

17 million tertiary students in the European Union

Enrolments 2002/03- graduates 2003 in tertiary education

Statistics

in focus

POPULATION AND SOCIAL
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Education and training

Author

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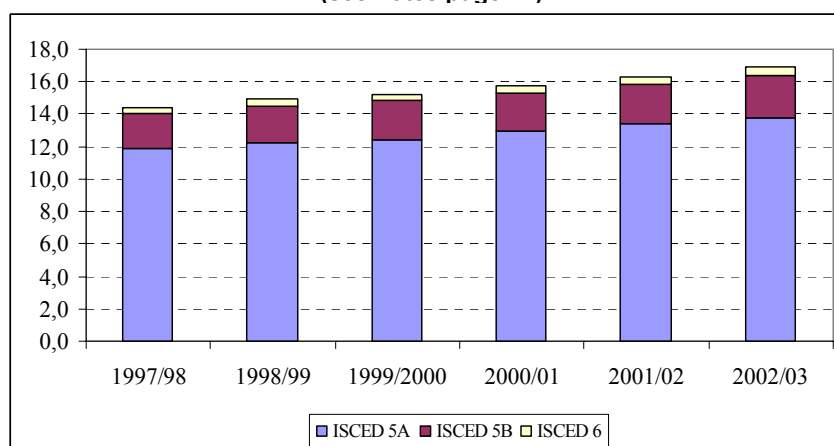


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The number of tertiary students in the EU25 was close to 17 million in 2002/03. This is an increase of 2.5 million students, 17%, in five years, since 1997/98. The number of ISCED 6 enrolments – students in the second stage of tertiary education, leading to an advanced research qualification – has increased by 30%, from around 400 000 to 500 000. German students at this level are not included in these figures, however, as data on ISCED 6 enrolments are missing. From graduate numbers, enrolments in ISCED 6 in Germany can be estimated to be at least 75 000 in 2002/03.

Figure 1. Students in tertiary education (in millions) 1997/98 - 2002/03, EU25
(see notes page 11)



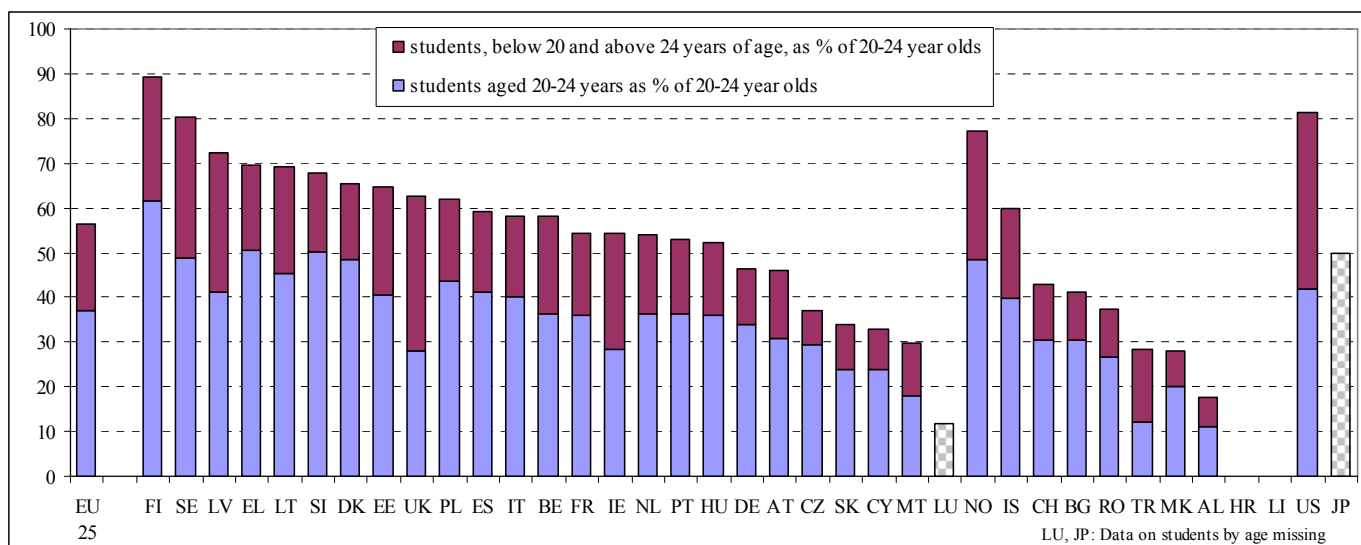
Source: Eurostat, Education Statistics

The number of students in tertiary education relative to the population of a country is shown in Figure 2, the participation rate in tertiary education of 20-24 year-olds as well as the total number of enrolments in tertiary education, independent of age, as a percentage of 20-24 year-olds.

Finland has the highest proportion of tertiary students relative to population among EU countries. Only Finland and Sweden have enrolment rates in higher education above or at the same level as the United States. The enrolment rate is particularly low in Slovakia, the Czech Republic and Malta. The low rates in Cyprus and Luxembourg can be explained by the fact that most tertiary students from those countries study abroad: 57% of Cypriot students and 68% of students from Luxembourg. Cyprus and Austria have the highest percentages of foreign students within their countries, at 29% and 14% respectively. Incoming foreign students are normally not included in population statistics but they are included in enrolment statistics, the reverse being true for outgoing students.

The number of students enrolled depends on the entrance rates to higher education but also on the duration of the higher education studies. The duration depends both on the theoretical duration of programmes, which differs between countries, and the actual duration of studies, to graduation or 'drop-out'.

Figure 2. Students in tertiary education 2002/03 as a percentage of 20-24 year-olds in the population
(see notes page 11)



Source: Eurostat, Education Statistics

Entrance rates vary by a factor of two across the EU member states

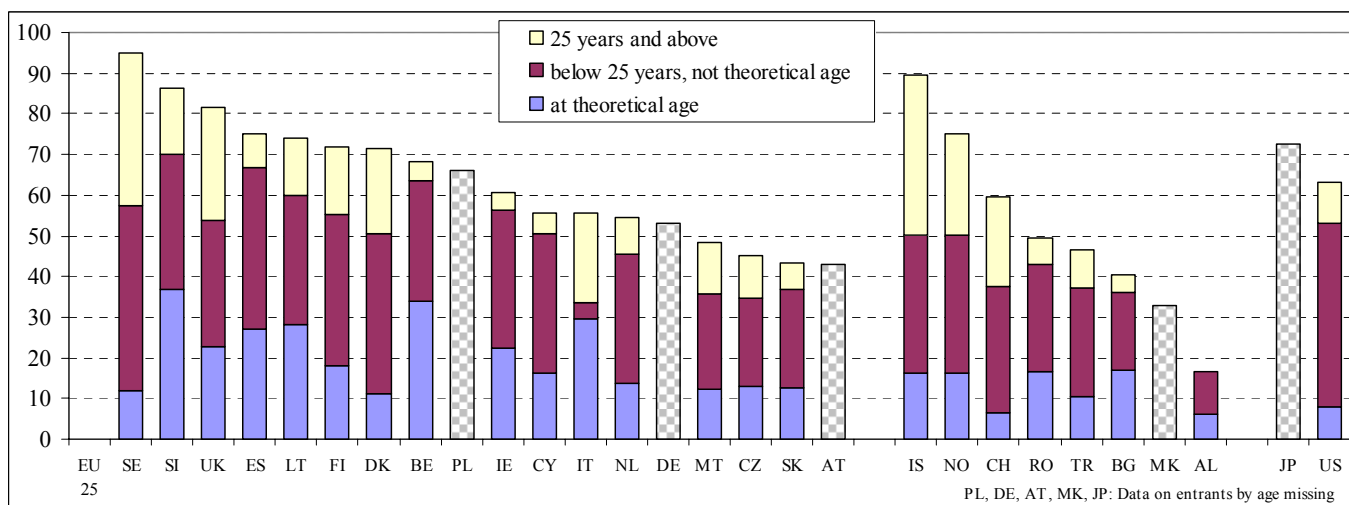
There are no statistics on drop-outs or duration. These data will, however, be collected during 2005. The entrance rates to tertiary education for the academic year 2002/03 are shown in Figure 3.

Many countries have data on new entrants who have never before entered ISCED 5A or 5B. Among the countries where data are available, the entrance rate is twice as high in some countries as in others. The entrance rate is calculated as the total number of new entrants relative to the population in the theoretical age group for transition to tertiary education, 18 or 19 in

most cases. The entrance rate calculated in this way is around 90% in Sweden and Iceland and just above 40% in Austria, Slovakia and Bulgaria. Countries with high entrance rates also have many enrolments relative to population (Figure 1). Finland, with the highest number of enrolments relative to 20-24 year-olds in the population, does not, however, have the highest entrance rate, which indicates that the duration of tertiary studies is longer in Finland than in, for example, Sweden, Slovenia and the United Kingdom (see also Figure 10).

Figure 3. Entrance rates to tertiary education in 2002/03

- new entrants as a percentage of population in the theoretical age for entering tertiary education (see notes page 11)



Source: Eurostat, Education Statistics

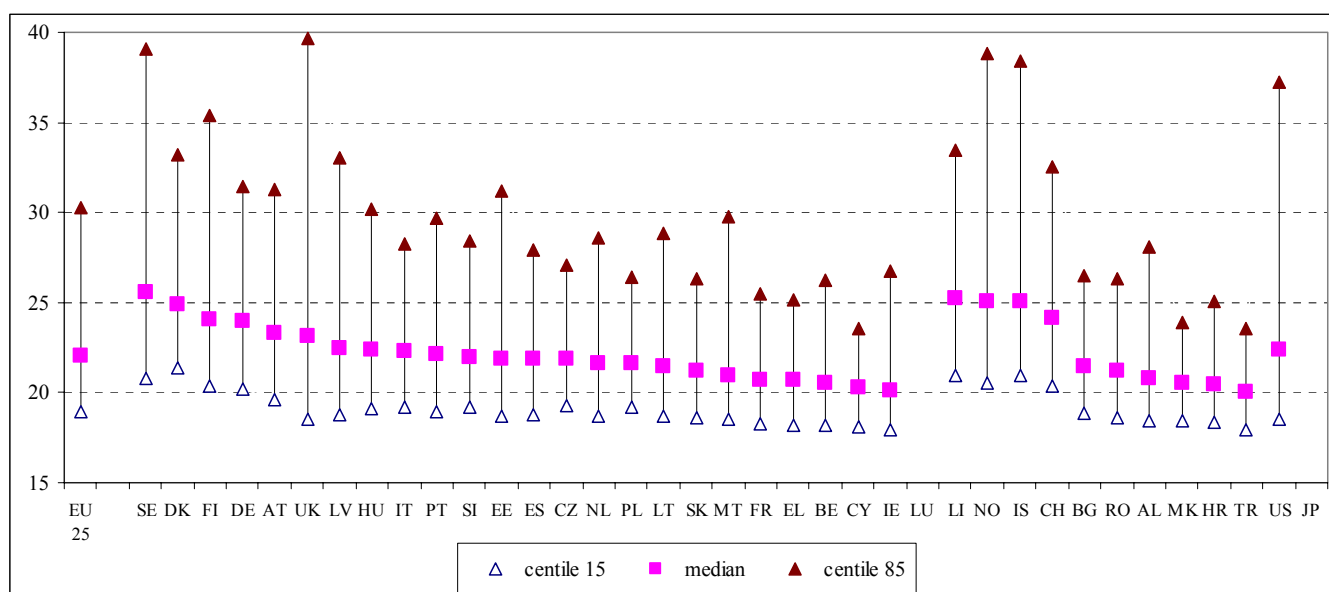
Wide age span among tertiary students in the UK and Sweden – similar ages in many other countries

Figures 2 and 3 show that there are high numbers of enrolments and entrants among older age groups in, for example, Sweden, the United Kingdom and Iceland. The age spans of enrolled students are shown in Figure 4.

The median age¹ of tertiary students (full-time and part-time) varies between 20 to 25 in all countries. The age span of students, however, is very different between

countries. In Poland, Slovakia, France, Greece, Cyprus, all candidate countries and the Former Yugoslav Republic of Macedonia, student ages are fairly similar. 70% of the students (centile 15 to centile 85) are between 18 to 25 or 19 to 26 years old. In the United Kingdom, student ages vary the most: from 19 to 40 (centile 15 to centile 85). In Sweden (21 to 39) and the United States (19 to 37) too there are many older students in higher education.

Figure 4. Students' ages in 2002/03 (see notes page 11)



Source: Eurostat, Education Statistics

One third of students are enrolled in social sciences, business and law

Social sciences, business and law is where most students are enrolled in all countries except Denmark and Finland. In Denmark about the same proportion - a quarter - are enrolled in the field of health and welfare and in social sciences, business and law. In Finland, 27% of students are enrolled in engineering, manufacturing and construction and only 22% in social

sciences, business and law. Social sciences, business and law is particularly strong in Latvia, where 53% of students are enrolled in this field, and in Cyprus, Poland, Slovenia and Romania, where the figure is around 45%. Science, mathematics and computing are strongest in Ireland (17% of students), Greece (16.0%) and the United Kingdom (15.5%).

1

The median age is the age at which 50% of the students are younger, 50% older. The centile 15 age is the age at which 15% of the students are younger, 85% older and the centile 85 age the age at which 85% of the students are younger, 15% older.

Table 1. Percentage of tertiary enrolments per field

| 2002/03 | Education | Humanities and arts | Social sciences business and law | Science, mathematics and computing | Engineering, manufacturing and construction | Agriculture and veterinary | Health and welfare | Services |
|-------------|----------------|---------------------|----------------------------------|------------------------------------|---|----------------------------|--------------------|----------------|
| EU25 | 9.7 (s) | 13.1 (s) | 34.0 (s) | 11.0 (s) | 14.9 (s) | 2.0 (s) | 12.2 (s) | 3.2 (s) |
| BE | 14.1 | 11.1 | 32.0 | 9.0 | 11.5 | 2.4 | 18.5 | 1.5 |
| CZ | 12.2 | 9.0 | 26.9 | 10.3 | 20.5 | 4.0 | 13.0 | 4.0 |
| DK | 10.6 | 17.2 | 23.8 | 8.9 | 10.8 | 1.6 | 24.9 | 2.2 |
| DE | 7.3 | 16.5 | 27.6 | 14.6 | 15.3 | 1.4 | 14.9 | 2.4 |
| EE | 9.9 | 11.5 | 37.8 | 10.1 | 11.6 | 2.5 | 9.7 | 7.0 |
| EL | 6.9 | 13.6 | 32.0 | 16.0 | 3.8 | 5.8 | 6.9 | 5.0 |
| ES | 8.2 | 10.6 | 33.6 | 13.5 | 17.6 | 2.6 | 9.2 | 4.8 |
| FR | : | : | : | : | : | : | : | : |
| IE | 6.0 | 21.5 | 24.1 | 17.1 | 13.5 | 1.5 | 12.0 | 4.2 |
| IT | 5.8 | 15.5 | 38.4 | 7.7 | 16.4 | 2.3 | 11.7 | 2.2 |
| CY | 11.7 | 9.8 | 44.0 | 13.0 | 3.5 | 0.1 | 4.1 | 13.8 |
| LV | 14.7 | 6.9 | 52.6 | 7.0 | 9.9 | 1.8 | 3.5 | 3.7 |
| LT | 14.6 | 7.0 | 37.5 | 5.8 | 19.7 | 2.6 | 9.2 | 3.6 |
| LU | : | : | : | : | : | : | : | : |
| HU | 13.5 | 7.5 | 40.3 | 6.8 | 14.2 | 3.3 | 7.3 | 7.1 |
| MT | 20.3 | 11.1 | 37.0 | 5.2 | 7.5 | 0.3 | 17.7 | 0.8 |
| NL | 14.4 | 7.9 | 41.6 | 6.1 | 10.2 | 1.6 | 15.9 | 2.3 |
| AT | 14.6 | 11.9 | 36.0 | 11.7 | 13.6 | 1.4 | 9.3 | 1.6 |
| PL | 13.4 | 9.1 | 44.8 | 6.9 | 14.6 | 2.2 | 3.0 | 6.0 |
| PT | 11.8 | 8.6 | 31.6 | 7.9 | 21.1 | 2.3 | 11.4 | 5.3 |
| SI | 10.2 | 6.6 | 44.2 | 4.8 | 17.2 | 2.8 | 6.7 | 7.4 |
| SK | 15.9 | 5.7 | 27.8 | 8.7 | 17.9 | 4.2 | 12.4 | 7.4 |
| FI | 5.4 | 14.8 | 22.2 | 11.6 | 26.6 | 2.4 | 12.6 | 4.3 |
| SE | 15.0 | 13.4 | 26.1 | 10.1 | 17.3 | 0.8 | 15.6 | 1.6 |
| UK | 8.6 | 18.0 | 28.9 | 15.5 | 8.9 | 1.0 | 19.2 | : |
| BG | 9.2 | 8.9 | 40.9 | 5.1 | 22.1 | 2.2 | 5.7 | 5.9 |
| HR | 4.9 | 10.3 | 34.9 | 7.1 | 17.0 | 3.6 | 7.6 | 14.6 |
| RO | 3.5 | 11.6 | 44.7 | 5.5 | 22.2 | 3.1 | 6.3 | 3.1 |
| TR | 18.3 | 7.6 | 26.2 | 10.7 | 20.6 | 4.4 | 8.0 | 4.2 |
| IS | 19.6 | 14.3 | 35.0 | 10.7 | 6.5 | 0.5 | 11.7 | 1.7 |
| LI | - | 10.2 | 54.5 | 10.0 | 25.2 | - | - | - |
| NO | 15.9 | 10.5 | 32.6 | 11.9 | 6.6 | 1.1 | 18.4 | 2.9 |
| CH | 9.6 | 12.8 | 38.6 | 11.6 | 13.7 | 1.4 | 9.3 | 3.0 |
| AL | : | : | : | : | : | : | : | : |
| MK | 13.2 | 11.2 | 27.5 | 7.6 | 19.8 | 4.7 | 9.6 | 6.3 |
| US | : | : | : | : | : | : | : | : |
| JP | 7.3 | 17.8 | 31.7 | 3.2 | 18.4 | 2.4 | 11.9 | 7.3 |

Source: Eurostat, Education Statistics

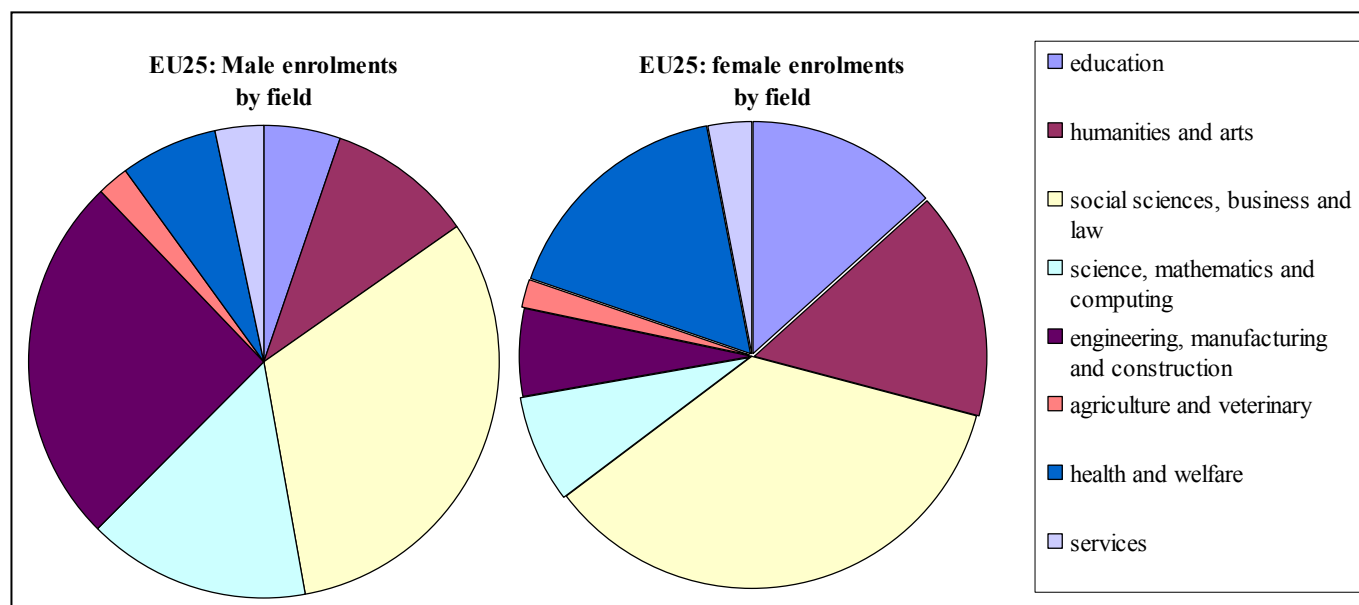
NB: Enrolments in field unknown are not included in the denominator.

More females in tertiary education

There are more female than male students in all EU member states except Germany, where the number of males is slightly higher (50.5% males). In Switzerland, Turkey and Japan, too, there are more male students. The proportion of females is 54.6% in the EU25. The

percentage of females is increasing steadily year by year. The ratio was just below 53% in 1997/98. The predominance of females is particularly pronounced in Iceland, Albania and the Baltic countries, where females exceed 60% of the student population.

Figure 5. Enrolments by field and sex in 2002/03 (see notes page 11)



Source: Eurostat, Education Statistics

Females and males are enrolled in different fields. In agriculture and veterinary medicine and in the field of services, the sex distribution is fairly even (49% and 53% females respectively). In education, three quarters of students are female, in humanities and arts, two thirds. In science, mathematics and computing, two thirds are male, in engineering, manufacturing and construction, three quarters. The pattern is more or less the same in all countries. However, more than 50% of students in science, mathematics and computing are female in Bulgaria and Romania and close to 50% in

Ireland and Portugal.

Enrolment patterns by field have been more or less stable since 1997/98. The increasing numbers of females have enrolled in practically the same fields as females did in previous years. The percentage of females in science, mathematics and computing, however, has increased somewhat more than the increase of females in tertiary education overall, while there has been a slight decrease in the percentage of females in engineering, manufacturing and construction.

The number of graduates compared to 20-29 year olds in population varies by a factor of three in EU25

The number of graduates relative to population in the calendar year 2003 is shown in Figure 6, both as the total number of graduates and as the number of first-time graduates.

The degree structure differs between countries. In some countries, there is mainly one ISCED 5A degree of long duration, while in other countries, there are 1st and 2nd and even 3rd degrees, which students are awarded subsequently. The structure of higher education in Europe is now changing. One of the principles of the "Bologna process" is the implementation of a system based essentially on two main cycles, a Bachelor's degree followed by a Master's degree. Decisions on this structure have been taken in almost all European countries, but implementing periods vary appreciably. Graduate statistics will therefore continue to be based on different degree structures in countries for several years.

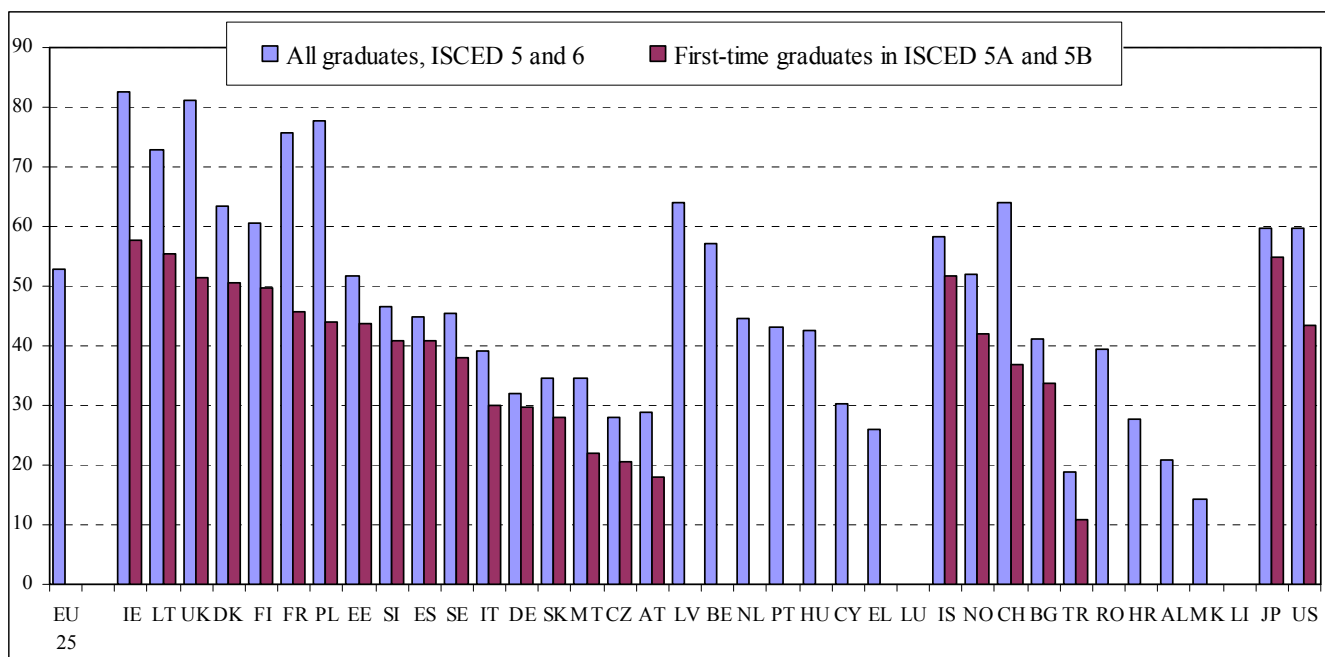
Figure 6 shows that multiple graduations are most common in Poland, Ireland, the United Kingdom and France but practically non-existent in Germany, Spain and Japan. Some countries are unable, however, to submit data on first-time graduates.

The graduation rate for 2003 (calculated as the total number of first-time graduates in ISCED 5A and 5B, divided by the population aged 20 to 29, and expressed per thousand)² is highest in Ireland, the United Kingdom, Lithuania, Denmark, Iceland and Japan, at over 50‰. In Malta, Austria and the Czech Republic this proportion is just about 20‰, and in Turkey only 10‰. When all tertiary graduates in 2003 are taken into account, including those awarded 2nd or 3rd degrees, Ireland, the United Kingdom and Poland have the highest proportions, at around 80 graduates per 1000 of the population aged 20-29.

²

Calculated like this, the indicator shows the estimated graduate rate of one youth age cohort, the average of the cohorts 20 to 29 years.

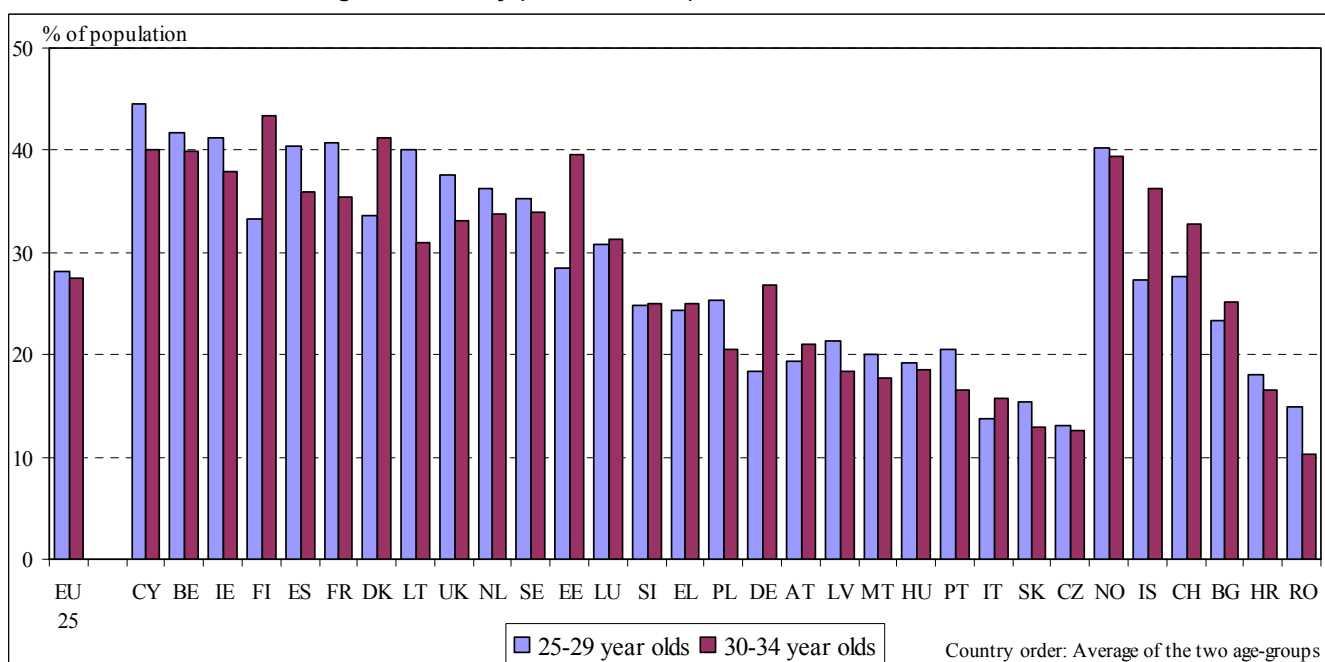
Figure 6. Graduates per 1000 population aged 20-29 in 2003 (see notes page 11)



Source: Eurostat, Education Statistics

The graduation rates can be compared with the tertiary education attainment rates in the younger age groups of the population. Figure 7 shows the percentages of 25-29 and 30-34 year-olds in the population who have attained the tertiary level.

Figure 7. Tertiary (ISCED 5 and 6) education attainment in 2004



Source: Eurostat, Education Statistics

Comparing Figures 6 and 7 shows some correspondence between the order of countries, even if education attainment in 2004 depends mainly on the graduate rates during years prior to 2003 and to some extent also on migration patterns. Countries with a graduation rate (of first-time graduates) below 30% in 2003 all have tertiary attainment levels of just around or below 20%. The two countries with the highest

proportions of tertiary educated young people, Cyprus and Belgium, do not, however, have the highest graduation rates. In the case of Cyprus, many students study and graduate abroad. The number of first-time graduates is not available for Belgium. Ireland, Finland, France and Denmark have all high proportions of first-time graduates and high tertiary attainment levels in the age-group 25 to 34 years.

More than 30% increase in tertiary graduates in five years

The total number of graduates (all graduates, 1st, 2nd and further degrees) in the EU25 was 3.3 million in 2003 compared to about 2.5 million in 1998, i.e. the number of graduates has increased by more than 30% since 1998. Over the same period of time, the number of young people in the population has decreased (by 4% in the 20 to 29 age group).

The number of graduates has increased in all countries compared to the population aged 20 to 29, except Norway and Finland. The increase in the number of graduates is particularly large in the new member states. In all new member states except Cyprus, the

number of graduates has increased by more than 50% while the number of 20-29 year-olds has decreased or increased less, by at most 9% (in Poland and Slovakia).

The increase in the number of graduates is to some extent due to the fact that multiple graduations have become more common. The number of PhD/Doctorate degrees (ISCED 6) has increased by 16%. Reliable data on the number of first-time graduates in ISCED 5A and 5B are not available for 1998, but data on graduates taking their first degree in the degree structure of a country indicate that the increase in first-time graduates in ISCED 5 may be around 20% to 24%.

Females are more predominant among graduates than among students

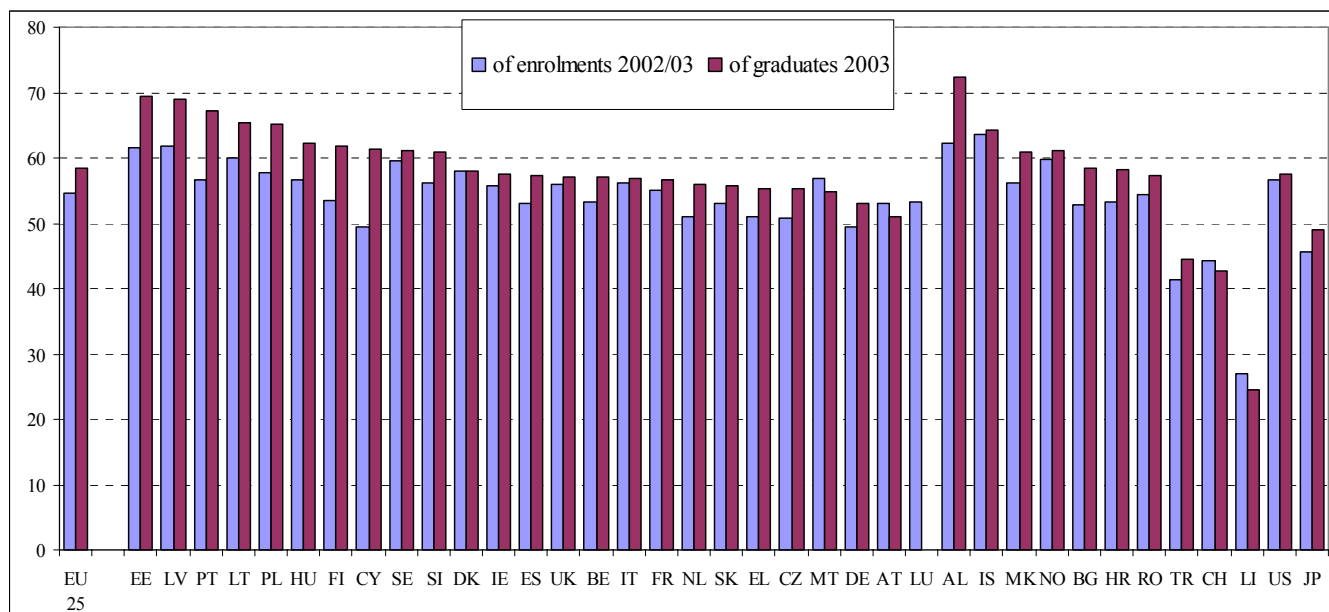
Data on enrolments and graduates indicate that more females graduate than males. The percentage of female students in 2002/03 was 54.6%, whereas the percentage of female graduates in 2003 was 58.3%. In population aged 20-29 females are 49.3%. The proportion of females among students has increased year by year, as has the proportion among graduates. The proportion of female graduates was 54.8% in 1998.

The higher graduation rate among females may depend

on differences between the sexes in the duration of programmes and in the fields that are studied, or the drop-out rate may be somewhat lower among females.

Figure 8 shows that the percentage of females was higher among graduates than among students in 2003 in all countries except Malta, Austria, Switzerland and Liechtenstein. In the Baltic countries, Portugal, Cyprus and Albania, the higher proportion of females among graduates is particularly marked.

Figure 8. Percentage of females among students and graduates, ISCED 5-6 (see notes page 11)

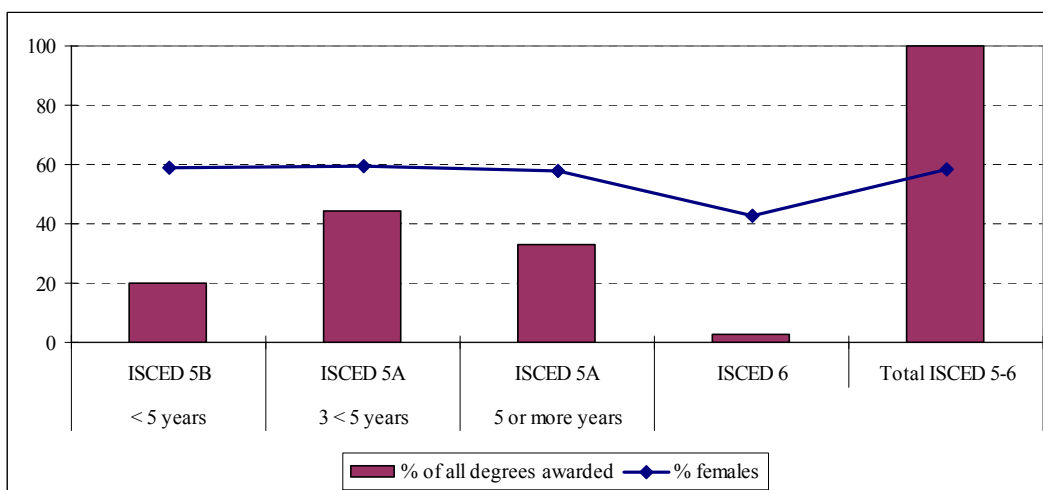


Source: Eurostat, Education Statistics

Available data indicate that females to a certain extent tend to graduate from programmes of shorter duration than men. Figure 9 shows the percentage of female graduates in ISCED 5A and 5B degrees, by cumulative duration, and ISCED 6 degrees. Overall, the proportion

of females is 59.2% in degrees of shorter cumulative duration than 5 years while the percentage is 57.8% in degrees of a cumulative duration of 5 years or longer. Among ISCED 6 graduates, the advanced research degree, the proportion of females is only 42.8%.

Figure 9. Proportion of different types of degrees awarded in 2003 and percentage of female graduates, EU25 (see notes page 11)



Source: Eurostat, Education Statistics

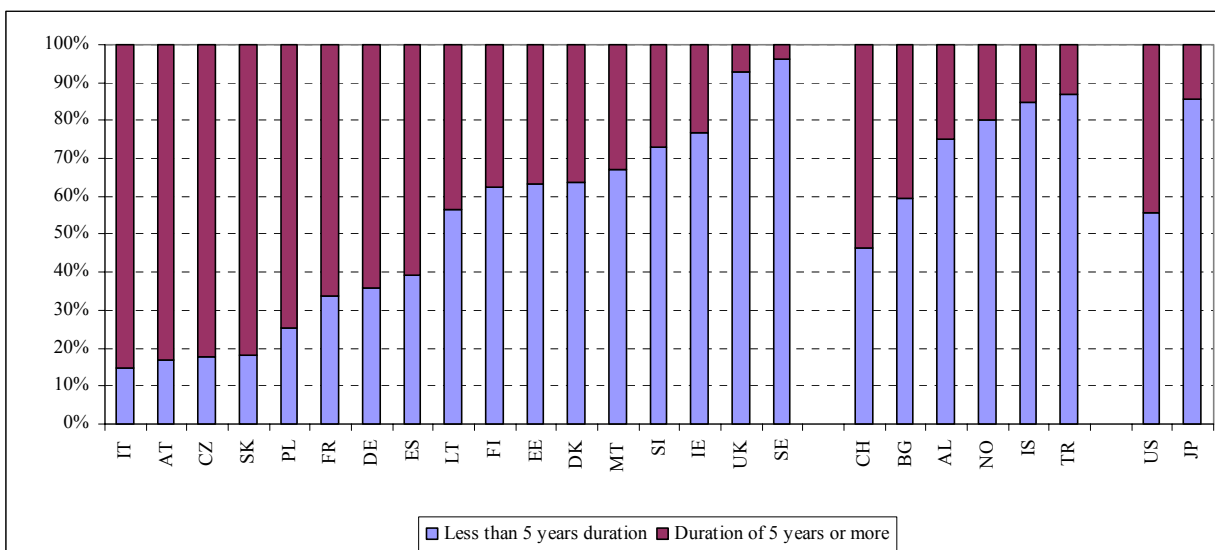
Shorter duration of tertiary university education in the UK and Sweden than in Italy and Austria

Figure 10 shows the proportions of ISCED 5A degree graduates in 2003 with a final cumulative duration of less than 5 years and of 5 years and longer. The final cumulative duration of first-time graduates is estimated according to the theoretical duration of the 1st degrees and subsequent 2nd and further degrees awarded in 2003. Data are not available for all countries, as not all countries with degree structures where multiple

graduations are common have been able to report data on the theoretical final cumulative durations.

The duration of ISCED 5A programmes varies between countries. In Italy, Austria, the Czech Republic and Slovakia, more than 80% of ISCED 5A graduates have completed programmes of a total duration of 5 years or more. This percentage is lowest in Sweden (4%) and the United Kingdom (7%).

Figure 10. Cumulative duration of ISCED 5A degrees awarded in 2003, percentage of duration < 5 years and of 5 years or longer (see notes page 11)



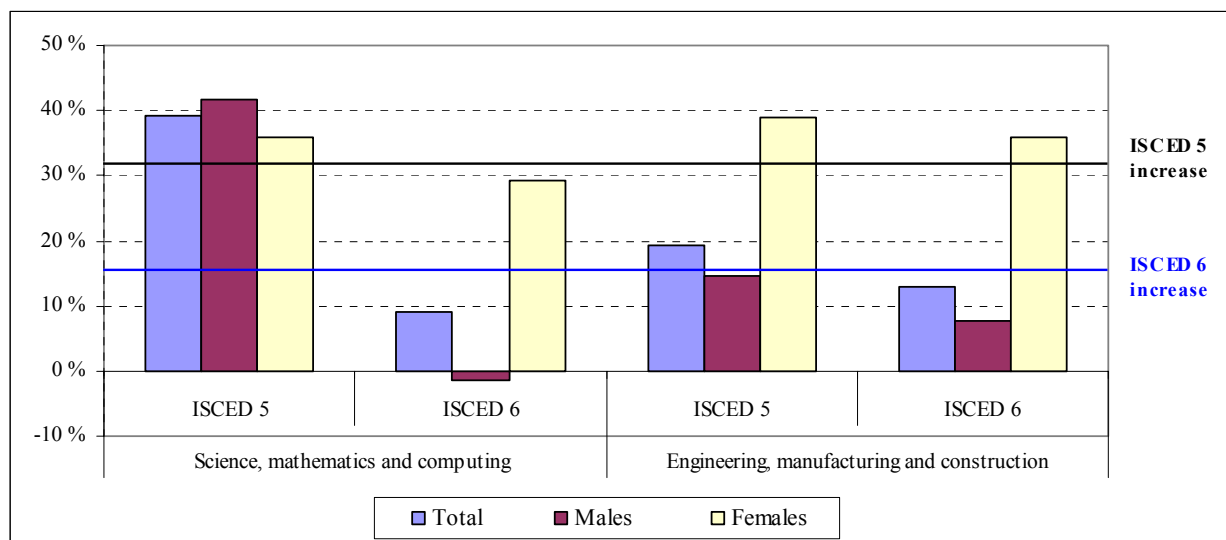
Source: Eurostat, Education Statistics

More science and technology graduates

Increasing enrolment in scientific and technical studies is essential for the EU to become the most dynamic and competitive knowledge-based economy in the world.

Therefore, there is a special interest in the time series on tertiary graduates in science and technology.

Figure 11. Science and technology graduates in EU25. Change (%) 1998 to 2003 (see notes page 11)



Source: Eurostat. Education Statistics

Figure 11 shows the changes in percent between 1998 and 2003 in the number of graduates in ISCED 5 and ISCED 6 in the field of science, mathematics and computing and in the field of engineering, manufacturing and construction. All graduates are included, 1st, 2nd and further degrees.

The number of graduates in science, mathematics and computing has increased more than the total number of graduates in all fields, by 39.2% compared to 32.8% in ISCED 5. In ISCED 6, the figure has increased less, however, than the number of ISCED 6 graduates in all fields, by 9% compared to 16%. In ISCED 5, the

increase (in %) in female graduates is smaller than the increase in male graduates. In ISCED 6, the number of male graduates has even decreased, while the number of females has increased by 29%, from 7 800 to 10 100 graduates.

In engineering, manufacturing and construction, the increase in the number of graduates is smaller than the increase of all tertiary graduates, both in ISCED 5 and in ISCED 6. The number of females has, however, increased by more than 35% in both ISCED 5 and ISCED 6, which is close to the overall increase in the number of female graduates (40%).

The number of graduates in science, mathematics and computing more than doubled in some new member states

Table 2 shows the number of tertiary graduates in all fields and in the fields of science, mathematics and computing and engineering, manufacturing and construction in 2003, the change in percentage since 1998 and the proportion of female graduates in 1998 and 2003.

The number of graduates in science has more than doubled in the Czech Republic, Latvia, Lithuania, Malta, Poland and Slovakia. In engineering, only in Malta has the number doubled – from a very low number of graduates in Malta in both fields.

Only in Germany and Austria has the number of science graduates decreased. The number of young people in the population has also decreased (by 9% in both

countries among 20-29 year-olds), and thus, relative to population, the number of graduates in science and engineering together is about the same as in 1998 in both countries.

Science attracts females to a larger extent than engineering, even if the number of females has increased by 3.2 percentage points in engineering but decreased by 0.3 percentage points in science. In 6 countries, females are in the majority among science graduates: Italy, Poland, Portugal, Bulgaria, Romania and Albania. In no country are females in a majority among engineering graduates. The highest percentage of female engineering graduates in 2003 was in Estonia, at 40.8%.

**Table 2. Number of tertiary graduates in 2003
in the fields of science, mathematics and computing and engineering, manufacturing and construction;
change (%) since 1998 and percentage of female graduates in 1998 and 2003**

| | ISCED 5 - 6 graduates | | | | | | | | | | | |
|-------------|--------------------------|-----------------------|-----------------|-----------------|------------------------------------|-----------------------|-----------------|-----------------|---|-----------------------|-----------------|-----------------|
| | All fields of education | | | | Science, mathematics and computing | | | | Engineering, manufacturing and construction | | | |
| | Number of graduates 2003 | change (%) since 1998 | % females 1998 | % females 2003 | Number of graduates 2003 | change (%) since 1998 | % females 1998 | % females 2003 | Number of graduates 2003 | change (%) since 1998 | % females 1998 | % females 2003 |
| EU25 | 3,235,622 (s) | 32.3 (s) | 54.8 (s) | 58.3 (s) | 332,302 (s) | 36.3 (s) | 42.1 (s) | 41.8 (s) | 422,445 (s) | 19.2 (s) | 19.5 (s) | 22.7 (s) |
| BE | 74,367 | : | : | 57.0 | 6,750 | 34.6 | 30.1 | 31.7 | 7,601 | : | : | 19.3 |
| CZ | 47,178 | 54.2 | 50.5 | 55.2 | 3,467 | 126.2 | 28.6 | 38.7 | 7,244 | 21.1 | 21.5 | 24.7 |
| DK | 42,637 | 37.3 | 56.3 | 58.0 | 3,632 | 60.3 | 32.3 | 30.6 | 4,800 | 27.2 | 29.4 | 30.1 |
| DE | 304,773 | -5.5 | 48.1 | 53.0 | 28,562 | -10.5 | 30.2 | 34.9 | 51,718 | -13.6 | 13.9 | 17.2 |
| EE | 9,877 | : | : | 69.5 | 776 | : | : | 44.6 | 914 | : | : | 40.8 |
| EL | : | : | : | : | : | : | : | : | : | : | : | : |
| ES | 299,401 | 24.3 | 57.6 | 57.2 | 33,411 | 50.2 | 43.1 | 37.7 | 50,663 | 65.9 | 24.1 | 25.6 |
| FR | 584,849 | 17.6 | 55.5 | 56.6 | 75,894 | 13.8 | 46.9 | 41.0 | 95,481 | 15.9 | 18.5 | 21.7 |
| IE | 53,808 | 32.1 | 53.0 | 57.6 | 9,463 | 24.9 | 48.1 | 45.3 | 6,281 | 15.5 | 15.0 | 18.7 |
| IT | 290,340 | 61.4 | 56.3 | 56.9 | 21,526 | 37.4 | 56.3 | 52.2 | 45,300 | 62.9 | 26.8 | 27.9 |
| CY | 3,213 | 23.7 | 66.0 | 61.3 | 288 | 60.9 | 55.9 | 47.2 | 98 | -47.0 | 22.2 | 26.5 |
| LV | 20,763 | 98.8 | 63.9 | 69.0 | 1,307 | 197.0 | 58.4 | 46.8 | 1,484 | -6.1 | 25.8 | 29.9 |
| LT | 34,454 | 79.4 | 62.2 | 65.4 | 1,735 | 111.1 | 40.3 | 47.8 | 5,983 | 53.1 | 35.8 | 32.2 |
| LU | : | : | : | : | : | : | : | : | : | : | : | : |
| HU | 67,606 | 54.4 | 57.3 | 62.2 | 1,969 | -0.8 | 45.2 | 33.2 | 5,617 | -5.3 | 23.4 | 24.3 |
| MT | 2,048 | 53.1 | 53.7 | 54.7 | 84 | 200.0 | 32.1 | 35.7 | 98 | 157.9 | 2.6 | 18.4 |
| NL | 89,341 | 11.5 | 52.1 | 56.0 | 4,965 | 13.0 | 26.2 | 29.3 | 9,590 | 4.1 | 12.3 | 12.8 |
| AT | 29,176 | 10.4 | 45.8 | 50.9 | 2,028 | -17.8 | 31.2 | 33.8 | 6,246 | -1.7 | 11.9 | 16.9 |
| PL | 477,785 | 106.0 | 58.5 | 65.1 | 19,050 | 231.0 | 62.8 | 51.0 | 36,110 | 64.9 | 23.8 | 23.8 |
| PT | 68,511 | 47.4 | 63.8 | 67.2 | 4,086 | 62.5 | 55.0 | 58.2 | 8,926 | 53.2 | 31.6 | 33.9 |
| SI | 13,931 | 42.7 | 56.6 | 61.0 | 476 | 3.0 | 41.6 | 39.3 | 2,120 | 13.7 | 19.9 | 22.4 |
| SK | 31,852 | 82.6 | 56.7 | 55.8 | 2,809 | 132.1 | 27.4 | 41.2 | 4,870 | 96.8 | 29.2 | 30.5 |
| FI | 38,623 | -0.9 | 61.2 | 61.5 | 2,841 | 16.7 | 46.8 | 48.5 | 8,253 | 6.6 | 16.9 | 20.5 |
| SE | 49,345 | 41.7 | 58.5 | 61.2 | 4,748 | 56.9 | 35.4 | 46.4 | 10,319 | 71.5 | 21.9 | 28.6 |
| UK | 601,744 | 29.2 | 53.2 | 57.0 | 102,435 | 58.0 | 39.4 | 42.2 | 52,729 | -7.6 | 17.1 | 19.2 |
| BG | 47,277 | 12.8 | 66.0 | 58.5 | 2,132 | 45.8 | 60.7 | 55.9 | 7,432 | 41.3 | 41.3 | 38.2 |
| HR | 16,891 | : | : | 58.1 | 1,232 | : | : | 41.8 | 2,161 | : | : | 24.2 |
| RO | 136,580 | : | 53.2 | 57.3 | 7,632 | : | 62.8 | 64.2 | 24,912 | : | 24.1 | 31.8 |
| TR | 253,051 | : | : | 44.5 | 23,311 | : | : | 43.8 | 46,331 | : | : | 25.1 |
| IS | 2,516 | 70.6 | 56.9 | 64.3 | 271 | 34.8 | 30.3 | 41.0 | 139 | 71.6 | 17.3 | 25.9 |
| LI | 61 | : | : | 24.6 | 11 | : | : | 18.2 | 14 | : | : | 50.0 |
| NO | 30,127 | -22.6 | 61.1 | 61.1 | 2,841 | 80.2 | 30.6 | 28.6 | 2,540 | -19.7 | 25.5 | 25.4 |
| CH | 57,524 | : | : | 42.7 | 5,795 | : | : | 19.3 | 6,811 | : | : | 10.7 |
| AL | 5,202 | : | : | 72.4 | 101 | : | : | 75.2 | 218 | : | : | 29.8 |
| MK | 4,524 | 38.8 | 52.7 | 60.9 | 321 | 0.6 | 55.5 | 67.9 | 730 | -16.3 | 28.7 | 29.3 |
| US | 2,352,271 | 13.8 | 55.9 | 57.4 | 245,970 | 45.3 | 43.0 | 41.4 | 184,740 | 3.1 | 17.1 | 19.2 |
| JP | 1,040,354 | -6.0 | 50.4 | 49.0 | 30,272 | 21.0 | 23.5 | 25.6 | 199,405 | -5.0 | 10.9 | 12.7 |

Source: Eurostat, Education Statistics

➤ ESSENTIAL INFORMATION – METHODOLOGICAL NOTES

Data source on education enrolments and graduates is the joint annual UOE (UNESCO Institute of Statistics, OECD, Eurostat) data collection. Data source on education attainment is the EU Labour Force Survey (LFS).

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), **US:** United States of America, **JP:** Japan

ISCED-classification:

Data are classified according to the International Standard Classification of Education (ISCED), revised in 1997. For more information about ISCED see: [UNESCO Institute for Statistics](http://www.unesco.org/statistics)

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:

Figures 1, 2, 4, 5, 8, table 1 (Enrolments)

EU25 estimated (In figure 1, missing data for a country replaced by data for previous or closest year. In figures 1, 2, 4, 8 LU not included. In table 1 and figure 5, FR and LU not included, 2001/02 data included for EL)

BE: Data exclude independent private institutions

DE, SI, AL: Data exclude ISCED level 6

EL: Data on enrolments by field 2002/03 for EL refer to 2001/02

LU, CY, LI: Most tertiary students study abroad and are not included

MK: Data exclude ISCED 5A second degrees and ISCED 6

Figure 3 (Entrants)

BE: Entrants to independent private institutions, to social advancement education and to higher education in the German-speaking Community are missing

CY: Most tertiary students study abroad and are not included

Figures 6, 8, 9, 10, 11, Table 2 (Graduates)

EU25 estimated (previous year included for countries where data are missing. LU not included. EL not included in estimates of graduates by field)

BE: Data for the Flemish community exclude second qualifications in non-university tertiary education

CY, LU, LI: Data exclude tertiary students graduating abroad. The fields of study in the country are limited.

EL, FI: Data for 2003 refer to 2002

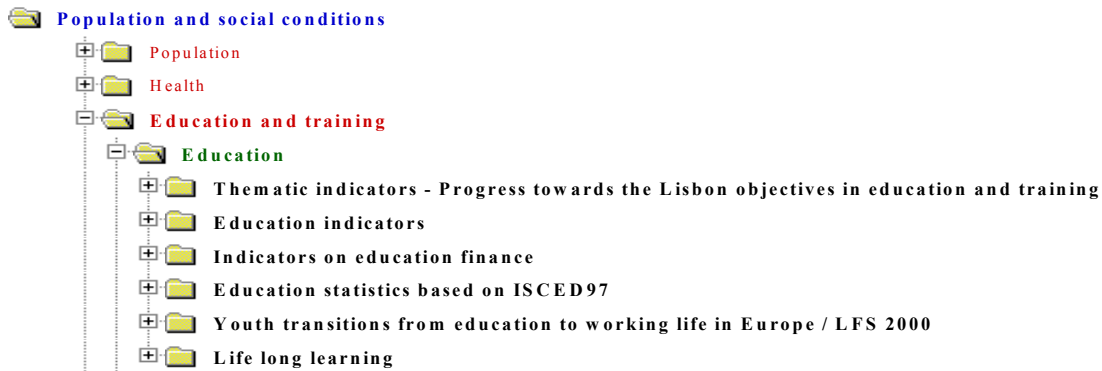
EL: Data on graduates by field missing

IT: In figure 10, data refer to 2002

AL: ISCED 6 graduates not included

Further information:

Databases: [EUROSTAT Website/Home page/Data](#)



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