in this indicator. Back_to_Table

Finland: In previous editions of Education at a Glance data published for Finland have been misleading owing to the inclusion of military conscripts in the category "not in education" and "not in employment". This led to an overestimation of this indicator for males, particularly among 15-19 year-olds. As of 2003, the source for this data is now the Eurostat data collection. Data previous to 2003 are at present unavailable. Back_to_Table

France: The time-series have been updated to allow for more accurate comparisons across countries than previous estimates, and reach comparability with the Eurostat data collection (used from data on year 2009). Age is measured at survey time every year and education is restricted to formal education. Up to 2002, formal education is measured by participation in regular education, including formal apprenticeship. From 2003, formal education is estimated by participation in education without any year-break (called "initial training"). The changes in time of the participation rates are not strictly parallel to those of the enrolment rates (more accurate). Back_to_Table

Ireland: As of January 2009 the Irish LFS collects data by calendar quarter and not the seasonal second quarter (March-May). Hence data for 2009 onwards are not directly comparable back to previous years. Back_to_Table

Israel: Work-study programmes do exist but only apply to a very small part of the population (currently 4% of secondary students are enrolled in such programmes). The Labour Force Survey does not include a specific answer category for these programmes, and they are reported as ISCED 3 in the LFS questionnaire. Back_to_Table

Japan: From 2004, data are not tabulated by ISCED 0/1/2 and ISCED 3. Previously the reference period of the data is 1-28 February, but from 2003 the data refer to the average in second quarter of each calendar year (as Japan changed the methodology of Special Survey of the LFS in 2003). Back_to_Table

Korea: Data on the category ISCED 4 are not available, and the NEET population include some people who are not classified as being in formal education, but who are training (in education) for employment or for tertiary entrance examinations. Back_to_Table

Netherlands: Work-study programmes exist, but a breakdown of participation in work-study programmes on the basis of the LFS is not possible at the moment. Back_to_Table

New Zealand: The data from 2004 on relates to the June quarter of each year. This is used in preference to the March quarter, as March quarter data is very seasonal, and June quarter data provides better comparability and reliability. Back_to_Table

Norway: Work-study programmes exist but the LFS does not provide data on students in such programmes. Back_to_Table

Poland : Previous 3CS programs for Poland have been reallocated to 3CLong, back in time from 1997, because the ISCED 3CS programs mentioned (of 3 years) did not change after 2002, only reference programs of ISCED 3A were shortened. As a consequence, the OECD data and the Eurostat data will become more consistent.

Sweden: From 2005, the introduction of a new EU harmonised questionnaire resulted in a break in all time series. With the modification of the definition of unemployment, the rate of unemployment increased by 0.5%. Back_to_Table

Switzerland: Data have been revised from 1997 to 2008 to correct an error in the original data source. Back_to_Table

Turkey: There is a break in the series from 2007. Figures were adjusted according to the new census showing a decrease in total population compared to the projections. Back_to_Table

United Kingdom: The work study programmes definition includes:

- Government employment or training schemes (youth training programme, training for work, action for community employment, job skills, national young traineeship).
- Those on a new deal scheme, working for an employer in the public or private sector, working for the voluntary sector, working for an environmental task force, other type of new deal schemes involving practical training (practical training, at college, temporarily away from project/college).
- Those on the following government employment or training schemes: in England/Wales on a scheme run by a training and enterprise council, in Scotland on a scheme run by a local enterprise company.
- Anyone on a recognised trade apprenticeship not included in any of the above schemes.

The category "Other employed" includes people in education, who are employed but not included in the work study programme. Back_to_Table

Boundaries of full time / part time (and voluntary and involuntary part-time) in TRANS data

Part-time employment, and the differentiation between voluntary and involuntary employment, is critical to evaluating NEETs transition from school to work. In response to the need for internationally comparable data the LSO subgroup, Learning and Labour Transition Working Group, conducted a short survey to determine whether comparability issues existed in the interpretation of voluntary part-time employment (PTV) and involuntary part-time employment (PTI), and their potential magnitude. The results from this short survey are provided below.

The distinction between full-time and part-time employment can be based on the number of hours employed at all jobs or main job.

Six countries (roughly 1/3 of responding countries) responded that they sum the hours in "all jobs" to determine full- or part-time employment status. Eleven countries reported that they used the hours in the "main job" only as the criteria for classifying an individual as full- or part-time.

All jobs	United States*, Australia, Japan, Switzerland, France, UK
Main job	Sweden, Belgium, Estonia, New Zealand, Poland, Korea, Germany, Slovakia, Finland, Canada, Mexico
No response	Czech Republic

One example of the relevance of the distinction between main job and all jobs is the example of the United States. In the United States, full-time employment typically conveys an array of benefits such as health care, retirement savings, disability insurance, and paid time off that are not typically offered to part-time employees. Using the all jobs definition would portray an individual who works 2 part-time jobs of 20 hours each (e.g., 20 hours at Starbucks and 20 hours at McDonalds) as a full-time employee. However, in the United States, such an individual would be distinctly different from an individual who worked 40 hours per week at a single job.

Given the division between countries on how the full- / part-time distinction is made, the inconsistent application of all jobs versus main job distinction may hinder the comparability of cross country comparisons.

Involuntary Part-time: Nearly all countries are able to provide data on PTI. However, not all countries employ the same definition. The international definition of involuntary part-time employment comprises the following three categories:

Category 1: Persons who usually work full time, but during the reference week worked fewer hours than usual at their job for economic reasons, irrespective of how many fewer hours, or who worked part time for economic reasons;
Category 2: Persons who usually work part time because they cannot find a full-time job;
Category 3: Persons who usually work part time for reasons other than the inability to find full-time work and who worked fewer hours than usual at their job during the reference week for economic reasons. This group is called other involuntary part-time.

Eight countries employ category 1; 10 countries employ category 2; and 8 countries employ category 3. The responses by country are displayed in the table below.

Hours: Ten responding countries (slightly more than half of responding countries) are able to employ a definition of 30 hours per week (consistent with international definition). Three countries use 35 hours, three countries use respondent hours, and 1 country employs another definition. The international definition of full-time employment is: Full-time workers are those working usually 30 hours or more on their main job. Part-time workers are those working usually less than 30 hours on their main job.

Criteria for PTV	**Countries**
All 3 categories	United States, Switzerland, Poland, Korea, Finland Mexico
Only category 1	Australia
Only category 2	Germany, UK
Only category 3	Czech Republic
Category 1 and 2	Canada
Category 2 and 3	Estonia
Other	Japan: Persons who worked less than 35 hours and would prefer more hours in the present job. Sweden: Persons working part-time (less than 30 hours) who wanted to work more hours and who was able to start working more hours within 14 days. Belgium: The following 3 categories are classified as involuntary part-time workers: 1) Persons working part-time because they cannot find a full-time job. 2) Persons working part-time because the job they wished to have only exists as a part-time job. 3) Persons working part-time because they had to change from full-time to part-time work due to the economic situation of their company. New Zealand: Did not provided IPT vs. VPT breakdowns for any of the part-timers as the quality of the question used to derive this is not to a level they are comfortable providing. France: No response Slovakia: Data not available for 2011.

Working hours recognized as full-time by respondent (self-designated)	Belgium, Poland, France

30 Hours per week	Japan, Sweden, Switzerland, Estonia, New Zealand, Czech Republic, UK, Slovakia, Canada, Mexico
35 Hours per week	United States*, Australia, Korea,
Other minimum number of working hours	Germany

* In the most recent labour force data collection, in order to provide data on PTV/PTI the United States had to employ a national definition of part-time employment (less than 35 hours at all jobs) rather than the OECD common definition of less than 30 hours and main job since the PTV/PTI variable for the United States is constructed based on a long series of questions which automatically filters individuals who work 35 hours or more into the full-time response options. In previous years, the United States has used the common OECD definition of part-time (less than 30 hours) and main job (not all jobs).

Methodological changes over time: One of the goals of the questionnaire was to determine if countries had to revise methodology on part-time employment to provide information on PTV/PTI. The only country to report a methodological change was the United Kingdom who recently changed from self-designation of part-time employment to an hours based definition (30 hours).

- **Standard errors for EAG 2013 (updated in September 2013)**

Table C5.2d below shows the original estimates presented in the EAG 2013 (i.e., 2011 data) alongside the estimated standard errors.

In Table C5.2d an asterisk immediately following the estimate indicates whether the value has a statistically significant difference compared to the OECD average. For most countries, the standard errors were computed under the assumption of a simple random survey. For Australia, Austria, Canada, Finland, Germany, Hungary, Italy, Japan, New Zealand, the Slovak Republic, Spain, and the United States, country representatives provided standard errors incorporating adjustments for the complex sample designs within their countries or provided unweighted sample sizes or an estimate of the design effect to improve the calculations of standard errors.

Standard error estimates based on the simple random sample assumption were based on sample size data collected from labour force surveys from both individual countries as well as from the European Union-Labour Force Survey (EU-LFS) which contains survey data from many countries. The sample sizes of the surveys differ widely, ranging from relatively small samples in Estonia, Iceland, Luxembourg, and New Zealand to relatively large surveys in France, Germany, Italy, the Netherlands, Spain, and the United Kingdom. In cases where sample size information could not be obtained, it was estimated using the sampling rate information provided in the NEAC survey metadata. For the purpose of the estimates, the sample rate was multiplied by the various weighted population groups to compute an estimated sample size. Estimation of sample sizes was only done for two non-EU countries out of the thirty-five total countries in the analysis.

It is crucial to note that employing the simple random survey assumption offers a conservative, "best-case scenario" of standard error estimates. As most, if not all, country's labour force surveys use complex sample designs; the standard errors would generally be larger if the sample design information was used. The generally small standard errors on Table C5.2d result in the finding that most of the values are statistically significantly different from the OECD average. If the standard errors were larger, indicating a wider range of possible true values, it would be harder to discern a significant difference between one country and the OECD average value.

In order to get a sense of the impact of these standard errors on the meaning and interpretation of EAG 2013 values it is helpful to compute the associated confidence intervals. These confidence intervals seem reasonably close to the reported EAG 2013 value in most cases, indicating that we can

be fairly confident about the statistical accuracy of the values on Table C5.2d, using the available information on sample sizes. However, even though these estimates are relatively precise, small standard errors can still complicate some types of interpretations of these values, in particular, OECD rankings.

While the findings generally support the validity of the tables appearing in EAG 2013, they also suggest that more attention to statistical testing and statistical validity is needed, particularly when detailed data using smaller segments of the population are presented. Also, the standard error estimates should incorporate appropriate adjustments for survey design effects, where the information is available. Back_to_Table

Table 1: Standard errors for Table C5.2d (15-29) for the year 2011 (EAG 2013)

Table C5.2d. Percentage of the youth population (15 to 29 years of age) in education and not in education, by age group (2011)

By age group and work status

	Age group	In education										Not in education										Total in education and not in education
		Students in work-study programmes[1]		Other employed		Unemployed				Not in the labour force		Sub-total		Employed		NEETS[2]		Unemployed				Not in the labour force		Sub-total		
						All together		Less than 6 months		More than 6 months								All together		Less than 6 months		More than 6 months				
		(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)		(10)		(11)		(12)		(13)		(14)		(15)
OECD Countries																												
Australia	15-29	4.0	(0.18)	21.1 *	(0.38)	2.4 *	(0.14)	1.9 *	(0.13)	0.5	(0.06)	18.1 *	(0.36)	45.6 *	(0.46)	42.9 *	(0.46)	11.5 *	(0.29)	3.9 *	(0.18)	2.8 *	(0.15)	1.1 *	(0.10)	7.6 *	(0.24)	54.4 *	(0.46)	100
Austria	15-29	9.0	(0.35)	9.6 *	(0.44)	1.1 *	(0.18)	0.9 *	(0.14)	c	(†)	26.1 *	(0.45)	45.8 *	(0.53)	44.5 *	(0.52)	9.8 *	(0.41)	3.9 *	(0.26)	2.4 *	(0.19)	1.5 *	(0.18)	5.8 *	(0.31)	54.2 *	(0.53)	100
Belgium	15-29	1.0	(0.14)	3.5 *	(0.26)	0.7 *	(0.12)	0.3 *	(0.08)	0.4 *	(0.08)	41.9 *	(0.70)	47.0	(0.71)	39.1 *	(0.70)	13.9 *	(0.49)	6.1	(0.34)	2.8	(0.24)	3.2	(0.25)	7.8 *	(0.38)	53.0	(0.71)	100
Canada	15-29	a	(†)	17.6 *	(0.29)	2.6 *	(0.10)	2.3 *	(0.09)	0.2 *	(0.03)	23.5 *	(0.30)	43.7 *	(0.33)	43.0 *	(0.34)	13.3 *	(0.23)	5.7 *	(0.15)	4.8 *	(0.14)	0.8 *	(0.06)	7.5 *	(0.17)	56.3 *	(0.33)	100
Chile	15-29	a	(†)	6.8	(†)	1.8	(†)	1.7	(†)	0.0	(†)	35.2	(†)	43.8	(†)	32.5	(†)	23.7	(†)	5.4	(†)	5.1	(†)	0.2	(†)	18.3	(†)	56.2	(†)	m
Czech Republic	15-29	5.9	(0.24)	3.6 *	(0.19)	0.4 *	(0.06)	0.3 *	(0.05)	c	(†)	38.1 *	(0.49)	48.0	(0.50)	39.3 *	(0.49)	12.7 *	(0.33)	5.3 *	(0.23)	2.3 *	(0.15)	3.0	(0.17)	7.4 *	(0.26)	52.0	(0.50)	100
Denmark	15-29	a	(†)	32.1 *	(0.54)	4.6 *	(0.24)	3.5 *	(0.21)	1.0 *	(0.11)	22.4 *	(0.48)	59.1 *	(0.57)	29.9 *	(0.53)	11.0 *	(0.36)	4.9 *	(0.25)	3.5	(0.21)	1.4 *	(0.13)	6.0 *	(0.28)	40.9 *	(0.57)	100
Estonia	15-29	a	(†)	10.9	(0.89)	1.9	(0.39)	1.2	(0.31)	c	(†)	35.4	(1.36)	48.2	(1.42)	36.6	(1.37)	15.2	(1.02)	8.1 *	(0.78)	2.8	(0.47)	5.3 *	(0.64)	7.0 *	(0.73)	51.8	(1.42)	100
Finland	15-29	a	(†)	16.0 *	(0.46)	4.3 *	(0.25)	3.9 *	(0.24)	0.3 *	(0.06)	35.6 *	(0.49)	56.0 *	(0.53)	32.3 *	(0.52)	11.8 *	(0.36)	5.2 *	(0.27)	3.8 *	(0.24)	1.3 *	(0.15)	6.6 *	(0.31)	44.0 *	(0.53)	100
France	15-29	a	(†)	5.9 *	(0.16)	0.4 *	(0.04)	0.3 *	(0.04)	0.1 *	(0.07)	38.4 *	(0.33)	44.6 *	(0.33)	39.0 *	(0.33)	16.4 *	(0.25)	9.3 *	(0.19)	4.4 *	(0.14)	4.8 *	(0.14)	7.1 *	(0.17)	55.4 *	(0.33)	100
Germany	15-29	10.7	(0.10)	8.5 *	(0.09)	0.8 *	(0.03)	0.6 *	(0.02)	0.2 *	(0.02)	31.0 *	(0.17)	51.1 *	(0.21)	37.9 *	(0.19)	11.0 *	(0.10)	4.6 *	(0.16)	2.1 *	(0.05)	2.4 *	(0.05)	6.4 *	(0.08)	48.9 *	(0.21)	100
Greece	15-29	a	(†)	2.2 *	(0.14)	1.2 *	(0.11)	0.6 *	(0.08)	0.6	(0.07)	41.6 *	(0.48)	45.0 *	(0.49)	33.2 *	(0.46)	21.8 *	(0.40)	14.6 *	(0.35)	5.3 *	(0.22)	9.4 *	(0.28)	7.1 *	(0.25)	55.0 *	(0.49)	100
Hungary	15-29	a	(†)	2.2 *	(0.12)	0.3 *	(0.05)	c	(†)	0.2 *	(0.04)	45.8 *	(0.32)	48.4 *	(0.33)	33.1 *	(0.32)	18.5 *	(0.31)	7.6 *	(0.20)	2.6 *	(0.10)	5.0 *	(0.16)	10.9 *	(0.26)	51.6 *	(0.33)	100
Iceland	15-29	a	(†)	26.6 *	(1.51)	4.2 *	(0.68)	3.3 *	(0.61)	c	(†)	29.3 *	(1.55)	60.1 *	(1.67)	32.0 *	(1.59)	7.9 *	(0.92)	5.1	(0.75)	3.6	(0.64)	c	(†)	2.9 *	(0.57)	39.9 *	(1.67)	100
Ireland	15-29	a	(†)	7.1 *	(0.25)	1.1 *	(0.10)	0.5 *	(0.07)	0.5	(0.07)	33.5	(0.45)	41.7 *	(0.47)	36.3	(0.46)	22.0 *	(0.40)	12.0 *	(0.31)	3.3	(0.17)	8.6 *	(0.27)	10.0 *	(0.29)	58.3 *	(0.47)	100
Israel	15-29	a	(†)	10.5 *	(0.16)	0.8 *	(0.05)	0.6 *	(0.05)	c	(0.02)	29.8 *	(0.25)	41.1 *	(0.26)	31.3 *	(0.24)	27.6 *	(0.24)	3.3 *	(0.10)	2.3 *	(0.08)	0.8 *	(0.06)	24.4 *	(0.23)	58.9 *	(0.26)	100
Italy	15-29	0.1	(0.03)	2.5 *	(0.11)	0.7 *	(0.06)	0.3 *	(0.04)	0.4 *	(0.05)	42.2 *	(0.39)	45.5 *	(0.41)	31.3 *	(0.34)	23.2 *	(0.30)	8.2 *	(0.19)	2.8 *	(0.11)	5.4 *	(0.15)	15.0 *	(0.25)	54.5 *	(0.44)	100
Japan	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Korea	15-29	a	(†)	5.2	(†)	0.5	(†)	0.5	(†)	0.0	(†)	40.2	(†)	45.9	(†)	35.3	(†)	18.8	(†)	2.8	(†)	2.6	(†)	0.2	(†)	16.0	(†)	54.1	(†)	100
Luxembourg	15-29	a	(†)	5.9 *	(0.76)	0.9 *	(0.30)	0.8 *	(0.28)	0.1 *	(0.12)	48.2 *	(1.61)	54.9 *	(1.60)	37.8	(1.56)	7.2 *	(0.83)	3.6 *	(0.60)	1.7 *	(0.41)	1.9 *	(0.44)	3.7 *	(0.60)	45.1 *	(1.60)	100
Mexico	15-29	a	(†)	6.9 *	(0.00)	0.6 *	(0.00)	0.5 *	(0.00)	0.0 *	(0.00)	26.4 *	(0.00)	33.9 *	(0.00)	41.4 *	(0.00)	24.7 *	(0.08)	3.9 *	(0.00)	3.4 *	(0.00)	0.3 *	(0.00)	20.8 *	(0.00)	66.1 *	(0.00)	100
Netherlands	15-29	a	(†)	32.4 *	(0.33)	2.5 *	(0.11)	m	(†)	m	(†)	20.0 *	(0.28)	54.9 *	(0.35)	38.2 *	(0.34)	6.9 *	(0.18)	1.8 *	(0.09)	m	(†)	m	(†)	5.1 *	(0.15)	45.1 *	(0.35)	100
New Zealand	15-29	a	(†)	17.4 *	(0.53)	3.7 *	(0.26)	2.7 *	(0.23)	0.8 *	(0.12)	24.7 *	(0.60)	45.8 *	(0.70)	39.9 *	(0.68)	14.3 *	(0.49)	4.9 *	(0.30)	3.5	(0.26)	1.2 *	(0.15)	9.4	(0.41)	54.2 *	(0.70)	100
Norway	15-29	a	(†)	15.3 *	(0.50)	1.8	(0.19)	1.6	(0.17)	c	(†)	29.0 *	(0.63)	46.1	(0.70)	45.4 *	(0.70)	8.5 *	(0.39)	2.8 *	(0.23)	1.9 *	(0.19)	0.7 *	(0.12)	5.7 *	(0.32)	53.9	(0.70)	100
Poland	15-29	a	(†)	7.8 *	(0.18)	1.8	(0.09)	1.0 *	(0.07)	0.8 *	(0.06)	38.4 *	(0.33)	47.9	(0.34)	36.4	(0.33)	15.7	(0.25)	7.5 *	(0.18)	3.4	(0.12)	4.1 *	(0.14)	8.3 *	(0.19)	52.1	(0.34)	100
Portugal	15-29	a	(†)	5.3 *	(0.28)	2.0	(0.17)	1.0 *	(0.12)	1.0 *	(0.12)	37.5 *	(0.60)	44.8 *	(0.61)	39.9 *	(0.60)	15.3	(0.44)	10.2 *	(0.37)	4.4 *	(0.25)	5.8 *	(0.29)	5.1 *	(0.27)	55.2 *	(0.61)	100
Slovak Republic	15-29	2.8	(0.23)	2.1 *	(0.20)	0.3 *	(0.08)	c	(†)	0.3 *	(0.07)	40.1 *	(0.69)	45.4 *	(0.70)	35.4 *	(0.67)	19.1 *	(0.55)	10.9 *	(0.43)	2.4 *	(0.22)	8.5 *	(0.39)	8.2 *	(0.39)	54.6 *	(0.70)	100
Slovenia	15-29	a	(†)	16.9 *	(0.68)	2.1	(0.26)	1.1	(0.19)	c	(†)	41.2 *	(0.89)	60.2 *	(0.89)	29.1 *	(0.82)	10.7 *	(0.56)	6.7	(0.45)	2.9	(0.31)	3.8	(0.35)	4.0 *	(0.36)	39.8 *	(0.89)	100
Spain	15-29	a	(†)	4.7 *	(0.22)	3.1 *	(0.18)	1.2	(0.11)	1.8 *	(0.14)	34.6 *	(0.50)	42.5 *	(0.52)	33.1 *	(0.50)	24.4 *	(0.45)	17.0 *	(0.40)	5.9 *	(0.25)	10.3 *	(0.32)	7.5 *	(0.28)	57.5 *	(0.52)	100
Sweden	15-29	a	(†)	11.1	(0.25)	6.1 *	(0.19)	4.4 *	(0.16)	0.9 *	(0.08)	35.4 *	(0.38)	52.6 *	(0.40)	38.4 *	(0.39)	9.0 *	(0.23)	4.9 *	(0.17)	3.5	(0.15)	1.1 *	(0.08)	4.1 *	(0.16)	47.4 *	(0.40)	100
Switzerland	15-29	14.9	(0.53)	11.9	(0.48)	1.3 *	(0.17)	0.7 *	(0.12)	0.6	(0.12)	19.5 *	(0.59)	47.6	(0.74)	43.4 *	(0.73)	9.0 *	(0.42)	3.8 *	(0.28)	2.1 *	(0.21)	1.7 *	(0.19)	5.2 *	(0.33)	52.4	(0.74)	100
Turkey	15-29	a	(†)	5.5 *	(0.13)	1.5 *	(0.07)	0.8 *	(0.05)	0.7 *	(0.05)	24.8 *	(0.25)	31.8 *	(0.27)	33.5 *	(0.27)	34.6 *	(0.27)	7.1 *	(0.15)	4.1 *	(0.11)	3.0 *	(0.10)	27.6 *	(0.26)	68.2 *	(0.27)	100
United Kingdom	15-29	2.4	(0.12)	11.3	(0.24)	2.6 *	(0.12)	1.6	(0.09)	1.0 *	(0.08)	25.2 *	(0.33)	41.4 *	(0.37)	43.1 *	(0.38)	15.5	(0.27)	6.7	(0.19)	3.5	(0.14)	3.2	(0.13)	8.8 *	(0.21)	58.6 *	(0.37)	100
United States	15-29	a	(†)	15.1 *	(0.27)	2.4 *	(0.12)	1.7 *	(0.10)	0.6	(0.06)	29.2 *	(0.39)	46.7	(0.42)	37.4	(0.39)	15.9	(0.30)	5.9 *	(0.18)	3.5	(0.13)	2.5 *	(0.11)	9.9 *	(0.22)	53.3	(0.42)	100
OECD average	**15-29**			**11.0**	**(0.08)**	**1.9**	**(0.08)**	**1.4**	**(0.04)**	**0.5**	**(0.02)**	**32.8**	**(0.12)**	**47.2**	**(0.12)**	**37.0**	**(0.12)**	**15.8**	**(0.09)**	**6.5**	**(0.06)**	**3.3**	**(0.04)**	**3.3**	**(0.04)**	**9.3**	**(0.06)**	**52.8**	**(0.12)**	**100**
EU21 average	**15-29**			**9.6**	**(0.09)**	**1.9**	**(0.04)**	**1.3**	**(0.04)**	**0.6**	**(0.02)**	**35.8**	**(0.14)**	**48.8**	**(0.15)**	**36.4**	**(0.14)**	**14.8**	**(0.10)**	**7.6**	**(0.08)**	**3.3**	**(0.05)**	**4.5**	**(0.06)**	**7.2**	**(0.07)**	**51.2**	**(0.15)**	**100**
Other G20																												
Argentina	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Brazil	15-29	a	(†)	12.5	(0.11)	2.6	(0.06)	m	(†)	m	(†)	18.2	(0.12)	33.4	(0.15)	47.2	(0.15)	19.3	(0.12)	5.8	(0.08)	m	(†)	m	(†)	13.6	(0.10)	66.6	(0.15)	100
China	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
India	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Indonesia	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Russian Federation	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Saudi Arabia	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
South Africa	15-29	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
G20 Average	**15-29**	**m**	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m

† Not applicable.

*Statistically significant difference compared to the OECD average.

Notes:

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. Young people who are neither in employment nor in education or training.

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

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

Table 2: Standard errors for Table C5.2d (15-19) for the year 2011 (EAG 2013)

Table C5.2d. Percentage of the youth population (15 to 19 years of age) in education and not in education, by age group (2011)

By age group and work status

	Age group	In education										Not in education										Total in education and not in education
		Students in work-study programmes[1]		Other employed		Unemployed				Not in the labour force		Sub-total		Employed		NEETS[2]		Unemployed				Not in the labour force		Sub-total		
						All together		Less than 6 months		More than 6 months								All together		Less than 6 months		More than 6 months					
		(1)		(2)		(3)		(4)		(5)		(6)		(7)		(8)		(9)		(10)		(11)		(12)		(13)		(14)		(15)
OECD Countries																												
Australia	15-19	6.0	(0.38)	29.3 *	(0.74)	4.8 *	(0.35)	3.9 *	(0.31)	0.9	(0.15)	39.9 *	(0.79)	80.0 *	(0.65)	12.2 *	(0.53)	7.8	(0.43)	3.5 *	(0.30)	2.5 *	(0.25)	0.9 *	(0.16)	4.4 *	(0.33)	20.0 *	(0.65)	100
Austria	15-19	25.3	(0.97)	4.4 *	(0.42)	c	(†)	c	(†)	c	(†)	56.6 *	(1.06)	87.0 *	(0.68)	7.5 *	(0.54)	5.5 *	(0.44)	3.5 *	(0.39)	1.6	(0.25)	1.9	(0.32)	2.0 *	(0.31)	13.0 *	(0.68)	100
Belgium	15-19	0.8	(0.21)	2.7 *	(0.40)	0.6 *	(0.19)	c	(†)	c	(†)	86.4 *	(0.84)	90.4 *	(0.72)	3.5 *	(0.45)	6.1 *	(0.59)	2.5	(0.39)	1.3	(0.27)	1.3	(0.28)	3.5 *	(0.45)	9.6 *	(0.72)	100
Canada	15-19	a	(†)	27.2 *	(0.56)	6.0 *	(0.26)	5.3 *	(0.23)	0.5	(0.07)	48.2 *	(0.61)	81.4 *	(0.42)	10.9 *	(0.35)	7.7	(0.27)	3.1 *	(0.19)	2.8 *	(0.18)	0.3 *	(0.05)	4.6 *	(0.19)	18.6 *	(0.42)	100
Chile	15-19	a	(†)	4.1	(†)	2.1	(†)	2.1	(†)	0.0	(†)	64.5	(†)	70.7	(†)	7.9	(†)	21.4	(†)	2.4	(†)	2.3	(†)	0.1	(†)	19.0	(†)	29.3	(†)	m
Czech Republic	15-19	19.3	(0.70)	0.8 *	(0.16)	c	(†)	c	(†)	c	(†)	72.9 *	(0.79)	93.2 *	(0.44)	3.0 *	(0.30)	3.7 *	(0.34)	2.4	(0.27)	1.3	(0.20)	1.1	(0.18)	1.3 *	(0.20)	6.8 *	(0.44)	100
Denmark	15-19	a	(†)	43.9 *	(0.77)	7.8 *	(0.41)	6.3 *	(0.38)	1.4 *	(0.18)	37.4 *	(0.75)	89.1 *	(0.48)	5.6	(0.35)	5.3 *	(0.35)	1.9 *	(0.21)	1.3 *	(0.18)	c	(†)	3.4 *	(0.28)	10.9 *	(0.48)	100
Estonia	15-19	a	(†)	3.4 *	(0.82)	c	(†)	c	(†)	c	(†)	84.7 *	(1.63)	90.5 *	(1.33)	3.2 *	(0.79)	6.4	(1.11)	2.8	(0.75)	c	(†)	c	(†)	3.6 *	(0.84)	9.5 *	(1.33)	100
Finland	15-19	a	(†)	11.8	(0.67)	6.4 *	(0.51)	6.1 *	(0.50)	c	(†)	73.2 *	(0.92)	91.5 *	(0.59)	3.4 *	(0.39)	5.1 *	(0.39)	2.3	(0.32)	1.9	(0.29)	c	(†)	2.8 *	(0.34)	8.5 *	(0.59)	100
France	15-19	a	(†)	6.6 *	(0.28)	0.6 *	(0.09)	0.5 *	(0.08)	0.1 *	(0.04)	83.0 *	(0.42)	90.2 *	(0.33)	2.7 *	(0.18)	7.1 *	(0.28)	3.8 *	(0.21)	1.8	(0.15)	2.0 *	(0.15)	3.3 *	(0.20)	9.8 *	(0.33)	100
Germany	15-19	15.5	(0.23)	7.5 *	(0.16)	1.3 *	(0.07)	0.8 *	(0.05)	0.5 *	(0.04)	68.0	(0.47)	92.3 *	(0.54)	4.1 *	(0.12)	3.5 *	(0.11)	1.6 *	(0.07)	0.8 *	(0.05)	0.7 *	(0.05)	1.9 *	(0.08)	7.7 *	(0.16)	100
Greece	15-19	a	(†)	c	(†)	c	(†)	c	(†)	c	(†)	88.4 *	(0.56)	89.5 *	(0.53)	2.2 *	(0.26)	8.3	(0.48)	3.2	(0.31)	1.5	(0.21)	1.8	(0.23)	5.1	(0.38)	10.5 *	(0.53)	100
Hungary	15-19	a	(†)	c	(†)	0.0 *	(0.03)	m	(†)	c	(†)	93.3 *	(0.36)	93.7 *	(0.36)	1.5 *	(0.16)	4.8 *	(0.32)	1.3 *	(0.14)	c	(†)	c	(†)	3.5 *	(0.29)	6.3 *	(0.36)	100
Iceland	15-19	a	(†)	34.0 *	(2.82)	6.7 *	(1.48)	5.5 *	(1.35)	c	(†)	49.9 *	(2.97)	90.6 *	(1.73)	5.4	(1.35)	3.9 *	(1.16)	2.2	(0.88)	c	(†)	c	(†)	c	(†)	9.4 *	(1.73)	100
Ireland	15-19	a	(†)	6.6 *	(0.41)	1.4 *	(0.20)	0.9 *	(0.15)	0.5	(0.12)	79.4 *	(0.67)	87.4 *	(0.55)	3.1 *	(0.29)	9.4 *	(0.48)	4.0 *	(0.32)	1.6	(0.21)	2.3 *	(0.25)	5.5	(0.38)	12.6 *	(0.55)	100
Israel	15-19	a	(†)	3.5 *	(0.15)	0.5 *	(0.07)	0.4 *	(0.07)	c	(0.02)	65.9 *	(0.38)	69.8 *	(0.36)	6.0	(0.19)	24.2 *	(0.35)	0.6 *	(0.07)	0.4 *	(0.05)	c	(0.05)	23.6 *	(0.33)	30.2 *	(0.36)	100
Italy	15-19	c	(†)	0.5 *	(0.10)	0.3 *	(0.08)	0.2 *	(0.06)	0.1 *	(0.06)	83.9 *	(1.02)	84.7	(1.02)	3.9 *	(0.25)	11.4 *	(0.41)	3.4 *	(0.24)	1.0 *	(0.13)	2.4 *	(0.20)	8.0 *	(0.35)	15.3	(0.47)	100
Japan	15-24	a	(†)	9.1 *	(0.23)	0.3 *	(0.05)	m	(†)	m	(†)	52.9 *	(0.40)	62.3 *	(0.39)	27.6 *	(0.36)	10.1 *	(0.24)	3.1 *	(0.14)	m	(†)	m	(†)	7.0 *	(0.20)	37.7 *	(0.39)	100
Korea	15-19	a	(†)	4.2	(†)	0.5	(†)	0.5	(†)	0.0	(†)	84.0	(†)	88.7	(†)	2.5	(†)	8.7	(†)	0.3	(†)	0.3	(†)	0.0	(†)	8.4	(†)	11.3	(†)	100
Luxembourg	15-19	a	(†)	5.9 *	(1.25)	c	(†)	c	(†)	0.3	(0.28)	87.8 *	(1.73)	95.0 *	(1.15)	2.7 *	(0.85)	2.3 *	(0.79)	1.0 *	(0.53)	c	(†)	c	(†)	c	(†)	5.0 *	(1.15)	100
Mexico	15-19	a	(†)	8.8 *	(0.00)	0.6 *	(0.00)	0.6 *	(0.00)	0.0 *	(0.00)	51.4 *	(0.00)	60.8 *	(0.00)	20.4 *	(0.00)	18.9 *	(0.13)	2.7	(0.00)	2.4 *	(0.00)	0.2 *	(0.00)	16.2 *	(0.00)	39.2 *	(0.00)	100
Netherlands	15-19	a	(†)	46.0 *	(0.54)	5.4 *	(0.25)	m	(†)	m	(†)	37.9 *	(0.53)	89.3 *	(0.34)	7.3 *	(0.28)	3.4 *	(0.20)	0.4 *	(0.07)	m	(†)	m	(†)	3.0 *	(0.19)	10.7 *	(0.34)	100
New Zealand	15-19	a	(†)	19.7 *	(0.90)	7.9 *	(0.61)	5.9 *	(0.53)	1.4 *	(0.27)	50.9 *	(1.14)	78.6 *	(0.93)	12.8 *	(0.76)	8.6	(0.64)	4.5 *	(0.47)	3.4 *	(0.41)	1.0	(0.23)	4.2 *	(0.45)	21.4 *	(0.93)	100
Norway	15-19	a	(†)	21.9 *	(0.95)	3.5	(0.42)	3.0	(0.39)	c	(†)	57.4 *	(1.13)	82.9 *	(0.86)	13.9 *	(0.79)	3.2 *	(0.40)	1.1 *	(0.23)	c	(†)	c	(†)	2.2 *	(0.33)	17.1 *	(0.86)	100
Poland	15-19	a	(†)	3.1 *	(0.20)	0.7 *	(0.10)	0.5 *	(0.08)	c	(†)	90.5 *	(0.34)	94.3 *	(0.27)	1.8 *	(0.16)	3.9 *	(0.23)	1.7 *	(0.15)	1.0 *	(0.12)	0.7 *	(0.10)	2.2 *	(0.17)	5.7 *	(0.27)	100
Portugal	15-19	a	(†)	1.7 *	(0.26)	1.2 *	(0.22)	c	(†)	c	(†)	83.6 *	(0.76)	86.5	(0.70)	5.5	(0.47)	8.0	(0.56)	4.5 *	(0.43)	2.4 *	(0.32)	2.1 *	(0.29)	3.6 *	(0.38)	13.5	(0.70)	100
Slovak Republic	15-19	9.4	(0.74)	a	(†)	0.1 *	(0.07)	m	(†)	c	(†)	82.8 *	(0.96)	92.2 *	(0.68)	2.5 *	(0.39)	5.3 *	(0.56)	3.9 *	(0.49)	1.3	(0.29)	2.6 *	(0.41)	1.4 *	(0.30)	7.8 *	(0.68)	100
Slovenia	15-19	a	(†)	9.8 *	(1.02)	0.6 *	(0.26)	0.6 *	(0.26)	m	(†)	85.1 *	(1.22)	95.4 *	(0.71)	1.2 *	(0.37)	3.4 *	(0.62)	1.5 *	(0.42)	0.6 *	(0.26)	1.0	(0.34)	1.8 *	(0.46)	4.6 *	(0.71)	100
Spain	15-19	a	(†)	1.7 *	(0.24)	2.7	(0.30)	1.4 *	(0.22)	1.1 *	(0.19)	80.3 *	(0.01)	84.7	(0.67)	3.3 *	(0.33)	12.0 *	(0.60)	6.6 *	(0.46)	2.6 *	(0.29)	3.8 *	(0.35)	5.4	(0.42)	15.3	(0.67)	100
Sweden	15-19	a	(†)	11.3	(0.50)	8.3 *	(0.43)	6.4 *	(0.38)	c	(†)	69.7	(0.72)	89.4 *	(0.48)	6.4	(0.38)	4.2 *	(0.31)	2.0 *	(0.22)	1.5	(0.19)	c	(†)	2.1 *	(0.23)	10.6 *	(0.48)	100
Switzerland	15-19	36.7	(1.25)	7.0 *	(0.66)	1.9 *	(0.36)	c	(†)	c	(†)	42.3 *	(1.28)	87.9 *	(0.85)	7.1	(0.67)	5.0 *	(0.56)	2.6	(0.41)	1.4	(0.31)	1.2	(0.28)	2.4 *	(0.40)	12.1 *	(0.85)	100
Turkey	15-19	a	(†)	4.9 *	(0.20)	0.8 *	(0.08)	0.5 *	(0.06)	0.3 *	(0.05)	54.4 *	(0.46)	60.1 *	(0.45)	15.1 *	(0.33)	24.8 *	(0.40)	3.7 *	(0.17)	2.4 *	(0.14)	1.4	(0.11)	21.0 *	(0.38)	39.9 *	(0.45)	100
United Kingdom	15-19	4.3	(0.26)	13.7 *	(0.43)	5.5 *	(0.29)	3.4 *	(0.23)	2.1 *	(0.18)	57.8 *	(0.62)	81.2 *	(0.49)	9.3 *	(0.37)	9.5 *	(0.37)	4.8 *	(0.27)	2.7 *	(0.21)	2.0 *	(0.18)	4.7 *	(0.27)	18.8 *	(0.49)	100
United States	15-19	a	(†)	15.7 *	(0.47)	4.1 *	(0.26)	3.2 *	(0.22)	0.9	(0.12)	66.4 *	(0.63)	86.2	(0.43)	6.6	(0.34)	7.1 *	(0.33)	2.6	(0.19)	1.8	(0.16)	0.7 *	(0.10)	4.6 *	(0.28)	13.8	(0.43)	100
OECD average	**15-19**			**12.1**	**(0.14)**	**2.9**	**(0.08)**	**2.6**	**(0.09)**	**0.6**	**(0.04)**	**68.4**	**(0.17)**	**85.6**	**(0.13)**	**6.2**	**(0.09)**	**8.2**	**(0.09)**	**2.7**	**(0.07)**	**1.7**	**(0.04)**	**1.4**	**(0.05)**	**5.8**	**(0.06)**	**14.4**	**(0.12)**	**100**
EU21 average	**15-19**			**10.1**	**(0.13)**	**2.7**	**(0.06)**	**2.5**	**(0.08)**	**0.8**	**(0.06)**	**75.4**	**(0.19)**	**89.9**	**(0.15)**	**4.0**	**(0.09)**	**6.1**	**(0.11)**	**2.8**	**(0.08)**	**1.5**	**(0.05)**	**1.8**	**(0.07)**	**3.4**	**(0.08)**	**10.1**	**(0.14)**	**100**
Other G20																												
Argentina	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Brazil	15-19	a	(†)	16.1	(0.21)	4.7	(0.13)	m	(†)	m	(†)	41.5	(0.26)	62.4	(0.24)	24.6	(0.20)	13.1	(0.18)	3.3	(0.11)	m	(†)	m	(†)	9.8	(0.16)	37.6	(0.24)	100
China	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
India	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Indonesia	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Russian Federation	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
Saudi Arabia	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
South Africa	15-19	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m
G20 Average	**15-19**	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m	(†)	m

† Not applicable.

*Statistically significant difference compared to the OECD average.

Notes:

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. Young people who are neither in employment nor in education or training.

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

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

Table 3: Standard errors for Table C5.2d (20-24) for the year 2011 (EAG 2013)

Table C5.2d. Percentage of the youth population (20 to 24 years of age) in education and not in education, by age group (2011)

By age group and work status

	Age group	In education								Not in education								Total in education and not in education
		Students in work-study programmes[1]	Other employed	Unemployed			Not in the labour force	Sub-total		Employed	NEETS[2]	Unemployed			Not in the labour force	Sub-total		
				All together	Less than 6 months	More than 6 months						All together	Less than 6 months	More than 6 months				
		(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)	(9)	(10)	(11)	(12)	(13)	(14)		(15)
OECD Countries																		
Australia	20-24	5.0 (0.35)	22.2 * (0.67)	2.0 (0.23)	1.8 (0.21)	c (†)	12.9 * (0.54)	42.1 * (0.79)		46.2 * (0.80)	11.7 * (0.52)	4.9 * (0.35)	3.3 * (0.29)	1.7 * (0.21)	6.8 * (0.40)	57.9 * (0.79)		100
Austria	20-24	3.2 (0.39)	12.6 (0.91)	1.3 * (0.32)	1.0 * (0.25)	c (†)	18.8 * (1.01)	36.0 * (1.14)		53.6 * (1.07)	10.5 * (0.77)	4.7 * (0.54)	3.2 * (0.40)	1.5 * (0.34)	5.8 * (0.55)	64.0 * (1.14)		100
Belgium	20-24	1.4 (0.29)	3.8 * (0.47)	0.6 * (0.19)	c (†)	c (†)	37.3 * (1.19)	43.1 (1.22)		39.8 (1.21)	17.1 (0.93)	8.1 (0.67)	3.4 (0.44)	4.7 (0.52)	9.1 (0.71)	56.9 (1.22)		100
Canada	20-24	a (†)	19.2 * (0.52)	1.7 * (0.14)	1.5 (0.13)	0.1 * (0.04)	19.3 * (0.53)	40.1 * (0.67)		45.3 * (0.65)	14.6 * (0.41)	6.9 * (0.29)	6.0 * (0.26)	0.8 * (0.09)	7.7 * (0.30)	59.9 * (0.67)		100
Chile	20-24	a (†)	8.8 (†)	2.3 (†)	2.2 (†)	0.1 (†)	28.8 (†)	39.9 (†)		35.2 (†)	24.9 (†)	7.2 (†)	6.9 (†)	0.3 (†)	17.8 (†)	60.1 (†)		m
Czech Republic	20-24	1.4 (0.20)	4.4 * (0.34)	0.6 * (0.13)	0.5 * (0.12)	c (†)	43.5 * (0.83)	50.0 * (0.84)		37.2 (0.81)	12.8 * (0.56)	7.0 * (0.43)	2.9 * (0.28)	4.1 (0.33)	5.8 * (0.39)	50.0 * (0.84)		100
Denmark	20-24	a (†)	33.7 * (1.08)	3.9 * (0.44)	2.6 * (0.37)	1.0 (0.23)	18.2 * (0.89)	55.8 * (1.14)		32.3 * (1.07)	11.9 * (0.74)	5.3 * (0.51)	3.8 (0.44)	1.5 * (0.28)	6.6 * (0.57)	44.2 * (1.14)		100
Estonia	20-24	a (†)	14.7 (1.66)	2.7 (0.76)	c (†)	c (†)	31.1 (2.18)	48.5 (2.35)		35.7 (2.25)	15.8 (1.71)	8.9 (1.34)	2.7 * (0.76)	6.3 (1.14)	6.9 * (1.19)	51.5 (2.35)		100
Finland	20-24	a (†)	20.6 * (0.90)	4.6 * (0.46)	4.1 * (0.45)	c (†)	27.2 (0.98)	52.4 * (1.10)		33.3 * (1.04)	14.3 * (0.72)	7.2 (0.57)	5.2 (0.49)	1.7 * (0.31)	7.1 * (0.57)	47.6 * (1.10)		100
France	20-24	a (†)	8.7 * (0.33)	0.5 * (0.08)	0.3 * (0.07)	0.1 * (0.04)	31.5 * (0.54)	40.7 * (0.57)		39.0 * (0.56)	20.3 * (0.47)	12.4 * (0.38)	5.9 * (0.27)	6.3 * (0.28)	7.9 * (0.31)	59.3 * (0.57)		100
Germany	20-24	15.0 (0.20)	10.1 * (0.17)	0.8 * (0.05)	0.6 * (0.04)	0.2 * (0.02)	23.1 * (0.25)	49.0 * (0.36)		38.5 * (0.32)	12.6 * (0.19)	5.7 * (0.12)	2.7 * (0.09)	2.9 * (0.09)	6.9 * (0.14)	51.0 * (0.37)		100
Greece	20-24	a (†)	3.7 * (0.33)	1.7 (0.22)	c (†)	c (†)	41.6 * (0.85)	47.0 * (0.86)		28.7 * (0.78)	24.3 * (0.74)	17.8 * (0.66)	6.7 * (0.43)	11.1 * (0.54)	6.5 * (0.43)	53.0 * (0.86)		100
Hungary	20-24	a (†)	2.6 * (0.23)	c (†)	c (†)	c (†)	44.8 * (0.76)	47.9 * (0.75)		29.7 * (0.64)	22.4 * (0.58)	10.6 * (0.40)	4.0 (0.21)	6.7 * (0.32)	11.8 * (0.45)	52.1 * (0.75)		100
Iceland	20-24	a (†)	29.0 * (2.58)	c (†)	c (†)	c (†)	25.2 (2.47)	58.7 * (2.80)		32.8 (2.67)	8.5 * (1.59)	6.2 (1.37)	5.3 (1.27)	c (†)	c (†)	41.3 * (2.80)		100
Ireland	20-24	a (†)	12.2 * (0.57)	1.2 * (0.19)	0.6 * (0.13)	0.6 (0.14)	25.3 * (0.75)	38.7 * (0.84)		34.9 * (0.83)	26.4 * (0.76)	15.2 * (0.62)	4.0 (0.34)	10.9 * (0.54)	11.2 (0.55)	61.3 * (0.84)		100
Israel	20-24	a (†)	10.4 * (0.31)	0.7 * (0.11)	0.6 * (0.10)	c (†)	15.9 * (0.36)	26.9 * (0.43)		35.7 * (0.44)	37.4 * (0.45)	4.5 * (0.21)	3.4 * (0.18)	0.9 * (0.11)	32.8 * (0.44)	73.1 * (0.43)		100
Italy	20-24	0.2 (0.05)	3.1 * (0.22)	0.9 * (0.12)	0.4 * (0.09)	0.5 * (0.09)	36.8 * (0.68)	41.0 * (0.71)		30.6 * (0.62)	28.4 * (0.60)	11.6 * (0.40)	4.2 (0.25)	7.4 * (0.33)	16.7 * (0.47)	59.0 * (0.84)		100
Japan	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Korea	20-24	a (†)	9.1 (†)	0.9 (†)	0.9 (†)	0.0 (†)	32.3 (†)	42.3 (†)		34.4 (†)	23.3 (†)	3.6 (†)	3.4 (†)	0.2 (†)	19.7 (†)	57.7 (†)		100
Luxembourg	20-24	a (†)	8.3 * (1.68)	c (†)	c (†)	m (†)	52.7 * (3.03)	62.1 * (2.95)		29.4 * (2.77)	8.5 * (1.69)	4.7 * (1.28)	2.0 * (0.85)	2.7 (0.98)	3.8 * (1.16)	37.9 * (2.95)		100
Mexico	20-24	a (†)	7.7 * (0.00)	0.8 * (0.00)	0.7 * (0.00)	0.0 * (0.00)	17.7 * (0.00)	26.2 * (0.00)		46.6 * (0.00)	27.2 * (0.15)	4.9 * (0.00)	4.3 (0.00)	0.4 * (0.00)	22.3 * (0.00)	73.8 * (0.00)		100
Netherlands	20-24	a (†)	35.9 * (0.60)	1.7 * (0.16)	m (†)	m (†)	17.6 * (0.48)	55.2 * (0.63)		37.9 (0.61)	6.9 * (0.32)	2.0 * (0.18)	m (†)	m (†)	4.9 * (0.27)	44.8 * (0.63)		100
New Zealand	20-24	a (†)	22.1 * (1.01)	2.2 (0.36)	1.5 (0.30)	0.6 (0.19)	16.2 * (0.90)	40.5 * (1.19)		43.0 * (1.20)	16.5 * (0.90)	6.0 * (0.58)	4.2 (0.49)	1.5 * (0.30)	10.4 (0.74)	59.5 * (1.19)		100
Norway	20-24	a (†)	18.2 * (0.93)	c (†)	c (†)	c (†)	21.5 * (0.99)	41.0 * (1.19)		48.6 * (1.21)	10.4 * (0.74)	3.9 * (0.47)	2.6 * (0.39)	c (†)	6.5 * (0.60)	59.0 * (1.19)		100
Poland	20-24	a (†)	12.6 (0.39)	3.6 * (0.22)	1.9 * (0.16)	1.6 * (0.15)	35.4 * (0.56)	51.6 * (0.59)		29.7 * (0.54)	18.7 (0.46)	10.4 * (0.36)	4.7 (0.25)	5.7 * (0.27)	8.2 * (0.32)	48.4 * (0.59)		100
Portugal	20-24	a (†)	7.5 * (0.56)	2.4 (0.33)	1.5 (0.26)	1.0 (0.21)	31.4 * (0.98)	41.3 * (1.04)		40.0 * (1.04)	18.7 (0.83)	12.8 * (0.84)	5.4 * (0.40)	7.4 * (0.55)	6.0 * (0.50)	58.7 * (1.04)		100
Slovak Republic	20-24	c (†)	3.3 * (0.42)	c (†)	c (†)	c (†)	42.0 * (1.17)	46.2 (1.18)		32.4 * (1.11)	21.4 * (0.96)	14.8 * (0.83)	2.9 * (0.39)	11.9 * (0.76)	6.6 * (0.59)	53.8 (1.18)		100
Slovenia	20-24	a (†)	22.5 * (1.24)	3.1 (0.51)	1.6 (0.37)	1.5 (0.36)	43.1 * (1.48)	68.7 * (1.38)		20.0 * (1.19)	11.3 * (0.94)	7.0 (0.76)	2.2 * (0.44)	4.8 (0.63)	4.3 * (0.60)	31.3 * (1.38)		100
Spain	20-24	a (†)	6.8 * (0.46)	4.5 * (0.38)	1.6 (0.23)	2.8 * (0.30)	29.4 * (0.83)	40.8 * (0.89)		30.0 * (0.83)	29.2 * (0.82)	21.3 * (0.74)	7.2 * (0.47)	13.0 * (0.61)	7.9 * (0.49)	59.2 * (0.89)		100
Sweden	20-24	a (†)	11.7 * (0.42)	6.3 * (0.32)	4.6 * (0.27)	1.1 * (0.14)	25.4 * (0.57)	43.4 (0.65)		43.7 * (0.65)	12.9 * (0.44)	8.2 (0.36)	5.7 * (0.30)	1.9 * (0.18)	4.7 * (0.28)	56.6 (0.65)		100
Switzerland	20-24	9.0 (0.78)	16.2 * (1.00)	1.5 (0.34)	c (†)	c (†)	14.8 * (0.97)	41.5 (1.34)		47.8 * (1.36)	10.7 * (0.84)	4.5 * (0.56)	2.7 * (0.45)	1.7 * (0.35)	6.3 * (0.66)	58.5 (1.34)		100
Turkey	20-24	a (†)	7.0 * (0.27)	2.6 * (0.17)	1.3 (0.12)	1.3 * (0.12)	16.1 * (0.39)	25.6 * (0.46)		34.7 * (0.50)	39.6 * (0.52)	9.1 * (0.30)	5.3 * (0.24)	3.8 * (0.20)	30.6 * (0.49)	74.4 * (0.46)		100
United Kingdom	20-24	2.1 (0.20)	12.1 * (0.44)	1.9 (0.19)	1.2 (0.15)	0.7 (0.11)	17.0 * (0.51)	33.1 * (0.64)		47.8 * (0.68)	19.1 (0.53)	9.0 (0.39)	4.4 (0.28)	4.6 (0.28)	10.1 (0.41)	66.9 * (0.64)		100
United States	20-24	a (†)	20.4 * (0.48)	2.0 (0.17)	1.4 (0.16)	0.6 (0.10)	17.5 * (0.60)	39.9 * (0.68)		41.6 * (0.67)	18.5 (0.49)	7.7 (0.32)	4.5 (0.25)	3.1 * (0.24)	10.8 (0.40)	60.1 * (0.68)		100
OECD average	**20-24**		**13.4 (0.16)**	**2.1 (0.06)**	**1.5 (0.05)**	**0.8 (0.04)**	**27.6 (0.20)**	**44.2 (0.21)**		**37.5 (0.21)**	**18.4 (0.15)**	**8.3 (0.11)**	**4.2 (0.08)**	**4.4 (0.09)**	**10.3 (0.10)**	**55.8 (0.22)**		**100**
EU21 average	**20-24**		**12.0 (0.17)**	**2.4 (0.08)**	**1.6 (0.06)**	**1.0 (0.06)**	**32.1 (0.25)**	**47.3 (0.26)**		**35.4 (0.25)**	**17.3 (0.18)**	**9.7 (0.14)**	**4.2 (0.09)**	**5.9 (0.12)**	**7.6 (0.13)**	**52.7 (0.26)**		**100**
Other G20																		
Argentina	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Brazil	20-24	a (†)	12.9 (0.19)	2.1 (0.09)	m (†)	m (†)	7.5 (0.14)	22.5 (0.23)		53.2 (0.27)	24.3 (0.23)	8.5 (0.15)	m (†)	m (†)	15.8 (0.19)	77.5 (0.23)		100
China	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
India	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Indonesia	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Russian Federation	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Saudi Arabia	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
South Africa	20-24	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
G20 Average	**20-24**	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m

† Not applicable.

*Statistically significant difference compared to the OECD average.

Notes:

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. Young people who are neither in employment nor in education or training.

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

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

Table 4: Standard errors for Table C5.2d (25-29) for the year 2011 (EAG 2013)

Table C5.2d. Percentage of the youth population (25 to 29 years of age) in education and not in education, by age group (2011)

By age group and work status

	Age group	In education								Not in education								Total in education and not in education
		Students in work-study programmes[1]	Other employed	Unemployed				Not in the labour force	Sub-total	Employed	NEETS[2]	Unemployed			Not in the labour force	Sub-total		
				All together	Less than 6 months	More than 6 months						All together	Less than 6 months	More than 6 months				
		(1)	(2)	(3)	(4)	(5)		(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		(15)
OECD Countries																		
Australia	25-29	1.3 (0.18)	12.9 * (0.53)	0.6 * (0.12)	0.3 * (0.09)	0.3 * (0.09)		4.0 * (0.31)	18.9 * (0.62)	66.6 * (0.74)	14.6 * (0.56)	3.4 * (0.28)	2.7 * (0.25)	0.7 * (0.13)	11.2 (0.50)	81.1 * (0.62)		100
Austria	25-29	c (†)	11.2 * (0.68)	1.2 (0.32)	1.1 (0.31)	c (†)		6.3 (0.66)	19.1 * (1.05)	68.1 * (1.13)	12.8 * (0.68)	3.7 * (0.49)	2.5 * (0.40)	1.2 * (0.27)	9.2 * (0.56)	80.9 * (1.05)		100
Belgium	25-29	0.8 (0.22)	3.9 * (0.48)	0.8 (0.22)	c (†)	0.5 (0.17)		5.2 * (0.55)	10.6 * (0.77)	71.4 * (1.13)	18.0 * (0.96)	7.4 (0.65)	3.8 (0.48)	3.6 (0.47)	10.6 (0.77)	89.4 * (0.77)		100
Canada	25-29	a (†)	7.3 * (0.37)	0.5 * (0.08)	0.4 * (0.08)	0.1 * (0.03)		5.0 * (0.30)	12.7 * (0.48)	70.3 * (0.62)	17.1 * (0.46)	7.0 * (0.30)	5.4 * (0.25)	1.3 * (0.14)	10.1 * (0.35)	87.3 * (0.48)		100
Chile	25-29	a (†)	7.5 (†)	0.7 (†)	0.6 (†)	0.0 (†)		7.7 (†)	15.8 (†)	59.1 (†)	25.0 (†)	6.7 (†)	6.3 (†)	0.4 (†)	18.3 (†)	84.2 (†)		m
Czech Republic	25-29	c (†)	5.0 * (0.39)	c (†)	c (†)	c (†)		6.6 (0.44)	11.9 * (0.57)	68.6 * (0.82)	19.5 (0.70)	6.0 * (0.42)	2.5 * (0.28)	3.5 * (0.33)	13.5 * (0.60)	88.1 * (0.57)		100
Denmark	25-29	a (†)	17.3 * (1.04)	1.8 (0.37)	1.4 * (0.32)	c (†)		10.2 * (0.84)	29.3 * (1.26)	54.5 * (1.38)	16.2 * (1.02)	7.9 (0.75)	5.7 * (0.64)	2.1 * (0.39)	8.3 * (0.76)	70.7 * (1.26)		100
Estonia	25-29	a (†)	12.4 * (1.93)	c (†)	c (†)	c (†)		4.4 (1.20)	17.6 (2.23)	61.6 (2.85)	20.8 (2.38)	11.2 (1.84)	3.6 (1.09)	7.5 * (1.54)	9.7 (1.73)	82.4 (2.23)		100
Finland	25-29	a (†)	15.6 * (0.80)	2.1 * (0.32)	1.8 * (0.30)	c (†)		8.8 * (0.62)	26.5 * (0.97)	57.9 * (1.08)	15.6 * (0.73)	6.0 * (0.52)	4.3 (0.44)	1.7 * (0.30)	9.6 * (0.64)	73.5 * (0.97)		100
France	25-29	a (†)	2.4 * (0.18)	0.1 * (0.04)	0.1 * (0.03)	0.0 * (0.02)		2.4 * (0.19)	4.9 * (0.26)	73.6 * (0.53)	21.5 * (0.50)	11.5 * (0.39)	5.4 * (0.27)	6.0 * (0.29)	10.0 * (0.36)	95.1 * (0.26)		100
Germany	25-29	2.3 (0.08)	7.7 * (0.15)	0.5 * (0.04)	0.3 * (0.03)	0.1 * (0.02)		7.9 * (0.15)	18.5 * (0.23)	65.8 * (0.42)	15.7 * (0.21)	6.0 * (0.13)	2.6 * (0.08)	3.3 * (0.10)	9.7 * (0.16)	81.5 * (0.47)		100
Greece	25-29	a (†)	2.2 * (0.24)	1.4 (0.19)	c (†)	c (†)		6.2 (0.39)	9.8 * (0.48)	60.2 * (0.79)	30.0 * (0.74)	20.8 * (0.66)	7.0 * (0.42)	13.8 * (0.56)	9.2 * (0.47)	90.2 * (0.48)		100
Hungary	25-29	a (†)	3.5 * (0.24)	c (†)	c (†)	c (†)		6.5 (0.33)	10.3 * (0.41)	63.1 (0.59)	26.6 * (0.52)	10.2 * (0.35)	3.1 * (0.15)	7.1 * (0.30)	16.3 * (0.43)	89.7 * (0.41)		100
Iceland	25-29	a (†)	16.0 * (2.25)	c (†)	c (†)	c (†)		11.6 * (1.96)	28.8 * (2.77)	59.6 (3.00)	11.6 * (1.96)	6.8 (1.55)	c (†)	c (†)	4.8 * (1.30)	71.2 * (2.77)		100
Ireland	25-29	a (†)	4.0 * (0.32)	0.7 * (0.14)	c (†)	0.4 (0.11)		5.9 (0.38)	10.6 * (0.50)	61.3 * (0.79)	28.1 * (0.73)	15.7 * (0.59)	4.0 (0.32)	11.6 * (0.52)	12.4 (0.53)	89.4 * (0.50)		100
Israel	25-29	a (†)	17.4 * (0.39)	1.3 (0.11)	0.9 * (0.09)	c (0.05)		8.7 * (0.31)	27.4 * (0.47)	51.2 * (0.53)	21.5 * (0.43)	4.6 * (0.22)	2.9 * (0.18)	1.3 * (0.13)	16.9 * (0.41)	72.6 * (0.47)		100
Italy	25-29	0.1 (0.05)	3.6 * (0.22)	0.8 * (0.11)	0.4 * (0.08)	0.5 (0.09)		11.6 * (0.38)	16.2 (0.44)	55.3 * (0.77)	28.4 * (0.57)	9.1 * (0.34)	3.0 * (0.20)	6.1 * (0.28)	19.4 * (0.48)	83.8 (0.93)		100
Japan	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Korea	25-29	a (†)	3.2 (†)	0.3 (†)	0.3 (†)	0.0 (†)		5.1 (†)	8.5 (†)	66.6 (†)	24.9 (†)	4.5 (†)	4.1 (†)	0.4 (†)	20.4 (†)	91.5 (†)		100
Luxembourg	25-29	a (†)	3.7 * (1.03)	c (†)	c (†)	c (†)		8.8 (1.54)	12.8 (1.83)	76.6 * (2.31)	10.5 * (1.67)	4.9 * (1.18)	2.3 * (0.81)	2.6 (0.87)	5.7 * (1.26)	87.2 (1.83)		100
Mexico	25-29	a (†)	3.5 * (0.00)	0.3 * (0.00)	0.2 * (0.00)	0.0 * (0.00)		3.2 * (0.00)	7.0 * (0.00)	63.5 * (0.00)	29.5 * (0.15)	4.4 * (0.00)	3.9 (0.00)	0.3 * (0.00)	25.1 * (0.00)	93.0 * (0.00)		100
Netherlands	25-29	a (†)	15.2 * (0.48)	0.4 * (0.09)	m (†)	m (†)		4.4 * (0.27)	20.0 * (0.53)	69.7 * (0.61)	10.3 * (0.40)	3.0 * (0.23)	m (†)	m (†)	7.3 * (0.35)	80.0 * (0.53)		100
New Zealand	25-29	a (†)	9.6 * (0.08)	0.8 * (0.02)	0.5 * (0.02)	c (†)		5.8 * (0.06)	16.1 (0.10)	65.9 * (0.12)	18.0 * (0.10)	4.0 * (0.05)	2.8 * (0.04)	1.0 * (0.03)	14.0 * (0.09)	83.9 (0.10)		100
Norway	25-29	a (†)	5.6 * (0.59)	c (†)	c (†)	c (†)		7.6 (0.69)	13.8 * (0.89)	74.2 * (1.13)	11.9 * (0.84)	3.4 * (0.47)	2.3 * (0.38)	c (†)	8.5 * (0.72)	86.2 * (0.89)		100
Poland	25-29	a (†)	7.1 * (0.31)	1.0 (0.12)	0.6 (0.09)	0.5 (0.08)		3.4 * (0.22)	11.5 * (0.39)	66.7 * (0.57)	21.8 * (0.50)	9.1 * (0.35)	4.0 (0.24)	5.1 * (0.27)	12.7 (0.40)	88.5 * (0.39)		100
Portugal	25-29	a (†)	6.4 * (0.54)	2.3 * (0.34)	0.9 (0.21)	1.4 * (0.26)		6.5 (0.55)	15.2 (0.80)	66.7 * (1.05)	18.1 * (0.86)	12.6 * (0.74)	5.2 * (0.49)	7.4 * (0.58)	5.5 * (0.51)	84.8 (0.80)		100
Slovak Republic	25-29	a (†)	2.7 * (0.40)	c (†)	c (†)	c (†)		5.2 (0.54)	8.3 * (0.67)	63.9 (1.17)	27.8 * (1.08)	12.9 * (0.81)	2.8 * (0.40)	10.1 * (0.73)	14.9 * (0.87)	91.7 * (0.67)		100
Slovenia	25-29	a (†)	16.8 * (1.15)	2.2 * (0.45)	0.9 (0.29)	1.3 * (0.35)		8.1 * (0.84)	27.1 * (1.37)	57.3 * (1.52)	15.6 * (1.12)	10.2 * (0.93)	5.3 * (0.69)	4.9 (0.66)	5.4 * (0.70)	72.9 * (1.37)		100
Spain	25-29	a (†)	5.3 * (0.41)	2.4 * (0.28)	0.7 (0.15)	1.5 * (0.22)		5.5 (0.42)	13.2 * (0.61)	57.1 * (0.90)	29.6 * (0.83)	21.0 * (0.74)	7.3 * (0.47)	12.8 * (0.61)	8.7 * (0.51)	86.8 * (0.61)		100
Sweden	25-29	a (†)	10.2 * (0.40)	3.5 * (0.24)	2.1 * (0.19)	1.2 * (0.14)		10.3 * (0.40)	24.1 * (0.56)	66.1 * (0.62)	9.8 * (0.39)	4.3 * (0.27)	3.1 * (0.23)	0.9 * (0.12)	5.5 * (0.30)	75.9 * (0.56)		100
Switzerland	25-29	1.1 (0.25)	12.1 * (0.79)	c (†)	c (†)	c (†)		3.8 * (0.46)	17.7 * (0.92)	71.4 * (1.09)	10.9 * (0.75)	4.3 * (0.49)	2.0 * (0.34)	2.3 * (0.36)	6.6 * (0.60)	82.3 * (0.92)		100
Turkey	25-29	a (†)	4.9 * (0.22)	1.2 (0.11)	0.5 * (0.07)	0.7 (0.08)		2.8 * (0.17)	8.9 * (0.29)	50.9 * (0.51)	40.2 * (0.50)	8.7 * (0.29)	4.7 * (0.21)	4.0 (0.20)	31.5 * (0.47)	91.1 * (0.29)		100
United Kingdom	25-29	1.0 (0.13)	8.3 (0.37)	0.7 * (0.11)	0.3 * (0.07)	0.4 (0.08)		3.7 * (0.25)	13.7 * (0.46)	69.0 * (0.61)	17.3 * (0.50)	6.2 * (0.32)	3.4 * (0.24)	2.8 * (0.22)	11.2 (0.42)	86.3 * (0.46)		100
United States	25-29	a (†)	9.2 * (0.35)	1.0 (0.14)	0.6 (0.10)	0.4 (0.08)		4.6 * (0.28)	14.8 * (0.44)	63.4 (0.58)	21.7 * (0.57)	7.5 (0.36)	4.0 (0.27)	3.5 * (0.21)	14.2 * (0.43)	85.2 * (0.44)		100
OECD average	**25-29**		**8.3 (0.13)**	**1.1 (0.04)**	**0.7 (0.04)**	**0.5 (0.03)**		**6.3 (0.12)**	**15.8 (0.17)**	**64.2 (0.21)**	**20.0 (0.16)**	**8.0 (0.12)**	**3.9 (0.08)**	**4.3 (0.09)**	**12.0 (0.12)**	**84.2 (0.17)**		**100**
EU21 average	**25-29**		**7.8 (0.15)**	**1.4 (0.06)**	**0.9 (0.06)**	**0.7 (0.05)**		**6.6 (0.14)**	**15.8 (0.20)**	**64.5 (0.26)**	**19.7 (0.20)**	**9.5 (0.15)**	**4.0 (0.11)**	**5.7 (0.13)**	**10.2 (0.15)**	**84.2 (0.21)**		**100**
Other G20																		
Argentina	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Brazil	25-29	a (†)	8.0 (0.15)	0.8 (0.06)	m (†)	m (†)		2.3 (0.08)	11.1 (0.17)	67.3 (0.25)	21.6 (0.22)	5.8 (0.14)	m (†)	m (†)	15.8 (0.19)	88.9 (0.17)		100
China	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
India	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Indonesia	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Russian Federation	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
Saudi Arabia	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
South Africa	25-29	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m
G20 Average	**25-29**	m (†)	m (†)	m (†)	m (†)	m (†)		m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)	m (†)		m

† Not applicable.

*Statistically significant difference compared to the OECD average.

Notes:

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. Young people who are neither in employment nor in education or training.

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

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