

Statistics in focus

POPULATION AND SOCIAL CONDITIONS

10/2005

Authors

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Manuscript completed on: 24.08.2005
Data extracted on: 01.07.2005
ISSN 1024-4352
Catalogue number: KS-NK-05-010-EN-N
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Education in Europe

Key statistics 2002-2003

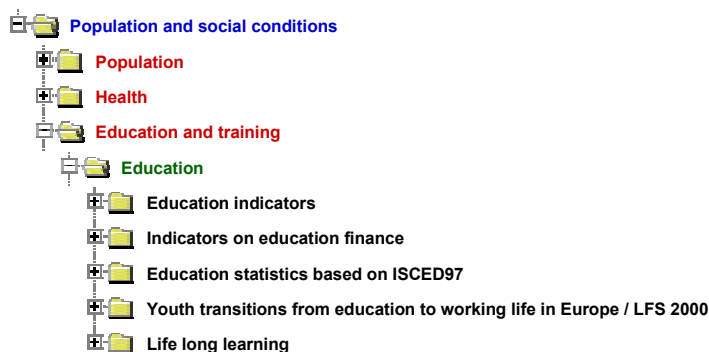
- Almost 25% of all 18 year olds in the European Union are not in the education system.
- Most 18 year olds in education are in upper secondary education, 45% in vocational programmes and 55% in general programmes.
- Vocational education at the upper secondary level is strongest in the Czech Republic (79% of students) and Slovakia (75%).
- Finland has the highest proportion of 15-24 year-olds participating in education (69.4%).
- 800.000 students more than in 1998 graduated from tertiary education in the European Union.
- In 12 out of 22 countries where data are available, over 50% of pupils at primary level of education do not learn any foreign language
- Over 40% of the teachers are more than 50 years old in Denmark, Germany and Sweden at primary and in Germany, Italy, Sweden and Iceland at secondary level of education.
- The ratio of students to teachers decreases as the level of education increases (15.0 at primary, 13.3 at lower secondary and 12.9 at upper secondary level of education).
- All Nordic countries spent over 6% of GDP on total public expenditure on education. Greece, Luxembourg, Liechtenstein, Bulgaria, Romania, Turkey, Albania and the Former Yugoslav Republic of Macedonia all spent less than 4% of GDP.
- Private expenditure on education amounted to over 0.7 % of GDP in Germany, Cyprus, Latvia, Slovenia, the United Kingdom and Bulgaria.

This is a small selection of key statistics on education coming from the joint UOE (UNESCO Institute of Statistics, OECD, Eurostat) data collection and from the Eurostat data collection on languages. It covers all EU member states, the candidate countries, Iceland, Liechtenstein, Norway, Switzerland, Albania and the Former Yugoslav Republic of Macedonia.

Data refer to 2003 for graduate data, to 2002 for financial data and to the school/academic year 2002/03 for all other data.

More data and indicators on education are available on:

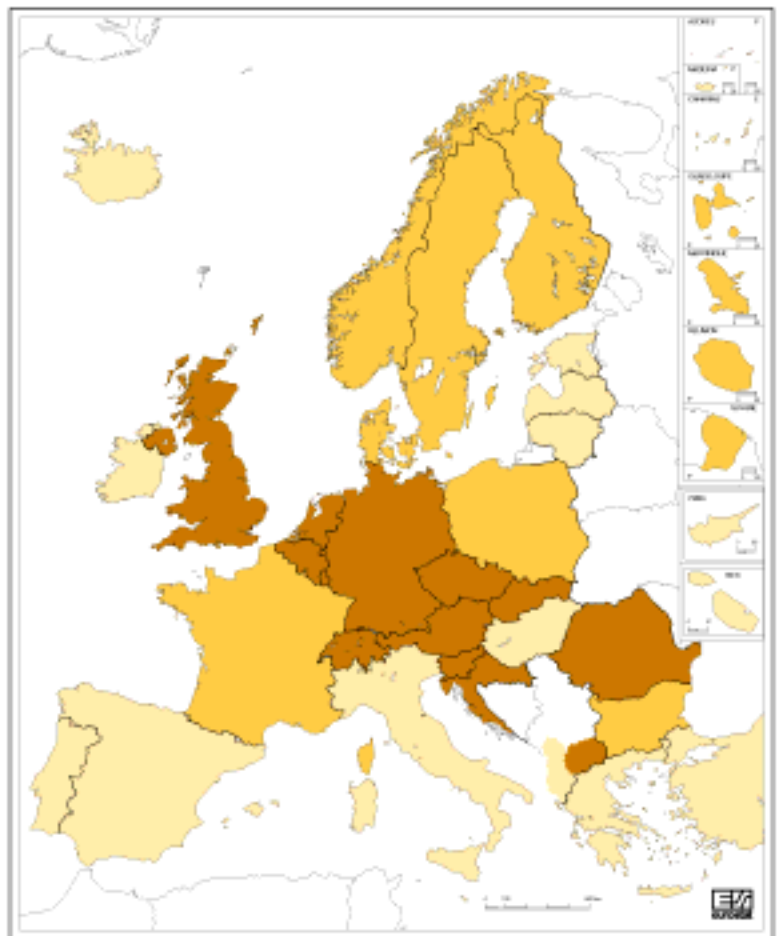
[EUROSTAT Website/Home Page/Data](#)



More male (57.5%) than female (53.9%) students participate in vocational programmes at upper secondary level of education

Over 70% of students enrolled at upper secondary level of education follow vocational programmes in Belgium, the Czech Republic, Austria, Slovakia, Liechtenstein and Croatia (see map).

In most Mediterranean countries the majority of students attend general programmes. In Italy, Cyprus, Malta and Portugal over 70% of the students attend general programmes, in Greece, Spain, Turkey and Albania the percentage exceeds 60%. In Estonia, Lithuania, Latvia and Iceland also, more than 60% of the students attend general programmes at upper secondary level of education. In Ireland, only general education is provided on this level.



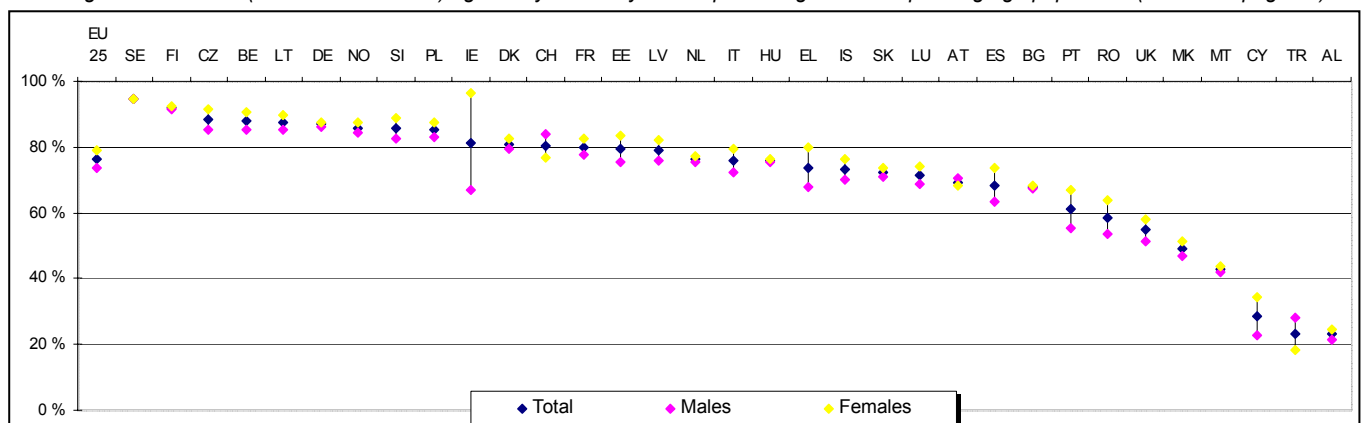
Source: Eurostat, Education statistics

More women than men participate in education at the age of 18

In 20 countries the proportion of women still in education at 18 years of age exceeds 75%. Among men of this age this percentage is reached only in 16 countries. In almost all countries (Austria, Switzerland and Turkey are the only exceptions), there is a higher proportion of 18 year old women than men in education. The difference between the participation rates of women and men is minimal in Hungary, Sweden and Bulgaria (less than 1 percentage point). On the other hand, in

Ireland the difference is particularly high (29 percentage points). The age at which education starts varies between countries as does the ending age of secondary education. This has to be taken into account when interpreting the indicator. For example in Cyprus, 18 year olds have normally finished upper secondary school. As many Cypriot students then go abroad for tertiary studies, this may to some extent explain the low participation rate of 18 year olds in education in Cyprus.

Figure 1: Students (ISCED levels 1 to 6) aged 18 year old by sex as percentage of corresponding age population (see notes page 11)



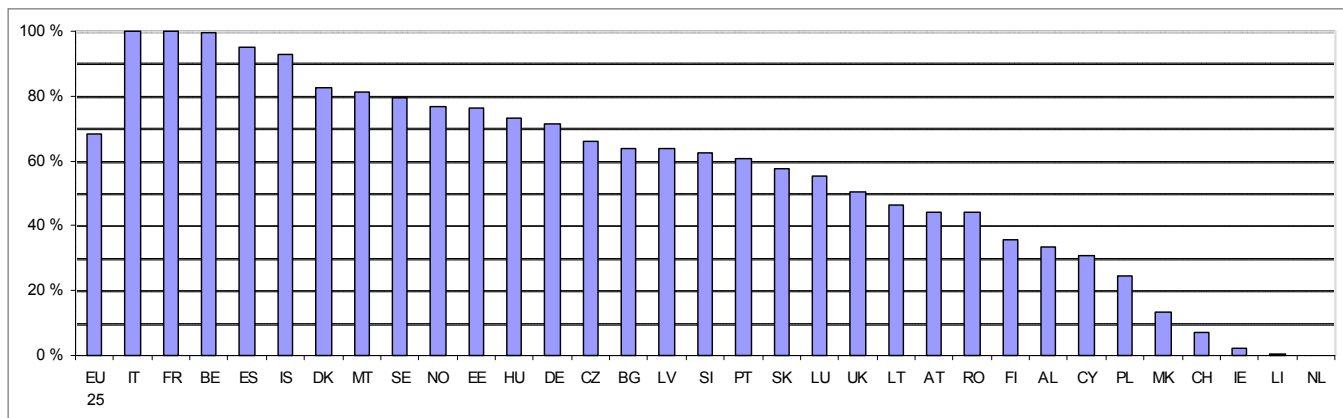
Source: Eurostat, Education statistics

68% of 3 year olds attend the pre-primary level of education in the European Union

Figure 2 shows the enrolment pattern in pre-primary education at the age of 3 years. Pre-primary education is centre or school-based and designed to meet the educational and development needs of children at least 3 years of age.

More than 90% of 3 year olds attend pre-primary education in Belgium, Spain, France and Italy, but less than 40% in Ireland, Cyprus, the Netherlands, Poland, Finland, Switzerland and the Former Yugoslavian Republic of Macedonia.

Figure 2: Participants at ISCED level 0 aged 3 years old as % of population aged 3 years old (see notes page 11)



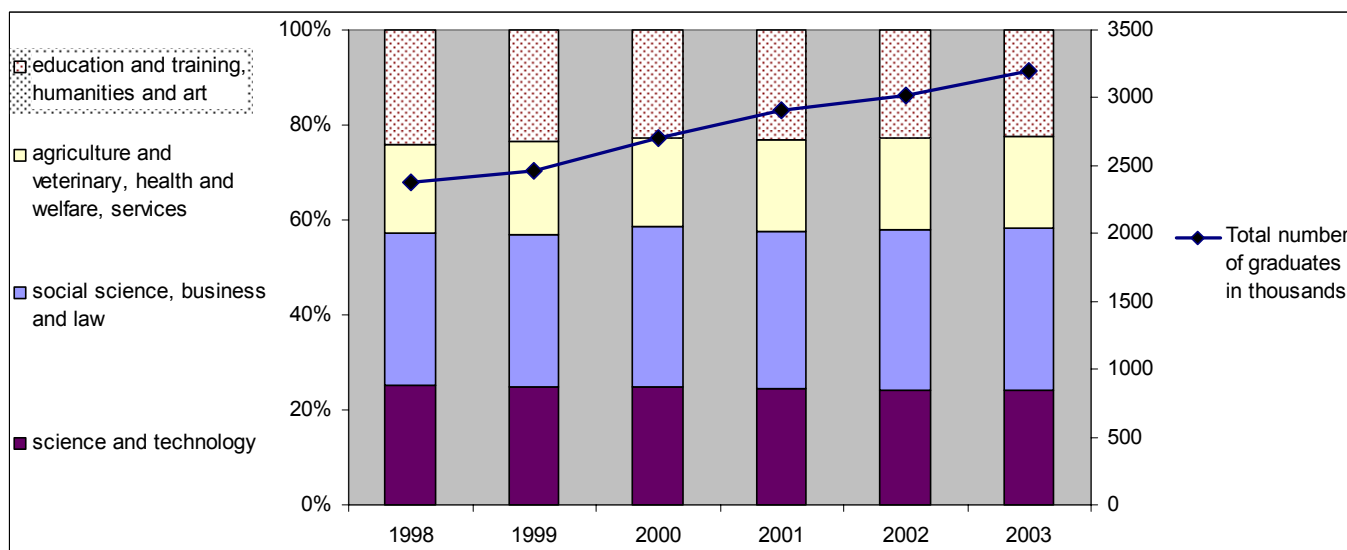
Source: Eurostat, Education statistics

Over 3 Million tertiary graduates in EU countries

Tertiary graduates represent a potential inflow into the stock of human resources in science and technology. Therefore, they play a crucial role in enabling a knowledge-based economy to stay innovative and competitive. In total, over 3.1 Million students graduated in 2003

compared to 2.4 Million in 1998. 34.0% of all graduates in 2003 were graduating in Social Sciences, Business and Law compared to 31.9% in 1998. Over the same time period, the proportion of students graduating in Science and Technology has fallen by 1.2 percentage points, from 25.3% to 24.1%.

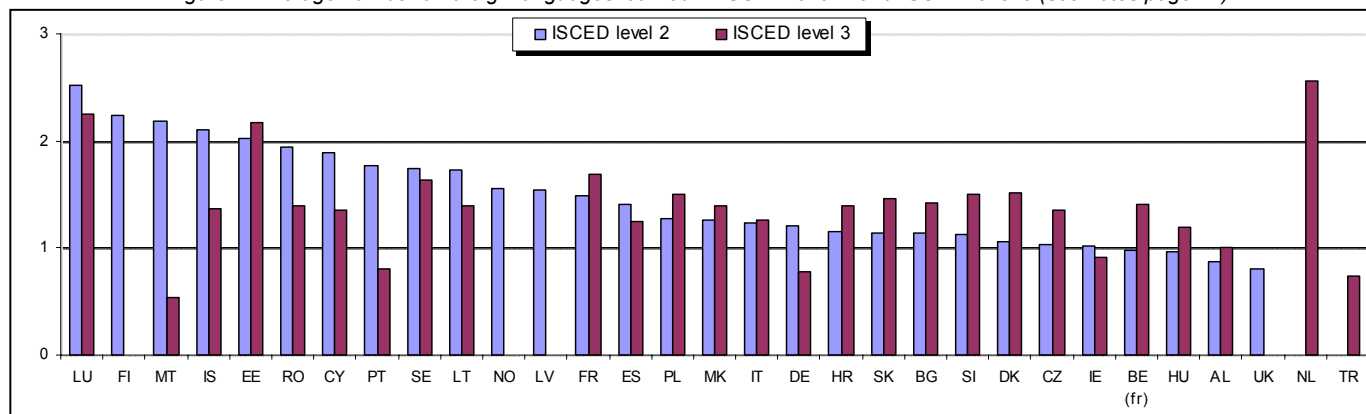
Figure 3: Number of tertiary graduates and percentage of graduates in different fields (see notes page 11)



Source: Eurostat, Education statistics

Only in a few countries pupils in lower secondary learn, on average, two or more foreign languages

Figure 4: Average number of foreign languages learned in ISCED level 2 and ISCED level 3 (see notes page 11)



Source: Eurostat, Education statistics

In the context of globalisation and an enlarged European Union, learning foreign languages at primary and secondary level of education becomes increasingly more important. Figure 4 indicates the average number of foreign languages learnt by pupils at lower and upper secondary level of education.

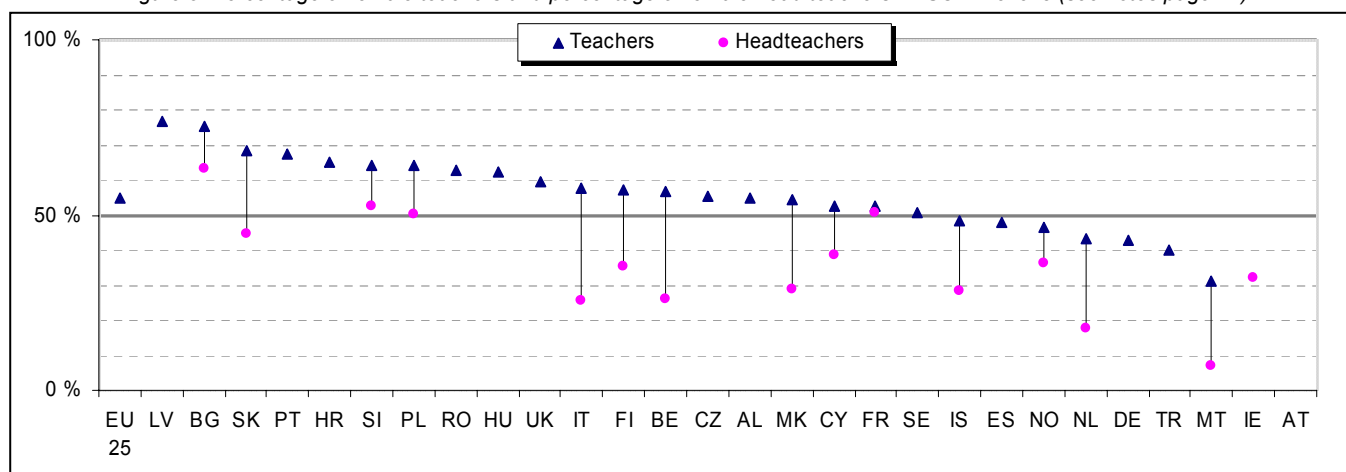
At lower secondary level of education, pupils learn at least 2 foreign languages, on average, in Estonia, Luxembourg, Malta, Finland and Iceland. At the same time, the average is 1 foreign language or less in the Czech Republic, Ireland, Hungary, the United Kingdom and Albania.

At upper secondary level of education, the average number of languages exceeds 2 in Estonia, Luxembourg and the Netherlands, while at most 1 language is taught, on average, in Germany, Ireland, Malta, Portugal, Turkey and Albania.

The indicator refers to both vocational and general programmes. Language learning is in most countries more frequent in general programmes than in vocational programmes. In Luxembourg for example, the average is 3.1 in general programmes and 1.9 in vocational programmes in the upper secondary level, in Denmark these numbers are 2.2 and 0.9.

More female than male teachers but fewer female than male head teachers in upper secondary education

Figure 5: Percentage of female teachers and percentage of female head teachers in ISCED level 3 (see notes page 11)



Source: Eurostat, Education statistics

At upper secondary level of education, there are generally more female than male teachers.

Female teachers are proportionally more numerous than male teachers in 19 countries, out of the 26 countries for which data are available.

In the 15 countries for which data are available, it is only in France, Poland, Slovenia and in Bulgaria that female

head teachers are more numerous than male head teachers.

The difference between the proportions of female teachers and female head teachers is particularly small in France and in Norway (under 10 percentage points). In some countries (Belgium, Italy, the Netherlands and in FYROM), this gap exceeds 25 percentage points.

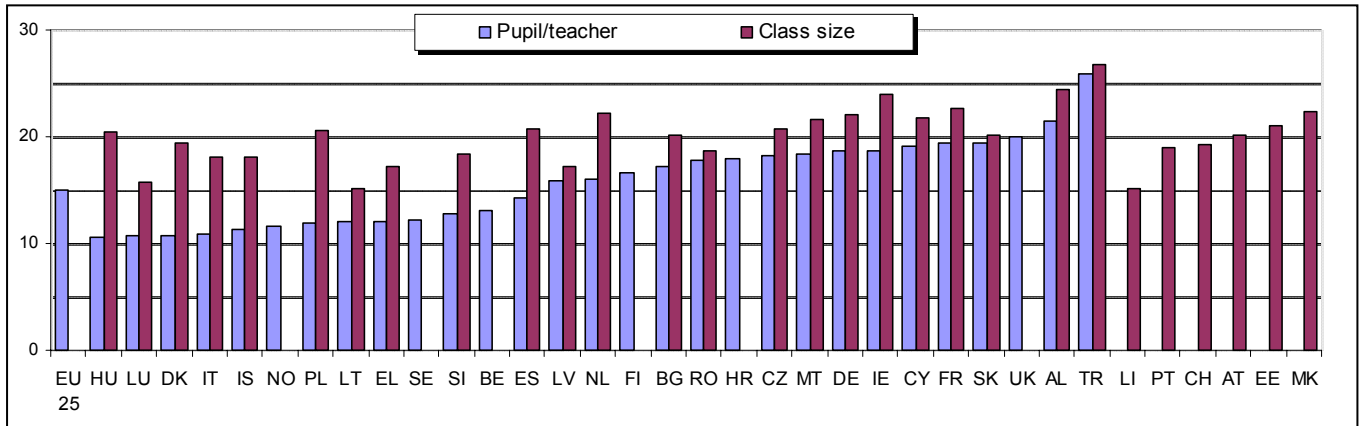
Large differences between countries in class sizes and pupil/teacher ratios

The pupil-teacher ratio should not be confused with average class-size. There can be a difference between the number of hours of teaching provided by teachers and the number of hours of instruction prescribed for pupils. More than one teacher can be teaching in a class at the same time. Special education teachers can work with small groups or in one-to-one teaching, which do not affect the class size but the pupil-teacher ratio.

The class size is a consequence of the resources devoted to education, but at the same time organisational or pedagogical choices have an impact on class size as well.

The ratio of pupils to teaching staff indicates the resources allocated to education and is often used as a proxy to measure the quality of the learning environment.

Figure 6: Class size and Pupil/teacher ratio at ISCED level 1 (see notes page 11)



Source: Eurostat, Education statistics

At primary level of education, the average class size is highest in Ireland with 24 pupils per class. Less than 17 pupils per class, on average, attend primary educational institutions in Lithuania, Luxembourg and in Liechtenstein.

At primary level of education, the number of pupils to every teacher exceeds 19 in France, Cyprus, Slovakia, the United Kingdom, Turkey and Albania. Denmark (10.8), Italy (10.9) and Luxembourg (11.0)

have the lowest pupil teacher ratio.

Education being a very labour intensive process, personnel expenditure forms the bulk of resources dedicated to education in EU-countries with over 70% of total expenditure in educational institutions. The average teacher salaries, which vary markedly in Europe, are reflected in many education finance indicators like for instance in expenditure per pupil/student.

Marked differences across Member States in expenditure per pupil/student

Expenditure per pupil/student in public and private educational institutions measures how much central, regional and local levels of government, households, enterprises or non-profit organisations spent per pupil/student. It includes expenditure for personnel, other current and capital expenditure. It covers expenditure for educational activities, but may also contain expenditure spent on ancillary services provided by educational institutions (e.g. meals, dormitories) or on R&D activities (only at tertiary level of education).

There are marked differences across Member States regarding expenditure per pupil/student in public and private educational institutions. All New Member States spent less than the EU-average (5,391.7 EUR PPS¹) with the Czech Republic, Latvia, Lithuania, Poland and Slovakia spending below 3,000 EUR PPS per pupil/student.

In most European countries, expenditure per pupil/student rose with increasing level of education.

At over 5,000 EUR PPS per pupil/student, Denmark, Italy, Austria, Sweden, Liechtenstein and Norway spent more than the average Member State (4,167.7 EUR PPS), at primary level of education.

At secondary level of education, expenditure per pupil/student spanned around EU-average (5,614.1 EUR PPS) in Germany, Spain, the Netherlands, Portugal, Finland and the United Kingdom.

The use of GDP per capita allows the comparison of levels of economic activity of different sized economies (per capita) irrespective of their price levels (in PPS).

¹ Purchasing Power Parities (PPP) are considered in general to be of sufficient accuracy when deflating spatially the prices of educational goods and services. However, in countries with economies that are heavily dependent on the export of a limited number of natural resources (e.g. Iceland and Norway), the export prices have a significant impact on the PPP. This fact should be taken into account when interpreting indicators on education finance using PPP (e.g. expenditure per pupil/student in EUR PPS).

25.1% of GDP per capita is spent per pupil/student in the European Union

The indicator expenditure on public and private educational institutions per pupil/student compared to GDP per capita relates the resources allocated to public and private educational institutions to the overall

economic wealth of a country. It ranged from around 30 in Cyprus, Austria, Portugal and Slovenia to less than 20 in Ireland and Slovakia.

In 3 EU-countries, over 15% of direct expenditure spent on education came from private sources

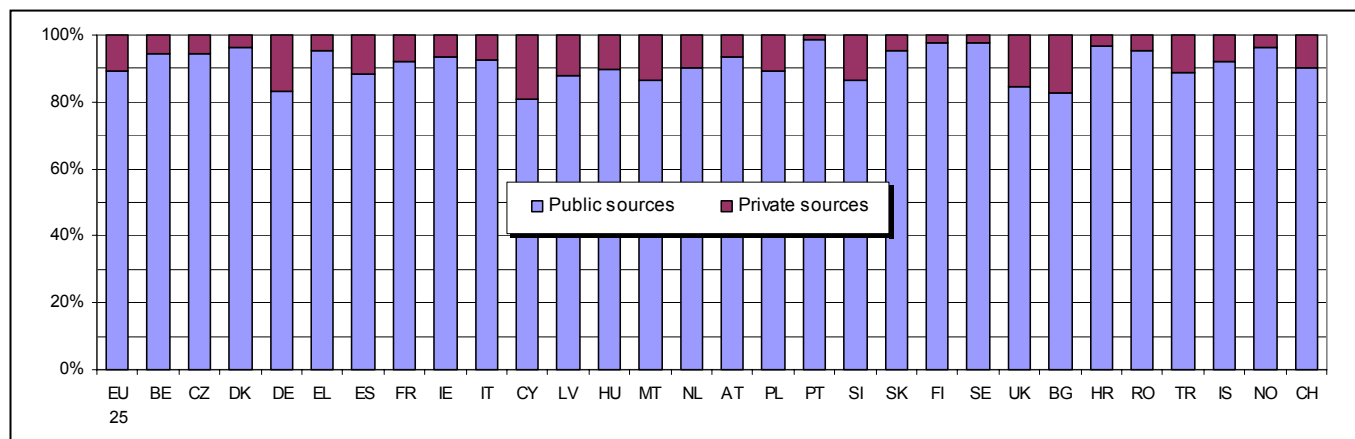
Figure 7 shows the relative proportions of public and private spending on educational institutions. The final public and private proportions are the percentages of educational funds spent directly by public and private purchasers of educational services. Final public spending includes direct public purchases of educational resources and payments to educational institutions. Final private spending includes tuition fees and other private payments to educational institutions.

In the European Union, expenditure on educational institutions was, at 89.4%, largely funded by public sources (central, regional and local levels of government). In 3 countries more than 15% of the funds spent on educational institutions came from private sources (households, enterprises, non-profit organisations).

In Denmark, Greece, Portugal, Slovakia, Finland, Sweden, Norway, Croatia and Romania over 95% of expenditure came from public sources.

However, when interpreting the data it should be noticed that indicators using private expenditure on education might be difficult to interpret meaningfully, as many countries can only report data on private expenditure on education partially. This is in particular true for the payments of other private entities (e.g. firms, non-profit organisations, religious institutions) to educational institutions that are often very difficult to track back through administrative records. This can sometimes result in a significant under-evaluation of private expenditure on education that has to be taken into account when interpreting indicators containing private expenditure on education.

Figure 7: Relative proportions of expenditure on education from public and private sources of funds in % (see notes page 11)



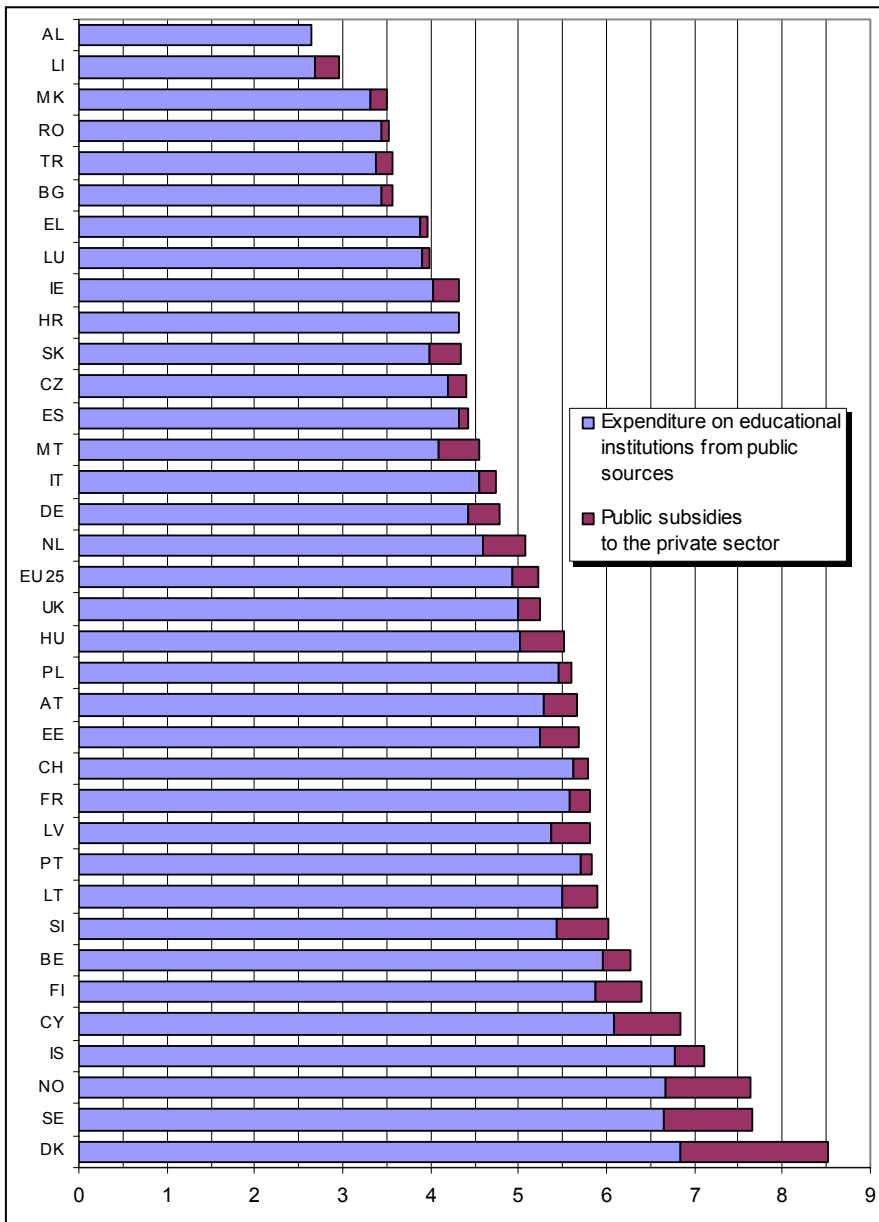
Source: Eurostat, Education statistics

All Nordic countries in Europe spend over 6% of GDP on total public expenditure on education

Total public expenditure on education includes expenditure on educational institutions from public sources (i.e. direct public expenditure) and public subsidies to the private sector (i.e. indirect public expenditure). In fact, the public sector generally funds education either by bearing directly the current and capital expenses of educational institutions or by supporting students and their families with scholarships public loans or child allowances contingent on student status as well as by transferring

public subsidies for educational activities to private firms and non-profit organisations. Tax reductions are not included. When comparing the level of indirect expenditure, it should be noted that in many countries private financial aid to students is substantial as non-profit organisations (foundations, religious or political institutions etc.) assist many students with bursaries or students take loans from banks.

Figure 8: Total public expenditure on education as a percentage of GDP, by type of transaction (see notes page 11)



Source: Eurostat, Education statistics

The Nordic countries (Denmark, Finland, Sweden, Norway and Iceland), with more than 6% of total public expenditure on education as % of GDP², all spent well above the European Union average (5.2%). This was also the case for Belgium, Cyprus and Slovenia.

Total public expenditure on education in those Member States with over 35 Million inhabitants ranged between 4% and 6% of GDP.

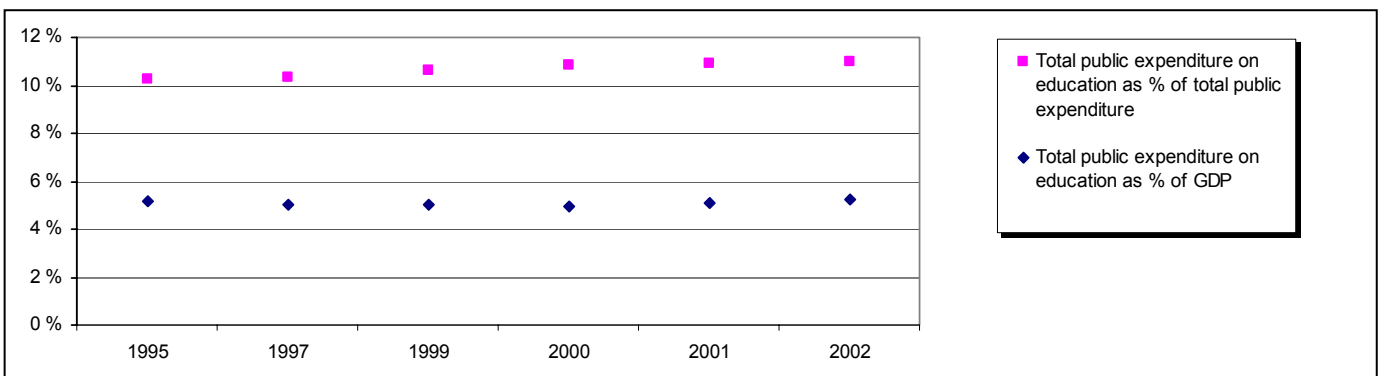
Greece, Luxembourg, Liechtenstein, Bulgaria, Romania, Turkey, Albania and FYROM all spent less than 4% of GDP. Indirect public expenditure amounted to 0.3% of GDP in the European Union and to over twice as much in Denmark, Cyprus, Slovenia, Sweden and Norway.

Total public expenditure on education as % of total public expenditure rose from 10.3% in 1995 to 11.0% in 2002

Figure 9 shows the evolution of total public expenditure on education as % of GDP and as % of total public expenditure.

The share of public budget dedicated to education continuously moderately increased from 1995 to 2002. As % of GDP, total public expenditure on education fell from 1995 to 2000 (from 5.2% to 4.9%), but has been increasing since then (to 5.2% in 2002).

Figure 9: Total public expenditure on education as a percentage of GDP and as a percentage of total public expenditure 1995-2002 (see notes page 11)



Source: Eurostat, Education statistics

² In small open economies (e.g. Ireland, Luxembourg, Hungary and Estonia) large over-sea companies have their production plants and expatriate their profits abroad. This may influence to a certain extent the interpretation of indicators expressed as a percentage of GDP, therefore it is sometimes argued that it would be preferable to relate the expenditure to the Gross National Income (GNI).

Table 1: Key statistics 2002/03

	EU-25	BE	CZ	DK	DE	EE	EL	ES	FR	IE	IT	CY	LV	LT
Number of pupils and students (ISCED levels 0 to 6) (1000)	104422.9	2775.0	2214.7	1319.6	16842.1	350.8	2102.8	8663.4	14350.3	1003.4	10889.5	162.1	565.6	897.2
Number of pupils and students (1000)														
at ISCED level 0	12745.6	402.0	287.0	250.1	2316.7	52.4	142.1	1281.8	2466.3	2.6	1623.2	16.2	59.8	90.4
at ISCED level 1	27624.4	761.7	566.6	419.8	3303.7	100.2	652.1	2488.3	3791.6	447.6	2778.9	62.9	103.4	183.5
at ISCED level 2	22285.1	420.4	510.3	224.9	5664.6	66.6	341.5	1971.8	3275.5	175.4	1837.8	32.9	175.9	335.6
at ISCED level 3	23555.1	760.9	490.2	222.0	2782.0	56.5	372.8	1080.8	2583.6	145.3	2690.5	31.8	100.2	112.3
at ISCED level 4	1173.7	53.7	73.6	1.0	463.3	11.6	32.9	-	33.3	51.0	45.7	-	7.4	7.7
at ISCED level 5	16413.0	368.3	265.9	197.0	2242.4	62.0	542.1	1767.6	2021.4	177.7	1883.4	18.2	117.6	165.4
at ISCED level 6	474.4	6.4	21.1	4.8	-	1.6	19.3	73.0	97.7	3.8	29.9	0.1	1.3	2.2
Students in vocational programmes at ISCED level 3 as % of all ISCED level 3 students														
total	55.6	70.3	79.3	53.3	62.2	29.3	36.0	37.2	56.4	-	26.0	13.7	37.8	26.1
males	57.5	72.2	84.3	59.0	67.8	40.1	41.6	40.7	62.1	-	27.7	22.4	45.4	31.7
females	53.9	68.5	74.4	47.8	55.9	19.2	30.2	34.0	50.7	-	24.2	4.8	30.1	20.5
Entrants at theoretical starting age in ISCED level 3 as % of all persons of the corresponding age group			48.0	39.2	-	-	62.8	-	-	48.3	-	74.3	-	-
Participants at ISCED level 0 aged 3 years old as % of population aged 3 years old	68.2	99.6	66.3	82.7	71.4	76.2	-	95.3	100.9	2.3	100.0	30.9	63.7	46.3
Participation rate in education (%) of 4-year olds at ISCED levels 0 and 1	86.3	100.5	89.8	93.2	85.9	80.9	57.0	100.2	103.1	48.7	102.8	58.1	66.5	53.1
Students (ISCED levels 1 to 6) aged 18 year olds by sex as % of corresponding age population														
total	76.3	88.0	88.3	80.9	86.9	79.3	73.6	68.4	80.1	81.3	75.9	28.4	78.9	87.4
males	73.7	85.5	85.4	79.3	86.3	75.2	67.8	63.2	77.8	66.9	72.5	22.8	75.7	85.3
females	79.0	90.5	91.3	82.6	87.5	83.5	79.8	73.9	82.5	96.4	79.5	34.3	82.2	89.5
Students (ISCED levels 1 to 6) aged 15 to 24 year olds as % of corresponding age population	59.0	67.6	56.2	62.8	63.5	62.5	58.1	54.0	60.3	55.2	53.0	42.1	62.9	68.0
Students (ISCED levels 5 to 6) as % of corresponding age population														
of 20 year olds	50.9	67.3	44.9	43.0	51.2	53.9	59.0	50.7	52.2	49.7	41.5	37.6	50.2	58.0
of 22 year olds	37.6	41.3	25.0	43.3	51.4	34.9	34.9	35.5	32.4	26.1	30.4	18.3	43.5	40.9
of 24 year olds	22.2	23.6	16.5	38.6	22.1	21.3	22.6	22.0	17.3	10.9	21.0	10.9	21.1	24.3
Students (ISCED levels 5 to 6) studying in another Member State/EEA/Candidate country as % of all national students studying in their home country or EU25/EEA/Candidate countries	2.2	3.0	1.9	2.8	2.1	3.2	8.0	1.2	2.1	7.7	1.8	53.6	1.7	2.4
Graduates (ISCED levels 5 to 6) in mathematics, science and technology per 1000 of population aged 20-29	12.2 ^s	11.0	6.4	12.5	8.4	8.8	-	12.6	22.2	24.2	-	3.6	8.6	16.3
Percentage of pupils learning 0 foreign languages at ISCED level 1	-	59.2	54.8	50.7	-	18.3	-	12.1	55.0	96.9	16.4	46.4	42.1	44.3
Percentage of pupils learning 1 or more foreign languages at ISCED levels 2 and 3 (General/pre-vocational)	-	95.5	97.3	100.0	-	100.0	-	98.6	100.0	85.8	95.1	100.0	97.3	99.5
Average number of foreign languages learned per pupil														
in ISCED level 2	-	1.2	1.0	1.1	1.2	2.0	-	1.4	1.5	1.0	1.2	1.9	1.5	1.7
in ISCED level 3	-	1.8	1.4	1.5	0.8	2.2	-	1.2	1.7	0.9	1.3	1.4	-	1.4
Women teachers as % of total teachers														
in ISCED level 1	82.5 ^s	77.7	84.0	65.3	82.8	-	-	70.5	80.6	86.5	95.3	83.2	96.9	97.6
in ISCED level 2	66.7 ^s	58.5	82.1	-	59.9	-	-	60.4	64.1	59.6	75.3	67.4	84.8	81.7
in ISCED level 3	54.8 ^s	56.9	55.4	-	43.0	-	-	47.9	52.4	-	57.8	52.4	76.7	-
Women headteachers in ISCED level 3 as % of total headteachers in ISCED level 3	-	26.2	-	-	-	-	-	-	50.8	32.2	25.6	38.4	-	-
Teachers age >50 teaching in public and private as % of total teachers														
at ISCED level 1	-	19.9	-	40.6	49.0	-	-	31.7	23.8	23.0	38.0	2.7	22.0	21.4
at ISCED levels 2 and 3	-	30.3	-	-	51.3	-	-	22.5	34.5	33.3	52.0	17.6	29.8	25.0
Average class size														
at ISCED level 1	-	-	20.8	19.4	22.0	21.1	17.2	20.8	22.6	24.0	18.1	21.7	17.2	15.2
at ISCED level 2	-	-	23.2	19.2	24.7	23.5	22.8	24.5	24.2	20.4	20.9	25.2	19.8	22.1
Ratio of pupils to teachers														
at ISCED level 1	15.0 ^s	13.1	18.3	10.8	18.7	-	12.1	14.3	19.4	18.7	10.9	19.1	15.9	12.1
at ISCED level 2	13.3 ^s	10.6	14.3	-	15.6	-	8.7	13.3	13.8	13.9	10.3	12.8	13.1	9.0
at ISCED level 3	12.9 ^s	9.6	12.6	13.4	13.7	-	8.6	7.9	10.7	-	10.8	12.0	12.2	8.3
Annual expenditure on public and private educational institutions per pupil/student in eur pps based on full-time														
for all levels of education combined	5391.7 ^s	6506.9	2986.4	7343.5	6012.3	-	3490.1	4837.1	6076.5	4998.6	5937.7	5362.8	2221.2	2016.6
at primary level of education (ISCED 1)	4167.7 ^s	4891.1	1793.2	6670.9	3917.2	-	2689.8	3964.5	4345.7	3608.6	5820.5	3891.5	1925.7	-
at secondary level of education (ISCED 2-4)	5614.1 ^s	7141.8	3064.0	6909.6	6189.4	-	3454.5	5188.7	7311.1	4963.2	6314.4	6577.2	2108.4	1689.9
at tertiary level of education (ISCED 56)	7945.8 ^s	10377.0	5383.6	13108.6	9496.2	-	4084.2	6924.9	8009.4	8469.1	7226.3	8487.3	2828.8	3199.0
Annual expenditure on public and private educational institutions per pupil/student compared to gdp per capita for all levels of education combined based on full-time equivalents	25.1 ^s	26.3	20.8	28.3	26.2	-	21.3	24.3	24.3	17.3	25.7	30.3	26.6	22.1
Expenditure on educational institutions from private sources as % of gdp for all levels of education combined	0.59 ^s	0.37	0.24	0.28	0.89	-	0.19	0.57	0.48	0.28	0.36	1.46	0.73	-
Total public expenditure on education as % of gdp	5.22	6.26	4.41	8.51	4.78	5.69	3.96	4.44	5.81	4.32	4.75	6.83	5.82	5.89
Expenditure on educational institutions from public sources as % of gdp for all levels of education combined	4.92 ^s	5.97	4.19	6.83	4.43	5.24	3.88	4.32	5.59	4.03	4.55	6.07	5.36	5.50
Public subsidies to the private sector as % of gdp for all levels of education combined	0.30 ^s	0.30	0.22	1.68	0.35	0.45	0.08	0.12	0.22	0.29	0.20	0.76	0.46	0.38
Relative proportions of expenditure on education in %														
from public sources	89.4 ^s	94.2	94.5	96.1	83.3	-	95.4	88.4	92.1	93.4	92.6	80.6	88.0	-
from private sources	10.6 ^s	5.8	5.5	3.9	16.7	-	4.6	11.6	7.9	6.6	7.4	19.4	12.0	-

Country specific notes on page 11

LU	HU	MT	NL	AT	PL	PT	SI	SK	FI	SE	UK	BG	HR	RO	TR	IS	LI	NO	CH	AL	MK
87.7	2299.9	87.9	3583.3	1648.8	9917.9	2185.0	456.2	1257.3	1330.3	2439.8	17126.6	1475.3	812.7	4544.4	15885.0	96.4	6.7	1185.9	1470.7	773.9	414.3
14.8	331.7	9.4	344.5	219.8	840.5	250.2	48.5	153.2	137.8	321.0	1083.6	201.3	87.5	629.7	320.0	16.4	0.8	149.7	155.9	81.3	33.1
34.1	464.0	31.7	1290.6	379.9	2983.1	767.9	87.1	270.0	392.7	774.9	4488.2	333.0	192.0	990.8	10331.6	31.5	2.2	432.6	535.6	252.8	116.6
16.8	504.2	28.8	790.5	392.9	1720.5	393.7	92.7	380.6	194.1	391.0	2345.9	348.3	215.3	1207.5	-	13.2	1.6	175.1	285.8	263.2	122.7
17.9	525.8	8.7	624.6	371.5	2174.7	372.5	124.9	288.9	302.7	526.9	6921.0	358.9	196.1	1010.6	3314.8	21.4	1.5	209.9	269.7	133.0	96.0
1.1	83.7	0.3	6.3	54.8	215.7	-	1.6	6.4	11.2	11.3	-	3.2	-	61.9	-	0.6	0.1	6.2	29.1	-	0.3
3.1	383.0	8.9	520.2	214.4	1952.3	385.0	101.5	147.9	271.8	393.0	2202.8	226.1	121.5	616.6	1895.3	13.3	0.4	208.2	171.0	43.6	45.6
0.0	7.4	0.0	6.6	15.4	31.1	15.9	-	10.2	19.8	21.6	85.1	4.4	0.3	27.4	23.2	0.0	-	4.2	15.0	-	-
64.7	12.8	23.7	69.1	71.8	54.3	28.1	69.4	75.4	58.8	52.9	69.2	55.0	74.2	64.4	38.0	34.0	74.0	59.2	65.0	15.1	61.4
68.3	15.6	32.5	71.1	76.1	63.4	32.3	75.4	79.8	62.9	56.1	64.7	66.2	80.5	72.2	34.6	43.7	80.5	64.6	71.0	14.8	67.3
61.1	9.9	13.6	67.1	66.9	44.2	24.4	63.2	70.9	55.2	50.3	72.8	43.5	67.9	56.6	29.0	25.1	64.1	53.7	57.6	15.4	55.0
26.5	38.2	37.5	-	-	-	-	46.4	56.0	-	89.1	-	36.6	-	56.5	-	89.5	-	-	-	44.2	-
55.1	73.4	81.2	0.1	44.2	24.5	60.5	62.3	57.5	35.8	79.5	50.4	63.9	-	44.1	-	92.9	0.2	76.6	7.1	33.3	13.4
68.3	91.6	98.7	73.0	82.5	34.1	80.7	73.5	70.0	44.7	82.7	94.9	76.6	-	66.2	-	93.7	45.7	84.2	34.2	51.9	14.8
71.4	75.9	42.8	76.2	69.4	85.4	61.2	85.7	72.2	91.9	94.5	54.8	67.7	-	58.5	23.4	73.1	-	85.8	80.3	23.2	49.1
68.9	75.4	41.8	75.2	70.5	83.2	55.5	82.5	71.0	91.3	94.5	51.5	67.3	-	53.4	28.3	70.2	-	84.2	83.8	21.6	46.8
74.1	76.3	43.8	77.1	68.2	87.6	67.1	88.9	73.5	92.6	94.5	58.2	68.2	-	64.0	18.2	76.1	-	87.6	76.7	24.8	51.4
43.6	56.5	40.4	62.4	50.4	67.3	50.7	66.9	49.4	69.4	66.1	55.2	47.0	-	46.1	22.1	64.8	-	62.7	56.2	26.3	38.8
30.0	50.0	27.7	57.3	30.7	63.7	44.3	47.4	28.4	49.6	45.2	50.7	31.0	-	37.3	15.8	56.4	-	47.9	39.3	16.0	24.1
8.8	33.4	15.9	39.6	24.6	46.0	34.8	41.2	23.1	57.9	47.2	30.0	25.5	-	20.9	10.1	49.7	-	41.5	29.4	8.6	17.4
2.8	20.1	6.4	24.0	19.3	26.1	21.8	27.2	11.8	46.2	39.5	23.1	16.4	-	12.3	4.3	37.4	-	31.5	22.8	7.2	9.7
66.7	1.7	5.9	1.9	5.0	1.1	2.6	2.0	8.0	3.2	2.4	0.6	7.4	6.8	2.2	1.8	15.9	28.3	4.6	-	-	-
-	4.8	3.1	7.3	8.2	9.0	8.2	8.7	8.3	-	13.9	21.0	8.3	5.6	9.4	5.2	-	5.6	9.3	14.1	1.3	3.3
-	-	-	66.7	-	-	-	67.9	57.0	30.5	20.2	-	62.5	65.4	41.3	39.4	55.3	-	-	-	86.5	80.2
100.0	-	93.7	100.0	-	-	-	98.9	98.9	99.6	100.0	-	98.5	99.3	98.8	65.1	90.1	-	100.0	-	89.4	100.0
2.5	1.0	2.2	-	-	1.3	1.8	1.1	1.1	2.2	1.7	0.8	1.1	1.2	1.9	-	2.1	-	1.5	-	0.9	1.3
2.3	1.2	0.5	2.6	-	1.5	0.8	1.5	1.5	-	1.6	-	1.4	1.4	1.4	0.7	1.4	-	-	-	1.0	1.4
69.3	84.3	85.2	81.0	-	84.7	78.9	96.5	92.1	74.8	80.4	81.4	92.3	89.9	87.2	44.1	78.2	71.9	72.6	-	75.7	69.0
43.0	83.3	59.4	-	-	74.3	70.5	77.6	76.7	71.7	62.7	59.4	79.3	69.1	68.5	-	-	-	72.6	-	56.5	49.8
-	62.1	30.9	43.5	-	64.0	67.5	64.4	68.2	57.0	50.5	59.7	75.1	65.0	62.8	40.0	48.3	-	46.3	-	55.1	54.6
-	-	7.1	17.6	-	50.4	-	52.4	44.6	35.4	-	-	63.1	-	-	-	28.4	-	36.4	-	-	28.7
24.3	16.1	30.6	26.0	-	13.0	22.8	13.4	28.3	24.2	44.3	28.9	15.6	-	18.4	-	26.5	17.4	36.1	-	18.5	28.4
31.6	26.8	23.5	39.1	-	18.2	14.6	21.3	28.2	35.9	43.3	32.3	24.4	-	31.3	-	40.4	-	43.5	-	23.3	30.0
15.7	20.4	21.6	22.2	20.1	20.6	18.9	18.4	20.2	-	-	-	20.2	-	18.7	26.7	18.1	15.2	-	19.3	24.4	22.3
20.3	21.6	22.8	-	24.0	24.3	22.3	21.2	23.0	-	-	-	22.3	-	21.7	-	19.3	15.9	-	18.7	26.7	25.0
10.8	10.6	18.4	16.0	-	11.9	-	12.8	19.4	16.6	12.3	20.0	17.2	18.0	17.8	25.9	11.3	-	11.7	-	21.5	-
9.0	10.6	10.0	-	-	12.6	-	13.0	13.9	9.8	12.1	17.4	13.3	12.6	13.7	-	-	-	10.4	-	16.4	-
-	13.2	10.1	15.7	-	13.5	-	14.6	14.0	15.9	14.1	20.3	11.9	11.7	15.8	18.0	10.7	-	9.2	-	19.1	18.1
-	-	3459.3	6038.9	7632.0	2536.8	4834.2	4867.2	2013.9	5982.7	6800.7	5996.4	1406.8	-	-	-	7325.9	8557.7	8610.8	-	-	-
-	-	2590.2	4798.6	6056.8	2308.4	3939.1	-	1270.4	4392.4	6166.7	4422.4	1002.3	-	-	-	-	6387.4	6482.5	-	-	-
-	-	3819.5	5887.1	7713.3	2181.9	5548.9	4615.5	1893.8	6148.3	6344.7	5838.3	1167.5	-	-	-	6431.2	5113.9	8640.0	-	-	-
-	-	7048.0	11310.9	10747.2	4173.8	4328.8	6138.2	4106.0	10160.0	13568.0	10429.8	2744.7	-	-	-	7371.1	17653.7	11861.6	-	-	-
-	-	22.1	23.4	29.4	26.4	29.8	30.3	18.5	25.4	28.1	24.5	23.0	-	-	-	29.1	14.1	27.4	-	-	-
-	0.57	0.63	0.49	0.38	0.66	0.09	0.86	0.20	0.13	0.17	0.92	0.72	0.15	0.16	0.42	0.60	-	0.26	0.61	-	-
3.99	5.51	4.54	5.08	5.67	5.60	5.83	6.02	4.35	6.39	7.66	5.25	3.57	4.32	3.53	3.56	7.12	2.95	7.63	5.79	2.64	3.50
3.91	5.01	4.09	4.60	5.29	5.46	5.71	5.43	3.99	5.87	6.65	4.99	3.45	4.32	3.45	3.38	6.78	2.69	6.66	5.62	2.64	3.32
0.08	0.50	0.45	0.48	0.37	0.14	0.12	0.60	0.35	0.52	1.01	0.27	0.12	-	0.08	0.18	0.34	0.26	0.96	0.17	-	0.18
-	89.8	86.6	90.3	93.3	89.2	98.4	86.3	95.3	97.8	97.5	84.4	82.6	96.6	95.5	88.7	91.9	-	96.2	90.2	-	-
-	10.2	13.4	9.7	6.7	10.8	1.6	13.7	4.7	2.2	2.5	15.6	17.4	3.4	4.5	11.3	8.1	-	3.8	9.8	-	-

Source: Eurostat, Education statistics

➤ ESSENTIAL INFORMATION – METHODOLOGICAL NOTES

Statistical abbreviations and symbols:

: not available - not applicable or nil

S = estimated by Eurostat

Country codes:

BE: Belgium, **CZ:** Czech Republic, **DK:** Denmark, **DE:** Germany, **EE:** Estonia, **EL:** Greece, **ES:** Spain, **FR:** France, **IE:** Ireland, **IT:** Italy, **CY:** Cyprus, **LV:** Latvia, **LT:** Lithuania, **LU:** Luxembourg, **HU:** Hungary, **MT:** Malta, **NL:** Netherlands, **AT:** Austria, **PL:** Poland, **PT:** Portugal, **SI:** Slovenia, **SK:** Slovakia, **FI:** Finland, **SE:** Sweden, **UK:** United Kingdom, **IS:** Iceland, **LI:** Liechtenstein, **NO:** Norway, **CH:** Switzerland, **BG:** Bulgaria, **HR:** Croatia, **RO:** Romania, **TR:** Turkey, **AL:** Albania, **MK:** Former Yugoslav Republic of Macedonia (FYROM)

ISCED-classification:

Data are classified according to the International Standard Classification of Education (ISCED), revised in 1997. For more information about ISCED see: http://forum.europa.eu.int/Public/irc/dsis/edtcsl/library?l=/public/measuring_lifelong/classifications/isced97_levels&vm=detailed&sb=Title

ISCED level 0: Pre-primary education - Preceding primary education, not compulsory in most countries. Data refer to the education-oriented institutions which obligatorily recruit staff with specialized qualifications in education.

ISCED level 1: Primary education - Depending on countries, it begins between 4 and 7 years of age and generally lasts 5 to 6 years. Programmes are designed to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects.

ISCED level 2: Lower secondary education - Is a part of compulsory schooling in all countries analysed. Programmes are typically more subject-focused. Usually the end of this level coincides with the end of full-time compulsory education.

ISCED level 3: Upper secondary education - Typically starts at 15 or 16 years, at the end of full-time compulsory education. Instruction is even more subject-oriented and often teachers need to be more qualified than at ISCED 2 level. Education can be general or pre-vocational (two types of education often aggregated) or vocational.

Many programmes enable access to ISCED 5.

ISCED level 4: Post-secondary non-tertiary education - These programmes straddle the boundary between upper-secondary and tertiary education from an international point of view. They serve to broaden the knowledge of ISCED 3 graduates. Typical examples are programmes designed to prepare students for studies at level 5 while other programmes prepare students for direct labour market entry.

ISCED level 5: First stage of tertiary education (not leading directly to an advanced research qualification), covering programmes of at least two years duration, divided between:

- **Type A:** programmes that are theoretically based and/or preparatory to research (history, philosophy, mathematics, etc.) or give access to professions with high skill requirements, such as medicine, dentistry, and architecture.

- **Type B:** programmes that are practically oriented/occupationally specific and are mainly designed for participants to acquire the practical skills and know how needed for employment in a particular occupation or trade, the successful completion of which usually culminates in a qualification relevant for the labour-market.

ISCED level 6: Second stage of tertiary education, covering programmes leading to an advanced research qualification (e.g. PhD or Doctorate), which are devoted to advanced study and original research and not based on course-work only.

Country specific notes:

Pupils and students

BE: Data exclude independent private institutions. The indicator on ISCED 3 students in vocational programmes excludes the German speaking community **DE, SI, AL:** Data exclude ISCED level 6 **IE:** There is no official provision of ISCED level 0 education. Many children attend some form of ISCED 0 education but provision is private and data for the most part missing **IT:** Data by age missing for ISCED 6, ISCED 6 not included in participation rates **CY, LU, LI:** Most tertiary students study abroad and are not included. Also many students at ISCED levels 1, 2 and 3 (LU) and ISCED 3 (LI) study abroad and are not included. **UK:** ISCED 3 vocational programmes include ISCED 4. Pre-vocational programmes are included in vocational. **MK:** Data exclude ISCED 5A second degrees and ISCED 6

Graduates

BE: Data for the Flemish community exclude second qualifications in non-university tertiary education. **CY, LU, LI:** Data exclude tertiary students graduating abroad. **AL:** Data exclude ISCED 6

Headteachers, ISCED 3

BE: Includes ISCED 2. The German speaking community is not included. **IE, NL:** Includes ISCED 2. **FI:** ISCED 3 includes ISCED 4 and 5 vocational and technical programmes. **NO:** Public institutions only

Teachers, ISCED 1

BE: Data exclude the German Community and all independent private institutions. **DK, IS:** ISCED 2 is included in ISCED 1 **LU, NO:** Public institutions only. **NL:** ISCED 1 includes ISCED 0. **TR:** Includes full-time teachers only

Teachers, ISCED 2-3

BE: Data exclude the German Community and all independent private institutions. Teachers in social advancement education in the French Community are not included. ISCED 4 included in ISCED 3 **IE:** ISCED 2 includes ISCED 3 and 4 **LU:** Public sector only. ISCED 2 includes ISCED 3. **LT:** ISCED 3 includes vocational programmes only, general programmes are included in ISCED 2. **NL:** ISCED 3 includes ISCED 2. **FI:** ISCED 3 includes ISCED 4 and 5 vocational and technical programmes. **UK, MK:** ISCED 3 includes ISCED 4. **IS:** ISCED 3 includes partly ISCED 4. **NO:** Public institutions only. ISCED 3 includes ISCED 4. **TR:** Includes full-time teachers only.

Languages

BE: Data for the German community are missing. Pupils in special education are excluded. **EE, FI:** The national language taught in schools where it is not the teaching language is counted as a foreign language. **IE:** Irish is not considered a foreign language. All pupils in primary and secondary education learn Irish. The data refers to full-time pupils only.

LU: Luxembourgish is excluded. All pupils in primary and secondary education in Luxembourg learn Luxembourgish.

HU, LT, BG, RO: Pupils with a disability in cognitive development are included in the total number of pupils.

PL, SK: Data refer to full-time pupils only.

SE: Data exclude adult education. ISCED 3 includes only graduated students.

FI: Upper secondary education includes adult education.

UK: Data refer to ISCED 2 and England only. Figures are underestimated as they are based on the number of pupils taking exams and thus exclude pupils who take language courses but do not take the final exams.

Finance

DK, EL, LV, PT, IS, BG, RO: Payments from other private entities (i.e. firms, non-profit organisations etc.) are not available; **EL, LU, PT:** Imputed retirement expenditure is not available; **FR:** Without French Oversea Departments; **CY:** Including financial aid to students studying abroad; **LT:** Public expenditure in public and private educational institutions;

LU: Expenditure at tertiary level of education is not available; **PL:** Private expenditure at tertiary level of education; **PL, SK, NO:** Including child care expenditure at pre-primary level of education; **PT, AL, MK:** Expenditure at local level of government is not available; **IS, TR:** Expenditure at pre-primary level of education is not available; **HR:** Payments from households to educational institutions are not available; **TR:** Direct expenditure at regional and local levels of government is not available.

Finance, (ISCED 1)

EL: Expenditure at pre-primary level of education is reported under primary level of education; **LT, IS:** Expenditure of primary level of education is reported under secondary level of education; **SI:** Expenditure of primary level of education is included under expenditure at lower secondary level of education.

Finance, (ISCED 2-4)

LT, IS: Expenditure of primary level of education is reported under secondary level of education; **SI:** Expenditure of primary level of education is included under expenditure at lower secondary level of education.

GDP

UK: Adjustment of GDP to the financial year that is running from 1st of April to 31st of March.

Further information:

Databases

[EUROSTAT Website/Population and social conditions/Education and training/Education](#)

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