

EDUCATION AT A GLANCE
OECD INDICATORS 2006

ANNEX 3: SOURCES, METHODS AND TECHNICAL NOTES
Chapter C: Access to education, participation and progression

TABLE OF CONTENTS

<u>INDICATOR C1: ENROLMENT IN EDUCATION FROM PRIMARY EDUCATION TO ADULT LIFE</u>	3
■ <i>Table C1.1. Education expectancy</i>	3
■ <i>Table C1.2. Enrolment rates, by age</i>	5
■ <i>Table C1.3. Distribution of students, by mode of study</i>	7
■ <i>Table C1.4. Transition characteristics from age 15 to 20</i>	7
<u>INDICATOR C2: ENTRY INTO AND EXPECTED YEARS IN TERTIARY EDUCATION AND PARTICIPATION IN</u>	
<u>SECONDARY EDUCATION</u>	7
■ <i>Table C2.1. Entry rates into tertiary education and age distribution of new entrants</i>	8
■ <i>Table C2.2. Upper secondary enrolment patterns, by programme orientation</i>	7
■ <i>Table C2.3. Expected years in tertiary education and changes in tertiary enrolment</i>	8
<u>INDICATOR C3: FOREIGN STUDENTS IN TERTIARY EDUCATION</u>	9
■ <i>Table C3.1</i>	10
■ <i>Table C3.2</i>	13
■ <i>Table C3.4</i>	15
■ <i>Table C3.5</i>	16
<u>INDICATOR C4: EDUCATION AND WORK STATUS OF THE YOUTH POPULATION</u>	17
<u>INDICATOR C5: THE SITUATION OF THE YOUTH POPULATION WITH LOW LEVELS OF EDUCATION</u>	19
<u>INDICATOR C6: PARTICIPATION IN CONTINUING EDUCATION AND TRAINING</u>	20

CHAPTER C: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

INDICATOR C1: Enrolment in education from primary education to adult life

■ 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. The assumption is made 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 have not been provided to the Secretariat 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 over- or under- estimated figure (for instance, net enrolment rates exceeding 100 per cent) where 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.

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

■ Table C1.1. Education expectancy

Methodology

School expectancy (in years) under current conditions excludes all education for children younger than five years. 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 persons aged 30 to 39, 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 39-year-olds.

■ 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.

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

Belgium: Data on the German-speaking Community are not integrated into the data for Belgium in the 2005 UOE data collection. Data on independent private institutions are not available.

Belgium (Fr): Data concerning entrepreneurship training courses is classified in ISCED 4C (professional).

Canada: Only 2002 data were available for UOE data collection 2005. The breakdown by age is not available from ISCED 0 to ISCED 3.

Finland: The division to full-time/part-time students is done only at ISCED levels 5A/6. At other ISCED levels all students are classified as full-time students. The division to full-time and part-time students is made based on the study credits which students have been 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 Research and Development Centre for Welfare and Health. In primary education and in lower secondary education, age is partially estimated.

Germany:

Regular vocational education in Germany (Duales System) is a 3B programme. But a part of the graduates from 3A programmes tends to transfer to 3B programmes at the age of 18 or 19 what leads to a longer education phase and those 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.

Hungary:

In Hungary, some of the vocational programmes are considered ISCED 4 programmes, whereas others are ISCED3 programmes. Again others are ISCED 5B programmes offered mainly by higher education institutions.

The distribution of students aged 26 to 29 and 31 to 40 by single year is estimated for tertiary-type A and advanced research programmes. The age distribution for tertiary-type B students has been estimated from the age distribution for tertiary-type A education.

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 (doing 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 have been *excluded*.

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

Luxembourg: An important part of students in *ISCED levels 2 and 3* are going to school in neighbour countries and are therefore not included in the UOE data collection so that the enrolment rates in these categories are under-estimated.

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

Spain: Break series in the 2003 school year due to the revision of the national population data. In the 2005 UOE data collection, Post-secondary non-tertiary programmes have disappeared and have been replaced by tertiary-type B programmes (specific vocational training – advanced level). This change explains the 96% index of primary, secondary and post-secondary non-tertiary education. In 1995 post-secondary non-tertiary education enrolment represented the 5,3% of total enrolment for ISCED levels 1-4. Also a minor effect of population data exists, the index is 98,3% when revised population data for 1995 are used.

Turkey: Data for under 5-year-olds and under (3-5 years) are included in pre-primary education.

United States: There is not a standard, federally determined age at which one can leave school in the U.S. Every state can choose the age, and in general it ranges from 15 to 17.

■ Table C1.2. Enrolment rates, by age

■ Notes on specific countries

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2005. Data on independent private institutions are not available.

Belgium, France and Italy: The enrolment rates for 3-to-4-year-olds exceed 100%. This is due to the fact that a large number of children below the age of 3 are enrolled in formal education and are included in Table C1.2 (between 15 and 25% of the total number of children enrolled under the age of 4).

Canada: The ending age of compulsory education is 16 except in the cases of New Brunswick (18 since 1999).

Germany: Full-time education is compulsory until age 16; from 16-to-18 years old part-time education is compulsory.

Korea: Children enrolled in the children's centres, which cover many children under the age of 5 and provide educational services besides care, are excluded due to the data source.

Ireland: In Ireland, the end-age of compulsory schooling was increased to 16 in 2002.

Italy: Participation and school expectancy increase in Italy is largely due to the fact that compulsory schooling was extended to the age of 15 in the 1999/2000 school year. Legislation on compulsory schooling has progressively changed since then and Italy 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 in 2003.

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries.

The Netherlands:

The lower enrolment rate for 3-and-4-year-olds in the Netherlands, as compared to 2002, has been caused by a change of reference date. In the Netherlands children can enrol in group 1 of pre-primary education from the moment that they are 4 years of age, on every day of the school year. From 2003 on, the reference date for the number of pupils changes from 31 December to 1 October of the school year, subsequently leading to a decrease in the number of 4-year-olds counted in pre-primary education.

Participation in education drops below 90% for students aged 17 and 18 since part-time enrolment is allowed. Indeed, compulsory education ends late in the Netherlands, but beyond age 16 the compulsion is partial.

New Zealand: Break series in 2004 due to change in methodology.

Poland: Full-time compulsory education normally continues until pupils are 16 years old (*i.e.* the age of the completion of the lower secondary level (gymnasium). Part-time compulsory education, however, in the school or out-of school forms, lasts until 18 years of age (based on the constitution of the Republic of Poland adopted in 1997).

Spain: Net enrolment rates exceed 100 in some cases. The reason lies partly in the nature of the population forecasts by the National Institute of Statistics, and partly in a possible over-reporting of enrolments by schools.

Break series in 2003 school year due to the revision of the national population data.

Switzerland: Entrance age and enrolments in early childhood education vary considerably among Swiss cantons. The entrance itself is often left at the choice of parents.

Turkey: From the school year 1997-1998 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.

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 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 the 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-to-4-year-olds are underestimated.

From this year, the United Kingdom has refined its methodology so that the data for this latest round is not strictly comparable with that supplied in previous years. In particular:

- The new treatment of younger children allocated to ISCED level 1 (the 4- 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

United States: There is not a standard, federally determined age at which one can leave school in the U.S. Every state can choose the age, and in general it ranges from 15 to 17.

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

■ **Table C1.3. Transition characteristics from age 15 to 20**

■ **Notes on specific countries**

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the 2005 UOE data collection.

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

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED 3, 4, 5 and 6 levels.

Spain: Break series in EAG 2005 due to the revision of the population data.

INDICATOR C2: Entry into and expected years in tertiary education and participation in secondary education

■ **Table C2.1. Entry rates into tertiary education and age distribution of new entrants**

Methodology

• **Calculation of net entry rates**

The net entry rates given in Table C2.1 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 5-year age bands.

- **Calculation of gross entry rates**

In the case where 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.

- **Calculation of age at the 25th, 50th and 75th percentiles**

The ages given for the 25th, 50th and 75th percentiles are linear approximations from data by single year of age. The i -th percentile is calculated as follows: let age k be the age at which less than i % of new entrants are younger than k years of age and equal or more than i per cent are younger than $k+1$. If $P(<k)$ is the percentage of new entrants aged less than k and $P(k)$ the percentage of new entrants aged k , then the age at the i -th percentile is $k + (i - P(<k)) / (P(k) - P(<k))$.

- **Notes on specific countries**

Austria: Most students who were enrolled on ISCED 5A in a previous year and started in the year of reference an ISCED 6 programme for the first time were not counted as new entrants, due to technical reasons.

Belgium: Data on the German speaking Community are not integrated in the data for Belgium in the UOE data collection 2005.

Germany: Entry rates into tertiary education for ISCED 5B is calculated as a gross ratio because information on the age structure of entrants is available only for the programme "Verwaltungsfachhochschulen" (Colleges of Public Administration). Information by age is available in 2004 for instance for 11 463 or 7.9 % of all 145 442 new entrants in ISCED 5B.

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

Spain: Break series in 2003 school year due to the revision of the national population data.

Table C2.2. Expected years in tertiary education and changes in tertiary enrolment

Methodology

- **Change in total tertiary enrolment**

The change in total tertiary enrolment is expressed as an index, the base year of which is 1995 (100). The number of tertiary students in 2004 is therefore expressed as a percentage of the number of tertiary students in 1995. The impact of demographic change on total enrolment is calculated by applying the enrolment rates measured in 1995 to the population data for 2004: population change was taken into account while enrolment rates by single year of age were kept constant at the 1995 level. The impact of changing enrolment rates is calculated by applying the enrolment rates measured in 2004 to the population data for 1995, i.e., the enrolment rates by single year of age for 2004 are multiplied by the population by single year of age for 1995 to obtain the total number of students that could be expected if the population had been constant since 1995.

■ Notes on specific countries

Austria: There was a decline of the number of students enrolled in tertiary education in Austria in 2001, which is the year where tuition fees were introduced. Other indicators of participation in tertiary education (entry rates, graduation rates, duration of study) do not show declining participation in tertiary education.

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the 2005 UOE data collection.

Belgium (Fl): Data for independent private institutions are not available. Since institutions of this type are not very numerous, data for all types of institutions are only slightly underestimated.

Belgium (Fr): Data concerning entrepreneurship training courses is classified in ISCED 4C (professional). Data for independent private institutions are not collected by the education department.

Germany: Excludes advanced research programmes.

Hungary: The age distribution for part-time students is estimated, and the age distribution of full-time students is estimated on 1999 data.

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

Spain: Break series in 2003 school year due to the revision of the national population data.

Turkey: Excludes open university.

United Kingdom: Many of the students enrolled in vocational programmes are not school based but are attending “further education” programmes.

Tables C2.3 and C2.4: Students in tertiary education or in primary and secondary education by type of institution or mode of study (2004)

Classification

Educational institutions are classified as either public or private according to whether a public agency or a private entity has the ultimate 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 status 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 the degree of a private institution's 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.

■ Notes on specific countries

Belgium (FI): Data for independent private institutions are not available. Since institutions of this type are not very numerous, data for all types of institutions are only slightly underestimated.

Turkey: Excludes open university faculties.

Table C2.5. Upper secondary enrolment patterns

■ Notes on specific countries

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2005. Data on independent private institutions are not available.

Sweden: The figures specified “by programme destination” do not add up to 100%: Adult education at ISCED level 3 can not be classified according to destination.

United Kingdom: In the United Kingdom, 60% or more of upper secondary students are enrolled in vocational programmes. This includes enrolments in ISCED3 provision at any age, not only at the typical age of full-time upper secondary education (14-to-18-years-olds).

INDICATOR C3: Student mobility and foreign students in tertiary education

General notes

Methodology

Previous versions of indicator C3 have 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 with the intention to study. The measurement of student mobility depends to a large extent on country-specific immigration legislations 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 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 C3.3) is obtained from the report of the countries of destination. Students studying in countries which did not report to the OECD or UNESCO Institute for Statistics are not included in this indicator.

Time series and trend analyses (Tables C3.1, C3.6 and C3.8) are based on numbers of foreign students (not international students) at different points in time since no time series on student mobility are available yet.

■ Notes on specific countries

■ Table C3.1

Definition

Australia: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

Austria: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

Belgium: International students are defined by residence. However, some students coming from outside the European Union reside in Belgium prior to starting their tertiary education in the country for visa purposes. The residence criterium is therefore an imperfect proxy of student mobility and the number of tertiary students who came to Belgium for the purpose of study is likely *underestimated*.

Foreign students, on the other hand, are defined by citizenship.

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

Foreign students, on the other hand, are defined by citizenship.

Czech Republic: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to the Czech Republic for the purpose of study.

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 degree as international students and subsequently enrol in a second programme (*e.g.* master programme) are not counted as international students. This *underestimates* the number of tertiary students who came to Denmark for the purpose of study.

Foreign students, on the other hand, are defined by citizenship.

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

Foreign students, on the other hand, are defined by citizenship.

France: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to France for the purpose of study.

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

Foreign students, on the other hand, are defined by citizenship.

Greece: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to Greece for the purpose of study.

Hungary: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

Iceland: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to Iceland for the purpose of study.

Ireland: Students at 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.

Foreign students, on the other hand, are defined by citizenship.

Italy: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to Italy for the purpose of study.

Japan: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

Korea: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to Korea for the purpose of study.

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

Foreign students, on the other hand, are defined by citizenship.

New Zealand: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to New Zealand for the purpose of study.

Norway: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

Poland: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to Poland for the purpose of study.

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

Slovak Republic: Foreign students are defined by citizenship hence include children of permanent residents in the country. In the absence of data on international students, data on foreign students is an imperfect proxy of student mobility. It *overestimates* the number of tertiary students who came to the Slovak Republic for the purpose of study.

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

Foreign students, on the other hand, are defined by citizenship.

Sweden: International students are defined by residence.

Foreign students, on the other hand, are defined by citizenship.

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

Foreign students, on the other hand, are defined by citizenship.

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

proxy of student mobility. It *overestimates* the number of tertiary students who came to Poland for the purpose of study.

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

Foreign students, on the other hand, are defined by citizenship.

United States: International students are defined by residence, *i.e.* foreign citizens excluding immigrants (permanent residents) and refugees.

Coverage

Australia: The numbers of international and foreign students reported comprises only the Higher Education sector, *i.e.* ISCED 5A/6 and the higher education component of tertiary type B level.

Austria: Data on international and foreign students do not include those enrolled at tertiary type B level.

Belgium: Data on international and foreign tertiary students do not include those enrolled in the German-speaking Community, neither those enrolled in independent private institutions of the French and Flemish Communities. In both cases, the corresponding foreign 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 social advancement education in the Flemish Community. Therefore the coverage of international and foreign students is different and the data cannot be compared.

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.

France: There is a break in 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 times series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2004.

Germany: Data on international students do not include those enrolled in tertiary-type B and advanced research programmes.

Data on foreign students do not include those enrolled in advanced research programmes.

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

Ireland: Data on international students include only full-time enrolments.

Netherlands: Data on international and foreign students do not include those enrolled at the Open University or in advanced research programmes.

New Zealand: Most Australian students are not counted as foreign students.

Poland: Data on foreign students do not include those enrolled in advanced research programmes and most of those enrolled in tertiary type B programmes.

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

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

Turkey: Data on tertiary foreign students do not include those enrolled in tertiary-type A second degrees and advanced research programmes.

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

■ Table C3.2

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 country of origin corresponds to this partial coverage.

Austria: Data on foreign students do not include those enrolled at tertiary type B level. 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 this partial coverage as well as the geographic composition of the resident immigrant population.

Belgium: Foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin gives more importance to countries of origin with an important resident population in Belgium.

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

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

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

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.

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.

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.

Greece: 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.

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.

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.

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.

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.

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.

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.

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

New Zealand: 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.

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.

Poland: Data on foreign students do not include those enrolled in advanced research programmes and most of those enrolled in tertiary type B programmes. 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 this partial coverage as well as the geographic composition of the resident immigrant population.

Spain: 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.

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

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.

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.

Chile: 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.

■ Table C3.4

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.

Austria: Data on international students by level and type of tertiary education are based on the number of registrations, not head counts. In addition, they do not include those enrolled at tertiary type B level. Therefore, their distribution by level and type of tertiary education reflects this partial coverage.

Belgium: Data on international tertiary students by level and type of tertiary education do not include students of social promotion education in the French Community, and students of the Open University and social advancement education in the Flemish Community. Therefore, their distribution by level and type of tertiary education reflects this partial coverage.

Czech Republic: Data on foreign students includes resident foreign students.

Finland: 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.

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.

France: 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.

Germany: 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.

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.

Hungary: Data on international students in tertiary type B programmes include only those enrolled in colleges and universities. Their distribution by level and type of tertiary education corresponds to this partial coverage.

Iceland: 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.

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.

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.

New Zealand: 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.

Poland: Data on foreign students do not include those enrolled in advanced research programmes and most of those enrolled in tertiary type B 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.

Slovak Republic: 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.

Spain: 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.

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.

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.

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.

■ Table C3.5

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 field of education corresponds to this partial coverage.

Austria: Data on international students are based on the number of registrations, not head counts. In addition, they do not include those enrolled at tertiary type B level. Therefore, their distribution by field of education reflects this partial coverage.

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

Canada: 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.

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

Finland: 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. 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.

Germany: 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.

Hungary: Data on international students in tertiary type B programmes include only those enrolled in colleges and universities. Therefore, their distribution by field of education reflects this partial coverage.

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.

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.

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.

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

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

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.

Spain: 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.

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.

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.

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

Table C3.7

Coverage

Belgium: Data on foreign graduates do not include graduates from the Open University in the Flemish Community.

■ **Table C3.8**

Coverage

France: There is a break in 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 times series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2004.

■ **Additional data**

Please see <http://dx.doi.org/10.1787/501101611002> for additional web tables under Indicator C3.

INDICATOR C4: Education and work status of the youth population

■ **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 (b for males and c for females) are available on the web.

■ **Tables C4.1a C4.1b (web), C4.2a, C4.2b (web), C4.2c (web), C4.3, C4.4a, C4.4b (web) and C4.4c (web)**

Methods and definitions

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

Data refer to the first quarter of each year comprising the following months: January, February, and March.

The work status refers to the International Labour Office 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-hour cut off on the main job. Full-time workers are those working usually 30 hours or more on their main job.

The school status is understood in terms of Education or/and 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 question does not exist in the national labour force survey, the "Main activity question" has been used to fill the schooling status.

Work study programs are combinations of work and study periods where both aspects are parts 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, Youth Training in the United Kingdom... Vocational education/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 programs are considered in education and in employment. Consequently by comparing with raw data, differences in results can be found for some countries.

The ISCED level refers to the ISCED mapping used to code the LFS (See Indicator A3). For those in education, this refers to the level of education of the program attended. For those not in education, this refers to the completed level of education. More explicitly this means that those in education are *attending* the given level of education but those who are not in education have *attained* this level. This difference has led to a change in the calculation of table C4.3 in 2004 as this indicator requires a total population variable by level of education. As this cannot be derived from the Transition questionnaire (summing those who have attained a certain level of education with those that are attending that same level could lead to an overestimation of the population variable); the population by level of education variable is now taken from the NEAC questionnaire (see indicators A1 and A8 for more information on the NEAC data collection).

Sources of transition data are the same as in Tables A1.1 except for the United States where the source is the October CPS. The reference period is generally the first quarter of the year except for Greece and Switzerland (second quarter), Australia (May), Switzerland and Japan (average of the year) and United Kingdom (spring).

■ Notes on specific countries

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

France: Because of the implementation of the continuing survey, these indicators are not comparable with those of 2002 nor are data available for 2003. The participation in training in 2004 is lower than in 2002 (overall for the 15-to-19-year-olds). This break is essentially due to 1°) a correction of the ages. In 2004, the ages correspond to the completed age at the end of the reference week period, while in 2002, it was the age reached in March 2002, and 2°) important changes on the "continuing studies" questions, that also have an effect on the delimitation of the concept of "employment-studies programs".

Finland: In previous editions of EAG data published for Finland in C4.3 have been misleading due 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 in the youngest age group 15 – 19 year

olds. As from 2003, the source for this data is now the EUROSTAT data collection. Data previous to 2003 are at present unavailable.

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 Labor Force Survey does not include a specific answer category for these programmes, and they are reported as ISC3a in the LFS questionnaire.

Sources

Canada: Students attending all schools includes primary, secondary, college, CEGEP, university and other schools.

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 New deal scheme, working for an employer in public or private sector, working for the voluntary sector, working for an environmental task force, other type of New deal scheme 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 & Enterprise Council, in Scotland on a scheme run by a Local Enterprise Company,
- Training course for a qualification in nursing, physiotherapy or a similar medical subject,
- Enrolled on a University “sandwich” course - work in industry included in course,
- Teacher training course,
- Post Graduate Certificate in Education,
- 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 program.

INDICATOR C5: Participation in continuing education and training

■ **General notes**

The indicator examines the participation of adults in lifelong learning, as well as their investment according to the form and the purpose of the learning undertaken.

For the European countries the data are compiled from the ad hoc module on Lifelong Learning of the 2003 EU Labour Force Survey.

■ Notes on specific countries

Canada: The 2003 Adult Education and Training Survey (AETS) is used for this indicator. It collected detailed information on job-related courses and programs. Programs are learning activities with the objective of getting a high school diploma or its equivalent, a registered apprenticeship certificate, a trade or vocational diploma or certificate, a college or CEGEP diploma or certificate, a university degree, diploma or certificate. Courses are the other training activities that involve structured learning, such as formal courses, workshops or seminars. As for training for personal-interest, the survey only measured incidence (whether the individual was a participant or not) without making a distinction of whether it was a course or a program. Consequently, data related to intensity of training include the number of hours only for job-related training.

In order to come as close as possible to the definitions retained in the European Union Lifelong Learning module used for data from European countries, Canada adopted the following:

Formal training: participation in programs (as defined above). As participation in training activities for personal interest cannot be identified separately by program and course, all such activities have been considered as non-formal (see below).

Non-formal training: participation in courses (as defined above). When data on training for personal interest are used (Tables C6.1a and C6.1b), as participation in programs and courses cannot be separated, participants in all training activities taken for personal interest were considered as participants in non-formal training. The rationale is that participation in programs for personal interest is likely to be lower than participation in courses, especially when considering that the survey collects data for individuals 25 years old and older.

In Tables 6.2 to 6.6, non-formal training has been defined solely with participants who took job-related courses (with their corresponding number of hours).

Informal training: the 2003 Adult Education and Training Survey asked a question on self-development that includes 5 categories, with a 4-week reference period. Two categories out of 5 were similar to the OECD standard categories. They related to the use or consultation of reference material and technology to find more information for the purpose of skill improvement. The other three categories available in the survey were referring to individuals' intervention into the learning process (seeking advice, observing someone performing a task, or by experimenting). For the purpose of this publication, these three categories are not included.

Employed respondents: For the indicators in this publication, the reference period to define the labour force status is the week prior to the interview. AETS also uses a variable based on the labour force status in the previous calendar year (in this case 2002).

United States: The source for this indicator was the 2003 Adult Education Survey of the National Household Education Survey, a program of the National Center for Education Statistics, U.S. Department of Education.