

EDUCATION AT A GLANCE

OECD INDICATORS 2011

ANNEX 3: SOURCES, METHODS AND TECHNICAL NOTES

Chapter C: Access to Education, Participation and Progression

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	methodology		methodology	methodology	methodology	methodology	Methodology
Australia	AUS	AUS			AUS		AUS
Austria		AUT		AUT	AUT		AUT
Belgium	BEL	BEL	BEL	BEL	BEL	BEL	BEL
Canada	CAN			CAN			
Chile	CHL	CHL					CHL
Czech Republic							
Denmark							
England							
Estonia	EST	EST					EST
Finland		FIN			FIN		FIN
France	FRA				FRA		
Germany	DEU	DEU			DEU	DEU	
Greece		GRC					GRC
Hungary	HUN	HUN			HUN		
Iceland							
Ireland	IRL				IRL		IRL
Israel	ISR						ISR
Italy	ITA , ITA2		ITA		ITA		
Japan							
Korea	KOR						
Luxembourg	LUX				LUX	LUX	LUX
Mexico	MEX						
Netherlands	NLD	NLD					NLD
New Zealand		NZL					
Norway							
Poland	POL	POL					POL
Portugal		PRT					PRT
Scotland							
Slovak Republic		SVK					SVK
Slovenia							
Spain	ESPES P1	ESP					ESP
Sweden		SWE					SWE
Switzerland	CHE	CHE					CHE
Turkey	TUR	TUR		TUR	TUR	TUR	TUR
United Kingdom	UKM	UKM	UKM				UKM
United States	USA				USA		USA
Brazil	BRA		BRA				
Russian Federation		RUS					RUS

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

	<u>C3</u>							<u>C4</u>	<u>C5</u>	
	<u>C3.1</u>		<u>C3.2</u>		<u>C3.3</u>	<u>C3.4</u>	<u>C3.5</u>	<u>C3.6</u>		
	<u>Definition</u>	<u>Coverage</u>	<u>Definition</u>	<u>Coverage</u>	<u>Definition</u>	<u>Coverage</u>	<u>Coverage</u>	<u>coverage</u>	<u>methodology</u>	
Australia	AUS		AUS	AUS	AUS	AUS	AUS		AUS	AUS
Austria	AUT	AUT		AUT		AUT	AUT		AUT	
Belgium	BEL	BEL	BEL	BEL		BEL	BEL			
Canada	CAN	CAN	CAN						CAN	CAN
Chile			CHL							
Czech Republic	CZE			CZE		CZE				
Denmark	DNK		DNK							
Estonia	EST		EST							
Finland	FIN	FIN		FIN		FIN	FIN		FIN	
France	FRA	FRA		FRA			FRA	FRA	FRA	
Germany	DEU	DEU	DEU	DEU		DEU	DEU			
Greece	GRE			GRE		GRE				
Hungary	HUN	HUN		HUN					HUN	
Iceland	ISL	ISL		ISL			ISL		ISL	
Ireland	IRL	IRL	IRL		IRL					
Israel									ISR	
Italy	ITA			ITA		ITA	ITA			
Japan	JPN			JPN					JPN	
Korea	KOR			KOR						KOR
Luxembourg	LUX									
Mexico									MEX	
Netherlands	NLD	NLD	NLD	NLD	NLD	NLD	NLD		NLD	
New Zealand	NZL		NZL				NZL		NZL	NZL
Norway	NOR	NOR		NOR		NOR			NOR	
Poland	POL			POL		POL	POL			
Portugal	PRT			PRT		PRT	PRT			
Scotland										
Slovak Republic	SVK		SVK				SVK			
Slovenia	SVN		SVN							
Spain	ESP	ESP	ESP	ESP			ESP		ESP	
Sweden	SWE		SWE	SWE					SWE , SWE2	
Switzerland	CHE	CHE	CHE	CHE		CHE	CHE			CHE
Turkey	TUR			TUR		TUR	TUR		TUR	
United Kingdom	UKM		UKM		UKM				UKM , UKM2	
United States	USA		USA		USA					USA
Brazil										
Russian Federation	RUS	RUS		RUS		RUS				

CHAPTER C: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

INDICATOR C1: Who participates in education?

■ General notes

Methodology

- **Reference dates**

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

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

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

Canada: Enrolment data has been estimated using the Labour Force Survey population figures.

■ **Table C1.1. Enrolment rates, by age (2009) and Table C1.2. Trends in enrolment rates (1995-2009)**

Notes on specific countries

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

Changes in scope in the VET data collection: A review of how vocational educational programs are treated in the UOE collection has enabled a more accurate classification of Australian programs to ISCED 97. This reclassification has resulted in a decrease in the number of students reported as studying at the ISCED 3C level. [Back to Table](#)

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2008. Data on independent private institutions are not available. The population data refer to Belgium (and therefore includes the German-speaking Community). [Back to Table](#)

Belgium, France, Italy and Spain: The enrolment rates for 3-4 year-olds exceed 100%. This is due to the fact that a large number of children under the age of 3 are enrolled in formal education and are included in Table C1.1 (between 15% and 25% of the total number of children are enrolled under the age of 3). [Back to Table](#)

Canada: The ending age of compulsory education is 16 except in Ontario and New Brunswick where it is 18. Both enrolment and population data come from the Labour Force Survey and have been rescaled using the demographic file. [Back to Table](#)

Germany: Full-time education is compulsory until age 16; for 16-18 year-olds, part-time education is compulsory. [Back to Table](#)

Hungary: Enrolment in pre-primary education includes 3-5 year-olds. [Back to Table](#)

Korea: Children enrolled in 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. [Back to Table](#)

Ireland: In 2002, the end age of compulsory schooling was increased to 16 or until students have completed three years of second level (post-primary) education. The enrolment rate for 3-4 year-olds in Ireland is low because Ireland has no official provision of early childhood education. Many children attend some form of early childhood education, but provision is private and data are, for the most part, missing. [Back to Table](#)

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

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries. Nearly all students in tertiary education have to study outside the country. The data for tertiary education (ISCED

5 and 6) is underestimated as it does not cover all ISCED 5A and ISCED 5B programmes.
[Back to Table](#)

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

The Netherlands: The lower enrolment rate for 3-4 year-olds than in 2002 is due to a change of reference date. In the Netherlands, children can enrol in group 1 of pre-primary education from the moment when they are 4 years of age, on every day of the school year. From 2003, the reference date for the number of pupils changed from 31 December to 1 October of the school year. This led to a decrease in the number of 4-year-olds counted in pre-primary education, because the number of children enrolling between 1 October and 31 December (about a quarter of the total) was not counted anymore. In *Education at a Glance 2009* the number of children not counted will be estimated to correct for this omission. [Back to Table](#)

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

Spain: Net enrolment rates exceed 100% in some cases partly because of the nature of the population forecasts by the National Institute of Statistics, and partly because of possible over-reporting of enrolments by schools. Break in series in the 2003 school year due to the revision of national population data. [Back to Table](#)

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

Turkey: In 1997/98 a law was passed to extend the duration of primary education to eight years and the end of compulsory education was set at age 14. [Back to Table](#)

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

Data cover enrolments in schools only. Therefore enrolments for 3-4 year-olds are underestimated.

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

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

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

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

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

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

Estonia: Only children 3 years old and older in kindergarten groups and mixed groups are counted under ISCED 0. The number of children enrolled is almost 17% lower than the number computed by the method used in previous years. [Back to Table](#)

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

Israel has mandatory military service from ages 18 to 21 for men and 18 to 20 for women. This postpones the age of enrolment in post-secondary and tertiary education. [Back to Table](#)

■ Table C1.3. Transition characteristics from age 15 to 20 (2009)

Notes on specific countries

Australia: Changes in scope in the VET data collection: A review of how vocational educational programs are treated in the UOE collection has enabled a more accurate classification of Australian programs to ISCED-97. This reclassification has resulted in a decrease in the number of students reported as studying at the ISCED 3C level.

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the 2008 UOE data collection. Data on independent private institutions is not included. [Back to Table](#)

Canada: Both enrolment and population data come from the Labour Force Survey and have been rescaled using the demographic file. [Back to Table](#)

Brazil: People in military career were excluded. [Back to Table](#)

Israel: Owing to compulsory military service, enrolment rates are significantly low at ages 18 to 21 for men and 18 to 20 for women. [Back to Table](#)

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

Spain: Break in series in *Education at a Glance 2005* due to the revision of the population data. [Back to Table](#)

United Kingdom: Break in time series following methodological change from 2006. [Back to Table](#)

■Table C1.4. Upper secondary enrolment patterns (2009)

Notes on specific countries

Australia: Changes in scope in the VET data collection: A review of how vocational educational programs are treated in the UOE collection has enabled a more accurate classification of Australian programs to ISCED-97. This reclassification has resulted in a decrease in the number of students reported as studying at the ISCED 3C level.

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2009. Data on independent private institutions are not available. [Back to Table](#).

Belgium (Fl.): Due to the introduction of a new decree (15-06-2007), which went into effect on 01-09-2007, there have been some significant changes to the data concerning adult education. The reference period for the adult education data has changed, for 2009 data collection the reference period is 01/09/2007 until 31/03/2008. The introduction of this new decree resulted in 2 reference periods for the school year 2007-2008 (one period before the decree and one period after the decree). The data in 2009 UOE data collection refers to the period after the introduction on this decree. The second change is that the data for secondary adult education has been integrated in ISCED 3. The reason for including all the secondary adult education data into ISCED 3 is that the new decree (see above) states that all secondary adult education should be considered as being either 2nd degree or 3rd degree secondary education, hence: ISCED 3. During previous years this data was divided over ISCED 2, ISCED 3 and ISCED 4. This means that there is a significant increase in the numbers for ISCED 3C Vocational (and a decrease in the numbers for ISCED 2C Vocational). As a result of these changes it is not possible to compare this year's data with that of previous years.

This decree has also impact on the data for higher adult education (ISCED 5B). As with secondary adult education the reference period for higher adult education data has also changed (01/09/2007 until 31/03/2008). This means that the data for 2009 data collection is not comparable to that of previous years. [Back to Table](#)

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

United Kingdom: In the United Kingdom, around 60% of upper secondary students are enrolled in vocational programmes. This includes enrolments in ISCED 3 provision at any age, not only at the typical age of full-time upper secondary education (14-18 year-olds). [Back to Table](#)

Brazil: distance learning programmes and special education are included. [Back to Table](#)

■ Tables C1.5 and C1.6: Students in primary, secondary and tertiary education by type of institution or mode of enrolment (2009)

Classification

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

Notes on specific countries

Austria: In 2008, post-secondary colleges for teacher training (ISCED 5B) were transformed into ISCED 5A programmes offered at University Colleges of Teacher Education; post-secondary colleges for medical services. [Back to Table](#)

Belgium: 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. Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2008. [Back to Table](#)

Canada: Post-secondary private enrolments are excluded from public\private totals. [Back to Table](#)

Turkey: Excludes Open University faculties. [Back to Table](#)

■ **Table C1.7. Education expectancy (2009)**

Methodology

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

Notes on specific countries

Australia: Students participating in Open Learning Courses are excluded from tertiary enrolments. University enrolments exclude all students in overseas campuses. There are breaks in series in ISCED 2, 3, 4 and 5B enrolments in the Vocational Education and Training sector; from 1999, data are based on the Australian Qualification Framework (AQF) rather than the stream classification. At the ISCED 0 level, all pupils are reported as part-time. A review of how vocational educational programmes are treated in the UOE collection has enabled a more accurate classification of Australian programmes to ISCED 97. This reclassification has resulted in a decrease in the number of students reported as studying at the ISCED 3C level. [Back to Table](#)

Austria: The part-time/full-time breakdown is not available. [Back to Table](#)

Belgium: Data on the German-speaking Community are not integrated in the data on Belgium in the 2008 UOE data collection. Data for independent private institutions are not available (not collected by the Education Department). Since institutions of this type are not very numerous, data for all types are only slightly underestimated. [Back to Table](#)

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

France: The part-time/full-time breakdown is not available but will be in the near future. [Back to Table](#)

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

Hungary: In Hungary, some of the vocational programmes are considered ISCED 4 programmes, whereas others are ISCED 3 programmes, while still 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. [Back to Table](#)

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

Italy: Age distribution is not available for advanced research programmes and for adult literacy courses (this affects ISCED level 1 and 2). [Back to Table](#)

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

Tertiary students do only one year in Luxembourg but three to four years more in neighbouring countries. Therefore, schooling expectancy is underestimated at that level. [Back to Table](#)

Turkey: Data for children under 5 years of age are included in pre-primary education. [Back to Table](#)

United States: There is no standard, federally determined age at which one can leave school. Every state can choose the age, and it generally ranges from 16 to 18. [Back to Table](#)

■ Table C1.8. Expected years in tertiary education (2009)

Notes on specific countries

Belgium: Data on the German-speaking Community are not integrated in the data on Belgium in the 2008 UOE data collection. Data for independent private institutions are not available (not collected by the Education Department). Since institutions of this type are not very numerous, data for all types are only slightly underestimated. [Back to Table](#)

Germany: Excludes advanced research programmes. [Back to Table](#)

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

A significant proportion of the youth cohort studies in neighbouring countries at the ISCED 5 and 6 levels. [Back to Table](#)

Turkey: Excludes Open University. [Back to Table](#)

INDICATOR C2: How many students access tertiary education?

■ Entry rates to tertiary education - Tables C2.1, C2.2

Methodology

● Calculation of net entry rates

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

● Calculation of gross entry rates

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

● Calculation of age at the 20th, 50th and 80th percentiles

The ages given for the 20th, 50th and 80th 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 $i\%$ 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 $k + (i - P(<k)) / (P(k) - P(<k))$. [Back to Table](#)

Notes on specific countries

Australia: Data are not available for ISCED 5B programmes corresponding to VET institutions. [Back to Table](#)

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 are not counted as new entrants for technical reasons.

Since 2005 the Austrian Higher Education System underwent changes, which led to a different composition of ISCED 5A. Firstly, in the beginning of the academic year 2007/08 (2008) the post-secondary colleges for teacher training (ISCED 5B) were transformed into ISCED 5A institutions (university colleges of teacher education). This resulted in increasing numbers especially of new entrants who are women (new entrants registered at university colleges of teacher education in 2009: 797 men and 2 491 women). Referring to the net entry rates 2009 these figures correspond 1.4 percentage points of men and 4.7 percentage points of women new entrants at ISCED 5A (total: 3.1 percentage points). Secondly, post-secondary colleges on medical services (ISCED 5B) were undergoing a transformation into Fachhochschul-studies (ISCED 5A institutions), which is almost completed now. Approx. 1 500 new entrants (200 men, 1 300 women) were reported in 2005 from post-secondary colleges on medical services at ISCED 5B; in 2009 the numbers were close to nil.

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

Furthermore there were changes in the reporting practice: private universities and university courses were included since 2008 (an addition of approx. 3 600 new entrants at ISCED 5A and 5 500 at ISCED 5B in 2008), courses offered by teacher-training institutions in 2009 (approx. 3 900 new entrants, around 3 800 of them at ISCED 5B). The teacher-training courses in 2009 result in three percentage points of the net entry rate. Besides, the re-classification of *Aufbaulehrgänge* and *berufsbildende höhere Schulen für Berufstätige* to ISCED 5B affected 5600 new entrants in 2009.

An evaluation of the entry requirements and acquired qualifications of two small programmes lead to their re-classification. In previous years *Aufbaulehrgänge* and *Berufsbildende höhere Schulen für Berufstätige* were classified ISCED 4, in the current data collection they are reported as ISCED 5B programmes. [Back to Table](#)

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection. The figures for social advancement education, higher vocational adult education and entrepreneurial training courses, which were organised by SYNTRA, are not available. [Back to Table](#)

Chile: Break series between 2004 and 2005 due to some reclassification of ISCED 5A and 5B programmes. Entry rate may be overestimated as it includes some re-entrant and continuing students. [Back to Table](#)

Estonia: Entry rate may be overestimated as it includes some re-entrants. Tertiary-type A doesn't include data for "ISCED 5A second degree". Calculation for adjusted net entry rate for tertiary-type A includes international students with a 5A second degree. [Back to Table](#)

Finland: Entry rate at ISCED 6 is missing as the data systems register ISCED 6 entrants as new entrants only if they change university rather than when they graduate from a master's degree programme. If they continue studies in the same university after graduation from a master's degree programme they are not registered as new entrants. Thus the number in the system register covers only students who change university when entering into advanced research studies. This number clearly underestimates new entrants to ISCED 6 so it is not reported in the UOE data collection. [Back to Table](#)

Germany: New entrants at ISCED 6 are missing as students in doctoral studies, as a rule, are not obliged to register at the university. In previous years, programmes at *Berufsfachschulen* aimed at qualifying Kindergarten teachers and school-based vocational education for medical assistants, nurses, midwives or social assistants had been allocated to ISCED 3B. While the respective programmes at health-sector schools, or *Fachschulen*, had been allocated to ISCED 5B. Now all these programmes, regardless of the type of school, are allocated to ISCED 5B. This leads to a significant rise of ISCED 5B entry rates. [Back to Table](#)

Greece: ISCED B excludes master's programmes operating in co-operation with tertiary institutions overseas. [Back to Table](#)

Ireland: Re-entrants are included with new entrants, which may overestimate the entry rate. Since the 2006 UOE data collection, a more robust methodology has been used to more accurately better split the number of new entrants between ISCED 5A and ISCED 5B programmes. For UOE data collections up to and including UOE 2009 New Entrants at ISCED levels 5A and 5B only related to Full Time New Entrants. For UOE 2010 New Entrants at these ISCED levels now also include Part Time New Entrants. Part-time new entrants by field of education are not known. [Back to Table](#)

Israel: Re-entrants are included with new entrants, thus the entry rate may be overestimated. [Back to Table](#)

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED 5 and 6 levels. [Back to Table](#)

Netherlands: Entrance data only include publicly financed institutions, referred to as "public institutions" in the Dutch national statistical and educational environment. [Back to Table](#)

Poland: Entry rate for tertiary-type A programmes are calculated as gross entry rates for 1995, 2000-03. Programmes at ISCED 5B level prepare students for the labour market. According to the law these programmes do not belong to the higher education system, however ISCED 5B graduates may acquire a bachelor's degree after meeting specific conditions. During the last semester students in 5B programmes may attend 5A (first cycle) courses at the same time, and, after graduating from 5B programmes, they may pass bachelor's examination at 5A level first cycle. [Back to Table](#)

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

Spain: Break in series in the 2003 school year due to the revision of the national population data. Break in series in 2005 due to inclusion of the programme Occupational Training (one semester and more) classified as ISCED 3C. [Back to Table](#)

Slovak Republic: The interest in tertiary education has been increased because of the better employment on labour market, mainly in areas with high unemployment. The locations for studies were widen with creation of new schools (eight schools have started up from 2000 to 2006) and because of new educational workstations, which are nearer to students' accommodations, so it facilitated studying of wider range of students. [Back to Table](#)

Sweden: Before 2008, Sweden included foreign students with residence permits. Since 2008, Sweden has applied the national definition of mobile students and excluded all foreign students who immigrated less than 6 months before enrolling in higher education for the first time. Sweden reports those students who immigrated to Sweden shortly before starting their studies as “foreign” students. Most of them have a residence permit for the time they study in Sweden. The data are therefore not comparable with data from earlier years, when non-resident students were requested. Most of the non-resident students reported for earlier years were exchange students. [Back to Table](#)

Switzerland: Re-entrants at ISCED 5B level are included with new entrants, which may overestimate the entry rate. [Back to Table](#)

Russian Federation: Data on new entrants at ISCED 5B level include ISCED 3B programmes. [Back to Table](#)

Turkey: Re-entrants are included with new entrants, which may result in an overestimation of entry rates. [Back to Table](#)

United Kingdom: A problem with data submitted by the Open University (an institution providing distance learning, mainly for part-time learners) in 2004/05 meant that some of their students were not reported as first year, although they were included in the all years figure. The error affected data only for the 2004/05 academic year and was corrected for 2005/06. However as a result, the increase in first year enrolments between 2004/05 and 2005/06 appears greater than in reality, particularly in respect of ISCED 5A, and to a lesser extent ISCED 5B. ISCED 6 was not affected. Re-entrants at ISCED 6 are included with new entrants, which may slightly overestimate the entry rate. [Back to Table](#)

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

INDICATOR C3: Who studies abroad and where?

■ General notes

Methodology

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

In an effort to improve the measurement of student mobility and the comparability of internationalisation data, the OECD now gathers data on student mobility and internationally mobile students. The term “international students” refers to students who have crossed borders expressly in

order to study. The measurement of student mobility depends to a large extent on country-specific immigration legislation and data availability constraints. Hence countries are free to define international students as those who are not residents of their country of study or alternatively as students who received their prior education in another country, depending on which operational definition is most appropriate in their national context.

The number of students studying abroad (Table C3.3) is obtained from the report of the countries of destination. Students studying in countries which did not report to the OECD or the UNESCO Institute for Statistics are not included in this indicator.

Time series and trend analyses (Tables C3.1, C3.6 and C3.7) are based on numbers of foreign students (not international students, unless data on foreign students are not available) at different points in time since no time series on student mobility are yet available. [Back to Table](#)

Notes on specific countries

■ **Table C3.1 Student mobility and foreign students in tertiary education (2000, 2009)**

Definition

Australia: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. [Back to Table](#)

Austria: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. [Back to Table](#)

Belgium: International students are defined by residence. However, some students from outside the European Union reside in Belgium prior to starting their tertiary education in the country for visa purposes. The residence criterion is therefore an imperfect proxy of student mobility, and the number of tertiary students who come to Belgium for the purpose of study is likely underestimated. Foreign students, on the other hand, are defined by citizenship. [Back to Table](#)

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

Czech Republic: International students are defined by residence. Foreign students are defined by citizenship hence data on foreign students include children of permanent residents in the country. [Back to Table](#)

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

Finland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. [Back to Table](#)

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

Germany: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. [Back to Table](#)

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

Hungary: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. [Back to Table](#)

Iceland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. [Back to Table](#)

Ireland: Students at the tertiary level of education are classified by domiciliary address. At the secondary and post-secondary non-tertiary levels, however, international students are defined by nationality. [Back to Table](#)

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

Japan: International students are defined by residence. Foreign students, on the other hand, are defined by citizenship. [Back to Table](#)

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

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

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

New Zealand: International students are defined by residence, but then disaggregated where required by country of citizenship. Foreign students are defined by citizenship. [Back to Table](#)

Norway: International students are defined by residence. The number of international students by foreign residency is underestimated as some international students are granted residency during their studies. Foreign students, however, are defined by citizenship. [Back to Table](#)

Poland: Foreign students are defined by citizenship, hence they also include children of permanent residents in the country. [Back to Table](#)

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

Slovak Republic: International students are defined by residence. Foreign students are defined by citizenship. [Back to Table](#)

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

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

Switzerland: International students are defined by their country of prior education. Foreign students, however, are defined by citizenship. [Back to Table](#)

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

United Kingdom: International students are defined by residence, *i.e.* students reporting a foreign home address. Foreign students, however, are defined by citizenship. [Back to Table](#)

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

Estonia: International students are defined by residence. Foreign students, however, are defined by citizenship. [Back to Table](#)

Russian Federation: Foreign students are defined by citizenship. [Back to Table](#)

Slovenia: International students are defined by residence, foreign students, however, are defined by citizenship. [Back to Table](#)

Coverage

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

In 2008, the increase in the share of mobile students and foreign students is due to the inclusion of additional tertiary programmes like University Colleges of Teacher Education, university courses and private universities. Students were for the first time prorated according to the number of programmes they had taken. [Back to Table](#)

Belgium: Data on international and foreign tertiary students do not include those enrolled in the German-speaking Community or those enrolled in independent private institutions of the French and Flemish Communities. In both cases, the corresponding 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, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, the coverage of international and foreign students is different and the data cannot be compared.

Since 2008 there is a change in the definition of 'mobile student' by the French Community. For the data 2006-2007 the information on non-residence was used for mobile students while in the data 2007-2008 country of prior education is used as reference [Back to Table](#)

Canada: Data on international and foreign students do not include those enrolled at tertiary-type B level. [Back to Table](#)

Finland: Data on international students do not include those enrolled at tertiary-type B level. However, tertiary-type B programmes are being phased out in Finland. Thus the number of students in tertiary-type B education is at the moment negligible. [Back to Table](#)

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

Germany: Data on 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. [Back to Table](#)

Hungary: Data on international and foreign students in tertiary-type B programmes include only those enrolled in colleges and universities. [Back to Table](#)

Iceland: Foreign exchange students in Iceland are excluded from the data when information on their exchange student status is available starting in 2004. [Back to Table](#)

Ireland: Data on international students include only full-time enrolments. [Back to Table](#)

Netherlands: Data on international and foreign students do not include those enrolled at the Open University or in advanced research programmes. Starting from 2009, “homecoming nationals” are not included to meet the UOE definition. This fully explains the drop in the number of mobile students. [Back to Table](#)

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

Spain: Foreign students at tertiary-type B level have been considered as international students. [Back to Table](#)

Switzerland: Data on international students do not include those enrolled at tertiary-type B level. [Back to Table](#)

Russian Federation: Data on foreign students do not include those enrolled in advanced research programmes or private institutions. [Back to Table](#)

■ Table C3.2 Distribution of international and foreign students in tertiary education by country of origin (2009)

Definition

Australia: International students are defined by residence. [Back to Table](#)

Belgium: International students are defined by residence. However, some students from outside the European Union reside in Belgium for visa purposes prior to starting their tertiary education. The residence criterion is therefore an imperfect proxy of student mobility and the number of tertiary students who come to Belgium for the purpose of study is likely underestimated. [Back to Table](#)

Canada: International students are defined by residence, *i.e.* non-Canadian citizens excluding landed immigrants (permanent residents). [Back to Table](#)

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

Germany: International students are defined by their country of prior education. [Back to Table](#)

Ireland: International students are defined by their country of prior education which is approximated as domiciliary origin. [Back to Table](#)

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

[Back to Table](#)

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

Foreign students are defined by citizenship, hence they include children of permanent residents in the country. However, while it is possible to count the number of non-resident students, and hence the number of international students, it is not possible to categorise these by country of residence. Hence, citizenship is used as a proxy to classify international students by country. While Australian students are treated as domestic students for national funding purposes, they are treated as both foreign and international for UOE reporting purposes. [Back to Table](#)

Slovak Republic: International students are defined by residence. [Back to Table](#)

Spain: International students are defined by residence, *i.e.* students with a foreign domiciliary address. [Back to Table](#)

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

Switzerland: International students are defined by their country of prior education. [Back to Table](#)

United Kingdom: International students are defined by residence, *i.e.* students reporting a foreign home address. [Back to Table](#)

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

Chile: International students are defined by residence. [Back to Table](#)

Estonia: International students are defined by residence. [Back to Table](#)

Slovenia: International students are defined by residence. [Back to Table](#)

Coverage

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

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

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

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

The country of origin of more than 20% of international students is unknown. [Back to Table](#)

Czech Republic: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. [Back to Table](#)

Finland: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

France: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

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

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

Hungary: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

Iceland: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

Italy: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

Japan: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

Korea: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. [Back to Table](#)

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

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

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

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

Spain: The country of origin of students at tertiary-type B level is unknown. This means more than 20% of international students. [Back to Table](#)

Sweden: The country of origin of more than 40% of international students is unknown. [Back to Table](#)

Switzerland: Data on international students do not include those enrolled in tertiary-type B programmes. Their distribution by country of origin corresponds to this partial coverage. [Back to Table](#)

Turkey: Data on foreign students do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the non-citizen population, including the resident immigrant population. [Back to Table](#)

Russian Federation: Data on foreign students do not include those enrolled in advance research programmes and those in private institutions. In addition, foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects the geographic composition of the resident immigrant population. The country of origin of more than 20% of foreign students is unknown. [Back to Table](#)

■ **Table C3.3 Citizens studying abroad in tertiary education, by country of destination (2009)**

Definition

Australia: Students are defined by residence because data by citizenship are not available. [Back to Table](#)

Ireland: Students are defined by their country of prior education (approx. domiciliary origin) because data by citizenship are not available. [Back to Table](#)

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

United Kingdom: Students are defined by residence, *i.e.* students reporting a foreign home address, in order to preserve the time series and trend analyses for the United Kingdom. [Back to Table](#)

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

■ **Table C3.4 Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2009)**

Coverage

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

Austria: Data on international students by level and type of tertiary education are based on aliquot head counts, calculated on individual level. [Back to Table](#)

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

In addition, data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University and social advancement education, the Institute for Tropical Diseases and the Evangelic Theological Faculty in the Flemish Community. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. [Back to Table](#)

Czech Republic: Data on foreign students include resident foreign students. [Back to Table](#)

Finland: Data on international students do not include those enrolled at tertiary-type B level. However tertiary-type B programmes are being phased out in Finland. Thus the number of students in tertiary-type B education is at the moment negligible. [Back to Table](#)

Germany: Data on foreign students do not include those enrolled in advanced research programmes, but include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects this partial coverage as well as the participation patterns of the resident immigrant population. [Back to Table](#)

Greece: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

Italy: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

Netherlands: Data on international students do not include those enrolled at the Open University or in advanced research programmes. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. [Back to Table](#)

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

Poland: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

Portugal: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

Switzerland: Data on international students do not include those enrolled at tertiary-type B level. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. [Back to Table](#)

Turkey: Data on foreign students include resident foreign students. Therefore, their distribution by level and type of tertiary education reflects the participation patterns of the non-citizen population, including the resident immigrant population. [Back to Table](#)

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

■Table C3.6 Number of foreign students in tertiary education, by country of origin and destination (2006) and market shares in international education (2000, 2009)

Coverage

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

■Additional data

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

INDICATOR C4: Transition from school to work: Where are the 15-29 year-olds?

■General notes

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

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

Methods and definitions

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

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

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

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

Work study programmes are combinations of work and study periods in which both aspects are part of an integrated, formal education/training activity (examples are the dual system in Germany, *apprentissage* or *formation en alternance* in France and Belgium, internship or co-operative education

in Canada, apprenticeship in Ireland, or youth training in the United Kingdom). Vocational education and training occurs not only in school settings but also in a working environment. Sometimes students or trainees are paid, sometimes not. There is a strong relationship between the job and the courses/training. Work study programmes are considered “in education” and “in employment”.

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

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

Notes on specific countries

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

Australia: Australian data at the detailed level may be unreliable due to the suppression of small values. The data is indicative only and should be used with caution.. [Back to Table](#)

Austria: Break in time series between 2003 and 2004 due to changes in methodology. [Back to Table](#)

Canada: Students attending all schools includes primary, secondary, college, CEGEP, university. Students attending other schools are not considered as students in this indicator. [Back to Table](#)

Finland: In previous editions of *Education at a Glance* data published for Finland in Table C4.3 have been misleading owing to the inclusion of military conscripts in the category “not in education” and “not in employment”. This led to an overestimation of this indicator for males, particularly among 15-19 year-olds. As of 2003, the source for this data is now the Eurostat data collection. Data previous to 2003 are at present unavailable. [Back to Table](#)

France: The time-series have been updated for EAG 2011, to allow for more accurate comparisons across countries than previous estimates, and reach comparability with the Eurostat data collection (used from data on year 2009). Age is measured at survey time every year and education is restricted to formal education. Up to 2002, formal education is measured by participation in regular education, including formal apprenticeship. From 2003, formal education is estimated by participation in education without any year-break (called “initial training”). The changes in time of the participation rates are not strictly parallel to those of the enrolment rates (more accurate). [Back to Table](#)

Hungary : Between 1998 and 2000, the questionnaire offered in each year different options (items) concerning the participation in education programmes. So the data series between 1998 and 2000 can have break in each year. [Back to Table](#)

Ireland: based on Q2 because of seasonal calendar. As of January 2009 the Irish LFS collects data by calendar quarter so this data is for Q1 (Jan-March) 2009 and not the seasonal second quarter (March-May) as in previous years so Irish data for 2009 are not directly comparable back to previous years. [Back to Table](#)

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

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

Mexico: From 2005, only the 15-29 age group is available. [Back to Table](#)

Netherlands: Work-study programmes exist, but a breakdown of participation in work-study programmes on the basis of the LFS is not possible at the moment. [Back to Table](#)

New Zealand: Data for 2001 to 2008 has been revised. [Back to Table](#)

Norway: Work-study programmes exist but the LFS does not provide data on students in such programmes. [Back to Table](#)

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

Sweden: From 2005, the introduction of a new EU harmonised questionnaire resulted in a break in all time series. With the modification of the definition of unemployment, the rate of unemployment increased by 0.5%. [Back to Table](#)

Switzerland: Data have been revised from 1997 to 2008 to correct an error in the original data source. [Back to Table](#)

Turkey: there is a break in the series from 2007. Figures were adjusted according to the new census showing a decrease in total population compared to the projections. [Back to Table](#)

United Kingdom: The work study programmes definition includes:

- Government employment or training schemes (youth training programme, training for work, action for community employment, job skills, national young traineeship).

- Those on a new deal scheme, working for an employer in the public or private sector, working for the voluntary sector, working for an environmental task force, other type of new deal schemes involving practical training (practical training, at college, temporarily away from project/college).
- Those on the following government employment or training schemes: in England/Wales on a scheme run by a training and enterprise council, in Scotland on a scheme run by a local enterprise company.
- Training course for a qualification in nursing, physiotherapy or a similar medical subject.
- Enrolled in a university “sandwich” course with work in industry included in the course.
- Teacher training course.
- Post-graduate certificate in education (PGCE).
- Anyone on a recognised trade apprenticeship not included in any of the above schemes.

The category “Other employed” includes people in education, who are employed but not included in the work study programme. [Back to Table](#)

INDICATOR C5: How many adults participate in education and learning?

- **Tables C5.1a, C5.1b, C5.1c (Web), C5.1d (Web), C5.1e (Web), C5.2, C5.3, C5.4a, C5.4b (Web), C5.5, C5.6**

General notes

This indicator examines the participation of 25-64 year-olds in formal and/or non-formal education and investment in non-formal education.

Source

Data are compiled from LSO network special data collection, Adult Learning Working Group. Data for non-European countries were calculated from country-specific household.

For European countries where the EU Adult Education Survey (AES) has been conducted, data have been collected through cooperation with EUROSTAT. The Adult Education Survey (AES) is part of the EU Statistics on lifelong learning. The surveys have been carried out by 29 countries in the EU, EFTA and candidate countries between 2005 and 2008. The AES is a pilot exercise, which for the first time proposed a common EU framework including a standard questionnaire, tools and quality reporting. The reference year is set at 2007. The survey covers participation in education and lifelong learning activities (formal, non-formal and informal learning). All definitions apply to all persons aged 25-64 living in private households.

Other countries have supplied data from national surveys following a predefined set of data collection tables agreed in the Network on Outcomes of Learning (LSO). It should be noted that some concepts in national surveys are not strictly identical to those in the EU-AES. The data collection was conducted by Statistics Sweden. [Back to Table](#)

Notes on specific countries

Australia: The Multi-Purpose Household Survey 2006–07 is used for this indicator. Data on purpose of participation in non-formal learning was available only for the most recent activity. [Back to Table](#)

Canada: The data source is the Access and Support to Education and Training Survey (ASETS), 2008. The reference period is from July 2007 to June 2008. Labour force status is derived from the main activity during the reference period. Full-time/part-time employment refers to the most recent job. [Back to Table](#)

Republic of Korea: An annual survey conducted by the Korea Educational Development Institute 2007 is used for this indicator. [Back to Table](#)

New Zealand: The 2006 Adult Literacy and Life Skills Survey is source for the data. Data on the number of hours in non-formal learning are based on three activities only, and therefore the number of hours is underestimated for the 21 percent of the respondents who reported more than three activities. [Back to Table](#)

Switzerland: Data for Switzerland are from the Swiss Labour Force Survey 2007. [Back to Table](#)

United States: The source for this indicator was the 2005 National Household Education Survey, a programme of the National Center for Education Statistics, US Department of Education.

Non-formal learning includes persons who:

1. Took any class or had a tutor to learn English as a second language;
2. Took any classes or had a tutor to improve basic reading, writing, and math skills;
3. Were in a formal apprenticeship programme leading to journeyman status in a skilled trade or craft;
4. Took courses that were not part of a degree or diploma programme. This includes work or career-related courses, seminars, training, or workshops whether or not they had a job when they took them. This also includes other courses related to personal interest or hobbies, first-aid or CPR, religion, health, and so on and any training sessions, seminars, or courses on computer skills, the internet, communication or diversity, stress management or any work related issues, as well as Bible study or other religious classes, personal finance or home computing classes, dance, or musical instrument, health or fitness or foreign language classes or workshops. [Back to Table](#)

For further information on respective data sources collected by the Labour and Social Outcomes (LSO) Network, please refer to *Technical standards for indicator C5 - Adult learning* available on www.oecd.org/edu/eag2011.

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