

CHAPTER B: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

[Indicator B1: Who participates in education?](#)

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[Indicator B6: What is the profile of internationally mobile students?](#)

[Indicator SDG: Youth in the Education Sustainable Development Goal](#)

Description: This document is intended to provide guidance as to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country. For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

How to read this document: Annex 3 is organised by chapters and indicators. Click on each link in order to be redirected to each indicator and the information related to it.

INDICATOR B1: Who participates in education?

B1	
	Methodology Sources
Australia	AUS
Austria	AUT
Belgium	BEL
Brazil	BRA
Canada	CAN
Chile	CHL
Colombia	
Costa Rica	
Czech Republic	CZE
Denmark	
Estonia	EST
Finland	
France	FRA
Germany	DEU
Greece	
Hungary	HUN
Iceland	
Ireland	IRL
Israel	ISR
Italy	ITA
Japan	IPN
Korea	
Latvia	LVA
Luxembourg	LUX
Mexico	MEX
Netherlands	NLD
New Zealand	NZL
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	SVN
Spain	ESP
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	GBR
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

Data generally refer to the school year 2018/19. 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 April is used as the reference date for enrolments. For the United States, 1 October is used as the reference date for both enrolments and population data.

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.

Due to the fact that the calculation of enrolment rates is based on different data sources and sometimes includes estimates, the calculated enrolment rates were slightly higher than 100% in a few instances. In those cases, the enrolment rate was rounded down to 100%.

Table X3.B1.1 describes the sources used by countries as well as specific details as to their data collection.

Sources

Data on enrolments are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B1.1.

Table X3.B1.1 Sources and Methodology for enrolment rates at ISCED levels 1 to 4

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Australia	05-Aug-19	One day for general programmes Whole year for vocational ones	Snapshot (General Programmes)/ Year-round count (Vocational Programmes)	Australian Bureau of Statistics (for ISCED 1, 24, 34) Australian Government Department of Education and Training (for ISCED 1, 24, 34) National Centre for Vocational Education Research (for ISCED 25, 35, 45)	Census (general programmes) / Register Data (vocational programmes)	Student Level
Austria	01-Oct-18	One day	Snapshot	School Statistics	Annual Census	Student level data
Belgium	01-Feb-19	n/a	n/a	Flemish Community: student database French Community : bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level
Canada	01-Feb-19	One day	Snapshot (one month after the schoolyear start)	Elementary-Secondary Education Survey (ESES)	n/a	Aggregate Level
Chile	30-Apr-19	n/a	Snapshot	Ministry of Education of Chile	Census by school	Student Level

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Colombia	31-Dec-19	n/a	n/a	Sistema Integrado de Matrícula (SIMAT) for data ISCED 1-4, Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a
Costa Rica	08-Apr-19	n/a	n/a	Initial School Census of the Department of Statistical Analysis of the Ministry of Public Education	n/a	n/a
Czech Republic	31-Dec-18 for post-secondary non-tertiary programmes 30-Sep-18 for all other programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a
Denmark	01-Oct-18	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level
Estonia	10-Nov-18	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Register Data	Student level
Finland	20-Sep-18	ISCED 1-3: One Day	ISCED 1-3: Snapshot	Statistics Finland's data collections	Total data collection from institutions	Student Level
France	15-Jan-19	One day	Snapshot	Ministry of National Education, Youth and Sport - Directorate of Evaluation, Forecasting and Performance Monitoring Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate	Annual Census	Student Level (But no unique identifier)
Germany	01-Sep-18 30-Jun-18 for training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) - ISCED 353	One day	Snapshot (as a rule four weeks after the beginning of the school year)	Federal Statistical Office, Youth Welfare Statistics; Federal Statistical Office, General school statistics; Federal Statistical Office, Vocational school statistics Statistics on Personnel in the Public Service; Federal Statistical Office (2019)	Administrative data	n/a
Greece	20-May-19	n/a	n/a	a) Annual census for private education, second chance schools (ISCED 2 adult education) & public special education; b) administrative sources for public sector; and c) OEEK (in the Ministry of Education), and the Ministries of Labour (OAED), Tourism & Health for ISCED 4	n/a	n/a
Hungary	01-Oct-18	One day	Snapshot	Köznevelési Statisztikai Évkönyv (Statistical Yearbook of Public Education)	Annual Census	n/a
Iceland	15-Oct-18	One day	Snapshot	The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6	Census	Student Level
Ireland	30-Sep-18	Year	Mixed - snapshot year-round methods	ISCED 1 Primary Online Database, Private Primary Census ISCED 2, 3 and 4- Post Primary Online Database	Annual Censuses	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Israel	01-Sep-18 for post-secondary non-tertiary programmes 30-Jun-19 for all other non-tertiary programmes	One day	Snapshot (at the end of the school year)	ISCED 1-3: Administrative files from the MoEd; ISCED 4: Administrative files from the MoEd	n/a	n/a
Italy	01-Jan-19	n/a	n/a	n/a	n/a	n/a
Japan	01-Oct-18 for population data; 01-May-18 (age at 01-April) for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a
Korea	01-Apr-19	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute), Statistics of Childcare (Ministry of Health and Welfare)	n/a	n/a
Latvia	10-Oct-18	One day	Snapshot (First day of next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a
Lithuania	01-Oct-18 for post-secondary non-tertiary programmes 01-Sep-18 for all other non-tertiary programmes	One day	Snapshot (First day of school or one month after depending on programmes)	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level
Luxembourg	30-Oct-18	n/a	n/a	ISCED 0-3: Databases of the Ministry of Education, Childhood and Youth	n/a	n/a
Mexico	30-Sep-18	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	School level
Netherlands	31-Dec-18 for primary education 01-Oct-18 for all other programmes	One day ISCED 35: Whole academic year	Snapshot or new entrants each semester for ISCED 35	Education registers for all ISCED levels except 8	Register data	Student Level
Norway	01-Oct-18	n/a	n/a	Statistics Norway	Register Data	Student Level
New Zealand	01-Jul-19	ISCED 1-34 are collected on one day (1 July), ISCED 35 is collected over the whole academic year	ISCED1-34: Snapshot ISCED 35: year-round	School Annual Survey	Annual Survey	n/a
Poland	30-Sep-18	One day	Snapshot	Statistics Poland, Ministry of National Education, Ministry of Science and Higher Education	Register Data	Student Level
Portugal	31-Dec-18	One Day	Snapshot (Headcount)	Actual data on students collected from the annual surveys to all education institutions	Annual surveys	Student Level
Slovak Republic	15-Sep-18	n/a	n/a	Database of processing statistical of schools, Statistická ročenka školstva (Statistical Yearbook of Education)	n/a	n/a
Slovenia	1-Oct-18	One day: full-time participants (youth); whole school year (part-time participants-adults)	Snapshot (full-time-youth); Year-round (part-time-adults)	Statistical Office of the Republic of Slovenia, Ministry of Education, Science and Sport	Statistical survey based on register data	Student level

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection
Spain	31-Oct-18	One day	Snapshot (one or two months after the beginning of the school year)	Non-university Education Statistics - Ministry of Education and Vocational Training. Other statistics on education and training	Register data	n/a
Sweden	15-Oct-2018	ISCED 1-3 youth one day, adult whole year. ISCED 4 whole year	Mixed - snapshot (registered enrolment 15 Oct) and year-round enrolment	Student registers	Register data	Student level
Switzerland	15-Nov-18	One day	Snapshot (one month after the schoolyear start, or sometimes, for administrative reasons, November 15th)	Statistics on pupils and students (census at school level)	Census by school year	Student Level (Full collection)
Turkey	01-Dec-18	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database	n/a	n/a
United Kingdom	18-Jan-19 Data collection dates differ in Northern Ireland, Scotland and Wales	One Week Whole year for vocational programmes	Snapshot year-round counting for vocational programmes	ISCED 1, 24, 34: UK Education and Training Statistics (ETS). Provides data on formal school settings in England, Wales, Northern Ireland and Scotland. Data is collated from School Census data collected in each UK nation. ISCED 25, 35: Data in vocational settings are collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR). Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR). Scotland: Scottish Funding Council. Northern Ireland: Consolidated Data Return (CDR)	n/a	Student Level
United States	01-Sep-18	n/a	Estimation from cross-sectional data	Common Core of Data; Private School Survey; Current Population Survey	Cross-sectional data	n/a
Brazil	25-May-19	One Week	One-week snapshot (two to three months after beginning of the school year)	Ministry of Education (MEC): 2015 School Census(MEC/Inep) 2015 Higher Education Census (MEC/Inep) 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level
Russian Federation	15-Oct-18	One school year	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a

Table X3.B1.2 Sources and Methodology for enrolment rates at ISCED levels 5 to 8

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Australia	05-Aug-19	Academic Year or Calendar Year (which are the same in Australia)	Year-round	Australian Government Department of Education and Training (for ISCED 54, 55, 6, 7, 8); National Centre for Vocational Education Research (for ISCED 54, 55, 6)	Register Data	Student Level	n/a
Austria	01-Nov-18	One day	Snapshot	University Statistics	Annual Census	Student level data (Student identifier)	Students with multiple enrolments are pro-rated in equal shares to each programme
Belgium	01-Feb-19	n/a	n/a	Fl.Co.: student database Fr. Co.: bases de données Pilotage, comptage, CREF + diverses sources administratives avec des données agrégées	n/a	Flemish Community: Student Level French Community: Aggregate Level	Students are not pro-rated between fields of education
Canada	01-Jun-19	One day	Snapshot any day between September and December (each institution chooses)	Post-secondary Student Information System (PSIS)	Register data	Student Level (No unique identifier, no tracking possibility across provinces/territories)	No corrections on double counting
Chile	30-Apr-19	n/a	Snapshot	Ministry of Education of Chile	Census by institution	Institution Level	Students enrolled in multiple tertiary education programmes are pro-rated in equal shares between programmes
Colombia	11-Jun-19	n/a	n/a	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8, Ministerio de Educación Nacional	n/a	n/a	n/a
Costa Rica	08-Apr-19	n/a	n/a	Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	n/a	n/a	n/a
Czech Republic	30-Sep-18 for short-cycle tertiary programmes 31-Dec-18 for other tertiary programmes	n/a	n/a	Ministry of Education, Youth and Sports databases	n/a	n/a	n/a
Denmark	01-Oct-18	One day	Snapshot	Longitudinal register (Studentregister and Course Register/Qualification register)	Total count	Student Level	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
Estonia	10-Nov-18	One day	Register is updated according to the changes every day, data for statistics is taken on 10-Nov-16	Estonian Education Information System	Yes	Student level	n/a
Finland	20-Sep-18	One day	Snapshot	Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data	Total data collection from institutions	Student Level	Nothing is done yet about multiple enrolments, but they are not substantial
France	15-Jan-19	One day	Snapshot	Ministry of National Education, Youth and Sport - Directorate of Evaluation, Forecasting and Performance Monitoring Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate	Annual Census	Student Level	n/a
Germany	01-Sep-18	Registration and re-registration periods	Snapshot	Federal Statistical Office, Vocational School Statistics; Federal Statistical Office, University statistics; Federal Statistical Office, Statistics on Vocational academies	Administrative data	Student level	Students enrolled in multiple fields are allocated according to the main content of study (first field of study) The participation of students in two different programmes is of marginal importance in Germany
Greece	20-May-19	n/a	n/a	a) Annual census for private education & public special education and b) administrative sources for public sector	n/a	n/a	n/a
Hungary	01-Oct-18	One day	Snapshot	Felsőoktatási információs Rendszer (Information System of Higher Education)	Register data	Student level	No pro-rating . Each student is only counted once, in his main programme of study
Iceland	15-Oct-18	One day	Snapshot	Information collected from educational institutions on student numbers. The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 3-6. In this register students only appear once each year	Register Data	Student Level	No pro-rating . Each student is only counted once, in his main programme of study. In calculating FTE all full-time students are counted as 1, irrespective of if they are studying 76% or 125% of the normal full-time study load. The FTE of part-time students is then added according to their share of a full-time study load
Ireland	30-Sep-18	n/a	n/a	ISCED 5 - 8 Higher Education Authority Student Record System and Census of Non-Aided Colleges	Annual Census	n/a	n/a
Israel	01-Oct-18 for short-cycle tertiary programmes	Several days	Snapshot	ISCED 5 (vocational) - administrative files from Ministry of Economy, MoEd, the Survey of Vocational training institutions	n/a	n/a	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
	01-May-19 for other tertiary education						
Italy	01-Jan-19	n/a	n/a	Ministry of Education, University and Research	n/a	n/a	n/a
Japan	01-Oct-18 for population data; 01-May-18 for enrolment	n/a	n/a	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	n/a	n/a	n/a
Korea	01-Apr-19	One day	Snapshot	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	n/a	n/a	n/a
Latvia	10-Oct-18	One day	Snapshot (Next school year)	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census	n/a	n/a
Lithuania	01-Oct-18	One day	Snapshot	Statistics Lithuania. Data source - the Centre of Information Technologies of Education, the Pupil Register and the Students Register	n/a	Student Level	n/a
Luxembourg	30-Oct-18	n/a	n/a	Administrative data	n/a	n/a	n/a
Mexico	30-Sep-18	One day	Snapshot	Secretariat of Public Education (SEP)	Annual Census	Educational institutions	The number of students that are studying for more than one tertiary degree is almost null in Mexico
Netherlands	31-Dec-18 for doctoral programmes 01-Oct-18 for all other programmes	n/a	n/a	Education registers for all ISCED levels except 8; phd register for ISCED-8	Register data (except ISCED 8)	Student Level	If a student is, for instance, enrolled in two different ISCED levels in tertiary education he/she is only being counted at the highest level. So there is no double counting, but also no pro-rating between programmes
Norway	01-Oct-18	n/a	n/a	Statistics Norway	Register Data	Student Level	n/a
New Zealand	01-Jul-19	Whole year	Year-round	For ISCED 35-8 (post-school) electronic administrative collection	Register Data	Student Level	Students enrolled in more than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level
Poland	10-Oct-18 for ISCED 5 programmes and 31-Dec-18 for other tertiary programmes.	n/a	n/a	Statistics Poland, Ministry of Education and Science	Annual surveys	Student Level	Students are presented as many times as they were studying fields of education. In Poland student double counting will be eliminated as soon as individual database is developed. At present students may be double counted in data regarding enrolments, graduates and new entrants
Portugal	31-Dec-18	Two days (one in December, the other in March)	Snapshot	Actual data on students collected from the annual surveys to all education institutions	Register Data	Aggregate Level	n/a
Slovak Republic	15-Sep-18 for short-cycle tertiary	n/a	n/a	Database of processing statistical of schools, Statisticka rocenka	n/a	n/a	It is not possible to correct all double counting. It concerns less than 5% of all students

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
	program mes 31-Oct-18 for other tertiary program mes			skolstva (Statistical Yearbook of Education)			
Slovenia	30-Oct-18	One day	Snapshot	Ministry of education, science and sport	Register Data	Student level	Double counting is possible in the case of participation of student in two different tertiary programmes (phenomenon not statistically relevant); participants in a two-subject programme are pro-rated between fields (0,50:0,50)
Spain	31-Oct-18	ISCED 5: One Day ISCED 6 to 8: School Year	ISCED 5: Snapshot ISCED 6 to 8: Year-round counting	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. Other statistics on education and training	Register Data	n/a	We do not include students from some programmes where duplications could be significant (a part of arts and foreign languages programmes)
Sweden	01-Jul-19	Academic year	Year-round counting	Student registers	Register Data	Student Level	'Every student is only counted as one student so there is no double-counting. If a student is enrolled at several ISCED levels (in two different programmes and/or in two institutions), he/she is weighted proportional to both levels.
Switzerland	15-Nov-18 for short-cycle tertiary program mes 15-Oct18 for other tertiary education	One day	Snapshot	SHIS-SIUS Swiss Universities Information System	Register Data	Student Level (Full Collection)	Students enrolled in part-time programs at different ISCED levels are counted twice
Turkey	01-Dec-18	n/a	n/a	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2015-2016"; MoNE MEBBIS Database; Higher Education Council Statistics	n/a	n/a	n/a
United Kingdom	n/a	Whole Year	Year-round counting (From August 1st year n to July 31st year n+1)	ISCED 54, 64, 74, 84: Higher Education Statistical Agency (HESA). Provides data on Higher Education institutions across England, Northern Ireland, Scotland, and Wales ISCED 55+: Data in vocational settings are	n/a	Student Level	n/a

Country	Data collection date	Data collection period	Collection method used	Sources	Type of data	Level of data collection	Treatment of multiple enrolments
				collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR). Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR). Scotland: Scottish Funding Council. Northern Ireland: Consolidated Data Return (CDR)			
United States	01-Sep-18	n/a	Estimation from cross-sectional data	Integrated Post-secondary Education Data System, National Post-secondary Student Aid Survey	Cross-sectional data	Student Level (reporting)	n/a
Brazil	31-Dec-18	Whole Academic Year	Year-round counting from February to April of the subsequent year	Ministry of Education (MEC): 2015 School Census(MEC/Inep), 2015 Higher Education Census (MEC/Inep) and 2015 Data Collection on Advanced Studies (MEC/Capes)	Register Data	Student Level	n/a
Costa Rica	08-Apr-19	n/a	n/a	Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	n/a	n/a	n/a
Russian Federation	15-Oct-18	One school year	n/a	Federal State Statistics Service (Rosstat)	n/a	n/a	n/a

Notes on specific countries

Australia: Break in series in 2018. The methodology to attribute students to public and private institutions at ISCED levels 3 to 5 and to attribute students to vocational programmes at ISCED levels 2 to 5 was improved. [Back to main table for this indicator.](#)

Austria: Data exclude participants in short courses for sports instructors. Students enrolled in VET in schools programmes are not reported in vocational enrolments (ISCED 25, 35, 45, 55) to remove double counting. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community are not integrated in the enrolments data for Belgium; however the population data refer to Belgium (and therefore include the German-speaking Community). Data on independent private institutions refer to European Schools (ISCED 1 – 2 – 3) and, at higher education level, only refer to the Flemish Community. About 120 000 adult learners (French Community) at ISCED level 2 to 7 are not included in the data broken down by age, which may lead to the underestimation of enrolment rates, especially in the age group 20-22. [Back to main table for this indicator.](#)

Brazil: People in military career are excluded. Special education programmes are included. [Back to main table for this indicator.](#)

Canada: The ending age of compulsory education is 16 except in Ontario, New Brunswick, Manitoba and Nunavut where it is 18. [Back to main table for this indicator.](#)

Chile: As of 2018, Chile revised the methodology to attribute students to upper secondary general and vocational programmes. This was done to better reflect the structure of upper secondary education, in which two years of upper secondary education are taught under a general formation programme in sciences and humanities. After the successful completion of the second year, students can opt to continue in a differentiated general or vocational programme for the remaining two years of upper secondary education. The revised methodology was

implemented for years as of year 2019. The share of students by category at ISCED 3 excludes ISCED 341 and the share of students by age and category excludes students younger than 16. [Back to main table for this indicator.](#)

Czech Republic: Break in series in 2017/18. The 2016 Higher Education Law introduced new study programmes, the fields of a small number of old study programmes was reclassified for better quality data. A new data collection was introduced for post-secondary non-tertiary education, resulting in a lower total number of students at this level. A new data collection was introduced for bachelor's, master's and equivalent, resulting in a lower total number of part-time students at these levels. [Back to main table for this indicator.](#)

Estonia: The classification of institutions was modified in 2016 (school year 2015/16). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. Government dependent private universities (ISCED 6-8) were classified as public universities due to overall control criteria. These changes lead to non-compatibility by type of institution between year 2015 and year 2016.. [Back to main table for this indicator.](#)

France: The classification of students by type of institutions at ISCED levels 4-8 changed as of school year 2017/18. In addition, there is a break in time-series in the classification by field of education due to change in methodology as of school-year-2017/18. [Back to main table for this indicator.](#)

Germany: Full-time education is compulsory until age 16; for 16-18 year-olds, part-time education is compulsory. 2016 figures are impacted by the unusually high immigration, especially asylum seekers. Enrolment data for 2005 were proxied by 2006 data. [Back to main table for this indicator.](#)

Hungary: Compulsory education starts in the calendar year when the child turns 6 until 31 August, but not more than one year later, and ends when the student turns 16. As regards students that began their studies in 9th grade in the 2011/2012 school year or earlier, their compulsory education shall terminate at the end of the school year in which they turn 18. The programme orientation of 'Upper vocational grammar schools' has been modified and is no longer qualify as general, but as vocational programmes; this reform was introduced in the 2016/2017 academic year. [Back to main table for this indicator.](#)

Ireland: The data collection on ISCED 5 private institutions is on a voluntary basis and does not cover all enrolments at this level. All leaving certificate programmes are classified as secondary general education. SOLAS programmes were reported as post-secondary non-tertiary vocational programmes until year 2015/16, while the education level breakdown is available starting with year 2016/17 between upper secondary and post-secondary non-tertiary vocational programmes. [Back to main table for this indicator.](#)

Israel: 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. In 2016, Israel updated the methodology to track enrolment in independent private institutions, which may result in a break in series with respect to previous years. Data on ISCED 5 independent private institutions are no longer collected. [Back to main table for this indicator.](#)

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. As of school year 2016/17, ISCED 4 enrolments are included with upper secondary education (ISCED 3). [Back to main table for this indicator.](#)

Japan: Full-time equivalents in tertiary education are calculated as the sum of the number of full-time students and 50% of the part-time students. [Back to main table for this indicator.](#)

Latvia: According to international definitions, most higher education institutions in Latvia are classified as private government-dependant due to their autonomy and governance model, although they are considered nationally as public institutions. [Back to main table for this indicator.](#)

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, 6, 7 and 8) is underestimated as it does not cover all tertiary programmes. Enrolment rates for Luxembourg are underestimated because many resident students go to school in the neighbouring countries. [Back to main table for this indicator.](#)

Mexico: Distance learning is included in enrolment figures as of year 2016/17. [Back to main table for this indicator.](#)

Netherlands: Enrolments data only include publicly financed institutions, referred to as “public institutions” in the Dutch national statistical and educational environment. [Back to main table for this indicator.](#)

New Zealand: “Upper Secondary” as used in this publication includes programmes done both as part of the initial compulsory school system, and programmes done in post-schooling institutions. Initial school-based upper

secondary education is generally-oriented, while the large majority of post-school study at ISCED 3 is vocational. Both systems have different funding and regulatory arrangements, and different types of students. While initial upper secondary mainly relates to students aged 15-18, adults of any age can enrol in post-school programmes at ISCED 3.

While general and vocational education at ISCED 3 level is not exclusively split between initial and post-initial schooling in New Zealand, to better help policy makers and other readers interpret and use comparisons at ISCED level 3, all New Zealand results relating to New Zealand's initial schooling upper secondary system have been reported as "upper secondary general" (ISCED 34), while all results relating to New Zealand's post-schooling ISCED 3 system (level 1-3 qualifications on the NZQF) have been reported as "upper secondary vocational" (ISCED 35). [Back to main table for this indicator.](#)

Poland: Full-time compulsory education normally continues until pupils are 16 years old (i.e. the age for completion of the lower secondary level (*gimnazjum*)). 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). In the school year 2004/05 one year of obligatory pre-school education for 6-year-olds was introduced by the Ministry of National Education and Sport. Since September 2009 ECEC became a legal entitlement for 5-year-olds. In school years from 2011/12 to 2015/16 the start of compulsory pre-primary education was extended to age 5. Since September 2015, ECEC became a legal entitlement for 4-year-olds. Due to changes in the education system, starting from September 2016 ECEC became compulsory for 6-year-olds while the starting for primary school became 7. At the same time, ECEC became a legal entitlement for 3-year-old children from September 2017. The reorganization of education system in Poland in 2017/18 includes changes in the primary and lower secondary education: lower secondary schools are to be abolished and replaced by 8-year-long primary school which covers two ISCED levels of primary and lower secondary education (so-called single structure education). All adult students (part-time students) of a new primary schools are reported on ISCED 2 level. [Back to main table for this indicator.](#)

Russian Federation: Enrolment rate by age cannot be calculated in secondary education because vocational programmes at upper secondary level are included in other levels of education. [Back to main table for this indicator.](#)

Slovenia: Break in series in data by field of study in year 2017/18 at ISCED level 8 for fields 05 Natural sciences, mathematics and statistics, 07 Engineering, manufacturing and construction, 08 Agriculture, forestry, fisheries and veterinary and 09 Health and Welfare. [Back to main table for this indicator.](#)

Spain: Doctoral studies are being modified in Spain within the Bologna Process, possibly affecting enrolment at this level. Students with the new system have direct access to the phase of the thesis development. In the past system they had to follow doctoral courses before working in the thesis. [Back to main table for this indicator.](#)

Switzerland: In most cantons compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, the vast majority of children in these cantons attend kindergarten also for two years. [Back to main table for this indicator.](#)

United Kingdom: The rapid growth of "free" and "academy" schools (England only) has led to a significant reduction in the proportion of students attending public schools with a corresponding increase in those attending government-dependent private schools. Enrolment data are split between general/academic education programmes and vocational/professional programmes based on institution type. At ISCED 2-3 levels, programmes taken in school settings are classed as general and programmes taken in Further Education settings (e.g. FE colleges) are classed as vocational. At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor's professional programmes. [Back to main table for this indicator.](#)

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. In 2018, the United States reclassified all the enrolment data on upper secondary education as general programmes. [Back to main table for this indicator.](#)

INDICATOR B2: How do early childhood education and care systems differ around the world?

B2	
	Methodology Sources
Argentina	
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	
Chile	CHL
China	
Colombia	COL
Costa Rica	
Czech Republic	
Denmark	
England	
Estonia	EST
Finland	FIN
France	FRA
Germany	
Greece	GRC
Hungary	
Iceland	
India	
Indonesia	
Ireland	IRL
Israel	
Italy	
Japan	JPN
Korea	
Latvia	
Lithuania	
Luxembourg	LUX
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	GBR
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>).

Data refer to the school year 2018/9 and financial year 2018. 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 (age at 1 April) is used as the reference date for enrolment statistics. In addition, 1 October (age at 30 September) is used as the reference date for enrolment statistics in day care centres. For the **United States**, 1 October is used as the reference date for both enrolments and population data.

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.

The concepts used to define full-time and part-time participation at other ISCED levels, such as study load, child participation, and the academic value or progress that the study represents, are not easily applicable to ISCED level 0. In addition, the number of daily or weekly hours that represent typical full-time enrolment in an education programme at ISCED level 0 varies widely between countries. Because of this, full-time-equivalents cannot be calculated for ISCED level 0 programmes in the same way as for other ISCED levels. It explains why expenditure per child are reported in Education at a Glance 2021 in head counts and not using full-time equivalents.

Estimated expenditure for all children aged 3 to 5 enrolled in ECEC and primary education are reported for the second time in Table B2.4. The calculation of this new measure is based on the distribution of children aged 3 to 5 enrolled in ISCED 01, ISCED 02 and primary education (ISCED 1). For each country, the calculation was based on what proportion of all children enrolled at each of these three ISCED levels were aged 3 to 5. For instance, in Australia, children aged 3 to 5 accounted for 5% of all children enrolled in ISCED 01, 99% of all children enrolled in ISCED 02 and 12% of all children enrolled in ISCED 1. These percentages were used to estimate total expenditure for all children aged 3 to 5 enrolled in ECEC and primary education. Thus, the figure for Australia is equivalent to:

5% of all expenditure allocated to ISCED 01 + 99% of all expenditure allocated to ISCED 02 + 12% of all expenditure allocated to ISCED 1.

A similar calculation was made for all countries.

Table X3.B2.1. Proportion of children aged 3-to 5 year-old among children of all ages enrolled at each ISCED level (2018)

	Early childhood development (ISCED 01)	Pre-primary education (ISCED 02)	Early childhood education (ISCED 0)	Primary education (ISCED 1)
Australia	5%	99%	59%	12%
Austria	22%	84%	73%	0%
Belgium	M	84%	M	0%
Canada	M	x	M	0%
Chile	12%	92%	74%	0%
Colombia	0%	96%	66%	4%
Czech Republic	a	78%	78%	0%
Denmark	1%	98%	62%	0%
Estonia	x	x	57%	0%
Finland	0%	71%	56%	0%
France	a	95%	95%	0%
Germany	0%	89%	65%	0%
Greece	M	98%	M	0%
Hungary	11%	81%	77%	0%

	Early childhood development (ISCED 01)	Pre-primary education (ISCED 02)	Early childhood education (ISCED 0)	Primary education (ISCED 1)
Iceland	0%	100%	69%	0%
Ireland	0%	98%	69%	15%
Israel	0%	96%	61%	0%
Italy	a	95%	95%	1%
Japan	a	98%	98%	0%
Korea	0%	100%	63%	0%
Latvia	0%	75%	60%	0%
Lithuania	0%	73%	59%	0%
Luxembourg	a	96%	96%	1%
Mexico	28%	97%	94%	4%
Netherlands	a	100%	100%	0%
New Zealand	0%	100%	60%	15%
Norway	0%	100%	64%	0%
Poland	a	70%	70%	0%
Portugal	2%	96%	67%	0%
Slovak Republic	a	79%	79%	0%
Slovenia	0%	97%	68%	0%
Spain	0%	100%	73%	0%
Sweden	0%	74%	54%	0%
Switzerland	a	73%	73%	0%
Turkey	0%	100%	99%	3%
United Kingdom	M	100%	M	17%
United States	M	89%	M	1%
Brazil	50%	94%	76%	1%
Costa Rica	56%	92%	90%	0%
Russian Federation	0%	75%	64%	0%

Source: UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat

Sources

Data on enrolments and Finance are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Some additional data on ECEC services outside the scope of ISCED-2011 have been collected during the UOE cleaning process through the Enrolment trend formula in 2020. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS).

Notes on specific countries

Australia: From the 2015 reference year, Australia reported full-time equivalent enrolments in ISCED 0 as head counts. In previous years full-time equivalent enrolments were estimated based on the average hours per week. This has affected results for expenditure per student compared with previous years. In addition, from 2016 reference year all children aged three years enrolled in Long Day-care Centres have been reported as enrolled in ISCED 02 (pre-primary). In previous years three year-olds in Long Day-care Centers were only reported in ISCED 02 (pre-primary) if they were recorded as enrolled in a preschool program. However, that data element is no longer collected. Hence, the enrolment rates for three year-olds in ISCED 01 and ISCED 02 are not comparable before and after 2016. [Back to main table for this indicator.](#)

Belgium: Data on ISCED level 01 only cover the Flemish Community. ISCED 01 programmes are not implemented in the French Community. Enrolment data do not include the German-speaking Community. Data on independent private institutions refer to the European Schools. For these reasons, enrolment figures have a lower coverage than the population, which leads to an underestimation of enrolment rates. [Back to main table for this indicator.](#)

Chile: The last level of ISCED 02 (Kinder, for 5 year old children) was established as mandatory through law 20.710 of 2013. However, the law that brings this norm to practice is currently in process of approval. [Back to main table for this indicator.](#)

Colombia: Data on ISCED 01 by age refer only to pupils enrolled in public institutions. [Back to main table for this indicator.](#)

Estonia: Early childhood education (ISCED 0) data for Estonia cannot be disaggregated into early childhood educational development (ISCED 01) and pre-primary education (ISCED 02) due to the fact that Estonia has a fully unitary system of ECEC that integrates both care and education before children begin primary school. There is one curriculum for all ages up to six years old. The classification of institutions was modified in 2017 (school year 2016/17). The majority of ISCED 0-3 independent private institutions were classified as government-dependent private institutions due to core funding received from government agencies. These changes lead to non-compatibility by type of institution between year 2016 and year 2017. Additionally it is important to take note, that educational expenditure comparison in ECEC can be done only since year 2014, because before that year 70% of the pre-primary education was considered non-educational and therefore not submitted to UOE data collection. As from 2014, all the expenditure (100%) on pre- primary education is considered educational. [Back to main table for this indicator.](#)

Finland: Age and gender distribution are partly estimated at ISCED 0. The distribution of expenditure to ISCED 01 Early childhood educational development and ISCED 02 Pre-primary education is an estimate based on the estimated difference between expenditure per children at ISCED 01 and ISCED 02. The estimate is based on the difference in stipulated group sizes at ISCED 01 and ISCED 02 (the stipulated group sizes are bigger in ISCED 02 than in ISCED 01). [Back to main table for this indicator.](#)

France: From EAG2020 data on teachers have been backdated to 2009 using new source and methodology. Consequently data before 2009 cannot be presented. Data only covers educational system under the supervision of ministries of national education. The total of private institutions is equal to government-dependent private institutions. Data on independent private institutions are incomplete, but this is a sector with negligible weight. [Back to main table for this indicator.](#)

Germany: The reference year for the trend data is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005. [Back to main table for this indicator.](#)

Greece: ISCED 01 was considered as incomplete and was reported as missing. [Back to main table for this indicator.](#)

Ireland: The expenditure on early childhood educational institutions figure does not include spending on integrated care and education, which accounts for a significant portion of public spending and a larger proportion of private spending. In Ireland only spending on the free pre-school ECEC programme is classified as ISCED 02. Other public spending is not classified as ISCED 0 as it supports both care and education, though it often has a similar educational focus to the ECCE programme. [Back to main table for this indicator.](#)

Japan: The coverage of staff (teachers, teachers' aides) in the Table showing child-to-staff ratios and the data reported in the indicator on financing of ECEC in ISCED 02 are limited to some ECEC services (Kindergartens and School for special needs education, Kindergarten department). Day care centre and integrated centre for early childhood education and care are excluded of these two indicators. [Back to main table for this indicator.](#)

Luxembourg: Starting from scholar year 2009/2010, early childhood education, pre-primary and primary education are grouped in a coherent and continuous programme called « enseignement fondamental ». This programme is divided into four cycles. The first cycle, corresponding to pre-primary education spans for 3 years. The first year, early childhood education, is not compulsory, the second and third years, for pupils aged 4 and 5, are compulsory. [Back to main table for this indicator.](#)

Switzerland: In most cantons compulsory pre-primary education (kindergarten or a first learning cycle) starts in August when the child turns 4 before 31 July in the same calendar year and lasts for two years. In a few cantons of German-speaking Switzerland, there is no obligation to send children to kindergarten, or only an obligation of one year. Nevertheless, the vast majority of children in these cantons attend kindergarten also for two years. [Back to main table for this indicator.](#)

United Kingdom: From 2018, the methodology for calculating FT/PT/FTE enrolment in government dependent private institutions is based on 15 hours of provision to match with government policy (universal entitlement). Before 2018, intensity was based on 25 hours of provision. This presents a break in the time series. Enrolment figures in government dependent private institutions (in PERS-STU and FIN-STU ISCED 01) only cover pupils from the age at which they become eligible for some funded early education (from age 2 for selected pupils). This results in an underestimate of student figures at ISCED 01 level. [Back to main table for this indicator.](#)

INDICATOR B3: Who is expected to graduate from upper secondary education?

	B3
	Methodology Sources
Argentina	ARG
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
China	CHN
Colombia	COL
Czech Republic	
Denmark	DNK
Estonia	
Finland	FIN
France	
Germany	DEU
Greece	GRC
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	ITA
Japan	
Korea	
Latvia	
Luxembourg	LUX
Mexico	
Netherlands	
New Zealand	NZL
Norway	
Poland	
Portugal	
Russian Federation	RUS
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	
Sweden	SWE
Switzerland	
Turkey	TUR
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table X3.B3.1.Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B3.1.

Country	Data Collection Period	Source(s)	Methodology
Australia	2019-08-05	"ISCED 35, 45, (VET institutions) - National Centre for Vocational Education Research (NCVER) Data Collection, compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). ISCED 34 (Schools) - States and Territories Boards of Examination.	"Graduates is populated with data from 2019 for general programmes and 2018 for vocational programmes, due to availability constraints on national data. Reference date for ISCED 3 data varies from state to state in Australia. In NSW, QLD and VIC the reference date for ages is 30/06/2019
Austria	2019-06-30	School-, University-Statistics	Annual Census
Belgium	2019-02-01	Fl.Co: Student database	n/a
Brazil	2019-06-02	Ministry of Education (MEC): 2019 School Census(MEC/Inep)	n/a
Canada	2018-06-01	Elementary-Secondary Education Survey (ESES), Postsecondary Student Information System (PSIS)	Further details can be found at: " http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SDDS=5102 http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&SDDS=5017&lang=en&db=imdb&adm=8&dis=2 "
China	2019-08-31	Ministry of Education	n/a
Chile	2019-06-30	Ministry of Education	Census by school (via web application) for ISCED 0-3 levels
Colombia	2019-12-31	Sistema Integrado de Matrícula (SIMAT) for data ISCED 1 - 4, Sistema Nacional de Información de Educación Superior (SNIES)	"For ISCED 1-4: Count of unique records of graduate students in the year reported by primary sources in the information systems mentioned
Costa Rica	2019-03-08	Censo Escolar Inicial y registros de graduados de ISCED 3. Oficinas de Registro de Universidades Públicas, Consejo Nacional de Rectores (CONARE), Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP)	Census and administrative data
Czech Republic	2019-09-30	Ministry of Education, Youth and Sports	Individual registers; annual data collection; estimations
Denmark	2018-10-01	Longitudinal register (Studentregister and Course/Qualification register)	Graduates throughout the period 2018-10-01 til 2019-09-31
Estonia	2019-11-10	Estonian Education Information System (source type: register) / Population Register (source type: register)	n/a
Finland	2019-12-31	Statistics Finland's data collections and Statistics Finland's data based on the Finnish National Agency for Education's KOSKI data warehouse data. Total data collected and transferred from the educational institutions.	n/a

France	2019-11-01	Ministry of National Education, Youth and Sport - Directorate of Evaluation, Foresight and Performance Monitoring. Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-Directorate	Annual census of diplomas
Germany	2019-08-31	Federal Statistical Office (2019), General school statistics; Federal Statistical Office (2019), Vocational school statistics; Federal Statistical Office (2019),	Data on training of civil servants for the medium level (Beamtenausbildung mittlerer Dienst) were collected on: 2018.06.30
Greece	2019-05-20	Annual Census surveys, Second Chace Schools, Administrative sources	n/a
Hungary	2019-10-01	Statistical data collection on public education, Information System of Higher Education	Census (Yearly obligatory statistical survey of education)
Iceland	2019-01-01 2019-12-31	The Statistics Iceland Register of Graduations, which has information on individual students at levels 3-8. Data are collected twice per year after each semester, in June and December/January.	We do not collect data on graduations after ISCED 1 or 2. As there is automatic progression to level 3, all students in the last grade of compulsory education, are counted as graduates. There are no graduations at ISCED 1, as it is a part of a single structure compulsory school. All students in grade 7 are counted as graduates of ISCED 1. The typical graduation age is the ages that span at least 50% of graduates, where possible.
Ireland	2018-09-30	ISCED3 - State Examinations Commission ; ISCED3-7 Quality and Qualifications Ireland	n/a
Israel	2019-06-30	"Isced 3: Administrative files from the MoEd and the Ministry of Economy,	n/a
Italy	2019-07-30	National Register and Survey	n/a
Japan	2019-05-01	"School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology) , Survey on international students' career (Japan Student Services Organization)"	n/a
Korea	2019-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counts of individuals at a particular date
Latvia	2019-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2019-09-01	Data on graduates are compiled on the basis of administrative source. Type of data sources - the Registers of Pupils and Students.	The data on the number of students enrolled were counted on a individuals at a particular date.
Luxembourg	2019-10-30	Administrative data	n/a
Mexico	2019-09-30	Secretariat of Public Education (SEP)	n/a
Netherlands	2018-10-01	Education registers	n/a
New Zealand	2019-12-31	New Zealand Ministry of Education databases. For ISCED 0 - Annual Census; For ISCED 1-34 (school) Annual Survey; For ISCED 35-8 (post-school) electronic administrative collections.	Counts include all graduates during the year 2019. Students graduating at more than one level are counted once at each level they graduated at, and also only once across any totals.

Norway	2019-10-01	Register data on individuals for isced 2-8. Aggregated data for ISCED 1.	Note that ISCED 1 is based on enrolled students at the start of the school year; all students graduate from ISCED 1, so this estimation is reasonable.
Poland	2018-09-30	Statistics Poland, Ministry of Education and Science	Full method
Portugal	2019-12-31	Data collected from annual surveys to all education institutions.	Headcount of individuals at the particular date
Russian Federation	2019-10-15	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
Slovak Republic	2019-09-15	n/a	n/a
Slovenia	2019-10-01	n/a	n/a
Spain	2019-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. And another statistics on education and training.	Administrative data
Sweden	2019-10-15	Enrolment registers	Enrolment registers
Switzerland	2018-11-15	Statistics on pupils and student	Full collection of data of pupils and students
Turkey	2018-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2018-2019"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2019-01-17	"ISCED 1-3 General/Academic: Education and Training Statistics in the UK Volume 2019	n/a
United States	2018-09-01	(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Postsecondary Education Data System, (4) Baccalaureate and Beyond Longitudinal Study, and (5) Projections	Cross-sectional data

Notes on specific countries

Argentina: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Australia: The variable "graduates" is populated with data from 2018 for general programmes and 2017 for vocational programmes, due to availability constraints on national data. [Back to main table for this indicator.](#)

Austria: University courses with less than 30 ECTS have been excluded and may explain a decrease of graduate students at ISCED 4. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community and for independent private institutions are not integrated in the data for Belgium in the UOE data collection. Data on graduates are not available for special education. Moreover, for the Flemish Community, graduates in adult education in language courses are not included in the data. [Back to main table for this indicator.](#)

China: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Canada: Data on upper secondary vocational programmes in Canada is only reflective of the education system in the province of Quebec. In other Canadian jurisdictions, vocational training is offered within the general post-

secondary system, although vocational learning opportunities are available at the secondary level across the country.

Starting with 2018-19, the concordance file for the field of study variable has been updated, so caution should be used when comparing to previous years. [Back to main table for this indicator.](#)

Colombia: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

France: At the beginning of 2019, trainings in arts at ISCED 4 are no longer available. [Back to main table for this indicator.](#)

Greece: The number of post-secondary non-tertiary graduates from vocational programmes decreased between 2015 and 2016 due to the introduction of a mandatory 5th semester of apprenticeship in enterprises, which delayed graduation. [Back to main table for this indicator.](#)

Germany: In 2015 and 2016, there was a particularly high immigration in Germany, especially from individuals seeking refuge. Many of these are teenagers / young adults aged 15 to 24, who are included in population statistics but not among upper secondary or tertiary graduates. This contributes to lower graduations rates in 2017 than in previous years. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort studies in neighbouring countries at ISCED 3 level. [Back to main table for this indicator.](#)

New Zealand: Initial school-based upper secondary education is generally-oriented. The vast majority of post-school study at ISCED 3 is vocational, of one year or less duration. While post-school certificates are at the same level as school-based qualifications, they are not part of the upper secondary school system in New Zealand. Students who do not graduate from initial upper secondary programmes at school may at a later stage go on to graduate from a vocational ISCED 3 post-school programme.

The field of study has been updated due to changes in method of national classification. The single field of study assigned to a qualification may not illustrate the list of fields actually studied by graduate students. To make it more likely that the field of study a student specialises in will be selected as the predominant field, the study load is now weighted by the level of the course on the New Zealand Qualification Framework (NZQF). [Back to main table for this indicator.](#)

Poland: The number of graduates in upper secondary and post-secondary non-tertiary programmes decreased between 2015 and 2016 following a reform which suppressed a number of adult programmes (basic vocational schools for adults, technical schools for adults, supplementary technical secondary schools for youth and for adults). [Back to main table for this indicator.](#)

Sweden: In Sweden, graduation from upper secondary education only concerns the part of the school system designed for students below the age of 21. Students enrolled in adult education may have completed ISCED 3 and received a leaving certificate without being reported as graduates. In addition, following the introduction of the new upper secondary reform in academic year 2011/2012 (GY11), the requirements for graduation have been strictened, and the numbers of graduates have gone down. Students with a full *examen* are regarded as graduates, while students with a leaving certificate (*studiebevis*) are reported as “partial completion”. [Back to main table for this indicator.](#)

Turkey: Open education is excluded. [Back to main table for this indicator.](#)

United States: The majority (nearly all) of ISCED 3 graduates are first-time graduates. While the graduates may be in programs described as vocational, academic, or general, all graduates must have met requirements for completing a designated number of academic courses. General Educational Development (GED) programmes and other alternative forms of upper secondary school completion are not included in the graduation-rate calculations. Data for graduates by age in the United States 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 from which relatively few people graduate. Also, for ISCED 4, the first-time graduates data are equivalent to the total graduates at ISCED 4 because there is no way of estimating “first-time”. First-time graduation rates from post-secondary non-tertiary programmes are high in the United States (over 20%) compared to other countries. This can be due, in part, to the fact that these are programmes of a vocational nature that might be classified as secondary programs in some countries. [Back to main table for this indicator.](#)

INDICATOR B4: Who is expected to enter tertiary education?

B4	
	Methodology Sources
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	CHL
Czech Republic	
Denmark	DNK
England	
Estonia	EST
Finland	
France	FRA
Germany	DEU
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	ITA
Japan	JPN
Korea	
Latvia	
Luxembourg	LUX
Mexico	MEX
Netherlands	NLD
New Zealand	
Norway	
Poland	POL
Portugal	
Russian Federation	RUS
Saudi Arabia	SAU
Scotland	
Slovak Republic	
Slovenia	SVN
Spain	ESP
Sweden	
Switzerland	CHE
Turkey	
United Kingdom	
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table B4.1.

Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B4.1.

Table X3.B4.1 Sources and Methodology for entry rates at ISCED 5-8

Country	Data Col. Period	Sources	Methods
Argentina	01-04-2019/ 31-12-2019	Ministerio de Educación - Secretaría de Políticas Universitarias	n/a
Australia	2020-05-15	ISCED 5, 6, 7 and 8 (Universities) - Australian Government Department of Education and Training, University Statistics Data Collection. National Centre for Vocational Education Research (for ISCED 54, 55, 6).	Unduplicated data for individual Fields of Study is not available. To maintain the totals across the different sheets in this workbook, the Field of Study data has been derived by apportioning the Unduplicated total by the proportion of entrants in the raw 2-digit Fields of Study data with duplicate counts.
Austria	2018-11-01	Statistics Austria: Synthetic dataset, based on annually compiled University Statistics.	The count of new entrants is derived from pro-rated enrolment data.
Belgium	2019-02-01	Flemish Community (BE): Education Database / French Community (BE): Comptage, SATURN et CREF	Administrative data
Brazil	n/a	n/a	n/a
Canada	01-12-2016	Education and Labour Market Longitudinal Platform (ELMLP)	n/a
Chile	2019-06-30	Ministry of Education of Chile	Census by institutions (via electronic report) for ISCED 5-6 levels
China	n/a	n/a	n/a
Colombia	2019-12-31	Sistema Nacional de Información de Educación Superior (SNIES) for data ISCED 5-8 Ministerio de Educación Nacional de Colombia	Administrative records from primary sources
Costa Rica	n/a	Oficinas de Registro de las Universidades Públicas, Consejo Nacional de Rectores-CONARE, Consejo Nacional de Enseñanza Superior Universitaria Privada-CONESUP	Administrative data
Czech Republic	2018-09-30 (ISCED 5) 2018-12-31 (ISCED 6-8)	Ministry of Education, Youth and Sports databases	Individual registers, annual data collection, estimations
Denmark	2018-08-01	Longitudinal registers (Studentregister and Course Register / Qualifications register)	Entrants in the period 2018-08-01 to 2019-07-31
Estonia	2018-11-10	EHIS i.e "Eesti Hariduse Infosüsteem", in English - Estonian Education Information System; Population Register	Methodology has been changed to avoid double counting new entrants between years. Data on new entrants before 2017 is overestimated.
Finland	2018-09-20	ISCED 6-8: Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data.	Total data collected from the educational institutions

Country	Data Col. Period	Sources	Methods
France	2019-01-01	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring - Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate - Ministry for Solidarity and Health, Ministry of Agriculture and Food, Ministry of Culture	Annual Census of registered students. New entrants numbers are estimated according to the programme followed the previous year for data sources collecting this information for ISCED 3. For ISCED 8, it had been the case until EAG 2017. In tertiary education, the methodology has changed for the year 2017/2018 : for tertiary education data, there is full coverage of ISCED 8 students
Germany	2018-09-01	Federal Statistical Office (2019), Vocational school statistics; Federal Statistical Office (2019), University statistics; Federal Statistical Office (2019), Statistics on Vocational academies	n/a
Greece	2019-05-20	Data are derived from two sources: a) annual census surveys conducted at the end of the school year on pre-primary, primary, lower and upper secondary general education, upper secondary vocational education, Second Chance Schools (Adult Education-iscsed2) for the private sector and public special education, b) administrative sources for the public sector. For ISCED 6-8 an annual census survey takes place, (ISCED 5 is not applicable).	n/a
Hungary	2018-10-01	Köznevelési Statisztikai Évkönyv 2019/2018 (Statistical Yearbook of Public Education 2019/2018), Felsőoktatási Információs Rendszer (Information System of Higher Education)	Yearly obligatory statistical survey of education (census)/ data transfer from administrative database
Iceland	2018-10-15	Information collected from educational institutions on student numbers. The Statistics Iceland Student Register, which is based on data from the schools, is used for levels 5-8. In this register students only appear once each year.	Each student is only counted once, in his main programme of study. ISCED 2011 code 667 and 767 (from new entrants to tertiary education (unduplicated count)) are excluded even though students have not previously studied in Iceland at level 6 or 7 respectively (since 1975).
India	2019-03-31	Ministry of Human Resource Development	n/a
Indonesia	2019-01-01 / 2019-12-31	Ministry of Research, Technology and Higher Education	n/a
Ireland	2018-10-01	Higher Education Authority Student Record System and Census of Private Colleges	All of these refer to a count of enrolments at a particular point in time.
Israel	2019-06-30	ISCED 6-8: The data on new entrants are based on administrative files from the institutions of higher education in Israel. Isced 5 (vocational) - administrative files from Ministry of Labor, Social Affairs and Social Services, MoEd.	n/a
Italy	2019-07-30	ISCED 6 to ISCED 8 – Administrative Data	n/a
Japan	2018-05-01	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology)	As to new entrants of Colleges of Technology (ISCED 5), we regard grade 4 students as new entrants.
Korea	2019-04-01	Basic Statistics of Education, KEDI (Korean Educational Development Institute)	Individuals are counted at the particular date (for new entrants, the date is the first day of entrance in March).
Latvia	2018-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2018-09-01	Data on enrolments are compiled on the basis of administrative source. Type of data sources - the Registers of Pupils and Students.	The data on the number of students enrolled were counted on individuals at a particular date.
Luxembourg	2019-30-10 (ISCED 5) 2018-12-31 (ISCED 6 to 8)	Administrative data Lycees and University	Count of individuals.
Mexico	2018-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
Netherlands	2018-10-01 2018-12-31 (ISCED 8)	Education registers for all ISCED-levels except 8; Phd register for ISCED-8.	For all levels of public education, except ISCED-8, register data have been used for the calculations. For ISCED-8 only a partly filled phd-register is available, so some numbers have been estimated. Private education is not included in the entrants.
New Zealand	2019-12-31	New Zealand Ministry of Education databases.	Counts for all post-school levels (ISCED's 35, 4-8) are based on new entrants to programmes of more than a semester at any time during the 2019 calendar year. Students enrolled in more

Country	Data Col. Period	Sources	Methods
		For ISCED 35-8 (post-school) electronic administrative collection.	than one of these post-school ISCED levels are pro-rated across each level according to their FTE value at each level.
Norway	2018-10-01	Statistics Norway (http://www.ssb.no/en/utuvh/)	Administrative registers on enrolled students (count of individuals at October 1st, 2018). To provide entrants data, the dataset on enrolled students in 2018/2019 is compared with previous enrolment datasets to define new entrants.
Poland	2018-10-10 (ISCED 5) 2018-12-31 (ISCED 6 to 8)	Statistics Poland, Ministry of Education and Science	Full method/Change of data source. Data on new entrants in second-cycle and doctoral programmes are estimated on the basis of the POL-on system (administrative data).
Portugal	2018-12-31	Real value of data collected from the annual Survey to all higher education institutions	Data refers to headcounts at a particular date
Russian Federation	2019-01-01	Federal State Statistics Service (Rosstat)	Using the data collected centrally on the basis of an annual state statistical observation
Saudi Arabia	2019-09-01	Ministry of Education/ Education Statistics Centre	n/a
Slovak Republic	2018-09-15 (ISCED 5) 2018-10-31 (ISCED 6 to 8)	Database of processing statistical of schools (Statistical Yearbook of Education)	Data on the number of students enrolled
Slovenia	2018-10-30	Statistical Office of the Republic of Slovenia	Data on the number of students enrolled
Spain	2018-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry of Universities. And another statistics on education and training	Statistics based on administrative data
Sweden	2020-07-01	Student registers	Registers, total count
Switzerland	2018-11-15 (ISCED 5) 2018-10-15 (ISCED 6 to 8)	Statistics on pupils and students / SHIS-SIUS Swiss Universities Information System	Full collection of data of pupils and students
Turkey	2018-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2018-2019"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2019-01-17 (England only, dates differ in Wales, Northern Ireland and Scotland) Whole year for vocational and tertiary programmes	ISCED 1, 24, 34: UK Education and Training Statistics (ETS) provides data on formal school settings in England, Wales, Northern Ireland and Scotland. Data is collated from School Census data collected in each UK nation. ISCED 25, 35, 55+: Data in vocational settings is collated from different sources in each of the four UK countries: England: the Individualised Learner Record (ILR); Wales: the Welsh Government's Lifelong Learning Wales Record (LLWR); Scotland: Scottish Funding Council; Northern Ireland: Consolidated Data Return (CDR) ISCED 54, 64, 74, 84: Higher Education Statistical Agency (HESA). Provides data on Higher Education institutions across England, Northern Ireland, Scotland, and Wales	Data are collated across UK countries from the specified data sources
United States	2018-10-01	Common Core of Data; Private School Survey; Current Population Survey, Integrated Postsecondary Education Data System, National Postsecondary Student Aid Survey	Cross-sectional / Estimation

Notes on specific countries

Australia: For Australia, international students are excluded from the numerator but not the denominator when calculating entry rates and this has the effect of understating the adjusted rate. It should also be noted that many international students may reside in Australia for some time after the completion of their studies and that this should be kept in mind when interpreting these data. [Back to main table for this indicator.](#)

Belgium: Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection. Short-cycle tertiary programmes exist in the French Community of Belgium but data are not reported. [Back to main table for this indicator.](#)

Canada: Data on entrants for Canada is available for the first time in EAG 2021. This submission originates from data in the Education and Labour Market Longitudinal Platform (ELMLP). New entrant cohorts are only identified in this project up to the academic year 2016/2017. For this reason, the data collection period relates to December 2016. [Back to main table for this indicator.](#)

Chile: Entrants are considered as students who were not enrolled between 2007 and the reference year, due to database availability. For 2018, the number of mobile students has been calculated by determining the country of previous studies, as opposed to the country of previous residence, which was the criteria that was used up until 2017. [Back to main table for this indicator.](#)

Costa Rica: 2019 data only includes public institutions. [Back to main table for this indicator.](#)

Denmark: Statistics Denmark improved reporting systems as to have better coverage on PIN-number for students entering ISCED 5. This has an effect on the number of international students entering ISCED 5 as there is now better information on students' previous education, nationality and immigration (especially for one specific grey area group, which previously had an invalid PIN-number). Therefore the amount of international students entering ISCED 5 has decreased. This improvement will be sustained forward. [Back to main table for this indicator.](#)

Estonia: The proportion of secondary school graduates who continue their studies in Estonia has been steadily decreasing in recent years. This is due to several reasons, including the facts that youth study abroad, or are more likely to join the labour market, or prefer completing their military service before continuing their studies. Moreover, the fall in the number of entrants to ISCED 6 level is also related to the higher education reform implemented in 2013. Since this reform, public and government-dependent private higher education institutions mainly provide free (i.e: based on state budget) education and cannot afford to accept as many students as before. As a result, students need not only to pass final examinations but also entrance examinations to be admitted to higher education institutions. Methodology has been changed to avoid double counting new entrants between years. Therefore the 2017 data are not comparable with data available for year 2016. Data on new entrants before 2017 are overestimated. [Back to main table for this indicator.](#)

France: In EAG2018 (school year 2017/2018), a new entrant is a student who was not enrolled at a same ISCED in the past. This method cannot be generalized to all the students but only for individual data. It is the reason why the new entrants in some ISCED levels cannot be provided (ISCED 4, ISCED 7 long first-degree...). This new methodology has an impact on the number of new entrants in ISCED 8 calculated before (the new entrants were estimated according to the programme followed the previous year). The decline of new entrants in ISCED 8 between EAG 2017 and EAG 2018 is due to this new approach. In EAG2020, there is a break in time-series by fields of education due to change in methodology for classification. [Back to main table for this indicator.](#)

Germany: The reference year for the trend data is 2006 (school year 2005/2006) instead of 2005. The reason for the deviating reference year is the restructuring of major parts of education statistics in 2006. Due to this break in time series it is not possible to calculate reference data for 2005. Regarding entrants in ISCED 8, values are based on the second sample survey on students and entrants in ISCED 8, conducted in 2017 for reference year 2014/2017. Values for the previous three years were extrapolations based on the first sample survey for reference year 2010/2011.

In 2019 data, there is a break in time-series, as increases in ISCED 5 and ISCED 6 are due to the inclusion of Advanced vocational training (Aufstiegsfortbildung) in UOE 2020 for reference year 2018/2019 for the first time. [Back to main table for this indicator.](#)

Italy: 2018 data report new entrants both international and by fields by using the snapshot-1-month method whereas in the past the method used was snapshot-10-months. There is a break in the series. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort study in neighbouring countries at the ISCED levels 5, 6, 7 and 8. [Back to main table for this indicator.](#)

Mexico: The sharp increase in new entrants to ISCED levels 5, 6 and 7 is due to the fact that 2018 data include, for the first-time, students in "open studies", who account for up to 17% of ISCED 6 new entrants, and about 30% of ISCED 7 and ISCED 8 new entrants. [Back to main table for this indicator.](#)

Netherlands: Entrance data only include publicly financed institutions, referred to as “public institutions” in the Dutch national statistical and educational environment. A new methodology has been used to estimate new entrants at tertiary level.

In the Netherlands, some national students are considered first-time entrants to tertiary education as ISCED level 7 (master’s or equivalent) even though Long first degree programmes are inexistent in the country. Therefore the number of first-time entrants to tertiary education at ISCED 7 is overestimated because it includes students who have probably gone abroad to study at Bachelor’s level and come back to the Netherlands to pursue a master’s degree. In that case, they are not truly first-time entrants to tertiary education, but to the Dutch tertiary education system. No new data on entrants by age at ISCED 8 are available in 2019, as data was not received from the data supplier. A survey amongst universities was conducted to retrieve the total number of doctoral graduates and their fields. [Back to main table for this indicator.](#)

Norway: There is a change in methodology in 2018 data. New entrants at ISCED 5 may have been registered at ISCED 4 previously. Previously, individuals who had previously entered ISCED 4 would not count as a new entrant to ISCED 5, because whether or not they had entered previously was based on the level in the national classification, in which ISCED 4&5 are at the same level. [Back to main table for this indicator.](#)

Poland: Data on new entrants in the tertiary education and doctoral programmes are estimated on the basis of the POL-on system (administrative data). Currently this is the only one source of information on tertiary education in Poland. Previously estimations have been made on the basis of the results of statistical surveys: S-10 survey (on tertiary education) and S-12 Survey (on scholarships, postgraduate and doctoral studies and employment in higher education institutions). POL-on system for a few years has only been used as source of auxiliary data. Both sources of information were characterized by different data acquisition methods and quality control processes. It may affect the comparability of data on distribution of tertiary students and graduates by field of education. [Back to main table for this indicator.](#)

Russian Federation: Data on new entrants at ISCED 5 level include ISCED 3 programmes. [Back to main table for this indicator.](#)

Saudi Arabia: Higher education in Saudi Arabia is experiencing massive expansion, which leads to more educational institutions, the developments of new programmes at different tertiary levels, and accompanied with higher demand on education, produced pronounced increments in enrolment, annually, and should explain the “up normal” increase in entry rates. [Back to main table for this indicator.](#)

Spain: The number of students entering tertiary education for the first-time in Spain is higher than that of new entrants to long first degrees. Thus, the number of first-time entrants to tertiary education at ISCED 7 is overestimated due to the fact that some students are counted as “first-time entrants” tertiary education even though they might already have acquired a degree in another country. They are “first-time entrants” to the Spanish tertiary education system, but probably not to tertiary education. [Back to main table for this indicator.](#)

Slovenia: Following implementation of ISCED-F-2013 into the administrative datasources, medical doctoral studies have been reclassified and there is a break in the serie from 2018 at ISCED 8 for fields : 08 Agriculture, forestry, fisheries and veterinary and 09 Health and welfare. [Back to main table for this indicator.](#)

Switzerland: There can be an overestimation due to some duplicated count. The count of new entrants is possible only for entrants at the universities (the ten state universities, the two federal technical colleges and other university-like institutions) and universities of applied sciences. For other levels the values were estimated. [Back to main table for this indicator.](#)

United Kingdom: Entrant data are split between general/academic education programmes and vocational/professional programmes based on institution type. At ISCED 2-3 levels, programmes taken in school settings are classed as general and programmes taken in Further Education settings (e.g. FE colleges) are classed as vocational. At ISCED 5, programmes taken in university settings are classed as academic and programmes taken in Further Education settings (e.g. FE colleges) are classed as professional. ISCED 5 professional programmes also include a small number of bachelor’s professional programmes.

2019 figures include alternative providers (higher education providers who do not receive recurrent public funding), which were not included in previous years. This currently leads to a structural break (increase) in ISCED 5-8 data. [Back to main table for this indicator.](#)

United States: U.S. 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. The UOE definition of “new entrant to a

level of education” specifies that students should be counted as new entrants if they enter for the first time any programme in a given level of education, irrespective of whether the student enters the programme at the beginning or at an advanced stage of the programme. In the United States, students who transfer into an ISCED 6 program from an ISCED 5 program often enter ISCED 6 at a class level beyond year one and the United States’ data source used for reporting ISCED level 6 entrants does not identify these students as new entrants. Because the United States data do not capture new entrants to ISCED level 6 as defined by the UOE, estimates for first-time entrants to ISCED level 6 are reported as missing. Field of study data for entrants are not very relevant for the United States and it is difficult to accurately capture the field of study for entrants. With the structure of the U.S. system for ISCED 4/5/6, it is not unusual for a student to enter a program without declaring a major, or to declare one and then change it several times. The United States does not submit field of study data for entrants. [Back to main table for this indicator.](#)

INDICATOR B5: Who is expected to graduate from tertiary education?

	B5
	Methodology Sources
Argentina	ARG
Australia	AUS
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
China	CHN
Colombia	COL
Czech Republic	
Denmark	DNK
Estonia	
Finland	
France	
Germany	DEU
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	
Italy	
Japan	JPN
Korea	KOR
Latvia	
Luxembourg	LUX
Mexico	
Netherlands	NLD
New Zealand	
Norway	
Poland	POL
Portugal	PRT
Russian Federation	RUS
Saudi Arabia	SAU
Slovak Republic	
Slovenia	SVN
South Africa	ZAF
Spain	ESP
Sweden	SWE
Switzerland	CHE
Turkey	
United Kingdom	GBR
United States	USA

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

The data collection period as well as the specific methodology used by countries to collect the data is listed in Table X3.B5.1.Sources

Data are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics (UIS). The specific sources and instruments used by countries to collect the data are listed in Table X3.B5.1.

Table X3.B5.1 Sources and Methodology for graduates at ISCED 5-8

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Australia	2019-12-31	2019-12-31	ISCED 5 and 6 (VET institutions) - National Centre for Vocational Education Research (NCVER) Data Collection, compiled under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). ISCED 5, 6, 7 and 8 (Universities) - Australian Government Department of Education and Training, Higher Education Student Data Collection.	n/a
Austria	2019-09-30	2019-09-30	University statistics (Statistics Austria)	Synthetic dataset, based on annually compiled University Statistics. The count of graduates is derived from pro-rated data on graduations.
Belgium	2019-02-01	2019-02-01	Fl.Co: student database and external sources	n/a
Brazil	2019-05-31	2019-05-31	Ministry of Education (MEC): 2019 School Census(MEC/Inep) and 2019 Higher Education Census (MEC/Inep).	n/a
Canada	2018-06-01	2018-06-01	Post-secondary Student Information System (PSIS)	Detailed methodology can be found at: http://www23.statcan.gc.ca:81/imdb/p2SV.pl?Function=getSurvey&DDS=5017&lang=en&db=imdb&adm=8&dis=2
Chile	2019-06-30	2019-06-30	Ministry of Education of Chile	Census by institution (via electronic report) for ISCED 5-6 levels.
China	2019-08-31	2019-08-31	Ministry of Education	n/a
Colombia	2019-06-11	2019-06-11	Sistema Nacional de Información de la Educación Superior (SNIES, http://snies.mineduacion.gov.co/)	n/a
Costa Rica	2019-02-01	2019-02-01	Oficinas de Registro de Universidades Públicas, Consejo Nacional de Rectores (CONARE), Consejo Superior de Educación y Consejo Nacional de Enseñanza Superior Universitaria Privada (CONESUP)	Census and administrative data
Czech Republic	2019-09-30	2019-12-31	Ministry of Education, Youth and Sports databases	Individual registers, annual data collection, estimations
Denmark	2018-10-01	2018-10-01	Longitudinal register (Student register and Course Register/Qualification register)	n/a
Estonia	2019-11-10	2019-11-10	Estonian Education Information System (EHIS)	Register
Finland	n/a	2019-12-31	Statistics Finland's data and data based on the Ministry of Education and Culture's VIRTIA higher education achievement register data. Total data	n/a

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
			collected and transferred from the educational institutions	
France	2019-05-10	2019-05-10	Ministry of National Education and Youth - Directorate of Evaluation, Forecasting and Performance Monitoring - Ministry of Higher Education, Research and Innovation - Information Systems and Statistical Studies Sub-directorate - Ministry for Solidarity and Health, Ministry of Agriculture and Food, Ministry of Culture	Annual census of diplomas
Germany	2019-08-31	2019-08-31	Federal Statistical Office (2019); Vocational school statistics; Federal Statistical Office (2019), University statistics; Federal Statistical Office (2019), Statistics on Vocational academies	n/a
Greece	2019-05-20	2019-05-20	Annual census surveys	n/a
Hungary	2019-10-01	2019-10-01	Information System of Higher Education	Yearly obligatory statistical survey of education (census)
Iceland	2019-01-01 / 2019-12-31	2019-01-01 / 2019-12-31	Statistics Iceland Register of Graduations	n/a
Ireland	2018-09-30	2018-09-30	Higher Education Authority Student Record System, Quality & Qualifications Ireland	n/a
Israel	2019-06-30	2019-06-30	Administrative files from the Ministry of Education and the Ministry of Economy	n/a
Italy	2019-07-30	2019-07-30	National Register and Survey	n/a
Japan	2019-05-01	2019-05-01	School Basic Survey (Ministry of Education, Culture, Sports, Science and Technology) Survey on international students' career (Japan Student Services Organization)	n/a
Korea	2019-04-01	2019-04-01	Basic Statistics of Education, KEDI(Korean Educational Development Institute)	Counting individuals at a particular date.
Latvia	2019-10-10	2019-10-10	Ministry of Education and Science, Central Statistical Bureau of Latvia	Census
Lithuania	2019-09-01	2019-09-01	Registers of Pupils and Students and the Education Management Information System data	n/a
Luxembourg	2019-10-30	2019-10-30	Administrative data	n/a
Mexico	2019-09-30	2019-09-30	Secretariat of Public Education (SEP)	Annual Census on educational institutions
Netherlands	2018-10-01	2018-10-01	Education registers, PhD register	For all levels, except ISCED-8, register data have been used. For ISCED-8 only a partly filled PhD register is available, so some numbers have been estimated.
New Zealand	2019-12-31	2019-12-31	New Zealand Ministry of Education databases. Annual Ministry surveys and administrative electronic collections	Counts include all graduates at any point in the 2019 calendar year.

Country	Data Collection Period		Source(s)	Methodology
	ISCED 5	ISCED 6, 7, 8		
Norway	2019-10-01	2019-10-01	Administrative registers (Statistics Norway, http://www.ssb.no/en/eksuvh)	The administrative registers do not require any further estimation methods.
Poland	2018-10-10	2018-12-31	Statistics Poland, Ministry of Education and Science	Full method
Portugal	2019-12-31	2019-12-31	Data collected from annual surveys to all education institutions	Headcount of individuals at the particular date
Slovak Republic	2019-09-15	2019-12-31	Database of processing statistical reports of schools, Statistical Yearbook of Education	n/a
Slovenia	2019-12-31	2019-12-31	Educational institutions –annual statistical survey of SURS (ISCED5 graduates): Ministry of education, science and sport, register (ISCED 6-8 graduates)	All graduates during calendar year; graduates level data;
Spain	2019-10-31	2019-10-31	Non-university Education Statistics - Ministry of Education and Vocational Training and University Education Statistics - Ministry Universities. And another statistics on education and training	Administrative data
Sweden	2019-07-01	2019-07-01	Enrolment registers	Total data collected from the educational institutions.
Switzerland	2018-11-15	2018-10-15	Statistics on students / SHIS-SIUS Swiss Universities Information System	Full collection of data of students
Turkey	2018-12-01	2018-12-01	Ministry of National Education's (MoNE) annual publication "National Education Statistics 2018-2019"; MoNE MEBBIS Database; Higher Education Council Statistics	Counting
United Kingdom	2019-01-17	2019-01-17	ISCED 5 (Vocational) - Individualised Learner Records 2018/19 ISCED 5–6 (General): Higher Education Statistics Agency (HESA) Student Record	n/a
United States	2018-09-01	2018-09-01	(1) Current Population Survey, (2) Common Core of Data, (3) Integrated Post-secondary Education Data System, (4) Baccalaureate and Beyond Longitudinal Study, and (5) Projections	Cross-sectional data

Notes on specific countries

Australia: There has been an increase in the number of vocational graduates for the 2019 collection, due to changes in the identification methodology of students. The increase continued in the 2020 data collection. [Back to main table for this indicator.](#)

Belgium: Data for the German-speaking Community are not integrated in the Belgian data. [Back to main table for this indicator.](#)

Belgium (Flemish Community): Data are not available for the Protestant Faculty. [Back to main table for this indicator.](#)

Colombia: The higher education information system in Colombia is currently not able to differentiate first-time graduates from other graduates.. [Back to main table for this indicator.](#)

France: In EAG 2021, due to new legislation in France, there is a reclassification of students in ISCED 74 to ISCED 76, leading to a break in time-series.

Germany: Break in time-series, main increases in ISCED 554 and ISCED 655 are due to the inclusion of Advanced vocational training (Aufstiegsfortbildung) in UOE 2020 for reference year 2018/2019 for the first time. The

number of mobile students in professional programmes is negligible and reported with the value zero. [Back to main table for this indicator.](#)

Japan: Data for the number of graduates by age in Japan in 2019 data are calculated by estimation from data on age at entrance, number of graduates by years in school, and other data. The graduation rate is the net graduation rate, which excludes those of unknown age from the calculation (see Methodology section for more information). Until EAG 2020, graduation rate was calculated based on the gross graduation rate, as breakdown of graduates by age was not available. Therefore, data comparison with past editions is not possible. [Back to main table for this indicator.](#)

Korea: Data for first-time graduates from the ISCED level at ISCED 8 may be slightly overestimated as all graduates are reported as first-time graduates. The significant increase in the number of international graduates at tertiary education level is due to a national strategy of attracting more international students. [Back to main table for this indicator.](#)

Luxembourg: A significant proportion of the youth cohort studies in neighbouring countries at the ISCED 5, 6, 7 and 8 levels. This leads to a downward bias for tertiary graduation rates, which do not take into account Luxembourg students pursuing tertiary studies abroad. [Back to main table for this indicator.](#)

Netherlands: Graduate data only include publicly financed institutions, referred to as “public institutions” by the Dutch national statistical and educational environment. [Back to main table for this indicator.](#)

Saudi Arabia: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

South Africa: All graduates are reported as first-time graduates. [Back to main table for this indicator.](#)

Sweden: Many mobile students are enrolled in master’s programmes. As the master’s degree is their first degree in Sweden it partially explains why the graduation age is quite high. [Back to main table for this indicator.](#)

United Kingdom: 2019 figures include alternative providers (higher education providers who do not receive recurrent public funding), which were not included in previous years. This currently leads to a structural break (increase) in ISCED 5-8 data. [Back to main table for this indicator.](#)

United States: Data for graduates by age in the United States 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 graduating.

Regarding the definition of first-time graduates, at ISCED 5 and 6, unduplicated counts are used while ISCED 7 and 8 are not. [Back to main table for this indicator.](#)

INDICATOR B6: What is the profile of internationally mobile students?

B6	
	Methodology Sources Definition Coverage
Australia	
Austria	
Belgium	BEL
Brazil	
Canada	CAN
Chile	
Colombia	
Costa Rica	CRI
Czech Republic	
Denmark	
Estonia	
Finland	
France	FRA
Germany	DEU
Greece	
Hungary	
Iceland	
Ireland	
Israel	
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	NLD
New Zealand	
Norway	NOR
Poland	
Portugal	
Russian Federation	RUS
Slovak Republic	
Slovenia	
Spain	
Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

Methodology

For general information on methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, Standards, Definitions and Classifications* (<https://doi.org/10.1787/9789264304444-en>)

The specific criteria used to define international students in countries is listed in Table X3.B6.1.

Table X3.B6.1 Criteria used for defining international students (or foreign students)

Country (1)	Criterion (2)	Additional Notes (3)
Australia	Residence	
Austria	Upper secondary diploma	In case country of upper secondary diploma is not available, occurrence in the statistical database on enrolments in former years is used instead
Belgium	Upper secondary diploma	Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, 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. Data for ISCED 5 - associate degree – higher vocational adult education – only includes data from the Flemish Community and use information on citizenship rather than on the country of upper secondary completion
Brazil	Citizenship	
Canada	Residence	Non-Canadian citizens excluding landed immigrants (permanent residents)
Chile	Residence	Tertiary Education Institutions report if students are non-foreign, foreign residents or foreign non-residents. As of 2018, it is considered that mobile students are those who obtained an upper secondary education diploma in a country different from Chile. For cases when the country of upper secondary diploma is not available, it is considered that mobile students are those who are classified as non-residents.
Colombia	Citizenship	
Costa Rica	Citizenship	
Czech Republic	Citizenship	
Denmark	Upper secondary diploma	International students are defined as students who have obtained their upper secondary education abroad. If the country of origin is unknown, citizenship is used as a proxy for the country of prior education.
Estonia	Residence	Country of origin
Finland	Upper secondary diploma	A mobile/international student is a student who has taken upper secondary diploma abroad (outside Finland). If the data on the specific country of origin is not available based on upper secondary diploma it is defined based on the citizenship of the student.
France	Upper secondary diploma	A “mobile student” is the one who obtained her/his upper secondary diploma abroad. As her/his country (of origin) is unknown, her/his citizenship is used as a proxy for the country
Germany	Prior education	The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero
Hungary	Citizenship	Citizenship is used to determine the country of origin
Iceland	Prior education	Citizenship, for a minority of cases where country of prior education was missing
Ireland	Residence	
Italy	Citizenship	
Japan	Student Visa	
Korea	Citizenship	
Latvia	Prior Education	
Lithuania	Upper Secondary Diploma	
Luxembourg	Upper Secondary Diploma	Country of upper secondary diploma is used for mobile students in ISCED 5 to 8
Mexico	Birth	
Netherlands	Upper secondary diploma	Country of upper secondary diploma only distinguishes between The Netherlands and “abroad”. Among that second category, citizenship is used to determine the country of origin. Data on international and foreign students do not include those enrolled at the Open University
New Zealand	Residence	A student is considered mobile if he, or she, is a non-resident. For mobile students, citizenship is used to determine the country of origin
Norway	Upper secondary diploma	
Poland	Upper secondary diploma	Country of upper secondary diploma for ISCED 7 and ISCED 6, not postgraduate. Lack of data on country of upper secondary diploma on some programmes at ISCED 6 and 8 level. As a best national estimate Poland used data on: ISCED 6 (postgraduate studies) and ISCED 8 level - country of prior education (country of Master diploma); ISCED 6 - postgraduate studies - country of prior education
Portugal	Upper secondary diploma	Definition of the international student is “Country of upper secondary diploma” from 2013/2014. Until 2013/2014, it was defined on the basis of their country of prior education (meaning “previous education”: in case of a student at ISCED 7 level, the country of origin is the country where the ISCED 6 degree has been awarded)
Russian Federation		Data on foreign students do not include those enrolled in private institutions.
Slovak Republic	Citizenship	Citizenship is used to determine the country of origin
Slovenia	Residence	
Spain	Residence	The country of upper secondary diploma is used as a criterion at ISCED level 5.
Sweden	Residence	International students are defined as students who have a student residence permit or are either non-residents or have moved to Sweden not more than six months before starting their studies. For students at ISCED 8 the time limit is 24 months. Students with student residence permit are reported by country of citizenship while other students are reported by country of birth. Exchange students (credit mobile students) are not included in the definition above.
Switzerland	Prior education	
Turkey	Citizenship	
United Kingdom	Residence	
United States	Residence	Students who are not citizens of the United States and who are in the country on a temporary basis and do not have the right to remain indefinitely

Sources

Data refer to the academic year 2018/19 and are based on the UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2020 (for details, see Annex 3 at <http://dx.doi.org/10.1787/eag-2019-36-en>).

The UNESCO Institute of Statistics (UIS) provided data 1) for Argentina, China, India, Indonesia, Saudi Arabia and South Africa; 2) for all countries beyond the OECD and partner countries; and 3) for OECD countries for the period not covered by OECD statistics (2005 and 2010-19).

Notes on specific countries

Belgium: Data on international tertiary students do not include students of social promotion education in the French Community, and students of the Open University, 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. Data for ISCED 5 are based on nationality and only include data from the Flemish Community (ISCED 5 does not exist in the French Community). [Back to main table for this indicator.](#)

Canada: Starting with 2018-19, there are improvements in coverage to ISCED 5. Caution should be used when making comparisons of mobile students by country to previous years. [Back to main table for this indicator.](#)

Costa Rica: Data on foreign students are underestimated as they cover only public universities, where about half of all tertiary students are enrolled. [Back to main table for this indicator.](#)

France: As of academic year 2017/18, Erasmus+ (credit mobile) students are excluded from the number of international students. In addition, there is a break in time-series in the classification by field of education due to change in methodology as of school-year-2017/18. [Back to main table for this indicator.](#)

Germany: The number of mobile students in professional programmes in ISCED 554 and 655 is negligible and reported with the value zero. Prior to academic year 2017/18, homecoming students were not included in the number of international students at all tertiary levels. [Back to main table for this indicator.](#)

Mexico: The number of mobile students increased significantly, major part corresponds to those born in the USA, offspring of Mexican migrants that have returned to Mexico. [Back to main table for this indicator.](#)

Netherlands: Data on international and foreign students do not include those enrolled at the Open University. [Back to main table for this indicator.](#)

Norway: A change in the reporting methodology for international students to track students without a valid ID resulted in an increase in the number of international students as of academic year 2017/18. [Back to main table for this indicator.](#)

Russian Federation: Data on foreign students do not include those enrolled in private institutions. [Back to main table for this indicator.](#)

Table B6.3 Mobility patterns of foreign and international students (2019)

Students coming from neighbouring countries are calculated using the list displayed below.

Table X3.B6.2 Lists of neighbouring countries

Country	Neighbouring countries
Australia	Indonesia (M), New Zealand (M), Papua New Guinea (M), Solomon Islands (M), Timor-Leste (M)
Austria	Czech Republic, Germany, Hungary, Italy, Liechtenstein, Slovakia, Slovenia, Switzerland
Belgium	France, Germany, Luxembourg, Netherlands, United Kingdom (M)
Canada	United States
Chile	Argentina, Bolivia, Peru

Country	Neighbouring countries
Colombia	Brazil, Ecuador, Nicaragua, Panama, Peru and Venezuela
Costa Rica	Panama and Nicaragua
Czech Republic	Austria, Germany, Poland, Slovakia
Denmark	Iceland (M), Germany, Netherlands (M), Norway (M), Poland (M), Sweden, United Kingdom (M)
Estonia	Finland, Latvia, Russian Federation, Sweden (M)
Finland	Estonia (M), Norway, Russian Federation, Sweden
France	Andorra, Antigua and Barbuda (M), Barbados (M), Belgium, Brazil, Comoros (M), Dominica (M), Germany, Italy, Luxembourg, Madagascar (M), Mauritius (M), Mozambique (M), Monaco, Saint Lucia (M), Spain, Switzerland, Suriname, United Kingdom (M), Venezuela (M), Montserrat (M), Netherlands Antilles (M)
Germany	Austria, Belgium, Czech Republic, Denmark, France, Luxembourg, Netherlands, Poland, Sweden (M), Switzerland, United Kingdom (M)
Greece	Albania, Bulgaria, Cyprus ^{1,2} (M), Egypt (M), Italy (M), Libya (M), TFYR of Macedonia, Turkey
Hungary	Austria, Croatia, Romania, Serbia, Slovakia, Slovenia, Ukraine
Iceland	Denmark (M), Norway (M)
Ireland	United Kingdom
Israel	Cyprus ¹ (M), Egypt, Jordan, Lebanon, Syria, Palestinian Autonomous Territories
Italy	Albania (M), Algeria (M), Austria, Croatia (M), France, Greece (M), Libya (M), Malta (M), Montenegro (M), San Marino, Slovenia, Spain (M), Switzerland, Tunisia (M)
Japan	China (M), North Korea (M), South Korea (M), Philippines (M), Russia (M)
Korea	China (M), Japan (M), North Korea
Latvia	Belarus, Estonia, Lithuania, Russian Federation, Sweden (M)
Lithuania	Belarus, Latvia, Russian Federation, Sweden (M)
Luxembourg	Belgium, France, Germany
Mexico	Belize, Guatemala and the United States
Netherlands	Belgium, Denmark (M), Germany, United Kingdom (M)
New Zealand	Australia (M), Fiji (M), Tonga (M), Kiribati (M), Samoa (M)
Norway	Denmark (M), Finland, Iceland (M), Russia, Sweden, United Kingdom (M)
Poland	Belarus, Czech Republic, Denmark (M), Germany, Lithuania, Russia, Slovakia, Sweden (M), Ukraine
Portugal	Morocco (M), Spain
Slovak Republic	Austria, Czech Republic, Hungary, Poland, Ukraine
Slovenia	Austria, Croatia, Italy, Hungary

Country	Neighbouring countries
Spain	Algeria (M), Andorra, France, Italy (M), Morocco, Portugal, Gibraltar
Sweden	Denmark (M), Estonia (M), Finland, Germany (M), Latvia (M), Lithuania (M), Norway, Poland (M), Russia (M)
Switzerland	Austria, France, Germany, Italy, Liechtenstein
Turkey	Armenia, Azerbaijan, Bulgaria, Cyprus ^{1,2} (M), Egypt (M), Georgia, Greece, Iran, Iraq, Romania (M), Russia (M), Syria, Ukraine (M)
United Kingdom	Belgium (M), Denmark (M), France (M), Germany (M), Ireland, Netherlands (M), Norway (M)
United States	Bahamas (M), Canada, Cuba (M), Kiribati (M), Mexico, Russia (M)
Argentina	Bolivia, Brazil, Chile, Paraguay, Uruguay
Brazil	Argentina, Bolivia, Colombia, France, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
China	Afghanistan, Bhutan, Democratic People's Republic of Korea, India, Kazakhstan, Kyrgyzstan, Laos, Mongolia, Myanmar, Nepal, Pakistan, the Russian Federation, Tajikistan and Vietnam
India	Afghanistan, Bangladesh, Bhutan, China, Indonesia (M), Myanmar, Nepal, Pakistan and Sri Lanka
Indonesia	Australia (M), Timor-Leste, India (M), Malaysia, Palau (M), Papua New Guinea, Philippines (M), Singapore (M), Thailand (M), Vietnam (M)
Russian Federation	Azerbaijan, Belarus, China, Estonia, Finland, Georgia, Japan (M), Kazakhstan, Latvia, Lithuania, Mongolia, North Korea, Norway, Poland, Sweden (M), Turkey (M), Ukraine, United States (M)
Saudi Arabia	Bahrain, Eritrea (M), Islamic Republic of Iran (M), Iraq, Jordan, Kuwait, Oman, Qatar, Sudan (M), United Arab Emirates, Egypt (M), Yemen
South Africa	Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe

Notes: (M) Maritime border

1. Note by Turkey: The information in this document with reference to « Cyprus » relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

INDICATOR SDG: Youth in the Education Sustainable Development Goal

SDG	
Methodology Sources	
Argentina	
Australia	
Austria	
Belgium	
Brazil	
Canada	
Chile	
China	
Colombia	
Czech Republic	
Denmark	
Estonia	
Finland	
France	
Germany	
Greece	
Hungary	
Iceland	
India	
Indonesia	
Ireland	
Israel	ISR
Italy	
Japan	
Korea	
Latvia	
Luxembourg	
Mexico	
Netherlands	
New Zealand	
Norway	
Poland	
Portugal	
Russian Federation	
Saudi Arabia	
Slovak Republic	
Slovenia	
South Africa	
Spain	

Sweden	
Switzerland	
Turkey	
United Kingdom	
United States	

Methodology

All indicators presented in this chapter follow the agreed SDG methodology, including for recommended data sources, and may differ in some cases from other indicators presented in *Education at a Glance*.

Sources

Indicator	Source
4.1.4	UOE 2020 enrolment data collection and UNPD (unless otherwise specified)
4.2.2	UOE 2020 enrolment data collection and UNPD (unless otherwise specified)

Notes on specific countries

Israel: For Indicator 4.1.4 and 4.2.2, the data published in the SDG chapter in EAG 2021 may differ from the data published in the UIS database. This is due to differences in the source of the population data (DEM in the SDG chapter of EAG and UNPD data in the UIS database).