

# New Independent States and Mongolia

# REPORT

## Key indicators on vocational education and training

1995-1999



European Training Foundation





**European Training Foundation**

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The ETF is the European Union centre of expertise supporting vocational education and training reform in the future member states, the western Balkans, the Mediterranean partner, the New Independent States and Mongolia.

It maintains a network of National Observatories in its partner countries to provide up-to-date and in-depth information and analysis of the local situation in vocational education and training.

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A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

Cataloguing data can be found at the end of this publication.

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# Introduction

The New Independent States and Mongolia have initiated substantial political and economic changes in recent years. New labour market conditions in these countries call for appropriate reform in the sphere of vocational education and training. An adequate information support is a prerequisite for the development and monitoring of sound education and training reforms and policies. Comparative and reliable information about vocational education and training is an essential part of the capacity to review and reform education and training provision.

*An adequate information support is a prerequisite for the development and monitoring of sound education and training reforms and policies.*

In the mid-90s, the European Training Foundation (ETF) launched a project to identify and collect the most relevant **Key Indicators** in the field of vocational education and the labour market. The project was initiated in the Central and Eastern European countries and, since 1998, has been extended to the New Independent States and Mongolia. The data are collected from national information sources (national statistic agencies, Ministries of Education, Labour, Finance and Economy, etc.) by the **National Observatories**, set up by the ETF as reference points in each country. At present, Observatories are active in ten countries of the region – Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Mongolia, the Russian Federation, Ukraine and Uzbekistan. The data collected are transmitted to the ETF, which is developing an on-going database for policy analysis.

*The data are collected from national information sources (national statistic agencies, Ministries of Education, Labour, Finance and Economy, etc.) by the National Observatories.*

The first analytical report on **Key Indicators** regarding the evolution of vocational education and training systems in the New Independent States and Mongolia between 1995-1997 was published in 2000. The second phase resulted in an unpublished interim report based on the 1998 data.

The present report provides a basic analysis of statistical data covering the 1995-1999 period. Data for the year 2000 are in the process of being collected, but were not available at the time of writing. The present report closes the third phase of the **Key Indicators** project and is the second ETF statistical publication on vocational education and training in the New Independent States and Mongolia. It complements a series of **national reports** produced by the **National Observatories** on vocational education and training and a comparative analysis of vocational education and training in the New Independent States and Mongolia\*. The

*The present report provides a basic analysis of statistical data covering the 1995-1999 period. The present report complements a series of national reports produced by the National Observatories on vocational education and training and a comparative analysis of vocational education and training.*

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\* *Trans-national analysis of vocational education and training in the New Independent States and Mongolia, European Training Foundation.*

comparative analysis has been carried out by ETF and the European Institute of Education and Social Policy based on the data collected by the National Observatories and collated by the Centre for Science Research and Statistics in the Russian Federation.

*National expertise regarding the collection of comparable statistics needs to be developed in many of the countries and institutional arrangements must be strengthened.*

Needless to say, the usual note of caution regarding the accuracy of trans-national statistics is in order. In some countries data are missing, in others it may have been difficult to apply the definitions provided for the collection of the indicators. National expertise regarding the collection of comparable statistics needs to be developed in many of the countries and institutional arrangements must be strengthened. A great effort has been made to provide a coherent and reliable set of data, capable of supporting a cross-country and dynamic analysis of the vocational education and training situation. Insofar as innovations in national vocational education and training systems will be implemented with the assistance of foreign donors' and other partners' interventions, dissemination of reliable data throughout the donor community is essential.

Turkmenistan and Azerbaijan did not work with the ETF on the most recent *Key Indicators* project, so there is no information regarding the situation in these countries in 1999. For these two countries (and in some other cases for specific tables) the 1998 data have been used.

These documents and other ETF publications on vocational education and training development in Central and Eastern European countries, the New Independent States and Mongolia are available from the ETF Information and Communications Unit. Some of them can be consulted on the Foundation's website: [www.etf.eu.int](http://www.etf.eu.int)

Section 1 of this report presents the demographic framework examining the number and percentages of 14-19 year olds in the total population and demographic variations over recent years. The second section presents the trends in participation for young people in this age-group both in general education and in vocational education and training. The third section then turns to the employment situation presenting activity and unemployment rates and is then followed in Section 4 by an examination of the link between education and training and employment connections. Section 5 presents some financial data.



# Readers' guide

## *Conventional abbreviations of the countries' names*

The Eastern European Countries	The Caucasus	The Asian Countries
BEL Belarus	AZE Azerbaijan	KAZ Kazakhstan
MOL Moldova	ARM Armenia	KYR Kyrgyzstan
RUS Russian Federation	GEO Georgia	MON Mongolia
UKR Ukraine		TKM Turkmenistan
		UZB Uzbekistan

## *Coverage of the statistics*

The indicators presented in this report are collected by the European Training Foundation on a regular basis through the National Observatory network. If not otherwise indicated data refer to the entire national education system regardless of the ownership or sponsorship of the educational institutions concerned and regardless of educational delivery mechanisms. Although a lack of data still limits the scope of the indicators presented, partner countries are taking steps to improve the process of data collection and analysis.

## *Data sources*

If not otherwise indicated, the data sources are the National Statistical Offices/Institutes, and the statistical units of different Ministries (i.e. education, labour and finance).

## *ISCED levels of education*

ISCED (International Standard Classification of Education) is the internationally agreed system used for classifying and presenting statistics on education. The present classification (also known as ISCED97) adopted by UNESCO's General Conference in 1997 covers primarily two cross-classification variables: levels and fields of education and training. ISCED97 distinguishes among six levels of education: pre-primary, primary, lower secondary, upper secondary, post-secondary non-tertiary, and tertiary education. See Annex 1 for a fuller description of ISCED.

## *Abbreviations used in Figures and Tables*

*n.a.* – not available

*n.r.* – not relevant



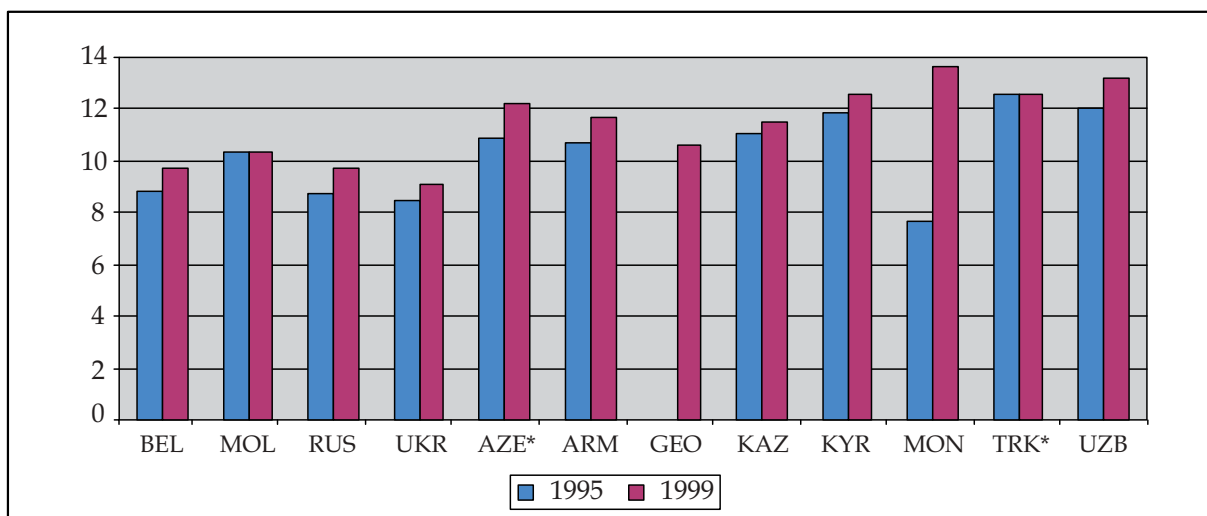
# 1. The demographic framework

In 1999, 14-19 year-olds accounted for about 10% of the total population in the New Independent States and Mongolia, but the proportion is higher in the Asian countries than in the Eastern European countries.

In 1999, there were 28.4 million young people, aged 14 to 19 in the New Independent States and Mongolia, of which 20 million (71%) lived in the Eastern European countries, 6.5 million (23%) in the Asian countries and 1.9 million in the Caucasus (6%). In the Russian Federation alone, the number of 14-19 year-olds was over 14 million which constituted 50% of the total population in this age group in the New Independent States and Mongolia. In the least populated countries (Armenia, Georgia, Moldova and Mongolia), there are fewer than half a million 14-19 year-olds, between 1% and 2% of the total<sup>1</sup>.

The 14-19 age group is an important target group for education and training policy makers. It covers the period during which compulsory education usually ends and young people have to choose whether to continue with their studies in upper secondary, post-secondary or tertiary education or training or to enter the labour market directly. In the New Independent States and Mongolia compulsory education usually lasts nine or ten years ending between the ages of 15 and 17 years, depending on the country.

**Figure 1.1** Percentage of 14-19 years old in total population

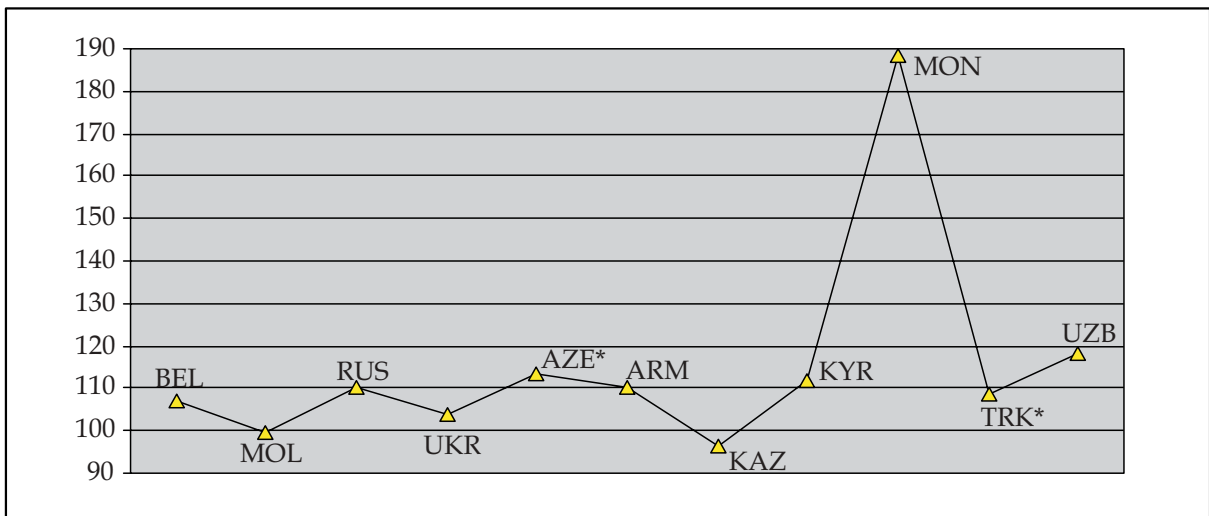


\* Years of reference 1995 and 1997.

1 Data used in this publication are based on information from the national statistical offices. Conflicting data from different sources are nearly inevitably for population data, given the political importance of the figures for some of the countries.

Overall, the number of 14-19 year-olds in the New Independent States and Mongolia, excluding Georgia, increased by over 9% between 1995 and 1999, and a more rapid increase can be observed in the Asian countries (12%) than in the Eastern European countries (8%). Not only did the absolute number of 14-19 year-olds increase during this period but also the proportion of 14-19 year-olds in the total population. Thus, in a period when the total population of some countries in this region declined, sometimes substantially, and birth rates were falling the potential demand for education amongst young people was actually rising (see figure 1.2).

**Figure 1.2** Population aged 14-19 in 1999. relative change (1995=100)



\* Year of reference 1998.

## 2. Trends in participation and educational attainment

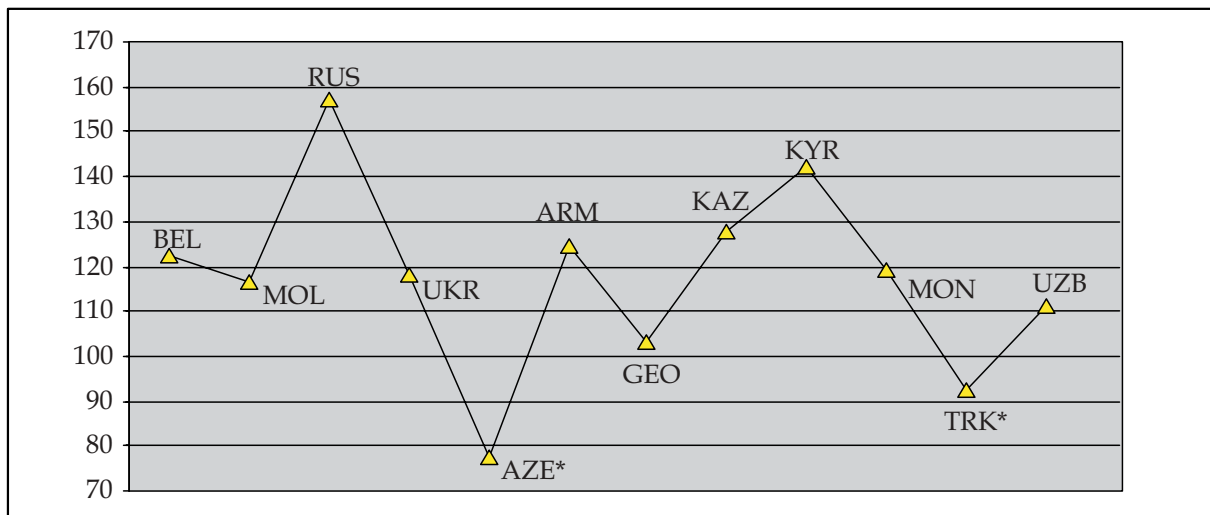
### 2.1 Participation rates of 14-19 year-olds

In 1999, three-quarters (or nearly 21 million) of all 14-19 year-olds were participating in education or training at all levels. The Eastern European countries accounted for over three-quarters (77%) of this total, as compared to the Asian countries (18%) and the Caucasus (5%). More than half of these young people (56%) are enrolled in the Russian Federation alone (see Figure 2.1).

Substantial increase in the total number of 14-19 year-olds in education or training can be observed in the New Independent States and Mongolia between 1995 and 1999. Total numbers of students increased by 35%, but these increases were far more noticeable in the Eastern European countries (+44%) and especially in the Russian Federation (+ 57%), than in the Asian countries (+18%).

*Increase in the total number of 14-19 year-olds in education or training were far more noticeable in the Eastern European countries especially in the Russian Federation*

**Figure 2.1** Enrolment in education and training of people aged 14-19 in 1999, relative change (1995=100)



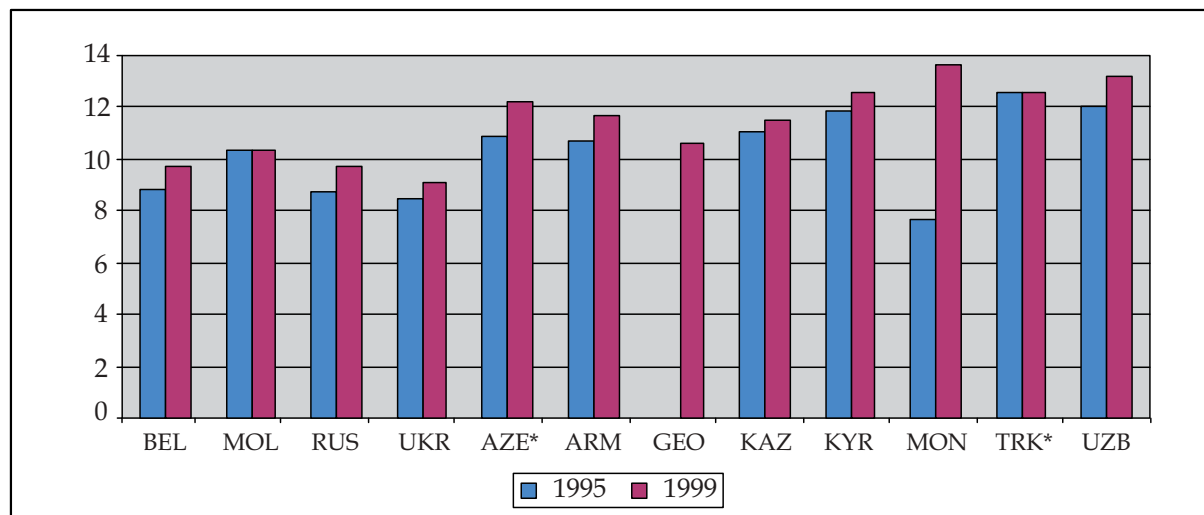
\* Year of reference 1998.

In most countries, except Azerbaijan and Turkmenistan, the population of 14-19 year-olds increased between 1995 and 1999 (up 9% overall in the region) but the numbers enrolled in education and training have grown even faster (up 35%) which indicates that more young people in this age-group are staying on after the end of compulsory education. The fact that this trend is not observed in Turkmenistan is probably due to the recent reduction in the length of compulsory education from ten years to nine years. The marked deterioration observed in the Caucasus – where student numbers in this age-group have dropped by 8% between 1995 and 1999 to less than one million, can be explained by the figures for Azerbaijan, which lags behind other countries in terms of increase in participation<sup>2</sup>.

*Despite the difficulties connected with economic restructuring, the New Independent States and Mongolia have progressed to the extent that participation increased much faster than the population.*

**Participation rates** of 14-19 year-olds provide a good picture of the provision for this age group by the education and training system. In a relatively short period, despite the difficulties connected with economic restructuring, the New Independent States and Mongolia have progressed in this respect to the extent that participation increased much faster than the population (35% as compared to 9%). The overall participation rate for 14-19 year olds was slightly over 73% in 1999. It increased sharply (by almost 20 percentage points) in the Eastern European countries (80% as against 60%) between 1995 and 1999, but more modestly in the Asian countries (60% as against 55%). Data for the Caucasus are not complete enough to allow for definite conclusions, but indicate falling participation rates, notably in Azerbaijan.

**Figure 2.2a Participation rates in education and training of people aged 14-19**



\* Year of reference 1998.

(1) Figures for "Sec.VET with mat.exam" are not available for 1995.

Figures for "Sec.VET with qual." and for "Post/Sec.Voc.Tech." are not available for 1995 and 1999.

(2) Figures of the total population for 14, 15 and 19 year-olds are not available for Mongolia for 1995.

Enrolment rates for 1995 are based on the figures for 16, 17 and 18 year-olds only.

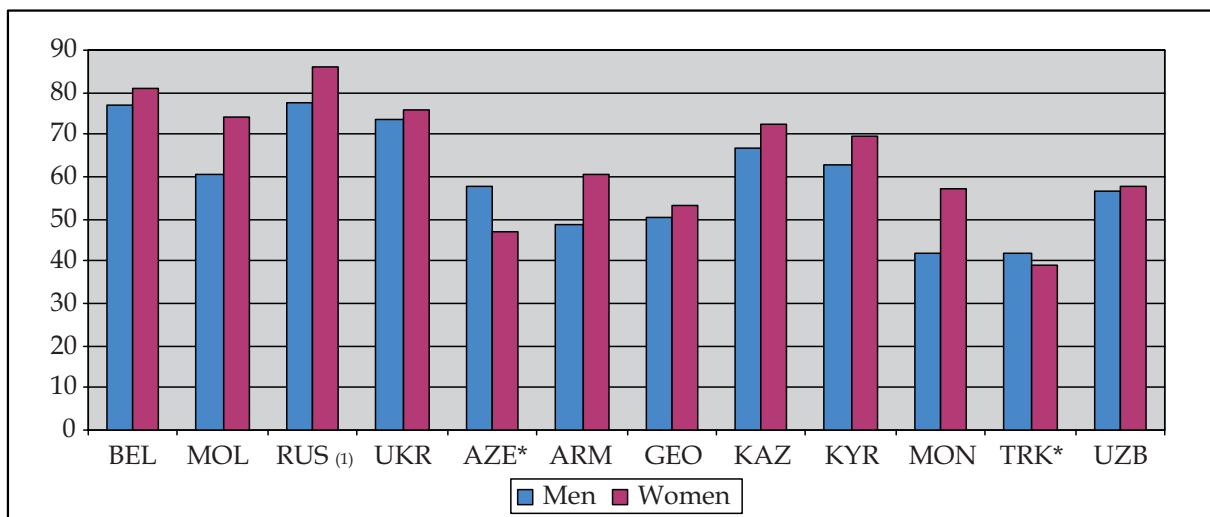
2 There is no National Observatory in Azerbaijan which increases difficulties in collecting data.

Among the Eastern European countries the largest increase took place in the Russian Federation, with an increase of 25 percentage points as compared with smaller increases of about 10 percentage points in Belarus, Moldova and Ukraine. The rates for the Russian Federation may be overestimated due to the existence of some statistical bias in the enrolment data of 1995 (see footnote (1) in Table 2.2). In the Asian countries within an overall increase in participation rates of five percentage points, there were large increases in Kazakhstan, Kyrgyzstan and Mongolia but a small decrease in Uzbekistan. The data available also show a decrease of seven percentage points for Turkmenistan but the data may not be totally reliable as there is no National Observatory to ensure collection according to ETF definitions.

Data on participation rates by gender for 1999 show that, even though overall participation rates of young women are higher than that of young men, the situations are different in each of the three sub-regions. For the Eastern European countries taken as a group, the participation rate of young women is almost seven percentage points higher than that for young men. This covers a variety of differences from country to country. In Rep. of Moldova the participation rate of young women is 13 percentage points higher than that of young men (and the largest difference in the region), followed by the Russian Federation with a nine percentage point difference. On the other hand, in Ukraine and Belarus the difference is small (two and three percentage points respectively).

*Even though overall participation rates of young women are higher than that of young men, the situations are different.*

**Figure 2.2b Participation rates in education and training of people aged 14-19 by gender (1999)**



\* Year of reference 1998.

(1) Figures for "Sec.VET with qual." and for "Post/Sec.Voc.Tech." are not available.

Although this situation appears to be inversed in the Caucasus where, for the sub-region as a whole, the participation rate of young men is higher than that of young women this is entirely explained by the situation in Azerbaijan. According to the data available, the participation rate of young men is higher than that of young women (by 11 percentage points). However, the situation is the opposite in Armenia and in Georgia where the participation rates of young women are slightly higher. It is interesting to note that the situation changed in Azerbaijan between 1995 and 1998 as there was a higher participation rate for young women in 1995. The participation rates for both young men and women dropped during this period – but more rapidly for women than for men.

In the Asian countries, the participation rate of young women is three percentage points higher than that of young men but national situations range from much higher participation rates in Kazakhstan, Kyrgyzstan and Mongolia to smaller differences in Uzbekistan and Turkmenistan. The increase in participation was also much higher in the former three countries between 1995 and 1999.

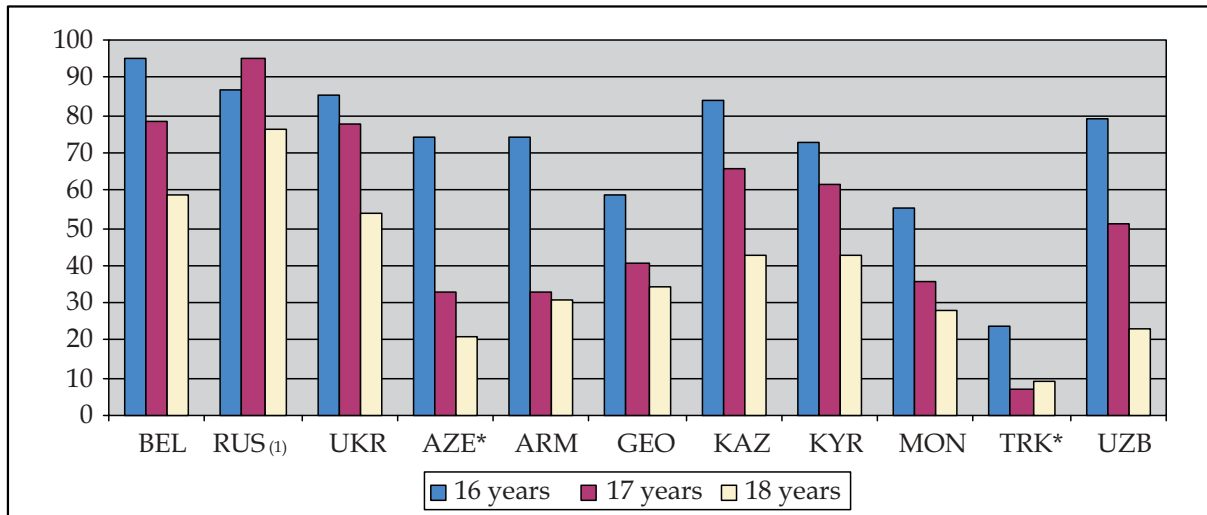
*Participation rates can be expected to decrease gradually, by age, as young people leave the education and training system to enter the workforce.*

In all countries participation rates can be expected to decrease gradually, by age, as young people leave the education and training system to enter the workforce, a pattern which can be observed in the New Independent States and Mongolia. It should be noted that compulsory education ends at different ages (between 15 and 17 years) among the countries. It can be seen from Figure 2.3 that, in 1999, across the region, the vast majority of young people were still enrolled at age 16 (83%) and there were still three-quarters of the age group in education and training at age 17 (77%)<sup>3</sup>. Participation rates decreased to just over half (57%) at age 18. By way of comparison, OECD countries demonstrate the same pattern, but with higher participation rates: around 90% for 17-year-olds and 60% to 80% for 18-year-olds. To some extent, the school-leaving age is related to the legal duration of compulsory schooling, but there is no close correspondence between the end of basic education (9 or 10 years in the New Independent States and Mongolia) and the decrease in participation rates, as students may choose to stay on in the education/training system beyond compulsory schooling. In many OECD countries, the sharpest decrease occurs at the end of upper secondary education, i.e. after the age of 18.

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3 The figure shows rates which may at first sight be surprising. In Ukraine for example the participation rate of 16 year-olds in 1995 was higher than that for 15-year olds. Similar dips can be observed for the Russian Federation, Turkmenistan and Uzbekistan in 1999. It is likely that this reflects the method of data collection in schools, for example pupils “aged 16 and under” or “16 and over” rather than the precise age. In some cases they may also reflect a re-entry into education or training after military service.



**Figure 2.3 Participation rate in education and training 1999**

\* Year of reference 1998.

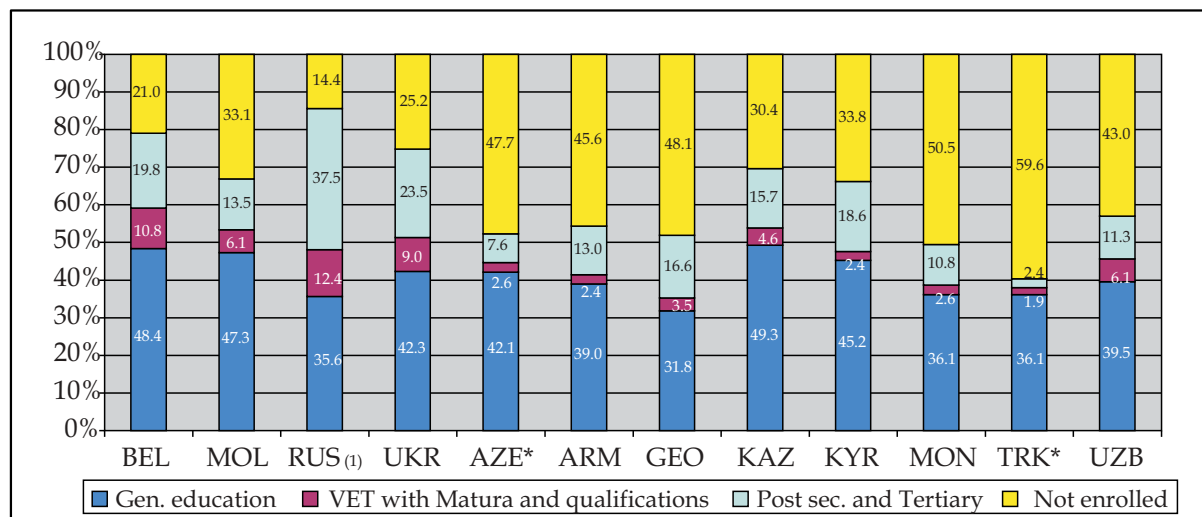
(1) The figures for "Sec. VET with qual." and for "Post/Sec.Voc.Tech." are not available.

The participation rates in the Eastern European countries in 1999 were very similar to those in OECD countries with 90% for 17-year-olds and 70% for 18-year-olds. Looking in detail at the countries, the participation rates in the Russian Federation for 17 and 18 year-olds (95% and 76%) were particularly high. The comparable rates are about 20 percentage points lower in Belarus and Ukraine. In all three countries for which data are available, participation has risen since 1995 but this rise may cover very different situations linked both to employment prospects and increased education and training provision.

In the Caucasus participation rates show a first sharp decrease after the age of 14, then another after the age of 16. By age 17, only 35% of young people are still enrolled and a quarter at the age of 19. All the countries follow a similar pattern with slightly higher rates in Georgia.

In the Asian countries participation rates also begin to decrease noticeably by age 15/16 (around three-quarters or 74% to 77%) and again by age 17 (just over half or 51%) but they remain higher than in the Caucasus. By age 19, about one-fifth of the age-group participate in education or training but with substantial country variations - about one-third of the age-group in Kazakhstan and Kyrgyzstan but only 10% in Turkmenistan and 16% in Uzbekistan.

The structure of participation by type of programme provides an indication of the size and structure of provision available for 14-19 year-olds in the New Independent States (see Figure 2.4).

**Figure 2.4** *Distribution of 14-19 year-olds by type of programme (1999)*

\* Year of reference 1998

(2) The figures for "Sec.VET with qual." and for "Post/Sec. Voc.Tech." are not available.

Overall, one-quarter of the age-group were not participating in any education or training in 1999. Of the remaining three-quarters, general education, that is programmes not designed explicitly to prepare students for specific occupations or trades, accounted for slightly over half of the total enrolments (and just under 40% of the age-group). One-quarter of the age-group were enrolled in post-secondary provision. This category covers tertiary education as well as vocational and technical courses beyond the end of upper secondary education. Just under 10% were on secondary vocational education and training courses. There are two types of "vocational" education at the secondary level. The "VET with maturity" includes those upper secondary courses which lead to a "maturity diploma", that is the award which completes upper secondary education (cf. the *Baccalauréat*, the *Abitur*, A levels, etc.). These programmes often lead to a "double award" including also a vocationally-specific qualification. In addition there are courses which lead only to a vocational education and training qualification ("VET with qualification"), and hence do not give access to studies at higher levels.

*Enrolments on secondary vocational education and training courses varied considerably from country to country.*

In 1999, general education accounted for similar proportions in all three regions and there was little variation from country to country. However, enrolments on secondary vocational education and training courses varied considerably from country to country and among the regions. They accounted for about 11% of 14-19 year-olds in the Eastern European countries (with fewer than this average in Moldova and the Ukraine) but less than 5% in the Asian countries and less than 3% in the Caucasus. Though in the latter there was little variation among the countries, in the Asian countries there were 6% of this age-group enrolled on secondary vocational

education and training courses in Uzbekistan as compared with about 4% in Kazakhstan and 3% and 2% respectively in Mongolia and Kyrgyzstan. It should be noted that the very low proportions enrolled in “VET with qualification” appears to be due to the fact that secondary education leading to the maturity is preferred and secondary VET with qualification, which does not give access to higher levels of education, is being phased out. In addition many students are enrolled in vocational programmes at ISCED 4 (post-secondary non tertiary education) and also at ISCED 5B, which are the occupationally-oriented programmes at tertiary level leading to the labour market. Overall, therefore, participation in vocational or occupationally oriented programmes in these countries is higher than the figures might suggest.

*Many students are enrolled in vocational programmes which are the occupationally-oriented programmes at tertiary level leading to the labour market.*

The percentages in post-secondary provision varied according to region, with about one-third of the age-group in the Eastern European countries as compared with just over 10% in the Caucasus and Asian countries. In the European countries the high proportion can be accounted for by the Russian Federation (38%) and also Ukraine (24%) and is explained, partly, by the post-secondary non-tertiary (ISCED 4) courses in addition to courses at the tertiary level (ISCED 5). Participation of 14-19 year-olds in post-secondary provision is lower in the Caucasus, varying from 8% in Azerbaijan to 17% in Georgia. Figures are similar for the Asian countries varying between 10% in Mongolia to 18% in Kyrgyzstan<sup>4</sup>.

The next figures present data on enrolment at ISCED level 3 focusing on a particular level of education and training and not on a particular age group. In all of the Eastern European and Asian countries there are considerably more young men enrolled in vocational education and training.

As mentioned earlier, a quarter of 14-19 year-olds were not enrolled in any education or training in 1999. This figure varies from 18% in the Eastern European countries to 41% in the Asian countries and almost 50% in Caucasus. There is certainly a range of explanations, among which may be inadequate provision, problems of access to education (particularly in the Asian countries and the Caucasus); reductions in the duration of compulsory education; poverty and rurality (which affect the capacity of families to keep their children in education and training) and also military service.

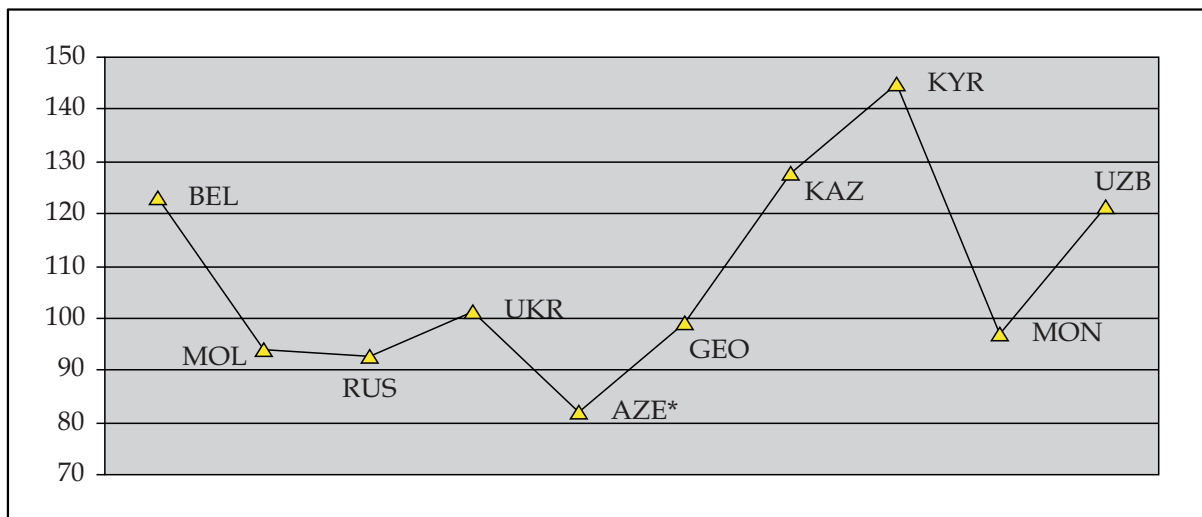
## **2.2 Enrolments in upper secondary education**

In 1999, close to 8.5 million people were enrolled in some form of upper secondary (ISCED 3) education or training in the New Independent States and Mongolia. The Eastern European countries accounted for two-thirds (67%) of the total, Asian countries for 28%

<sup>4</sup> The Figure for Turkmenistan is very low but might reflect a difficulty in collecting data rather than the real participation levels.

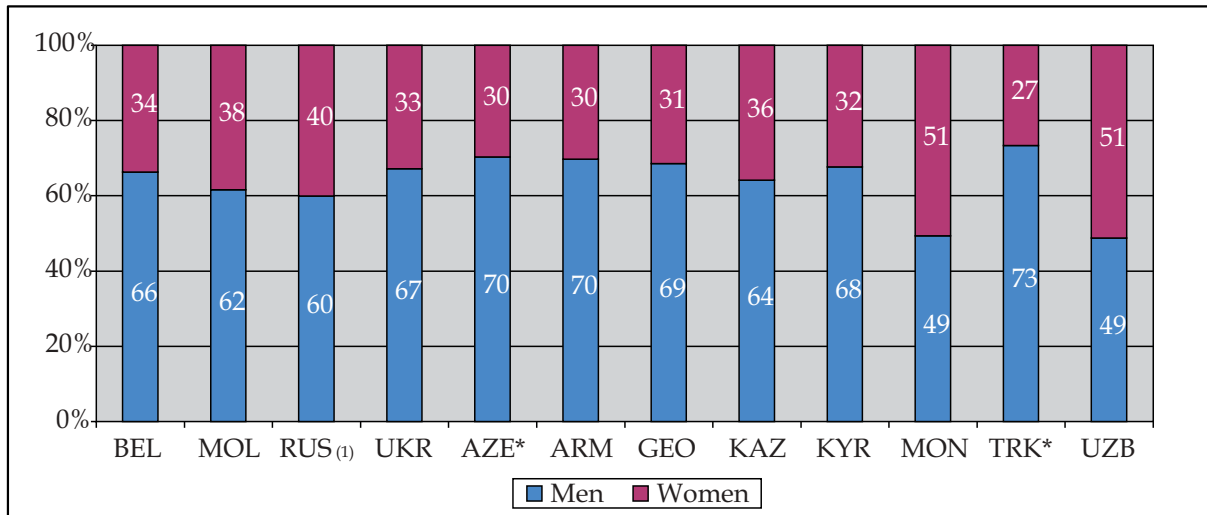
and Caucasus countries for 5.5%. With 3.8 million students at ISCED level 3, the Russian Federation alone accounted for 43% of the total. In the Eastern European and in the Asian countries the number of students enrolled at ISCED 3 decreased in the period from 1995 to 1999 (see Figure 2.5) despite an increase in the 14-19 population.

**Figure 2.5** *Enrolment in education and training at ISCED level 3 in 1999, relative change (1995=100)*



\* Year of reference 1998.

This pattern was not the same for all the countries. Thus in the Eastern European countries participation decreased in the Russian Federation and Moldova but increased slightly in Ukraine and more substantially in Belarus. In the Caucasus but a marked decrease should be noted in Azerbaijan. In the Asian countries though there appears to have been an overall decrease, this may be due to insufficient data for Turkmenistan. In Kazakhstan, Kyrgyzstan and Uzbekistan there was an increase in ISCED 3 enrolments between 1995 and 1999.

**Figure 2.6** *Distribution of students in vocational education by gender (1999)*

\* Year of reference 1998.

(1) The figures for "Sec. VET with qual." and for "Post/Sec.Voc.Tech." are not available

A regional breakdown shows different distribution between the enrolments of men and women. For example, in the Asian countries there are roughly equal enrolments of men and women while, in the Eastern European countries and Caucasus the differences in enrolments are sizeable (40% and 30% respectively are women).

The ratio of general versus technical/vocational education at the ISCED level 3, i.e. upper secondary level, was of the order of 63:37 (or 2:1) in 1999. General education accounted for 60% of enrolments in Eastern European countries at this level, 64% in Asian countries, but almost 89% in Caucasus countries. The figures can be compared with OECD countries, taken as a group, in which general education accounts for 49% and vocational education and training for 51% of total enrolments at upper secondary education. Between 1995 and 1999 there was a decrease in enrolments in "VET with qualification" in most of the countries (except Rep. of Moldova) which can be explained by the fact that this type of provision is being phased out in favour of VET programmes leading to the Matura ("VET with maturity") which give access to tertiary education too. Overall, the balance between general and technical/vocational education is fairly stable over time.

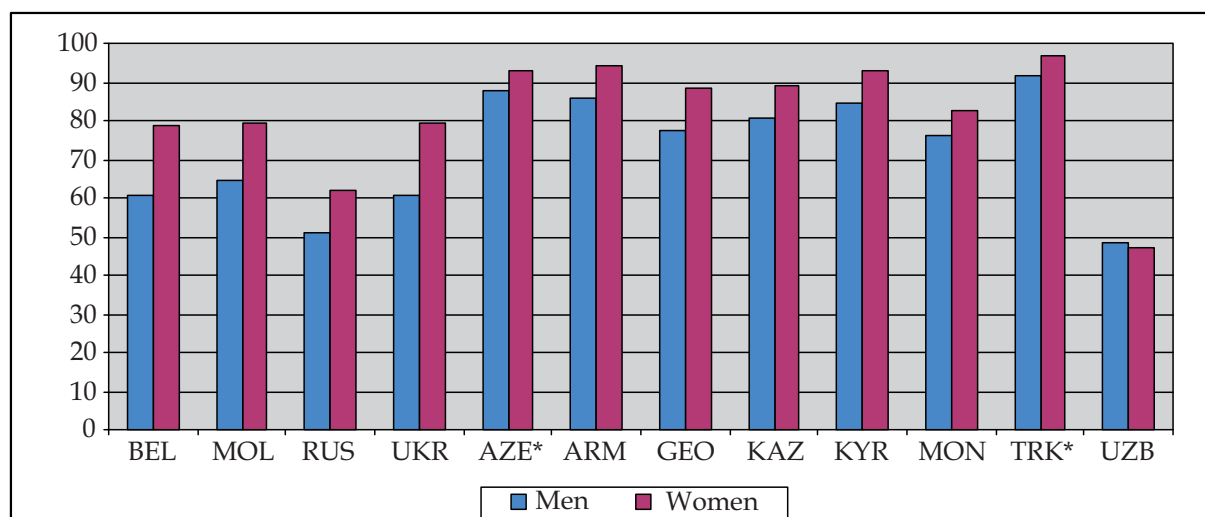
In the New Independent States and Mongolia, as a whole, women account for 48 % of enrolments at ISCED level 3 (see Figure 2.6) and the situation does not differ markedly among the three regions: women represent 47% of enrolments in the Eastern European countries, 45% in the Caucasus and 50% in the Asian countries. Since data by gender are very incomplete for 1995, comments in this section concentrate on the 1999 data. Within an overall situation of gender balance in participation, the breakdown by country and type of provision demonstrates considerable variation.

*Between 1995 and 1999 there was a decrease in enrolments in "VET with qualification" in most of the countries. This type of provision is being phased out in favour of VET programmes leading to the Matura ("VET with maturity") which give access to tertiary education too.*

*Gender balance in participation and type of provision demonstrates considerable variation.*

Whereas almost 70% of the women at ISCED level 3 were enrolled in general education, less than 60% of the men were on similar courses. As far as vocational education and training courses were concerned just over 30% of women enrolled choose these as compared to over 40% of the men. The figures are similar for the Eastern European and Asian countries, though with a different breakdown between “VET with maturity” and “VET with qualification”. In the Caucasus however less than 10% of women enrolled at ISCED 3 were on vocational education and training courses and only about 15% of the young men.

**Figure 2.7a** *Enrolment in general education as a percentage of total enrolment by gender (1999)*



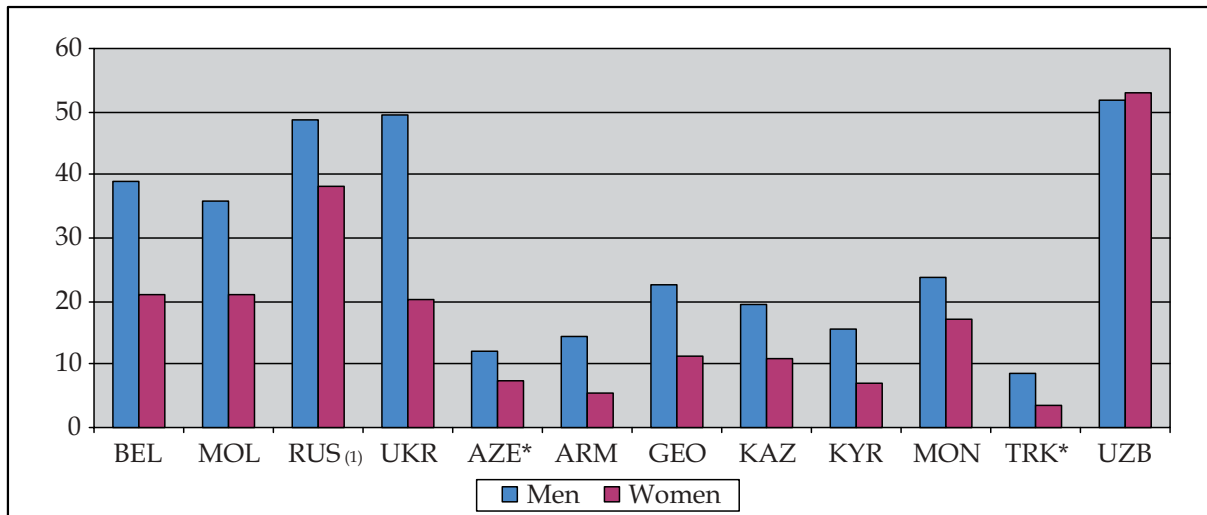
\* Year of reference 1998.

*In the Eastern European countries, with the exception of the Russian Federation, over three-quarters of the women in upper secondary education were enrolled in general programmes.*

Within the Eastern European countries, with the exception of the Russian Federation, over three-quarters of the women in upper secondary education were enrolled in general programmes. The Russian Federation is an exception with about 60% in general education and 40% in vocational education and training. It is also the exception for men as half were in general education and half in vocational education and training whereas these figures are closer to 60-40 for the other countries. Moldova is the only Eastern European country in which there were over 10% in “VET with qualification” (15% of the men).

In the Caucasus, at least 90% of the women in upper secondary education were in general programmes in every country, as compared with about 85% of the men. Georgia was the exception as three-quarters of the male students were in general education and a quarter in vocational education and training. The figures for “VET with qualification” are very low in the Caucasus, less than 1%.

**Figure 2.7b** *Enrolment in vocational education as a percentage of total enrolment by gender (1999)*



\* Year of reference 1998.

(1) Figures for "Sec. VET with mat.exam" are not available for 1998.

In the Asian countries the breakdown by gender and type of course varies from country to country. Whereas just under half the female students in Uzbekistan were enrolled on general education courses in 1999, this figure was over 80% in the other Asian countries: 89% in Kazakhstan, 93% in , 83% in Mongolia and 97% in Turkmenistan. The 50% of women students on vocational education and training courses in Uzbekistan were about equally divided between "VET with maturity" and "VET with qualification". The figures are very similar for the men enrolled at ISCED 3 in Uzbekistan. In the other Asian countries enrolments of men in general education are higher (81% in Kazakhstan, 85% in Kyrgyzstan, 76% in Mongolia and 91% in Turkmenistan) but lower than the percentages for women students.

## 2.3 Completion of upper secondary education

In many countries upper secondary education is increasingly considered as the minimum level required for successful entry into the labour market and is also the pre-requisite for entry to most post-secondary and all tertiary education. Completion of upper secondary education has become the norm against which the current success of education systems to produce adequately-equipped school-leavers can be judged. Upper secondary graduation rates is therefore an important indicator to assess the level of development of education and training systems. Since data for the true "graduation cohort", i.e. the students in the final year of the relevant programmes, were not available, the rate has been calculated based

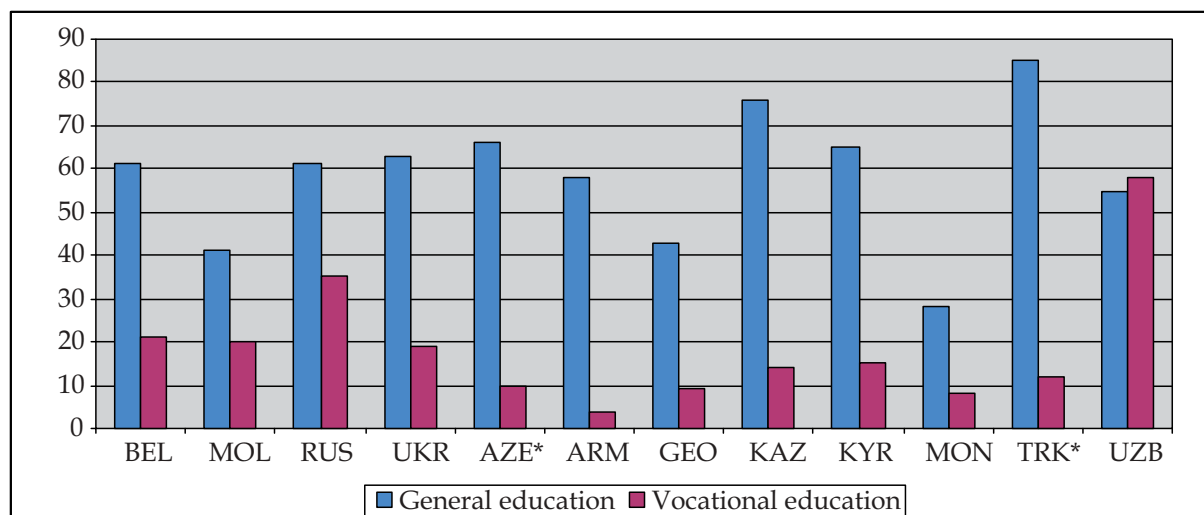
*Upper secondary graduation rates is an important indicator to assess the level of development of education and training systems.*

on the population aged 18 as a proxy for the population at the theoretical age for graduation. It is therefore possible that there may be some distortion of the results if substantial numbers of upper secondary graduates were of other ages. In addition, there may be some problems of double-counting of graduates who have obtained both a general education and a VET qualification. For this reason, it is not strictly possible to add the graduation rates for the two types of programme to obtain an overall graduation rate.

*For the New Independent States and Mongolia, the graduation rates in 1999 were 61% for general education and 30% for vocational education and training.*

For the New Independent States and Mongolia, the graduation rates in 1999 were 61% for general education and 30% for vocational education and training (see Figure 2.8). These figures compared with 42% for general education and 47% for vocational education and training for the OECD countries<sup>5</sup>. The balance between the graduates from general and vocational provision is therefore different. The “gross” rate of 91% for the New Independent States and Mongolia seems high and needs further examination. It may be explained by the presence of students repeating years (over-age graduates) and graduating in the same year as the age-group under consideration.<sup>6</sup> There may also be some double counting, i.e. when students gain both a Matura and a vocational education and training qualification. These graduation rates therefore look rather high, but not exceedingly so in countries with strong socialist traditions in education.

**Figure 2.8** Graduation rate at ISCED level 3 as a proportion of total population aged 18 (1999)



\* Year of reference 1998.

5 Education at a Glance; OECD indicators, 2000 Edition, Table C2.2 page 147

6 The explanation for the rate sometimes exceeding 100% is that a proxy population (18 year olds) has been taken for the calculation and many graduates may fall outside of that population group.



Among the Eastern European countries the graduation rates for general education are fairly similar (61-63%), except for Rep. of Moldova where the rate is markedly lower at 41%. There is some variation among the countries in the graduation rates for vocational education and training as in Rep. of Moldova, Belarus and Ukraine it is around 20% compared with 35% in the Russian Federation. Overall the graduation rate for general education in the Caucasus – 58% is similar to that for the Eastern European countries. However Georgia has a substantially lower rate than its neighbours – 43%. The graduation rates for vocational education and training are considerably lower than in the Eastern European countries with an average of 8%. In Armenia the rate is even lower, 4%, which is consistent with the low level of enrolment observed in the technical/vocational route at ISCED level 3 for this country: see Figure 2.6 and Table 2.6 in annex 2. The overall situation in the Asian countries is in line with the average for the whole region: graduation rates of 63% for general education and 36% for vocational education and training. There is considerable variation between countries ranging from a 76% graduation rate in general education in Kazakhstan to 28% in Mongolia<sup>7</sup>. Graduation rates for vocational education and training are generally lower than average (14% in Kazakhstan, 15% in Kyrgyzstan and 8% in Mongolia) but exceptionally high in Uzbekistan (58%).

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7 The figure for Turkmenistan, 85%, appears very high and may indicate a problem of data collection.



### 3. The employment situation

Data on the employment situation should be treated with caution. The employment situation in the New Independent States and Mongolia is highly complex but with insufficient information available to present a clear and reliable analysis. Transformation of the economies during the 1990's has led to the development of an "informal" sector which is very difficult to measure, whether in terms of activity or revenue. There are a variety of situations, for example individuals may be employed but not receiving a regular salary which leads to their supplementing the family income through the informal sector. On the other hand they may be theoretically unemployed but working in the informal sector and ensuring a revenue for the family. Under-employment is another well-known phenomenon.

*Employment situation in the New Independent States and Mongolia is highly complex.*

The important point for this statistical comparison is that there is not necessarily a direct relationship between activity rates and revenue, nor does "inactivity" necessarily indicate real inactivity. In addition, registering as unemployed may not present an advantage for the individual, in terms of allowances and therefore participation in the informal sector may be of more interest.

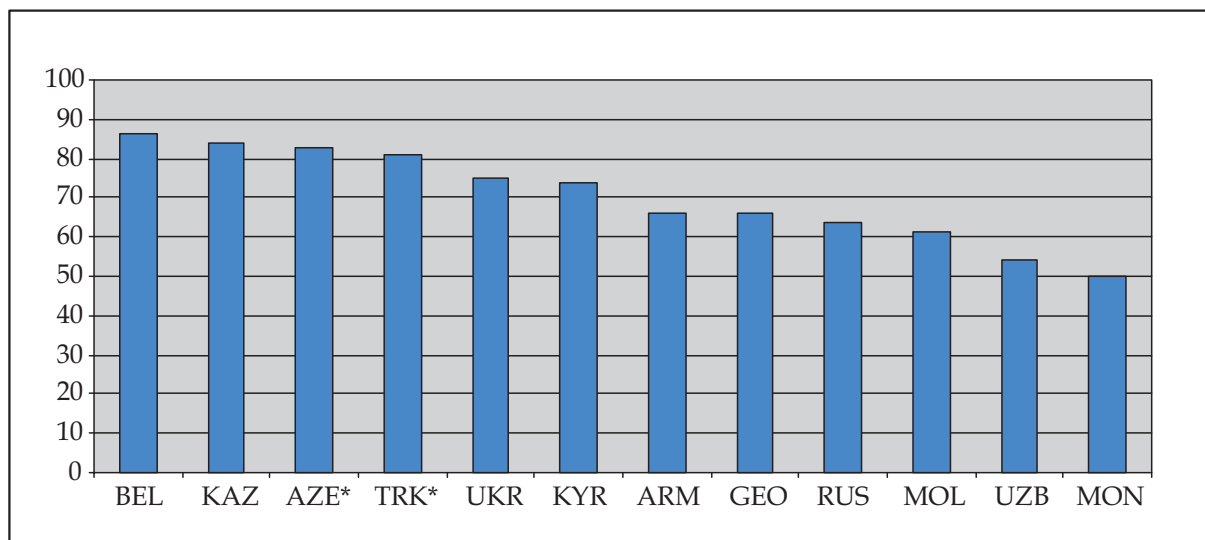
The data collection on employment for some of the countries (Moldova, Kyrgyzstan, Mongolia, Turkmenistan, Ukraine and Uzbekistan) did not comply with ILO definitions in 1997 but the 1999 data are reportedly closer to ILO definitions (although almost no Labour Force Surveys are carried out in the New Independent States and Mongolia). The analyses which follow in Sections 3.1 and 3.2 should therefore be read bearing in mind these introductory comments.

#### 3.1 *Labour market activity rates*

Overall, about two-thirds of the working age population (usually taken to be the population between 15 and 64 years of age) can be considered as "active", i.e. either "working" (employed or self-employed) or "looking for work" (unemployed) in 1999. Within the overall rate of 66% for the region as a whole, the Eastern European countries have a comparable rate whilst the rate is higher in the Caucasus (74%) and lower in the Asian countries (58%) (see

Figure 3.1 and Table 3.1 in annex 2). Within each sub-region there is some variation among the countries. Thus the activity rate in Belarus is the highest of all the countries at 86% and comparable to Azerbaijan (83%), Kazakhstan (84%) and Turkmenistan (81%). At the lower end of the scale, two of the Asian countries have rates under 60%: Mongolia (50%) and Uzbekistan (54%).

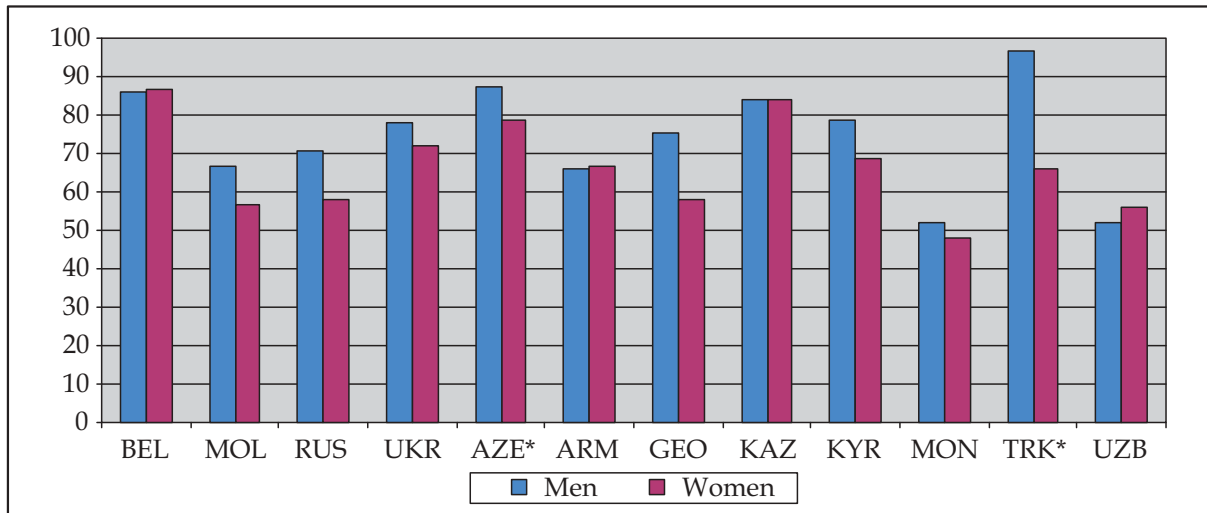
**Figure 3.1a Labour market activity rate (1999)**



\* Year of reference 1998.

*Overall, activity rates for men are about ten percentage points higher than for women in the Eastern European countries and in the Caucasus.*

Overall, activity rates for men are about ten percentage points higher than for women in the Eastern European countries and in the Caucasus. This is not however the case in the Asian countries where the activity rates are at the same level for both men and women. Activity rates for men and women are the same in Belarus and considerably higher than the average for the whole region. They are also higher in Ukraine but in Rep. of Moldova and the Russian Federation the rates for women are below the average rate. The low rate of the Russian Federation (64%) stands in sharp contrast with the relatively high rate of neighbouring Ukraine (75%). Russian women show one of the lowest activity rates in the area. No attempt is made here to account for these differences which would call for detailed comparisons of data collection and labour market conditions in these two countries.

**Figure 3.1b Labour market activity rate by gender (1999)**

\* Year of reference 1998.

Rates in the Caucasus for both men and women are higher than the overall average for New Independent States and Mongolia. Armenia is the only country with no noticeable male-female difference but in Georgia on the other hand, the difference is as much as 17 percentage points with the rate of women at 58% and that of men at 75%. In the Asian countries differences in activity rates between men and women are small except in Turkmenistan where there is a reported difference of 15 percentage points.

Although the definitions recommended by ILO have not been used by all the National Observatories to compute these activity rates<sup>8</sup> (see above), it is still worth putting the results in a European perspective. The overall activity rate of 66% observed in the New Independent States and Mongolia in 1999 is not far below the corresponding rate of 71% observed in the EU in 2000. Activity rates for women are very similar (61% in the New Independent States and Mongolia as against 63% in the EU), but they are clearly lower for men (71% in New Independent States as against 79% in the EU). Thus, the gender differences appear smaller for the New Independent States and Mongolia taken as a whole (ten percentage points) than in the EU (sixteen percentage points).

## 3.2 Unemployment rates

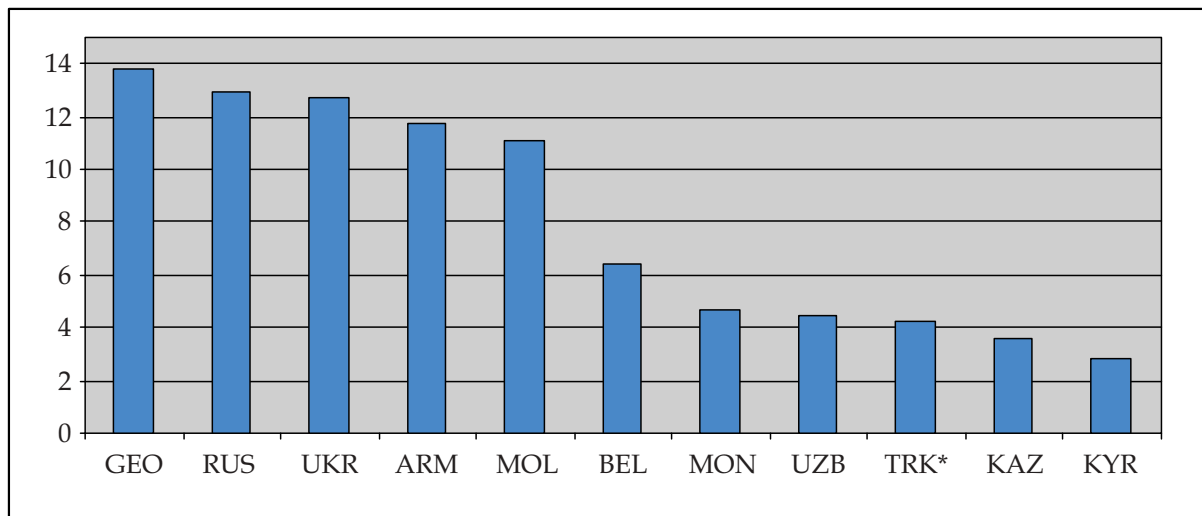
The overall unemployment rate for the New Independent States and Mongolia was estimated at 11% in 1999 as against 9% in the EU (see Figure 3.2).

<sup>8</sup> Some national results are surprising. For instance the low activity rates recorded in Mongolia or Uzbekistan may be due to problems of definitions.

*These rates in New Independent States and Mongolia refer to officially registered unemployed people rather than the ILO definition.*

The official data available show a much higher rate in the Eastern European countries (13%) than in Asian countries (4%). The overall rate for the Caucasus cannot be calculated due to insufficient data. As a reminder, these rates in New Independent States and Mongolia refer to officially registered unemployed people rather than the stricter ILO definition of unemployed<sup>9</sup>.

**Figure 3.2a Unemployment rate (1999)**

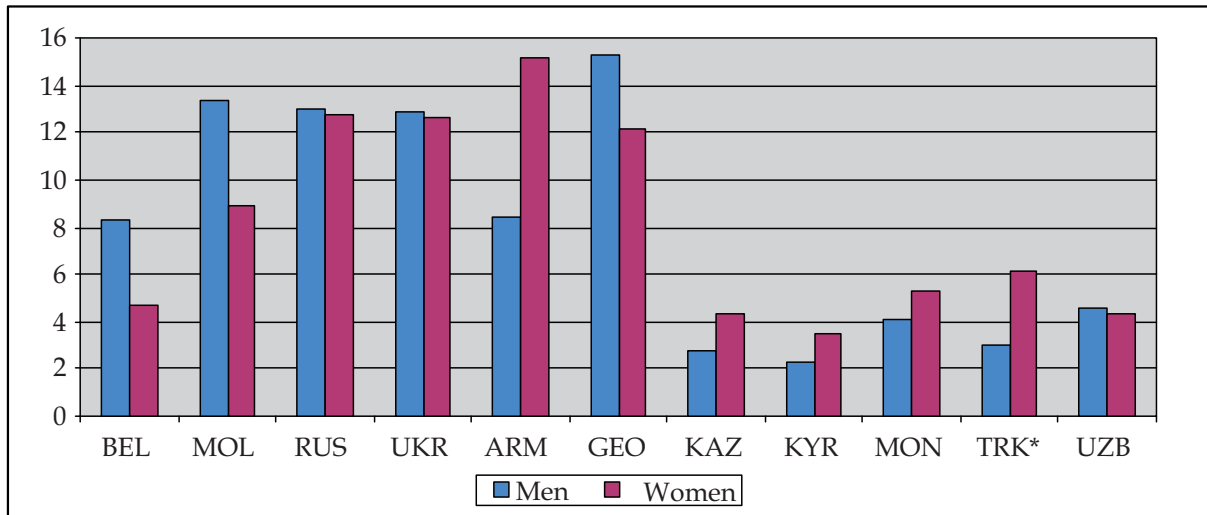


\* Year of reference 1998.

*The unemployment rates varied from 13% in the Russian Federation and Ukraine to 7% in Belarus.*

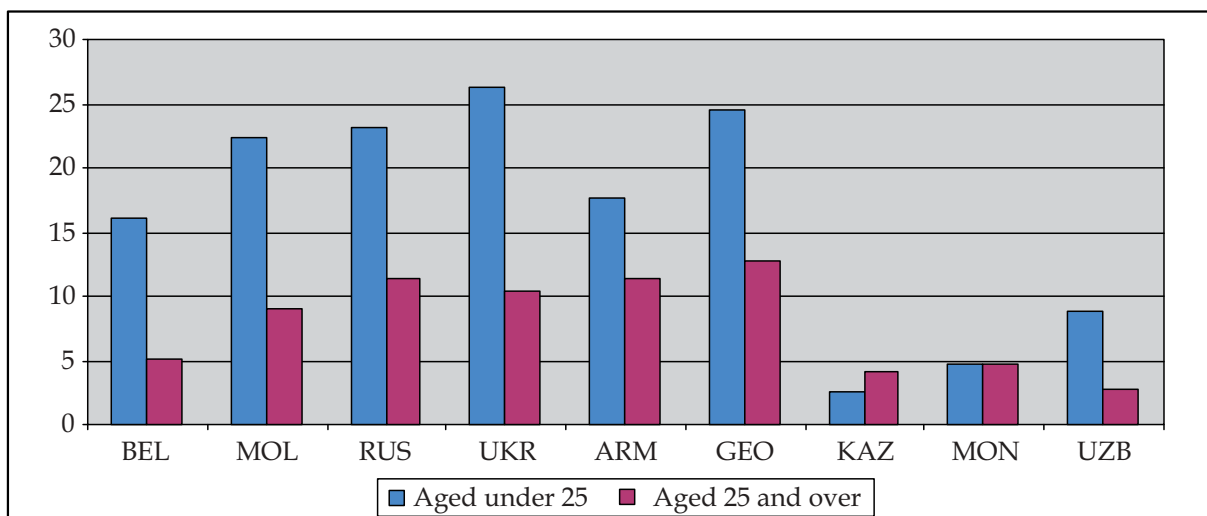
In the Eastern European countries the unemployment rates varied from 13% in the Russian Federation and Ukraine to 7% in Belarus. It is interesting to note that, in contrast with the EU countries, unemployment rates in 1999 were higher for men than for women, particularly in Belarus and Rep. of Moldova. The data available for Armenia and Georgia show that both have average unemployment rates for the region, with much higher registered unemployment of women in Armenia (15% for women as compared with 8% for men) but lower unemployment of women in Georgia (12%) compared with men (14%).

9 People who are without work, are actively seeking employment and are available to start work.

**Figure 3.2b Unemployment rate by gender (1999)**

\* Year of reference 1998.

The Asian countries demonstrate the familiar pattern of higher unemployment rates for women, but with rates that are surprisingly low for both genders. They should be observed bearing in mind the comments above at the beginning of Section 3. It seems likely that these figures may hide situations of under-employment.

**Figure 3.2c Unemployment rate by age (1999)**

\* Year of reference 1998.

Unemployment rates for young people (under 25 years of age) are uniformly much higher than those for adults (25 years of age and above), especially in the Eastern European countries: 24% as against 11%. These data can be compared with those of EU countries where the unemployment rates for young people (15-24 years of age) and for adults (25-64 years of age) were 14% and 6.5% respectively in

*Unemployment rates for young people (under 25 years of age) are uniformly much higher than those for adults (25 years of age and above), especially in the Eastern European countries.*

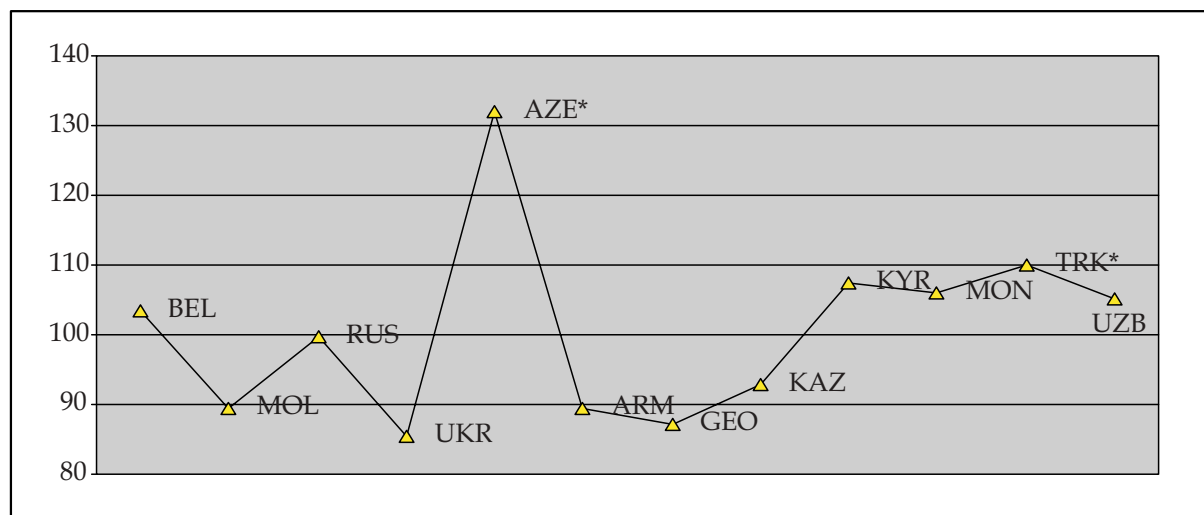
2001. Overall not only is the employment situation of the Eastern European countries less favourable, but the employment gap between young people and adults is more pronounced.

### 3.3 Trends in employment

*Between 1995 and 1999, employment decreased noticeably in the Eastern European countries but increased substantially in the Caucasus.*

In 1999, the total number of people employed in the New Independent States and Mongolia was in the order of 114 million people, of whom 77% were employed in the Eastern European countries, as compared to 17% in the Asian countries and 6% in the Caucasus (see Figure 3.3). Between 1995 and 1999, employment decreased noticeably (4%) in the Eastern European countries but increased slightly (2%) in the Asian countries and substantially (8%) in the Caucasus. Because of the weight of the Eastern European countries, the overall trend for the region showed a downward tendency.

**Figure 3.3 Total employment, relative change (1995=100)**



\* Year of reference 1998.

In the Russian Federation alone, the level of employment was virtually stable between 1995 and 1999 at 64 million people. This would be a commendable performance in a period of economic restructuring, but when assessed in conjunction with the sharply rising unemployment rates and deteriorating activity rates, it bears witness to an insufficient level of job creation by the Russian economy. In sharp contrast, a dramatic decline of employment in Ukraine (15%) was noticeable during the same period.

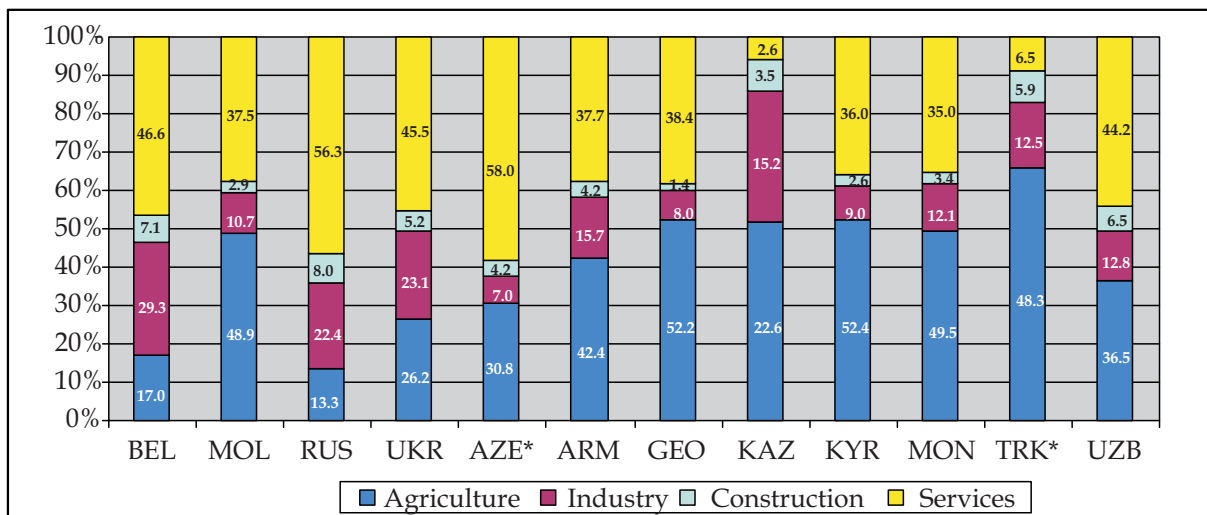


### 3.4 The structure of employment by sector

The structure of employment by economic sector differed markedly among the countries in 1999 (see Figure 3.4). In the Eastern European countries the services employed almost half the people in employment except in Moldova where it was about a third. Moldova on the other hand had a high rate of employment in agriculture with almost half the people in employment in this sector, as compared with the other Eastern European countries where agriculture accounted for under 20% of the employed people (Belarus and the Russian Federation) and about a quarter in Ukraine. In Moldova the industrial sector occupied only 11% of the people in employment as compared with 20-30 percent in the other countries.

*In the Eastern European countries agriculture accounted for under 20% of the employed people.*

Figure 3.4 Structure of employment by economic sector (1999)



\* Year of reference 1998.

In the Caucasus there was a marked difference between Georgia, where half the people in employment were occupied in agriculture and Azerbaijan where half the employed people worked in the services as compared to 30% in agriculture and under 10% in industry. All of the countries of the Caucasus have lower levels of industrial employment (below 15%) than the three biggest Eastern European countries. In the Asian countries agriculture occupies about half the people in employment in Kyrgyzstan, Mongolia and Turkmenistan, over one-third of the people in employment in Uzbekistan and just under a quarter in Kazakhstan. Rates of employment in industry vary from 9% in Kyrgyzstan to 15% in Kazakhstan. The services occupy at least a third of the people in employment in all the Asian countries and over half in Kazakhstan.

*All of the countries of the Caucasus have lower levels of industrial employment*

*Health and education represent a sizeable share (between 15% and 20%) of employment in many of the countries, except Azerbaijan, Georgia, Kyrgyzstan and Mongolia.*

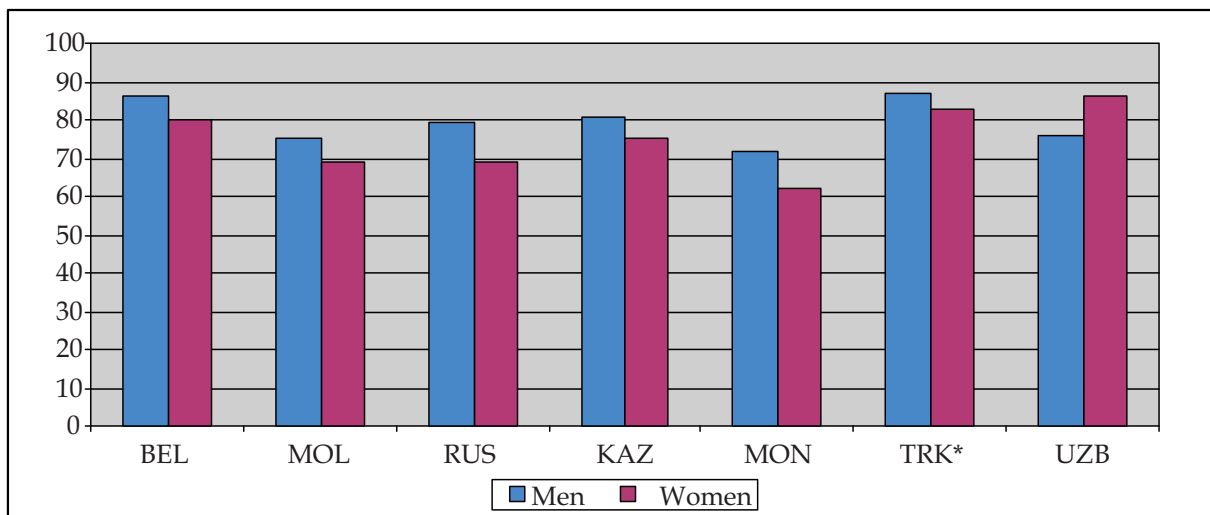
As far as the services sector is concerned, health and education represent a sizeable share (between 15% and 20%) of employment in many of the countries, except Azerbaijan, Georgia, Kyrgyzstan and Mongolia. Trade and catering, show a proportion between 10% and 20% in most countries except in Kazakhstan where the proportion is 24% and in Armenia, Georgia, Turkmenistan and Uzbekistan where it is under 10%. These figures bear witness to a familiar trend of “tertiarisation” of employment, i.e. a movement towards the services sector and underline the need to develop training in tertiary occupations to support this trend.

## 4. The link between education, training and employment

Vocational education and training should always have a positive impact on the employability of the award holders. In other words, those holding a vocational qualification should be able to find employment and maintain their position in the labour market. The data, which are available for seven countries only, and are presented in Figure 4.1, show a high proportion of employed people (between 67% and 85%) among the vocationally-qualified. The rates for men are higher than those for women in all cases, except for Uzbekistan where the activity rate for vocationally qualified men is ten percentage points lower than the rate for women. This unusual situation should be appreciated in relation to the general pattern of activity rates for this country where the overall rate for women is higher than for men.

*The data show a high proportion of employed people among the vocationally-qualified.*

**Figure 4.1a** Population in employment as a percentage of total population aged 25-59 with a recognised vocational qualification (1999)

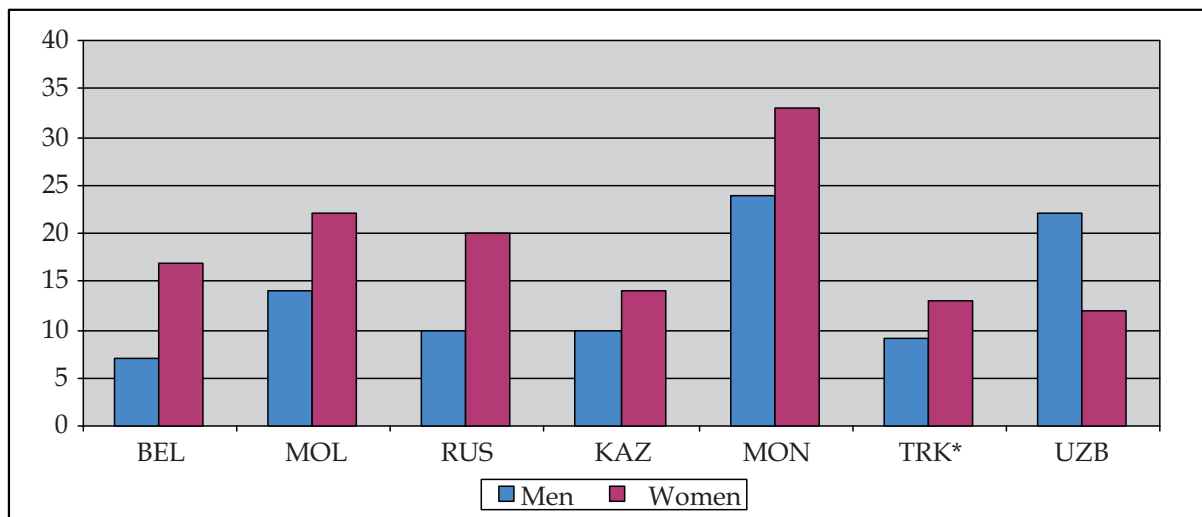


\* Year of reference 1998.

Very few vocationally qualified adults (aged 25-59) still participate in education or training (about 1%), whilst rather higher percentages are declared as “other inactive”. These percentages vary from 10-12% in Belarus, Georgia, Kazakhstan and Turkmenistan and are up to 15% and over in Moldova, the Russian Federation and Uzbekistan.

The proportion reaches 28% in Mongolia. Not surprisingly, the proportion of the “other inactive” is about 10 percentage points higher for women than for men except in Uzbekistan where there are relatively more inactive males than females (22% versus 12%).

**Figure 4.1b Inactive population as a percentage of total population aged 25-59 with a recognised vocational qualification by gender (1999)**



\* Year of reference 1998.

*In 1999 the unemployment rates for holders of a vocational qualification were lower than for the total active population which suggests that vocational education and training does indeed make a difference in terms of employability in these countries.*

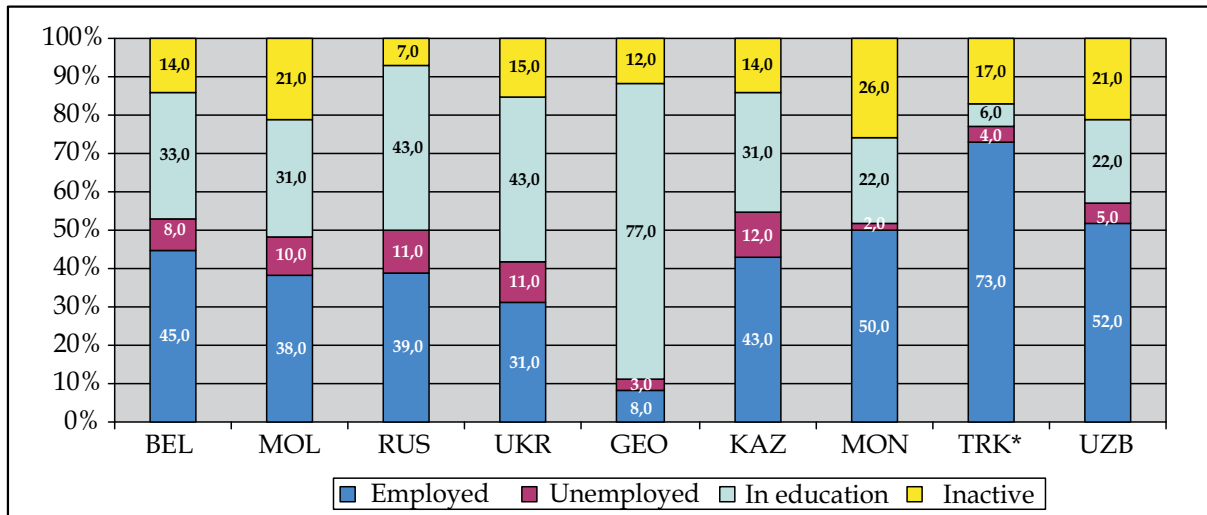
We can, with caution, compare the unemployment rates of those with a vocational qualification, with the overall unemployment rates of people over 25 years of age shown in the last column of Table 3.2 in annex 2. In 1999 the unemployment rates for holders of a vocational qualification were lower than for the total active population in Russia and Georgia, and to a lesser extent in Mongolia and Uzbekistan, which suggests that vocational education and training does indeed make a difference in terms of employability in these countries. In Belarus and Moldova, a vocational qualification does not seem to have a noticeable effect on unemployment. In Kazakhstan the unemployment rate for people with a vocational qualification is reported to be higher than for the active population in general. However, great caution is required when interpreting these figures which are not exempt from statistical flaws.

The transition from education to work is the process that characterises the situation of young people between 16 and 25 years of age.

The next set of figures distinguishes for the 16-25 year-olds, between the active population (the employed and unemployed) and the people who are inactive (in education and training or for other reasons).

The proportion of those in education or training at this age ranges from 31% to 43% in the Eastern European countries. It is, however, much higher in Georgia at 77% but somewhat lower in the Asian countries: 22% in both Mongolia and Uzbekistan, 31% in Kazakhstan but only 6% in Turkmenistan.

**Figure 4.2a Population aged 16-25 by working status (1999)**



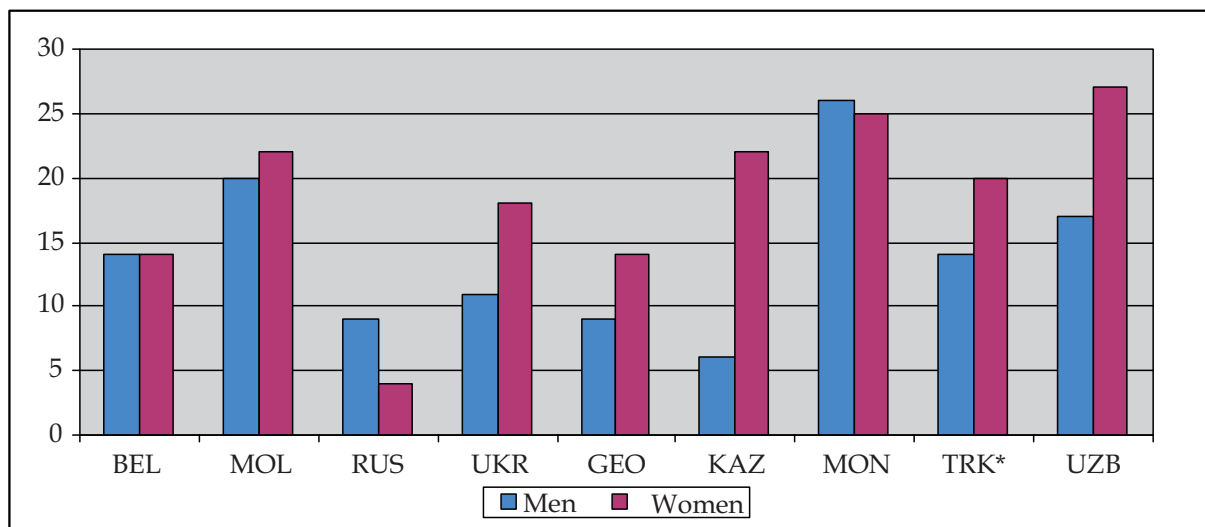
\* Year of reference 1998.

However a substantial proportion of young people in this age-group are neither in education/training, nor in employment or seeking employment. The “other inactives” rate is over 20% in Moldova, Mongolia and Uzbekistan. In Belarus, Ukraine, Georgia, Kazakhstan and Turkmenistan it is between 12% and 17%. In the Russian Federation, in contrast to the other countries, the “other inactives” are under 10%. One explanation for these levels of inactivity may be the number of young people doing their military service, but also young people may be starting families or looking after older or sick relatives. It cannot, however, be ruled out that the numbers reported as being “other inactives” may also contain those whose activity (employed, unemployed or in education and training) is unknown.

In the Eastern European countries about half of all 16-25 year olds, are already in the labour market, either employed or unemployed. It would appear from the data that higher proportions of this age-group are in employment in the Asian countries. While the rates for the Eastern European countries are between 31% and 45% for this age-group, the rate reported by Turkmenistan is 73% and it is 50% for Mongolia and Uzbekistan. The percentages who are unemployed are correspondingly lower in these countries.

*In the Eastern European countries about half of all 16-25 year olds, are already in the labour market.*

**Figure 4.2b** *Inactive population as a percentage of total population aged 16-25 by gender (1999)*



\* Year of reference 1998.

In five of the countries for which data are available (Rep. of Moldova, the Russian Federation, Kazakhstan, Mongolia and Uzbekistan) women aged 16-25 are more frequently enrolled in education or training than men (see Figures 4.3-4.4 and Tables 4.3-4.4 in annex 2). This may be accounted for by the fact that they are more likely than men to be enrolled in general education than in vocational education and training. There is also a slightly smaller “other inactive” population of women than of men in the Russian Federation, but higher percentages are declared as “other inactive” in Ukraine, Kazakhstan, Turkmenistan and Uzbekistan. As far as the labour market situation is concerned, a smaller proportion of women are in the labour market (employed or unemployed) than men in Moldova, Ukraine, Kazakhstan, Mongolia, Turkmenistan and Uzbekistan. The difference in rates varies from four percentage points in Turkmenistan to almost 20 percentage points in Kazakhstan. These figures have to be analysed with caution given the complex labour market situations in the transition economies (see above Section 3).

## 5. Financing education and training

Nearly all countries in the region experience severe difficulties in financing education and training. Accurate statistics to analyse the present situation are scarce. Nevertheless, an indication of the investment made by these countries in education and training is given by public expenditure on education and vocational education and training relative to GDP. By way of comparison, the OECD average in 1998 was 5.0% (5.7% when private expenditure is included).

*Countries in the region experience severe difficulties in financing education and training.*

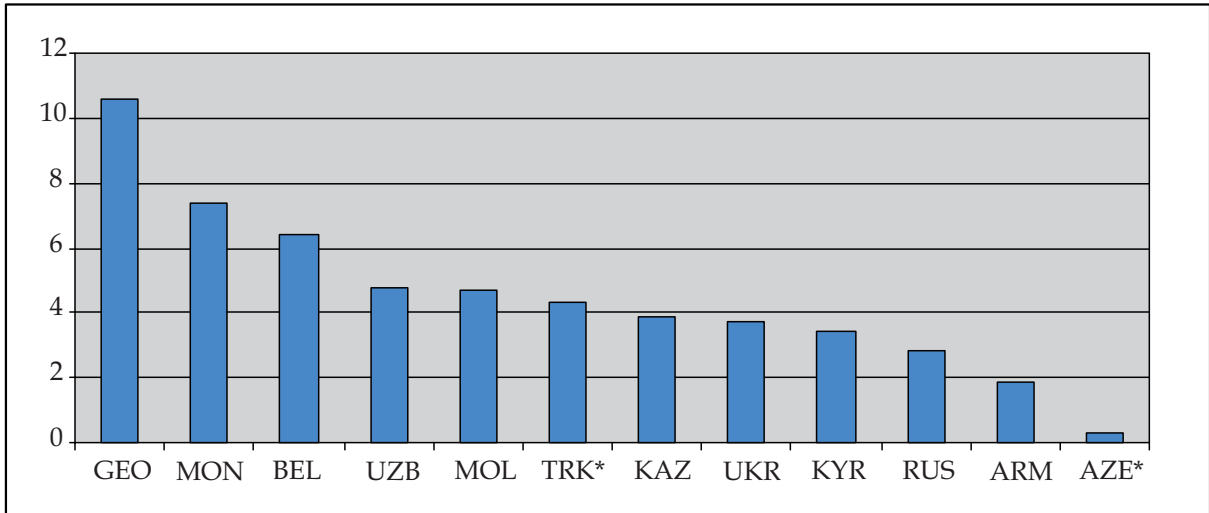
Over time, expenditure on education and training is expected to increase relative to GDP as countries develop, reflecting the rising needs for a highly-skilled work force. The data shown in Figure 5.1 and Table 5.1 in annex 2, do not reflect a very clear trend. Some countries made progress over the 1995-1999 period but in others there was less spending in 1999, in comparison with the 1995 situation. In some cases the decrease is unusually marked pointing to a drastic drop in funding of the education and training system.

*In some cases the decrease is unusually marked pointing to a drastic drop in funding of the education and training system.*

In the three Eastern European countries for which data were available for 1995 (Belarus, Rep. of Moldova and Ukraine), public expenditure on education and training represented between 5% and almost 9% of GDP. The 1999 figures for Rep. of Moldova (4.7%) and for Ukraine (3.7%) were much lower than the 1995 figures (8.7% and 5.4% respectively) whereas in Belarus there was little difference between the two years. No information was available for the Russian Federation for 1995 but the reported figure for 1999 is lower than for its neighbours at 2.8% which seems strikingly low. The case of the Russian Federation deserves further analysis, as the amount spent on vocational education and training only is not available. It may be that the figures reported for the Russian Federation reflect only expenditures by the state or national governments and exclude expenditures by other levels of governments at regional, district or local levels.

*Public expenditure on education and training represented between 5% and almost 9% of GDP.*

**Figure 5.1 Public expenditure on education as a percentage of GDP (1999)**



\* Year of reference 1998.

In the Caucasus expenditure on education and training is lower than in the Eastern European countries and decreased between 1995 and 1999. In Azerbaijan it decreased from 3.5% to less than half a percent and in Armenia from 2.4% to just under 2%. These figures would appear to point to a critical funding situation.

In 1995 the Asian countries devoted between 4% and 6.5% of their GDP to education (with the exception of Turkmenistan (1%). The levels were slightly lower than in the Eastern European countries. In 1999 the percentage was lower in Kazakhstan (down from 4.5% in 1995 to 3.9%) and in Kyrgyzstan (down from 6.6% to 3.4%). Expenditure on education relative to GDP had however increased in Mongolia where it rose from 5.5% to 7.4%, Turkmenistan (rising from 1.1% to 4.3%) and in Uzbekistan with a rise from 3.8% to 4.8%.

Throughout the New Independent States and Mongolia public expenditure on vocational education and training represents a small percentage of the total public expenditure on education. This is common in all countries, but the differences are very large and bear no relationship with enrolment patterns. It may be explained by difficulties in separating expenditure on education from expenditure on vocational education and training.



## 6. Summary

1. From 1995 to 1999 in the and Mongolia there was an increase of 9% in the total population of 14-19 year-olds bringing a rising demand for education and training. The number of people aged 14-19 enrolled in education and training also increased in the same period by 35%, faster than the total population (+9%) which suggests that more young people are staying on after the end of compulsory education.
2. Participation rates of 14-19 year olds rose considerably (over 20 percentage points) in the Eastern European countries between 1995 and 1999 and to a lesser extent in the Asian countries. The data available indicate a probable decrease in the Caucasus. Participation rates are higher for young women than for young men in most countries of the region.
3. Concerning participation by age, the rates are lower in 1999 than the OECD average for 17 and 18 year-olds for the New Independent States and Mongolia taken as a whole. In the Caucasus the decrease in participation starts after the age of 14 whereas in the Asian countries it is after the age of 16 or 17.
4. One-quarter of the 14-19 year-olds in the New Independent States and Mongolia were not enrolled in education or training in 1999, no doubt for a range of reasons among which may be inadequate provision, problems of access to education (particularly in the Asian countries and the Caucasus); reductions in the duration of compulsory education; poverty and rurality and also military service.
5. In 1999 three-quarters of 14-19 year-olds were in education or training. Just over half the enrolments were in general secondary education and 12.5% on secondary vocational education and training courses but with some variations among the countries. The remainder were enrolled in post-secondary programmes.
6. At upper secondary level (ISCED 3) the ratio of enrolments in general education as compared with vocational education and training was 63% to 37% in the New Independent States and Mongolia. Almost 70% of women enrolled at ISCED level 3 were in general education compared with about 60% of men. These figures compare with an OECD average of 49% for general education to 51% for vocational education and training in 1999.
7. At ISCED level 3, the graduation rate from general education is 61% compared with 30% from vocational education, and with 42% and 47% respectively for the OECD countries.
8. Overall labour market activity rates in 1999 were high (66%) in the New Independent States and Mongolia, which is not far below the EU-15 rate of 71%. In New Independent States and Mongolia women had a comparable rate to those in the EU member states (61% as compared to 63%) but men had a lower rate (71% as compared to 79%). These rates may however hide relatively high levels of under employment in the region.
9. The data suggest that unemployment rates for holders of a vocational qualification were higher than for the whole active population (although a direct comparison is not possible on the basis of the data collected).

10. Within the 16-25 year-old age group the proportion in education and training in 1999 varied considerably ranging from about 6% in Turkmenistan, to over 20% in Mongolia and Uzbekistan, and from between 30 and 40% in the Eastern European countries and Kazakhstan to over 70% in Georgia. More young women than young men in this age-group were in education and training. For the same age-group, about half were in the labour market in the Eastern European and Asian countries.
11. The proportion of GDP devoted to education and training differs markedly among countries, with the Russian Federation and the Caucasus lagging behind. About half of the countries experienced a substantial decline in the proportion of GDP devoted to education and training between 1995 and 1999.

# Annex 1 - International Standard Classification of Education (ISCED)

## *Summary of the descriptions of each ISCED97 level:*

### ***ISCED 0 Pre-primary Education***

This is the initial stage of organised instruction designed primarily to introduce very young children to a school-type environment. Such programmes are school- or centre-based (which distinguishes them from childcare programmes) and be designed for children aged at least 3 years.

### ***ISCED 1 Primary Education (or the First Stage of Basic Education)***

This stage marks the beginning of systematic studies in reading, writing and mathematics. Programmes are normally designed on a unit or project basis (often with one teacher for all or most of the time) rather than on a subject basis (with different teachers for different subjects). The customary or legal entry age to this level is usually not less than 5 years and not more than 7 years.

### ***ISCED 2 Lower Secondary Education (or the Second Stage of Basic Education)***

This stage usually marks the beginning of subject based teaching (with different teachers for different subjects). It is designed to complete the provision of basic education which began in ISCED 1 and to lay the foundation for life-long learning. The full implementation of basic skills occurs at this level.

### ***ISCED 3 (Upper) Secondary Education***

Even more specialisation is observed at this level than at ISCED 2. Teachers usually need to be more highly qualified than those teaching in ISCED 2. This stage often begins at the end of compulsory schooling. The entrance age is typically 15 or 16. The entrance requirement is usually successful completion of ISCED 2.

This stage is further sub-divided according to the destination for which the programmes have been designed:

**ISCED 3A** programmes are designed for direct access to ISCED 5A.

**ISCED 3B** programmes are designed for direct access to ISCED 5B (but not ISCED 5A).

**ISCED 3C** programmes do not lead directly to tertiary education. It is not possible for students in these programmes to progress to either ISCED 5A or 5B unless they also complete ISCED 3A, 3B or 4A.

## ***ISCED 4 Post-Secondary Non-Tertiary Education***

This stage captures programmes which straddle the boundary between upper secondary and post-secondary education. In some countries such programmes may be regarded as upper secondary education and in others post-secondary. The content of such programmes is not sufficient for them to be regarded as tertiary programmes. They are often not significantly more advanced than programmes at ISCED 3 but they serve to broaden the knowledge of students who have already completed an ISCED 3 programme. ISCED 4 includes programmes designed to prepare students for entry to tertiary education who may, for example, have completed an ISCED 3 programme which did not give access to the programme of their choice. It also includes programmes designed to broaden knowledge (often in a vocational area) gained at ISCED 3 but whose theoretical content is insufficient to be regarded as tertiary education.

This stage is further sub-divided according to the destination for which the programmes have been designed:

**ISCED 4A** programmes are designed for direct access to ISCED 5.

**ISCED 4B** programmes are designed primarily for direct access to the labour market and do not give access to ISCED 5 (although, in some cases, the ISCED 3 qualifications of participants may give access to ISCED 5).

## ***ISCED 5 First Stage of Tertiary Education***

This level consists of programmes whose educational content is more advanced than that offered at ISCED 3. Entry to these programmes requires the successful completion of programmes at ISCED 3A, 3B or 4A.

This stage is further sub-divided according to the destination for which the programmes have been designed:

**ISCED 5A** programmes are largely theoretically based and are intended to give access either to the advanced research programmes found in ISCED 6 or to professions with high skills requirements (eg medical doctors). It may be necessary to take more than one qualification at ISCED 5A (eg a Bachelor's and then a Master's) before entering ISCED 6.

**ISCED 5B** programmes focus on occupationally specific skills geared for direct access to the labour market. They are often, but not always, shorter than programmes at ISCED 5A. Although their theoretical content is significantly beyond that offered at ISCED 3 it is usually insufficient to give access to advanced research programmes (without first completing a programme at ISCED 5A).

## ***ISCED 6 Second Stage of Tertiary Education***

This level is reserved for programmes which lead to the award of an advanced research qualification (usually at the doctorate level or beyond). The programmes are devoted to advanced study and original research and are not based on course-work alone.

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Table 1.1 Population aged 14-19 (1999)

	Population aged 14-19 (Thousands)	Percentage change (1995 = 100)
<b>Eastern European Countries</b>	<b>20.049</b>	<b>108.2</b>
BEL	973	107.0
MOL	377	99.5
RUS	14.170	110.1
UKR	4.529	103.7
<b>Caucasus Countries</b>	<b>1.857</b>	<b>n.a</b>
AZE (1)	926	113.2
ARM	444	110.4
GEO (2)	487	n.a
<b>Asian Countries</b>	<b>6.499</b>	<b>112.1</b>
KAZ	1.710	96.5
KYR	610	111.7
MON	324	188.4
TRK (1)	601	108.5
UZB	3.254	118.2
<b>TOTAL (New Independent States and Mongolia) (3)</b>	<b>28.405</b>	<b>109.3</b>

(1) Figures are for 1995 and 1998.

(2) The population aged 14-19 years is not available for 1995.

(3) Excluding Georgia.

Table 1.2 Population aged 14-19 as percentage of the total population

	1995	1999
<b>Eastern European Countries</b>		
BEL	8.7	9.6
MOL	8.8	9.7
RUS	10.3	10.3
UKR	8.7	9.7
	8.5	9.1
<b>Caucasus Countries</b>		
AZE (1)	n.a	11.6
ARM	10.9	12.2
GEO	10.7	11.7
	n.a	10.6
<b>Asian Countries</b>		
KAZ	11.6	12.6
KYR	11.1	11.5
MON	11.9	12.6
TRK (1)	7.7	13.6
UZB	12.6	12.6
	12.0	13.2
<b>TOTAL (New Independent States and Mongolia) (2)</b>	<b>9.3</b>	<b>10.3</b>

(1) Figures for Azerbaijan and for Turkmenistan are for 1995 and 1997.

(2) The figure for 1995 is excluding Georgia.



Table 2.1 Total enrolment in education and training of people aged 14-19 (1999)

	Thousands	Percentage change (1995 = 100)
<b>Eastern European Countries</b>	<b>15.986</b>	<b>144.4</b>
BEL	769	122.4
MOL	252	116.4
RUS	11.577	157.2
UKR	3.388	118.4
<b>Caucasus Countries</b>	<b>979</b>	<b>91.8</b>
AZE*	485	77.3
ARM	242	124.8
GEO	252	102.9
<b>Asian Countries</b>	<b>3.851</b>	<b>117.5</b>
KAZ	1.190	127.7
KYR	404	142.1
MON	159	119.1
TRK*	244	92.6
UZB	1.854	111.4
<b>TOTAL (New Independent States and Mongolia)</b>	<b>20.816</b>	<b>135.0</b>

\* Figures for Azerbaijan and Turkmenistan are for 1998.

Table 2.2 Participation rates in education and training of people aged 14-19 by gender

	1995			1999		
	TOTAL	Men	Women	TOTAL	Men	Women
Eastern European Countries	59.8	n.a.	n.a.	79.7	76.2	83.4
BEL	69.1	n.a.	n.a.	79.0	77.2	80.9
MOL	57.2	57.5	56.9	66.9	60.7	74.2
RUS (1)	57.2	52.1	62.5	81.7	77.3	86.2
UKR	65.5	63.0	68.1	74.8	73.7	75.9
Caucasus Countries	n.a.	n.a.	n.a.	52.7	53.6	51.8
AZE (2)	76.8	75.9	77.6	52.3	57.7	46.8
ARM	48.2	n.a.	n.a.	54.4	48.8	60.4
GEO(3)	n.a.	n.a.	n.a.	51.8	50.2	53.4
Asian Countries	54.4	52.1	56.8	59.3	57.7	60.9
KAZ	52.6	47.7	57.6	69.6	66.7	72.5
KYR	52.1	49.4	54.9	66.2	62.8	69.6
MON (4)	32.0	23.4	40.1	49.5	41.9	57.3
TRK (2)	47.0	48.7	45.2	40.5	42.0	39.0
UZB	58.8	57.7	60.0	57.0	56.5	57.5
TOTAL (New Independent States and Mongolia) (5)	58.9	n.a.	n.a.	73.3	70.5	76.1

(1) Figures for "Sec.VET with mat.exam" are not available for 1995.

Figures for "Sec.VET with qual." and for "Post/Sec.Voc.Tech." are not available for 1995 and 1999.

(2) Figures for Azerbaijan and Turkmenistan are for 1998.

(3) The population aged 14-19 years is not available for 1995.

(4) Figures of the total population for 14, 15 and 19 year-olds are not available for Mongolia for 1995.

Enrolment rates for 1995 are based on the figures for 16, 17 and 18 year-olds only.

(5) The figure for 1995 is excluding Georgia.

Table 2.3 Participation rates in education and training of people aged 14-19 by age groups

	1995						1999					
	14	15	16	17	18	19	14	15	16	17	18	19
<b>Eastern European Countries (2)</b>	93.3	77.5	68.9	54.9	35.6	27.0	87.9	94.1	86.8	90.2	70.1	48.0
BEL	97.0	91.6	84.2	64.9	44.9	28.8	99.4	96.6	94.9	78.4	58.6	41.2
MOL	n.a	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
RUS (3)	92.2	78.1	62.2	47.5	34.1	26.9	84.3	94.2	86.7	95.0	76.2	51.5
UKR	95.9	72.9	85.6	74.2	38.1	26.8	96.5	93.5	85.4	77.5	53.9	38.5
<b>Caucasus Countries</b>	n.a	n.a.	n.a.	n.a.	n.a.	n.a.	82.3	69.1	69.9	35.0	27.0	26.2
AZE (1)	91.8	79.6	51.0	n.a.	47.8	64.1	84.0	70.6	73.9	33.1	21.2	22.4
ARM	87.9	68.6	57.8	32.3	20.2	14.3	83.9	71.3	74.1	33.0	30.7	27.6
GEO	n.a	n.a.	n.a.	n.a.	n.a.	n.a.	77.3	64.0	58.7	40.4	34.5	31.6
<b>Asian Countries</b>	n.a	n.a.	56.1	41.4	24.5	n.a.	92.8	76.7	73.5	51.1	28.9	21.8
KAZ	98.3	73.7	56.9	35.7	26.1	21.8	98.3	85.9	84.2	65.4	42.9	31.7
KYR	86.6	80.6	56.5	42.8	24.4	17.0	90.2	87.7	72.9	61.5	43.0	34.7
MON	n.a	n.a.	42.4	35.1	17.6	n.a.	76.1	67.2	55.2	35.5	28.0	26.4
TRK (1)	93.7	85.5	48.7	24.3	12.7	9.6	86.8	96.4	23.8	6.7	8.8	10.1
UZB	95.5	96.4	58.7	49.0	26.4	18.0	93.2	67.4	78.9	51.3	22.8	15.6
<b>TOTAL (New Independent States and Mongolia)</b>	n.a	n.a	n.a	n.a	n.a	n.a	88.7	88.5	82.7	77.4	57.6	40.8

(1) Figures for Azerbaijan and Turkmenistan are for 1998.

(2) The total by age is excluding Moldova, but the total of the 14-19 year-olds is including Moldova.

(3) The figures for "Sec. VET with qual." and for "Post/Sec.Voc.Tech." are not available.

Table 2.4 Distribution of students aged 14-19 by type of programme (1999)

	General Education	Sec. VET with Matura (3) Exam	Sec. VET with qualification (4)	Post Secondary Vocational, Technical and Tertiary Education (5)	All education/ training	Not enrolled
Eastern European Countries (2)	38.0	10.4	1.1	33.1	82.5	17.5
BEL	48.4	10.2	0.6	19.8	79.0	21.0
MOL	47.3	3.5	2.6	13.5	66.9	33.1
RUS (6)	35.6	11.3	1.1*	37.5	85.6	14.4
UKR	42.3	7.9	1.1	23.5	74.8	25.2
<b>Caucasus Countries</b>	<b>38.7</b>	<b>2.6</b>	<b>0.2</b>	<b>11.3</b>	<b>52.7</b>	<b>47.3</b>
AZE (1)	42.1	2.4	0.2	7.6	52.3	47.7
ARM	39.0	2.4	n.r.	13.0	54.4	45.6
GEO (6)	31.8	3.3	0.2*	16.6	51.9	48.1
<b>Asian Countries</b>	<b>42.1</b>	<b>4.2</b>	<b>0.6</b>	<b>12.3</b>	<b>59.3</b>	<b>40.7</b>
KAZ	49.3	4.0	0.6	15.7	69.6	30.4
KYR	45.2	1.8	0.6	18.6	66.2	33.8
MON	36.1	2.6	n.r.	10.8	49.5	50.5
TRK (1)	36.1	n.r.	1.9	2.4	40.4	59.6
UZB	39.5	5.8	0.3	11.3	57.0	43.0
<b>TOTAL (New Independent States and Mongolia)</b>	<b>39.0</b>	<b>8.5</b>	<b>0.9</b>	<b>26.9</b>	<b>75.2</b>	<b>24.8</b>

(1) Figures for Azerbaijan and Turkmenistan are for 1998.

(2) Excluding figures referring to "Sec.VET with qual." and to "Post/Sec. Voc.Tech." for Russia.

(3) Matura is the name of upper secondary general education award.

(4) Sec. VET with qualification is a specific Vocational Education and Training certificate.

(5) Post secondary vocational, technical and tertiary education: ISCED 4, 5 and 6.

(6) Figures marked \* are estimated figures.

VET = Vocational Education and Training.

Table 2.5 Distribution of enrolments at ISCED level 3 by gender (1999\*)

	General education		Secondary VET (with maturity and/or with VET qualification)		All upper secondary education	
	Men	Women	Men	Women	Men	Women
Eastern European Countries	48	52	62	38	53	47
BEL	45	55	66	34	51	49
MOL	43	57	62	38	48	52
RUS	49	51	60	40	54	46
UKR	45	55	67	33	52	48
Caucasus Countries	53	47	70	30	55	45
AZE *	57	43	70	30	59	41
ARM	45	55	70	30	47	53
GEO	49	51	69	31	52	48
Asian Countries	49	51	51	49	50	50
KAZ	48	52	64	36	51	49
KYR	47	53	68	32	49	51
MON	40	60	49	51	42	58
TRK *	51	49	73	27	52	48
UZB	50	50	49	51	49	51
<b>TOTAL (New Independent States and Mongolia)</b>	<b>48</b>	<b>52</b>	<b>59</b>	<b>41</b>	<b>52</b>	<b>48</b>

\* Figures for Azerbaijan and Turkmenistan are for 1998.

Table 2.6 Enrolment at ISCED level 3 by type of programme

	1995					1999 *					% change (1995 = 100)
	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)	% change (1995 = 100)		
Eastern European Countries	61.2	37.1	1.7	5.877.452	60.4	38.4	1.2	5.643.101	96.0		
BEL	62.6	33.8	3.6	285.082	69.7	28.6	1.8	350.212	122.8		
MOL	65.7	23.7	10.6	87.086	71.9	16.2	11.8	81.869	94.0		
RUS	59.5	40.5	n.a.	4.168.965	56.1	43.9	n.a.	3.859.390	92.6		
UKR	66.1	27.9	6.1	1.336.319	69.8	26.4	3.8	1.351.630	101.1		
Caucasus Countries	n.a.	n.a.	n.a.	n.a.	88.5	10.9	0.6	462.061	n.a.		
AZE *	83.2	15.2	1.6	310.931	89.8	9.2	0.9	254.784	81.9		
ARM	n.a.	n.a.	n.a.	n.a.	90.4	9.6	n.r.	111.032	n.a.		
GEO	80.2	13.8	6.0	97.005	82.7	16.6	0.7	96.245	99.2		
Asian Countries	68.7	11.5	19.8	2.675.948	63.9	21.2	14.9	2.379.786	88.9		
KAZ	69.3	24.7	6.0	434.218	84.8	12.4	2.8	554.252	127.6		
KYR	79.7	5.6	14.8	120.035	88.8	6.2	5.0	173.928	144.9		
MON	83.3	16.7	n.r.	47.929	80.1	19.9	n.r.	46.541	97.1		
TRK *	98.9	n.r.	1.1	921.445	93.9	n.r.	6.1	207.240	22.5		
UZB	42.5	16.2	41.3	1.152.321	47.6	29.7	22.7	1.397.825	121.3		
TOTAL (New Independent States and Mongolia)	n.a	n.a	n.a	n.a	63.0	32.0	5.0	8.484.948	n.a		

\* Figures for Azerbaijan and Turkmenistan are for 1998.

Table 2.7 Enrolment at ISCED level 3 by type of programme and gender

Men	1995					1999					% change (1995 = 100)
	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)			
Eastern European Countries	n.a.	n.a.	n.a.	n.a.	54.4	44.1	1.5	2,997,862	n.a.		
BEL (1)	n.a.	n.a.	n.a.	n.a.	60.9	36.9	2.1	180,328	n.a.		
MOL	57.2	29.6	13.2	47,438	64.2	21.0	14.8	39,484	83.2		
RUS (1)	n.a.	n.a.	n.a.	n.a.	51.2	48.8	n.a.	2,080,089	n.a.		
UKR	56.3	36.2	7.5	689,976	60.6	34.9	4.5	697,961	101.2		
Caucasus Countries	n.a.	n.a.	n.a.	n.a.	85.3	14.0	0.8	252,071	n.a.		
AZE (2)	81.6	17.4	0.9	154,893	87.8	11.1	1.1	149,396	96.5		
ARM	n.a.	n.a.	n.a.	n.a.	85.7	14.3	n.r.	52,392	n.a.		
GEO	78.1	14.1	7.8	52,078	77.3	22.0	0.7	50,283	96.6		
Asian Countries	n.a.	n.a.	n.a.	n.a.	63.0	21.6	15.4	1,184,154	n.a.		
KAZ (1)	n.a.	n.a.	n.a.	n.a.	80.7	15.7	3.6	280,093	n.a.		
KYR	70.7	8.2	21.1	55,303	84.6	8.8	6.7	85,746	155.0		
MON	78.0	22.0	n.r.	17,434	76.4	23.6	n.r.	19,404	111.3		
TRK (2)	98.5	n.r.	1.5	472,237	91.4	n.r.	8.6	108,353	22.9		
UZB	41.9	17.2	41.0	577,126	48.3	29.0	22.7	690,558	119.7		
<b>TOTAL (New Independent States and Mongolia)</b>	<b>n.a.</b>	<b>n.a.</b>	<b>n.a.</b>	<b>n.a.</b>	<b>58.4</b>	<b>36.5</b>	<b>5.1</b>	<b>4,434,087</b>	<b>n.a.</b>		

(1) For Belarus, the Russian Federation and Kazakhstan, total figures for "Sec. VET with matura exam" in 1995 are available, but the breakdown for males and females is not available.

(2) Figures for Azerbaijan and Turkmenistan are for 1995 and 1998.

Table 2.8 Enrolment at ISCED level 3 by type of programme and gender

Women	1995					1999					% change (1995 = 100)
	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)	General education %	VET with maturity %	VET with qual. %	Total enrolment (Thousands)	% change (1995 = 100)		
Eastern European Countries	n.a.	n.a.	n.a.	n.a.	67.7	31.2	1.1	2,645,239	n.a.		
BEL (1)	n.a.	n.a.	n.a.	n.a.	79.0	19.7	1.3	169,884	n.a.		
MOL	75.9	16.7	7.4	39,648	79.2	11.8	9.1	42,385	106.9		
RUS (1)	n.a.	n.a.	n.a.	n.a.	61.8	38.2	n.a.	1,779,301	n.a.		
UKR	76.5	19.0	4.5	646,343	79.5	17.4	3	653,669	101.1		
Caucasus Countries	n.a.	n.a.	n.a.	n.a.	92.3	7.2	0.5	209,990	n.a.		
AZE (2)	84.7	12.9	2.4	156,038	92.7	6.6	0.7	105,388	67.5		
ARM	n.a.	n.a.	n.a.	n.a.	94.5	5.5	n.r.	58,640	n.a.		
GEO	82.8	13.4	3.9	44,927	88.6	10.7	0.7	45,962	102.3		
Asian Countries	n.a.	n.a.	n.a.	n.a.	64.9	20.7	14.4	1,195,661	n.a.		
KAZ (1)	n.a.	n.a.	n.a.	n.a.	89.0	9.0	2.0	274,159	n.a.		
KYR	87.4	3.3	9.4	64,732	92.8	3.7	3.5	88,182	136.2		
MON	86.4	13.6	0	30,495	82.8	17.2	n.r.	27,137	89.0		
TRK (2)	99.3	n.r.	0.7	449,208	96.6	n.r.	3.4	98,916	22.0		
UZB	43.1	15.3	41.5	575,195	46.9	30.3	22.7	707,267	123.0		
TOTAL (New Independent States and Mongolia)	n.a.	n.a.	n.a.	n.a.	68.1	27.0	4.9	4,050,890	n.a.		

(1) For Belarus, the Russian Federation and Kazakhstan, total figures for "Sec. VET with matura exam" in 1995 are available, but the breakdown for males and females is not available.

(2) Figures for Azerbaijan and Turkmenistan are for 1995 and 1998.



Table 2.9 Graduation rate at ISCED level 3 as a percentage of total population aged 18 by type of programme

	General education	VET
<b>Eastern European Countries</b>	<b>61</b>	<b>30</b>
BEL	61	21
MOL	41	20
RUS	61	35
UKR	63	19
<b>Caucasus Countries</b>	<b>58</b>	<b>8</b>
AZE *	66	10
ARM	58	4
GEO	43	9
<b>Asian Countries</b>	<b>63</b>	<b>36</b>
KAZ	76	14
KYR	65	15
MON	28	8
TRK *	85	12
UZB	55	58
<b>TOTAL (New Independent States and Mongolia)</b>	<b>61</b>	<b>30</b>

\* Figures for Azerbaijan and Turkmenistan are for 1998.

Table 3.1 Labour market activity rates by gender (1999)

	Total	Males	Females
Eastern European Countries	66.8	72.0	61.0
BEL	86.4	85.9	86.9
MOL	61.3	66.4	56.9
RUS	63.8	70.4	57.8
UKR	75.0	78.0	72.0
Caucasus Countries	74.0	79.0	69.0
AZE*	83.0	87.1	78.8
ARM	66.3	66.2	66.5
GEO	65.9	75.3	58.2
Asian Countries	58.4	58.9	57.9
KAZ	84.0	84.1	83.9
KYR	73.9	79.0	68.7
MON	50.0	52.1	47.9
TRK*	81.2	96.4	66.2
UZB	53.9	52.0	56.1
<b>TOTAL (New Independent States and Mongolia)</b>	<b>66.0</b>	<b>70.9</b>	<b>61.4</b>

\* Figures for Azerbaijan and Turkmenistan are for 1998.

Table 3.2 Unemployment rates by gender and age (1999)

	Total	Males	Females	Aged under 25	Aged 25 and over
Eastern European Countries	12.5	12.8	12.3	23.5	10.8
BEL	6.5	8.3	4.8	16.1	5.1
MOL	11.1	13.3	8.9	22.3	9.0
RUS	12.9	13.0	12.8	23.2	11.4
UKR	12.7	12.8	12.6	26.2	10.4
Caucasus Countries	n.a.	n.a.	n.a.	n.a.	n.a.
AZE	n.a.	n.a.	n.a.	n.a.	n.a.
ARM	11.8	8.4	15.2	17.6	11.3
GEO	13.8	15.3	12.1	24.6	12.7
Asian Countries	4.0	3.6	4.4	n.a.	n.a.
KAZ	3.6	2.8	4.4	2.6	4.2
KYR	2.9	2.3	3.5	n.a.	n.a.
MON	4.7	4.1	5.3	4.7	4.7
TRK (1)	4.2	3.0	6.1	n.a.	n.a.
UZB	4.4	4.6	4.3	8.8	2.8
TOTAL (New Independent States and Mongolia) (2)	11.1	11.2	11.0	n.a.	n.a.

(1) Figures for Turkmenistan are for 1998.

(2) Figures are excluding Azerbaijan.

Table 3.3 Total employment (1999)

	Thousands	% change (1995 = 100)
<b>European Countries</b>	<b>88.327</b>	<b>96.2</b>
BEL	4.151	103.5
MOL	1.495	89.4
RUS	63.891	99.6
UKR	18.790	85.6
<b>Caucasus Countries</b>	<b>6.755</b>	<b>107.7</b>
AZE*	3.702	132.1
ARM	1.320	89.4
GEO	1.733	87.1
<b>Asian Countries</b>	<b>19.250</b>	<b>101.7</b>
KAZ	5.948	93.0
KYR	1.764	107.5
MON	814	106.0
TRK*	1.839	109.9
UZB	8.885	105.2
<b>TOTAL (New Independent States and Mongolia)</b>	<b>114.332</b>	<b>97.7</b>

\* 1998 for Azerbaijan and Turkmenistan.

Table 3.4 Structure of employment by economic sector (1999)

	Eastern European Countries					Caucasus Countries					Asian Countries				
	BEL	MOL	RUS	UKR	AZE(1)	ARM	GEO	KAZ	KYR	MON	TRK(1)	UZB			
Agriculture	17.0	48.9	13.3	26.2	30.8	42.4	52.2	22.6	52.4	49.5	48.3	36.5			
Industry	29.3	10.7	22.4	23.1	7.0	15.7	8.0	15.2	9.0	12.1	12.5	12.8			
Construction	7.1	2.9	8.0	5.2	4.2	4.2	1.4	3.5	2.6	3.4	5.9	6.5			
Services	46.6	37.5	56.3	45.5	58.0	37.7	38.4	58.7	36.0	35.0	33.3	44.2			
<i>of which:</i>															
● Health and Education(2)	18.5	14.5	16.3	19.6	12.6	15.7	6.1	14.0	12.8	9.6	15.2	18.4			
● Trade and Catering(2)	13.0	10.0	19.8	12.4	16.1	8.5	9.8	24.7	11.1	12.2	6.3	8.3			
<b>Total employment (thousands)</b>	<b>4.151</b>	<b>1.495</b>	<b>63.891</b>	<b>18.790</b>	<b>3.702</b>	<b>1.320</b>	<b>1.733</b>	<b>5.948</b>	<b>1.764</b>	<b>814</b>	<b>1.839</b>	<b>8.885</b>			

(1) Figures for Azerbaijan and Turkmenistan are for 1998.

(2) Percentage of total employment.

Table 4.1 Population aged 25-29 holding a recognised vocational qualification by working status (1999)

	Total			Men			Women					
	Employed	Unemployed	In Education or Training	Other Inactive	Employed	Unemployed	In Education or Training	Other Inactive	Employed	Unemployed	In Education or Training	Other Inactive
<b>Eastern European Countries</b>	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
BEL	83	5	negligible	12	86	7	0	7	80	3	negligible	17
MOL	74	9	0	17	75	11	0	14	69	9	negligible	22
RUS	74	10	1	15	79	11	1	10	69	9	2	20
UKR	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Caucasus Countries</b>	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
AZE	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ARM	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
GEO	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
<b>Asian Countries</b>	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
KAZ	78	10	1	12	81	9	1	10	75	11	1	14
KYR	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MON	67	4	1	28	72	3	1	24	62	4	2	33
TRK *	85	3	1	11	87	3	1	9	83	3	negligible	13
UZB	81	2	negligible	17	76	2	negligible	22	86	2	negligible	12
<b>TOTAL (New Independent States and Mongolia)</b>	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

\* Figures for Turkmenistan are for 1998.  
negligible' = less than 0.05%.

Table 4.2 Population aged 16-25 by working status (1999)

TOTAL	In employment	Unemployed	In Education Training	Other Inactive
Eastern European Countries	n.a.	n.a.	n.a.	n.a.
BEL	45	8	33	14
MOL	38	10	31	21
RUS	39	11	43	7
UKR	31	11	43	15
Caucasus Countries	n.a.	n.a.	n.a.	n.a.
AZE	n.a.	n.a.	n.a.	n.a.
ARM	n.a.	n.a.	n.a.	n.a.
GEO	8	3	77	12
Asian Countries	n.a.	n.a.	n.a.	n.a.
KAZ	43	12	31	14
KYR	n.a.	n.a.	n.a.	n.a.
MON	50	2	22	26
TRK *	73	4	6	17
UZB	52	5	22	21
TOTAL (New Independent States and Mongolia)	n.a.	n.a.	n.a.	n.a.

\* Figures for Turkmenistan are for 1998.

Table 4.3 Population aged 16-25 by working status (1999)

Men	In employment	Unemployed	In Education Training	Other Inactive
<b>Eastern European Countries</b>	n.a.	n.a.	n.a.	n.a.
BEL	43	8	35	14
MOL	40	13	27	20
RUS	39	12	40	9
UKR	34	12	43	11
<b>Caucasus Countries</b>	n.a.	n.a.	n.a.	n.a.
AZE	n.a.	n.a.	n.a.	n.a.
ARM	n.a.	n.a.	n.a.	n.a.
GEO	8	3	80	9
<b>Asian Countries</b>	n.a.	n.a.	n.a.	n.a.
KAZ	53	11	30	6
KYR	n.a.	n.a.	n.a.	n.a.
MON	53	2	19	26
TRK *	76	3	7	14
UZB	59	4	20	17
<b>TOTAL (New Independent States and Mongolia)</b>	n.a.	n.a.	n.a.	n.a.

\* Figures for Turkmenistan are for 1998.



Table 4.4 Population aged 16-25 by working status (1999)

Women	In employment	Unemployed	In Education Training	Other Inactive
<b>Eastern European Countries</b>	n.a.	n.a.	n.a.	n.a.
BEL	47	8	31	14
MOL	35	8	35	22
RUS	39	12	45	4
UKR	29	10	43	18
<b>Caucasus Countries</b>	n.a.	n.a.	n.a.	n.a.
AZE	n.a.	n.a.	n.a.	n.a.
ARM	n.a.	n.a.	n.a.	n.a.
GEO	7	4	75	14
<b>Asian Countries</b>	n.a.	n.a.	n.a.	n.a.
KAZ	33	12	33	22
KYR	n.a.	n.a.	n.a.	n.a.
MON	47	3	25	25
TRK *	70	5	5	20
UZB	44	5	24	27
<b>TOTAL (New Independent States and Mongolia)</b>	n.a.	n.a.	n.a.	n.a.

\* Figures for Turkmenistan are for 1998.

Table 5.1 Public expenditure on education and training as a percentage of GDP

	1995		1999	
		of which on VET		of which on VET
<b>Eastern European Countries</b>	n.a.	n.a.	n.a.	n.a.
BEL	6.1	0.9	6.4	1.4
MOL	8.7	0.6	4.7	0.3
RUS	n.a.	n.a.	2.8	n.a.
UKR	5.4	0.4	3.7	0.2
<b>Caucasus Countries</b>	n.a.	n.a.	n.a.	n.a.
AZE *	3.5	0.3	0.3	negligible
ARM	2.4	0.3	1.9	0.2
GEO	n.a.	n.a.	0.3	negligible
<b>Asian Countries</b>	n.a.	n.a.	n.a.	n.a.
KAZ	4.5	0.3	3.9	0.1
KYR	6.6	0.6	3.4	0.3
MON	5.5	0.6	7.4	0.2
TRK *	1.1	0.3	4.3	0.6
UZB	3.8	2.0	4.8	1.7
<b>TOTAL (New Independent States and Mongolia)</b>	n.a.	n.a.	n.a.	n.a.

\* Figures for Azerbaijan and Turkmenistan are for 1998. negligible' = less than 0.05%.

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