

EDUCATION AT A GLANCE
OECD INDICATORS 2005

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
■ <u>Table C1.1. Education expectancy</u>	3
■ <u>Table C1.2. Enrolment rates, by age</u>	5
■ <u>Table C1.3. Distribution of students, by mode of study</u>	7
■ <u>Table C1.4. Transition characteristics from age 15 to 20</u>	7
<u>INDICATOR C2: ENTRY INTO AND EXPECTED YEARS IN TERTIARY EDUCATION AND PARTICIPATION IN</u>	
<u>SECONDARY EDUCATION</u>	7
■ <u>Table C2.1. Upper secondary enrolment patterns, by programme orientation</u>	7
■ <u>Table C2.2. Entry rates into tertiary education and age distribution of new entrants</u>	8
■ <u>Table C2.3. Expected years in tertiary education and changes in tertiary enrolment</u>	8
<u>INDICATOR C3: FOREIGN STUDENTS IN TERTIARY EDUCATION</u>	9
■ <u>Table C3.1</u>	10
■ <u>Table C3.2</u>	13
■ <u>Table C3.4</u>	15
■ <u>Table C3.5</u>	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.

Austria: For upper secondary, post-secondary non-tertiary and tertiary-type B education the age group 25 to 29 years could not be broken down by single year of age. Age distribution for tertiary-type B education (ISCED 5B) is estimated. Enrolments of auxiliary nurses in training programmes were included for the first time, adding 1000 enrolments to upper secondary education (ISCED 3).

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 taken into account.

Finland: In EAG 2005 Finland reports for the second time students at ISCED 5A/6 divided to full-time/part-time students based on their study activities. Also for the second time full-time equivalent data (FTE) is reported at ISCED 5A/6. Previously all students were reported 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.

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, part 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.

Luxembourg: An important part of students in *ISCED 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 1 year in Luxembourg itself but 3 to 4 years more in neighbouring countries. Therefore, schooling expectancy is under estimated at that level.

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

Turkey: Data for under 5-year-olds are included in pre-primary education.

Thailand: Wide participation in adult education results in an over-estimation of the school expectancy indicator.

United States: In fact, 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. For example, in Vermont, the age was and still is 16.

■ Table C1.2. Enrolment rates, by age

■ Notes on specific countries

Belgium, France and Iceland: The enrolment rates for 3-to-4-year-olds exceed 100 per cent. 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).

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 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 changed in XX. We have now moved away from the concept of compulsory school attendance until a required age to the principle of the right and obligation until the age of 18.

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

The Netherlands:

The lower enrolment rate for 3 and 4 years old 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.

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 8 years and the ending of compulsory education was determined 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.

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

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

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

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

Paraguay: Data exclude participation in upper-secondary vocational programmes and tertiary type 5A/6 education therefore the enrolment rates of 15-to-19 and 20-to-29-year-olds are underestimated.

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

Zimbabwe: 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. Distribution of students, by mode of study**

- **Notes on specific countries**

Turkey: Excludes open university.

- **Table C1.4. Transition characteristics from age 15 to 20**

- **Notes on specific countries**

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.

The Netherlands: Higher rates than 100% can be found. For the Netherlands, this is probably caused by a different reference date at which the age is considered in the nominator and denominator when the rate is computed. Rates higher than 100 have been changed to 100.

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. Upper secondary enrolment patterns, by programme orientation**

- **Notes on specific countries**

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).

■ **Table C2.2. 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 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 $k + (i - P(<k)) / (P(k))$.

■ **Notes on specific countries**

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 C2.3. 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 2002 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 2002: 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 2002 to the population data for 1995, i.e., the enrolment rates by single year of age for 2002 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.

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.

INDICATOR C3: Foreign students in tertiary education

General notes

Methodology

Students are classified as foreign students if they are not citizens of the country for which the data are collected. Countries unable to provide data or estimates for non-nationals on the basis of their passports were requested to substitute data according to a related alternative criterion, e.g., the country of residence, the non-national mother tongue or non-national parentage (see notes on specific countries).

The number of students studying abroad is obtained from the report of the countries of destination. Students studying in countries which did not report to the OECD are not included in this indicator.

■ **Notes on specific countries**

■ **Table C3.1**

Definition

Australia: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Australia for the purpose of study is *overestimated*.

Austria: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Austria for the purpose of study is *overestimated*.

Belgium: Foreign students are defined by citizenship hence they include children of permanent residents in the country. The number of tertiary students who came to Belgium for the purpose of study is *overestimated*.

Czech Republic: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to the Czech Republic for the purpose of study is *overestimated*.

Denmark: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Denmark for the purpose of study is *overestimated*.

Finland: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Finland for the purpose of study is *overestimated*.

France: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to France for the purpose of study is *overestimated*.

Germany: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Germany for the purpose of study is *overestimated*.

Greece: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Greece for the purpose of study is *overestimated*.

Hungary: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Hungary for the purpose of study is *overestimated*.

Iceland: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Iceland for the purpose of study is *overestimated*.

Ireland: Foreign students are defined by foreign domiciliary address hence do not include children of permanent residents in the country. The number of foreign tertiary students is a good proxy of the number of individuals who came to Ireland for the purpose of study. It is however *underestimated* in comparison with most other reporting countries' definitions.

Italy: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Italy for the purpose of study is *overestimated*.

Japan: Foreign students are defined by nationality hence include children of permanent residents in the country. The number of tertiary students who came to Japan for the purpose of study is *overestimated*.

Korea: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Korea for the purpose of study is *overestimated*.

Netherlands: Foreign students are defined by nationality hence include children of permanent residents in the country. The number of tertiary students who came to the Netherlands for the purpose of study is *overestimated*.

New Zealand: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to New Zealand for the purpose of study is *overestimated* in this respect however Australian students are excluded from the count of foreign students.

Norway: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Norway for the purpose of study is *overestimated*.

Poland: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Poland for the purpose of study is *overestimated*.

Portugal: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Portugal for the purpose of study is *overestimated*.

Slovak Republic: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to the Slovak Republic for the purpose of study is *overestimated*.

Spain: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Spain for the purpose of study is *overestimated*.

Sweden: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Sweden for the purpose of study is *overestimated* in this respect however some Nordic students who are not registered in the National population register are excluded from the count of foreign students.

Switzerland: Foreign students are defined by citizenship hence include children of permanent residents in the country. The number of tertiary students who came to Switzerland for the purpose of study is *overestimated*.

Turkey: Foreign students are defined as foreigners entering Turkey for the sole purpose of study hence do not include children of permanent residents in the country. The number of foreign tertiary students is *underestimated* in comparison with most other reporting countries' definitions.

United Kingdom: Foreign students are defined by foreign home address hence do not include children of permanent residents in the country. The number of foreign tertiary students is a good proxy of the number of individuals who came to the United Kingdom for the purpose of study. It is however *underestimated* in comparison with most other reporting countries' definitions.

United States: Foreign students are defined by foreign citizenship excluding immigrants (permanent residents) and refugees. Foreign students hence do not include children of permanent residents in the country. The number of foreign tertiary students is a good proxy of the number of individuals who came to the United States for the purpose of study. It is however *underestimated* in comparison with most other reporting countries' definitions.

Coverage

Australia: The number of 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 foreign students is incomplete at tertiary type B level.

Belgium: Data do not include foreign tertiary students enrolled in the German-speaking Community nor those enrolled in independent private institutions of the French and Flemish Communities. In both cases, the corresponding foreign enrolments are thought to be marginal.

France: There is a break in time series between 2002 and 2003 for data on tertiary foreign students. Until 2002, data were partial with a coverage of about 81% of all foreign students. In 2003 the data coverage is exhaustive, hence the strong increase in foreign students' numbers over the previous year.

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

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

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

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

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

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

Portugal: Data on tertiary foreign students include only resident foreign students.

Sweden: Students who are not registered in the Swedish population register (mainly from other Nordic countries) are *not included*.

Switzerland: Some foreign students at non-university level tertiary education are *not included*. The total number of foreign students is *underestimated*.

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

Argentina: Data on tertiary foreign students do not include those enrolled in tertiary type A and advanced research programmes.

Brazil: Data on tertiary foreign students include only those enrolled via international agreement.

Jordan: Data on tertiary foreign students do not include those enrolled in tertiary type B programmes.

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

Thailand: Data on tertiary foreign students do not include those enrolled in tertiary type B programmes.

■ Table C3.2

Coverage

Australia: Foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Besides, data on tertiary foreign students include only those enrolled in the Higher Education sector, i.e. ISCED 5A/6 and the higher education component of tertiary type B level. Therefore, the distribution of foreign students by country of origin corresponds to this partial coverage and also reflects the geographic composition of the resident immigrant population.

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

The citizenship of some categories of foreign students is unknown: refugees, members of the Supreme Headquarters Allied Powers Europe and students of social promotion education in the French Community.

Czech Republic: Data on tertiary foreign students by citizenship are partial. Their distribution by country of origin corresponds to a coverage of 10,338 tertiary students out of 12,474 (i.e. 82.9%).

France: There is a break in time series between 2002 and 2003 for data on tertiary foreign students. Until 2002, data were partial with a coverage of about 81% of all foreign students. In 2003 the data coverage is exhaustive, hence an apparent strong increase in foreign students' numbers over the previous year.

Germany: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Their distribution by country of origin corresponds to this partial coverage.

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

Ireland: Data on tertiary foreign students include only full-time enrolments and the domiciliary origin of 534 out of 137,323 full time students (i.e. 0.4%) is unknown. Their distribution by country of origin corresponds to this partial coverage.

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

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

Portugal: Data on tertiary foreign students include only resident foreign students. Their distribution by country of origin corresponds to this partial coverage.

Sweden: The country of origin of 7,051 out of 32,469 foreign students (i.e. 21.7%) is unknown.

Turkey: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Besides data on tertiary foreign students by citizenship are partial, with a coverage of 12,729 tertiary students out of 15,719 (i.e. 81.0%). Their distribution by country of origin corresponds to this partial coverage.

Argentina: Data on tertiary foreign students do not include those enrolled in tertiary type A and advanced research programmes. Their distribution by country of origin corresponds to this partial coverage.

Brazil: Data on tertiary foreign students include only those enrolled via international agreement. Their distribution by country of origin corresponds to this partial coverage.

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

Russian Federation: Data on tertiary foreign students do not include foreign tertiary students enrolled in advanced research programmes. Their distribution by geographic origin corresponds to this partial coverage.

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

■ Table C3.4

Coverage

Australia: Data on tertiary foreign students include only those enrolled in the Higher Education sector, i.e. ISCED 5A/6 and the higher education component of tertiary type B level. Their distribution by level and type of tertiary education corresponds to this partial coverage.

Austria: Data on foreign tertiary students by level and type of tertiary education are based on the number of registrations, not head counts. The proportion of foreign tertiary students enrolled in tertiary type B programmes is *under-estimated* due to incomplete data.

Germany: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Their distribution by level of education corresponds to this partial coverage.

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

Ireland: Data on tertiary foreign students include only full-time enrolments. Their distribution by level of education corresponds to this partial coverage.

Netherlands: Data on tertiary foreign students do not include foreign tertiary students enrolled at the Open University or in advanced research programmes. Their distribution by level of education corresponds to this partial coverage.

Norway: Data on tertiary foreign students by level of education are partial. Their distribution by level of education correspond to a coverage of 8,247 foreign tertiary students out of 10,060 (i.e. 74.6%).

Poland: Data on tertiary foreign students do not include those enrolled in advanced research programmes and most of those enrolled in tertiary type B programmes. Their distribution by level of education corresponds to this partial coverage.

Portugal: Data on tertiary foreign students include only resident foreign students. Their distribution by level of education corresponds to this partial coverage.

Sweden: Data on tertiary foreign students by level of education are partial. Their distribution by level of education correspond to a coverage of 25,523 foreign tertiary students out of 32,469 (i.e. 78.6%).

Turkey: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Their distribution by level of education corresponds to this partial coverage.

Russian Federation: Data on tertiary foreign students do not include foreign tertiary students enrolled in advanced research programmes. Their distribution by level of education corresponds to this partial coverage.

Interpretation

Belgium: ISCED 5B programmes are fairly widespread in Belgium. As a result the comparatively high percentage of foreign students enrolled in these programmes reflects a general trend in this country.

■ **Table C3.5**

Coverage

Australia: Data on tertiary foreign students include only those enrolled in the Higher Education sector, i.e. ISCED 5A/6 and the higher education component of tertiary type B level. Their distribution by field of study corresponds to this partial coverage.

Austria: Data on foreign tertiary students by field of study are based on the number of registrations, not head counts.

Belgium: The field of study of students of social promotion education in the French Community is unknown.

Germany: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Their distribution by field of study corresponds to this partial coverage.

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

Netherlands: Data on foreign tertiary students by field of study do not include students enrolled at the Open University nor those in advanced research programmes. Their distribution by field of study corresponds to this partial coverage.

Poland: Data on tertiary foreign students do not include those enrolled in advanced research programmes and most of those enrolled in tertiary type B programmes. Their distribution by field of study corresponds to this partial coverage.

Turkey: Data on tertiary foreign students do not include those enrolled in advanced research programmes. Their distribution by field of study corresponds to this partial coverage.

■ **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**

The source is the Labour Force Survey but for only two countries (Denmark and Luxembourg) the data arise from Eurostat.

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

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.

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. The participation in training in 2003 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 2003, 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".

Ireland: Data for work-study programmes (apprenticeship) are not complete according to UOE requirements since only those enrolled in educational institutions are included, and not those in training in the workplace.

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: The situation of the youth population with low levels of education

■ General notes

The indicator is based on labour force survey data on age-specific proportions of young people in each of the specified categories. The definitions of the labour force statuses of those not in education (and not enrolled in work-study programmes) are based on ILO guidelines. Data for this indicator were calculated from the special OECD data collection on transition from education to work (see Indicator C4). In 2003, the OECD Network B carried out a specific and enriched data collection for which requirements coincide with the requirements for the transition data collection. In the absence of data submission from the country itself Network B obtained data from the Eurostat Labour Force Survey. As different definitions are used for people “in education”, inconsistencies might occur between the regular OECD transition data collection and the specific data collection; this is partly addressed by Eurostat data regarding the indicator “percentage of 20-to-24-year-olds who are not in education and who have not attained upper secondary education”. As a result, percentages for young adults with low level of education published in *Education at a Glance 2004* will not necessarily be reproduced in the planned separate publication of detailed results on the young adults with low levels of education.

An “early school leaver” could broadly be defined as “a young person who has not attained upper secondary education and is not in education, or in a work-study programme leading to an upper secondary qualification or higher”. However, such a definition must include the specification of an age group within which very few people can still be attending school at the primary or secondary level. Young people aged 18 and 19, in a significant number of OECD countries, are still enrolled in upper secondary education. Very early leavers may eventually return to school. Moreover, labour market outcomes at early ages may not be representative of outcomes at later ages. The OECD therefore defines a young adult with low level of education as “a person aged 20 to 24 years who has not attained upper secondary education and who is not enrolled in education nor in a work-study programme”.

Please see Tables C4.1 for sources.

■ 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-year-olds are estimated as the fraction of 1/14 of the total population aged 16 to 29 years old. They are considered in education, with lower secondary level of education and out of labour force.

The **Danish** LFS data for 2002 has later been revised. In the revised data set the percentage of 20-to-24-year-olds not in education and below upper secondary attainment is lower.

Israel: Due to compulsory military service, enrolment rates in tertiary and post-secondary education are significantly low at ages 18-21 for men, and 18-20 for women. For the same reason, high percentages of population “Not in the labour force” can be found at these ages.

INDICATOR C6: 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.