

EDUCATION AT A GLANCE  
OECD INDICATORS 2008

**ANNEX 3: SOURCES, METHODS AND TECHNICAL NOTES**  
**Chapter C: Access to Education, Participation and Progression**

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	<u>C1</u>		<u>C2</u>				
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	methodology	methodology	methodology	methodology	methodology	methodology	methodology
Australia						<u>AUS</u>	
Austria		<u>AUT</u>				<u>AUT</u>	<u>AUT</u>
Belgium	<u>BEL</u>		<u>BEL</u>	<u>BEL</u>	<u>BEL</u>	<u>BEL</u>	<u>BEL</u>
Canada			<u>CAN</u>	<u>CAN</u>			
Czech Republic							
Denmark							
England							
Finland						<u>FIN</u>	
France			<u>FRA</u>			<u>FRA</u>	
Germany			<u>GER</u>			<u>GER</u>	<u>GER</u>
Greece							
Hungary	<u>HUN</u>	<u>HUN</u>				<u>HUN</u>	<u>HUN</u>
Iceland							
Ireland			<u>IRE</u>			<u>IRE</u>	
Italy			<u>ITA, ITA2</u>			<u>ITA</u>	
Japan							
Korea			<u>KOR</u>				
Luxembourg	<u>LUX</u>		<u>LUX</u>	<u>LUX</u>		<u>LUX</u>	<u>LUX</u>
Mexico							
Netherlands	<u>NLD</u>		<u>NET</u>				
New Zealand							
Norway							
Poland			<u>POL</u>				
Portugal							
Scotland							
Slovak Republic							
Spain			<u>SPA</u>	<u>SPA</u>		<u>SPA</u>	<u>SPA</u>
Sweden							
Switzerland			<u>SWI</u>				
Turkey			<u>TUR</u>		<u>TUR</u>	<u>TUR</u>	<u>TUR</u>
United Kingdom	<u>UKM</u>		<u>UKM</u>	<u>UKM</u>		<u>UKM</u>	<u>UKM</u>
United States			<u>USA</u>			<u>USA</u>	
Brazil							
Chile			<u>CHL</u>				
Estonia			<u>EST</u>				
Israel			<u>ISR</u>	<u>ISR</u>			
Russian Federation							
Slovenia							

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

	C3							C4	C5	
	C3.1		C3.2		C3.3	C3.4	C3.5	C3.7		
	methodology	Coverage	methodology	Coverage	Definition	Coverage	Coverage	coverage	methodology	methodology
Australia	<a href="#">AUS</a>		<a href="#">AUS</a>							
Austria	<a href="#">AUT</a>	<a href="#">AUT</a>		<a href="#">AUT</a>		<a href="#">AUT</a>	<a href="#">AUT</a>		<a href="#">AUT</a>	
Belgium	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL</a>	<a href="#">BEL</a>		<a href="#">BEL</a>	<a href="#">BEL</a>			
Canada	<a href="#">CAN</a>	<a href="#">CAN</a>	<a href="#">CAN</a>			<a href="#">CAN</a>		<a href="#">CAN</a>	<a href="#">CAN</a>	<a href="#">CAN</a>
Czech Republic	<a href="#">CZC</a>			<a href="#">CZC</a>		<a href="#">CZC</a>	<a href="#">CZC</a>			
Denmark	<a href="#">DNK</a>		<a href="#">DNK</a>							
England										
Finland	<a href="#">FIN</a>	<a href="#">FIN</a>		<a href="#">FIN</a>		<a href="#">FIN</a>	<a href="#">FIN</a>		<a href="#">FIN</a>	
France	<a href="#">FRA</a>	<a href="#">FRA</a>		<a href="#">FRA</a>			<a href="#">FRA</a>	<a href="#">FRA</a>	<a href="#">FRA</a>	
Germany	<a href="#">GER</a>	<a href="#">GER</a>	<a href="#">GER</a>	<a href="#">GER</a>		<a href="#">GER</a>	<a href="#">GER</a>			
Greece	<a href="#">GRE</a>			<a href="#">GRE</a>		<a href="#">GRE</a>				
Hungary	<a href="#">HUN</a>	<a href="#">HUN</a>		<a href="#">HUN</a>						
Iceland	<a href="#">ICE</a>	<a href="#">ICE</a>		<a href="#">ICE</a>		<a href="#">ICE</a>	<a href="#">ICE</a>		<a href="#">ICE</a>	
Ireland	<a href="#">IRE</a>	<a href="#">IRE</a>	<a href="#">IRE</a>		<a href="#">IRE</a>					
Italy	<a href="#">ITA</a>			<a href="#">ITA</a>		<a href="#">ITA</a>	<a href="#">ITA</a>			
Japan	<a href="#">JPN</a>			<a href="#">JPN</a>						
Korea	<a href="#">KOR</a>			<a href="#">KOR</a>						
Luxembourg	<a href="#">LUX</a>									
Mexico										
Netherlands	<a href="#">NET</a>		<a href="#">NET</a>							
New Zealand	<a href="#">NZL</a>		<a href="#">NZL</a>				<a href="#">NZL</a>		<a href="#">NZL</a>	
Norway	<a href="#">NOR</a>			<a href="#">NOR</a>					<a href="#">NOR</a> , <a href="#">NOR2</a>	
Poland	<a href="#">POL</a>			<a href="#">POL</a>		<a href="#">POL</a>	<a href="#">POL</a>			
Portugal	<a href="#">POR</a>			<a href="#">POR</a>		<a href="#">POR</a>	<a href="#">POR</a>			
Scotland										
Slovak Republic	<a href="#">SVK</a>		<a href="#">SVK</a>				<a href="#">SVK</a>			
Spain	<a href="#">SPA</a>	<a href="#">SPA</a>	<a href="#">SPA</a>	<a href="#">SPA</a>		<a href="#">SPA</a>	<a href="#">SPA</a>		<a href="#">SPA</a>	
Sweden	<a href="#">SWE</a>		<a href="#">SWE</a>	<a href="#">SWE</a>					<a href="#">SWE</a> , <a href="#">SWE2</a>	
Switzerland	<a href="#">SWI</a>	<a href="#">SWI</a>	<a href="#">SWI</a>	<a href="#">SWI</a>		<a href="#">SWI</a>	<a href="#">SWI</a>			
Turkey	<a href="#">TUR</a>			<a href="#">TUR</a>		<a href="#">TUR</a>	<a href="#">TUR</a>			
United Kingdom	<a href="#">UKM</a>		<a href="#">UKM</a>		<a href="#">UKM</a>				<a href="#">UKM</a> , <a href="#">UKM2</a>	
United States	<a href="#">USA</a>		<a href="#">USA</a>		<a href="#">USA</a>	<a href="#">USA</a>	<a href="#">USA</a>			<a href="#">USA</a>
Brazil										
Chile										
Estonia	<a href="#">EST</a>		<a href="#">EST</a>							
Israel									<a href="#">ISR</a>	
Russian Federation	<a href="#">RUS</a>	<a href="#">RUS</a>		<a href="#">RUS</a>		<a href="#">RUS</a>				
Slovenia	<a href="#">SVN</a>		<a href="#">SVN</a>							

## CHAPTER C: ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION

### INDICATOR C1: How prevalent are vocational programmes?

#### ■ Table C1.1. Upper secondary enrolment patterns (2006)

##### *Notes on specific countries*

**Belgium:** Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2007. Data on independent private institutions are not available. [Back to Table](#)

**Hungary:** The data for Tables C1.1 C1.2 and C1.3 uses the revised ISCED classification of 2005. In Tables C1.4, C1.5 and C1.6, general programmes comprise students in “Általános iskola” (ISCED 2 general), “Gimnázium” (ISCED 3A general), and “Szakközépiskola” (ISCED 3A general), while pre-vocational programmes comprise students in “Szakiskola”. [Back to Table](#)

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

#### ■ Table C1.2. Percentage of upper secondary and post-secondary non-tertiary pre-vocational/vocational graduates, by field of education (2006)

##### *Notes on specific countries*

**Belgium:** Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2007. Data on independent private institutions are not available. [Back to Table](#)

■ **Table C1.3. Annual expenditure on educational institutions per student for all services, by type of programme (2005)**

*Notes on specific countries*

**Luxembourg:** Data for Luxembourg exclude expenditures on dual vocational programmes by private enterprises. [Back to Table](#)

**Netherlands:** Data for the Netherlands exclude expenditures on dual vocational programmes by private enterprises. [Back to Table](#)

■ **Table C1.4, C1.5, C1.6 PISA (2006)**

For additional information, please refer to the PISA website: [www.pisa.oecd.org](http://www.pisa.oecd.org). [Back to Table](#)

*Notes on specific countries*

**Austria:** The Austrian sample for the PISA assessment covers students enrolled in academic and vocational programmes. More than 80% of Austrian students participate in an initial vocational training programme. While the secondary academic school and the secondary technical and vocational colleges recruit high-performing students, the secondary technical and vocational schools and the dual system for apprentices are also chosen by lower-performing students. The differences in student science performance in PISA between academic and vocational programmes therefore mirror the different “student intake” and not the quality of the different school types and programmes. [Back to Table](#)

**Hungary:** The data for Tables C1.1, C1.2 and C1.3 use the revised ISCED classification of 2005. In Tables C1.4, C1.5 and C1.6, general programmes comprise students in “Általános iskola” (ISCED 2’ general), “Gimnázium” (ISCED 3A general), and “Szakközépiskola” (ISCED 3A general), while pre-vocational programmes comprise students in “Szakiskola”. [Back to Table](#)

## INDICATOR C2: Who participates in education?

■ **General notes**

*Methodology*

- **Reference dates**

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

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

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

**■ Table C2.1. Enrolment rates, by age (2006) and Table C2.2. Trends in enrolment rates (1995-2006)**

*Notes on specific countries*

**Belgium:** Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2007. Data on independent private institutions are not available. [Back to Table](#)

**Belgium, France and Italy:** The enrolment rates for 3-to-4-year-olds exceed 100%. This is due to the fact that a large number of children under the age of 3 are enrolled in formal education and are included in Table C2.1 (between 15 and 25% of the total number of children are enrolled under the age of 4). [Back to Table](#)

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

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

**Korea:** Children enrolled in children's centres, which cover many children under the age of 5 and provide educational services besides care, are excluded due to the data source. [Back to Table](#)

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

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

**Luxembourg:** A significant proportion of the youth cohort study in neighbouring countries. Nearly all students in tertiary education have to study outside the country. The data for tertiary education (ISCED 5 and 6) is underestimated as it does not cover all ISCED 5A and ISCED 5B programmes. [Back to Table](#)

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

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

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

**Switzerland:** Entrance age and enrolments in early childhood education vary considerably among Swiss cantons. Entrance is often left to parents' discretion. [Back to Table](#)

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

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

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

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

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

**United States:** There is no standard, federally determined age at which one can leave school. Every state can choose the age, and it generally ranges from 15 to 17. [Back to Table](#)

**Chile:** Data exclude participation in tertiary education so that the enrolment rates of 15-to-19-year-olds and 20-to-29-year-olds are underestimated. [Back to Table](#)

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

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

### ■Table C2.3. Transition characteristics from age 15 to 20 (2006)

#### *Notes on specific countries*

**Belgium:** Data on the German-speaking Community are not integrated in the data for Belgium in the 2007 UOE data collection. [Back to Table](#)

**Canada:** Both enrolment and population data come from Labour Force Survey. [Back to Table](#)

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

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

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

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

### ■Tables C2.4 and C2.5: Students in primary, secondary and tertiary education by type of institution or mode of study (2006)

#### *Classification*

Educational institutions are classified as either public or private according to whether a public agency or a private entity ultimately has the power to make decisions concerning the institution's affairs. The extent to which an institution receives its funding from public or private sources does not determine the classification of the institution. An institution is classified as private if it is controlled and managed by a non-governmental organisation (e.g. a church, a trade union or a business enterprise), or if its

governing board consists mostly of members not selected by a public agency. The terms “government-dependent” and “independent” refer only to a private institution's degree of dependence on funding from government sources; they do not refer to the degree of government direction or regulation. A government-dependent private institution is one that receives more than 50% of its core funding from government agencies. An independent private institution is one that receives less than 50% of its core funding from government agencies. [Back to Table](#)

#### *Notes on specific countries*

**Belgium:** Data for independent private institutions are not available. Since institutions of this type are not very numerous, data for all types of institutions are only slightly underestimated. Data on the German-speaking Community are not integrated in the data for Belgium in the UOE data collection 2007. [Back to Table](#)

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

### ■ **Table C2.6. Education expectancy (2006)**

#### *Methodology*

School expectancy (in years) under current conditions excludes all education for children under 5 years of age. It includes adult persons of all ages who are enrolled in formal education. School expectancy is calculated by adding the net enrolment rates for each single year of age. Data by single year of age are not available for ages 30 and above. For 30-to-39-year-olds, enrolment rates were estimated on the basis of five-year age bands, and for persons 40 and over, enrolment rates were estimated on the basis of the cohort size of 39-year-olds. [Back to Table](#)

#### *Notes on specific countries*

**Australia:** Students participating in Open Learning Courses are excluded from tertiary enrolments. University enrolments exclude all students in overseas campuses. There are breaks in series in ISCED 2, 3, 4 and 5B enrolments in the Vocational Education and Training sector; from 1999, data are based on the Australian Qualification Framework (AQF) rather than the stream classification. At the ISCED 0 level, all pupils are reported as part-time. [Back to Table](#)

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

**Belgium:** Data on the German-speaking Community are not integrated in the data on Belgium in the 2007 UOE data collection. Data for independent private institutions are not available (not collected by the Education Department). Since institutions of this type are not very numerous, data for all types are only slightly underestimated. [Back to Table](#)

**Finland:** The full-time/part-time division of students is done only for ISCED levels 5A and 6. At other ISCED levels all students are classified as full-time students. The division into full-time and part-time students is made based on the study credits students have taken during the academic year.

Age and gender distribution for enrolment at ISCED 0 non-school establishments (children's day care centres and kindergartens) is partially estimated. The estimate is based on information supplied by individual municipalities to Statistics Finland and information from the National Research and Development Centre for Welfare and Health. In primary education and in lower secondary education, age is partially estimated. [Back to Table](#)

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

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

**Hungary:** In Hungary, some of the vocational programmes are considered ISCED 4 programmes, whereas others are ISCED 3 programmes, while still others are ISCED 5B programmes offered mainly by higher education institutions.

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

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

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

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

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

**Spain:** Break in series in the 2003 school year due to the revision of the national population data. In the 2006 UOE data collection, post-secondary non-tertiary programmes have disappeared and have been replaced by tertiary-type B programmes (specific vocational training – advanced level). [Back to Table](#)

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

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

**United States:** There is no standard, federally determined age at which one can leave school. Every state can choose the age, and it generally ranges from 15 to 17. [Back to Table](#)

■ **Table C2.7. Expected years in tertiary education (2006)**

*Notes on specific countries*

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

**Belgium:** Data on the German-speaking Community are not integrated in the data on Belgium in the 2007 UOE data collection. Data for independent private institutions are not available (not collected by the Education Department). Since institutions of this type are not very numerous, data for all types are only slightly underestimated.

**Belgium (Fr):** Data concerning entrepreneurship training courses are classified in ISCED 4C (professional). [Back to Table](#)

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

**Hungary:** The age distribution for part-time students and the age distribution for full-time students are estimated from 1999 data. [Back to Table](#)

**Luxembourg:** The data for tertiary education (ISCED 5 and 6) are underestimated as they do not cover all ISCED 5A and 5B programmes. [Back to Table](#)

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

**Spain:** Break in series in the 2003 school year due to the revision of the national population data. [Back to Table](#)

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

**United Kingdom:** Many of the students are enrolled in vocational programmes that are not school-based but “further education” programmes. [Back to Table](#)

## INDICATOR C3: Who studies abroad and where?

### ■ General notes

#### *Methodology*

Prior to 2006, Indicator C3 focused on foreign students in tertiary education, defined as non-citizens of the country for which the data are collected. Although practical, this concept of foreign students is inappropriate to measure student mobility to the extent that foreign students who are permanent residents in their country of study as a result of immigration – by themselves or by their parents – are included in the total.

In an effort to improve the measurement of student mobility and the comparability of internationalisation data, the OECD now gathers data on student mobility and internationally mobile students. The term “international students” refers to students who have crossed borders expressly in order to study. The measurement of student mobility depends to a large extent on country-specific immigration legislation and data availability constraints. Hence countries are free to define international students as those who are not residents of their country of study or alternatively as students who received their prior education in another country, depending on which operational definition is most appropriate in their national context.

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

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

#### *Notes on specific countries*

### ■ Table C3.1 Student mobility and foreign students in tertiary education (2000, 2006)

#### *Definition*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### *Coverage*

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

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

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

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

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

**France:** There is a break in series between 2002 and 2003 for data on foreign students. Until 2002, data were partial with coverage of about 81% of all foreign students. This break in times series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2006. [Back to Table](#)

**Germany:** Data on international students do not include those enrolled in tertiary-type B and advanced research programmes. Data on foreign students do not include those enrolled in advanced research programmes. [Back to Table](#)

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

**Iceland:** Foreign exchange students registered in the autumn of 1999 were included in the data for 2000, while foreign exchange students are excluded from the data for 2006 when information on their exchange student status is available. [Back to Table](#)

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

**Netherlands:** Data on international and foreign students do not include those enrolled at the Open University or in advanced research programmes. [Back to Table](#)

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

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

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

**■ Table C3.2 Distribution of international and foreign students in tertiary education by country of origin (2006)**

*Definition*

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

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

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

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

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

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

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

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

Foreign students are defined by citizenship, hence they include children of permanent residents in the country. However, while it is possible to count the number of non-resident students, and hence the number of international students, it is not possible to categorise these by country of residence. Hence, citizenship is used as an imperfect proxy to classify international students by country. Australians are now all treated as both foreign and international for UOE student mobility purposes. [Back to Table](#)

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

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

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

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

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

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

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

**Slovenia:** International students are defined by residence. [Back to Table2](#)

### *Coverage*

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

**Austria:** Data on foreign students do not include those enrolled at tertiary-type B level. In addition, foreign students' data do not distinguish resident from non-resident foreign students at the tertiary level. Therefore, their distribution by country of origin reflects this partial coverage as well as the geographic composition of the resident immigrant population. [Back to Table](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Spain:** Data on international students do not include those enrolled in tertiary-type B programmes. Their distribution by country of origin corresponds to this partial coverage. The country of origin of more than 20% of international students is unknown. [Back to Table](#)

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

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

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

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

■ **Table C3.3 Citizens studying abroad in tertiary education, by country of destination (2006)**

*Definition*

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

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

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

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

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

■ **Table C3.4 Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2006)**

*Coverage*

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

**Austria:** Data on international students by level and type of tertiary education are based on the number of registrations, not head counts. In addition, they do not include those enrolled at tertiary-type B level. Therefore, their distribution by level and type of tertiary education reflects this partial coverage. [Back to Table](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**United States:** The distribution of students by level and type of tertiary education are based on data for 2003-04. [Back to Table](#)

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

■ **Table C3.5 Distribution of international and foreign students in tertiary education, by field of education (2006)**

*Coverage*

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

**Austria:** Data on international students are based on the number of registrations, not head counts. In addition, they do not include those enrolled at tertiary-type B level. Therefore, their distribution by field of education reflects this partial coverage. [Back to Table](#)

**Belgium:** Data on international students do not include students of social promotion education in the French Community, and students of the Open University and social advancement education in the Flemish Community. Therefore, their distribution by field of education reflects this partial coverage. [Back to Table](#)

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

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

**France:** Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

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

**Iceland:** Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

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

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

**New Zealand:** For Education at a Glance 2008, New Zealand is now able to break down students by ISCED field of study more precisely, including for ISCED 6. For example, previously all bachelor of science students were allocated to life sciences, but they are now classified according to the proportion of study load spent on each subject – mathematics, computing, etc. Hence there will be some noticeable shifts in distributions compared with previous editions. [Back to Table](#)

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

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

**Slovak Republic:** Data on foreign students include resident foreign students. Therefore, their distribution by field of education reflects the participation patterns of the resident immigrant population. [Back to Table](#)

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

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

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

**United States:** The distribution of students by field of study are based on data for 2003-04. [Back to Table](#)

**■Table C3.7 Number of foreign students in tertiary education, by country of origin and destination (2006) and market shares in international education (2000, 2006)**

*Coverage*

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

**France:** There is a break in the time series between 2002 and 2003 for data on foreign students. Until 2002, data were partial with coverage of about 81% of all foreign students. Hence this break in series needs to be borne in mind when interpreting changes in the number of foreign students between 2000 and 2006. [Back to Table](#)

**■Additional data**

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

**INDICATOR C4: How successful are students in moving from education to work?**

**■General notes**

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

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

*Methods and definitions*

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

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

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

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

Work study programmes are combinations of work and study periods in which both aspects are part of an integrated, formal education/training activity (examples are the dual system in Germany, *apprentissage* or *formation en alternance* in France and Belgium, internship or co-operative education in Canada, apprenticeship in Ireland, or youth training in the United Kingdom). Vocational education and training occurs not only in school settings but also in a working environment. Sometimes students or trainees are paid, sometimes not. There is a strong relationship between the job and the courses/training. Work study programmes are considered “in education” and “in employment”.

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

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

#### *Notes on specific countries*

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

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

**Canada:** Students attending all schools includes primary, secondary, college, CEGEP, university and other schools. [Back to Table](#)

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

**France:** Age is measured in the survey reference week (EU-LFS standard) from 2003, instead of having been recorded at the end of the calendar year until 2002; therefore, sub-populations are slightly older than previously from 2003. From 2003, the so-called “20-year-olds” are 20.5 years old on average at survey time rather than 19.75 years old as previously (1991-2002). The three age groups (15 to 19, 20 to 24, 25 to 29) are older by nearly one year (0.75 year) and, for that reason, their participation in education rates are lower than previously. The questions on participation in formal and non-formal education also changed in 2003 (in the European Labour force surveys), so that it is difficult to separate non-formal education and training from formal education. Special problems arose for 2003 for identifying a four-week reference period. [Back to Table](#)

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

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

**New Zealand:** New Zealand was not previously included in this indicator. Initially the TRAN data collection was incorrect as it restricted being in education to secondary school students. The TRAN collection was revised and the draft C4 tables and charts were subsequently corrected. The source survey only allowed supply of data for 2005 and 2006. [Back to Table](#)

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

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

**United Kingdom:** The work study programmes definition includes:

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

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

## **INDICATOR C5: Do adults participate in training and education at work?**

### **■ General notes**

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

For the European countries the data are compiled from the *ad hoc* module on Lifelong Learning of the 2003 EU Labour Force Survey. [Back to Table](#)

*Notes on specific countries*

**Canada:** The 2003 Adult Education and Training Survey (AETS) is used for this indicator. It collected detailed information on job-related courses and programmes. Programmes are learning activities in order to get a high school diploma or equivalent, a registered apprenticeship certificate, a trade or vocational diploma or certificate, a college or CEGEP diploma or certificate, a university degree, diploma or certificate. Courses are the other training activities that involve structured learning, such as formal courses, workshops or seminars. For training for personal interest, the survey only measured incidence (whether the individual was a participant or not) without distinguishing between a course or a programme. Consequently, data related to intensity of training include the number of hours only for job-related training.

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

*Formal training:* Participation in programmes (as defined above). Participation in training activities for personal interest cannot be identified separately by programme and course, therefore such activities have been considered as non-formal (see below).

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

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

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

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

**United States:** The source for this indicator was the 2003 Adult Education for Work-related Reasons Survey of the National Household Education Survey, a programme of the National Center for Education Statistics, US Department of Education.

This survey collects information on participation during the past 12 months in formal and non-formal learning activities that were taken for work-related reasons. Learning activities include high school diploma or equivalency programmes, registered apprenticeships, trade or vocational diploma or certificate programmes, and college and university degree programmes. Courses include taught courses, workshops and seminars. The respondent made the judgment of whether the learning activity was taken for work-related reasons. [Back to Table](#)